



Achievement and Integration Plan

July 1, 2020 to June 30, 2023

District ISD# and Name: **ISD 505 Fulda Public Schools**

District Integration Status: Adjoining District (A)

Superintendent: Loy Woelber

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Plan submitted by: Soom Chandaswang

Title: Achievement & Integration Coordinator

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Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

1. N/A

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the Racially Identifiable School section of this document.

Partnering Districts Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: **Nobles County Integration Collaborative**.

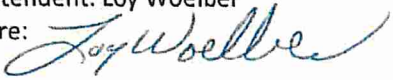
1. **ISD 511, Adrian Public School** A - Adjoining
2. **ISD 514, Ellsworth Public Schools** A - Adjoining
3. **ISD 505, Fulda Public Schools** A - Adjoining
4. **ISD 0330, Heron Lake- Okabena Public Schools** A - Adjoining
5. **ISD 2907, Round Lake-Brewster Public School** RI - Racially Isolated
6. **ISD 518, Worthington Public Schools** RI - Racially Isolated

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: Loy Woelber

Signature: 

Date Signed: 03/09/2020

School Board Chair: Don Tiesler

Signature: 

Date Signed: 03/09/2020

Multidistrict Collaboration Council: Lakeyta Swinea, Chair; Ray Hassing, Vice-Chair; Chelsea Wintz, Secretary; John Willey, Cate Koehne, Carla Osornio, Loy Woelber, Sharon Johnson, Paul Bang, Jay Vargas, Jorge Lopez, Leticia Rodriguez, Kesia Escalante, Quan Loi, Rhonda Groen, Diane Larson, Jason Appel, Leslie Madison, Lindsay Jenniges, John Volk, Trevor Wintz, Stephen Schnieder, and Tracy Freking

Nobles County Integration Collaborative also has a Joint Powers Board that participated in the planning process. Joint Powers Board member are: Ray Hassing, Chair; Trevor Wintz, Vice-chair, Lindsay Jenniges, Secretary; Leslie Madison, John Volk, Stephen Schnieder, Lakeyta Swinea, Rhonda Groen, Jorge Lopez

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 2017-2020.

The planning process used to prepare the fiscal years 2021-2023 Achievement and Integration Plan included NCIC staff meeting with individual member district's administrators and the World's Best Workforce team to review the current Achievement and Integration Plan for the district. The team discussed what changes they would like to see in their plans in order for the work of NCIC to be most effective. The team reviewed current plans and progress reports in order to determine the Achievement & Integration Plans for fiscal years 2021-2023 for each district.

In addition, NCIC staff, administrators, and school board members have met multiple times throughout the year to discuss progress towards Achievement and Integration goals, shared up-dates on programs, and conducted yearly building walkthroughs and review of data.

Community Collaboration Council for Racially Identifiable School(s): N/A

Goal #1: By 2023, the percentage of students in the FRPL subgroup of 3rd grade will increase from the current proficiency level of (CTSTR) by 10% or greater as measured by the MCA's in Reading.

Aligns with WBWF area: All 3rd graders can read at grade level.

Goal type: Achievement Disparity

Strategy Name and # Interventionists 1.1

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

An interventionist will work with students in need of additional interventions to master grade-level skills. Interventionist will have the opportunity to work with students during the school year in a small group-setting classroom, one-on-one, or virtual in all subjects based on data review and teacher referral. Specific skills are determined based on individual cases.

Location of services: Fulda Schools

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>The percentage of 3rd grade students, in FRLP subgroup, who are proficiency according to the MCA in Reading, will increase from the current proficiency level (CTSTR) by 10%.</i>	6%	8%	10%

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

Strategy Name and # Out of School Time (OST)/Summer Program 1.2

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

The intent of this strategy is to reduce racial and/or economic disparities, improve student engagement, and academic skills for K-6th grade FRPL student group. This strategy will focus on academic improvement. Summer school meets for once a week for 10 weeks for 1 hour a day. The initial focus will be to better prepare students for the upcoming school year in all core subjects based on individual cases. Students will meet face-to-face or virtual.

