

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: #542 Battle Lake Public School

District's Integration Status: Voluntary District (V)

Superintendent: Jeffrey D. Drake
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Title: Battle Lake Achievement & Integration Plan
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Plan submitted by: Jeffrey D. Drake

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.
2. Enter text here.
3. Enter text here.
4. Enter text here.
5. 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:
West Central MN Multi-District.

Integration Collaborative Member Districts: Pelican Rapids District # 548-Racially Isolated, Frazee-Vergas District # 23-Adjoining, Perham District #549-Adjoining, Hawley District #150 Adjoining, Fergus Falls District # 544-Adjoining, Detroit Lakes District # 22-Adjoining, Underwood District # 550-Adjoining, Battle Lake District # 542-Voluntary

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: Jeffrey D. Drake

Signature:  Date Signed: 2/21/2017

School Board Chair: Paul Ness

Signature:  Date Signed: 2/21/2017

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: Sandra Weiser Matthews Perham, Mike Martin Hawley Jerry Ness Fergus Falls, Jeremy Olson Underwood, Jason Rogers Underwood, Rebecca Matjeka Frazee, Nadine Brown Pelican Rapids, Deb Wanek Pelican Rapids, Renee Kerzman Detroit Lakes Jeff Drake Battle Lake,

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. Enter text here.

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: Battle Lake students will receive instruction that broadens and deepens their appreciation for and understanding of other cultures by the time they graduate.

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

Objective 1.1: All students receive language and culture instruction in the elementary to develop a more global perspective of the world and to lay the foundation for bilingual language acquisition and appreciation of other cultures.

Objective 1.2: Students have the ability to study Chinese in grades 9-12 with the goal of having solid communication skills in a second language.

Objective 1.3: Students will have the ability to take psychology/sociology in grades 11-12 to further their understanding and knowledge of other cultures and societies as well as how these concepts impact people on an individual level.

Objective 1.4: Students will recognize the value of being bilingual and will develop greater cultural awareness.

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 Students study Chinese.

This intervention supports the following goal objective: 1.1, 1.2 & 1.4

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 instructor will design and implement a curriculum to build and support bilingual competency in Mandarin and an in-depth understanding of Chinese culture. The instructor will assess competency in Mandarin by encouraging all second-year students and beyond to take the HSK or TOCFL proficiency exam. Class visits and trips will be coordinated by the classroom teacher to various cultural events. The instructor will make arrangements for Battle Lake students studying Chinese to visit students in the Pelican Rapids After School Program to teach them about Chinese language and culture.

Grade levels to be served: K-12

Location of services: Battle Lake High School & Pelican Rapids School.

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

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. Tochon, F.V. (2009) *The Key to Global Understanding: World Languages Education – Why Schools Need to Adapt*. Armstrong, P. W., & Rogers, J. D. (1997). *Basic skills revisited: The effects of foreign language instruction on reading, math, and language arts. Learning Languages, 2(3), 20-31.* Cade, J. M. (1997). *The foreign language immersion program in the Kansas City, Missouri Public Schools, 1986-1996 [Abstract]. Dissertation Abstracts International -A 58(10), 3838.*

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
High school students who have taken Chinese II or beyond will take the HSK or TOCFL test of Chinese language proficiency. 2018 will be the first time Battle Lake students will have taken the test and will establish a baseline for future language proficiency.	5 students	8 students	10 students
Battle Lake students studying Chinese will visit Pelican Rapids students who participate in the after-school program.	2 visits	2 visits	2 visits

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

Intervention #2 Students study sociology and psychology.

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 district will offer in alternating years an elective sociology or psychology class for high school students. The target range is juniors and seniors. The courses will be administered and led by the sociology/psychology teacher and will include the study of cultures and society in sociology and the study of how culture and society and individual beliefs define the individual in psychology. The instructor will coordinate with Pelican Rapids to have students representing diverse cultural backgrounds visit Battle Lake High School social studies classes to present information about their culture and to answer questions. Grade levels to be served: K-12 Location of services: Battle Lake High

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

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. By definition, sociology and psychology are intended to include the study of culture and its impact on society as well as the individual.

