

## Achievement and Integration Plan

July 1, 2023 to June 30, 2026

*Submissions due by March 15th, 2023*

**District ISD# and Name:** 0775 KMS Public Schools

**District Integration Status:** A

**Superintendent:** Martin Heidelberg

Phone: 320-264-1411

Email: mheidelberg@kms.k12.mn.us

**Plan submitted by:** Martin Heidelberg

Title: Supt

Phone: 320-264-1411

Email: mheidelberg@kms.k12.mn.us

### Racially Identifiable Schools within District

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

N/A

**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: West Central Achievement and Integration Collaborative

1. 2396 ACGC Adjoining
2. 2534 BOLD Adjoining
3. 2380 MACCRAY Adjoining
4. 0129 Montevideo Adjoining
5. 0345 NLS Adjoining
6. 0347 Willmar 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:   
School Board Chair: Jeremy Winter

Date Signed: March 13, 2023

Signature: 

Date Signed: March 13, 2023

## Plan Input

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

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

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

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

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

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, Wade McKittrick, Martin Heidelberger, Sherri Broderius, Jamie Bolter, Jim Menton, John Regan, Karen Douglas, Carrie Thomas.

The MDCC recommended items for our plan include: Continue with Gamma and STEM programs, add summer college courses and continue enhancing district goals.

**Community Collaboration Council for Racially Identifiable School(s):** Enter names of Community Collaboration Council Members for RIS here.

## 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](mailto:MDE.integration@state.mn.us).

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

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## 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 25.05% in 2022 to 9% in 2026.

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

- **Goal type:** Achievement Disparity

## 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).

**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.

**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 New Teacher Center Interventions

**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:

- |   |   |
|---|---|
| <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.** 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.

Coaches will provide specific ongoing CASEL V training to classroom teachers to support students first by focusing on establishing positive relationships with students and families across all socioeconomic ranges. In this mutually trusting environment teachers will work with students to master grade level skills and increase math proficiency rates as they listen and see what students share they do not understand 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

**Missing the key indicator box section here...check old version.**

**Goal #2:** By 2026 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 baseline of less than 23% to 85%.

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

**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).

**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.

**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 #** 2 Planned Professional Development

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

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- |   |   |
|---|---|
| <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.** 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.

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 move staff from the awareness stage to implementing strategies that will contribute to the development of culturally inclusive classrooms and the creation of more equitable learning environment for all students.

## 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 percentage increase of teachers that have participated in culturally responsive professional development (Baseline from FY22-23 is 23%)  | 63%         | 75%         | 85%         |
|  |             |             |             |
|  |             |             |             |
|  |             |             |             |

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

## Achievement and Integration Goals

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

4. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
5. 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.
6. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

**Goal #3:** The percentage of students who report an increase in their level of comfort in initiating and maintaining positive relationships with students different than themselves at summer programming will increase an average of 5% by 2026 (baseline will be established in 2024).

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

- **Goal type:** Integration

## 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).

**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.

**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** Summer GAMMA Course

**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:

- |  |  |
|--|--|
| <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.** 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.

GAMMA is a collaborative math course between Willmar, 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 the overarching theme of self-identify, 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

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  |
|--|-------------|--------------|--------------|
| On the post survey, the percent of participants who report they agree or strongly agree will increase 5% from the baseline, "I am comfortable initiating and maintaining positive relationships with students from different backgrounds."   | Baseline    | Baseline +2% | Baseline +3% |
| Increase the percentage of students participating in the summer GAMMA program from the racially isolated district (disaggregated by race ethnicity and RFPL).  | 54%         | 56%          | 58%          |
| Percent enrolled KMS 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%     | 45%/55%      | 50%/50%      |
|  |             |              |              |
|  |             |              |              |

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

## Strategy Name and #2 Summer STEM and Robotics Course

**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:

- |  |  |
|--|--|
| <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.** 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 STEM & Robotics course is a collaborative science, technology, engineering, and mathematics (STEM) learning experience between Willmar, a racially isolated district, and all of our partnering districts. Teachers and students in 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-identify, community, equity, and integration. This is for students of all ability levels in order to avoid segregating students by ability. Student will explore STEM & Robotics concepts through interactive large and small group learning that will use hands-on problems 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 consensus, creating a timeline, and presenting a 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

### 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  |
|--|-------------|--------------|--------------|
| On the post survey, the percent of participants who report they agree or strongly agree will increase 5% from the baseline, "I am comfortable initiating and maintaining positive relationships with students from different backgrounds."   | Baseline    | Baseline +2% | Baseline +3% |
| Increase the percentage of students that participate in the summer STEM and Robotics program from the racially isolated district. (disaggregated by race ethnicity and FRPL).  | 30%%        | 32%%         | 34%%         |
| Percent enrolled KMS 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%     | 45%/55%      | 50%/50%      |

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

### Strategy Name and #3 Summer College Courses

**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:

- |  |  |
|--|--|
| <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.** 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.

West Central Collaborative students in 10<sup>th</sup> and 11<sup>th</sup> grade will have the opportunity to enroll in college credit courses in June. We will collaborate with the local community college to provide instructors and identify which courses to offer. Students will come together in a single location/campus a couple days a week and meet virtually the other days in order to participate in rigorous coursework, earn college credits, and build cross-cultural relationships. Each district will work with their students to provide support and mitigate potential barriers to allow them to participate in the program. Through the four-week program, a primary objective is to establish positive relationships between students of different racial, ethnic, and economic backgrounds while providing an opportunity for students to engage in a collegiate experience. This program will include member districts of the West Central Collaborative, including Willmar, a racially isolated district.

Location of services: Ridgewater College, Willmar

## Key Indicators

### 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  |
|--|-------------|--------------|--------------|
| On the post survey, the percent of participants who report they agree or strongly agree will increase 5% from the baseline, "I am comfortable initiating and maintaining positive relationships with students from different backgrounds." | Baseline    | Baseline +2% | Baseline +3% |
| Increase the number of students participating in the summer college courses by 5 students.   | Baseline    | Baseline +2  | Baseline +3  |

*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)). Enter text here. 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.