

Achievement and Integration Plan

July 1, 2023 to June 30, 2026

Submissions due by March 15th, 2023

District ISD# and Name: ISD#84 Sleepy Eye

District Integration Status: RI

Superintendent: John Cselovszki

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Plan submitted by: John Cselovszki

Title: Superintendent

Phone: 507-794-7903

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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. Type name of RIS here.
2. Type name of RIS here.
3. Type name of RIS here.
4. Type name of RIS here.
5. Type name of RIS here.
6. Type name of RIS 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: Type name of integration collaborative here, if applicable

1. ISD#2754 Cedar Mountain Racially Isolated
2. ISD#88 New Ulm Adjoining
3. ISD#2897 Redwood Area Racially Isolated
4. ISD#85 Springfield Adjoining

School Board Approval

X 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](#)).

X 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: John Cselovszki

Signature:

Date Signed: 3/8/23

School Board Chair: Darla Remus

Signature:

Date Signed: 3/8/23

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): _____ Date Signed: Enter date here

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: Jeff Bertrang, Amanda Groebner, Amanda Thorson, John Cselovszki, Nadia Crooker, Sandra Gonzalez, Patti Fernandez, Andrea Iverson, Ally Carlson, Jackie Probst, Becky Cselovszki, Karla Beck, Jeff Kuehn, Sarah Groebner

Community Collaboration Council for Racially Identifiable School(s): Enter names of Community Collaboration Council Members for RIS here.

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval **no later than March 15, 2023** (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: The achievement gap between Free and Reduced and Non-Free and Reduced high school students math and reading MCA scores will be reduced by one percent each year Enter Goal in SMART Goal format here.

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

Enter one of the following:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school. All children are ready for school.

Goal type: Achievement Disparity

- Achievement Disparity
- Integration
- Teacher Equity

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

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* section below (Minn. Stat. § 124D.861, subd. 2).

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).

Copy and paste the strategy section below for each additional strategy.

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Strategy Name and # 1. High School Intervention Program

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

Enter one of the following types of strategies:

- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Family engagement initiatives to increase student achievement.
- Professional development opportunities focused on academic achievement of all students.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

- Recruitment and retention of racially and ethnically diverse teachers and administrators.
- Equitable access to effective and more diverse 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:

- | | |
|---|---|
| ☒ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, <u>or targeted interventions.</u> | ☐ Increases cultural fluency, competency, and interaction. |
| ☐ Provides school enrollment choices. | ☐ Increases graduation rates. |
| | ☐ Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below 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. Sleepy Eye High School will employ a full time interventionist that will focus on reducing the achievement gap, providing math and reading related interventions, focusing on social emotional learning, and working with students to achieve college and career readiness by successfully completing their course requirements. The teacher first identifies students that are in a need of services based on their NWEA, and MCA math and reading scores, their current progress toward graduation, and their social emotional needs. Second the teacher develops a plan for each student using direct instruction, study skills, and ACEs classes so that they have additional practice opportunity in the area of math and reading and social emotional learning. The teacher will track student data by using NWEA benchmark testing 3 times during the school year. She will report the data to the Superintendent's Cabinet so that the group can provide oversight for her progress.

Add narrative here.

Location of services: Enter location here.

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)

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 2024	Target 2025	Target 2026
We will reduce the MCA high school math achievement gap between FR and non FR population by 1% each year.	35.6%	34.6%	33.6%
We will reduce the MCA high school reading achievement gap between FR and non FR population by 1% every year.	26.5%	25.5%	24.5%
Enter 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 2024	Target 2025	Target 2026
Enter KIP.			

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

Goal #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. Enter Goal in SMART Goal format here.

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

Enter one of the following:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school. All children are ready for school.

