

Achievement and Integration Plan

July 1, 2017 to June 30, 2020

This document reflects Achievement and Integration requirements included in Minnesota Statutes, sections 124D.861 and 124D.862 as well as Minnesota Rules 3535.0100-0180.

District ISD# and Name: Enter text here. District's Integration Status: Choose status.

Superintendent: Tom Farrell
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Plan submitted by: Dan Beert
Title: Principal
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Racially Identifiable Schools (RIS)

If you have been notified by MDE that your district has a racially identifiable school, please list each of those schools below, adding additional lines as needed.

- | | |
|---------------------|---------------------|
| 1. Enter text here. | 4. Enter text here. |
| 2. Enter text here. | 5. Enter text here. |
| 3. Enter text here. | 6. Enter text here. |

Plans for racially identifiable schools will include the same information and follow the same format as that provided for district-wide plans. The RIS plan section starts on page six of this document.

Collaborating Districts Racially isolated districts must partner with adjoining districts on cross-district student integration activities (Minn. Rule 3535.0170). List your collaborating districts here, adding lines as needed. If your integration collaborative has a name, enter it here: Collaborative name.

- | | |
|--|--|
| 1. #837 Madelia Public Schools RI - Racially Isolated | 3. #235 Maple River Public Schools A - Adjoining |
| 2. Truman Public Schools A - Adjoining | 4. 2071 Lake Crystal Wellcome Memorial Public Schools A - Adjoining |

Submitting This Plan

Submit this completed plan template as a word document to MDE by March 15, 2017 for review and approval (Minn. Stat. § 124D.861 Subd. 4). Email it to MDE.integration@state.mn.us. Scan the signed coversheet and attach that to your email as a separate PDF.

School Board Approval (Minn. Stat. § 124D.861 Subd. 4)

We certify that we have formally approved and will implement the attached Achievement and Integration plan as part of our district's comprehensive World's Best Workforce plan and in compliance with applicable federal, state, and local laws and regulations.

Superintendent: Tom Farrell

Signature: *Tom Farrell*
School Board Chair: Linda Leiding

Signature: *Linda Leiding*

Date Signed: Enter date. *3/20/17*

Date Signed: Enter date. *3-20-17*

COVERSHEET

Achievement and Integration Revenue
2018 Budget Worksheet

FY

Use the worksheets provided here to list your district's proposed expenditures of FY 2018 Achievement Integration (AI) revenue.

District Name: Lake Crystal Wellcome Memorial SchoolsDistrict ISD Number: 2071Superintendent: Tom FarrellCollaborative: Madelia Area Integration Collaborative

Fiscal and program staff should work together to complete this budget. Please list those staff members below. Both will be contacted if changes or more detail is needed for the budget to be approved.

Program Staff: Dan BeertFiscal Staff: Braden WesleyPhone: 507.726.2320Phone: 507.726.2323E-mail: dbeert@isd2071.k12.mn.usEmail: tfarrell@isd2071.k12.mn.us

If you have been notified by MDE that your district has one or more *Racially Identifiable Schools*, please list those schools here:

Total Initial Revenue expenditures (FIN 313 expenditures)	\$ 47,223.00
Total Incentive Revenue expenditures (FIN 318 expenditures)	\$ 9,838.00
TOTAL AI REVENUE	\$ 57,061.00

CERTIFICATION STATEMENT

We certify that the budget information submitted for our school district to the Minnesota Department of Education (MDE) is an accurate and complete representation of the fiscal year 2018 Achievement & Integration budget as approved by the school board.

Board Approval Date 3-20-17School Board Chair Andrea QuiringDate 3-20-17Superintendent Tom FarrellDate 3-20-17

Approved Initial Revenue: _____ Approved Incentive Revenue: _____

MDE Approval: _____ Date: _____

Signature:

Date Signed: Enter date.

Detailed directions and support for completing this plan are provided in the Achievement Integration Plan Guide available on the MDE Achievement and Integration page.

Plan Input Minnesota School Desegregation/Integration Rule 3535.0170 Subp. 2 requires racially isolated and adjoining districts to establish a multidistrict collaboration council (MDCC) to provide input on integration goals and to identify cross-district strategies to improve integration.

