



Achievement and Integration Plan

July 1, 2023 to June 30, 2026

Submissions due by March 15th, 2023

**District ISD# and Name: Sibley East Schools
#2310**

District Integration Status: RI
Superintendent: Dr. Joseph Libby
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Plan submitted by: Amanda Pearson
Title: Achievement and Integration Coordinator
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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:

Dr. Joseph Libby	Dr. Jeff Horton	Brittany Galetka
Jeremy Wagner	Lindsey Heine	Wade Werner
Amanda Fetrel	Tonia Schiro	
Amanda Pearson	Jennifer Thompson	

- 1. GFW (Gibbon, Fairfax, Winthrop)

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 here.
Signature:

Date Signed: Enter date here.

School Board Chair: Enter name here.
Signature:

Date Signed: Enter date here

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).

Plan input was discussed by the multidistrict team, as well as the RI district team. When reviewing our data, and looking at our World's Best Workforce Plan, we noticed that our goal and needs to work on closing the achievement gap. The COVID pandemic widened our gap. This also continued to spill over into credit deficiencies and causes challenges toward graduation completion. It is the district's intention to utilize programs mentioned throughout the plan to work on achieving those goals.

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval **no later than March 15, 2023** (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: Over a 3-year period, the district will close the achievement gap between all students and the free and reduced subgroup of students by an average of 10% on the reading and math MCA III's.

Aligns with WBWF area: Enter one of the following:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school. All children are ready for school.

Goal type: Enter one of the following: Achievement Disparity

- Achievement Disparity
- Integration
- Teacher Equity

Strategies

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 strategy name: Closing the Gap

Type of Strategy: Enter one of the following types of strategies:

- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Family engagement initiatives to increase student achievement.
- Professional development opportunities focused on academic achievement of all students.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- Recruitment and retention of racially and ethnically diverse teachers and administrators.
- 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:

- | | |
|--|---|
| <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 instruction will be delivered, and where will this take place.

As part of our effort to continue to close the achievement gap, we are moving forward with our MTSS program at the secondary. The development of MTSS at the secondary has been through various phases over the last few years. In its current status, we have developed a system for providing interventions to our struggling students, are utilizing Viewpoint software to better evaluate our data to determine needs, having regular PLC meetings, and training staff in PBIS. Looking into the next three-year cycle, our MTSS teacher/coordinator position will continue to be funded through A&I. This position will not only provide interventions to students, it will also provide peer-coaching to teachers to improve Tier 1 instruction and working with the MTSS team on identification and recommendations for students showing needs for support.

Additionally, our high-school after-school program is designed to work towards closing the achievement gap by providing high school age students, grades 9-12 with programming that assists them in completing course work. Most of our at-risk students come from homes where there is not someone available to provide them with needed academic support in their course work. The "Beyond the Bell" program is taught by high school content area teachers. Student attend the program with the goal of relearning material they initially struggled with, as well complete formative schoolwork to ensure they comprehend the material to demonstrate mastery of on summative assessments.

Location of services: Sibley East Middle School, Arlington

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.

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 2024	Target 2025	Target 2026
<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%
The gap between all students and our free and reduced population will decrease by 10% over the next three-year cycle on our MCA-III reading. 2022 results: All: 43.9% FRP: 30.9% Gap: 13.3%	10.1%	6.9%	3.3%
The gap between all students and our free and reduced population will decrease by 8% over the next three-year cycle on our MCA-III math. 2022 results: All: 37.9% FRP: 28.5% Gap: 9.4%	6.5%	4.8%	1.4%
Enter KIP.			

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

Goal #2: Over a three-year average, the graduation rate of our Latino and Free and Reduced lunch subgroups will increase at a minimum of 5%.

Aligns with WBWF area: Enter one of the following:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All racial and economic achievement gaps between students are closed.
- **All students are ready for career and college.**
- All students graduate from high school. All children are ready for school.

Goal type: Enter one of the following: Achievement Disparity

- **Achievement Disparity**
- Integration
- Teacher Equity

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 2024	Target 2025	Target 2026
<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%
Enter KIP. The Free and Reduced population's graduation rate will increase to 87% by the end of the next three-year cycle. The 2019-2021 average was: 83.27%	84%	85.5%	87%
Enter KIP. The Latio population's graduation rate will increase to 85% by the end of the three-year cycle. The 2019-2021 average was 80.2%	81.5%	83%	85%
Enter KIP.			

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

strategy Name and # 2 Enter strategy College/Career Ready!

Type of Strategy: Enter one of the following types of strategies:

- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

- Family engagement initiatives to increase student achievement.
- Professional development opportunities focused on academic achievement of all students.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- Recruitment and retention of racially and ethnically diverse teachers and administrators.
- Equitable access to effective and more 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 instruction will be delivered, and where will this take place.

