

Achievement and Integration Plan

July 1, 2023 to June 30, 2026

Submissions due by March 15th, 2023

District ISD# and Name:

ISD 837, Madelia Public Schools

Plan submitted by: Shelly Bauer and Brooke Will

Title: Superintendent and Elementary Principal

District Integration Status:

Racially Identified District

Partnering Districts:**MAIC**

1. Madelia School District
2. Lake Crystal Wellcome Memorial School District
3. Truman School District.
4. Maple River School District
5. St. James School District

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: Shelly Bauer

Signature:

Date Signed:

School Board Chair: Steve Sorenson

Signature:

Date Signed:

Plan Input

Multidistrict Collaboration Council: Meets Monthly

Shelly Bauer

Brooke Will

Meghan Ward

Tara McCarron

Lisa Shellum

Dan Beert

Laura Phillips

Achievement and Integration Goals, Strategies and Key Indicators for Goals 1 - 4

Goal #1: Increase the achievement of 3rd - 6th grade Hispanic/Latino students by 10 % in reading for students taking the MCA Reading assessment by June, 2026.

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

Goal type: Achievement Disparity

Strategy:

1. Provide differentiated instruction
2. Provide Targeted Interventions as needed
3. Increase the instructional effectiveness of teachers when working with a diverse student population.

Type of Strategy:

- Innovative and integrated pre-K-12 learning environments.
- Professional development opportunities focused on academic achievement of all students.

Integrated Learning Environments:

x Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Narrative description of these strategies.

Utilizing our universal screening and RTI process, teachers will identify students reading below grade level. Any student reading below grade level will be provided differentiated instruction during their literacy block. This will be provided by the classroom teacher. Students reading below grade level will also receive targeted interventions provided by the reading intervention team. The interventions will be based on the student's identified lowest area of performance in reading. The intervention teacher will also provide job-embedded professional development on data collection, analysis of data, and using targeted interventions with progress monitoring in the classroom. Hispanic/Latino students with the lowest performance may also receive additional targeted instruction based on their individual needs.

Location of services: Madelia Elementary School

Key Indicators of Progress (KIP)

Strategy 1 - Provide differentiated instruction

	Target 2024	Target 2025	Target 2026
The percentage of Hispanic/Latino students will demonstrate 3 - 4 percent growth per year on their reading MCA each year. 2022 MCA data shows 30.9% proficiency for our hispanic/latino students.	33.9%	36.9%	40.9%

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

Key Indicators of Progress (KIP)

Strategy 2 - Provided Targeted interventions as needed

	Target 2024	Target 2025	Target 2026
The percentage of Hispanic/Latino students will demonstrate 3 - 4 percent growth per year on their reading MCA each year. 2022 MCA data shows 30.9% proficiency for our hispanic/latino students.	33.9%	36.9%	40.9%

Key Indicators of Progress (KIP)

Strategy 3 - Increase the instructional effectiveness of teachers when working with a diverse student population.

	Target 2024	Target 2025	Target 2026
The percentage of Hispanic/Latino students will demonstrate 3 - 4 percent growth per year on their reading MCA each year. 2022 MCA data shows 30.9% proficiency for our hispanic/latino students.	33.9%	36.9%	40.9%

Goal #2: Increase reading proficiency for 7th, 8th, and 10th grade Latino students from 25.5% to 34.5% for students taking the MCA reading assessment by June 2026.

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

Goal type: Achievement Disparity

Strategy:

1. Provide differentiated instruction with the support of school interpreters as needed.
2. Provide Targeted Interventions as needed
3. Increase the instructional effectiveness of teachers when working with a diverse student population.

Type of Strategy:

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

- Professional development opportunities focused on academic achievement of all students.

Integrated Learning Environments

x Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Narrative description of these strategies.. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Provide training to staff on differentiated instruction as well as data analysis through faculty meetings and teacher workshop days. Within the classroom teachers will be able to utilize data to differentiate instruction to meet the needs of the students in the classroom. We will also be able to identify students who need Tier 2 academic support and support those students through a reading intervention class that will focus on student's identified lowest area of performance in reading.

To increase the the connections of students and families with the school, a cultural liaison will be utilized. This role will consist of providing educational support services for students, caregivers, and families. The liaison may also provide professional learning to staff around cultural relevant instructional practices based on her cultural background and expertise.

Location of services: Madelia High School

Key Indicators of Progress (KIP)

Strategy 1 - Provide differentiated instruction

	Target 2024	Target 2025	Target 2026
The percentage of Latino students scoring proficiency on the MCA reading test will increase by 3% each year. The current proficiency rate is 25.5%	28.5%	31.5%	34.5%

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

Key Indicators of Progress (KIP)

Strategy 2 - Provided Targeted interventions as needed

	Target 2024	Target 2025	Target 2026
The percentage of Latino students scoring proficiency on the MCA reading test will increase by 3% each year. The current proficiency rate is 25.5%	28.5%	31.5%	34.5%

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

Key Indicators of Progress (KIP)

Strategy 3 - Increase the instructional effectiveness of teachers when working with a diverse student population.

	Target 2024	Target 2025	Target 2026
The percentage of Hispanic/Latino students will demonstrate 3 - 4 percent growth per year on their reading MCA each year. 2022 MCA data shows 30.9% proficiency for our hispanic/latino students.	28.5%	31.5%	34.5%

Goal #3: All staff will be provided professional development on culturally responsive teaching by June 2026.

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

Goal type: Teacher Equity

Strategy:

1. Integrated professional development across partner districts.
2. Professional development partnership with the Mankato Diversity Council

Type of Strategy: Enter one of the following types of strategies:

- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

Integrated Learning Environments:

x Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

x Increases cultural fluency, competency, and interaction.

