

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: ACGC School District

District's Integration Status: Adjoining District (A)

Superintendent's Name: Sherri Broderius

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Plan submitted by:

Name: Sherri Broderius

Title: Superintendent

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School Board Approval

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

Superintendent: Sherri Broderius

Signature:



Date Signed: February 22, 2017

School Board Chair: Micheal Hendrickson

Signature:



Date Signed: February 27, 2017

Integration Collaborative Member Districts

If your district belongs to one, list the districts in your collaborative and their integration status. Add additional lines as needed.

Name of Collaborative: West Central Achievement & Integration Collaborative

1. **0347-01: Willmar Public Schools** RI - Racially Isolated
2. **2396-01: ACGC Public Schools A** - Adjoining
3. **2534-01: Bird Island-Olivia-Lake Lillian School District A** - Adjoining
4. **0775-01: Kerkhoven-Murdock-Sunburg Public Schools A** - Adjoining
5. **2180-01: M.A.C.C.R.A.Y. School District A** - Adjoining
6. **0129-01: Montevideo Public Schools V** - Voluntary
7. **0345-01: New London-Spicer Public Schools A** - Adjoining

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

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: Willmar: Carrie Thomas, Judi Sprung, Jon Konald, Lori Lockart, Kristin Dresler, Mark Miley, Paul Schmitz; ACGC: Sherri Broderius, Robin Wall, Kodi Goracke, Josh Wallestad; BOLD: John Dotson, Jim Menton, Megan Rettke; KMS: Martin Heidelberger, Ted Brown, Jeff Keil, Liz Hatfield; MACCRAY: Brian Koslofsky, Melissa Sparks; Montevideo: Dr. Luther Heller, Scott Hickey, Shawn Huntley, Bill Sprung; NLS: Paul Carlson, Kevin Acquard, Trish Perry

October, 2017: Superintendents, Principals, and Teachers gathered to review data and plan for next 3-year plan for 2017-2020. Decisions: maintain summer Gamma mathematics course as common collaborative activity; eliminate collaborative coordinator position so each district could direct local funds to best meet their needs, each district's leadership team would plan to include a mathematics goal which would incorporate Gamma as intervention while also deciding if they wanted to include a reading goal.

November, 2017: Team of 7 Teachers and Principals, one representative from each district, met to discuss structure of Gamma summer program. Decisions: hire a team of teachers to serve as Gamma coordinators for next 3-year plan; offer course two times during summer: one hosted in NLS and one in Willmar, revisions would be made to content to connect more to field trip experience.

December, 2017: Superintendents met to finalize decisions about Gamma and discuss plans for moving district plans forward.

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. Please provide the URL where your district's Achievement and Integration plan is posted. www.acgcfalcons.org

Submitting This Plan

Submit this completed plan template as a word document to MDE by March 15, 2017 for review and approval. Email it to MDE.integration@state.mn.us. Scan the page with board chair and superintendent signatures and attach that to your email as a separate PDF.

GOAL # 1: The percentage of students making expected growth z-score in grades 4 – 8 and 11 in ACGC School District as measured on all mathematics state accountability tests (MCA & MTAS) will increase from 45.3% in 2016 to 65% in 2020 with a concentration on closing the gap between non-FRP and FRP eligible students on the same measure from 7.4% in 2016 to 2% in 2020 as shown in Table A below:

Table A: Percentage of Students Making Expected Growth Z-Score in Mathematics					
	2016	2017	2018	2019	2020
Non-FRP	48.3%	52%	57%	62%	66%
FRP	40.9%	45%	52%	59%	64%
Gap	7.4%	7%	5%	3%	2%
District Total	45.3%	49%	55%	61%	65%

GOAL # 2: The percentage of students making expected growth z-score in grades 4 – 8 and 10 in ACGC School District as measured on all reading state accountability tests (MCA & MTAS) will increase from 45.3% in 2016 to 65% in 2020 with a concentration on closing the gap between non-FRP and FRP eligible students on the same measure from 7.4% in 2016 to 2% in 2020 as shown in Table B below:

Table B: Percentage of Students Making Expected Growth Z-Score in Reading					
	2016	2017	2018	2019	2020
Non-FRP	50.0%	53%	58%	62%	66%
FRP	36.3%	40%	48%	54%	60%
Gap	13.7%	13%	10%	8%	6%
District Total	45.3%	47%	53%	58%	63%

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

Aligns with WBWF area: All students are ready for career and college.

Objective 1.1 & 2.1: Support and enhance evidence-based mathematics or reading instructional practices and data-driven decision making for all teachers to increase rigor in learning Minnesota Academic Standards for Mathematics and Reading.

Objective 1.2 & 2.2: Support student’s academic and non-academic learning to create a cohesive link between content skills and social emotional needs resulting in increased student performance for all students.

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. Provide the information requested for each intervention.

Copy and paste the text below to add interventions. Change the number for each additional intervention.

