

Achievement and Integration Plan

July 1, 2020 to June 30, 2023

District ISD# and Name: Hawley School ISD 150

District Integration Status: Adjoining District (A)

Superintendent: Phil Jensen

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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. **Pelican Rapids** RI - Racially Isolated
2. **Frazee** A - Adjoining
3. **Hawley** A - Adjoining
4. **Detroit Lakes** A - Adjoining

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: Phil Jensen

Signature:

Date Signed: February 25, 2020

School Board Chair: Cody Marshall

Signature:

Date Signed: February 25, 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).

The plan was developed in coordination with the Multi District Collaborative Council. At our joint council meetings we discussed the broad goals of the collaborative and how each of the individual schools would meet the goals.

Additionally, the Hawley Public School District worked in close collaboration with the Pelican Rapids Public School District on to ensure that the strategies developed were agreed upon and beneficial for both districts.

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: Ed Richardson- Pelican Rapids (director), Daren Kern- Battle Lake, Joe Carrier- Detroit Lakes, Pam Daly- Detroit Lakes, Renee Kerzman- Detroit Lakes, Jeff Drake- Fergus Falls, Becky Matejke (Frazee), Kelly Anderson- Hawley, Jim Kennedy- Perham, Chelsea Cruz- Underwood, Dave Kuehn- Underwood.

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: To increase reading proficiency from 70% to 90% for students who qualify for FRPL in third-sixth grade and are enrolled prior to 10-1-2020 will be reading at grade level as measured by MCA III Reading test results, by June 2023.

Aligns with WBWF area: All 3rd graders can read at grade level.

Goal type: Achievement Disparity

Strategies

Strategy Name and #1 WIN Time

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.

Reading interventions and extension activities provided to all students K-6 for 30 minutes each day. Instruction is delivered in small groups with progress monitored weekly as well as 3 month benchmarks. Students will be benchmarked three times per year. This data will be used (along with teacher input) to place students in interventions that the data shows there is a need. Students will be weekly progress monitored during the interventions and monthly grade level data meetings will be held to discuss the groups and adjust groups based in the progress monitoring data as well as monthly STAR assessments with progress monitored weekly as well as 3 month benchmarks.

Location of services: Hawley School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>The percentage of students achieving grade level proficiency for all 3rd graders by the end of 2023 will be 100%</i>	70%	80%	90%
<i>The percentage of students identified as FRPL achieving grade level proficiency for third grade students by the end of 2023 will be 90%.</i>	70%	80%	90%
Enter KIP.			

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

Strategy Name and #2 Literacy Coordinator

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

Narrative description of this strategy.

Elementary literacy coordinator will train all staff in research based interventions and gathers data to be shared at monthly grade level meetings. At the meetings, groups are discussed and changed according to student needs.

Location of services: Hawley School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Fidelity of interventions. Monthly fidelity checks will be made by the Literacy Coordinator who will monitor the paraprofessionals that are trained by the literacy coordinator in research based interventions that are delivered during the WIN time.</i>	90%	95%	100%
Enter KIP.			
Enter KIP.			

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

Goal #2: By the conclusion of each graduation year 2021, 2022, and 2023, 100% of seniors will be identified as *ready for career and college* per our established system of determination.

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

Goal type: Integration

Strategies

Strategy Name and #3Ramp Up to Readiness

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

Narrative description of this strategy.

Comprehensive researched based curriculum for students in 7-12 grade. The 5 pillars of focus are social emotional readiness, academic readiness, financial readiness, admissions readiness and career readiness. Students will participate in over 30 lessons yearly surrounding the 5 pillars and will be better prepared for life after school. Students will be fully informed and have the tools needed to make appropriate personal decisions for success. The lessons are centered around self-discovery with opportunities for self-reflection on goals and mindset.