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
Students will complete a Cultural Awareness Self-Assessment at the beginning and end of the course. We will measure the increase in cultural awareness.	5% growth	10% growth	15% growth
Pelican Rapids students representing diverse cultural backgrounds will visit Battle Lake High School social studies classes.	1 visit	2 visits	2 visits

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.

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

RIS Intervention #: Name of intervention.

This intervention supports the following goal objective: Objective number.

Type of Intervention: Choose intervention type.

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. Enter narrative here.

Grade levels to be served: Grades

Location of services: Location

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

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. Enter research citation.

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
Enter KIP.			
Enter KIP.			
Enter KIP.			

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)). The West Central MDCC strives to create efficiencies and eliminate duplicative programs and services. As a Multi-District Cooperative, we communicate regularly through emails, telephone calls and meetings quarterly to discuss programs that are beneficial and work on such issues are achievement gap reduction and opportunities to collaborative for the integration portion of this plan.



FY 2018 Achievement and Integration Budget

District Number: 542

District Name: Battle Lake Public School

80% Direct Services to Students

On this worksheet please list proposed FIN 313 expenditures for Direct Student Services for your district's Racially Identifiable School(s). At least 80% of a district's proposed expenditures must be used for programs included in the district's MDE-approved AI plan which provide direct services to students. Read the AI Budget Requirements on the MDE website for details.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative: a crosswalk between your AI budget and your AI plan
	ORG	PROG	FIN	OBJ			
Provide a short description of the expenditure					List the total amount budgeted for this line item.	Resubmit form with actual FY18 expenditures by 12/1/18.	By name or number, identify the activity in your plan that each expenditure supports. Provide a brief description of how these funds will be used to support that activity. This narrative should be different from the program description in your plan.
Sociology: Teacher Salary	300	790	313	140	\$9,000.00		14 FTE licensed instructor for Sociology course. Studying the impact of culture and race within the human mind and how we relate and communicate with one another will provide students with a better understanding and appreciation for the world around them. This fraction of the sociology teacher's
FICA	300	790	313	210	\$690.00		FICA for licensed staff.
TRA	300	790	313	214	\$676.00		TRA for licensed staff.
Health	300	790	313	220	\$960.00		Health for licensed staff.
World Language: Teacher Salary	300	790	313	140	\$9,000.00		2.0 FTE licensed instructor for mandarin. The Chinese language course offers many integrative and academic benefits. by offering Mandarin as a foreign language in high school, we are making a wise investment in one of the many
FICA	300	790	313	210	\$690.00		FICA for licensed staff.
TRA	300	790	313	214	\$676.00		TRA for licensed staff.
Health	300	790	313	220	\$960.00		Health for licensed staff.
Supplies & Materials	005	790	313	430	\$1,650.00		Materials and supplies needed for regular integration activities through language learning units and activities, school/class events. Curriculum in fuses academic and corr-cultural learning.
World Language: Student Entry Fees/Travel	005	790	313	369	\$1,366.01		Coverage for student fees associated with West Central MN's MDCC sponsored evets, resources and opportunities.
LTD/TSA	300	790	313		\$164.32		Long-term disability for licensed staff.
					\$25,668.01		\$0.00

Notes or Comments:

District Number: 542

District Name: Battle Lake Public School District

10% Admin/Indirect Costs

On this worksheet please list proposed Administrative/Indirect FIN 313 expenditures. No more than 10% of total revenue may be spent on PD costs that are part of a district's MDE-approved plan. Read the AI Budget Requirements on the MDE website for details.

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Expenditures	Budget Narrative
	ORG	PROG	FIN	OBJ			
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY18 expenditures by 12/1/18.	By name or number, identify the activity in your plan that each expenditure supports. Provide a brief description of how these funds will be used to support that activity. This narrative should be different from the program description in your AI plan.
West Central Collaborative regional coordinator salary.	300	790	313	140	\$2,100.13		The Achievement & Integration Collaborative has a regional coordinator to work with all school districts. This budget covers salary.
West Central Collaborative regional coordinator benefits.	300	790	313	210	\$947.11		The Achievement & Integration Collaborative has a regional coordinator to work with all school districts. This budget covers benefits.
			313				
			313				
			313				
Total					\$3,047.24	\$0.00	

Notes or Comments: