

Achievement and Integration Plan

July 1, 2023 to June 30, 2026

Submissions due by March 15th, 2023

District ISD# and Name: Zumbrota-Mazeppa ISD 2805

District Integration Status: Adjoining District

Superintendent: Michael Harvey

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Plan submitted by: Lidia Wallerich

Title: Achievement and Integration Coordinator

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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.

n/a

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. Rochester RI- Racially Isolated | 5. Dover Eyota A- Adjoining |
| 2. Byron A-Adjoining | 6. Plainview Elgin Millville A- Adjoining |
| 3. Stewartville A-Adjoining | 7. Zumbrota Mazeppa A- Adjoining |
| 4. Pine Island 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:

Signature: *Michael Harvey*

Date Signed: *2/28/23*

School Board Chair:

Signature: *Angie Braderott*

Date Signed: *2-27-2023*

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): N/A

Date Signed: N/A

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:

Community Collaboration Council for Racially Identifiable School(s):

District Advisory Committee

Michael Harvey- superintendent
Tonya Constantine- HS/MS Principal
John Stapleton- HS/MS Assist. Principal
Quinn Rasmussen- Elementary Principal
Wendy Ahren- Primary Principal
Aaron Schumacher- Staff Development
Jen Lohman- Community Ed
Cindy Jacob- MS/HS Teacher
Morgan Stamchror- Counselor
Lidia Wallerich- IGNITE Teacher
Stacy Libenow- Primary Teacher
Shelby Latusek- Primary Teacher

Ben Sand- Elementary Teacher
Katrina Schuneman- MS/HS Teacher
Amanda Braithwaite- Elementary Teacher
Grant Voth- District Technology
Rachael Dreyer- Primary Teacher
David Woods- Student
Natalie Clemenson- Student
Olivia Amsbaugh- Student
Jean Roth- School Board
Jason Lohman- School Board
Angie Bredehoft- School Board
Nicole Kunkel- Community Member

Tricia Stiller- Community Member
Jodi Peterman- Community Member
Nicole Irish- Community Member
Derrek Chapin- Community Member
Greg Mort- Community Member
Mary Duffy- Community Member
Brittany Thomforde- Community Member
Jeannette Richardson- Community Member
Casey Bradford- Community Member
Tara Gosse- Community Member
Anne Dilley- Community Member
Rene Arendt- Community Member

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 percentage of all students (including those in identified groups like: FRPL, non-FRPL, Hispanic, American Indian, etc.) enrolled in grades 3-6 at ZM who are in the “high risk” category on Fastbridge aReading will decrease from 9% in fall of 2022 to 6% in Fall of 2026.

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

Goal type: Achievement Disparity

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 # WIN Interventions

Type of Strategy: Innovative and integrated pre-K-12 learning environments

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:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> 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. **Through monthly PLC meetings along with quarterly data meetings, teachers will review data from FASTbridge assessments, past MCAs, and classroom formative/summative assessments to identify student needs for Tier I, II, and III support. Title I and special education students will be identified with this process. All 3rd-6th grade teachers will participate in team meetings and data days. The Title I teacher, A&I Coordinator and other teachers involved in student services will work closely with classroom teachers to maximize the effectiveness of the interventions and strategies being used. Students will be progress monitored using FASTbridge or another research-based program.** Location of services: Zumbrota Mazeppa Primary School

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 all students enrolled in grades 3-6 at ZM who are in the high risk category on Fastbridge aReading will decrease from 9% in the fall of 2022 to 6%in the fall of 2026. | 8% | 7% | 6% |
| The percentage of students identified as multiracial enrolled in grades 3-6 at ZM who are in the high risk category on Fastbridge aReading will increase from 9% in the fall of 2022 to 6% in the fall of 2026. | 8% | 7% | 6% |

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

Goal #2: 85% of the incoming kindergarten students who attend Bridge to Kindergarten will demonstrate an understanding of routine and play in the classroom by the first day of kindergarten.

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

Goal type: Achievement Disparity

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 # **A Bridge to Kindergarten Program**

Type of Strategy: Innovative and integrated pre-K-12 learning environments

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:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> 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.

