Achievement and Integration Plan
July 1, 2023 to June 30, 2026

Submissions due by March 15th, 2023

District ISD# and Name: ISD 534, Stewartville Public Schools
District Integration Status: Type RI, A or V here.
Superintendent: Belinda Selfors
Phone: 507-533-1439
Email: belinda.selfors@ssdtigers.org
Plan submitted by: Sharon Prunty
Title: Middle School Principal
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Racially Identifiable Schools within District: Not Applicable

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. Type name of RIS here.
2. Type name of RIS here.
3. Type name of RIS here.
4. Type name of RIS here.
5. Type name of RIS here.
6. Type name of RIS 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: Type name of integration collaborative here, if applicable

1. ISD #535 Rochester Public Schools RI - Racially Isolated
2. ISD #531 Byron Public Schools A - Adjoining
3. ISD #227 Chatfield Public Schools A - Adjoining

4. ISD #533 Dover-Eyota Public Schools A - Adjoining
5. ISD #255 Pine Island Public Schools A-Adjoining
6. ISD #2805 Zumbrota-Mazeppa Public Schools A- Adjoining
7. ISD #2899 Plainview – Elgin – Millville Public Schools   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: Belinda Selfors
Signature: Date Signed:

School Board Chair: Nicole O'Neill.
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): _____Date Signed: Enter date here__

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: William Ruffin II and Amy Eich (Rochester), Jeremy Frie (Dover-Eyota), Tammy Champa (Pine Island) Ed Harris and Eric Nelson (Chatfield), Jessica Denter and Mike Neubeck (Byron), Mike Harvey (Zumbrota Mazeppa), Clark Olstad (Plainview-Elgin-Millville), Valerie Guimaraes and Lori Sam (Rochester AIPAC), Sharon Prunty (Stewartville)

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: To reduce the disparities in academic achievement, the GAP between the FRLP and Non-FRLP students who are making typical and aggressive growth for grades K-8 within Stewartville Public Schools on the appropriate age level **FastBridge aReading** assessments will decrease by 2% each year.

Note: Disaggregating the actual data will be based on Fall 2023 scores as this level of disaggregation is not yet available to us until the summer of 2023. This table will be amended in the fall of 2023 to reflect actual targets.

Data Table

Base	Year	Year	Year	*Prof*	Base	Year 1 Target 23-24	Year 2 Target 24-25	Year 3 Target 25-26	*Proficiency Target*

	Fall 2020-2023	1 Target 2023-2024	2 Target 2024-2025	3 Target 2025-2026	Efficiency Target	line Fall 2023
Stewartville Non FRLP						
Stewartville FRLP						
Gap Decrease for FRLP		2% decrease	2% decrease	2% decrease		6%

- **Aligns with WBWF area**: **All racial and economic achievement gaps between students are closed.**
- **Goal type:** **Achievement Disparity**

Strategies

Strategy #1 – Multi-Tiered System of Support (MTSS) using Explicit Systematic Phonics Instruction and Reading Intervention

Type of Strategy: **Innovative and integrated pre-K-12 learning environments.**

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. 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.

At Bonner Elementary, if a student's FAST score fall below the 20th percentile, those students receive Tier II intervention. Programs used include Fountas and Pinnell's Leveled Literacy Intervention for grades 1-2 and Letterland for Kindergarten. Students who fall into the Tier II category may also receive intervention through the Reading Corps program. Those students who fall below the 5th percentile on FAST may also receive Tier III support. Programs used include instruction of Phonemic Awareness, Phonics, Spelling, Word Work, Fluency, Comprehension, and/or Writing depending on the need(s) of the individual student. FAST probes are administered approximately every 7 to 14 school days. Data is reviewed and instruction is adjusted accordingly. Tier II intervention is every day for 30 minutes.

At Bear Cave Intermediate, if a student falls below the 20th percentile on FAST assessments, that student will be identified and may receive support through a Tier II intervention. Selection Tests/Unit Tests from the Reading Streets curriculum will also be considered. Tier II interventions at Bear Cave Intermediate include Fountas and Pinnell's Leveled Literacy Intervention. Students in Tier II interventions receive at least 30 minutes of instruction, daily, five days per week. If a student falls below the 5th percentile on the FAST assessments may qualify for Tier III support as well. Students receiving Tier II services will be administered reading probes every 7 to 14 school days.

Explicit Systematic Phonics Instruction will be incorporated into our programming at both Bonner and BCI. All students will receive Tier 1 instruction in phonics and phonemic awareness The University of Florida Literacy Institute (UFLI) Foundations or Heggerty programs to supplement the reading curriculum. Students at Tier 2 or 3 will receive targeted phonics instruction using Letterland, UFLI or the West Virginia Phonics, LLC programs.

