Minnesota Department of

Education

Achievement and Integration Plan: July 1, 2017 to June 30, 2020

This document reflects Achievement and Integration requirements included in Minnesota Statutes, sections 124D.861 and 124D.862 as well as Minnesota Rules 3535.0100-0180.

District ISD# and Name: Worthington ISD 518 District's Integration Status: Racially Isolated District (RI)

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Racially Identifiable Schools (RIS)

If you have been notified by MDE that your district has a racially identifiable school, please list each of those schools below, adding additional lines as needed.

1. n/a

2.

Collaborating Districts

Racially isolated districts must partner with adjoining districts on cross-district student integration activities (Minn. Rule 3535.0170). List your collaborating districts here, adding lines as needed. If your integration collaborative has a name, enter it here: Collaborative name.

1. **ISD 511, Adrian Public Schools** A - Adjoining
2. **ISD 514, Ellsworth Public Schools** A - Adjoining
3. **ISD 505, Fulda Public Schools** A - Adjoining
4. **ISD 0330, Heron Lake-Okaena Public Schools** A - Adjoining
5. **ISD 2907, Round Lake-Brewster Public Schools** RI - Racially Isolated
6. **ISD 0518, Worthington Public Schools** RI - Racially Isolated
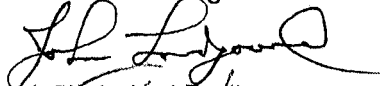
Submitting This Plan

Submit this completed plan template as a word document to MDE by March 15, 2017 for review and approval (Minn. Stat. § 124D.861 Subd. 4). Email it to MDE.integration@state.mn.us. Scan the signed coversheet and attach that to your email as a separate PDF.

School Board Approval (Minn. Stat. § 124D.861 Subd. 4)

We certify that we have formally approved and will implement the attached Achievement and Integration plan as part of our district's comprehensive World's Best Workforce plan and in compliance with applicable federal, state, and local laws and regulations.
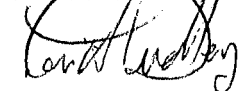
Superintendent: John Landgaard
Signature: _[signature]_   Date Signed: Enter date. 2/21/17

School Board Chair: Lori Dudley
Signature: _[signature]_   Date Signed: Enter date. 2/21/17

COVERSHEET

Detailed directions and support for completing this plan are provided in the Achievement Integration Plan Guide available on the MDE Achievement and Integration page.

Plan Input Minnesota School Desegregation/Integration Rule 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. Rules 3535.0160 Subp. 2).

List council members below 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: Laketyta Swinea, Chair; Ray Hassing, Vice-chair; Chelsea Wintz, Secretary; Paul Bang, Scott Barber, Tim Christensen, Rhonda Groen, Robyn Bickner, Sharon Johnson, Jorge Lopez, Owar Ojulu, Luther Onken, Jerry Perkins, Jay Vargas, Trevor Wintz, John Willey, Roger Graff, May Lary Htoo Apolo, Leticia Rodriguez, and Jason Appel.

Nobles County Integration Collaborative also has a Joint Powers Board that participated in the planning process. Joint Powers Board members are: Luther Onken, Chair, Stan Kramer, Diane Larson, vice-chair, Jorge Lopez, Stephen Schnieder, Lakeyta Swinea, Lindsay Jenniges, Jeanie Rasche, Secretary; and Rhonda Groen.

The community planning process used to prepare this Achievement and Integration Plan started in September of 2015. Nobles County Integration Collaborative worked with the Minnesota Education Equity Partnership to gather data on integration and student achievement in its member districts. The data was shared with community members at an Education Equity Summit on Saturday, November 7, 2015. Following the summit, several participants volunteered to assist with additional needs assessment projects and action planning steps, which were conducted throughout 2016. Additionally, NCIC staff members attended MDE's AI Plan guidance session in October 2016 and followed-up with the recommended needs assessment, data analysis and plan completion. The result is this 3-year Achievement and Integration Plan for fiscal years 2018-2020.

