



Achievement and Integration Plan July 1, 2019 to June 30, 2022

District ISD# and Name: ISD 0659; Northfield
Public Schools

District Integration Status: Adjoining Choose status.

Superintendent: Dr. Matthew Hillmann

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Plan submitted by: Mary Grace Hanson

Title: Director of Teaching and Learning

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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.

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: Enter name.

- | | |
|---|---|
| 1. Enter text here. Choose district status. | 3. Enter text here. Choose district status. |
| 2. Enter text here. Choose district status. | 4. Enter text here. Choose district status. |

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: Dr. Matthew Hillmann

Signature:

Date Signed: June 1, 2019

School Board Chair: Julie Pritchard

Signature:

Date Signed: June 1, 2019

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 on page 8 of the [Achievement and Integration Plan Guide](#), and page 4 of [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: We (Northfield Public Schools) will collaborate with the Faribault, WEM, and TriCity United school districts for the MDCC of the Cannon River Collaborative. Our Council members will include Mary Grace Hanson, Director of Teaching and Learning; Hope Langston, Director of Assessment and Data; Marnie Thompson, Assistant High School Principal; and Sybil Betsinger, American Indian Parent Advisory Committee Chairperson.

Since this is our first application, there has not been an MDCC meeting. After consulting with Faribault, we understand that our first meeting will be in August 2019.

We have had an initial meeting with the AIPAC on May 29, before our plan was submitted.. The chairperson went through the goals and offered comments. We discussed the A & I purpose and our specific plan and MDCC. She is willing to serve on the MDCC. We are trying to schedule another meeting of our AIPAC: a member has had surgery so we are awaiting his recovery.

The leadership team for the Northfield Public Schools has met and analyzed the data: ACT scores; MCA results; observations of principals from classroom and building walk-throughs.

The results of the data analysis and needs assessment:

The FRP percentage in the district population has remained fairly consistent at 28% in the past five years, but the student count has grown reflecting overall enrollment increases. We now have more than 1,000 students who are economically challenged and who experience opportunity and achievement gaps compared to their non-challenged peers.

For the class of 2019, 60% of all students scored a 21 or higher on the ACT. 40% of FRP students in the class of 2019 scored 21 or higher. In 2019, 97 students took the Accuplacer test. The Accuplacer is in the midst of restructuring the scoring.

Walkthroughs: The MS principal and assistant principal have conducted over 150 classroom walkthroughs this school year. In terms of diversity displays, posters, or bulletin boards, the only visible items are flags from countries where Spanish is the main language.

Northfield Public Schools utilize the Studer Group model for continuous improvement. In our initial parent survey this year, parent response to the statement "My child has every opportunity to be successful at this school." Was ranked in the 40th percentile of the Studer norming group. The

result indicates there is room for improvement in ensuring that all families in our district believe their child has every opportunity for success in our schools.

MCA Proficiency: The proficiency gap between our FRP students and their non-challenged peers hovers around 30% in both reading and math. This gap begins in third grade and persists through high school.

Northfield Senior High School and the Northfield Area Learning Center graduation rates for the FRP population continue to fall short of the 2020 statewide goal of 85%. The district FRP graduation rate has been, on average, 14 points lower than the Non-FRP rate over the past five years.

Community Collaboration Council for Racially Identifiable School(s): Enter text here.

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: College ready composite benchmark scores for high school seniors who qualify for FRP will increase from 35% (baseline based on a three year rolling average 2017-2019) to 60% (2019 baseline of Non-FRP students) in 2022 as measured by either the ACT composite benchmark score or the Accuplacer Next-Generation Reading and Math.

Aligns with WBWF area: #4: All students are ready for career and college Choose a WBWF goal area.

Goal type: #1: Reducing the disparities in academic achievement... Choose one.

Objective #1: To develop all students' academic potential to enable them to have college/career choices.

Objective #2: To ensure students are reading at grade level

Objective #3: To enable students and families to access the opportunities provided by Northfield Public Schools

To add goals, copy the two lines directly above and paste them below the strategies 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* drop-down menus 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). See goal #3.

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: Odysseyware at Northfield High School

Type of Strategy #4: Career/college readiness and rigorous coursework for underserved students.