At Stewartville Middle School, if a student falls below the 20th percentile on FAST assessments, that student will be identified and may receive support through a Tier II intervention. Tier II interventions at Stewartville Middle School uses the Fountas and Pinnell's Leveled Literacy Intervention.

Location of services: **Bonner Elementary, Bear Cave Intermediate School, Stewartville Middle 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 2024	Target 2025	Target 2026

		2%	2%	2%

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.

Goal #2:   Beginning with the class of 2027, there will be no more than a 15% gap between the FRLP and Non-FRLP students who demonstrate a 90% attendance rate during the freshman year.

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

Strategies

Strategy #1 – Goals-Planning-Success Program to support consistent attendance

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

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. 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.

Beginning with the class of 2027, the Goals-Planning-Success (GPS) program will be designed to make students aware and prepare for life beyond high school as it relates to the Redefining Ready criteria. Monthly activities will be conducted with students in grades 9-12. The focus for this goal will relate to the class of 2027 who will be the first students who will need to demonstrate they are career ready by meeting a 90% attendance rate in 9th grade.

The Redefining Ready program will

- Help students individually track their growth toward being college and career ready

- Utilize the Redefining Ready Report Card to guide implementation and programming shifts
- Provide expanded opportunities for career exploration
- Engage with community resources to provide authentic learning experiences
- Provide opportunities for students to engage in community service

Location of services: **Stewartville High 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 2024	Target 2025	Target 2026
The rate of freshman attendance between FRLP and Non FRLP will be no greater than 15%.	*15%*	*15%*	*15%*

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

Strategy #2 – REACH (Relationships-Education-Accountability-Character-Hard Work)

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

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. 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.

The REACH program is an intervention to provide academic and social, emotional support for students who struggle in the school environment. Student progress monitoring is done weekly in the areas of attendance, work completion, and behavior management. Weekly, students set academic, personal, family and character goals. Character education happens daily with a weekly theme. Finally academic support is provided to the students who are in the program. This program serves students 6-12.

Location of services: **Stewartville Middle School, Stewartville High 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 2024	Target 2025	Target 2026
90% of students who participate in the REACH program during their high school career will graduate from high school.	90%	90%	90%
Students who participate in the REACH program will have an attendance rate of 90%	90%	90%	90%

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

Goal #3: 90% of students from Stewartville Public Schools will demonstrate an increase in personal leadership skills with members from our multi district collaborative group as evidenced through student surveys given prior to and following multidistrict collaboration activities.

Aligns with WBWF area: **Not Applicable**
Goal type: **Increasing racial and economic integration**

Strategies

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.

Strategy Name and #1: Student Integration Activities through our Multi District Collaborative

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

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. 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.

Stewartville student leaders will participate with the Rochester Public School's Student School Board along with student members from other adjoining districts (Byron, Chatfield, Dover-Eyota, Pine Island, Plainview-Elgin-Millville, and Zumbrota-Mazeppa) to develop and allow meaningful collaboration between students in the member districts. Students may also have opportunities to engage with students from member districts through participation in CTEC courses.

Location of services: **Stewartville High School and other Locations**

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.	Target 2024	Target 2025	Target 2026

Choose indicators that will help you know if the strategy is creating the outcomes you want to see.			
90% of students will demonstrate an increase in their leadership skills as evidenced by surveys given prior to and following integration activities.	90%	90%	90%

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

Goal #4: 100% of staff will participate in professional development activities in either large group or through PLCs tied to grading for equity over each of the next 3 years

    Aligns with WBWF area: **None**

    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* section below (Minn. Stat. § 124D.861, subd. 2).

Strategy Name and #1:   Professional Development

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

Narrative description of this strategy.

Stewartville Public Schools are focusing efforts on review and revision of grading practices. Professional development opportunities will be offered during the whole faculty during back to school workshop week and other staff in-service days. In addition, during our designated PLC time, teachers will do book studies, read best-practices for grading with equity, listen to podcasts, engage in professional discussion and other such activities analyze and to develop building and district grading practices that are not only accurate but also free from bias that will improve student learning, increase motivation, and be a springboard for strong relationships.

Location of services: **Central Education Center, Bonner Elementary, Bear Cave Intermediate School, Stewartville Middle School and Stewartville High 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.

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
100%. of staff will participate in professional development opportunities focused on grading for equity each year of the plan.	100	100	100%

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)).

To ensure efficiency among the collaborative groups, the collaborative district leaders with the Rochester Public Schools will meet regularly to review programming. As the Racially Isolated School District, Rochester Public Schools will coordinate meeting efforts. To ensure efficiency and elimination of duplicative programs, a focus on the development of this year's plan was to ensure complimentary focus in all of the district plans. This includes the multi-tiered system of support (MTSS) plan, the district professional development plans, the Achievement and Integration plan and the World's Best Workforce plan.