

Achievement and Integration Plan
July 1, 2017 to June 30, 2020

This document reflects Achievement and Integration requirements included in Minnesota Statutes, sections 124D.861 and 124D.862 as well as Minnesota Rules 3535.0100-0180.

District ISD# and Name: District #22 Detroit Lakes Public Schools District's
Integration Status: Adjoining District (A)

Superintendent: Doug Froke
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Plan submitted by: Renee Kerzman

Racially Identifiable Schools (RIS)

If you have been notified by MDE that your district has a racially identifiable school, please list each of those schools below, adding additional lines as needed.

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

Plans for racially identifiable schools will include the same information and follow the same format as that provided for district-wide plans. The RIS plan section starts on page six of this document.

Collaborating Districts Racially isolated districts must partner with adjoining districts on cross-district student integration activities (Minn. Rule 3535.0170). List your collaborating districts here, adding lines as needed. If your integration collaborative has a name, enter it here: West Central Initiative.

- | | |
|---|---|
| 1. Perham #549 A - Adjoining | 3. Pelican Rapids #548 RI -
Racially Isolated |
| 2. Hawley #150 A - Adjoining | 4. Frazer #23 A - Adjoining |
| 5. Fergus Falls #544 A – Adjoining | 6. Battle Lake #542 – Voluntary |
| 7. Underwood #550 A – Adjoining | |

Submitting This Plan

Submit this completed plan template as a word document to MDE by March 15, 2017 for review and approval (Minn. Stat. § 124D.861 Subd. 4). Email it to MDE.integration@state.mn.us. Scan the signed coversheet and attach that to your email as a separate PDF.

School Board Approval (Minn. Stat. § 124D.861 Subd. 4)

We certify that we have formally approved and will implement the attached Achievement and Integration plan as part of our district's comprehensive World's Best Workforce plan and in compliance with applicable federal, state, and local laws and regulations.

Superintendent: Doug Froke

Signature:

Date Signed: March , 2017

School Board Chair: Dave Langworthy

Signature:

Date Signed: March , 2017

Detailed directions and support for completing this plan are provided in the Achievement Integration Plan Guide available on the MDE Achievement and Integration page.

Plan Input Minnesota School Desegregation/Integration Rule 3535.0170 Subp. 2 requires racially isolated and adjoining districts to establish a multidistrict collaboration council (MDCC) to provide input on integration goals and to identify cross-district strategies to improve integration.

The rule also requires districts with a racially identifiable school (RIS) to convene a community collaboration council (CCC) to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the RIS (Minn. Rules 3535.0160 Subp. 2).

List council members below and briefly describe the community planning process used for your district's plan and for your Racially Identifiable School (RIS), as applicable.

Multi-District Collaboration Council: **Nadine Brown, Coordinator; Deb Wanek, Pelican Rapids; Jerry Ness, Fergus Falls; Jeff Drake, Battle Lake; Mike Martin, Hawley; Rebecca Matejka, Frazee; Sandra Weider Matthews, Perham; Jeremiah Olson, Underwood; Renee Kerzman, Detroit Lakes**

Post to District Website Prior to your district's annual AI and World's Best Workforce meeting, you must post this plan to the district website (Minn. Stat. § 124D.861 Subd. 3 (b)). Please provide the URL where your district's Achievement and Integration plan is posted.

<http://www.dlschools.com/Download.asp?L=0&LMID=&PN=Pages&DivisionID=&DepartmentID=&SubDepartmentID=&SubP=Level1&Act=Download&T=5&I=27360>

Plan Goals This plan must contain goals for reducing disparities in academic achievement among all students and specific categories of students (excluding the categories of gender, disability, and English learners), and for increasing racial and economic integration (Minn. Stat. § 124D.861 Subd.2 (c)).

GOAL # 1: The **proficiency gap** between the non-FRP and FRP students enrolled the full academic year for all grades tested within Detroit Lakes Public Schools on state Reading accountability test will **decrease** within our district by **increasing the proficiency** of non-FRP and FRP students groups.

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

Objective 1.1: Students will receive LLI based instruction to assist with closing the achievement gap. This is research based literacy instruction from [Fountas and Pinnell](#).

Objective 1.2: Multi-cultural read aloud books will be utilized for classroom instruction.

Objective 1.3: STAR assessments will be used to progress monitor.

GOAL # 2: Students will increase their knowledge, skills, and competencies to successfully pursue a career pathway through **integrated learning environments that prepare all students to be effective citizens and enhance social cohesion via virtual classroom exchanges**. Growth will be determined by pre and post assessments. **Digital citizenship, technology skills and perspectives of students regarding current events will be focused upon in the lessons**. This will be online, virtual exchanges between the high school level students at Pelican Rapids and Detroit Lakes, led by Detroit Lakes teachers and instructional coaches.

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

Objective 2.1: Digital Citizenship and technology skills will improve through technology integration with current events in Social Studies Curriculum, supported by instructional coach.

Objective 2.2: World awareness and acceptance will be emphasized through a multicultural lens by doing this exchange.

