

Achievement and Integration Plan July 1, 2020 to June 30, 2023

District ISD# and Name: KMS Public Schools 0775

District Integration Status: Adjoining District (A)

Superintendent: Martin Heidelberg

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Plan submitted by: Martin Heidelberg

Title: Supt

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Racially Identifiable Schools within District

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

1. Enter text here.
2. Enter text here.
3. Enter text here.
4. Enter text here.
5. Enter text here.
6. Enter text here.

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

Partnering Districts Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: Enter name.

1. **2396 ACGC A** - Adjoining
2. **2534 BOLD A** - Adjoining
3. **2380 MACCRAY A** - Adjoining
4. **0129 Montevideo A**-Adjoining
5. **0345 NLS A** - Adjoining
6. **0347 Willmar RI** - Racially Isolated

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: Martin Heidelberg

Signature: 

Date Signed: March 9, 2020

School Board Chair: Tom Walsh

Signature: 

Date Signed: March 9, 2020

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful, it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

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

Community Collaboration Council for Racially Identifiable School(s): Enter text here.

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #1: The achievement gap between FRP and Non-FRP eligible student groups (students enrolled the full academic year) on the Mathematics State Accountability Assessments will decrease from 20.1% in 2019 to 9% in 2023.

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

Goal type: Achievement Disparity

Strategies

Strategy #1 Interventionists

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

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 checked="" 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.

Trained educators will support students as interventionists focusing first on building positive relationships with students and families across all socioeconomic ranges. The interventionist will work with students to master grade level skills and increase math proficiency rates as districtwide efforts will focus on increasing the rigor of classroom activities and assessments aligned to Minnesota Academic Standards for mathematics.

Location of services: K-6 Elementary and 7-8 Jr High

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 2021	Target 2022	Target 2023
The total percentage of all Non-FRP and FRP students making expected growth targets in mathematics will increase.	58%	63%	68%

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

Goal #2: By 2023 the percentage of educators who through planned professional development trainings will have a greater cultural awareness and skills to be culturally responsive in the development and delivery of their instruction will increase from less than 15% to 85%.

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

Goal type: Teacher Equity

Strategy #2 Professional Development

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

Narrative description of this strategy.

Planned professional learning will be provided to all licensed and non-licensed staff to develop cultural awareness and understanding of culturally responsive instructional practices. Teachers and staff will become familiar with research supporting culturally inclusive work and interactions in school. The trainings will provide staff with strategies that will be implemented to contribute to the development of culturally inclusive classrooms and the creation of more equitable learning environment for all students.

Location of services: All School Buildings

Key Indicators of Progress

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
The percentage increase of teachers that have participated in culturally responsive professional learning	50%	75%	85%
Enter KIP.			

Goal #3: Students who attend summer programming will self-report an increase in their level of comfort with initiating and maintaining positive relationships with students racially/ethnically diverse, socioeconomically different from themselves from an average comfort level of 2 out of 5 in 2020 to an average comfort level of 4 out of 5 on a 5-point Likert scale, by the end of the 2022-23 school year.

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

Goal type: Integration

Strategy #3 Summer GAMMA Middle Years

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

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 checked="" 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.

GAMMA is a collaborative math course between our district, a racially isolated district, and all of our partnering districts. Teachers and students going into grades 6-8 from all of the districts will come together for a five-day learning experience focused on math with overarching themes of self-identity, community, equity, and integration. This is for students of all ability levels in order to avoid segregating students by ability.

Students will engage in activities designed to be different from their academic year mathematic learning experiences. They will use hands-on problem-solving activities with an emphasis on multiple and varied representations of concepts that encourage elaboration, questioning and explanation. On the fifth day, students will participate in a field experience that relates to the themes taught during the week.

A primary objective is to establish positive relationships between students of different racial, ethnic, and economic backgrounds while developing their math skills.

Location of services: Willmar Middle School

Key Indicators of Progress

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
Increase the percentage of protected class students participating in the summer GAMMA program from the racially isolated district.	0%	25%	50%
Percent enrolled Willmar students/percentage students enrolled from adjoining districts. Student enrollment will reflect student demographics of each district in order to reduce the racial enrollment disparity between racially isolated Willmar and adjoining/voluntary A&I districts.	60%/40%	55%/45%	50%/50%
Pre and Post Student Survey will assess the extent our students are more likely to have diverse cultural experiences and seek out friendships with people from racial backgrounds different from their own. Surveys will also assess their cultural competency. Baseline will be established Summer of 2020.	0%	25%	50%

Strategy #5 Summer STEM/Robotics Course

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

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 STEM/Robotics course is a collaborative science, technology, engineering, and mathematics (STEM) learning experience between our district, a racially isolated district, and all of our partnering districts. Teachers and students entering grades 6-8 from all of the districts will come together for a ten-day learning experience focused on the areas within STEM along with overarching themes of self-identity, community, equity, and integration. This is for students of all ability levels in order to avoid segregating students by ability. Students will explore STEM concepts through interactive large and small group learning that will use hands-on problem solving activities, inquiry, explanation, elaboration and questioning around the project they are working on. Teachers will facilitate team-building activities, roles and responsibilities of working in a team, ways to come to a consensus, goal setting, creating a timeline, and presenting the finished product in a collaborative way. A primary objective is to establish positive relationships between students of different racial, ethnic, and economic backgrounds while developing their STEM skills.

Location of services: Willmar Middle School

Key Indicators of Progress

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
Pre and Post Student Survey will assess the extent our students are more likely to have diverse cultural experiences and seek out friendships with people from racial backgrounds different from their own. Surveys will also assess their cultural competency. Baseline will be established Summer of 2020.	0%	25%	50%
Percent enrolled Willmar students/percentage students enrolled from adjoining districts. Student enrollment will reflect student demographics of each district in order to reduce the racial enrollment disparity between racially isolated Willmar and adjoining A&I districts.	60%/40%	55%/45%	50%/50%
Increase the number of protected class students participating in the summer STEM/Robotics program from the racially isolated district.	0%	25%	50%

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)). Our Achievement and Integration plan creates efficiencies through the established partnership with other districts. As one of a group of partnering districts we all collaboratively plan and share our collective resources to provide inter-district opportunities for students to realize the potential when they interact and learn together. Additional efficiencies are created by this plan through the links between the Achievement and Integration Plan, Goals, and Strategies and the other district level programs such as World's Best Workforce. As a district this work to maximize student opportunities while avoiding duplication moved us to purposefully direct the work of this plan and others through our strategic school planning process to create awareness and efficiencies at all levels of our district. The coordination of our efforts to find these efficiencies across different district initiatives will improve our service model.