

**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: Annandale Schools #876** District's Integration Status:  
Adjoining District (A)

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**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.
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 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:  
St. Cloud MDCC.

1. **St. Cloud** RI - Racially Isolated
2. **Annandale** A - Adjoining
3. **Becker** A - Adjoining
4. **Foley** A - Adjoining
5. **Holdingsford** A - Adjoining
6. **Kimball** A - Adjoining
7. **Rocori** A - Adjoining
8. **Sauk Rapids-Rice** 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](mailto: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: Steve Niklaus

Signature:

Date Signed: 2/27/2017

School Board Chair: Jeannette Rieger-Borer

Signature:

Date Signed: 2/27/2017

**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: St. Cloud member reps.: Sebastian Witherspoon, ISD742; Jessica Ellingson, Annandale; Erica Deyo, Foley; Jim Wagner and Erik Widvey, Kimball; Malea Bergson and Scott Staska, ROCORI; Linda Snowberg, Sauk Rapids-Rice. All members of the St. Cloud MDCC were invited to attend planning meetings to determine goals and cross-district strategies for our 2017-2020 AI plans. These meetings morphed as the planning process evolved through stages of brainstorming and drafting. Discussions were both reflective and clarifying in nature. The active member participants were MDCC representatives from the following districts: St. Cloud, Annandale, Foley, Kimball, ROCORI, Sauk Rapids-Rice.  
Community Collaboration Council for the RIS: Enter text here.

**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.annandale.k12.mn.us/ittrium/reference/A1x81x1x66y1xc8x1x69y1x1e0x1x87y1x119fx1x87y1x1352x1x87y8x14a4x8x1/AnnandaleAI201720Plan.pdf>

**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:** Underserved students in the Annandale school district will increase their reading proficiency as measured by the Minnesota Comprehensive Assessment (MCA) III by 3% each year from June 2017 (baseline) through June 2020.

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

**Objective 1.1:** To increase the quality of close analytical reading skills of underserved students.

**Objective 1.2:** To build effective relationships with families through culturally responsive communication focused on best practices in literacy instruction.

**GOAL # 2:** Underserved students in the Annandale school district will increase their math proficiency as measured by the Minnesota Comprehensive Assessment (MCA) III by 3% each year from June 2017 (baseline) through June 2020.

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

**Objective 2.1:** To increase math abilities of underserved students through targeted intervention, leveled classes, and culturally responsive instruction.

**Objective 2.2:** To build effective relationships with families through culturally responsive communication focused on best practices in math instruction.

**GOAL # 3:** Underserved students in the Annandale school district will show an improvement in student engagement by an increase of one survey indicator mark as measured by a student engagement survey completed in May 2017 (baseline) and in May 2020.

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

**Objective 3.1:** To increase access for underserved students in enrichment opportunities.

**Objective 3.2:** To increase opportunities for underserved students to develop and maintain student leadership skills.

**Objective 3.3:** To increase opportunities for cross-district interaction with St. Cloud schools

To add goals and objectives, copy and paste the text above.

## **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** Middle School Reading Intervention

**This intervention supports the following goal objective: 1.1**

**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.** Current classroom teachers and the literacy coach will triangulate data to determine which students will be enrolled in small group reading interventions. The reading intervention courses will align with current practices in targeted literacy instruction which includes, but is not limited to: close reading, vocabulary development, reading fluency, strategy application and growth mindset. The ultimate goal is to increase student confidence through frequent exposure to a variety of texts and develop habits of deep thinking about text. Intervention teachers will participate in training opportunities to utilize culturally and linguistically responsive instructional strategies.

Grade levels to be served: 6-8

Location of services: Annandale Middle School

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b)): anecdotal notes from reading conferences, student work (written summaries, character maps, comprehension guides, etc.), fluency recordings, student participation in discussions, and reading attitude surveys.

**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. The Effects of Comprehension through Close Reading:

[http://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1238&context=education\\_ETD\\_masters](http://fisherpub.sjfc.edu/cgi/viewcontent.cgi?article=1238&context=education_ETD_masters)

Mindset Scholars Network: <http://mindsetscholarsnetwork.org/new-evidence-growth-mindsets-positive-effect-achievement-national-scale-especially-low-income-students/>

What At Risk Readers Need: [http://www.ascd.org/publications/educational\\_leadership/mar11/vol68/num06/What\\_At-Risk\\_Readers\\_Need.aspx](http://www.ascd.org/publications/educational_leadership/mar11/vol68/num06/What_At-Risk_Readers_Need.aspx)

### **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
90% of students will report an increase in their Total Fluency score based on recorded reading and self-assessment from fall to spring.	90%	90%	90%
90% of students will demonstrate an improved quality of their reading guides from fall to spring, as reported by the teacher rating scale.	90%	90%	90%

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

### **Intervention #2** Content-Area Literacy Instruction

**This intervention supports the following goal objective: 1.1**

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

**Narrative description of the critical features of the intervention.** The literacy/diversity coach is employed to provide professional development to staff around topics related to best practices in discipline literacy instruction and educational equity. The literacy/diversity coach facilitates Professional Learning Community groups among the middle school staff, provides professional development during staff meetings, and works with small groups of underserved students to improve their achievement in reading.

Grade levels to be served: 6-8

Location of services: Annandale Middle School

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): Coaching conversation notes, coaching conversation schedule, PLC discussion notes.

