

Achievement and Integration Plan

July 1, 2017, to June 30, 2022

District ISD# and Name: Edgerton Public ISD 581

Superintendent: Keith Buckridge

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Plan submitted by: Keith Buckridge

District Integration Status: Racially Isolated District (RI)

Title: Edgerton Public ISD 581

Phone: 507-442-7881

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Partnering Districts Racially isolated districts must partner with adjoining districts on cross-district student integration activities (Minn. R. 3535.0170). List the districts you will partner with on A&I plan interventions, adding additional lines as needed. If your district has established one, you may provide the name of your Integration Collaborative: **N/A**

1. **Edgerton Public ISD 581** RI - Racially Isolated
2. **Pipestone Area ISD 2689** A - Adjoining

School Board Approval

- We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan (Minn. Stat. § 124D.861, subd. 4).
- We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: Keith Buckridge

Signature:

Date Signed:

School Board Chair: Lon Anker

Signature:

Date Signed:

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subp. 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council (MDCC) to provide input on integration goals and to identify cross-district strategies to improve integration.

The rule also requires districts with a racially identifiable school (RIS) to convene a community collaboration council (CCC) to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the RIS (Minn. R. 3535.0160, subp. 2).

American Indian Parent Committee Districts with an American Indian parent committee must include representatives from this committee on the MDCC and CCC (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

Below, list council members and briefly describe the community planning process used for your district's plan and for your Racially Identifiable School (RIS), as applicable.

Multi-District Collaboration Council: Edgerton WBWF District Advisory Committee

Community Collaboration Council for the RIS: Edgerton WBWF District Advisory Committee

Post to District Website Prior to your district's annual A&I and World's Best Workforce meeting, you must post this plan to the district website (Minn. Stat. § 124D.861, subd. 3 (b)). Please provide the URL where your district's Achievement and Integration plan will be posted. <https://www.edgertonpublic.com/domain/79>

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

GOAL # 1: By differentiating instruction using Guided Math, the percentage of FRP will increase from 49% to 60% in their proficiency levels as measured by Minnesota Comprehensive Assessments in Math by 2022.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Achievement Disparity

GOAL # 2: The average experience of math teachers at Edgerton Public Middle School will increase from 3.75 years in 2018-19 to 6.75 years by 2022.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Teacher Equity

Goal #3: By 2022, Edgerton students in grades K-12 will self-report an increase in their level of comfort with initiating and maintaining social relationships with students different from themselves (racially/ethnically diverse, socioeconomically diverse) from an average comfort level of 2 out of 5 to an average comfort level of 4 out of 5 as measured by a district-created survey utilizing a 5-point Likert scale. This will be created in conjunction with Pipestone Area School.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Integration

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Strategy Name and #: Math Specialist – Goal 1 – Strategy 1

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what

this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Teacher FTE will provide curricular and instructional support to teachers in grades K-8 to implement the MN Math Standards, expose students to best practices in instruction of mathematics, and reinforce intervention strategies to alleviate student deficiencies. The math specialist will also coordinate and plan integration activities focusing on math skills and strategies for Edgerton and Pipestone students in grades K-12.

Location of services: Edgerton Public Schools, Brown Elementary, Hill Elementary, PAS MS/HS

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2020	Target 2021	Target 2022
Percentage of students in (FRP) student group will increase from current proficiency level of 49% to 60% as measured by MCA in Math.	54%	57%	60%
From the Winter screening to the Spring screening, grades K through Eight will have 50% of students that are at some/high risk move up a level as measured on the aMath screener.	30%	40%	50%
As measured by the MCA Math Test, students in grades Four through Eight will increase their achievement of high growth from 31% to 41%.	36%	39%	41%
Increase positive perception from teachers in finding support from the math specialist beneficial to their growth in implementing the MN Math Standards and using instructional best practices in mathematics.	25%	50%	75%
Increase positive perception from students who instruction from teachers who have support from the math specialist.	25%	50%	75%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy Name and #: Math Interventionist – Goal 1 – Strategy 2

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.

- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

The Math Interventionist will support students in grades 3-8 in need of additional intervention to master grade-level skills. Supporting these students' needs will work to close achievement gaps in the FRP student group gap in math. Referral to the Math Interventionist will be based on MCA Math and FAST Math data review along with teacher recommendations. The Math Interventionist will coordinate and plan integration activities focusing on math skills and strategies for Edgerton and Pipestone students in grades K-12.

Location of services: Edgerton Public Schools, Brown Elementary, Hill Elementary, PAS MS/HS

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2020	Target 2021	Target 2022
Percentage of students in (FRP) student group will increase from current proficiency level of 49% to 60% as measured by MCA in Math.	54%	57%	60%
From the Winter screening to the Spring screening, grades K through Eight will have 50% of students that are at some/high risk move up a level as measured on the aMath screener.	30%	40%	50%
As measured by the MCA Math Test, students in grades Four through Eight will increase their achievement of high growth from 31% to 41%.	36%	39%	41%
The number of students who need to receive support from a math interventionist will decrease due to more students gaining skills and growing at high rates.	60%	50%	30%
Increase in positive perception of students who receive support from the math interventionist.	25%	50%	75%
Increase in perception of teachers of students who have received intervention support.	25%	50%	75%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Strategy Name and #: Cross District Math Integration Programs – Goal 2 – Strategy 1

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

The Math Specialist and Math Interventionist will coordinate, plan, and host, with the support of grade-level math teachers, Cross District Math Integration Programs available for all students either during the school year and/or during summer school to integrate Edgerton students in grades K-12 with Pipestone students in grades K-12 increasing all students’ cultural fluency, competency, and interaction with the focus of building math skills and strategies. Cross District Math Integration Programs will address the areas of need in math for both districts and introduce/reinforce strategies to shift those areas of need to areas of strength. Through the introduction/reinforcement of strategies, students will be exposed to and work with students from different racial, cultural, and economic backgrounds different from their own.

Location of services: Edgerton Public Schools, Brown Elementary, Hill Elementary, PAS MS/HS

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2020	Target 2021	Target 2022
Percentage of students in (FRP) student group will increase from current proficiency level of 49% to 60% as measured by MCA in Math.	54%	57%	60%
From the Winter assessment to the Spring assessment, grades K through Eight will have 50% of students that are at some/high risk move up a level as measured on the aMath assessment.	30%	40%	50%
As measured by the MCA Math Test, students in grades Four through Eight will increase their achievement of high growth from 31% to 41%.	36%	39%	41%
Increase in positive perception from teaching staff, math specialist, and math interventionist that professional development is supporting their growth in instructional best practices.	40%	60%	80%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)). Edgerton will be able to access Pipestone's summer school programs rather than hosting our own.