The rule also requires districts with a racially identifiable school (RIS) to convene a community collaboration council (CCC) to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the RIS (Minn. Rules 3535.0160 Subp. 2).

List council members below and briefly describe the community planning process used for your district's plan and for your Racially Identifiable School (RIS), as applicable.

Multi-District Collaboration Council: The Madelia Area Integration Collaborative (MAIC) Multi-District Collaborating Council

Tuesday March 14, 2017 from 5:30 – 7:00 pm.

In attendance:

Coordinator – Sue Harris

Madelia Public Schools

Allan Beyer

Meghan Ward

Alyssa Sanchez

Edgar Sanchez

Deb Nelson

Lake Crystal Wellcome Memorial

Dan Beert

Jon Schwaegerl

Maple River

Laura Phillips

Sherry Langworthy

Jon Lewis

Truman

Mark Nass

Virginia Dahlstrom

Mike Pfeil

Agenda:

Welcome and Introductions

Overview of Integration

Review and discussion of MAIC Integration and Incentive Revenue Interventions

District presentations and discussion of individual District plans

Allan Beyer made a motion to accept the plans as presented – 2nd by Meghan Halverson

Motion passed unanimously

Meeting adjourned

Community Collaboration Council for the RIS: Enter text here.

Post to District Website Prior to your district's annual AI and World's Best Workforce meeting, you must post this plan to the district website (Minn. Stat. § 124D.861 Subd. 3 (b)). Please provide the URL where your district's Achievement and Integration plan is posted.
<http://www.isd2071.k12.mn.us>

Plan Goals This plan must contain goals for reducing disparities in academic achievement among all students and specific categories of students (excluding the categories of gender, disability, and English learners), and for increasing racial and economic integration (Minn. Stat. § 124D.861 Subd.2 (c)).

GOAL # 1: By June of 2020, the number of free/reduced students (grades 1-5) making a year's worth of growth in mathematics, as measured by the NWEA Measures of Academic Progress(MAP), will increase 30%.

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

Objective 1.1: Provide experiential learning experiences in mathematics

Objective 1.2: Improve student perceptions of mathematics

Objective 1.3: Enter Objective 1.3

GOAL # 2: By June of 2020, the number of free/reduced students (grades 1-5) making a year's worth of growth in reading, as measured by the NWEA Measures of Academic Progress(MAP), will increase 21%.

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

Objective 2.1: Provide additional informational and technical reading instruction and strategies

Objective 2.2: Provide additional informational and technical reading practice

Objective 2.3: Enter Objective 2.3

To add goals and objectives, copy and paste the text above.

GOAL # 3: By June of 2020, the number of student referrals (K-12) relating to behavior will decrease by 15%.

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

Objective 3.1: Provide diversity experiences for students to build tolerance of differences.

Objective 3.2: Build leadership capacity and diversity experiences to prepare students for college and career readiness.

Objective 3.3: Enter Objective 2.3

To add goals and objectives, copy and paste the text above.

INTERVENTIONS

Directions Eligible districts may use AI revenue to pursue racial and economic integration and student achievement through interventions listed in the *Type of Intervention* drop-down menus below (Minn. Stat. § 124D.861 Subd. 2). Provide the information requested for each intervention.

Requirement for this section: At least one intervention must be designed and implemented to bring together students from the racially isolated district and students from that district's adjoining AI districts (Minn. Rule 3535.0170).

Copy and paste the text below for each intervention. In your annual AI budget use the intervention names below in the budget narrative for expenditures supporting that intervention.

Intervention #1 Science, Technology, Engineering and Mathematics (STEM) Intervention Teacher

This intervention supports the following goal objective: 1.1, 1.2, 2.1, 2.2

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- ☒ 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.

Narrative description of the critical features of the intervention. LCWM currently has little opportunities for students to have experiential learning in STEM. A STEM Interventionist would provide access for all students, but especially our Free/Reduced Lunch population which has limited access and resources. We will implement a weekly STEM intervention class for all K-5 students that provides STEM learning experiences. These classes will be 30 minutes and focus on experiential learning. Additionally, 4th and 5th grade students will receive an extra 30 minutes of STEM instruction co-taught with the STEM Interventionist and classroom teacher. The STEM

interventionist will also collaborate with K-5 classroom teachers to develop grade appropriate activities to implement in the classrooms. During these classes students will be exposed to real world application of the Minnesota math, science, and reading standards. A focus of the STEM interventionist and classroom activities is to increase student perception of math, science, and reading. Another focus is to expose students to potential careers in STEM fields.

