



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:

Plainview-Elgin-Millville

District Status: A

Name of Collaborative: Rochester

Superintendent's Name: Gary Kuphal

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Board Approval Date: 4-14-14

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. RI Rochester Public Schools
2. A Plainview-Elgin-Millville, Dover-Eyota, Chatfield, Stewartville, Zumbrota-Mazeppa, Pine Island, and Byron

Please return this completed plan by March 15, 2014 to mde.integration@state.mn.us.

Electronic submission is required.

Address general questions on the data or plan submission process to Kari-Ann Ediger, Office of Equity and Innovation, 651-582-8269, Kari-Ann.Ediger@state.mn.us.

Racially Identifiable Schools (RIS) within a District

If you have been notified by MDE that your district has one or more racially identifiable schools, please list each of those schools below:

1. [Click here to enter text.](#)
2. [Click here to enter text.](#)
3. [Click here to enter text.](#)

Plans for racially identifiable schools will follow the same format provided for districts within an integration collaborative. The RIS plan section starts on the final page

Achievement Goal One

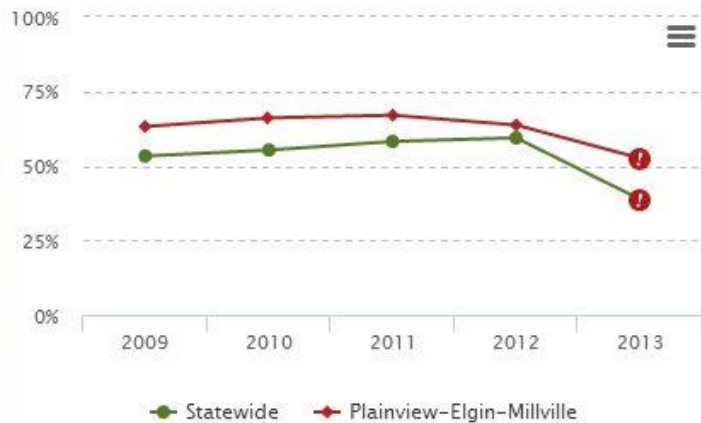
Directions: Complete the goal statement below by entering information in the sections marked *Click here to enter text* or *Choose an item*. Next, fill in the two data tables for reading and/or math by using the baseline achievement data. If you are working on collaborative achievement goals, please add additional rows to include the achievement data of these member districts within your integration collaborative.

Districts may focus on proficiency rate increases, achievement gap decreases, or both. Also, goals can be created for math, reading, or for both content areas. For each additional achievement goal, copy and paste the goal statement and data tables, creating one set per content area.

Goal Statement: The proficiency GAP between the FRP and Non-FRP students enrolled the full academic year for students in grades 4-6 tested within Plainview-Elgin-Millville Schools on MCA Reading accountability tests will DECREASE as follows within our District by increasing the proficiency of FRP student groups as follows within our District

A. Reading

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Plainview-Elgin-Millville	A					
<i>FRP Goal</i>		52.6%	54.6%	56.6%	58.8%	6%
<i>FRP Actual</i>			54.9%			



Statewide

Year	Percent Proficient	Number Proficient	Number Tested
2009	53.3%	74,252	139,276
2010	55.3%	85,172	154,025
2011	58.2%	92,792	159,570
2012	59.4%	97,157	163,586
2013	38.8%	64,833	167,260

Plainview-Elgin-Millville

Year	Percent Proficient	Number Proficient	Number Tested
2009	63.2%	91	144
2010	66.1%	123	186
2011	67.0%	136	203
2012	63.7%	142	223
2013	52.6%	113	215

District Free/Reduced Proficiency Rates in Reading

Achievement Goal One: Strategies and Activities

Activity 1

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

*see Program Framework for specific activity details

Activity details:

Narrative Description of Strategies/Activities:

Hire a Reading Specialist to work with students and staff on targeted intervention reading strategies to improve all student achievement with an emphasis on closing the achievement gap between our FRP and Non-FRP students.

If you selected *Research-based interventions that include formative assessment practices*, please provide the name of the intervention, any website information, and attach a PDF copy of the research article the strategy is based on.

Our Reading Specialist will be using recommendations from the National Reading Panel's landmark year 2000 report = Teaching Children To Read: An Evidence-Based Assessment of the Scientific Research Literature on Reading and its Implication on Reading Instruction
<http://www.nichd.nih.gov/publications/pubs/nrp/documents/report.pdf>

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1 SMART goal below and identify the measure(s) you will use to track progress and implementation. If yearly targets and detailed data for your district's key indicators of progress are available now, you may include it in the table below.