Location of services: Hawley High School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>100% of the students will complete a post-secondary plan at the end of each school year.</i>	100%	100%	100%
<i>Students will show 50% growth in their readiness for post-secondary options after learning the 5 pillars as measured by a pre and post survey from grade 7 to grade 9 and from grade 10 to grade 12.</i>	90%	90%	90%
Enter KIP.			

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

Strategy Name and #4 Cultures & Cuisines

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

Narrative description of this strategy.

Students will learn about a variety of cultures which will include shopping at a variety of ethnic food stores, preparing foods for and with students from Pelican Rapids, and will also utilize a digital platform to create featured cultures and cuisines with students from Pelican Rapids High School. Students will interact monthly both digitally and/or in-person. The monthly interactions will be used to develop an electronic “cookbook” as the students collaborate on the project with the tangible result being a collection of cultural recipes with background information.

Location of services: Hawley High School & Pelican Rapids High School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Students will complete a pre-post self-assessment for cultural competence. 100% of the students will show growth of 25% or greater. The data can be sorted by students who qualify for FRPL.</i>	100%	100%	100%
Enter KIP.			
Enter KIP.			

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

Strategy Name and #5 World of Art

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

Narrative description of this strategy..

This yearlong course will be dedicated to exposing students to various artists from around the world, various mediums and techniques. Students in this course will be working with elementary art classes from Pelican Rapids. Students will be united each semester as they work on art projects. Art students will be taking an in-depth look at art pieces throughout the world. The high school art students in Hawley will work with the elementary art students from Pelican Rapids regarding the cultural backgrounds of a variety of art pieces. Students will connect monthly to collaborate not only on the backgrounds but to also create art.

Location of services: Hawley High School & Pelican Rapids High School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023

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
<i>Students will complete a pre-post self-assessment for cultural competence. 100% of the students will show growth of 25% or greater. The data can be sorted by students who qualify for FRPL</i>	100%	100%	100%
Enter KIP.			
Enter KIP.			
Enter KIP.			

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

Strategy Name and #6 Student Success Course

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

Narrative description of this strategy.

We have a group of students who do not qualify for an individualized education plan but are not showing recurring success in the general education setting. We have developed a student success class that will be taught by a highly qualified teacher who is well versed in executive functioning skills, social and emotional learning and interventions. Students are selected for this class based on grades and teacher recommendation. During the class period students will be taught how to organize, prioritize, and prepare for classes with the end goal of doing these things independently. The course will be taught during the school day.

Location of services: Hawley High School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>The percentage of students to successfully pass all classes will increase from the fall semester to the spring semester. Targets will be updated once the strategy has been implemented</i>	TBD	TBD	TBD
<i>By the year spring of 2023, 90% of the students in the class will not have to repeat a course.</i>	70%	80%	90%
Enter KIP.			
Enter KIP.			

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

Goal #3: Hawley students' access to effective educators trained in cultural competency will increase from 50% in 2021 to 100% in 2023.

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

Goal type: Teacher Equity

Strategies

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district’s adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Strategy Name and #7 Cultural Competency Training for Staff

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

Narrative description of this strategy.

The Hawley School District will bring in a certified cultural competency trainer from Lakes Country Service Coop or Education Minnesota to train our teachers and administration. After completion of the program, staff will have an increased understanding of racial, cultural, and socioeconomic groups and staff will be able to apply the knowledge to better serve the students and families of our school district.

Location of services: Hawley Public School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>The percentage of teachers and administration to have completed cultural competency training will be 100% by the spring of 2023.</i>	50%	75%	100%
<i>The percentage of teachers and administration to have an increased understanding of racial, cultural and socioeconomic groups will be 100% by the spring of 2023 as evidenced by a pre-post survey.</i>	50%	75%	100%
Enter KIP.			
Enter KIP.			

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)). As multi-district cooperative, we regularly communicate via email and/or in-person meetings to discuss programs that are beneficial and working on such issues as achievement gap reduction and opportunities to collaborate for the integration piece of the program.