Goal type: Teacher Equity

- Achievement Disparity
- Integration
- Teacher Equity

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

Strategy Name and # 1. HS intro to Education program to promote minority students to enter the field of education

Type of Strategy Equitable access to effective and more diverse teachers

Enter one of the following types of strategies:

- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Family engagement initiatives to increase student achievement.
- Professional development opportunities focused on academic achievement of all students.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- Recruitment and retention of racially and ethnically diverse teachers and administrators.
- Equitable access to effective and more diverse 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:

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

Narrative description of this strategy. Based on your description below 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. Sleepy Eye High School continues to offer an Intro to Education college in school class in cooperation with SW. Minnesota State to promote the field of education to our students of color. Our goal will be to increase our minority students’ participation in this class. We plan to use our Hispanic family advocate to promote the class to minority families during her outreach with them.

Location of services: Classroom

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)

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 2024	Target 2025	Target 2026
The percentage of Hispanic students enrolling into the Intro to Education college class will increase by 2 percent each year.	16%	18%	20%
Enter KIP.			
Enter KIP.			

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

Goal #3: Increasing racial integration **Sleepy Eye Schools, in collaboration and integration with schools within the Cottonwood River Integration Collaborative (CRIC), will provide an exposure to a technical college/four-year university so that students begin to understand opportunities and requirements for specific college pathways.** Enter Goal in SMART Goal format here.

Aligns with WBWF area: All Students are ready for career and college.
Enter one of the following:

- All children are ready for school.
- All racial and economic achievement gaps between students are closed.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school. All children are ready for school.

Goal type: Integration

- Achievement Disparity
- Integration
- Teacher Equity

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

Strategy Name and # 3—6th Grade Post-Secondary Expo

Type of Strategy: Enter one of the following types of strategies:

- *Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.*

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. Based on your description below 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.

- *The Cottonwood River Integration Collaborative (CRIC) had been formed by five schools who wanted to work together to share resources and create efficiencies. Each of the school districts are located approximately 15 miles or more from one another, and we will be focusing integrative efforts with our students on career and college readiness. We will utilize technology, when appropriate, to mitigate the loss of academic time due to travel. Our RI schools within our collaborative are Sleepy Eye, Redwood Falls, and Cedar Mountain. New Ulm is classified as A. Regional Career Expos, designed by 2-year or 4-year college/university, will allow us to bring our students together to explore careers and post-secondary learning, and build depth for the career and college readiness that later can be reflected in their portfolio ensuring all our students are career and college ready. In coalition with other CRIC school districts, our sixth-grade students will be exposed to a technical college/four-year college so that students begin to understand opportunities and requirements for specific college pathways. This builds awareness for students on available options for paths following high school.*
- *At these Regional Career Expos, 6th grade students within the Cottonwood River Integration Collaborative (CRIC) will be broken into groups that are combined with students from the other schools. This integration builds an awareness of the surrounding collaborative student body and staff who help facilitate groups.*

- Teachers/Staff from CRIC schools and the cooperating college campus Volunteers/Staff will rotate around to planned sessions to build exposure to the college campus as well as share/present information about their student body and programming offered at the college/university. Within the tour of the campus and planned activities, students are exposed to the college-level student body, as well as their CRIC rotation student groups with teachers, that may represent their racial and cultural identity. This integration promotes potential exposure to racial and cultural identities that may not be represented within their current district.

- Sixth-grade students will be administered a pre and post survey with the following questions:

Have you been on a college campus?

I understand there are several options for me after I complete high school.

I understand what a college campus is like.

I understand there are steps I can take in middle school to help me prepare for success in the future.

My racial and cultural identity are represented in this educational experience.

**The response choices within the survey: strongly disagree, disagree, agree, strongly agree.*

We as a district, and CRIC collaborative, will analyze the number of students strongly agreeing and should see an increase of awareness of options for career and college readiness options as well as representation of race and culture identity from the pre-survey to the post-survey results each year.

The percentage of students who are reporting that their awareness of options for career and college readiness:

Increase the awareness of students as measured by agreement or strong agreement with the collaborative's pre and post experience survey questions. (Annual targets:) 2023/24- 90%, 2024/25- 92%, and 2025/26- 94%.

