



Achievement and Integration Plan Form July 1, 2022 to June 30, 2025

Submissions due by **March 15, 2023.**

District ISD# and Name: Annandale Schools #876_____

Title of Person Submitting Report: Victoria Beckman

District Integration Status: Adjoining_____

Superintendent Name: Timothy Prom_____

Phone: 320-274-8226_____

Superintendent Phone Number: 320-274-5602_____

Email: vbeckman@isd876.org_____

Superintendent Email: tprom@isd876.org_____

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:

1. St. Cloud (RIS)

5. Rocori-Adjoin

2. Annandale-Adjoin

6. Sauk Rapids-Rice-Adjoin

3. Holdingford-Adjoin

7. Becker-Adjoin

4. Kimball-Adjoin

8. Foley-Adjoin

9. Monticello-Adjoin_____

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 (enter name) Timothy Prom _____

Signature: _____ Date Signed: _____

School Board Chair (enter name) Katie Jones _____

School Board Chair Signature: _____ Date Signed: _____

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): NA _____ Date Signed: _____

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: St. Cloud Schools/Ayan Omar, representations from adjoining districts including: Holdingford, Kimball, Rocori, Sauk-Rapids-Rice, Becker, Foley, Monticello _____

Community Collaboration Council for Racially Identifiable School(s): _____

Goal #1: Math: Students eligible for Free or Reduced Price Meals and Students of Color in grades 3-8, and 11 will increase their math proficiency as measured by the Minnesota Comprehensive Assessment (MCA)III by 1% each year from June 2024 through June 2026. _____ Choose a WBWF goal area: All racial and economic achievement gaps between students are closed _____

Choose the type of Goal:

___x Achievement Disparity

___ Integration

___ Teacher Equity

To add goals, copy the goal section directly above and paste them below the strategies supporting Goal #1.

Strategy Name and # Enter: #1 Co-Taught Math _____

Choose the Type of Strategy: Co-Taught Math _____

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:

___ Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

___ Option 2: Provides school enrollment choices.

___ Option 3: Increases cultural fluency, competency, and interaction.

___ Option 4: Increases graduation rates.

___ Option 5: Increases access to effective and diverse teachers.

*Current Classroom teachers and math intervention teachers will triangulate data to determine which students will be enrolled in the Co-Taught Paced Math Courses. These courses will utilize a Co-Taught model, with two licensed math instructors in the classroom, as a way to lower the student to teacher ratio, provide more contact opportunities for students, provide small group lessons to pre-teach concepts and additional guided practice. This class will also incorporated a growth mindset approach and culturally responsive teaching strategies, with the goal of increasing each student’s math confidence.*_____

*Enter location of services: Annandale Middle School*_____

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.	2024 Target	2025 Target	2026 Target
75% of students in an 8th grade Co-Taught Math course will report an increase in math confidence from the beginning to the end of the academic year. This data is recorded and assessed through a standard Math Self-Reflection Survey	75%	75%	75%
50% of students in a 7th grade Co-Taught Math course will achieve an approaching proficiency to proficient score (50-75%) on their MCA Math III Practice Assessment taken in early spring	50%	50%	50%

Goal #1: Math: Students eligible for Free or Reduced Price Meals and Students of Color in grades 3-8, and 11 will increase their math proficiency as measured by the Minnesota Comprehensive Assessment (MCA)III by 1% each year from June 2024 through June 2026._____Choose a WBWF goal area: All racial and economic achievement gaps between students are closed_____

Choose the type of Goal:

- ☒ Achievement Disparity
- ☐ Integration

____ Teacher Equity Creating Efficiencies and Eliminating Duplicative Programs

Strategy Name and # Enter: #2 Math Intervention Courses _____

Choose the Type of Strategy: Math Intervention Courses _____

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:

____ Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

____ Option 2: Provides school enrollment choices.

____ Option 3: Increases cultural fluency, competency, and interaction.

____ Option 4: Increases graduation rates.

____ Option 5: Increases access to effective and diverse teachers.

Narrative description of this strategy. Students are referred to the math intervention courses through data collection of the students' mathematical ability referred by classroom teachers and MCA III test scores. The goals for this intervention is to increase student confidence in math, increase the achievement of students in math, and provide a maximum of 10 students per licensed instructor. These courses include individualized student instruction, math literacy strategies, problem-solving strategies, pre-teaching, re-teaching, and pacing instruction to accommodate students. The teacher promotes positive, consistent math habits through a growth mindset and culturally responsive teaching approach.

