



Achievement and Integration Plan Form

July 1, 2022 to June 30, 2025

Complete this form by typing information where indicated and deleting placeholder text. The form will expand to fit.

District ISD# and Name: Blooming Prairie Public Schools

Superintendent Phone Number: 507-583-4426

District Integration Status: Integration with Owatonna Public Schools

Title of Person submitting Report: Superintendent Christopher Staloch

Superintendent Name: Christopher Staloch

Phone: 507-583-4426

Email: cstaloch@blossoms.k12.mn.us

Superintendent Email: cstaloch@blossoms.k12.mn.us

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.

Not Applicable

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:

1. Owatonna Public Schools

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) Christopher Staloch

Signature: _____ Date Signed: _____

School Board Chair (enter name) Rodney Krell

School Board Chair Signature: _____ Date Signed: _____

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](#).

AIPAC Member Signature (if applicable): N/A Date Signed: _____

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:

Chris Staloch- Superintendent Blooming Prairie Public Schools
Rodney Krell- Blooming Prairie School Board Chair
Ali Mach- Assistant Principal Blooming Prairie Public Schools
Jenna Volgarino- Blooming Prairie Public Schools Teacher
Jennifer Thomas- Blooming Prairie Public Schools Teacher
Michelle Southworth- Blooming Prairie Public Schools Teacher
Nate Piller- Blooming Prairie Public Schools Teacher
Jeff Elstad- Superintendent Owatonna Public Schools
Michelle Krell- Director of Teaching and Learning Owatonna Public Schools
Mark Sebring- Owatonna Public School Board Chair
Martina Wagner- Owatonna Educational Equity/Multilingual Coordinator
Heather Bae- Owatonna Middle School EL Teacher
Hollie Jeska- Owatonna Assistant High School Principal
Muna Hersi- Owatonna Parent/ Success Coach
Melina Caballero- Owatonna Success Coach
Wendy Eggermont- Owatonna Teaching and Learning Coordinator
Rebecca Moore- Owatonna Community Member/Parent

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)).

Enter SMART Goal #1: By June 2025, increase the percent proficient for racially, ethnically and economically segregated students by 1.5% (science) as measured by Minnesota Comprehensive Assessments.

Choose a WBWF goal area:

- Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Choose the type of Goal:

Achievement Disparity

Integration

Teacher Equity

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

Goal type: Achievement Disparity

Objective 1.1: To expand Career and Tech Education/Agricultural Opportunities-- for protected class and underserved students by June 2025.

To add goals, copy the goal section directly above and paste them below the strategies supporting Goal #1.

Strategies

Strategy Name (1.1): Career and Technical Education and Agriculture Success Coach/Instructor

Choose the Type of Strategy: Achievement Disparity opportunities focused on academic achievement of all students.

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:

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 2: Provides school enrollment choices.

Option 3: Increases cultural fluency, competency, and interaction.

Option 4: Increases graduation rates.

Option 5: Increases access to effective and diverse teachers.

Narrative description of this strategy.

Achievement: CTE/AG Success Coach	
CTE/AG Success Coach Instructor	Fund a portion of a new Success Coach-CTE/Ag teacher. Increase the number of course offerings and students taking CTE/Ag courses at BPHS. Integration: CTE/Ag Departments at Owatonna Public Schools and Blooming Prairie Public Schools will Collaborate together throughout the year.

For the 2022 – 2023 school year, Blooming Prairie Public Schools is adding an CTE Success Coach/Agriculture Teacher to our Ag/Industrial Tech department. Currently we have one Ag/Industrial Tech teacher in that department at Blooming Prairie High School. This will allow us to offer more course offerings in the Agriculture and Industrial Tech fields and meet more student academic needs.

This will provide many more opportunities for students to learn important skills in those areas that transfer directly into the workforce. Over the past decade or so there has seemed to be a focus on preparing students for four-year college, and our Ag/Industrial Tech offerings decreased because of it. As a school district we believe today that there is a need to offer a variety of classes in all areas to meet the needs of all students. Not all students are going to go to four-year colleges, some are, but others are going to go on to technical schools and/or enter directly into the workforce. As a public school it is important that we provide many class offerings and opportunities to support all students and all needs.

By increasing the number of FTE’s, essentially doubling them, in our Ag/Industrial Tech department we will be meeting the needs of a diverse student population. Our diversity in Blooming Prairie comes mostly through economics and our Free and Reduced Lunch Population.

