

Achievement and Integration Plan

July 1, 2020 to June 30, 2023

District ISD# and Name: WEM ISD #2143

District Integration Status: Adjoining District (A)

Superintendent: Joel Whitehurst

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Plan submitted by: Joel Whitehurst

Title: Superintendent

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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. **Faribault #656** RI - Racially Isolated
2. **Tri-City United #2905** RI - Racially Isolated
3. **Northfield #659** RI - Racially Isolated
4. Enter text here. Choose district status.

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: Joel Whitehurst

Signature:

Date Signed: February 24, 2020

School Board Chair: Pamela Baker

Signature:

Date Signed: February 24, 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: From Faribault: Heidi Oanes, Ryan Krominga, Anne Marie Leland, Sam Ouk, Nicole Yochum, Andrew Adams, Shelly Kolling, Jamie Bente, Mike Meihak, Shawn Peck, Joe Sage, Brad Palmer, Terry Ronayne, Yesica Louis, High School and Middle School Counseling Departments and HS Career Center. For WEM: Joel Whitehurst, Jennifer Wilson. For Northfield: Mary Grace Hanson, Hope Langston. For Tri-City: Terri Preisler, Jeff Eplin. The Faribault team meets on a regular basis combining with other meetings taking place to avoid duplication. The Multidistrict team has the intention of meeting multiple times throughout the year to coordinate efforts and evaluate our plan.

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: Waterville-Elysian-Morristown (WEM) Public Schools will increase the average composite ACT score of Free and Reduced students from 20.0 in 2019 to 22.0 by June 30, 2023.

Aligns with WBWF area: All students are ready for career and college.

Goal type: Achievement Disparity

Supporting Strategies

Strategy #1 Expanded Math Prep Class

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

Narrative description of this strategy. Based on your description of each strategy, 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.

WEM has offered a zero hour, early bird class to help students prepare for ACT and MCA Math exams. In order to increase career and college readiness for our FRPL-eligible students, we will now offer this class at no cost to all students. Eliminating the cost will remove a critical barrier that limited our FRPL-eligible students’ ability to access this class and prepare for post-secondary options.

Though participation of all students will be encouraged and allowed, our secondary counselor will target participation of FRPL-eligible students and actively communicate to parents and instructional staff that the class no longer relies on a fee-based admission process. Once we’ve increased students’ access by removing fees, the Prep Class teacher will address individual student needs by offering differentiated instruction and supports to ensure equitable participation of all students.

In addition to increasing the number of FRPL-eligible students taking these exams, ACT and MCA test scores should reflect increased Math outcomes for FRPL-eligible students. Hourly pay for the Prep Class teacher and supplies will be paid with Achievement and Integration dollars.

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) for Expanded Math Prep Class

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
Student access to post-secondary options, college and technical school tours and attendance at job fairs will increase from 5 experiences (2020) outside of the building to 20 experience options (2023).	10	15	20
WEM will increase opportunities for students to have access to work-based learning, college prep, ACT prep and CollegeNOW courses to 15 course opportunities by June 30, 2023. Base is 11 course opportunities (2020).	13	14	15

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
WEM counselors will push-in to grade level advisories for presentations on college and career inventories, skills and opportunities post-high school four times per year and increase of 75%. Baseline push in is 1 time per year for 2020.	2 (25%)	3 (50%)	4 (75%)

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

Strategy #2 Advancement Via Individual Determination-AVID.

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

Narrative description of this strategy:

AVID (Advancement Via Individual Determination) is a nationally recognized and researched system which focuses on challenging average students (2.0-3.5 GPA) to be prepared for a successful college career. WEM AVID Elective classes in grades 8-12. Students have access to college field trips, ACT prep, and twice per week tutorial sessions with hired tutors. The goal is to bring AVID to a school-wide approach where students who are not in the elective class, have access to the same benefits as the AVID students. Best teaching practices strategies for all classes focus on WICOR (writing, inquiry, collaboration, organization, reading). At the elementary level, schools are creating college and career going atmospheres, inviting guest speakers from a variety of backgrounds within the community, and implementing early vocabulary and concepts related to career and college readiness. The AVID team is also sponsoring parent and family nights. These are focused on what the parents have expressed they need more support with. The Counseling department also works very closely with AVID. The expansion of additional supports to all students, at the high school level, will continue to increase opportunities in career and college readiness. We continue to provide staff development support for all levels with AVID on our system.

Location of services: Morristown Middle School and WEM High School

Key Indicators of Progress (KIP) for AVID

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
100% of WEM staff, grades 7-12, will receive AVID training by June 30, 2023. Base trained in 2020 84%	90%	95%	100%
Professional Development where WICOR and AVID strategies are integrated to increase student success in the classroom via standard-based achievement will increase from 33% (2020) to 75% throughout the calendar year by June 30, 2023.	45%	55%	75%

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

Strategy #3 Data Review for College, Career, and Technical Fields.

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

Narrative description of this strategy:

The WEM School District will rely on multiple data sources to inform how programs are implemented and instructional practices are adjusted to meet student needs. The district leadership team will convene and review data on a regular basis. The counselor will prepare and provide the data as needed and facilitate these discussions (.2% FTE).

