



Achievement and Integration Plan July 1, 2017 to June 30, 2020

This document reflects Achievement and Integration requirements included in Minnesota Statutes, sections 124D.861 and 124D.862 as well as Minnesota Rules 3535.0100-0180.

District ISD# and Name: Zumbrota Mazeppa Schools ISD #2805
District's Integration Status: Choose status.

Superintendent: Michael Harvey
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Plan submitted by: Michael Harvey and Rebecca Sjolander
Racially Identifiable Schools (RIS)

If you have been notified by MDE that your district has a racially identifiable school, please list each of those schools below, adding additional lines as needed.

- | | |
|---------------------|---------------------|
| 1. Enter text here. | 4. Enter text here. |
| 2. Enter text here. | 5. Enter text here. |
| 3. Enter text here. | 6. Enter text here. |

Plans for racially identifiable schools will include the same information and follow the same format as that provided for district-wide plans. The RIS plan section starts on page six of this document.

Collaborating Districts Racially isolated districts must partner with adjoining districts on cross-district student integration activities (Minn. Rule 3535.0170). List your collaborating districts here, adding lines as needed. If your integration collaborative has a name, enter it here: Collaborative name.

1. Rochester (Racially Isolated)
2. Byron
3. Dover-Eyota
4. Pine Island
5. Plainview-Elgin-Milville
6. Stewartville
7. Zumbrota-Mazeppa

Submitting This Plan

Submit this completed plan template as a word document to MDE by March 15, 2017 for review and approval (Minn. Stat. § 124D.861 Subd. 4). Email it to MDE.integration@state.mn.us. Scan the signed coversheet and attach that to your email as a separate PDF.

School Board Approval (Minn. Stat. § 124D.861 Subd. 4)

We certify that we have formally approved and will implement the attached Achievement and Integration plan as part of our district's comprehensive World's Best Workforce plan and in compliance with applicable federal, state, and local laws and regulations.

COVERSHEET

Superintendent: Michael Harvey

Signature:

Date Signed:

School Board Chair: Becky Hinchley

Signature:

Date Signed:

Detailed directions and support for completing this plan are provided in the [Achievement Integration Plan Guide](#) available on the [MDE Achievement and Integration](#) page.

Plan Input Minnesota School Desegregation/Integration Rule 3535.0170 Subp. 2 requires racially isolated and adjoining districts to establish a multidistrict collaboration council (MDCC) to provide input on integration goals and to identify cross-district strategies to improve integration.

The rule also requires districts with a racially identifiable school (RIS) to convene a community collaboration council (CCC) to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the RIS (Minn. Rules 3535.0160 Subp. 2).

List council members below and briefly describe the community planning process used for your district's plan and for your Racially Identifiable School (RIS), as applicable.

Multi-District Collaboration Council: Afolabi Ansewe (contact for Rochester), Byron, Dover-Eyota, Pine Island, Plainview-Elgin-Millville, Stewartville, Zumbrota-Mazeppa

ZM District Advisory Council: Michael Harvey-Superintendent, Dave Anderson-7-12 Principal, Quinn Rasmussen-PreK-6 Principal, Wendy Ahern-Ass't Principal/SPED Coordinator, Jen Burfeind-Community Ed Director, Rebecca Sjolander-Achievement/Integration Coordinator, Laura Skogen-Staff Development Coordinator, Kelsey Bradley-Middle/High School Teacher, Angela Hunstad, Tony Brown, Kari Gunhus-Middle/High School Parents, Pamla Langley, Jamie Quam-Elementary Teachers, Brittney Thomforde – Parent, Roxanne Webster-Primary Teacher, Layla Sjolander, Stephanie Everly-Students, Rich Meyerhofer, Mary Graves, Jeanette Richardson-Community Members, Dirk Niles, Jean Roth, Angie Bredehoft-School Board Members

Post to District Website Prior to your district's annual AI and World's Best Workforce meeting, you must post this plan to the district website (Minn. Stat. § 124D.861 Subd. 3 (b)). Please provide the URL where your district's Achievement and Integration plan is posted.

[Center for Teaching and Learning - Achievement and Integration Page](#)

Plan Goals This plan must contain goals for reducing disparities in academic achievement among all students and specific categories of students (excluding the categories of gender, disability, and English learners), and for increasing racial and economic integration (Minn. Stat. § 124D.861 Subd.2 (c)).

GOAL # 1: Achievement Goal: During the 2017-2018 school year the achievement gap will be reduced by 10% or less for all identified groups.

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

Objective 1.1: 2018 MCA reading and math proficiency will be at least 13 percentage points above the state average for all subgroups in which ZM students are represented.

Objective 1.2: In PLCs, all PreK-12th Grade teachers will develop, carry out, and reflect upon at least 4 case studies focusing on: increasing student success, building student connections and confidence, increasing student achievement and preventing dropouts/failures.

Objective 1.3: Students will take part in Ramp up to Readiness in the Careers class as sophomores or juniors. All students in Careers and Agriculture Occupation classes will also complete a MCIS (Minnesota Career Information System) portfolio.