We believe it is important to provide our students with more opportunities for them to explore their interests and find meaningful academic learning opportunities that fit their needs and increase their engagement in all academic work. We believe by providing classes that pique their interest, our students will excel in other classes as well. Our Free and Reduced lunch population student’s achievement on the MCA assessments in 2021 were significantly lower than the remainder of our student population in our 7th, 10th, and 11th grades. Our high school Science MCA’s are below state averages.

CTE course offerings will provide our students with additional problem solving and critical thinking skills that can have an indirect positive impact on our Science MCA scores as well as support our Free and Reduced lunch student population’s achievement on the MCA assessments.

Our goal is to provide these students, along with all students the opportunities necessary to pique our student’s interest, increase academic engagement, increase student achievement in all areas, and provide our students with high quality learning opportunities that prepare them to pursue their dreams. We believe through Achievement and Integration funds that we can meet our student’s needs and provide many successful learning opportunities for the students of Blooming Prairie Public Schools.

Enter location of services: Blooming Prairie Grades 7-12th Grades

Key Indicators of Progress (KIP)

Number of Students Taking CTE/Ag Courses

Increase the Number of Students Accessing CTE/Ag Courses	2023 Target	Target 2024	Target 2025
Baseline 177 students enrolled (This number could have duplicates as students may take multiple CTE/Ag Courses)	185	190	196

Science Achievement

Increase % Proficient for FRP Populations in Science by 1.5% annually.	SCIENCE Target 2023	SCIENCE Target 2024	SCIENCE Target 2025
FRP	32%	33.5%	35%

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.

Enter SMART Goal #2:

2a: We will increase the exposure of Blooming Prairie middle school students to economic and racially diverse students, so that they will increase their interest and appreciation for individuals from diverse backgrounds while learning about how people of diverse backgrounds have influenced the STEAM fields, provide enrichment opportunities to STEAM concepts and an integrative approach to STEAM through a variety of curricular lenses during summer STEAM camp held in June 2023, 2024 and 2025. Student survey data will be used to gauge student learning and perceptions along with Science MCA scores.

2b: By June 2025, increase the percent proficient for racially, ethnically and economically segregated students by 1.5% each year as measured by Science Minnesota Comprehensive Assessments.

By June 2025, we will increase the number of students taking CTE/Ag courses by 10% enhancing students' engagement and skills in CTE/Ag areas.

Choose a WBWF goal area:

- Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
- 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.
- Increasing racial and economic integration

Choose the type of Goal:

Achievement Disparity

Integration

Teacher Equity

Goal type: Achievement Disparity & Integration

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

Goal type: Achievement Disparity **Goal type:** Integration

Objective 2.1: To offer Summer Sampler --as defined by district WBWF, and Strategic Plan--for protected class and underserved and protected class students by June 2025.

Strategy Name and Number 2.1 Enter: Cross Collaborative Summer STEAM Camp with Integration District

Choose the Type of Strategy: Opportunities focused on academic achievement of all students.

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:

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 2: Provides school enrollment choices.

Option 3: Increases cultural fluency, competency, and interaction.

Option 4: Increases graduation rates.

Option 5: Increases access to effective and diverse teachers.

Narrative description of this strategy.

Add narrative. See description box below

Enter location of services: Owatonna Public Schools and Blooming Prairie Public Schools

Strategy 2.1	Description
Achievement and Integration: Cross Collaborative Summer STEAM Camp	
2.1 One Week Summer STEAM Enrichment Program for Middle School Students	<p>In collaboration with Owatonna’s Equity and Integration team a 6-8 summer sampler will be offered in Jun 2023, 2024, and 2025. This sampler week will work with our Cross-District Collaborative to host a STEAM camp. The camp will bring together students from adjoining districts to learn:</p> <ol style="list-style-type: none"> 1. How people of diverse backgrounds have influenced the STEAM fields. 2. Enrichment opportunities to STEAM concepts 3. Integrative collaboration with a variety of diverse students and abilities. 4. An integrative approach to STEAM through a variety of curricular lenses.

Narrative description of strategies:

2.1 The **STEAM Summer camp** will intentionally provide differentiated instruction to allow for the most accessibility to STEAM content and pedagogy. The camp will allow for opportunity for exposure to a diverse blend of students by both economic and ethnic diversity. There will be a focused effort embedding a highly effective and diverse staff, STEAM coordinator, and high quality content and experiences. These opportunities will prioritize students in both protected or underserved populations, but will be open to ALL students.