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

Intervention 1 Gamma, Summer Middle Grades Mathematics Course

Priority Area: Instruction and Assessment

Objective this intervention supports: 1.1

Type of Intervention: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Narrative description of the critical features of the intervention. 1) Summer mathematics course open to all students in seven districts of the West Central A&I Collaborative (WCAIC); 2) Students receive learning experiences 4 hours per day for 8 days and 1 all day field trip to see mathematics applied and includes lunch and afternoon snack (NLS) or breakfast and lunch (Willmar); 3) Uses hands-on problem solving activities with emphasis on multiple and varied representations of concepts that encourages elaboration, questioning, and self-explanation: activities designed to be different from academic year mathematics learning experiences; 4) Focuses on a balance between surface, deep, and transfer learning to maximize student's ability to effectively apply learning to classroom mathematics learning during academic year; 5) Staff includes teachers from all seven WCAIC districts who plan and collaborate during academic year on delivery of activities to help strengthen mathematics benchmarks identified as areas of low performance across participating districts: half of student learning experiences reflect content which students struggled with in prior year grade and half reflect content which is new learning related to grade level following year; 6) Coordinated by a team of mathematics educators selected from the participating districts; 7) Students transported by individual districts to location of summer Gamma course.
Grade levels to be served: 6, 7, 8

Location of services: June, New London Spicer School District; August, Willmar School District

Assessment(s) used to inform instructional decision-making: State Accountability Benchmark Reports across districts

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. A) John Hattie's meta-analysis published in *Visible Learning for Mathematics; What Works Best to Optimize Student Learning* (2017) – Creativity Programs on achievement effect size .65, Problem solving teaching effect size .61, Cooperative versus individualistic learning effect size .59; B) Hattie & Donoghue. 2016. "Learning Strategies: a synthesis and conceptual model". *npj Science of Learning* 1, 16013; published online, 10 August 2016 – Skill learning effect size .75, Transfer learning effect size 1.09, Acquiring surface learning effect size .63; C) NCTM. 2014. *Principles to Actions: Ensuring Mathematics Success For All* – Focused on implementation of 8 evidence-based instructional practices (p. 10) to elicit student mathematics learning practices (p. 8)

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
Student pre- and post-attitude survey with change to growth and positive	25%	40%	60%

Intervention 2 Instructional Coach, Year1: Mathematics and Year 2 & 3: Reading

Priority Area: Instruction and Assessment

Objective this intervention supports: 1.1 & 2.2

Type of Intervention: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Narrative description of the critical features of the intervention. A) Year 1: Math coach will continue leading collaborative work from previous 3-year plan to complete/implement learning scales for all mathematics instruction aligned with Minnesota Academic Standards for Mathematics and Year 2 & 3: Reading coach will lead collaborative work to develop/implement learning scales for all reading instruction aligned with Minnesota Academic Standards for Reading. The scales will establish clear, consistent, and aligned instructional foci and expectations to support peer and self-evaluation by students of their learning.; B) The Math or Reading Coach will research, share, and model best instructional practices to balance surface and deep learning to ensure students are able to consolidate and transfer learning related to Minnesota Academic Standards. By supporting teacher work, both individually and in professional learning communities, focused on helping students interact, practice, and deepen understanding of new knowledge, the coach will work to establish a sustainable change in instruction which can be scaled up to all content areas. C) Work for mathematics coach will revolve around a vision of implementation the eight instructional teacher practices outlined in NCTM Principles to Actions while the reading coach will be exploring and developing a similar vision for reading. By collaborative focusing on a component of the Marzano Teacher Evaluation Model, the coaches and teachers will establish a cohesive focused approach to improving instruction. D) Attention will be given to implementation of routines to support surface, deep, and transfer learning which can be applied across both mathematics and reading. E) An external expert will be hired to support data-driven decision making for leadership and teachers while providing support for coaches on instructional practices and assessments. F) Leadership team and coach will maintain a culture of shared leadership and two-way communication between leadership and instructional staff to continuously adjust the use of resources to best meet student needs.

Grade levels to be served: K-12

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making: State Accountability Assessment Results and Benchmark Reports; ongoing local assessments

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. A) NCTM. 2014. Principles to Actions: Ensuring Mathematics Success For All – Focused on implementation of 8 evidence-based instructional practices (p. 10) to elicit student mathematics learning practices (p. 8); B) Hattie & Donoghue. 2016. "Learning Strategies: a synthesis and conceptual model". npj Science

of Learning 1, 16013; published online, 10 August 2016 – Success criteria effect size 1.13, Skill learning effect size .75, Transfer learning effect size 1.09, Consolidating surface learning effect size .57, and Consolidating deep learning effect size .53. C) Marzano and Toth, (March 2014) - Teaching for Rigor: “A Call for Critical Instructional Shift.” Increase the percentage of classroom instructional time spent on developing cognitively complex learning skills. D) Marzano Center Teacher Observation Protocol for the 2014 Marzano Teacher Evaluation Model (2014). E) Daggett (1995) Rigor and Relevance Framework: A Guide to Focusing Resources to Increase Student Performance. F) Massachusetts Turnaround Practices Research: Findings, Resources, and Implications for Incorporating Evidence-Based Practices Under ESSA (2017) 3-year Mathematics Performance effect size .51 and 3-year Reading Performance effect size .41.

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
Star Assessment change scores every 4 to 9 weeks during academic year showing increase	20%	30%	40%

Intervention 3 Growth Mindset Instruction

Priority Area: Instruction and Assessment

Objective this intervention supports: 1.2 & 2.2

Type of Intervention: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Narrative description of the critical features of the intervention. 1) Provide professional development for all educational staff on growth mindset with an external consultant, including books; 2) Integrate growth mindset into all classrooms as an ongoing resource to help students persist in learning more rigorous content; 3) Through parent advisory council, conferences, newsletters, and other parent communications, staff will continually help parents/families understand how to support the development of growth mindset in the learning environment; 4) Identify and implement an ongoing structure to teach students about growth mindset as outlined in evidence based research emerging at this time.

Grade levels to be served: K - 12

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making: Growth Mindset questionnaire

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Dweck, Carol. 2016. Mindset: The New Psychology of Success (2nd edition). New York: Random House. Mindset effect size is .32.

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
Pre to Post Mindset Questionnaire shows positive move toward growth mindset; percentage of students with positive change increases	15%	30%	50%

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 Marzano Teacher Evaluation model is expected to align with best instructional practices for mathematics and reading and will provide a secondary focus for the work of the coaches. The secondary Success Coordinator will be a student support system beyond Title I instructional support.