Objectives #1 and #3

Narrative: This strategy includes a teacher for 2-3 days, an educational assistant, and a Promise Fellow to implement Odysseyware at the High School. The people will work with students and families to ensure credit recovery, additional course work to meet graduation requirements, and to ensure students are on track to graduate and have college/career/choice opportunities. Odysseyware is a recognized and research based company that has a history of success with students. Having consistent and trained people implement Odysseyware will increase the success of the students. Hattie's meta analysis of research finds that teacher-student relationships play a significant role in student achievement (effect size of .72). Choose the type of strategy.

Strategy Name and #: #2: Academic Advocate at Northfield ALC

Type of Strategy #2: Family engagement activities to increase student achievement and #4: Career/college readiness and rigorous coursework for underserved students.

Objectives #1 and #3

Narrative: This person would work with ALC students and their families with the purpose of keeping students informed and on track for graduation and to communicate with families so parents/guardians are informed of attendance, achievement, and progress toward graduation. Hattie's meta analysis of research finds that teacher-student relationships play a significant role in student achievement (effect size of .72).

Strategy Name and #: #3: Internal Reading Coach for PreK-Grade 5

Type of Strategy #3: Professional development opportunities focused on academic achievement of all students

Objectives #1 and #2

Narrative: Reading Corps is a national program that has had proven results. Research also indicates that early intervention has the best chance to reverse the effects of poverty (Art Rolnick's research). The internal reading coach is required to participate in the Reading Corps program. This is a new position that would provide coaching services to Reading Corps personnel in the PreK-elementary programs. This strategy would help students to achieve proficiency in grade level reading, especially in the early grades. Hattie's research also indicates that professional development for teachers has an effect size of .62.

Strategy Name and #: #4: Diversity and Cultural Liaison

Type of Strategy #2: family engagement; #4 Career/college readiness and rigorous coursework

Objectives #1 and #3

Narrative: This person would work in all three elementary schools, the middle school, the high school, and the ALC to ensure that all students are accessing the curriculum and programs. Family communication would be an important aspect. According to Hattie's meta-analysis of research, parental involvement has a .51 effect size on student achievement. Students and families would benefit by feeling connected to the school, by having greater understanding of school procedures and policies, and having a person to whom they can feel connected and able to ask for clarification of school practices.

Strategy Name and #: #5: Youth Development Liaison and Coordinator: Elementary and MS

Type of Strategy: #5: Career/college readiness and rigorous coursework

Objectives #1

Narrative: This person would work with students who are accessing our Plus program to ensure that they are achieving their potential in the Plus program. Tracking assignments and meeting deadlines would be a part of this. Hattie's research indicates that relationships and meta-cognitive strategies contribute to student academic achievement. Students would benefit because they will receive individual attention to make sure they are reaching grade level standards. Students need to qualify for the Plus program by having specific indicators of need.

Strategy Name and #: #6: MTSS Coordinator at the HS

Type of Strategy: #3 and #6

Objectives #1 and #3

Narrative: This person would spend part of their daily assignment in ensuring that students who need interventions are being placed in the correct intervention; monitoring the progress of each student; changing the intervention if the current one is not working-based on the data; and ending the interventions when the goal is reached. Students will benefit by having the correct intervention and ensuring that the intervention is working. Students will benefit in that we will track how many interventions are being recommended for one student. Students need time to access elective classes as well as remediation/intervention classes.

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:

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| <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 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.

Add narrative.

Location of services: Enter location.

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 2020	Target 2021	Target 2022
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
The % of FRP students meeting the college ready benchmark (21) on the ACT will increase from a baseline of 40% for the class of 2019 to 60% for the class of 2022.	47%	54%	60%
The % of all students meeting the college ready benchmark (21) on the ACT will increase from a baseline of 60% for the class of 2019 to 80% for the class of 2022.	67%	74%	80%
Strategy #1: 100% of students enrolled in the Odysseyware program will make adequate progress.	100%	100%	100%
Strategy #2: Academic Advocate at the ALC: 100% of students who work with the Academic Advocate will pass their classes.	100%	100%	100%
Strategy #3: Internal reading coach: The internal reading coach will complete 100% of the required paperwork and coaching visits on time.	100%	100%	100%
Strategy #4: Cultural and Diversity Liaison: will work with families and track contacts with families and students	Baseline data	+10%	+10%
Strategy #5: Youth Development Liaison and Coordinator: tracking student contact and student assignment completion	Baseline data	+10%	+10%
Strategy #6: MTSS Coordinator: track number of student contacts and improvement in students' academic success as measured by students' grades	Baseline data	+10%	+10%

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 #2: The reading proficiency gap between Non-FRP and FRP student groups enrolled at Northfield Middle School will decrease from 27% in 2018 to 14% in 2022 by increasing the proficiency rate of each student group: Non-FRP students from 77% in 2018 to 80% in 2022 and FRP students from 50% in 2018 to 66% in 2022.

