



## **Achievement and Integration Plan July 1, 2014 – June 30, 2017**

*This plan reflects requirements included in the current achievement and integration statutes and desegregation/integration rule (Minn. Stat. § 124D.861, Minn. Stat. § 124D.862, Minn. R. 3535.0100-0180).*

District ISD# and Name: Yellow Medicine East ISD 2190  
District Status: RI  
Name of Collaborative: Yellow Medicine Integration Collaborative  
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Board Approval Date: 04.14.14

### **Integration Collaborative Member Districts**

List all districts in your integration collaborative and their integration status: RI=Racially Isolated district, RIS=Racially Identified School, RI/RIS=Racially Isolated district and Racially Identified School, A=Adjoining district, V=Voluntary district.

Note: If your district is eligible for this program solely because you have one or more racially identifiable schools within your district, you are not currently required to participate in an integration collaborative and may delete the text boxes below.

1. Yellow Medicine East ISD 2190 (RI)
2. Canby ISD 891 (A);
3. Dawson-Boyd ISD 378 (A);
4. Lakeview ISD 2167 (A)
5. Minneota ISD 414 (A)
6. Renville County West ISD 2890 (A)
7. Ivanhoe ISD 403 (V)

## **Achievement Goal 1: Reduction of Achievement Gap through Increased Achievement**

**Goal Statement:** The proficiency GAP at Yellow Medicine East between American Indian, Hispanic, and Free/Reduced Meal students enrolled the full academic year for grades 3, 5, 8, and 11 tested on MCAs will *DECREASE* by 3-6% within our three-year window (see Table B), by *INCREASING* the proficiency of these same student groups by a range of 1%-9% in Math, and 1%-15% in Reading within the same time frame (see Table A).

### **Strategy A: Academic Intervention Specialist/Academic Support Specialist**

Through the use of Academic Intervention Specialists as well as Academic Support Specialists, Yellow Medicine East students performing below proficiency on MCAs will be targeted for individualized re-teaching so that they can gain the skills needed to attain proficiency. Academic Support specialists will monitor and record student progress.

We will attain our proficiency increases and gap decreases through the use of the following entities or tools: YME Academy (to service lowest performing 7-12 students in the district). In addition, PBIS programming (Positive Behavior Interventions and Supports) will encourage positive and productive behavior in student learning. The YME Success Coach will oversee all efforts, staffing, and events.

### **Strategy B: Family Engagement Programs**

Family Engagement is a key component to student success, as documented in numerous studies such as those conducted by the Harvard Graduate School of Education (HGSE). Prof. Karen Mapp, Lecturer at HGSE, synthesized 51 studies pertaining to school-family-community relationships that were studied across diverse cultures and age ranges. Researchers concluded that there is a positive correlation between family partnerships and student outcomes. Students whose families had consistent and positive relationships with their school had higher rates of attendance, post-secondary planning, and overall achievement. According to Prof. Mapp, "Identifying needs and assets early on builds trust and encourages more families to be involved in their child's school, and helps schools recognize what unique resources their families have to offer."

It is with this thought in mind that Yellow Medicine East will pursue the planning and execution of a comprehensive Family Engagement Program that will build deeper partnerships with families. Our Family Engagement (FE) Program will be based in consistent and solid training and based in best practices such as those articulated by and will be school-wide. FE programming will become a part of the culture of school and it is with this thought in mind that we will enact programming developed by the Center on School, Family, and Community Partnerships, which is headed by Joyce Epstein, Ph.D., and the National Network of Partnership Schools at Johns Hopkins University.

The primary activities of this plan component will be built upon the edifice of FE training, which will be offered by the Minnesota Department of Education, and best practices. According to MDE, this training is expected to be available by summer, 2014. By adopting and implementing FE planning, the YME achievement gap will decrease and overall achievement will increase.