Community Collaboration Council for the RIS: n/a

Post to District Website Prior to your district's annual AI 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 is posted. www.isd518.net

Plan Goals This plan must contain goals for reducing disparities in academic achievement among all students and specific categories of students (excluding the categories of gender,

disability, and English learners), and for increasing racial and economic integration (Minn. Stat. § 124D.861 Subd.2 (c)).

GOAL # 1: By 2020, the percentage of students in the free & reduced priced lunch subgroup of grade 8 will increase from the current proficiency level to 50% or greater as measured by the MN Comprehensive Assessments in math.

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

Objective 1.1: To provide additional academic support to middle school students from Interventionists based on review of student performance on assessments and teacher referral.

Objective 1.2: To provide Parent/Family Involvement classes designed to help parents and the school system and how to effectively support their children and advocate for them with the school system.

Objective 1.3: To build positive relationships with families through culturally responsive/ language specific home visits.

Objective 1.4: To provide summer learning camps designed to increase the math and STEAM skills of the participants. This will be a cross district with Heron Lake- Okabena school district.

GOAL #2: By 2020, 70% of teachers will report increased understanding of factors that contribute to achievement gaps and increased implementation of strategies designed to close achievement gaps.

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

Objective 2.1: To provide professional development trainings about factors that contribute to achievement gaps and strategies to narrow academic achievement gaps including culturally responsive practices. To increase teachers' use of strategies designed to close achievement gaps.

GOAL # 3: By 2020, on a district administered survey, the percentage of students in grades 4, 5, 7, and 9 who report improved school climate will increase from 60% to 70%.

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

Objective 3.1: To engage students in grades 4, 5, 7, and 9 in integrated learning experiences, through grade-level partnerships, which focus on character development and improved school climate.

Objective 3.2: To engage upper elementary students in an integrated Out-of-School-Time and summer integrated music education program called El Sistema which enables students to build relationships with a diverse group of peers and fosters a sense of belonging and leadership through participation in a performing music group.

GOAL #4: By 2020, the percentage of racially/ethnically diverse teachers will increase from 3% to 6% and racially & ethnically diverse district-wide staff will increase to 18%. Equity Council will review local data and best practice research to determine what changes in district policy and practice could be implemented to improve equity and/or narrow achievement gaps.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Objective 4.1: To study ways to close racial and economic achievement gaps and make recommendations to school administrators and school board members regarding changes to practice or policy that could narrow achievement gaps, including strategies to recruit and retain diverse teachers and staff.

GOAL # 5: By 2020, at least 240 students will participate in NCIC Out-of-School-Time programs and demonstrate increased college and career readiness by writing an individualized learning plan, making at least one college visit, participating in leadership or civic engagement activities, and, for seniors, completing a college or job application.
Aligns with WBWF area: All students are ready for career and college.

Objective 5.1 To help students become college and career ready through out-of-school-time programming involving leadership experiences, college & career exploration, civic engagement, volunteerism, and culturally integrated learning opportunities.

INTERVENTIONS
Directions Eligible districts may use AI revenue to pursue racial and economic integration and student achievement through interventions listed in the *Type of Intervention* drop-down menus below (Minn. Stat. § 124D.861 Subd. 2). Provide the information requested for each intervention.

Requirement for this section: At least one intervention must be designed and implemented to bring together students from the racially isolated district and students from that district's adjoining AI districts (Minn. Rule 3535.0170).

Intervention # 1 Interventionists

This intervention supports the following goal objective: **1.1**

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.
Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

      ☒ 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.

Narrative description of the critical features of the intervention. An Interventionist will work with students in need of additional interventions to master grade-level skills. Referrals to the Interventionist will be based on data review and teacher referral.

Grade levels to be served: 5-8   **Location of services:** Middle School

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Teachers will implement interventions in the classroom prior to referral to the Interventionist. Teachers will review multiple sources of data including grades, attendance, and grade-level assessments. Interventionist referrals will be based on teacher referral and data review.

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Reardon, S. (2013). *The Widening Income Achievement Gap.* Educational Leadership. Volume 70, Number 8 Faces of Poverty Pages 10-16. And Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). *Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide.* (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from http://ies.ed.gov/ncee/wwc/publications/practiceguides/.
Reardon, S. (2013). *The Widening Income Achievement Gap.* Educational Leadership. Volume 70, Number 8 Faces of Poverty Pages 10-16.

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 2018	Target 2019	Target 2020
The 8th-grade math MCA results for free & reduced priced lunch will increase from the current proficiency level in math to 50% or greater.	45%	48%	50%

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

Intervention #2 Parent/Family Involvement Classes

Objective this intervention supports: **1.2**

Type of Intervention: *Family engagement initiatives to increase student acheivement.*

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above. *Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

       ☐ 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.

Narrative description of the critical features of the intervention. Parent/Family Involvement classes designed to help parents understand the school system and how to effectively support their children and advocate for them.

Grade levels to be served: K-12   Location of services: Worthington Schools

Formative assessment(s) used to inform instructional decision-making: Participant Survey

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Alvarez de Davila, Silvia, et. al. (2016). *Falling Behind: Understanding the Educational Disparities Faced by Immigrant Latino Students in the U.S.,* University of Minnesota Extension Service. Retrieved from http://www.extension.umn.edu/family/cyfc/our-programs/ereview/docs/april-2016-ereview.pdf Lopez, M. Elena, & Caspe, Margaret. (2014). *Family engagement in anywhere, anytime learning.* Family Involvement Network of Educators (FINE) Newsletter, 6*(3). Retrieved from* http://www.hfrp.org/publications-resources/browse-our-publications/family-engagement-in-anywhere-anytime-learning. Harvard Family Research Project. (2015*). Promoting Educational Equity Through Family Engagement: The King Legacy.* Retrieved from http://www.hfrp.org/family-involvement/publications-resources/promoting-educational-equity-through-family-engagement-the-king-legacy

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 2018	Target 2019	Target 2020
Increase the number of parents/caregiver from diverse backgrounds who participate in at least 5 family engagement classes with coordinator.	20	35	50
Increase the number of parents/caregivers from diverse backgrounds who participate in at least 1-4 family engagement classes with coordinator.	30	40	50

Intervention #3 Parent Contact/Home Visits

Objective this intervention supports: 1.3

Type of Intervention: *Family engagement initiatives to increase student acheivement.*

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above. *Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

         ☐ 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.

Narrative description of the critical features of the intervention. Home Visits will be made by NCIC staff to OST cohort students' families and with a licensed teacher to homes of students who are struggling academically.

Grade levels to be served: K-12   Location of services: Worthington Schools/Homes/NCIC

Formative assessment(s) used to inform instructional decision-making: Completion of home visit questionnaire and post-home visit survey.

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Lin, M. & A. Bates. (2010). *Home visits: how do they affect teachers' beliefs about teaching and diversity?* Early Childhood Educational Journal, *38*(3), pp. 179-185.

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 2018	Target 2019	Target 2020
The number of home visits by licensed teachers/counselors accompanied by NCIC staff (for language/cultural support) will increase. (50 total by 2020).	10	30	50
The number of home visits by NCIC staff will conduct to cohort youth families will increase. (90 total by 2020)	30	60	90

Intervention # 4 Professional Development Trainings

This intervention supports the following goal objective: **2.1**

Type of Intervention: Professional development opportunities focused on academic achievement of all students.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.
Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

       ☐ 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.

Narrative description of the critical features of the intervention. Professional Development Trainings will be provided for licensed staff to increase cultural awareness and understanding of culturally responsive instruction practices.

Formative assessment(s) used to inform instructional decision-making: Participant Survey

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Kanno, Y. & Kangas, S. (2014). "I'm not going to be, like, for the AP": English languages learners' limited access to advanced college-preparatory courses in high school. *American Educational Research Journal, 51*(5), pp. 848-878.
Alvarez de Villa, S., et al.(2016). Falling Behind: Understanding the Educational Disparities Faced by Immigrant Latino Students in the U.S. eReview. Regents of the University of

Minnesota. Retrieved from http://www.extension.umn.edu/family/cyfc/our-programs/ereview/docs/april-2016-ereview.pdf
Gay, G. (2010). Culturally Responsive Teaching: Theory, Research and Practice. New York: Teachers College Press.

