

## Achievement and Integration Plan

July 1, 2019 to June 30, 2022

**District ISD# and Name:** 0002-01 Hill City School

**District Integration Status:** Adjoining District (A)

**Superintendent:** Pat Rendle

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**Plan submitted by:** Pat Rendle

Title: Superintendent

Phone: 218-697-2394 ext. 100

Email: prendle@isd002.org

**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: Enter name.

1. **ISD 118-01 Northland Community School** A - Adjoining
2. **ISD 113-01 Walker-Hackensack-Akeley** RI - Racially Isolated

### School Board Approval

X ☐ 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).

X ☐ 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: Pat Rendle

Signature:

Date Signed: Enter date.

School Board Chair: Sue Kaslow

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 on page 8 of the [Achievement and Integration Plan Guide](#), and page 4 of [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:** The multidistrict collaborative council has met to provide feedback and input on collaborative programs which has provided the leadership team with information to develop career college readiness, integration, and teacher equity goals. Team members include John McDonald, Pat Rendle, Ellie Hill, Mary Yakibchuk, Andy Dokken, Leah Monroe, and Jen Welk. (Note – Leah Monroe is the Indian Education Director and a member of the Indian Education Advisory Committee for Northland Community School who has brought recommendations to the MCC from the advisory committee.)

## 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](mailto: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:** The number of course credits earned in upper-level math and science courses by Hill City American Indian students will increase from 0% during the 2018-19 school year to 30% by the 2021-22 school year as measured by an annual school-wide course credit audit.

**Aligns with WBWF area:** All students are ready for career and college. **Goal type:** Achievement Disparity

## Strategies

**Strategy # 1-1** First Robotics Program implemented between Northland Community and Hill City School.

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

**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:

- ☐ 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.

**Narrative description of this strategy.** Students from Northland Community and Hill City Schools will have the opportunity to participate in the First Robotics program that develops a wide set of skills, including STEM knowledge, digital literacy, leadership, and strong problem-solving and team-building abilities. Students from both schools will engage in opportunities to develop these highly adaptable skills early and often, so they're better prepared to take on challenges and opportunities throughout their lives and careers and reach their full potential. Strict rules, limited resources, and an intense six-week time limit, students are challenged to design a team "brand," hone teamwork skills, and build and program industrial-size robots to play a difficult field game against like-minded competitors creating a real-world engineering experience for all students. Volunteer professional mentors lend their time and talents to guide each team. Students from both schools will work together after school under the guidance of coaches and mentors. Transportation will be provided creating equal opportunity for all students. Each season ends with an exciting State First Championship experience.

Location of services: Northland Community School and Hill City School

## 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 2020	Target 2021	Target 2022
The number of course credits earned in upper-level math and science courses by Northland American Indian students will increase by 10% each year. The 2019 percentage is 0%	10%	20%	30%
The number of American Indian students enrolling into the First Robotics program in grades 7-12 will increase each year to reflect the number of Northland American Indian students in those grade levels.	5%	10%	20%

The percentage of white students enrolling into the First Robotics program 7-12 will remain the same or decrease slightly as we increase participation of our Native students to enroll into this program.	10%	15%	15%
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*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

## Strategy # 1-2 Health Career Certified Nursing Assistant (CNA) Program

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

**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:

- ☐ 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.

### Narrative description of this strategy.

A certified nursing assistant (CNA) course will be offered to Hill City and Northland students designed to reduce enrollment disparities for Native American students in the area of career and technical education. Presently American Indian students are not enrolling into CTE courses at the rate they are enrolled in the districts. A certified nursing assistant program will be offered to meet this need. Students from both schools will participate in activities through a classroom telepresence experience. Following the classroom experience, students will participate together in a 24-hour clinical and lab experience at area health care facilities. Transportation will be provided as needed to create equal opportunity for all students. The course is designed to provide students with the knowledge and skills necessary to perform basic care services for a patient (acute care setting) or resident (long-term care setting). It prepares the student to function in the role of nursing assistant under the supervision of a registered nurse (RN) or licensed practical nurse (LPN). The CNA program develops entry level skills for career opportunities in the field of health care.