INTERVENTIONS

Directions Eligible districts may use AI revenue to pursue racial and economic integration and student achievement through interventions listed in the *Type of*

Intervention drop-down menus below (Minn. Stat. § 124D.861 Subd. 2). Provide the information requested for each intervention.

Requirement for this section: At least one intervention must be designed and implemented to bring together students from the racially isolated district and students from that district's adjoining AI districts (Minn. Rule 3535.0170).

Copy and paste the text below for each intervention. In your annual AI budget use the intervention names below in the budget narrative for expenditures supporting that intervention.

Intervention #1: Professional Development for Staff
This intervention supports the following goal objective: 1.2

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

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention. Professional development on **literacy best practices** are conducted and periodically followed by classroom walkthroughs to provide support. **Instructional coaches** offer one on one support and modeling. Vocabulary instructional strategies are taught to all district teachers to implement in all classrooms. Pre and post testing along with formative assessments inform instruction. 3 FTE Reading interventionists, 1 FTE at each building K-8, will provide direct instruction to FRP students who are high risk students in the area of reading. Professional development will be ongoing and provided by the instructional coach. **Reflection** of best practices will be used regularly by using [the Jim Knight model of instructional coaching](#), **videotaping of instruction** within the classrooms; one of the **best forms of professional development**.

Grade levels to be served: preK-8

Location of services: Detroit Lakes Public Schools

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Students will take a pretest and posttest, formative

assessments and progress monitored utilizing STAR data. This will allow us to monitor intervention effectiveness and student growth.

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. *Chappuis, Jan. Seven Strategies of Assessment for Learning, 2nd Edition. N.p.: Pearson, 2015. Print.* *Knight, Jim. Focus on teaching: using video for high-impact instruction. Thousand Oaks, CA: Corwin, 2014. Print.* *Richardson, Jan. Next Step Guided Reading: Focused Assessments and Targeted Lessons for Helping Every Student Become a Better Reader. USA: Scholastic Professional, 2009. Print.*

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
The proficiency gap between the Non-Free & Reduced students and the Free & Reduced students enrolled October 1 in grades 3-5 at DLPS elementary schools using all state reading accountability tests (MCA, MTAS) will decrease from 31.2% by 3% each year.	28.2	25.2	22.2
The proficiency gap between the Non-Free & Reduced students and the Free & Reduced students enrolled October 1 in grades 5-8 at Detroit Lakes Middle School using all state reading accountability tests (MCA, MTAS) will decrease from 26.8% by 3% each year	23.8	20.8	17.8
Students receiving the described reading interventions will hit their targets as measured by STAR data. In 2018, 70% will meet their growth targets. Each year the percentage of students hitting their STAR target score will increase by 10%.	70%	80%	90%

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

Intervention #2 Virtual Classroom

This intervention supports the following goal objective: 2.1

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention. We will use interactive technology to virtually connect Detroit Lakes ALC and Pelican Rapids ALC to explore digital citizenship and discuss current events. Digital citizenship, technology skills and current events will be focused upon in the lessons. Integrated learning environments prepare all students to be effective citizens and enhance social cohesion, as well as rigorous career and college readiness programs for underserved student populations. Integrated learning environments increase student academic achievement, cultural fluency, competency, and interaction, graduation and educational attainment rates, and parent involvement. Perspectives from all students will be emphasized in order to ensure student engagement and learning about one another. **Instructional coaches** will support the Pelican Rapids **students** and teachers in their to further technology knowledge. Competencies utilizing technology are a sign of **college and career readiness**. Digital citizenship is necessary in order to successfully create a meaningful digital footprint. **The instructional coach** will be utilized for technology instruction for students and staff, development of assessments, development of and implementation of curriculum and aligning and ensuring college and career readiness standards and data are analyzed. This will help create integrated learning environments that prepare all students to be effective citizens and enhance social cohesion.

Grade levels to be served: 9-12

Location of services: Detroit Lakes ALC and in Pelican Rapids ALC/HS: virtual connection

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Students will take a pretest and posttest for each integration lesson.

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. *Chappuis, Jan. Seven Strategies of Assessment for Learning, 2nd Edition. N.p.: Pearson, 2015. Print , Commonsensemedia.org*

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Increase the number of successful interactions between the high-risk student populations at the Detroit Lakes ALC and Pelican Rapids.	2	4	6
__x_% of the students will demonstrate awareness of a successful digital footprint through use of a formative and summative assessment	50%	70%	90%
__x__% of students will distinguish between opinion and fact as it relates to current events.	50%	70%	90%

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

Racially Identifiable School(s)

If MDE has not notified your district that one of your sites is an RIS, please delete this section.

Creating Efficiencies and Eliminating Duplicative Programs

The West Central MDCC strives to create efficiencies and eliminate duplicative programs and services. As a Multi-District Cooperative, we communicate regularly through emails, telephone calls and meetings quarterly to discuss programs that are beneficial and work on such issues are achievement gap reduction and opportunities to collaborative for the integration portion of this plan