Grade levels to be served: K-5

Location of services: Lake Crystal Wellcome Memorial Elementary

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): NWEA Measures of Academic Progress, Unit Assessments

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

<https://vtechworks.lib.vt.edu/bitstream/handle/10919/51616/STEMmania.pdf?sequence=1&isAllowed=y>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Increase the number of Free/Reduced students making a year's worth of growth in mathematics measured by NWEA Measures of Academic Progress—Yearly Mathematics Growth Scores Baseline = Scores will be available by May			
Increase the number of Free/Reduced students making a year's worth of growth in reading measured by NWEA Measures of Academic Progress—Yearly Reading Growth Scores. Baseline = Scores will be available by May			
Increase student perceptions of mathematics and reading as measured by student survey. A survey will be administered this spring to get baseline data that we will use to create targets. Same survey will be administered each spring.			

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

Intervention #2 STEAM Summer Academy

This intervention supports the following goal objective: 1.1, 1.2, 2.1, 2.2

Type of Intervention: *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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- ☒ 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.

Narrative description of the critical features of the intervention. Narrative and Description of Intervention: Summer STEAM Academy – will provide both reading and math interventions for a half day and then Science, Technology, Engineering, Art enrichment options for the other half day. All Integration School Districts will participate by providing staff and resources. Students going into 5th – 8th grade will be bused to LCWM Middle School for 6 hours per day for two weeks. This opportunity will be open to all students, with special support for students in need. Two STEAM field trips will be provided to students during that two week period. This intervention will provide both math and reading supports as well as STEAM enrichment opportunities. For rural students, especially the free and reduced lunch youth and protected class students' access to these types of learning opportunities is nonexistent or limited. These types of activities will provide an increase in learning experiences that provides scaffolding for students' conceptual understanding of core learning areas by using project based learning opportunities.

Grade levels to be served: Grade 5-8

Location of services: Lake Crystal
Wellcome Memorial Schools

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Pre-and post assessments

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. **Evidence of research –base:** <http://steam-notstem.com/articles/whitepaper/> <http://steam-notstem.com/wp-content/uploads/2010/11/finalreport.pdf> <https://www.ed.gov/stem> 5 Things You Need To Know About STEAM Education – StanleyBeaman& Sears – April 2013 STEAM On - The News & Reporter - June 2015 The How's and Why's of Going 'Full STEAM Ahead' In Your Classroom – edSurge – May 2015 STEAM, not Just STEM Education Infographic– Jan 2015 Discarding Textbooks – Spin Magazine – June 2014 7 Guidelines to Building a STEAM Program- EdTech Magazine – April 2014 Paseo Pop Up works up some STEAM - The Taos News – June 2015 For These Schools Adding the Arts to STEM Boosts Curriculum - THE journal – Nov 2013 Founding research: STEAM Education: an overview of creating a model of integrative education Published book chapter by Pupils Attitudes TowardsTechnology (PATT) – Netherlands, 2008. Paper presented w/ H. Lee: 2012 Exploring the Exemplary STEAM Education in the U.S. as a Practical Education Recognizing-the-A-in-STEM-Education– Association for Middle Level Education – 2012

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Increase the number of Free/Reduced students making a year's worth of growth in reading measured by NWEA Measures of Academic Progress–Yearly Mathematics Growth Scores. Baseline = Scores will be available by May			
Increase the number of Free/Reduced students making a year's worth of growth in reading measured by NWEA Measures of Academic Progress–Yearly Reading Growth Scores. Baseline = Scores will be available by May			

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Increase student perceptions of mathematics and reading as measured by student survey. A survey will be administered this spring to get baseline data that we will use to create targets. Same survey will be administered each spring.			

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

Intervention #3 IXL Mathematics/Reading

This intervention supports the following goal objective: 1.1, 1.2, 2.2, 2.3

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- ☒ 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.