The data review will inform curriculum development and instructional prep. Programs providing data to support this comprehensive data review include W-E-M's approved CTE program and PBIS (both funded entirely with non-A&I revenue).

This data review will increase data-informed instruction. District leaders will work closely with staff to ensure they are aware of the Minnesota Student Survey (MSS) data and understand how to use this data to inform instruction and social

emotional learning. The District will continue its implementation and ongoing analysis of our PBIS program (which is funded separately). SWIS baseline data will inform adjustments to instruction and communication with students. These data reviews will enable us to gauge where students are at and increase our ability to improve career and college readiness of students. Part of this data review will include results from ACT composite scores and linear data, Minnesota Comprehensive Assessment linear data, internal district course and activity student surveys, enrollment patterns, and dropped classes.

Location of services: District-Wide, All Students

Key Indicators of Progress (KIP) for Data Review

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
Minnesota Student Survey 11th grade “I Feel Safe at School” Question will increase to 100%. Baseline 2020 is 84%.	90%	95%	100%
Each campus school in the WEM district will maintain a PBIS team and meet 2x a month to assure for student support. Staff will increase their positive interactions with students by 30% by sending out update post-cards to students and providing PBIS reward slips. Baseline is 100 interactions per month in 2020.	110 positive interactions per month	120 positive interactions per month	130 positive interactions per month
Conduct annual staff training regarding safety procedures. Increase by 100% each year from the base of 1 time per year in 2020.	2 (100%)	2 (100%)	2 (100%)
WEM will conduct quarterly walk-throughs with the, administration, maintenance manager, local SRO and county deputy to assure for safety concerns are addressed throughout the district buildings. Baseline is 0 for 2020.	4 times per year	4 times per year	4 times per year

Goal #2: Waterville-Elysian-Morristown (WEM) Public Schools will increase the number of 11th grade non-white and Free and Reduced students who feel safe at school from 84% in 2019 to 100% by June 30, 2023 based upon the results of the Minnesota Student Survey.

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

Goal type: Integration

Supporting Strategies

Strategy #4 Increase professional development for all staff in the district by utilizing Southern Minnesota Counseling Services and Le Sueur County Public Health.

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

Narrative description of this strategy.

Increase the number of daily student contacts with our school counselor and school nurse. Increase opportunities for the school counselor and the entire staff to be a part of school programs and celebrations. Increase the opportunities for staff to assist in planning health and safety programs for all students based on best practices and mental health guidelines. WEM will increase professional development by inviting Southern Minnesota Counseling Services to the district during professional development sessions. Topics will include identifying mental health, working with students in crisis, trauma and chronic stress. Increase opportunities to discuss and increase school community awareness through literature mailings with Southern Minnesota Counseling Services and Le Sueur County Public Health.

We will use a survey to collect data to help identify the impact of increased relationship and utilization of services provided to staff and families and an increased sense of safety. Based on survey results an increased presence from Le Sueur County Public Health and Southern Minnesota Counseling Services will be utilized to push further education on mental health in our classrooms (specifically homerooms and health classes).

Location of services: District-Wide, All Students

Strategy #5 Cross-District Integration Strategies

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.

Increase the number of opportunities for students to interact with our collaborative partners-Faribault Public Schools, Northfield Public Schools and Tri City United Public Schools. Collaborative opportunities include Frontier Retreats for district 5th and 7th grade and Student Data Summit (YEA!). Through both of these collaborative efforts students will integrate and collaborate with racially and economically diverse groups of students.

- Students in grades 4, 5, 6, 7 and 9 will attend Youth Frontiers programs. Students that attend Youth Frontier programs will highly engage in mixed district groups. In groups they will learn valuable social skills, target specific character traits (respect, wisdom, leadership, kindness and courage). Students at each grade level will interact with older students from the same district (or partnering districts). Student voice is present in that students share experiences and learn from positive and negative choices that are real-life and time relevant to them. Teachers will have access to post-event material. With this material they will embed the messages and content from each retreat throughout the year into their classrooms. This material serves as an ongoing curriculum with a booster for student engagement. Language within the program partners with the positive initiatives throughout the district community.
- 9-12 students will engage in Student Data Summits (YEA) with partnering A&I districts. Students will review ACT and MCA cluster group data and discuss patterns. Collaborative groups of students will review what each district is doing and create ideas to close the achievement gap found in the data. District administrators and leadership teams will review the ideas and implement student voice strategies as they are able. Students at YEA will create initiatives to promote racially and sexually diversity in positive ways. Student messages will be shared and language from the student voice will be used at the district level with the results to drive an increase in participation from pods of students that closely identify diversity.