Sibley East Schools are dedicated to ensuring when students graduate from our district that they are college and career ready. A successful program that Achievement and Integration has helped support over the years, and continues to, is the AVID program. Advancement Via Individual Determination is an initiative that continues to grow in our district. We offer the AVID program to students as a way to: provide study and organization strategies, learning through collaboration, reading, and writing strategies, and learning through inquiry. In addition to the AVID elective course, the secondary staff have been trained in AVID strategies to utilize throughout their curriculum. Achievement and Integration will continue to fund a portion of the teacher salaries that instruct in the AVID course.

Other strategies we will be utilizing to reach this goal include:

1. Student Support Teams (SST) for students in grades 10-12, counseling services for students in grades 9-12, on-site mental health partnership, credit recovery options during the school day and during the summer.
2. Graduation Progress meetings led by school counselors
3. Beyond the Bell - After school tutoring program led by certified teachers

Location of services: Sibley East High School-Arlington

Goal #3: The Sibley East District will increase the number of diverse staff to more closely reflect our student population by increasing the number of diverse staff by 5 people over the course of the next three-year cycle.

Aligns with WBWF area: Enter one of the following:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All racial and economic achievement gaps between students are closed.
All students graduate from high school.
All children are ready for school.

Goal type: Enter one of the following: Teacher Equity

- Achievement Disparity
- Integration
- Teacher Equity

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 2024	Target 2025	Target 2026
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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.	42%	52%	62%
Enter KIP. The district will increase its hiring of diverse staff by 5 people in the next three-year cycle.	1	3	5
Enter KIP.			
Enter KIP.			

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

strategy Name and # 3-Diverse teachers strategy : Equitable access to effective and more diverse teachers.

Type of Strategy: Enter one of the following types of strategies:

- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Family engagement initiatives to increase student achievement.
- Professional development opportunities focused on academic achievement of all students.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- Recruitment and retention of racially and ethnically diverse teachers and administrators.
- **Equitable access to effective and more 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 instruction will be delivered, and where will this take place.

Sibley East is rural Minnesota district, that in recent years, similar to other districts, has struggled to find diverse staff. We recognize that students being taught by adults of similar backgrounds is important. Our strategies for meeting this goal are as follows:

1. Actively recruited candidates for positions - (Applitrack)
2. Search for experienced, effective teachers
3. Continue to develop candidates from within
4. Collaborate with other districts for recruitment - job fairs

Location of services: Sibley East Schools: Gaylord & Arlington

Goal #4: Through integrated athletics and course work, Sibley East will increase participation of their students in the next 3-year cycle.

Aligns with WBWF area: Enter one of the following:

- All children are ready for school.
- **All racial and economic achievement gaps between students are closed.**
- All racial and economic achievement gaps between students are closed.
All students graduate from high school.
All children are ready for school.

Goal type: Enter one of the following: Integration

- Achievement Disparity
- **Integration**
- Teacher Equity

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 2024	Target 2025	Target 2026
<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%
In 3 years, the percentage of students participating in integrated activities will reach 50%.	15%	30%	50%
In three years, survey feedback will indicate that 90% of participants were pleased with participation in the program.	75	85%	90%
Enter KIP.			

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

strategy Name and # 4-Integrated :

Type of Strategy: Enter one of the following types of strategies:

- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Family engagement initiatives to increase student achievement.
- Professional development opportunities focused on academic achievement of all students.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- Recruitment and retention of racially and ethnically diverse teachers and administrators.
- 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.
 -

Click here to enter text.

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.

Sibley East and GFW schools districts are in partnership together for integrated activities. COVID really put a challenge on this, because when we would have been ready in our last three-year cycle to begin integrating more, the pandemic happened. Our districts are looking forward to truly building this program. Our intention is to build this through providing joint athletics and courses and encourage students of varying demographics to integrate with one another and provide opportunities that otherwise may not happen.

The Sibley East district will focus on encouraging and reaching out to our free and reduced population to increase the number of students that participate and decrease the opportunity gap.

Following the completion of activities, student participants will complete a survey that asks about their participation in the activity and their thoughts regarding the activity and the likelihood of continuing the activity. The goal would be to have an increased percentage of student

Location of services: Sibley East Schools: Gaylord & Arlington

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)). When planning for this 3-year plan, our team reviewed our district’s current programs and services and reevaluated how they align with our district’s goals. In our review, we determined that our secondary site needed a funding resource that would specifically work with closing the achievement gap and providing high school students with programming that will help work toward graduation. Our elementary site utilizes Title 1 funds to assist them in reaching their goals, however the secondary site needed a funding source to help them reach their goals. In addition, our team reviewed the goals set forward by World’s Best Work Force and ensured the plans are aligned to better streamline our programming. Both WBWF and A& I are completely aligned goals to create efficiencies as we move forward in these next three years.

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 RIS Goal in SMART Goal format here.

Aligns with WBWF area: Enter one of the following:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school. All children are ready for school.

Goal type: Enter one of the following:

- Achievement Disparity
- Integration
- Teacher Equity

To add goals, copy the goal section directly above and paste them below the strategies supporting RIS Goal #1. he strategy section below for each additional 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.

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 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 2024	Target 2025	Target 2026
<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 here.