

Achievement and Integration Plan

July 1, 2020 to June 30, 2023

District ISD# and Name: #255 Pine Island Schools

District Integration Status: Racially Isolated District
(RI)

Superintendent: Tamara Champa

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Plan submitted by: Tamara Champa

Title: Superintendent

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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: Enter name.

- | | |
|------------------------------------|---------------------------|
| 1. #2899 Plainview-Elgin-Millville | 5. #2805 Zumbrota-Mazeppa |
| 2. #533 Dover-Eyota | 6. #531 Byron |
| 3. #227 Chatfield | |
| 4. #534 Stewartville | |

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: Tamara Champa

Signature:

Date Signed: 4/22/2020

School Board Chair: Jeff Leland

Signature:

Date Signed: 4/22/2020

Plan Input

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

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful, it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Multidistrict Collaboration Council: Shavana Talbert and Brenda Wichmann (Rochester), Nick Truxal (Dover-Eyota), Jessica Denter (Byron), Tamara Champa (Pine Island), Michael Harvey (Zumbrota-Mazeppa), Nate Walbruch (PEM), Patrick Breen and Sharon Prunty (Stewartville), Randy Paulson (Chatfield).

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: Underserved students (FRP 19.15%) in Pine Island School District (grades 5-8) will increase their reading proficiency as measured by the MN Comprehensive Assessment (MCA) III by 3% each year from June 2020 (2019 results used for baseline: 44.9%) through June 2023.

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

Goal type: Achievement Disparity

Strategies

GOAL 1, Strategy #1: Middle School Reading Intervention

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 instructional interventionist in cooperation with instructional coaches will analyze data to determine which students will be eligible for research-based reading interventions. The reaching interventions will align with current practices in literacy instruction which includes: vocabulary development, reading fluency, reading comprehension, strategy application and growth mindset. The goal is to increase student confidence through consistent exposure to a variety of texts and to develop habits of higher-level thinking. Teachers will participate in professional development opportunities to utilize instructional techniques that are developmentally and culturally responsive.

Location of services: Pine Island Middle School, Grades 6-8

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
90% of underserved students (FRP 19.15%) will report an increase in their total fluency score based on recorded reading and self-assessment from fall to spring.	90%	90%	90%
90% of underserved students (FRP 19.15%) will demonstrate improved quality of reading from fall to spring, as reported by the teacher rating.	90%	90%	90%

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

GOAL 1, Strategy #2 Middle School Reading Professional Development for Teachers

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

Narrative description of this strategy.

The instructional interventionist will provide professional development to staff based on best practices in literacy instruction and educational equity. The instructional interventionist will provide training during dedicated staff development time, and also during professional learning communities and staff meetings.

Location of services: Pine Island Middle School, Grades 6-8

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
100% of teachers will receive literacy professional development to enhance instructional strategies.	100%	100%	100%
Increase the number of individual coaching sessions with staff around the topic of educational equity and culturally responsible instruction strategies.	4	6	8

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

Goal #2: Underserved students (FRP 19.15%) in Pine Island School District (grades 5-8) will increase their math proficiency as measured by the MN Comprehensive Assessment (MCA) III by 3% each year from June 2020 (2019 results used as baseline: 44.9%) through June 2023.

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

Goal type: Achievement Disparity

Strategies

GOAL 2, Strategy #1 Math Interventions

Type of Strategy: Innovative and integrated preK-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 instructional interventionist in cooperation with instructional coaches will analyze data to determine which students will be eligible for research-based math interventions. The math interventions will align with current practices in math instruction. The goal is to increase student confidence in math through a growth mindset, while utilizing multiple

techniques through a culturally appropriate teaching approach. Teachers will participate in professional development opportunities to understand and practice instructional techniques that are developmentally and culturally responsive.

Location of services: Pine Island Middle School, Grades 6-8

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
90% of underserved (FRP 19.15%) in math intervention will report an increase in math confidence from fall to spring.	90%	90%	90%
65% of underserved (FRP 19.15%) in math intervention will achieve a score of 70% to indicate grade-level mastery by course assessment. math confidence from fall to spring.	65%	65%	65%

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

GOAL 2, Strategy #2 Math Instruction

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

Narrative description of this strategy.

The instructional interventionist will provide professional development to staff around topics related to best practices in math instruction and educational equity. The instructional interventionist will provide training during dedicated staff development time, and also during professional learning communities and staff meetings.

Location of services: Pine Island Middle School, Grades 6-8

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
100% of teachers will receive professional development in math instructional strategies.	100%	100%	100%
Increase the number of individual coaching sessions with staff around the topic of educational equity and culturally responsible instruction strategies.	4	6	8

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

Goal #3: By 2023, the graduation of non-white students, who have been in the district for more than 5 years, will be equal to the graduation rates for white students (90% goal).

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

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

Goal type: Integration

Goal type: Achievement Disparity

Strategies

GOAL 3, Strategy #1 Rochester-based Certified Nursing Assistant (CNA) Program

Type of Strategy: Innovative and integrated preK-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.

Beginning in 2020, Pine Island Students will have the opportunity to participate in an academically diverse environment on the nursing assistant program in the Rochester Public Schools.

Location of services: Rochester 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
100% of high school students will have the opportunity to participate in the certified nursing assistant program in Rochester.	100%	100%	100%

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

GOAL 3, Strategy #2 Staff development in diversity, equity, and inclusiveness.

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

Narrative description of this strategy.

From 2020-2023, a staff development priority will be to ensure that 100% of our teaching staff have continued training in diversity, equity, and inclusiveness.

Location of services: Pine Island School District

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
100% of teachers will be provided with staff development in the areas of equity, diversity and inclusiveness.	100%	100%	100%

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)). Our local team will meet on a consistent and routine basis. In addition to working on tasks related to our plans and collaboratives, we will analyze opportunities and information regarding equity. Efficiencies will be shared through our partnership to ensure that we are efficient and collaborative with all strategies.