The percentage of students who are reporting that their racial and cultural identities are represented in their educational experiences increased by 3% as measured by the pre/post survey annually *Post COVID, all districts within our collaborative are now again attempting to set up these opportunities. The target percentages each year will be reflected like those that stated in our 2020–2023-year plan.*

Location of services: Strategy #3 will be held at a local 2 or 4-year post-secondary campus in the spring of the year (SMSU, South Central Technical College, and/or Minnesota State Mankato)

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 2024	Target 2025	Target 2026
<i>Increase the awareness of students as measured by agreement or strong agreement with the collaborative's pre and post experience survey questions.</i>	90%	92%	94%
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 # 2 Sleepy Elementary Summer STEM

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

Enter one of the following types of strategies:

- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Family engagement initiatives to increase student achievement.
- Professional development opportunities focused on academic achievement of all students.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- Recruitment and retention of racially and ethnically diverse teachers and administrators.
- Equitable access to effective and more diverse 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:

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

Narrative description of this strategy. Based on your description below 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.

Using VEX IQ robotics kits, students will be introduced to the basics of VEX construction with gradual incorporation of sensors and programming concepts. Students will work together to identify a posed problem, will discuss and plan potential solutions, and will build models to overcome the challenge they are presented with. They will test their models and then revise them based on the results. These activities require students to construct, design, evaluate, revise, explore, and hypothesize, all which develop the critical thinking skills needed to succeed in our fast-paced, ever-changing world, giving our students the tools necessary to compete in today's workforce. Our program will run 3 days per week, in the hour following our summer school program. Enrollment in the program will be open to all, but we hope the convenience of offering it directly after our summer program will increase the participation of our migrant and targeted populations. There is also a possibility for opening up opportunities to neighboring communities as well. Through collaboration with Springfield Public Schools we will allow students the opportunity to attend both programs, opening up avenues of communication with other communities and other learners.

Sleepy Eye Public School will also plan on cooperating with Springfield Public School to integrate student to the following Springfield program:

- *The elementary STEAM academy will be available to students in grades 3-6 that have shown a need for enhanced learning opportunities in the areas of science, technology, engineering, art, and mathematics. This academy will take place over a 4-week period this summer where students will receive direct instruction in these subject areas. Learning experiences will be interactive, hands-on, and highly engaging as students will study, design, build, create, and analyze their work in relation to specific learning targets. Students selected for this program will be determined based upon test results, teacher recommendations, and ultimately, eligibility for our Title*

math services. Our strategy is to close the achievement gap for students in these subjects by providing this supplementary and enriching summer experience. In many cases, these students also correspond with our free and reduced lunch subgroup. This programming will help to fill the void of learning that occurs in many of their homes over the summer months. It will keep these students engaged in a positive learning environment and will support a critical-thinking mindset. Students will be assessed by introductory and exit surveys as well as by benchmark assessments that are given on a bi/tri-annual basis in the elementary school. This is a program that we have now run for nearly 5 years. It's been a positive opportunity in our district and has helped to enhance the standard of learning for our students. We look forward to expanding upon past experiences even further in the year ahead.

Add narrative here.

Location of services: Sleepy Eye Makerspace.

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)

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 2024	Target 2025	Target 2026
75% of Sleepy Eye students will self-report a positive experience initiating relationships and working as a team with students different from themselves (racially/ethnically/socioeconomically) reporting at an average comfort level of a 4 out of 5 on a 5-point Likert scale.	75%	75%	75%
Enter KIP.			
Enter KIP.			

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

Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.

Remember to copy and paste the goal section when adding additional goals.

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)). The Achievement/Integration (A/I) needs assessment we conducted, and subsequent discussion with the A/I leadership team have helped us recognize we need to align and coordinate our support services. The economic efficiencies that will be gained as a result of our realignment of these services, as well as the accountability measures we have designed into the plan, focuses on our two goals-closing the achievement gap between our FR and Non-FR students in the area of math and reading. Further, we have designed our A/I plan to be an integral part of our World's Best Workforce plan instead of an independent effort.

Enter text here.