**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. John Hattie's ranked list of effect sizes related to student achievement: <https://visible-learning.org/2016/04/hattie-ranking-backup-of-138-effects/>  
Effects of collaboration for discipline literacy: <https://www.literacyworldwide.org/docs/default-source/where-we-stand/ccss-disciplinary-literacy-statement.pdf?sfvrsn=12>

### **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 individual coaching sessions with staff around the topic of educational equity and culturally responsive instruction strategies.	6	8	10
Increase in MCA III reading proficiency scores in grades 6-8.	72%	74%	76%

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

**Intervention #3** Math intervention courses

**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.** Current classroom teachers will triangulate data to determine which students to enroll in the math intervention courses. The goal of this intervention is to increase student confidence in math. The courses will align with current practices in targeted math instruction which includes, but is not limited to: math literacy strategies, modeling problem-solving approaches, active learning with the use of manipulatives, pre-teaching, re-teaching and adjusting the pace of instruction. Teachers promote consistent math habits through a growth mindset and culturally responsive teaching approach.

Grade levels to be served: 6-8

Location of services: Annandale Middle School

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): Student participation (asking questions, verbally providing their math logic) is a critical component to inform instruction in this course. Additionally, teachers utilize student work (exit slips, homework checks, time tests, etc), tests and quizzes, and anecdotal notes to determine the pace and delivery model of instruction.

**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. Mindset Scholars Network: <http://mindsetscholarsnetwork.org/new-evidence-growth-mindsets-positive-effect-achievement-national-scale-especially-low-income-students/>  
John Hattie's ranked list of effect sizes related to student achievement: <https://visible-learning.org/2016/04/hattie-ranking-backup-of-138-effects/>

**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
90% of Students in math intervention will report an increase in math confidence from fall to spring, as reported by the Math Self-Reflection Survey.	90%	90%	90%
60% of students in math intervention will achieve a score of 75% to indicate grade-level-mastery, as measured by the End of Course Cumulative Test.	60%	60%	60%

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

**Intervention #4** Family Liaison

**This intervention supports the following goal objective: 1.2, 2.2, 3.3**

**Type of Intervention:** Family engagement initiatives to increase student achievement.

**Narrative description of the critical features of the intervention.** The Family Liaison is employed to serve as intermediary between parents from diverse backgrounds and the school to communicate questions or concerns. By fostering relationships between staff and families, the work of this position helps empower staff to navigate communication with families from diverse backgrounds. The family liaison communicates with these families regarding important school events such as conferences, registration, and curriculum nights, as well as enrichment opportunities. The family liaison provides equal access to parents by translating important documents and providing/securing interpretation services during conferences. Additionally, the family liaison assists with 4-year course planning and beyond at the high school level.

Grade levels to be served: K-12

Location of services: Annandale schools

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): post-event surveys from parents

**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. Research on Parent Involvement with Diverse Families:

<http://www.pacer.org/cultural-diversity/research-literature.asp>

**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 participation of parent/caregivers from diverse backgrounds in Math Night at AES as measured by attendance.	5	7	10
90% of parent/caregivers from diverse backgrounds will participate in the Moving to the Middle spring session as measured by attendance.	90%	90%	90%
90% of parent/caregivers from diverse backgrounds will participate in high school registration conferences as measured by attendance.	90%	90%	90%

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

**Intervention #5** Extend Enrichment Opportunities

**This intervention supports the following goal objective: 3.1, 3.2, 3.4**

**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.** Member districts of the St. Cloud MDCC will work collectively to maintain and establish opportunities for students to increase cultural fluency and competency. Annandale schools will target enrichment opportunities to include underserved students through cross-district collaboration that are provided through our local MN service cooperative program. Collaborative programs include: 7<sup>th</sup> grade life science around Project Earth, Elementary writing collaborative around Young Authors Young Artists (Ya-Ya) Conference, and middle school/high school Student Leadership Training Program. Participating teachers have the latitude to design the experience for their students around content standards and curriculum. Each collaborative requires multiple points of contact with the partner classroom in St. Cloud and one or more shared experience. Each of these shared experiences must include culturally and linguistically responsive student interaction activities to increase cultural fluency and competency.

Grade levels to be served: 3-8  
 Location of services: Annandale Schools, various locations

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): MDCC member representatives will develop student surveys as they pertain to each collaborative.

**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. Blankstein, A. M., Noguera, P., Kelly, L., & ASCD. (2016). *Excellence through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student*. ASCD.

**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 percentage of participation of underserved students in enrichment opportunities.	12%	14%	16%

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

**Intervention #6** Staff training in Culturally Linguistically Responsive Instruction  
**This intervention supports the following goal objective: 1.1, 2.1, 3.4**

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

**Narrative description of the critical features of the intervention.** Staff members will participate in Culturally and Linguistically Responsive Instruction training presented by Dr. Sharroky Hollie. This is a cross-district professional development opportunity with the MDCC.  
 Grade levels to be served: K-8  
 Location of services: TBD

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): Post-training survey of participants



**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. Culturally Responsive School Leadership: A Synthesis of the Literature

<http://journals.sagepub.com/doi/pdf/10.3102/0034654316630383>

Mayfield, V. M., & Garrison-Wade, D. (2015). Culturally Responsive Practices as Whole School Reform. *Journal Of Instructional Pedagogies*, 16.

Gleason, S. C., & Gerzon, N. (2014). High-Achieving Schools Put Equity Front and Center. *Journal Of Staff Development*, 35(1), 24-26.

**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
90% of staff who have participated in CLR training will report an increase in the use of CLR strategies from fall to spring, as reported by the Culturally Responsive Implementation Staff Survey.	90%	90%	90%

*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)). Our MDCC group will meet approximately once each month. As well a working on tasks related to our plans and collaboratives, we will alternate responsibilities for bringing topic and information relative to our equity work. We will also create efficiencies through our shared participation in the CLR training, which is hosted by St. Cloud Area Schools.