



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 #255 Pine Island Public Schools

District Status: A

Name of Collaborative: Rochester

[Click here to enter text.](#)

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Board Approval Date: April 21, 2014

Integration Collaborative Member Districts

List all districts in your integration collaborative and their integration status: RI=Racially Isolated district, RIS=Racially Identified School, RI/RIS=Racially Isolated district and Racially Identified School, A=Adjoining district, V=Voluntary district.

1. RI Rochester Public Schools
2. A Pine Island, Plainview-Elgin-Milville, Dover-Eyota, Chatfield, Stewartville, Zumbrota-Mazeppa, and Byron

Please return this completed plan by March 15, 2014 to mde.integration@state.mn.us.

Electronic submission is required.

Address general questions on the data or plan submission process to Kari-Ann Ediger, Office of Equity and Innovation, 651-582-8269, Kari-Ann.Ediger@state.mn.us.

Achievement Goal One

Goal Statement: The proficiency GAP between the FRP and Non-FRP students enrolled the full academic year for all grades tested within Pine Island on all state Reading accountability tests (MCA, MOD, MTAS) will **DECREASE** as follows within our District (see table B), by **INCREASING** the proficiency of FRP and Non FRP student groups as follows within our District (see table A):

A. Reading **Proficiency INCREASE:**

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Pine Island	A					
<i>District Non-FRP</i>		85.8%	86%	87%	88%	2.2%
<i>District FRP</i>		66.7%	69%	74%	79%	12.3%

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

B. Reading **GAP DECREASE:**

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
Pine Island	A					
<i>FRP</i>		19.1%	17%	13%	9%	10.1%

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

Achievement Goal One: Strategies and Activities

Activity 1

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

*see Program Framework for specific activity details

Narrative Description of Strategies/Activities:

80%TIME

1. Analyze and interpret assessment data with the help of data coaches to determine student reading proficiency and students in need of intervention.
2. Administer additional reading/literacy assessments to individual students as needed.
3. Provide individual/small group reading instruction to identified students.
4. Teach/ co-teach reading interventions.
5. Co-teach with content area teachers to demonstrate and share model lessons and instructional best practices in literacy.
6. Provide formal and informal mentoring and professional development to teachers related to ELA and Literacy standards and instructional best practices in literacy.

Training Teachers and Administrators/Professional Development Resources and Training for Improving Achievement of all Students:

20% TIME

7. Assist with the development and monitoring of professional learning communities and individual teacher and classroom goals pertaining to student reading proficiency.
8. Participate in professional development to stay current with best practices in reading/literacy instruction.

Key Indicators of Progress (KIP)

1) SMART goal for this strategy/activity:

The percent of FRP students in middle school who demonstrate proficiency on the MCA III Reading Test will increase by 9% by May, 2017 following interventions based on data review and on-going professional development for teachers.

2) Measures to track implementation and progress:

Progress of students will be tracked using classroom assessments, Aimsweb, and MCA data.

The following targets for progress have been established:

Non-FRP in grades 5-8		71.0	73%	75%	77%	6%
FRP in grades 5-8		41.0	44%	47%	50%	9%

The following goal for gap reduction has been established:

Pine Island	A					
Free/Reduced Lunch Proficiency		30%	29%	28%	27%	3%

Research Support: The above strategies and instruction will be evidence-based utilizing resources from the Minnesota Response to Intervention: http://www.scred.k12.mn.us/rt_i/minnesota_rti_center

Integration Goal One

Integration Goal One: Strategies and Activities

Activity 1

College Career readiness for underserved students

Activity details:

Increased participation in rigorous programs by underrepresented students and students enrolled in Area Learning Centers

Narrative Description of Strategies/Activities:

All middle school students will develop an evolving college/career readiness plan. The plan will be developed through participation in Ramp-up for Readiness. The plan will reflect student interests, strengths, courses to take in high school and college/career interests. On-line and personal communication with students in Rochester will allow students the opportunity to share and connect with other students with similar career and/or college interests.

Related to career and college readiness curriculum, 6th grade students will be getting together with students from Rochester to observe common presentations, 7th grade students will participate in shared field trips with Rochester students and 8th grade students will collectively participate with Rochester students regarding career interests.

Key Indicators of Progress (KIP)

SMART goal for this strategy/activity:

By the spring of 2017, all middle school students will have a college and career readiness plan while collaborating and communicating electronically and personally with Rochester Public Schools.

List yearly progress targets:

Year 1: Students will develop an evolving college/career readiness plan through participation in Ramp-Up for Readiness. On-line and personal communication with Rochester will allow students with similar interests to communicate and learn from each other.

Year 2: Continue career and college readiness exploration. Continued electronic and personal communication with Rochester Public School will allow students with like-minded college and career pathways to work together.

Year 3: Students will continue to develop and share their college/career readiness plan with students from Rochester.

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)). The collaborative, including the multi-district council, has met and will continue to meet to effectively and efficiently meet the needs of our students while working to

enhance our multi-district efficiencies while also attempting to eliminate any duplicative programs.

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:

The multi-district collaboration council did not have an opportunity to meet as a holistic unit, but members include: Regina Seabrook from Rochester, Jane Johnson from Dover-Eyota, Randy Paulson from Chatfield, Tony Simons from Zumbrota-Mazeppa, Tammy Berg-Beniak from Pine Island, Donita Stephan from Byron, Gary Kuphal from Plainview-Elgin-Milville, and a representative from Stewartville.