A Bridge to Kindergarten is a program to reduce economic disparity for students who could not afford to attend preschool (students that will receive free and reduced-price lunch). The ZM district will hold a one week (M-Th) Bridge to Kindergarten Program (first week in August) at the ZM Primary School in Zumbrota, MN. This program will run from 8:30-11:30am. All incoming kindergarten students will be invited. The focus of this program will be to familiarize students with classroom, school, and bus routines. Kindergarten teachers, paraprofessionals and other certified staff members will be in attendance during the course of this program.

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 |
|--|-------------|-------------|-------------|
| 85% of the incoming kindergarten class will demonstrate an understanding of routine and play in the classroom by the first day of kindergarten. | 85% | 85% | 85% |
| 80% of the incoming kindergarten students identified as FRLP will demonstrate an understanding of routine and play in the classroom by the first day of kindergarten. | 80% | 80% | 80% |

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.

Goal #3: During the school years 2024-2026, all teachers in the district will be required to engage in at least 2 professional development and growth opportunities focused on working with diverse learners (additional opportunities to be available). This will assure all students have equitable learning opportunities.

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

Goal type: 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: Professional Development Opportunities

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

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:

- | | |
|--|---|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input checked="" type="checkbox"/> 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 district will provide ZM teachers with job embedded professional development. These professional development opportunities will be available and ongoing throughout the school year.

Strategy Name and #2: Equitable Classrooms

Type of Strategy: Innovative and integrated pre-K-12 learning environments

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:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> 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.

Teachers and administrators will look at Fastbridge student data a minimum of 3 times each year. They will use this time to identify students that are in the “high risk” or “at risk” areas or need. Using this student information teachers will create classroom groupings that balance student needs, strengths, and diversity with teacher skills and experience.

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 |
|---|--------------|--------------|--------------|
| All ZM Staff will engage in 2 professional development opportunities focused on working with diverse learners throughout the school year. | 2 | 2 | 2 |
| Teachers and administrators will look at Fastbridge student data 3 times each year to identify students in the “high risk” or “at risk” areas of need. This information will be utilized to create classroom groupings that balance student needs, strengths, and diversity with teacher skills and experience. | Meet 3 times | Meet 3 times | Meet 3 times |

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.

Goal #4: The ZM district will send two groups of student leaders to one student school board meeting in Rochester per year. Through this opportunity students will make personal connections and increase their knowledge of diversity and inclusion.

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

Goal type: Integration

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: Integration Strategy

Type of Strategy: Innovative and integrated pre-k-12 learning environments

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 ZM Achievement and Integration Coordinator will select 2 groups of students (one from 6-8th grade and one from 9-12th grade) to one Rochester Student School Board Meeting each year. Student leaders will be chosen for each group by teacher recommendation. Students will express comfort with people who are both similar to and different from them to engage respectfully and develop knowledge with all people. Students will respond to diversity by building empathy, respect, understanding, and connection. At the end of this experience, each group of students will debrief with the A&I Coordinator.

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 |
|--|-------------|-------------|-------------|
| Student leaders in 6-8th grade will attend one Rochester Student School Board Meeting. | 1 mtg | 1 mtg | 1 mtg |
| Student leaders in 9th-12th grade will attend one Rochester Student School Board Meeting. | 1 mtg | 1 mtg | 1 mtg |

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.

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 Zumbrota Mazeppa is a growing district in Southeast Minnesota benefitting from the expansion of the Mayo Clinic in Rochester and other business growth. We are gaining families that work in Rochester that are either looking for less

expensive housing or maintaining a connection to smaller town living. With this growth comes an increase in the cultural and economic diversity of our families. Our school district has only recently done specific work in the area of cultural competency through our Achievement and Integration Plan. We have done very successful work in building up our school district culture and creating a brand “Building a Bridge to the Future” in the past years. One of the main goals in this positive culture is to continue to increase the cultural competency of our entire staff as well as our students. We are well-positioned to accomplish this due to the positive nature of our staff and their great relationships with our students. This is still a relatively new concept for our staff and not duplicative in any way. By having someone on staff dedicated to stay current on cultural competency trends/requirements, we are creating training efficiencies for the rest of our staff.