Narrative description of the critical features of the intervention. . IXL is an immersive K-12 learning experience that provides comprehensive, standards-aligned content for math, language arts, science, and social studies. The IXL math and reading program that is aligned with core standards in Math will be used as the tie and thread between the STREAM Academy and STEM interventions.

Grade levels to be served: K-8

Location of services: LCWM Elementary and Secondary Schools

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): NWEA Measures of Academic Progress, Unit Assessments

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Research based interventions that include formative assessment practices to reduce achievement disparities by race as measured by student progress and growth on state reading and math assessments and aligned with World's Best Workforce Web site:
<https://www.ixl.com/awards/>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Unit Assessment Scores in Mathematics. Baseline data will be entered at the end of the year when Unit Scores are available. Baseline =			
Unit Assessment Scores in Reading. Baseline data will be entered at the end of the year when Unit Scores are available. Baseline =			

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

Intervention #4 Youth Frontier Retreats

This intervention supports the following goal objective: 3.1, 3.2

Type of Intervention: *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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- ☐ 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.

Narrative description of the critical features of the intervention. LCWM plans to have our Secondary Counselors and the Elementary Social Worker do monthly interventions using a character curriculum in grades K-10. In addition targeted interventions in 5, 7, and 9 will include YOUTH FRONTIER RETREATS: Kindness, Courage and Respect Retreats - Integration School students meet together for these one day retreats on the topics listed: 5th grade retreat, *The Youth Frontiers Kindness Retreat*, inspires character by engaging a single grade level of students in activities that emphasize the value of kindness. We empower kids to be “everyday heroes” by using kindness to include others, be respectful and make your school a better place. Students learn that bullying is much more than physical fighting, and includes verbal taunting and social exclusion. The retreat then teaches students a positive and safe way to handle bullying situations. Participation in the retreat results in cognitive, attitudinal and behavioral shifts that decrease students’ distractions to learning and build a positive school community. The 7th grade retreat, *The Youth Frontiers Courage Retreat*, inspires character by empowering a single grade level of students to act with moral courage and identify the social fears and peer pressures that impede responsible decision-making. The retreat encourages them to take positive risks that make a healthy difference for themselves, their peers and your school. Participation in the retreat results in cognitive, attitudinal and behavioral shifts that decrease students’ distractions to learning and build a positive school community. The 9th grade retreat, *The Youth Frontiers Respect Retreat*, inspires a single grade level of students to respect themselves more, to respect others and to stand up for respect in your school. The retreat reminds students that they matter, and that there is a supportive community of educators, mentors and classmates around them. We challenge students with the message that someone acting with character does

not make fun of, bully or torment anyone for any reason. We engage the bystanders to stand up for the value of respect in your hallways, lunch lines and classrooms. Participation in the retreat results in cognitive, attitudinal and behavioral shifts that decrease students' distractions to learning and build a positive school community. Teachers in K-10 will provide follow-up lesson from a character curriculum that builds on character education throughout the year. To increase effectiveness of the retreats, LCWM plans to have our Secondary Counselor and Elementary Social Worker do follow-up sessions that reinforce the concepts and skills taught during the retreats with grades 5, 7 and 9.

Grade levels to be served: Grades 5, 7, 9
Location of services: **Lake Crystal
Wellcome Memorial Elementary and**

**Secondary and the Lake Crystal Rec
Center**

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): PBIS SWISS Behavioral Referral Data.

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. **There is an enormous amount of research-based evidence that proves that improving the culture/climate of a school directly impacts student achievement in a positive way. Source: Amrit Thapa, Ph.D., Jonathan Cohen, Ph.D., Ann Higgins-D'Alessandro, Ph.D., & Shawn Guffey. School Climate Brief. SCHOOL CLIMATE RESEARCH SUMMARY: August 2012. National School Climate Center, August 2012 Source: MDE School Climate**

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
PBIS Swiss Behavioral Referral Data (Baseline data will be available at the end of the 2016-17 school year)			

Intervention #5 Student Today Leaders Forever

This intervention supports the following goal objective: 3.1, 3.2

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

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- ☐ 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.