GOAL # 2: Integration Goal: The Rochester Area AI collaborative districts will partner annually on at least one culturally relevant instructional staff development experience. Each partner district will establish a leadership team and monitor equity work in the district. Each partnering district will send a team of student leaders to one Student School Board meeting each year.

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

Objective 2.1: The ZM Schools Achievement and Integration Coordinator will attend equity and cultural competency trainings and present trainings to the staff.

Objective 2.2: The ZM Schools will establish an Equity Leadership Team which will meet a minimum of four times during each school year.

Objective 2.3: The ZM Schools will send a group of High School Student leaders to one of Rochester's Student School Board meetings each year in order for both groups to learn from each other.

Objective 2.4: The ZM Schools Achievement and Integration Coordinator will seek to find speakers to address cultural awareness to both students and staff.

INTERVENTIONS

Directions Eligible districts may use AI revenue to pursue racial and economic integration and student achievement through interventions listed in the *Type of Intervention* drop-down menus below (Minn. Stat. § 124D.861 Subd. 2). Provide the information requested for each intervention.

Requirement for this section: At least one intervention must be designed and implemented to bring together students from the racially isolated district and students from that district's adjoining AI districts (Minn. Rule 3535.0170).

Copy and paste the text below for each intervention. In your annual AI budget use the intervention names below in the budget narrative for expenditures supporting that intervention.

Intervention – The ZM Schools will hire a part time Achievement and Integration Coordinator.

This intervention supports the following goal objective: 1.1

Type of Intervention: The ZM Schools Achievement and Integration Coordinator will provide equity and cultural competence staff development for all staff in order to meet the needs of all of our learners including our growing diverse populations. The Achievement and Integration Coordinator will work directly with students through small group instruction and team teaching to support their academic and social growth and strive to close the achievement gap. Students will be identified through Fastbridge data and teacher recommendation. The A&I Coordinator will provide services and support to students mainly in the Elementary (3-6) building. They will provide services and support to other students as needed.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention. The ZM Schools will be hiring a part time Equity Coordinator to support implementation of our Achievement and Integration Plan and goals. The Achievement and Integration Coordinator will work directly with our Leadership Team and facilitate district trainings in cultural competency.

Grade levels to be served: Grades E-12

Location of services: Zumbrota and Mazeppa

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)): Results of an Equity Walk Assessment completed in the Spring of 2017 will be used to identify goal areas in which the ZM Schools need improvement. The ZM Leadership Team will create plans for improvement for each of these goal areas and will establish a Cultural Competency Improvement Plan for all ZM staff.

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b)): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
100% of staff will be trained in cultural competency	90%	95%	100%

Our achievement gap of Hispanic/Latino and Black students will be closed	3% Gap closure	6% Gap closure	Gap closed
Our achievement gap of students of poverty will be closed	3% Gap closure	6% Gap closure	Gap closed

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

- o *Hispanic/Latino - from 60% to 71% in Reading*
- o *Hispanic/Latino - from 65% to 74% in Math*
- o *Black/African American - from 64% to 71% in Reading*
- o *Black/African American - from 68% to 74% in Math*
- o *Free/Reduced Lunch Students-from 61% to 71% in Reading*
- o *Free/Reduced Lunch Students-from 57% to 74% in Math*

Intervention – Zumbrota Mazeppa Student Leaders will participate in Rochester’s Student School Board meetings.

This intervention supports the following goal objective: 2.3

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention. ZM Schools student leaders will attend at least one Rochester Student School Board Meeting per year. Following the meeting, the ZM Achievement and Integration Coordinator will engage with students to identify areas of growth for our students and staff in areas discussed at the board meeting. The ZM Schools student leaders will plan activities and actions to support our Achievement and Integration Plan.

Grade levels to be served: Grades 7-12

Location of services: Rochester Public Schools

Formative assessment(s) used to inform instructional decision-making (Minn.

Stat. § 124D.861 Subd. 2 (b): The ZM Achievement and Integration Coordinator will create documents to solicit feedback from members. Results of these feedback documents will be utilized for improvement planning.

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
ZM Schools Student Council members will attend at least one Rochester Student School Board meeting.	1 meeting attended	2 meetings attended	2 meetings attended
ZM Schools Student Council members, under the supervision of their teacher facilitator, will create a list of actions and ideas for consideration for districtwide improvement.	Action list created	Action list created	Action list created
Ideas (activities, actions, etc.) for improvement created by the ZM Schools Student Council will be implemented into our Achievement and Integration Plan.	New idea implemented	New idea implemented	New idea implemented

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)). The ZM Schools are a growing district in Southeast Minnesota benefitting from the expansion of the Mayo Clinic in Rochester and other business growth. We are gaining families that work in Rochester but are either looking for less expensive housing or maintaining a connection to smaller town living. With this growth comes an increase in the cultural and economic diversity of our families. Our school district has never really done work in the area of cultural competency outside of our Achievement and Integration Plan of the past. We have done very successful work in building up our school district culture and creating a brand “Building a Bridge to the Future” in the past two years due to new leadership in the district. One of the missing links in this positive culture is to increase the cultural competency of our entire staff. We are well-positioned to accomplish this due to the positive nature of our staff and their great relationships with our students. This is truly new work for our staff and not duplicative in any way.