Location of services: Northland Community School and Hill City School

## 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 2020	Target 2021	Target 2022
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	10%	20%	30_%
The number of American Indian students enrolling into the CNA program in grades 10-12 will increase each year to reflect the number of Northland American Indian students in those grade levels.	5%	10%	20%
The percentage of white students enrolling into the CNA program in grades 10-12 will remain the same or decrease slightly as we increase participation of our Native students to enroll into this program.	10%	15%	15%

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

### Strategy # 1-3 Lego League Robotics

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

**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:

- ☐ 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.

### Narrative description of this strategy.

Students, grades 3 through 6, from Hill City School will join Northland Community School students after school in the First Lego League Program. First Lego League challenges kids to think like scientists and engineers. During the season, teams will choose and solve a real-world problem in the Project. They will also build, test, and program an autonomous robot using LEGO® MINDSTORMS® technology to solve a set of missions in the Robot Game. Throughout their experience, teams will operate under the *FIRST* signature set of Core Values, celebrating discovery, teamwork, and Gracious

Professionalism. Guided by adult Coaches, *FIRST* LEGO League teams research a real-world problem such as food safety, recycling, energy, etc., and are challenged to develop a solution. They also must design, build, program a robot using LEGO MINDSTORMS® technology, then compete on a table-top playing field.

Students learn to apply science, technology, engineering, and math concepts (STEM) using imagination to solve a problem. Along their discovery journey, they develop critical thinking and team-building skills, basic STEM applications, and presentation skills, as they must present their solutions to a panel of judges. Transportation will be provided to created equal opportunity for student participation. Northland Community School is expanding the First Lego League Program to include Hill City students in the First Lego League Robotics Program.

Location of services: Northland Community School and Hill City School

## 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 2020	Target 2021	Target 2022
The number of Northland American Indian students participating in Lego League STEM activities will increase by 10% each year. The 2019 percentage is 0%.	10%	20%	30%
The number of American Indian students enrolling into the First Lego League program in grades 3-6 will increase each year to reflect the number of Northland American Indian students in those grade levels.	5%	10%	20%
The percentage of white students enrolling into the First Lego League program in grades 3-6 will remain the same or decrease slightly as we increase participation of our Native students to enroll into this program.	10%	15%	15%

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

### Strategy #1-4 Family Liaison Academic Coaching.

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

**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:

- ☐ 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.

**Narrative description of this strategy.** The Walker Hackensack Akeley (WHA) family liaison will coordinate with administration at WHA as well as Northland High School and Hill City High School to provide ACT prep for underserved students in grades 9-11. The liaison will work with families to promote student participation in ACT prep classes provided by the school. Additionally, the family Liaison will work with students to ensure families are aware of college and career opportunities. Hill City, Northland, and Walker Hackensack students would be attending the ACT prep class together in Northland—a single and central location. All students will be encouraged to attend in order to create a racially and economically integrated cohort. Students from each district not enrolling into college prep courses at the rate they're enrolled into each district will receive additional support and encouragement to attend.

## 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 2020	Target 2021	Target 2022
The number of course credits earned in upper-level math and science courses by Northland American Indian students will increase by 10% each year. The 2019 percentage is 3%.	13%	23%	33%
The number of American Indian students enrolling into the ACT prep program in grades 11-12 will increase each year to reflect the number of Northland American Indian students in those grade levels.	5%	10%	15%
The percentage of white students enrolling into the ACT prep program in grades 11-12 will remain the same or decrease slightly as we increase participation of our Native students to enroll into this program.	10%	15%	15%
Participation from the two racially isolated districts (Hill City & Northland) and from the adjoining district Walker Hackensack Akley will reflect a participation rate of 50% from the racially isolated districts and 50% from the adjoining district to ensure a racially and economically integrated program.	50% /50% racially isolated/adjoining district attendance	60% /60% racially isolated/adjoining district attendance	70% /70% racially isolated/adjoining district attendance

*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.