1) *SMART goal for this strategy/activity:*
 By the Spring of 2017, the GAP between FRP and Non-FRP will DECREASE by the following percentages as measured by the

Reading MCA: Class of 2022 = 9%, Class of 2021 = 15%, Class of 2020 = 3%.

2) *Measures to track implementation and progress:* MCAs and Study Island data

Proficiency INCREASE:

Name of District	Status	Baseline data	Year 1 2014-15	Year 1 Results	Year 2 2015-16	Year 3 2016-17	Total Increase
Plainview-Elgin-Millville	A						
<i>All students in grades 4-6</i>							
<i>Class of 2022</i>		64.6%	66.6%	80.6%	68.6%	70.6%	6%
<i>Class of 2021</i>		70%	72%	80.7%	74%	76%	6%
<i>Class of 2020</i>		76.5%	78.5%	61.6%	80.5%	82.5%	6%
<i>Non-FRP in grades 4-6</i>							
<i>Class of 2022</i>		76.2%	78.2%	86.2%	80.2%	82.2%	6%
<i>Class of 2021</i>		81.4%	83.4%	87.1%	85.4%	87.4%	6%
<i>Class of 2020</i>		80.3%	82.3%	68.2%	84.3%	86.3%	6%
<i>FRP in grades 4-6</i>							
<i>Class of 2022</i>		50%	55%	69.7%	60%	65%	15%
<i>Class of 2021</i>		41.2%	48.2%	64.7%	55.2%	62.2%	21%
<i>Class of 2020</i>		70.3%	73.3%	48.5%	76.3%	79.3%	9%
FRP: Non-FRP GAP							
<i>Class of 2022</i>		26.2%	23.2%	16.5%	20.2%	17.2%	-9%
<i>Class of 2021</i>		40.2%	35.2%	22.4%	30.2%	25.2%	-15%
<i>Class of 2020</i>		10.0%	9.0%	19.7%	8.0%	7.0%	-3%

Integration Goal One

Integration SMART goal statement for your collaborative:

By 2017 all students will have evolving career/college roadmaps by the start of high school. We will collaborate with Rochester in this effort.

Integration Goal One: Strategies and Activities

Activity 1

College Career readiness for underserved students

Activity details:

Increased participation in rigorous programs by underrepresented students and students enrolled in Area Learning Centers

Narrative Description of Strategies/Activities:

Students will attend – in person or electronically – presentations relating to career/college readiness to help them create an e-portfolio by the time they enter high school.

Key Indicators of Progress (KIP)

SMART goal for this strategy/activity:

Beginning with our incoming 6th graders, students will participate in field trips, common presentations, and career/college experiences in collaboration with Rochester to begin creation of their e-portfolios. By the end of year 3 (when these students are ending their 8th grade year), students will have created an e-portfolio thanks to the three years of collaborative efforts.

List yearly progress targets:

Year 1: All PEM 6th grade students

Year 2: All PEM 6th and 7th grade students

Year 3: All PEM 6th, 7th and 8th grade students.

Creating Efficiencies and Eliminating Duplicative Programs

Please briefly explain how your district and/or collaborative is working to create efficiencies and eliminate duplicative programs and services, which may include forming collaboratives or a single, seven-county metropolitan partnership of eligible districts for this purpose (Minn. Stat. § 124D.861, Subd. 2 (c)). Plainview-Elgin-Millville and other schools in the collaborative plan to piggy-back – either in person or via technology – on Rochester initiatives with regard to our Integration goal of helping our students achieve a college/career roadmap by the time they enter High School.

Community Planning

An Achievement and Integration plan shall be developed in a formal community planning process where the isolated school district or racially identifiable school sites are represented by community members who are not district employees and were at least part of the voting membership of the planning body (Minn. Rule 3535.0170, Subp. 3). Please briefly describe the community process used for the collaborative portion of your district's plan and for your Racially Identifiable Schools, if applicable.

Multi-District Collaboration Council:

Our multi-district collaboration council never met as a full group. Members included Regina Seabrook from Rochester, Jane Johnson from Dover-Eyota, Randy Paulson from Chatfield,

Tony Simons from Zumbrota-Mazeppa, Tammy Berg-Beniak from Pine Island, Donita Stephan from Byron, Gary Kuphal from Plainview-Elgin-Millville, and a representative from Stewartville