Key Indicators of Progress (KIP)

Key Indicators of Progress (KIP) Science Achievement

Increase % Proficient for FRP Populations in Science by 1.5% annually.	SCIENCE Target 2023	SCIENCE Target 2024	SCIENCE Target 2025
FRP	32%	33.5%	35%

Number of Students Taking CTE/Ag Courses

Increase the Number of Students Accessing CTE/Ag Courses	2023 Target	Target 2024	Target 2025
Baseline 177 students enrolled (This number could have duplicates as students may take multiple CTE/Ag Courses)	185	190	196

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)).

This plan will help us focus our efforts on protected class students, closing gaps through asset based programming and professional development that will help staff directly impact students from every level and

program in our organization. District leadership will work to coordinate these efforts and adopt strict strategic delimiters to keep us from duplicating programming. Many of these strategies will align fully with our strategic plan.

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:

We are implementing STEAM classes at our elementary level (K-6). Our STEAM teacher is going back to college to get her Master's in Technology Integrationist. We are expanding our grade levels that will have STEAM classes from 4th – 6th to 3rd – 6th this year and will continue to work our way down grade levels in the near future. Our teacher's new learning will positively impact student learning in this area and provide her with additional knowledge and resources to effectively deliver high quality STEAM instruction to her students.

We are increasing our Ag./Industrial Tech class offerings at our high school (7 – 12). We have had one instructor for the past 15 plus years in this department. We recently hired a second fully licensed instructor in this department to increase class offerings, be able to offer our students more individualized Ag/Industrial Tech learning opportunities, and increase the educational use of our greenhouse. All of which will provide our students with access to effective and more diverse teachers.

In the Blooming Prairie Public School system we encourage our staff to continue their learning to reduce disparities and provide our students with high quality learning environments. Currently 40 of our 66 teachers have their Master's in the field that they are teaching in and 5 staff are in the process of working towards their Mater's degrees. Our staff's continued learning provides all our students with access to effective and more diverse teachers.

Currently at our elementary school (K – 6) we have a strong MTSS process, we continue to provide staff development in this area. We are working with the University of MN to best understand our FAST assessments and how to utilize the data from these assessments to positively impact all student learning in our elementary school. We have three staff working through the LETRS training (reading specialist, kindergarten teacher, and special education teacher). This training provides increased learning opportunities that will reduce the disparities in equitable access to effective and more diverse teachers. We will look to expand this training to more elementary staff in the 2022-2023 school year.

By encouraging our staff to further their own learning, adding programming with fully licensed staff, and providing our staff with high quality professional development, we are reducing the disparities in equitable access to effective and more diverse teachers.

SMART Goal #3:

The average experience of teachers at Blooming Prairie Public Schools will increase from 13.3 years in 2022-2023 to 13.95 years in 2023-2024.

Choose a WBWF goal area:

- Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
- 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.
- Increasing racial and economic integration

Choose the type of Goal:

Achievement Disparity

Integration

Teacher Equity

Goal type: Achievement Disparity & Teacher Equity

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

Goal type: Teacher Equity **Goal type:** Achievement Disparity

Objective 3.1: To increase access to effective and diverse teachers --as defined by district WBWF, and Strategic Plan--for protected class and underserved and protected class students by June 2025.

Strategy Name and Number 3.1 Enter: Staff Retention/Hiring Practices

Choose the Type of Strategy: Opportunities focused on academic achievement of all students.

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:

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Option 2: Provides school enrollment choices.

Option 3: Increases cultural fluency, competency, and interaction.

Option 4: Increases graduation rates.

Option 5: Increases access to effective and diverse teachers.

Key Indicators of Progress (KIP)

Staff Retention (Increase Years of Experience of the Blooming Prairie Teaching Staff)

Increase the Years of Experience of the Blooming Prairie Teaching Staff	2023 Target	Target 2024	Target 2025
Going into the 2022-2023 school year our staff will average 13.3 years of experience, with 60.6% of our staff members holding a Master's (plus).	13.3	13.95	14.95

Science Achievement

Increase % Proficient for FRP Populations in Science by 1.5% annually.	SCIENCE Target 2023	SCIENCE Target 2024	SCIENCE Target 2025
FRP	32%	33.5%	35%