	YME Achievement Goal: 1 Strategy A and Strategy B	
YME Strategy A	Timeline	Key Indicators of Progress
A.A.1. Academic monitoring and support of lowest-performing students.	2014-2017	Increased academic achievement on MCAs Spring, 2015, and 2016
A.A.2. Targeted interventions designed to increase student achievement	2014-2017	Annual reduction of existing gap between White and Indian, and White and Hispanic students in YME ISD 2190 Annual reduction of non-FRP to FRP achievement gaps in each participating district
A.A.3. Implement PBIS strategies for positive and productive student behavior and encourage development of 21 <sup>st</sup> century skills	2014-2017	Student surveys will demonstrate the acquisition of the skills
A.A.4. Implement After School Program for lowest performing students in grades 3-5	2014-2017	Students attending After School Program will increase their achievement in MCAs
YME Strategy B		
A.B.1. Family Engagement Programming: Attend FE training offered by MDE	2014-2015	Training of YME FE Program Coordinator
A.B.2. Adopt Joyce Epstein programming at YME	2015-2017	Development and implementation of programming
A.B.3. Train all YME Certified/Support Staff	2015	100% of Certified/Support staff will receive training on YME FE Program
A.B.4. Certified/Support staff will initiate family contacts on an ongoing basis	2015-2017	Academic achievement of students as measured by MCAs will increase as directed by approved rubric

## YELLOW MEDICINE EAST ISD 2190

### A. Proficiency INCREASE: MATH

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
<b>YME ISD 2190</b>	RI					
<i>All students</i>		42.8%	45%	47.2%	49.3%	6.5%
<i>Protected Class</i>		17.3%	20%	22.7%	25.4%	8%
<i>American Indian</i>		25%	27.7%	30.4%	33.1%	8%
<i>Hispanic</i>		13.3%	16%	18.7%	21.4%	8%
<i>White</i>		50.6%	52.3%	54%	55.7%	5%
<i>Non-FRP</i>		55%	56.7%	58.4%	60.1%	5%
<i>FRP</i>		29.1%	31.8%	34.5%	37.2%	8%

### A. Proficiency INCREASE: READING

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
<b>YME ISD 2190</b>	RI					
<i>All students</i>		43.7%	48%	51%	54%	9%
<i>Protected Class</i>		27%	31.3%	35.6%	39.9%	13%
<i>American Indian</i>		28.1%	32.4%	36.7%	41%	13%
<i>Hispanic</i>		27.1%	31.4%	35.7%	40%	13%
<i>White</i>		50.5%	52.8%	55.1%	57.4%	7%
<i>Non-FRP</i>		55.3%	57.6%	59.9%	62.2%	7%
<i>FRP</i>		31.2%	34.2%	37.2%	40.2%	9%

### B. GAP DECREASE: MATH

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
<b>YME ISD 2190</b>	RI					
<i>Protected Class</i>		33.3%	27.8%	22.2%	16.65%	50%
<i>American Indian</i>		25.6%	21.3%	17%	12.7%	50%
<i>Hispanic</i>		37.3%	28.1%	21.9%	15.7%	50%
<i>FRP</i>		25.9%	21.6%	17.3%	13%	50%

### B. GAP DECREASE: READING

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
<b>YME ISD 2190</b>	RI					50%
<i>Protected Class</i>		23.5%	19.6%	15.7%	11.8%	50%
<i>American Indian</i>		22.4%	18.7%	15%	11.3%	50%
<i>Hispanic</i>		23.4%	19.5%	15.6%	11.7%	50%
<i>FRP</i>		24.1%	20.1%	16.1%	12.1%	50%

## **YME Integration Goal 1 Pathways to Post-Secondary Career and College Readiness**

Goal Statement: YMIC member Districts will help build career- and post-secondary readiness through student participation in rigorous STEAM coursework (science, technology, engineering, art, and math). In addition, programmatic implementation of shared events will build a committed bridge striving toward post-secondary education, including visits to local college campuses, shared opportunities for college preparatory experiences (such as ACT preparation, use of MCIS, Ramp-Up, Youth Frontiers and other training), and special efforts to reach out to underserved populations. In addition, every ninth grade student within the districts will have a vetted career and college readiness plan on file with Success Coaches. Families will play an integral role in the planning of their children's post-secondary careers. FAFSA Night and Family Information Sessions will educate parents about the multitude of opportunities available to their children as well as necessary preparation for and demands and responsibilities their children will encounter in college.