Location of services: Fulda Schools

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>According to post-surveys, at least 80% OST participants will agree or strongly agree with the statement, "I can read better than when I started this program."</i>	65%	75%	75%
<i>According to post-surveys, at least 75% of OST participants will agree and strongly agree or strongly agree with the statement, "I feel more confident expressing my thoughts and ideas than when I started this program."</i>	65%	70%	75%

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

Goal #2: By 2023, 80% of teachers, an increase from the baseline of 0%, will participate in professional development trainings that are designed to increase 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.

Goal type: Achievement Disparity

Strategy Name and # Professional Development Trainings 2.1

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:

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

Narrative description of this strategy

Professional development training will be provided for licensed and non-licensed teachers/staff to increase cultural awareness and understanding of culturally responsive instructional practices. In addition, trainings will be provided to increase knowledge about factors that contribute to achievement gaps and strategies to narrow academic achievement gaps.

Location of services: Fulda Public Schools

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Based on the MN Student Survey or local survey, the percentage of students who respond agree or strongly agree will increase on the following statement, "At my school, teachers care about students."</i>	60%	65%	70%
<i>By 2023, 80% of staff will participate in professional development trainings that are designed to increase knowledge and understanding factors that contribute to achievement gaps.</i>	70%	75%	80%
<i>By 2023, 75% of participants will report on post-survey, increase knowledge and understanding of factors that contribute to achievement gaps.</i>	65%	70%	75%

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

Goal #3: By 2023, on a district administered survey, the percentage of students in grades 4, 5, 7, and 9 who report improved school climate will increase from 70% to 75%.

Aligns with WBWF area: All students graduate from high school.

Goal type: Integration

Strategy Name and # Grade-level Partnerships 3.1

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. | ☒ Increases cultural fluency, competency, and interaction. |
| ☐ Provides school enrollment choices. | ☐ Increases graduation rates. |
| | ☐ Increases access to effective and diverse teachers. |

Narrative description of this strategy

Students experience multi-district racially/ethnically integrated learning experiences through grade-level partnerships. All six member districts participate. Students from all member districts will meet together in integrated small groups. 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 identify. High school leaders from all member school districts will assist with facilitating integrated small group discussion and activities. NCIC Youth Development Leaders will also go into grade level classrooms to do follow-ups after the retreats.

Location of services: Community-based site

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
On the 4 th -grade post-survey, the percent of grade-level participants who agree or strongly agree will increase from current level to 75%, "Students at my school include students who are different from themselves."	70%	73%	75%
On the 5 th grade post-survey, the percentage of grade-level participants who agree or strongly agree will increase from current level to 75%, "The retreat helped me understand how acting with courage can make a positive difference for me and my school."	70%	73%	75%
On the 7 th grade post-survey, the percentage of grade-level participants who agree or strongly agree will increase from current level to 75%, "The retreat helped me understand how acting with courage can make a positive difference for me and my school."	70%	73%	75%
On the 9 th grade post-survey, the percentage of grade-level participants who agree or strongly agree will increase from current level to 75%, "The retreat helped me understand how acting with courage can make a positive difference for me and my school."	70%	73%	75%

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

Goal #4: By 2023, the percentage of racially/ethnically diverse teachers will increase from 0% to 9% and racially/ethnically regularly scheduled support staff will increase from 0% to 6% in order for all students to have a greater academic outcome and equitable education experience. Equity Council will review local data and best practices research on strategies on recruiting and retaining teachers of color.

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

Goal type: Teacher Equity

Strategy Name and # NCIC Equity Council 4.1

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

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. | ☐ Increases cultural fluency, competency, and interaction. |
| ☐ Provides school enrollment choices. | ☐ Increases graduation rates. |
| | ☒ Increases access to effective and diverse teachers. |

Narrative description of this strategy.

NCIC Equity Council will assist member school 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. The Equity Council serves student by providing guidance to all NCIC programs, such as, monitoring NCIC programs progress, attendance, participation, and makes recommendations for program changes or additions. In addition, board members serve as community liaison to share program information and recruit students and families.

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>By 2023, 6% of regularly scheduled support staff will be racially/ethnically diverse.</i>	2%	4%	6%
<i>By 2023, 9% of licensed teachers will be racially/ethnically diverse.</i>	3%	6%	9%
<i>By 2023, Equity Council will review local data and best practices research on strategies to recruit and retain teachers of color.</i>	Discussion	Action	Action

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)). By collaborating with adjacent school districts, the members of Nobles County Integration Collaborative make efforts to 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.