**Goal #2:** Hill City students 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 1 out of 5 to an average comfort level of 4 out of 5, by the end of the 2021-2022 school year, as measured by a district-created survey utilizing a 5-point Likert scale.

**Aligns with WBWF area:** All students are ready for career and college. **Goal type:** Integration

**Strategy # 2-1** First Robotic Strategy will also support the Integration Goal

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



**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:

- ☐ 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.

**Narrative description of this strategy.**

See strategy for 1-1, 1-2, and 1-3

Location of services: Northland Community School and Hill City School

## 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 2020	Target 2021	Target 2022
See Key Indicators of Progress for Goal 1 strategies 1-1, 1-2, 1-3.			

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

**Goal #3:** The percentage of students enrolled in courses with highly effective and trained teachers implementing culturally, linguistic, and equitable responsive instructional practices will increase from 10% in 2019 to 50% in 2022 as measured by equity walkthroughs and student course participation data.

**Aligns with WBWF area:** All students are ready for career and college. **Goal type:** Teacher Equity

### Strategy # 3-1 Native American Cultural and Visual Performing Arts Courses

**Type of Strategy:** Equitable access to effective and more diverse teachers.

**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:



- ☐ 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.

#### **Narrative description of this strategy.**

The Native American Cultural and Visual Performing Arts Courses focus on the arts, literature, history and culture of Native Americans. A&I will fund a position at Northland Community Schools. This position supports students through specialized instruction to build knowledge of Native American culture and achieve academic success. Students from Hill City will join the class through our telepresence system. The Native American Cultural and Visual Performing Arts Courses provide accurate and authentic information about Native Americans and provide the opportunity for all students of all cultures to learn Native American arts, literature, history and culture from a Native American perspective. Formative assessment(s) will be used to inform instructional decision-making along with quarterly grade reports for the two courses.

Evidence of research base: Meriam Report of 1928, Indian Education: A National Tragedy A National Challenge

Location of services: Northland Community School and Hill City School

### **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 2020	Target 2021	Target 2022
The percentage of students enrolled in courses with highly effective and trained teachers implementing culturally, linguistic, and equitable responsive instructional practices will increase by 10% each year. The 2019 enrollment is 0%.	10%	20%	30%
Northland students will self-report an increase in their level of understanding with students different from themselves (racially/ethnically diverse, socioeconomically) from an average comfort level of 1 out of 5 to an average comfort level of 4 out of 5, by the end of the 2021-2022 school year, as measured by a district-created survey utilizing a 5-point Likert scale.	2	3	4

### Strategy # 3-2 Worldview Anishinaabe Training for Staff

**Type of Strategy:** Equitable access to effective and more diverse teachers.

**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:

- ☐ 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.

#### Narrative description of this strategy.

This 3-day training opportunity will be open to all staff in the Northland Community and Hill City Schools. This training will give a general understanding of the Anishinaabe. It will give learners a historical framework from which to understand and articulate the Native experience today. The outcome will be an empowered sense of identity in the Native learner and increased understanding in the Non-Native learner. Anishinaabe Worldview, a newly accredited training in Cultural Competency. The training experience is a result of many gatherings of elders, teachers, critical thinkers, traditional Anishinaabe, and the voices of Tribal Leaders, who share their experiences and recommendations to make our communities, Native and Non-Native, healthier, safer and enriched places.

Location of services: Offsite at area training centers.

### 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 2020	Target 2021	Target 2022
The percentage of students enrolled in courses with highly effective and trained teachers implementing culturally, linguistic, and equitable responsive instructional practices will increase by 10% each year. The 2019 enrollment is 0%	10%	20%	30%
Northland students will self-report an increase in their level of understanding with students different from themselves (racially/ethnically diverse, socioeconomically) from an average comfort level of 1 out of 5 to an average comfort level of 4 out of 5, by the end of the 2021-2022 school year, as measured by a district-created survey utilizing a 5-point Likert scale.	2	3	4

*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)). Northland Community and Hill City Schools will share program strategies where students from both schools will meet in-person or through telepresence classes. This avoid having to run a strategy more than once to reach students in both schools allowing resources to go further for additional program strategies benefitting students of both districts.