Grade levels to be served: PK-12/Staff   Location of services: Worthington schools

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 2018	Target 2019	Target 2020
Based on the Minnesota Student Survey or local survey, the percentage of students who respond agree or strongly agree will increase on the following statement. "Most teachers at my school are interested in me as a person".	75%	78%	80%
By 2020, 70% of staff will report on post-training surveys, increased knowledge and understanding of factors that contribute to achievement gaps.	60%	65%	70%

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

Intervention # 5 Grade-level Partnerships

Objective the intervention supports: **3.1**

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

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.
Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:
- ☐ 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.

Narrative description of the critical features of the intervention. Students experience multi-district racially/culturally integrated learning experiences through grade-level partnerships. All six member districts participate. Students from all member districts will meet together in integrated small groups. 4th grade will focus on cultural awareness through Pen Pal writing and gathering. 5th grade will meet together to learn about the virtue of kindness and learn how to deal with bullying. 7th grade will meet together to learn about the virtue of courage and to develop leadership skills. 9th grade students will meet together to learn about respect and identity. High school leaders from all member districts will assist with facilitating integrated small group discussion and activities.

Grade levels to be served: 4, 5, 7, 9   Location of services: Community-based site

Formative assessment(s) used to inform instructional decision-making: Participant Survey

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Black, D. (2014). *Why Integration Matters in Schools.* Education Week. Retrieved from: http://www.edweek.org/ew/articles/2014/05/14/31black_ep.h33.html?qs=why+integration+matters+in+schools+

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 2018	Target 2019	Target 2020
On the 4th-grade post-event survey, the percent of grade-level participants who agree or strongly agree will increase from current level to 70%. "Students at my school include students who are different from themselves."	65%	68%	70%
On the 5th grade post-event survey, the percent of grade-level participants who agree or strongly agree will increase from current level to 70%. "Students at my school include students who are different from themselves."	65%	68%	70%
On the 7th grade post-event survey the percent of participants who agree or strongly agree will increase to 70%, "Since the retreat, bullying is less of a problem at my school."	65%	68%	70%
On the 9th-grade post event survey, the percent of participants who agree or strongly agree will increase to 70% , "Since the retreat, bullying is less of a problem at my school."	65%	68%	70%

Intervention #6 El Sistema Out-of-School Time/Summer Multi-district Program

This intervention supports the following goal objective: **3.2**

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

   ☒ 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.

Narrative description of the critical features of the intervention. Programs will be designed to improve student engagement and academic skills. El Sistema will utilize music education/experiences engage students and to assist with skill development.

Grade levels to be served: 3-5   Location of services: Prairie Elementary

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Participant Survey

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Afterschool Alliance (2014) *Taking a Deeper Dive into Afterschool: Positive Outcomes and Promising Practices.* Washington, D.C., Retrieved from http://afterschoolalliance.org/documents/Deeper_Dive_into_Afterschool.pdf Civic Enterprises. (2016). *Building a Grad Nation: Progress and Challenge in Raising High School Graduation Rates.* Everyone Graduates Center at the School of Education, Johns Hopkins University. file:///C:/Users/Sharon.Johnson/Downloads/civic_2016_full_report_FNL.pdf

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 2018	Target 2019	Target 2020
Based on a participant survey, the percentage of students who respond agree or strongly agree will increase on the following statement. "Teachers at my school care about me as a person".	60%	70%	80%
By 2020, based on a participant survey 80% of participants will respond that they have a friend who is racially/ethnically diverse from themselves.	60%	70%	80%

Intervention #7 NCIC Equity Council

Objective the intervention supports: **4.1**

Type of Intervention: Recruitment and retention of racially and ethnically diverse teachers and administrators.

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.
Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

☐ 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.

Narrative description of the critical features of the intervention Equity Council will assist member districts with development of new recruitment and retention strategies for racially/ethnically diverse teachers and staff. The Council will review research and recommend culturally responsive policies and practices to administrators/school board members.

Grade levels to be served: PK-12   Location of services: NCIC Office

Formative assessment(s) used to inform instructional decision-making: Meeting minutes.