### **Strategy A:**

Students who plan to matriculate at any post-secondary institute will be strongly encouraged by teachers and school leadership to enroll in the most challenging STEAM-based courses that the district has to offer. These will include science, technology, engineering, art, and mathematics courses, as well as PSEO, College Now, and CTE. In addition, school leadership will examine the potential for online IBO courses.

### **Strategy B:**

The need for an educated workforce that is able to successfully navigate our increasingly multicultural world has never been more acute. It is therefore critical that schools provide necessary training and guidance so that students can build the tools needed for educational and professional success. By jointly implementing the Pathways to Post-Secondary Career and College Readiness Program, YMIC districts will create equal access to and awareness about post-secondary educational and career opportunities for all students and their families. The average income for families living in our districts is 18% lower than that of the State of Minnesota. Our partners' counties' combined average poverty rate is 11%, with Yellow Medicine County's being the highest at 12.2% in 2011 (U.S. Census). Thus, students who participate in Pathways to Post-Secondary Career and College Readiness will be better prepared to either matriculate at an institution of higher learning or be better equipped to enter the workforce.

Yellow Medicine East will build and implement a comprehensive four-year college and workforce readiness program, beginning with students in grades 6-12 participating in Ramp Up to Readiness and MCIS profile-building. Students will build college and work profiles and will meet with the Success Coach, who will monitor their progress. Juniors will participate in all college visits, meet with on-campus college recruiters, and attend all events sponsored by YME, such as FAFSA and Family Information Night, and take associated tests such as PLAN, EXPLORE, and ASVAB.

Finally, students will take the online ACT class that is a collaborative effort by YMIC member districts. Students will first take a baseline ACT test and their subsequent performance measured following the course.

	YME/YMIC Integration Goal Pathways to Post Secondary Career and College Readiness	
<b>YME Strategies A</b> <b>REGULAR FUNDS STRATEGY</b>  I.A.1. Increase participation in rigorous courses, i.e., PSEO, College Now, CTE	<u>Timeline</u>  2014-2017	<u>Key Indicators of Progress</u>  Participation Number of students that qualify
I.A.2. STEAM Courses Increase number of YME seniors and juniors taking an extra math, science or art.	2014-2017	Participation Number of students that enroll
1.B.1 School wide College & Career Readiness Program, including development of 21 <sup>st</sup> Century Skills	2014-2017	<ol style="list-style-type: none"> <li>1. All 9<sup>th</sup> grade students will have a Career &amp; College Plan on file.</li> <li>2. All YME students in grades 6-12 will participate in Ramp Up To Readiness. The students for participation will earn a .25 credit each year.</li> <li>3. YME Students in grades 6-12 will have an MCIS account and complete their designated grade level checklist.</li> <li>4. YME student will participate in the YME College &amp; Career Day</li> <li>5. YME Juniors &amp; Seniors will meet with the YME Success Coach for Career &amp; College Planning.</li> </ol>

<p>I.B.2. Coordinated college campus visits for students in the member districts of the Yellow Medicine Integration Collaborative. YMIC Coordinator assigned tasks.</p>	<p>2014-2017</p>	<p>Participation with and 100% attendance from YMIC Districts.</p> <ol style="list-style-type: none"> <li>1. Career &amp; College Day, MN West (9<sup>th</sup>)</li> <li>2. SMSU Career Expo (10<sup>th</sup>)</li> <li>3. SMSU College Fair (11<sup>th</sup>)</li> <li>4. SMSU College Experience (11<sup>th</sup>)</li> <li>5. Youth Frontiers (9<sup>th</sup>)</li> <li>6. SMSU Planetarium &amp; SMSU campus visits (4<sup>th</sup>)</li> </ol>
<p>I.B.3 Success Coach on staff at YME to assist with all aspects of Career &amp; College Readiness.</p>	<p>2014-2017</p>	<ol style="list-style-type: none"> <li>1. Coordinate registration for all YME PSEO students</li> <li>2. Work with Ramp Up To Readiness Committee and Coordinator on implementation.</li> <li>3. Coordinate all YMIC Career &amp; College events.</li> <li>4. Work with FE committee.</li> <li>5. Individual conferences for YME juniors and seniors.</li> <li>6. Parent engagement-Focus Groups, C &amp; C help sessions.</li> </ol>
<p>I.B.4 Success Coach Support Specialist</p>	<p>2014-2017</p>	<ol style="list-style-type: none"> <li>1. Assist Success Coach in planning events, developing student profiles, recording data and assisting with media and communications with YME students and families. Implementation of Remind 101.</li> </ol>

