

**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: Pine Island Schools, #255** District's Integration Status:  
Adjoining District (A)

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Plan submitted by: Tamara A. Berg-Beniak  
Title: Superintendent  
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**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. <b>#2899</b><br><b>Plainview-Elgin-Milville A -</b><br>Adjoining | 3. <b>#227 Chatfield A -</b> Adjoining       |
| 2. <b>#533 Dover-Eyota A -</b><br>Adjoining                         | 4. <b>#534 Stewartville A -</b><br>Adjoining |
| 5. <b>#2805 Zumbrota-Mazeppa A -</b> Adjoining                      |  |
| 6. <b>#531 Byron A -</b> 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](mailto: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: Tamara A. Berg-Beniak  
Signature:

Date Signed: 4/13/2017

School Board Chair: Jeff Leland  
Signature:

Date Signed: 4/13/2017

**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: Afdlabi Runsewe, Rochester; Jean Murphy, Rochester; Scott Harold, Rochester; Jodi Bangert, Rochester; Donita Stephan, Byron, Bill Ihrke, Plainview-Elgin-Millville; Randy Paulson, Chatfield; Jane Johnson, Dover-Eyota; Gary Anger, Zumbrota-Mazeppa; Josh Westphal, Pine Island.

**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.  
Pineisland.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:** Underserved students (FRP, 16.7%) in the Pine Island School District will increase their reading proficiency as measured by the Minnesota Comprehensive Assessment (MCA) III by 3% each year from June 2017 (baseline) through June 2020.

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

**Objective 1.1:** To increase the quality of analytical reading skills of underserved (FRP, 16.7%) students.

**Objective 1.2:** To provide individual/small group reading instruction to identified students.

**Objective 1.3:** To provide formal and informal mentoring and professional development to teachers related to ELA and Literacy standards to enhance instructional practices in literacy.

**Objective 1.4:** To build effective relationships with families through culturally and economically responsive communication focused on best practices in literacy instruction.

**GOAL # 2:** Underserved (FRP, 16.7%) students in the Pine Island School District will increase their math proficiency as measured by the Minnesota Comprehensive Assessment (MCA) III by 3% each year from June 2017 (baseline) through June 2020.

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

**Objective 2.1:** To increase math understanding and computation through targeted interventions, leveled classes, and responsive instruction.

**Objective 2.2:** To provide formal and informal mentoring and professional development to teachers related to math standards to enhance instructional practices in math.

**Objective 2.3:** To build effective relationships with families through culturally and economically responsive communication focused on best practices in math instruction.

**GOAL # 3:** Integration Goal: Working collaboratively with the Rochester School District to increase the graduation rate of free and reduced students and students of color, the Pine Island High School will reduce the number of non-graduates each year.

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

**Objective 3.1:** Pine Island Administrative and Student leaders will attend (3) Rochester's School Board Meetings annually from 2017-2020, to increase student voice, empowerment and multiple perspectives as measured by pre and post surveys, exit interviews, written student reflections and the formation of our own student school board.

**Objective 3.2:** Pine Island will send the leadership team to Rochester to attend equity training each year.

**Objective 3.3:** Pine Island's leadership team will meet 4 times throughout the year to discuss progress towards achievement and integration goals.

**Objective 3.4:** The Rochester Area AI collaborative districts will partner annually on at least one culturally relevant instructional staff development experience.

## 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** Middle School Reading Intervention

**This intervention supports the following goal objective: 1.1**

**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.** The instructional interventionist in cooperation with instructional coaches will analyze data to determine which students will be eligible for research-based reading interventions. The reading interventions will align with current practices in literacy instruction which includes: vocabulary development, reading fluency, reading comprehension, strategy application and growth mindset. The goal is to increase student confidence through consistent exposure to a variety of texts and to develop habits of higher-level thinking. Teachers will participate in professional development opportunities to utilize instructional techniques that are developmentally and culturally responsive.

Grade levels to be served: Grades: 6-8  
Location of services: Pine Island Middle School

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): student work, fluency recordings, student participation, reading attitudes, and anecdotal notes from reading assessment and conferences.

**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. Intervention Central: <http://www.interventioncentral.org/>, FASTBRIDGE: <http://www.fastbridge.org/>, What at Risk Readers Need: [http://www.ascd.org/publications/educational\\_leadership/mar11/vol68/num06/What\\_At-Risk\\_Readers\\_Need.aspx](http://www.ascd.org/publications/educational_leadership/mar11/vol68/num06/What_At-Risk_Readers_Need.aspx),

### **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
90% of underserved students ( <b>FRP, 16.7%</b> ) will report an increase in their total fluency score based on recorded reading and self-assessment from fall to spring.	90%	90%	90%
90% of underserved students ( <b>FRP, 16.7%</b> ) will demonstrate improved quality of reading from fall to spring, as reported by the teacher rating.	90%	90%	90%

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

### **Intervention #2** Literacy Instruction

**This intervention supports the following goal objective: 2.1**

**Type of Intervention:** Professional development opportunities focused on academic achievement of all students.

**Narrative description of the critical features of the intervention.** The instructional interventionist will provide professional development to staff around topics related to best practices in literacy instruction and educational equity. The instructional interventionist will provide training during dedicated staff development time, and also during professional learning communities and staff meetings.

Grade levels to be served: Grades: 6-8

Location of services: Pine Island Middle School

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): record of staff development trainings, coaching conversation notes, and PLC schedules

**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. What at Risk Readers Need: [http://www.ascd.org/publications/educational\\_leadership/mar11/vol68/num06/What\\_At-Risk\\_Readers\\_Need.aspx](http://www.ascd.org/publications/educational_leadership/mar11/vol68/num06/What_At-Risk_Readers_Need.aspx), John Hattie's visible learning: <https://books.google.com/books?hl=en&lr=&id=PDNZBwAAQBAJ&oi=fnd&pg=PA249&dq=hattie>

[+visible+learning&ots=ps1ZKzoYBe&sig=OoDP-S0RGo-wAoy14mb\\_3loZapU](#), Multicultural Literacy: Mirroring the Reality of the Classroom: <https://eric.ed.gov/?id=ED376444>,

### **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
100% of teachers will receive literacy professional development to enhance instructional strategies.	100%	100%	100%
Increase the number of individual coaching sessions with staff around the topic of educational equity and culturally responsible instruction strategies	4	6	8
Increase MCA III reading proficiency scores in grades 6-8.	69%	72%	75%

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

### **Intervention #3 Math Interventions**

**This intervention supports the following goal objective: 1.3**

**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.** The instructional interventionist in cooperation with instructional coaches will analyze data to determine which students will be eligible for research-based math interventions. The math interventions will align with current practices in math instruction. The goal is to increase student confidence in math through a growth mindset, while utilizing multiple techniques through a culturally appropriate teaching approach. Teachers will participate in professional development opportunities to understand and practice instructional techniques that are developmentally and culturally responsive.

Grade levels to be served: Grades: 6-8

Location of services: Pine Island Middle School

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): student participation, question asking, demonstrations of math logic, student work, tests, quizzes, and anecdotal notes to determine pace and delivery of instruction.

**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. What at Risk Readers Need:

[http://www.ascd.org/publications/educational\\_leadership/mar11/vol68/num06/What\\_At-Risk\\_Readers\\_Need.aspx](http://www.ascd.org/publications/educational_leadership/mar11/vol68/num06/What_At-Risk_Readers_Need.aspx), Evidence-based math instruction:

<https://iris.peabody.vanderbilt.edu/module/math/cresource/q3/p05/>, Framework for culturally responsive teaching:

<http://www.ascd.org/publications/educational-leadership/sept95/vol53/num01/A-Framework-for-Culturally-Responsive-Teaching.aspx>,

### **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
90% of underserved students ( <b>FRP, 16.7%</b> ) in math intervention will report an increase in math confidence from fall to spring.	90%	90%	90%
65% of underserved students ( <b>FRP, 16.7%</b> ) in math intervention will achieve a score of 70% to indicate grade-level-mastery by course assessment	65%	65%	65%

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

### **Intervention #4 Math Instruction**

**This intervention supports the following goal objective: 2.2**

**Type of Intervention:** Professional development opportunities focused on academic achievement of all students.

**Narrative description of the critical features of the intervention.** The instructional interventionist will provide professional development to staff around topics related to best practices in math instruction and educational equity. The instructional interventionist will provide training during dedicated staff development time, and also during professional learning communities and staff meetings.

Grade levels to be served: Grades: 6-8

Location of services: Pine Island Middle School

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): record of staff development trainings, coaching conversation notes, and PLC schedules

**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. What at Risk Readers Need:

[http://www.ascd.org/publications/educational\\_leadership/mar11/vol68/num06/What\\_At-Risk\\_Readers\\_Need.aspx](http://www.ascd.org/publications/educational_leadership/mar11/vol68/num06/What_At-Risk_Readers_Need.aspx), John Hattie's visible learning:

[https://books.google.com/books?hl=en&lr=&id=PDNZBwAAQBAJ&oi=fnd&pg=PA249&dq=hattie+visible+learning&ots=ps1ZKzoYBe&sig=OoDP-S0RGo-wAoy14mb\\_3loZapU](https://books.google.com/books?hl=en&lr=&id=PDNZBwAAQBAJ&oi=fnd&pg=PA249&dq=hattie+visible+learning&ots=ps1ZKzoYBe&sig=OoDP-S0RGo-wAoy14mb_3loZapU), Multicultural

Literacy: Mirroring the Reality of the Classroom: <https://eric.ed.gov/?id=ED376444>,

**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
100% of teachers will receive math instruction professional development to enhance instructional strategies.	100%	100%	100%
Increase the number of individual coaching sessions with staff around the topic of educational equity and culturally responsible instruction strategies	4	6	8
Increase MCA III math proficiency scores in grades 6-8.	67%	70%	73%

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

**Intervention #6** Equity Training and Integration

**This intervention supports the following goal objective: Goal 3, 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.** Pine Island's leadership team will attend equity training in Rochester on an annual basis. Student Council representatives will attend 3 Rochester Student School Board meetings.

Grade levels to be served: Grades: 9-12

Location of services: Pine Island Schools

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

**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. School improvement through equity training:

<http://www.schoolimprovement.com/diversity-and-equity-training/>,

**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
100% of leadership staff will annually attend equity training in Rochester.	100%	100%	100%
Pine Island student council members will attend student school board meetings in order to learn about the issues that surround Rochester students and begin plan for creating our own student leadership team.	3	3	3



The number of Pine Island High School non-graduates will decrease by 2 students each year.	-2	-2	-2
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*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).*

### **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)). Our MDCC group will meet on a consistent and routine basis. In addition to working on tasks related to our plans and collaboratives, we will analyze opportunities and information regarding equity. Efficiencies will be shared through our partnership with equity training, which is hosted by Rochester Public Schools.