



## Achievement and Integration Plan July 1, 2014 – June 30, 2017

*This plan reflects requirements included in the current achievement and integration statutes and desegregation/integration rule (Minn. Stat. § 124D.861, Minn. Stat. § 124D.862, Minn. R. 3535.0100-0180).*

### District ISD# and Name: **ISD 2135 Maple River**

District Status: (A) Adjoining District  
Name of Collaborative: Madelia Area  
Integration Collaborative (MAIC)

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Board Approval Date: April 14, 2014

### Integration Collaborative Member Districts

List all districts in your integration collaborative and their integration status: RI=racially isolated district, RIS=racially isolated school, RI/RIS=racially isolated district and racially isolated school, A=adjoining district, V=voluntary district.

Note: If your district is eligible for this program solely because you have one or more racially identifiable schools within your district, you are not currently required to participate in an integration collaborative and may delete the text boxes below.

1. RI: ISD 837 Madelia School District
2. A : ISD 458 Truman School District
3. A :ISD 2071 Lake Crystal Wellcome Memorial District
4. A: ISD 2135 Maple River School District

Please return this completed plan by March 15, 2014 to [mde.integration@state.mn.us](mailto:mde.integration@state.mn.us).  
**Electronic submission is required.**

### Racially Identifiable Schools (RIS) within a District

If you have been notified by MDE that your district has one or more racially identifiable schools, please list each of those schools below:

Madelia Public Schools

Plans for racially identifiable schools will follow the same format provided for districts within an integration collaborative. The RIS plan section starts on the final page

## Achievement Goal One

**Directions:** Complete the goal statement below by entering information in the sections marked *Click here to enter text* or *Choose an item*. Next, fill in the two data tables for reading and/or math by using the baseline achievement data. If you are working on collaborative achievement goals, please add additional rows to include the achievement data of these member districts within your integration collaborative.

Districts may focus on proficiency rate increases, achievement gap decreases, or both. Also, goals can be created for math, reading, or for both content areas. For each additional achievement goal, copy and paste the goal statement and data tables, creating one set per content area.

**Goal Statement:** The proficiency GAP between the free and reduced lunch students enrolled the full academic year for all grades tested within District 2135 on all state Math accountability tests (MCA, MOD, MTAS) will **DECREASE** as follows within our District (see table B), by **INCREASING** the proficiency of Free and Reduced and Non Free and Reduced student groups as follows within our District (see table A):

### A. Math Proficiency INCREASE:

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Maple River	A					
<i>All students</i>		63.9%	70.5%	74.5%	78.5%	14.6%
<i>Non-FRP</i>		68.30%	78%	81%	84%	15.7%
<i>FRP</i>		56.20%	57%	62%	67%	10.8%

Delete table rows for student groups not included in your goal statement.

### B. Math GAP DECREASE:

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
Maple River	A					
<i>FRP</i>		12%	10%	8%	6%	6%

Delete table rows for student groups not included in your goal statement.

## Achievement Goal One: Strategies and Activities

**Directions:** Use the drop down menus below to identify the strategies or activities that will enable you to meet your achievement goal. Next, include a narrative description of each activity. Copy and paste this page as needed to list additional activities, changing the activity number for each additional page.

### Activity 1 Elementary Math Interventionist

Research based interventions that include formative assessment practices to reduce achievement disparities by race as measured by student progress and growth on state reading and math assessments and aligned with Worlds Best Workforce (Sec. 29, subd.2(b))

#### *Activity details:*

Differentiated instruction and targeted interventions designed to increase student achievement

#### *Narrative Description of Strategies/Activities:*

We will implement a math intervention class to provide experiences in Mathematics using technology (iPads), hands on learning experiences and applied mathematics for Tier 2 and Tier 3 students.. The math

interventionist will collaborate with the K-5 classroom teachers to develop grade appropriate activities for each student group based on the math standards. Maple River will hire a 1.0 Math interventionist to work with Tier 2 students 300 minutes per day. Students in grades K-5 at East and West Elementary will work on the development of not just conceptual and procedural understandings of operations, but deeper knowledge of mathematical concepts. The interventionist will screen and identify students below benchmark using the STAR progress monitoring screening report. A goal will be set in the STAR software for students in intervention. Core instruction will be supplemented for targeted students and will be assessed 2x/month. A progress monitoring report will be run to review progress toward the goals and the duration of the intervention will be modified as needed.

The Math curriculum that we will use will be our Pearson Math series which includes a math diagnosis and intervention system. Available to use are activities for data driven differentiated instruction, digital resources, leveled homework and center activities. This is research based curriculum based on the NCTM standards and NAEP assessments. We are also using MCA III data, IXL, a researched based math computer program to practice concepts and track progress. STAR Math Enterprise linked with Accelerated Math will be used to set goals, progress monitor and assess student learning.

### Key Indicators of Progress (KIP)

**Directions:** Please enter an Activity 1 SMART goal below and identify the measure(s) you will use to track progress and implementation. If yearly targets and detailed data for your district's key indicators of progress are available now, you may include it in the table below.

1) *SMART goal for this strategy/activity:*  
The proficiency gap between the non-FRP and FRP students enrolled the full academic year in grades 3-8 & 11 at Maple River District Schools on all state mathematics accountability tests (MCA, MOD, MTAS) will decrease from 12% in 2010-11 to 6% in 2016-17 by increasing

the proficiency rate of the groups as follows: Non FRP from 68% in 2010-11 to 84% in 2016-17 and FRP students from 56% in 2010-11 to 78% in 2016-17.

2) *Measures to track implementation and progress:*

Within the Pearson math curriculum, there are topic and benchmark tests throughout the

series. End of the topic assessments both paper/pencil and online resources. MCA, MOD and MTAS tests along with progress monitoring using STAR Math assessments, IXL computerized instruction, and NWEA math assessments will track implementation and progress of math achievement.