Enter location of services: Annandale Middle School _____

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.	2024 Target	2025 Target	2026 Target
75% of 7th grade students in math intervention will demonstrate in increase in one or both of the following: overall math score as shown in	75%	75%	75%

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.	2024 Target	2025 Target	2026 Target
IXL Diagnostic, or at least one specific strand score. (Using general diagnostic and/or diagnostic snapshot)			
75% of 8th grade students in math intervention will demonstrate an increase in one or both of the following: an overall math score as shown in IXL Diagnostic, or at least one specific strand score. (Using general diagnostic and/or diagnostic snapshot)	75%	75%	75%

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

Goal #2: Reading: Students eligible for Free or Reduced Price Meals and Students of Color in grades 3-8, and 10 will increase their reading proficiency as measured by the Minnesota Comprehensive Assessment (MCA)III by 1% each year from June 2024 through June 2026._____

Choose a WBWF goal area: All racial and economic achievement gaps between students are closed_____

Choose the type of Goal:

☒ Achievement Disparity

☐ Integration

☐ Teacher Equity

Strategy Name and # Enter: #3 Reading Intervention Courses_____

Choose the Type of Strategy: Reading Intervention Courses_____

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:

- ___ Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ___ Option 2: Provides school enrollment choices.
- ___ Option 3: Increases cultural fluency, competency, and interaction.
- ___ Option 4: Increases graduation rates.
- ___ Option 5: Increases access to effective and diverse teacher

Narrative description of this strategy. Current classroom reading and Language Arts teachers and reading interventionists, together, will triangulate data to determine which students will be enrolled in small group reading interventions. The reading intervention course will align with current practices in targeted literacy instruction which includes, but not limited to: Close reading, vocabulary development, reading fluency, and reading comprehension. 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 courses have a maximum student to teacher ratio of 8:1

Enter location of services: Annandale Middle School _____

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.	2024 Target	2025 Target	2026 Target
75% of students in 7th grade Allied Reading Courses will report an increase in their reading fluency as measured by DIBELS from BOY to EOY benchmark assessment	75%	75%	75%
75% of students in 8th grade Allied Reading Courses will report a proficient score of (90%) on Reading Vocabulary and Comprehension as measured by using DIBELS EOY benchmark assessments	75%	75%	75%

Goal #3 Integration : Students eligible for Free or Reduced Price Meals and Students of Color will have an increase of 2% each year from 2024-2026, engaging in participation with educational enrichment opportunities and culturally relevant collaboration programming.

Choose a WBWF goal area: All racial and economic achievement gaps between students are closed_____

Choose the type of Goal:

____ Achievement Disparity

☒ Integration

____ Teacher Equity

Strategy Name and # Enter: #4 Inter-District Collaborative with St.Cloud District_____

Choose the Type of Strategy: Inter-District Collaborative with St.Cloud Schools_____

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:

____ Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

____ Option 2: Provides school enrollment choices.

____ Option 3: Increases cultural fluency, competency, and interaction.

____ Option 4: Increases graduation rates.

____ Option 5: Increases access to effective and diverse teachers.

Narrative description of this strategy. 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 through continued efforts in Elementary School Literacy and STEM collaborations. 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 with one or more shared experiences. Each of these shared experiences must include culturally and linguistically responsive student interaction activities to increase cultural fluency and competency.

Enter location of services: Annandale Schools, St.Cloud Schools_____

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.	2024 Target	2025 Target	2026 Target
Increase the number of cross-district initiatives with St.Cloud Schools, and our adjoining (MDCC) districts. 2023 reported 1	1	2	2

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

Goal #3 Integration : Students eligible for Free or Reduced Price Meals and Students of Color will have an increase of 2% each year from 2024-2026, engaging in participation with educational enrichment opportunities and culturally relevant collaboration programming.

Choose a WBWF goal area: All racial and economic achievement gaps between students are closed_____

Choose the type of Goal:

___ Achievement Disparity

X Integration

___ Teacher Equity

Strategy Name and # Enter: #5 Inter-District Collaborative with Madelia Schools_____

Choose the Type of Strategy: Inter-District Collaborative with Madelia Schools_____

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:

___ Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

___ Option 2: Provides school enrollment choices.

___ Option 3: Increases cultural fluency, competency, and interaction.

___ Option 4: Increases graduation rates.

___ Option 5: Increases access to effective and diverse teachers.

Narrative description of this strategy. Annandale Schools joining with Madelia School District will work collectively to maintain and establish opportunities for students to increase cultural fluency and competency. Continuing efforts include but are not limited to Elementary and Middle School Literacy collaborations. Participating teachers have the latitude to design the experience for their students around culturally relevant texts to engage all learners. Each collaborative requires multiple points of contact with the partner classroom in Annandale and Madelia with one or more shared experiences. Each of these shared experiences will include culturally and linguistically responsive student interaction activities to increase cultural fluency and competency.___Enter location of services: Annandale Schools, Madelia Schools_____

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.	2024 Target	2025 Target	2026 Target
Increase the number of elementary/ and or middle school classrooms in Annandale participating in cross district student interaction activities through culturally relevant book studies with Madelia School District students.	1	2	2

Goal #3 Integration : Students eligible for Free or Reduced Price Meals and Students of Color will have an increase of 2% each year from 2024-2026, engaging in participation with educational enrichment opportunities and culturally relevant collaboration programming.