<b>INCENTIVE REVENUE STRATEGY I.B.5: ACT Preparation Class</b>	2014-2017	Six districts within YMIC will participate in this integration goal with a projected number of students that will participate.
College Readiness will encompass an integrated ACT Prep class available to all districts via ITV or Online.	We will not seek Incentive Revenue for this project. For FY16	

To assist all students in obtaining the highest ACT score possible, the YMIC will offer an elective ACT Test Preparation course. This course will be a nine-week (one quarter course) that is taught online. Like most ACT preparation courses, this course will assist students in learning test taking strategies and test taking vocabulary. In addition, this course will help students create an individualized study plan based on the results of their first ACT exam. Finally, the course will provide fundamentals in math, reading (including academic vocabulary), science and essay writing. In 2014-15, we will pilot the course in the second semester. It will be a part of regular student registration packets in 2015-16.

<b>INCENTIVE REVENUE STRATEGY I.B.6: SUMMER SCHOOL</b> Summer opportunity focused on standards in the areas of Science, Technology, Engineering, Arts and Math co-planned and facilitated with adjoining district.	2014-2015	YME & RCW will jointly offer a one -week Summer School for their 3-8 <sup>th</sup> graders. There will be a projected number of students that will participate.
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To assist all students in stronger mastery of STEAM skills, the MIC will offer an elective summer experience. This course will be a one-week opportunity from 8:30 – noon. This course will begin with a smaller time frame and will consider extending days in future years. The course will provide students with activities to enrich and enhance their knowledge of STEAM skills as well as working on non-fiction ELA standards. In 2014-2015 we will pilot the experience in the summer. Yellow Medicine East and Renville County West will team up to offer a hands-on, academic integrated experience during the July 2015 and June of 2016. Students will be working within the STEM academic framework to explore Energy and the Environment, Medical Detectives, Flight and Space, and Green Architecture. These experiences will be held on the



campuses of MN West, SMSU ~ Marshall, YME and RCW.

### What is Ramp Up to Readiness?

Ramp-Up to Readiness™ is a school-wide guidance program that helps students in grades 6 through 12 reach the following goals by the end of high school:

**Academic Readiness:** The ability to succeed in first-year, credit bearing courses at a technical college, a community college or a four-year college or university

**Admissions Readiness:** The ability to meet admissions requirements at a range of postsecondary institutions

**Career Readiness:** The ability to identify careers that match personal, financial, and other goals and an understanding of the skills, credentials, and experiences required to succeed in those careers

**Financial Readiness:** The ability to cover the cost of the first term of study at a postsecondary institution through savings, loans, and financial aid

**Personal and Social Readiness:** The ability to set educational goals, make and monitor progress toward them, and create relationships with peers and adults that support academic success

Ramp-Up helps students achieve these goals by engaging students in a flexible, dynamic curriculum that can be taught in two ways:

- Through advisories that meet for at least one class period each week

Or

- Through a Ramp-Up course that students take for one term each year

The advisory-based version of the Ramp-Up curriculum requires students to complete 28 lessons per year. Those lessons are to be taught in a single course period, but each lesson can be extended if additional advisory time is available. Schools that adopt the

course-based version of Ramp-Up can take advantage of a broad range of supplemental lessons that enhance and extend student learning.