### **Activity 2 Credit Recovery Middle School:**

Differentiated instruction and targeted interventions designed to increase student achievement

A. Activities to achieve goal:  
Students identified at the end of quarter 1, 2, or 3 with failing grades will be recommended for our Code Blue after school program. The program meets on Tuesdays after school until 5:15 with a middle school teacher. 25 days/year.

### **Activity 3 ICU (Intensive Care Unit) Middle School and High School:**

Differentiated instruction and targeted interventions designed to increase student achievement

B. Activities to achieve goal:  
1. Teachers will continue to use our ICU notification system for incomplete practice (assignments).  
ICU/Homeroom time is built into the end of each day for 23 minutes. The PLC driven initiative will continue to improve. There will be built in incentives for those students who complete all practice (assignments)  
2. We will offer ICU time after school for 40 days/year in the Middle School (25

days/year in the High School, formerly known as SAS (Study After School)) until 5:15. Supervision will be done by a licensed teacher in each building. The teacher will help students when necessary to complete all assignments.

Parent communication will be an important component to the success of our program.

### **Activity 4 Math Academy – Using INCENTIVE REVENUE Finance (318)**

Differentiated instruction and targeted interventions designed to increase student achievement

C. Students in grades 5-7 from the collaborative will come together for two weeks in the summer and once a quarter on Saturdays throughout the school year. The IXL math program that is aligned with core standards in Math will be used as the tie and thread between the Math Academy, math class interventions and the math Saturday school.

**See Math Academy attachment**

## Integration Goal One

**Integration SMART goal statement for the MAIC collaborative: On the Minnesota student survey 8<sup>th</sup> grade student responses will increase positively by 5% to question on Table 26a “During the last 12 months, have you had significant problems with feeling very trapped, lonely, sad, blue, depressed or hopeless about the future?”**

List any relevant targets for *each* member district in your collaborative

Name of District	Status	BASELINE data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Maple River 8th graders	A	80%	82%	84%	85%	5%
LCWM 8 <sup>th</sup> graders	A	81%	83%	85%	86%	5%
Madelia 8 <sup>th</sup> graders	RI	68%	70%	72%	73%	5%
Truman 8th graders	A	52%	53%	55%	57%	5%

### Activity 1

Integrated Learning Environment

### Activity Details

Increase cultural fluency, competency, and interaction

### Narrative description of Strategies/Activities

#### Activity A – 5<sup>th</sup> grade retreat

The Youth Frontiers Kindness Retreat inspires character by engaging a single grade level of students in activities that emphasize the value of kindness. We empower kids to be “everyday heroes” by using kindness to include others, be respectful and make your school a better place. Students learn that bullying is much more than physical fighting, and includes verbal taunting and social exclusion. The retreat then teaches students a positive and safe way to handle bullying situations. Participation in the retreat results in cognitive, attitudinal and behavioral shifts that decrease students’ distractions to learning and build a positive school community

#### Activity B – 7<sup>th</sup> grade retreat

The Youth Frontiers Courage Retreat inspires character by empowering a single grade level of students to act with moral courage and identify the social fears and peer pressures that impede responsible decision-making. The retreat encourages them to take positive risks that make a healthy difference for themselves, their peers and your school. Participation in the retreat results in cognitive, attitudinal and behavioral shifts that decrease students’ distractions to learning and build a positive school community.

#### Activity C – 9<sup>th</sup> grade retreat

The Youth Frontiers Respect Retreat® inspires a single grade level of students to respect themselves more, to respect others and to stand up for respect in your school. The retreat reminds students that they matter, and that there is a supportive community of educators, mentors and classmates around them. We challenge students with the message that someone acting with character does not make fun of, bully or torment anyone for any reason. We engage the bystanders to stand up for the value of respect in your hallways, lunchlines and classrooms. Participation in the retreat results in cognitive, attitudinal and behavioral shifts that decrease students' distractions to learning and build a positive school community.

#### **Activity D – STLF**

**Students Today Leaders Forever's (STLF)** mission is to reveal leadership through service, relationships, and action. This is a summer trip in June to Chicago and the funding for the 14-15 school year will help us send at least five students. We would like to grow this program with our middle school students with the goal of sending at least 30 students in the future. Students from the integration schools will participate in a five day trip that includes community service opportunities, leadership development activities and tours of major universities/colleges.

#### **Research-Based Practices**

Among other requirements, an eligible district must implement effective, research-based interventions that include formative assessment practices to reduce the disparities in student academic performance among the specific categories of students as measured by student progress and growth on state reading and math assessment (Minn. Stat. § 124D.861, Subd. 2 (b)).

If the activities or strategies you've listed above do not include a research based intervention, please use the space below to describe how your plan will meet this requirement. Please give the name of the intervention, any website information, and attach a PDF copy of the research article. [Click here to enter text.](#)

#### **Creating Efficiencies and Eliminating Duplicative Programs**

Please briefly explain how your district and/or collaborative is working to create efficiencies and eliminate duplicative programs and services, which may include forming collaboratives or a single, seven-county metropolitan partnership of eligible districts for this purpose (Minn. Stat. § 124D.861, Subd. 2 (c)). [Click here to enter text.](#)

#### **Community Planning**

An Achievement and Integration plan shall be developed in a formal community planning process where the isolated school district or racially identifiable school sites are represented by community members who are not district employees and were at least part of the voting membership of the planning body (Minn. Rule 3535.0170, Subp. 3). Please briefly describe the community process used for the collaborative portion of your district's plan and for your Racially Identifiable Schools, if applicable.

**Multi-District Collaboration Council:**

See attachment