Aligns with WBWF area: #3: All racial and economic achievement gaps between students are closed.

Goal type: #2: Reduce the disparities to equitable access to effective and more diverse teachers... Choose one.

Objective #4: To provide high quality research based training for teachers to increase teacher effectiveness.

Objective #5: To prepare students for accessing more rigorous coursework in high school

Strategy Name and # 7: Advancement Via Individual Determination (AVID)

Type of Strategy: #3: Professional development opportunities for teachers; # 4 rigorous coursework; #6: equitable access to effective and more diverse teachers Choose the type of strategy.

Objectives: #4 and #5

Narrative: AVID is a nationally recognized program. This program would benefit Northfield Middle School students as we prepare them for high school. Teachers will be trained in effective, research-based practices. 2019-20 will be spent in planning for implementation. Administrators and two-four teachers will attend AVID training in July.

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 2020	Target 2021	Target 2022
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
Training for two administrators and two teachers in AVID.	100%		
Implement AVID Class at the MS.		100%	
Middle School MCA Reading Gap	21%	17%	14%
FRP Reading Proficiency	58%	62%	66%
Non-FRP Reading Proficiency	78%	79%	80%

Goal #3: Increase students’ awareness and understanding of district data from baseline data obtained in a pre summit survey by 10% in a post summit survey as measured by district generated surveys.

Aligns with WBWF area: #3: All racial and economic achievement gaps between students are closed.

Goal type: #3: Increase racial and economic integration Choose one.

Objective #6: To invite student voice into adult stakeholder conversations and data used to make district and school decisions.

Objective #7: To add student perspective to topics such as chronic absenteeism school climate, equity, achievement gaps, and college readiness

Strategy Name and #8 Integrated Student Data Summit

Type of Strategy: #4: Career/College readiness

Objectives: #6 and #7

Narrative: Northfield will host an Integrated Student Data Summit with the three other schools in the Cannon River Collaborative (Northfield, Faribault, Tri-City United, WEM). This will take place in late November or early December. We will meet at Carleton College and provide lunch for the students. It is anticipated that 20 high school students representing the ethnic and FRP status diversity of each school district will attend for a total of about 80 students. The Northfield diversity sub-committee of our District Youth Council will participate in the planning of this day. They will help determine which data will be analyzed and questioned by the student group. They, along with an adult from our Leadership Team, will facilitate the data discussion and goals and strategies to move the needle on improvement. We will have a pre-summit survey followed by a post-summit survey to measure student understanding of the data. The sub-committee will be involved in planning integration activities with the Cannon River Collaborative in the other two years of the plan. One of the activities will be to evaluate the first summit. Northfield is willing to host a data summit every year in order to build relationships between high school students.

When the MDCC meets in early August, Northfield will learn about other opportunities for collaboration among the students.

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 2020	Target 2021	Target 2022
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
Results from the pre-summit survey	Baseline data	+10%	+10%

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)). These are all new strategies that help align the practices of Northfield Public Schools with the vision statement of “We will prepare every student for lifelong success within a world-class environment with a commitment to community partnerships and sustainability.” The Leadership Team is planning to meet quarterly to review and analyze data and provide oversight for the strategies so this will create efficiencies and duplicative programs and services.

Racially Identifiable School(s) (RIS)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools, include goals and strategies for each Racially Identifiable School within your district. *If MDE has not notified your district that one of your sites is racially identifiable, delete this section.*

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)).

RIS Goal # 1 Enter SMART goal here.

Aligns with WBWF area: Choose a WBWF goal area.

Goal type: Choose one.

To add goals, copy the two lines directly above and paste them below the strategies supporting RIS Goal #1.

Racially Identifiable School 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 increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

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

Strategy # Enter a name and unique number for this RIS strategy.

Type of Strategy: Choose the type of strategy.

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, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your 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 will instruction be delivered, and where will this take place.

Add narrative.

Location of services: Enter location.

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 key 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 2020	Target 2021	Target 2022
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percent each year. 2019 response rate is 50 percent.</i>	75%	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).

Copy and paste the strategy section 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 RIS Strategy #1, one RIS Strategy #2, etc.

Remember to copy and paste the goal section above to add additional goals for each of your racially identifiable schools.

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)). Enter text.