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Gogins, K. & Olson-Skog, P. (2015). Rigorous academics is not enough to close the achievement gap. MSBA Journal, July/August, pp. 24 – 27.   Portland Public Schools. (2011). Portland Public Schools Racial Educational Equity Policy 2.10.010-P adopted June 13, 2011.   Corbett Burris, C., & D.

Garrity. (2008). *Detracking for Excellence and Equity.* Alexandria, VA: Association for Supervision and Curriculum Development.

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 2018	Target 2019	Target 2020
By 2020, 18% of regularly scheduled district personnel will be racially/ethnically diverse. (Currently 12%)	14%	16%	18%
By 2020, 6% of licensed teachers will be racially/ethnically diverse. (Currently 3%)	4%	5%	6%
By 2020, school board will hear recommendations on culturally responsive policies or practices based upon equity recommendations made by the NCIC equity council.	Discussion	Discussion	Action

Intervention # 8 Out Of School Time (OST) Programs

This intervention supports the following goal objective: **5.1**

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.
Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

      ☒ 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.

Narrative description of the critical features of the intervention. Programs will be designed to improve student engagement and academic skills.
Students will participate in activities designed to help them gain knowledge of post-high school opportunities and to set goals for their own post-high school plans.

Grade levels to be served: 6-12   Location of services: WMS, WHS, ALC and NCIC

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): MCIS Individualize College and Career Plan in MCIS, credits earned by OST cohort members, GPA.

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Afterschool Alliance (2014) Taking a Deeper Dive into Afterschool: Positive Outcomes and Promising Practices. Washington, D.C., Retrieved from http://afterschoolalliance.org/documents/Deeper_Dive_into_Afterschool.pdf Civic Enterprises. (2016). Building a Grad Nation: Progress and Challenge in Raising High School Graduation

Rates. Everyone Graduates Center at the School of Education at Johns Hopkins University. Retrieved from file:///C:/Users/Sharon.Johnson/Downloads/civic_2016_full_report_FNL.pdf

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 2018	Target 2019	Target 2020
By 2020, at least 240 students will participate in NCIC Out-of-School-Time programs and demonstrate increased college and career readiness by writing an individualized learning plan, making at least one college visit, participating in leadership or civic engagement activities..	75	180	240
By 2020, 75% of seniors in OST cohort will complete a college entrance exam and a college or job application.	65%	70%	75%

Intervention # 9 Summer Academic and College/Career Readiness Programs

This intervention supports the following goal objective: **1.4**

Type of Intervention: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.
Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:
- ☐ 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.

Narrative description of the critical features of the intervention. Programs will be designed to improve academic skills through experiential learning and group work. STEAM camps for secondary students will be the initial focus. Students will participate in activities designed to help them gain knowledge of post-high school opportunities and to set goals for their own post-high school plans. This will be a cross district with Heron Lake- Okabena school district. These summer camps will meet for 2 weeks 2 hours per session at MN West Community & Technical College/NCIC.

Grade levels to be served: 6-12   Location of services: NCIC/MN West

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Pre and Post Test, Participant Survey

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Gay, G. (2010). *Culturally Responsive Teaching: Theory, Research and Practice*. New York: Teachers College Press.   Alvarez de Villa, S., et al.(2016). Falling Behind: Understanding the Educational

Disparities Faced by Immigrant Latino Students in the U.S. eReview. Regents of the University of Minnesota. http://www.extension.umn.edu/family/cyfc/our-programs/ereview/docs/april-2016-ereview.pdf

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 2018	Target 2019	Target 2020
By 2020, 60 students will participate in these 2-week summer STEAM camps.	20	40	60
By 2020, 80% of participants will show improvement on skills taught, based on a pre- and post-test.	70%	75%	80%
By 2020, 80% of participants will report increased understanding of material covered in the camp on a participant survey.	70%	75%	80%

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)). By collaborating with adjacent school districts, the members of Nobles County Integration Collaborative make efforts maximize impact and reduce duplication of effort. Now that the focus is on academics more than on integration, more of the programs will be offered independently in each district, rather than jointly for the region. This will probably increase participation in voluntary activities because the activities will be offered locally rather than at a geographically central location, however, it will reduce the amount of intercultural learning experiences for students in the districts that have fewer racially/ethnically diverse students.