

Achievement and Integration Plan

July 1, 2020 to June 30, 2023

District ISD# and Name: 2396 ACGC Public Schools

District Integration Status: Adjoining District (A)

Superintendent: Nels Onstad

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Plan submitted by: Kodi Goracke

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Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

1. N/A
2. Enter text here.
3. Enter text here.
4. Enter text here.
5. Enter text here.
6. Enter text here.

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

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: **West Central Achievement & Integration Collaborative**.

1. **0347 Willmar Public Schools** RI - Racially Isolated
2. **2534 Bird Island-Olivia-Lake Lillian** A - Adjoining
3. **0345 New London-Spicer** A - Adjoining
4. **0775 Kerkhoven-Murdock-Sunburg** A - Adjoining
5. **0129 Montevideo** V - Voluntary
6. **2180 MACCRAY** A - Adjoining

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: Enter name.

Signature:

Date Signed: Enter date.

School Board Chair: Enter name.

Signature:

Date Signed: Enter date.

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: Jeff Holm, Bill Adams, Luther Heller, Martin Heidelberger, Dale Brandsoy, Nels Onstad, Sherri Broderius, Judi Sprung, Carrie Thomas

Community Collaboration Council for Racially Identifiable School(s): N/A

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: Math Achievement: Students who attend summer programming will self-report an increase in their level of comfort with initiating and maintaining positive relationships with students different from themselves (racially/ethnically diverse, socioeconomically) from an average comfort level of 2 out of 5 in 2020 to an average comfort level of 4 out of 5 on a 5-point Likert scale, by the end of the 2022-23 school year.

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

Goal type: Integration

Goal #2: Career Integration Increase economic integration of ACGC students by increasing FRPL-eligible 11 and 12th graders' visits to career and college sites with their non FRPL-eligible peers from five visits in 2019 to ten visits by 2023.

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

Goal type: Achievement Disparity

Goal #3: Mindset ACGC will go from 1-2 professional development opportunities for all educational staff and students on growth mindset and how to integrate growth mindset into all classrooms as an ongoing resource to help students and teachers increase their knowledge on racial and economic integration to 4-5 opportunities per year by 2023.

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

Goal type: Teacher Equity

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Copy and paste the strategy section below for each additional strategy.

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Strategy Name and # 1: Math Achievement: Summer GAMMA Course & STEM/Robotics Course

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

Narrative description of this strategy. 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.

1) These summer mathematics course open to all students in seven districts of the West Central A&I Collaborative (WCAIC). *A primary objective is to establish positive relationships between students of different racial, ethnic, and economic backgrounds while developing their math skills*—this is included in several of your partnering A&I district plans and makes it clear that it's intended to be implemented as an integration strategy. Adding this info will make it clear this is ACGC's required integration activity with racially isolated Willmar. 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: Willmar School District

Strategy Name and # 2: Career Integration

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

Narrative description of this strategy. 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.

1) ACGC identified a need for ensuring ALL students have the opportunity to explore college and career opportunities throughout their high school years. 2)ACGC wants to expose students to a variety of college and career opportunities throughout the school year without the barriers that many students may have. ACGC will bus all students to and from the potential below activities, during school hours, to ensure all students who have the opportunity to see and partake in college and career opportunities:

Seniors: Minneapolis: College Fair

Juniors: College Fair: Dassel/Ridgewater

Juniors: Ridgewater College Fair

Juniors: PSAT - ASVAB - ACT -All career indicator tests

Jr/Sr: Ag Career Day - Ridgewater

Jr/Sr: Manufacturing Expo - Hutchinson: Ridgewater

Grade 10 - PreACT - career indicator test

Grade 10 - Career Fair : Ridgewater; Hutchinson

Location of services: ACGC Public School and a variety of college and career locations

Strategy Name and # 3: Mindset

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

Narrative description of this strategy. 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.

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) Identify and implement an ongoing structure to teach students about growth mindset as outlined in evidence based research emerging at this time.

Location of services: ACGC Public Schools

ACGC did not choose “Innovative and integrated pre-K through grade 12 learning environments” as the strategy. 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:

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

- 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

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

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
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
#1- 5-6 College and Career Exposures for all Juniors and Seniors to 6-10 exposures	7	8	9
#2- 1-2 professional development opportunities to 4-5	3	4	5
#3 Percentage of ACGC students enrolled in cross-district summer program GAMMA STEM/Robotics will increase each year. Student enrollment will reflect student demographics of each district in order to reduce the racial enrollment disparity between racially isolated WILLMAR and adjoining ACGC.	10%	11%	12%

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

Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.

Remember to copy and paste the goal section when adding additional goals.

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)). ACGC will use the newly created plan and tie together the three goals to allow for more teacher development and teacher growth. Increasing these will allow for teachers to rely on more effective teaching strategies,

procedures and knowledge to provide an increased well-rounded education to all students, thus decreased disparities between students.

Racially Identifiable School(s) (RIS)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools, include goals and strategies for each Racially Identifiable School within your district. *If MDE has not notified your district that one of your sites is racially identifiable, delete this section.*

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)).

RIS Goal # 1 Enter SMART goal here.

Aligns with WBWF area: Choose a WBWF goal area.

Goal type: Choose one.

To add goals, copy the two lines directly above and paste them below the strategies supporting RIS Goal #1.

Racially Identifiable School Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

Copy and paste the strategy section below for each additional strategy.

Strategy # Enter a name and unique number for this RIS strategy.

Type of Strategy: Choose the type of strategy.

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, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy. 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 will instruction be delivered, and where will this take place.

Add narrative.

Location of services: Enter location.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you are doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one key indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

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
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
Enter KIP.			
Enter KIP.			
Enter KIP.			

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

Copy and paste the strategy section above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one RIS Strategy #1, one RIS Strategy #2, etc.

Remember to copy and paste the goal section above to add additional goals for each of your racially identifiable schools.

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)). Enter text.