Choose a WBWF goal area: All racial and economic achievement gaps between students are closed_____

Choose the type of Goal:

___ Achievement Disparity

X Integration

___ Teacher Equity

Strategy Name and # Enter: #6 Enrichment Program Participation_____

Choose the Type of Strategy: Enrichment Programming_____

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:

- ___ Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ___ Option 2: Provides school enrollment choices.
- ___ Option 3: Increases cultural fluency, competency, and interaction.
- ___ Option 4: Increases graduation rates.
- ___ Option 5: Increases access to effective and diverse teachers.

Narrative description of this strategy. Annandale Schools will target enrichment opportunities to include underserved students that are provided through our local MN service cooperative program. Programs include: Middle School life science (Project Earth), Elementary writing through Young Authors Young Artists (Ya-Ya), Elementary Science Rocks (STEM), and North West Talent Academy (NWTa). Participating teachers have the latitude to design the experience for their students around content standards and curriculum.

Enter location of services: Annandale Schools and Host Sites for Enrichment Programs_____

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.	2024 Target	2025 Target	2026 Target
25% of FRP eligible and students of color in grades 3-8 will show an increase in enrollment and attendance in enrichment opportunities: Project Earth, STEM, YaYa, NWTa	25%	25%	25%

Goal #3 Integration : Students eligible for Free or Reduced Price Meals and Students of Color will have an increase of 2% each year from 2024-2026, engaging in participation with educational enrichment opportunities and culturally relevant collaboration programming.

Choose a WBWF goal area: All racial and economic achievement gaps between students are closed_____

Choose the type of Goal:

____ Achievement Disparity

☒ Integration

____ Teacher Equity

Strategy Name and # Enter: #7 Family Liaison_____

Choose the Type of Strategy: Family Liaison_____

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:

____ Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

____ Option 2: Provides school enrollment choices.

____ Option 3: Increases cultural fluency, competency, and interaction.

____ Option 4: Increases graduation rates.

____ Option 5: Increases access to effective and diverse teachers.

Narrative description of this strategy. The Family Liaison is employed to serve as intermediary between parents from diverse backgrounds and Annandale Schools 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.

Enter location of services: Annandale Schools _____

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.	2024 Target	2025 Target	2026 Target
65% Of EL families in grades K-5 will participate in Fall Conferences	65%	65%	65%
65% Of EL families in grades K-5 will participate in Winter Conferences	65%	65%	65%

Goal #4 Access to Effective Teachers: 50% of students eligible for Free or Reduced Price Meals and Students of Color in grades K-12 will have increased access to classrooms taught by educators trained in Culturally Relevant Pedagogy, Catalyst II, and Restorative Classroom Practices from June 2024 through June 2026

Choose a WBWF goal area: All racial and economic achievement gaps between students are closed_____

Choose the type of Goal:

____ Achievement Disparity

Integration

____X Teacher Equity

Strategy Name and # Enter: #8 Teacher Training_____

Choose the Type of Strategy: Teacher Training/Effective Teachers_____

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:

- ☐ Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Option 2: Provides school enrollment choices.
- ☐ Option 3: Increases cultural fluency, competency, and interaction.
- ☐ Option 4: Increases graduation rates.
- ☐ Option 5: Increases access to effective and diverse teachers.

Narrative description of this strategy. Teachers in Annandale schools will increase their awareness in intercultural communication through extended professional development training in the areas of non-verbal communication, culturally responsive classroom instruction, and restorative practice. This is a two-pronged approach: Cohort learning opportunities in either Catalyst II or CLR training and a district wide approach to building foundational understanding of responsive practices. The research behind these training options is to increase the quality of relationships between students and their teachers, specifically students of color and FRP eligible students. Blending management skills into their content using these protocols; teachers are able to preserve relationships during management. Throughout the year, teachers will have the opportunity to receive support from trained coaches with the implementation and reflection of these new practices. These strategies are aimed at increasing the effectiveness of more teachers over a three year period.

Enter location of services: Annandale Schools _____

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.	2024 Target	2025 Target	2026 Target
Increase the percent of K-8 FRP eligible students and students of color who have access to Catalyst II/Keeping it in the classroom: Trained teachers for at least 50% of their day (2023 baseline is 0)	20%	30%	50%

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.	2024 Target	2025 Target	2026 Target
Increase the number of staff who are Catalyst II certified (2023 baseline is 0)	20%	30%	60%