Narrative description of the critical features of the intervention. Students Today Leaders Forever (STLF)– - Students from the Integration schools will participate in a 5 day trip that includes community service opportunities, leadership development activities and tours of major universities/colleges. The benefit of the STLF experience is that students from both the racially isolated district and the non-diverse district spend multiple days together across a variety of settings. These students will connect in small groups over a period of days as they work together on volunteer projects and experience college visits. As districts in a rural setting, it is important for our students to have the opportunity to take part in urban experiences that challenge them to see beyond what is available locally. Additionally, the five-day experience requires these students to mix and cooperate in a way that is not possible during a day or two-day experience. Destination Cities for the trips are chosen within a reasonable traveling distance from the schools of origin. Sites have included Chicago, Rapid City, Kansas City and St. Louis. Each bus takes a different route and then meets for a large final service project and celebration in the destination city of choice. Many students of color and low income – never get out of their local communities. Participation in trip activities and experiencing larger cities, people and places broadens the life experience of these youth. Every day student's participate in community service projects such as working at a food shelf, community day care, homeless shelter, community meal site, road or park clean up (community service is a scientifically based youth development strategy proven to reduce student risk behavior). In addition students tour two different major Universities that are along the trip route. This gives students from rural areas a chance to view and see major university campuses that they would normally never visit. At night the students sleep in YMCA's, School Gyms, Church Basements, except for the last night in a hotel at the destination city site. Daily individual student reflection time as well as group leadership experiences are provided by the college age student tour guides. Altogether the STLF Pay it Forward Trip changes student's lives by providing them with a chance to get out of their own community to experience other places and people as well as learn the power of serving others. It is truly a diverse experience that integrates our students together in powerful life changing ways.

Grade levels to be served: Grade 9-11

Location of services: **Varies on Cities Available**

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b):

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. **(Minn. Stat. § 124D.861 Subd. 2 (b): Community service is a scientifically based youth development strategy proven to reduce student risk behavior.**

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
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List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Graduation Rate (Baseline 93% 2016)	1%	1%	1%
PBIS Swiss Behavioral Referral Data (Baseline data will be available at the end of the 2016-17 school year)			

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

Key Indicators of Progress (KIPS)

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

Racially Identifiable School(s)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools (RIS), include achievement and integration goals and strategies for *each* Racially Identifiable School within your district.

If MDE has not notified your district that one of your sites is an RIS, please delete this section.

RIS Plan Goals The plan must contain goals for reducing the disparities in academic achievement among all students and specific categories of students (excluding the categories of gender, disability, and English learners), and for increasing racial and economic integration (Minn. Stat. § 124D.861 Subd.2 (c)).

Requirement for this section: At least one RIS objective shall be to increase racial and economic integration at that school (Minn. Rule 3535.0160).

RIS Goal # 1 Enter goal statement here

Aligns with WBWF area: Choose an item.

RIS Objective 1.1: Click here to enter RIS Objective 1.1

RIS Objective 1.2: Click here to enter RIS Objective 1.2

RIS Objective 1.3: Click here to enter RIS Objective 1.3

RIS Goal # 2 Enter goal statement here

Aligns with WBWF area: Choose an item.

RIS Objective 2.1: Click here to enter RIS Objective 2.1

RIS Objective 2.2: Click here to enter RIS Objective 2.2

RIS Objective 2.2: Click here to enter RIS Objective 2.3

To add goals and objectives, copy and paste the text above.

RACIALLY IDENTIFIABLE SCHOOL INTERVENTIONS

Directions Racially identifiable schools may use AI revenue for the interventions listed in the *Type of Intervention* drop-down menus below (Minn. Stat. § 124D.861 Subd. 2). Provide the information requested for each intervention.

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, Subd. 2 (c)). As our society becomes more and more diverse, it is important that our students and staff have diverse experiences. Working in a collaborative has helped our rural schools connect with schools of a more diverse population. These collaborative connections not only benefits students but staff as well. Our teachers have been able to develop positive collegial relationships which help improve pedagogy. It has also helped our students and staff to have a better understanding and acceptance of differences between

people their cultures. Lake Crystal Wellcome Memorial is able to collectively use our staff and funding resources to provide opportunities like the Stream Academy, field trips, retreats and the STLF trip that may not be possible for just one of our districts to do alone.