Whichever option a school chooses, a suggested scope and sequence helps the school organize the Ramp-Up curriculum in ways that meet the needs of its students and that reflect the realities of its schedule and calendar.

### Ramp Up to Readiness Standards

#### Academic Readiness

The student has the knowledge and skills to do first-year, credit-bearing, college-level work.

A student who has reached this goal can:

1. Demonstrate mastery of the knowledge and skills required for college-level work in English, mathematics, reading, science, and writing as outlined in the ACT readiness standards, available at <http://www.act.org/standard/>
2. Score at or above the ACT college readiness benchmarks on the EXPLORE, PLAN, and ACT tests, available at <http://www.act.org/education/benchmarks.html>
3. Think critically, demonstrated through the ability to Gather, Analyze, Synthesize, and Present information
4. Use effective study strategies
5. Evaluate and revise academic work to ensure accuracy and achieve precision

#### Admissions Readiness

The student has completed all requirements for admission to the type of postsecondary education that is a match for their goals, interests, and abilities.

A student who has reached this goal can:

1. Describe the purpose of and opportunities offered by postsecondary education in the United States today
2. Explain the main types of postsecondary institutions in the U.S. and the differences among them
3. Identify the type of postsecondary institution that could be a good match for the student's academic, career, and personal goals
4. Outline the admissions requirements for the type of postsecondary institution that the student plans to attend

5. Plan for and successfully complete the process of applying to at least three postsecondary institutions that are a good match for the student's academic, career, and personal goals

### Career Readiness

The student understands how education increasingly determines income and opportunity in the global knowledge economy and knows which types of jobs in the future will need skilled workers, will pay enough to support a family, and might be a good match for their interests and abilities.

A student who has reached this goal can:

1. Describe the ways that globalization and technology-driven change are reshaping the workplace and society today and predict ways that those forces will affect his or her professional future
2. Understand and illustrate the great and growing connection between the highest level of education a person completes and his or her later income and quality of life
3. Identify careers and jobs that pay enough to support a family with at least a "middle-class" lifestyle, provide opportunities for advancement within the field, and are likely to be in demand over the next two decades
4. Identify the knowledge, skills, and habits and the credentials and/or degrees required to enter and succeed in a range of careers
5. Identify one or more careers that could be a good match for the student's talents, interests, and abilities

### Financial Readiness

Students will be able to cover the cost of one term of study at a postsecondary institution through savings, loans, work-study, and financial aid.

A student who has reached this goal can:

1. Create a personal budget and make decisions based upon it
2. Identify the current and projected cost of study at each of the main types of postsecondary institutions in Minnesota
3. Explain the major ways that families cover the costs of postsecondary education
4. Produce a realistic plan to cover the cost of at least the first term of study at the postsecondary institution of the student's choice through savings, employment, loans, grants, scholarships, and other means
5. Complete the process of applying for needed financial aid

## Personal/Social Readiness

The student knows how to set educational goals, make progress toward those goals, and create relationships with peers and adults that support the achievement of those goals.

A student who has reached this goal can:

1. Set personal goals and continually monitor progress toward reaching them
2. Operate from a growth mindset, believing that his/her basic abilities can be developed through hard work and persistence
3. Seek help from adults and peers and use other strategies to overcome obstacles on the road to achieving important goals
4. Create and maintain positive relationships with teachers, professors and other adults in positions of responsibility and authority
5. Understand college culture and the practices and habits needed to succeed in higher education, such as skills in time management, studying, working cooperatively, responsible risk taking, and self-advocacy

### The Research Behind Ramp Up to Readiness:

An array of studies and other evidence have been used to develop the Ramp-Up to Readiness™ program. Examples include:

