

Achievement and Integration Plan

July 1, 2023 to June 30, 2026

Submissions due by March 15th, 2023

District ISD# and Name: 345-01 New London-Spicer

District Integration Status: A

Superintendent: Jamie Boelter

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Plan submitted by: Jamie Boelter

Title: Superintendent

Phone: 320-354-2252

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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. N/A

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:

- | | |
|--|--------------------------------------|
| 1. 0347 Willmar – Racially Isolated | 6. 129 Montevideo – Voluntary |
| 2. 2396 Atwater-Cosmos-Grove City (ACGC) – Adjoining | 7. 345 New London-Spicer – Adjoining |
| 3. 775 Kerkhoven-Murdock-Sunburg (KMS) – Adjoining | |
| 4. 2534 Bird Island-Olivia-Lake Lillian (BOLD) – Adjoining | |
| 5. 2180 Maynard-Clara City-Raymond (MACCRAY) – 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: Jamie Boelter

Signature:

Date Signed:

School Board Chair: Lucinda Dahlberg

Signature:

Date Signed:

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: _____

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: Willmar: Carrie Thomas, Karen Douglass, Bill Adams, Jeff Holm, Kathryn Haase; ACGC: John Regan; BOLD: Jim Menton; KMS: Martin Heidelberger; MACCRAY: Sheri Broderius; Montevideo: Wade McKittrick; NLS: Jamie Boelter

Community Collaboration Council for Racially Identifiable School(s): N/A

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)).

Aligns with WBWF area: Enter one of the following:

- All children are ready for school.
- 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: Enter one of the following:

- 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.

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.

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.

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 #1: The proficiency gap between the FRP and Non-FRP eligible students enrolled the full academic year for all grades tested within New London-Spicer Public Schools on all state Math accountability tests (MCA, MTAS) will decrease from 28.7% to 18.7%.

WBWF goal area: All racial and economic achievement gaps between students are closed.
Goal type: Achievement Disparity

Strategy #1: Development of Rigorous Coursework in Mathematics

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

Narrative: We will continue to utilize our Professional Learning Teams (PLTs) in the development of rigorous coursework in mathematics. This development will assist in attaining greater depths of knowledge within our students. Through collaborative conversations, common assessments will be created, administered, and discussed to develop interventions to enrich and enhance students’ achievement. This strategy will reduce the proficiency gap between the FRP and non-FRP eligible students enrolled the full academic year for all grades tested within the New London-Spicer School District on all state Math Accountability tests (MCA, MTAS) will decrease from 28.7% to 18.7%.

Location of services: Districtwide (K-12) at New London-Spicer

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
Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.	42%	52%	62%

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 staff that have been provided training in effective practices of increasing proficiency for our students in poverty will increase from 95% to 100% by 2025, including new staff to the district.	95%	100%	100%
Decrease the Math proficiency gap between FRP and non-FRP eligible students as measured by MCA scores.	25.4%	22.1%	18.7%

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

Goal #2: 100% of our 9th grade students will complete individual learning plans during the 2024-2026 school years which will include career, college, and life readiness planning and preparation.

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

Goal Type: Achievement Disparity

Strategy 1: Goal #2: College, Career, and Life Readiness

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

Narrative: We continue to notice a shortage of qualified workers in the career and technical industries has increased or remained stagnant. We will continue to showcase to our students the opportunities that exist in our communities through career fairs, YouScience, John Baylor, CEO, KCEO, and other platforms.

Enter location of services: Districtwide (K-12) at New London-Spicer

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
100% of our senior class will complete business tours by graduation.	100%	100%	100%
YouScience will continue to be implemented for our students as a career planning tool and will be done with fidelity with 100% of the student body.	95%	100%	100%
John Baylor prep will be implemented and completed by 80% of our student population by the time they take the ACTs.	70%	75%	80%

Goal #3: The percentage of students who report an increase in their level of comfort in initiating and maintaining positive relationships with students different than themselves at summer programs will increase an average of 5% by 2026 (Baseline will be established in 2024).

WBWF goal area: All racial and economic achievement gaps are closed.

Goal Type: Integration

Strategy #1: Summer GAMMA Course

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

☒ Increases cultural fluency, competency, and interaction.

Narrative: GAMMA is a collaborative math course between Willmar, a racially isolated district, and all of our partnering districts. Teachers and students going into grades 6-8 from all of the districts will come together for a five-day learning experience focused on math with the overarching theme of self-identify, community, equity, and integration. This is for students of all ability levels in order to avoid segregating students by ability. Students will engage in activities designed to be different from their academic year mathematic learning experiences. They will use hands-on problem-solving activities with an emphasis on multiple and varied representations of concepts that encourage elaboration, questioning and explanation. On the fifth day, students will participate in a field experience that relates to the themes taught during the week. A primary objective is to establish positive relationships between students of different racial, ethnic, and economic backgrounds while developing their math skills.