Narrative description of these strategies:

(All) Staff will be provided DEI training in partnership with Minnesota State University Mankato and the Mankato Area Diversity Council on Martin Luther King Day. Staff will also receive ongoing monthly professional development in partnership with the Mankato Diversity Council on a monthly basis.

Competencies to be addressed include:

*Beginning to understand your own biases and frames for thinking and interacting

*Understand that other cultures may have different modes of thinking and interacting with others including conflict styles

*Understanding culture and the ramifications for work with diverse students in the classroom

Location of services: MSU, Mankato, Madelia, MN

Key Indicators of Progress (KIP)

Strategy 1: Integrated professional development across partner districts.

	Target 2024	Target 2025	Target 2026
PreK – 12 th grade teaching staff will be provided with full day DEI training yearly: Percentage of staff participating in the training	80%	90%	100%
PreK – 12 th grade teaching staff will be provided with full day DEI training yearly: Percentage of staff that agree or strongly agree that the training was valuable and useful	75%	85%	95%

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

Key Indicators of Progress (KIP)

Strategy 2: Monthly professional development.

	Target 2024	Target 2025	Target 2026
PreK – 12 th grade teaching staff will be provided with half day DEI training monthly: Percentage of staff participating in the training	80%	90%	100%
PreK – 12 th grade teaching staff will be provided with half day DEI training monthly: Percentage of staff that agree or strongly agree that the training was valuable and useful	75%	85%	95%

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

Goal #4: Provide cross district integration activities for both elementary and secondary students for all MAIC schools during the summer and school year.

Note: Programs will be provided to all students with specific outreach to students identified with additional risk factors. Participation levels will range between activities. With some activities provided to a whole grade level while others with a participation level in line with the demographics of the school.

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

Goal type: Integration

Strategy Name and

1. Fifth Grade Culturally Responsive Leadership Retreat
2. STEAM Camp
3. Rising Action Tour
4. Inter-District Collaborative with Annandale School Districts

Type of Strategy:

- Innovative and integrated pre-K-12 learning environments. Innovative and integrated pre-K-12 learning environments.

Integrated Learning Environments:

X Increases cultural fluency, competency, and interaction.

Narrative description of these strategies.

The Culturally Responsive Student Leadership (CRSL) programming is geared toward 5th grade students with a focus on establishing a shared understanding and common language that can help increase our student's ability to take on multiple perspectives, build empathy, and strengthen interpersonal relationships; all attributes of effective leadership. This programming provides a myriad of opportunities for students to share about their own culture, identity, values, leadership and communication styles as well as learn about their peers to develop effective leadership skills to be culturally responsive student leaders of the 21st century. CRSL supports students in developing their leadership skills by creating space for students to share about themselves, learn about students from other schools, and grow in empathy and understanding towards each other. Through conversations, activities, and games, students are empowered, uplifted, and amplified in their experience as everyday leaders.

Location of services: Mankato, MN

Students from all MAIC schools in grades 6-8 are offered the opportunity to attend the Science Technology Engineering Art Math (STEAM) Camp. This two-week program runs full days with breakfast, lunch and four - one hour long class periods. Students are offered the opportunity to select 4 out of 12 – 13 classes offered to tie their learning to their interest areas. All classrooms are project based with hands-on learning opportunities. During the first week a field trip is provided that extends the learning from the classroom. Licensed teachers from all participating schools provide the learning modules. Various science concepts are the focus of each year's camp with special emphasis on renewable energy. The camp ends with a parent's day to showcase the activities of the students. A pre and post survey is taken with the students to understand their interactions as well as a final survey of the students learning. In addition, parents are asked to fill out a survey in order to improve the camp for the next year.

Location of services: Lake Crystal, MN.

MAIC's cross-district Rising Action Tour will collaborate with STORYARK to provide learning environments in which students will connect with college students from across MM as well as connect with students from participating MAIC schools. During this tour the student will be inspired by professional artists from across the world, and participate in producing original stories. Students will learn the core components of effective storytelling and dive into the ins and outs of producing an original story to share! In addition students will be provided with post-secondary tours and service learning opportunities.

Location of services: Twin Cities, MN.

Madelia School District joining with Annandale School district will work collectively to maintain and establish opportunities for students to increase cultural fluency and competency. Continuing efforts include but are not limited to Elementary and Middle School Literacy collaborations. Participating teachers have the latitude to design the experience for their students around culturally relevant texts to engage all learners. Each collaborative requires multiple points of contact with the partner classroom in Annandale and Madelia with one or more shared experiences. Each of these shared experiences must include culturally and linguistically responsive student interaction activities to increase cultural fluency and competency.

Location of services: Madelia Elementary and Annandale Schools (Virtual Meetings)

Key Indicators of Progress for strategies 1 - 4 (KIP)

	Target 2024	Target 2025	Target 2026
<p>We will increase by 5% each year from 2023-2026, the number of students who indicate that they Strongly Agree or Agree that their experiences with cross-district student programming in these strategic areas:</p> <ul style="list-style-type: none"> ● Built impactful relationships with students from other districts <ul style="list-style-type: none"> ○ Do you feel that you were able to meet new people and make friends with people you did not know before? ● Generated feelings of identity pride and empowerment <ul style="list-style-type: none"> ○ Do you feel that you can have an impact on the world? ● Provide positive opportunities for Service Learning <ul style="list-style-type: none"> ○ I feel that the service projects provided an opportunity to make a difference. ● Create an interest and interaction with post-secondary options <ul style="list-style-type: none"> ○ After visiting colleges, I feel more positive about going on to school following High School 	75%	80%	85%