- In the 21st-century economy, completion of a postsecondary credential or degree is the best—and in many cases the only—path to a middle- or upper class income and standard of living (Goldin and Katz, 2008).
- By 2018, 63 percent of all jobs in the United States and 70 percent in Minnesota will require postsecondary education and training (Carnevale, Smith, and Strohl, 2010).
- The rest of the world is investing in postsecondary success while college completion rates in the United States have been relatively flat. As a result, although the United States ranked 3rd in college graduation rates among the developed countries of the world in 1998, in 2001 we ranked 5th and in 2006 we ranked 10th (Bowen, Chingos, and McPhereson, 2009).
- The vast majority of teenagers today aspire to obtain high-paying jobs and to attain high-levels of status within society as adults. One major study found that more than 90 percent of high school seniors expect to attend college and more than 70 percent expect to work in professional

jobs. Those students often, however, do not understand what they need to do to reach those objectives (Schneider and Stevenson, 1999).

- American students receive highly confusing and contradictory information about what it takes to gain access to and succeed in college. Consequently, many make decisions and put forward levels of effort that undermine their chances of succeeding in higher education (Kirst and Reeves Bracco, 2004).
- The content of many high school courses is misaligned with what students need to know and be able to do in college, which leads many students to believe that they are much more ready for postsecondary success than, in fact, they actually are (Conley, 2005).
- Many students believe that how hard they work in high school has little relevance to their future careers (Rosenbaum and Person, 2003).
- When students believe that intelligence is not fixed and adopt a growth mindset, they choose more challenging tasks and work harder at them (Dweck and Master, 2009).
- Career guidance can have its largest impact in the middle grades (Hughes and Karp, 2004).
- Students who develop formal plans for college and a career are much more likely to take the high school classes that will prepare them for success in higher education and the workforce (Orfield and Paul, 1994).
- Nonacademic factors such as motivation, self-discipline, and self-confidence have a significant impact on academic performance in college (ACT, 2007).
- High-skill jobs that do not require a college degree but that pay well and offer opportunities for advancement require levels of knowledge and skill in mathematics and reading that are similar to the levels required for success in credit-bearing first-year courses (ACT, 2006).
- Many high school students choose colleges for which they are academically overqualified or under qualified (Roderick, 2008).
- The demographic groups that are growing fastest within our pre K-12 schools are those that have the least experience preparing for and making the transition to higher education: students of color and low-income students. Given that gap, those students and families will need

enhanced and ongoing support from schools and community organizations (McMurray, 2006).

- An expert panel convened by the U.S. Department of Education's Institute for Education sciences identified the following strategies as recommendations for helping more students successfully navigate the path from high school to college. Ramp-Up helps schools implement each of these strategies in powerful, yet practical, ways:
  - o Through courses and curricula that prepare students for college-level work, and ensure that students understand what constitutes a college-ready curriculum by 9th grade
  - o With assessment measures throughout high school so that students are aware of how prepared they are for college, and assist them in overcoming deficiencies as they are identified
  - o By surrounding students with adults and peers who build and support their college going aspirations
  - o Through engaging and assist students in completing the critical steps for college entry
  - o By increasing families' financial awareness, and helping students apply for financial aid (Tierney et al., 2009)

## **Creating Efficiencies and Eliminating Duplicative Programs**

All YMIC initiatives planned for 2014-2017 are a continuation of past integration practices or new programming.

### **Community Planning:**

Provides our guiding purpose and together, we have worked to ensure not only the success of our programming, but also the growth of a stable foundation that will continue to inspire for years to come.

The means by which this is accomplished is the growth of our stakeholders. Our member districts as well as community representatives cover a It is a well known notion that success attracts participation and attention, and we have seen the effects of this truism with the YMIC. The leadership of our stakeholder's broad spectrum of represented and underrepresented

groups, as well as several community-based organizations. Our three yearly meetings provide ample opportunity for interaction as well as organization and guidance. In short, without the participation and belief of our stakeholders, the YMIC would be rudderless. Efforts have been made to be transparent to all stakeholders through presentation at a public school board meeting in the spring.

### **Multi-District Collaboration Council:**

1. Yellow Medicine East ISD 2190 (RI)
2. Canby ISD 891 (A);
3. Dawson-Boyd ISD 378 (A);
4. Lakeview ISD 2167 (A)
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