Key Indicators of Progress for Youth Summits and Youth Frontiers

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
WEM will collaborate with partnering schools for continued student summits addressing racial and social equity, leadership models. Baseline for 2020 is 1 time per year.	1	1	2
Behavior infractions from each grade level who attend a Youth Frontier's program will have a decrease in behavior infractions. Behavior infraction reporting will be tracked through a Google Survey that teachers and administration access. This data will be reviewed monthly, quarterly and yearly. Baseline behavior infraction number at each district building will be taken from January 2020.	Decrease by 20% from the baseline of January 2020	Decrease by 20% from January 2021	Decrease by 20% from January 2022

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
WEM will provide opportunities for students and staff in grades 4-7 and 9 th grade to attend a Youth Frontiers Retreat. Baseline will be 2019-2020, one retreat attended.	1 Retreat per year per grade	1 Retreat per year per grade	1 Retreat per year per grade
WEM 9-12 th grade students will have an opportunity to attend YEA during data summits. Students will rotate to increase the involvement and opportunities for the student body to be represented. Baseline from December 2019 will be used (1 event with 12 students)	2 events, 20 students total	2 events, 22 students total	2 events 24 students total
AT YEA Data Summits student suggestions will be used by WEM administration in planning for their upcoming year. Suggestions to increase student engagement will be the focus. Student voice and suggestion baseline is one suggestions from 2019-2020.	Implement 2 student suggestions	Implement 2 additional student suggestions	Implement 2 additional student suggestions

Goal #3: Waterville-Elysian-Morristown (WEM) Public Schools students will have increased equitable access to a more racially and ethnic diverse staff district-wide, from 0% non-white staff in 2019 to 3% non-white staff by 2023.

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

Goal type: Teacher Equity

Supporting Strategies

Strategy #6 Recruit Racially Diverse Staff

Type of Strategy: *Recruitment and retention of racially and ethnically diverse teachers and administrators.*

Narrative description of this strategy:

This strategy consists of two related recruitment activities:

- 1) WEM will develop and sustain partnerships and communications with local organizations in order to increase recruitment of racially diverse staff. Partners will include Region 9, Minnesota State University, local Arts Boosters and Partners in Education. Working with these community partners will increase our ability to offer student teacher placement to new college graduates, and recruit more a more racially diverse staff. This strategy will not entail use of A&I funds, but consist of establishing lines of communication to recruit and encourage new grads to consider WEM as a work place.
- 2) WEM will utilize the Frontline recruiting program to recruit substitute teachers who may join teaching staff. In addition we will continue using Applitrack and EdPost to expand marketing of career opportunities and K12 jobs (job posting site) to recruit more racially and ethnically diverse job candidates.

Key Indicators of Progress for Recruiting Racially Diverse Staff

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
WEM will host student teacher candidates throughout their level 3 and level 4 experiences. Baseline from 2019-2020 is 5 placements.	6 placements	7 placements	8 placements
Seek to employ racially diverse candidates. Baseline from 2019-2020 is 0.	1 racially diverse employee	Increase employment to 2 racially diverse employees	Increase employment to 3 racially diverse employees.
WEM will increase attendance at local art booster meetings (baseline for 2019-2020 1 mtg per year), Partners In Education meeting (baseline for 2019-2020 4 meetings per year) and Region 9 meeting (baseline for 2019-2020 0 meetings per year).	Increase presence at each	Increase presence at each entity	Increase presence at each entity

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
	entity by 1 meeting per year.	by 2 meetings per year.	by 3 meetings per year.

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

Strategy #7 Expanded Multicultural Programming

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 checked="" type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy:

The WEM School District will develop new and sustain existing partnerships with individuals and groups to expand student access and exposure to culturally diverse perspectives. This will include having programs and presentations from community experts and artists. WEM will begin planning for and work in collaboration with grant partners to run these programs. Examples of programs include leadership colloquiums and calendar events with existing community partners Fine Arts Booster and Region 9. WEM will also partner with these organizations to hire Native American storytellers, speakers on Black History, Cinco de Mayo speakers/artists, among others. Funding for these culturally-specific events will come from A&I revenue and our community partners.

Location of services: District-Wide, All Students

Key Indicators of Progress (KIP) for Expanded Multicultural Programming

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
WEM will increase programming to bring in speakers and performers on the topics and calendar placed importance (Native American's, Black History, Social and Racial Equity). Baseline for 2020 is 0. Increase to 3 events per year district-wide by June 30, 2023.	33% increase-one program	66% increase-two programs	99% increase-three programs
A pre and post survey will be conducted in homerooms on cultural awareness and competency of students and staff. Data will be used to increase experiences for the district for culturally diverse speakers. Baseline for pre and post surveys administered is 2019-2020 with zero surveys.	100% increase rate of pre and post survey administration.	100% increase rate of pre and post survey administration.	100% increase rate of pre and post survey administration.
WEM will open program viewing to the public to increase participation and create cultures of safety and awareness via bring in speakers and performers on the topics and calendar placed importance (Native American's, Black History, Social and Racial Equity). Baseline for 2020 is 0. Increase to 3 events per year district-wide by June 30, 2023.	1	2	3

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)). This plan will create efficiencies by being able to retain student achievement from base year 2020 throughout the duration of the plan, ending in 2023. When students are able to retain high levels of achievement they are able to gain valuable knowledge and a well-rounded experience that will create a culturally and educationally enriched career in K-12 education. The experiences and ability to retain and grow in the educational setting fostered at WEM will allow for life-long learning, diversity in their experiences and surge their skills so they can be confident entering into the post-secondary option albeit college, career field or military.