Location of services: **Willmar Middle School**

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
On the post survey, the percent of participants who report they agree or strongly agree will increase 5% from the baseline, "I am comfortable initiating and maintaining positive relationships with students from different backgrounds."	Baseline	Baseline +2%	Baseline +3%
Increase the percentage of protected class students participating in the summer GAMMA program from the racially isolated district.	54%	56%	58%
Percent enrolled Willmar students/percentage students enrolled from adjoining districts. Student enrollment will reflect student demographics of each district to reduce the racial enrollment disparity between racially isolated Willmar and adjoining/voluntary A&I districts.	60%/40 %	45%/55%	50%/50%

Strategy #2: Summer STEM & Robotics Course

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

☒ Increases cultural fluency, competency, and interaction.

Narrative: The STEM & Robotics course is a collaborative science, technology, engineering, and mathematics (STEM) learning experience between Willmar, a racially isolated district, and all of our partnering districts. Teachers and students in grades 6-8 from all of the districts will come together for a ten-day learning experience focused on the areas within STEM along with overarching themes of self-identify, community, equity, and integration. This is for students of all ability levels in order to avoid segregating students by ability. Student will explore STEM & Robotics concepts through interactive large and small group learning that will use hands-on problems solving activities, inquiry explanation, elaboration, and questioning around the project they are working on. Teachers will facilitate team-building activities, roles and responsibilities of working in a team, ways to come to consensus, creating a timeline, and presenting a finished product in a collaborative way. A primary objective is to establish positive relationships between students of different racial, ethnic, and economic backgrounds while developing their STEM skills.

Location of services: **Willmar Middle School**

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
On the post survey, the percent of participants who report they agree or strongly agree will increase 5% from the baseline, "I am comfortable initiating and maintaining positive relationships with students from different backgrounds."	Baseline	Baseline +2%	Baseline +3%
Increase the percentage of protected class students participating in the summer GAMMA program from the racially isolated district.	30%%	32%%	34%%
Percent enrolled Willmar students/percentage students enrolled from adjoining districts. Student enrollment will reflect student demographics of each district in order to reduce the racial enrollment disparity between racially isolated Willmar and adjoining/voluntary A&I districts.	60%/40 %	45%/55%	50%/50%

Strategy #3: Summer College Courses

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

☒ Increases cultural fluency, competency, and interaction.

Narrative: West Central Collaborative students in 10th and 11th grade will have the opportunity to enroll in college credit courses in June. We will collaborative with the local community college to provide instructors and identify which courses to offer. Students will come together in a single location/campus a couple days a week and meet virtually the other days to participate in rigorous coursework, earn college credits, and build cross-cultural relationships. Each district will work with their students to provide support and mitigate potential barriers to allow them to participate in the program. Through the four-week program, a primary objective is to establish positive relationships between students of different racial, ethnic, and economic backgrounds while providing an opportunity for students to engage in a collegiate experience. This program will include member districts of the West Central Collaborative, including Wilmar, a racially isolated district.

Location of services: Ridgewater College, Willmar

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
On the post survey, the percent of participants who report they agree or strongly agree will increase 5% from the baseline, "I am comfortable initiating and maintaining positive relationships with students from different backgrounds."	Baseline	Baseline +2%	Baseline +3%
Increase the number of protected class students participating in the summer college courses by 5 students.	Baseline	Baseline +2	Baseline +3

Goal #4: K-12 students will have increased access to classrooms taught by educators trained in culturally responsive teaching strategies from 92% in 2024 to 100% in 2026.

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

Goal Type: Teacher Equity

Strategy #1: Encourage and Engage Culturally Responsive Training

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.

Narrative: We will work collaboratively with the Southwest West Central Service Cooperative to engage culturally responsive training in a variety of platforms. Those platforms will be on-site training, regional training centers, and self-paced digital courses. Our staff members will engage in these trainings to become more culturally aware of the following components: racial, cultural, and socioeconomic groups; American Indian and Alaskan native students; religion; systemic racism; gender identity, including transgender students; sexual orientation; language diversity; and individuals with disabilities and mental health concerns. By creating a culturally responsive school culture, we are confident we'll be able to recruit and retain more teachers with diverse backgrounds.

Location of services: District Wide at New London-Spicer

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.	2023 Target	2024 Target	2025 Target
The percentage of teachers trained in cultural awareness will increase annually.	85%	92%	100%

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)).

Engaging in a cooperative of seven districts we create efficiencies for expenses and time. Collaboration between district teachers, students and administration allows our districts to leverage each other's strengths to create learning opportunities that we wouldn't be able to create alone.