

**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: 656** District's Integration Status: Racially Isolated District (RI)

Superintendent: Todd Sesker  
Phone: 507-333-6016  
E-mail: [tsesker@faribault.k12.mn.us](mailto:tsesker@faribault.k12.mn.us)

Plan submitted by: Heidi Oanes  
Title: Integration Coordinator  
Phone: 507-333-6190  
E-mail: [hoanes@faribault.k12.mn.us](mailto:hoanes@faribault.k12.mn.us)

**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. | 4. Enter text here. |
| 2. Enter text here. | 5. Enter text here. |
| 3. 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: Cannon River Collaborative.

1. **Waterville-Elysian-Morristown Public Schools** RI - Racially Isolated

**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: Todd Sesker  
Signature:

Date Signed: 3-7-2017

School Board Chair: Tom Casper  
Signature:

Date Signed: 2-21-17

**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:** Members of the multidistrict collaborative meet on a regular basis to discuss/plan/implement/revise the programming and interventions under the A&I plan. Members include: Heidi Oanes, Colleen Cardenuto, Joel Whitehurst (WEM), Phil Johnson, Margaret Gare, Anne Marie Leland, Ky Battern, Andi Johnson, Jamie Bente, Pam Kennedy, Michael Meihak, Eric Sandberg, High School Counselors, Cultural Liaisons and Career Center personnel

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. <https://sites.google.com/a/faribault.k12.mn.us/world-s-best-workforce-2015-2016/>

**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:** Faribault Public Schools, four-year graduation rate will increase from 74.5% to 80.5% by 2020.

**Aligns with WBWF area:** All students graduate from high school.

**Objective 1.1:** To provide equitable, academic opportunities for students to increase the prospect of graduating in four years.

**Objective 1.2:** Provide staff development training on culturally relevant teaching practices and current best practices in teaching to enhance their understanding of our diverse learners.

**Objective 1.3:** Provide parent engagement activities to build positive school and family relationships along with learning opportunities for parents to better understand their students multiple options to graduate from FPS.

**GOAL # 2:** Faribault Public Schools, will increase the average composite ACT score from 19.4 to 21 by 2020.

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

**Objective 2.1:** Increase the number of non-white and FRP eligible students, in after-school programming, designed to increase college and career readiness skills.

**Objective 2.2:** 50% of FPS staff, grades 3-12, will be trained in AVID (Advancement Via Individual Determination) WICOR (writing, inquiry, collaboration, organization, reading) strategies to increase student achievement and rigor in their academic classes.

**Objective 2.3:** Increase the opportunities for school counselors and career center personnel to interact with students, in grades 8-12, to better prepare the students for their future career and college readiness options.

**GOAL # 3:** Faribault Public Schools will increase the percentage of students who feel connected to school from 53% to 65% by 2020.

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

**Objective 3.1:** Increase the number of opportunities for students to interact with our collaborative partner – WEM Public Schools.

**Objective 3.2:** Increase the participation for service learning projects and inter-district collaborative opportunities for our non-white and FRP student populations.

**Objective 3.3:** Increase the opportunities for cultural liaisons to bridge the partnership between our protected class students and parents to our school community.

To add goals and objectives, copy and paste the text above.

## 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** Family and Schools Together (FAST)**This intervention supports the following goal objective: 1.1,1.3,2.1,3.3****Type of Intervention:** Family engagement initiatives to increase student achievement.

**Narrative description of the critical features of the intervention.** FAST or Families and Schools Together, is a parent engagement program based off of the Parent Institute for Quality Education (PIQE). The PIQE Curriculum along with locally designed curriculum is intended to build stronger connections between families, our schools, and our community. Sessions are held for parents at the elementary, middle, and high school levels. They are offered in Spanish and Somali with the intent to add general English speaking sections. The sessions are offered free to the parents along with a meal and childcare is provided. Transportation is also provided if needed. Facilitators meet on an on-going basis to update and revise the curriculum. FAST will be part of FPS new community school which will offer many additional services to parents and students.

Grade levels to be served: K-12 Parents

Location of services: District-wide

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): Parent Surveys, Community School Survey

**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. <http://piqe.org/research-studies/>

**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
Increase Parent Participation at the Elementary Level by:	20%	25%	30%
Increase Parent Participation at the Middle Level by:	20%	25%	30%
Increase Parent Participation at the Secondary Level by:	20%	25%	30%

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

**Intervention #2** Cultural Liaisons**This intervention supports the following goal objective: 1.1,1.3, 3.3****Type of Intervention:** Family engagement initiatives to increase student achievement.

**Narrative description of the critical features of the intervention.** The cultural liaisons, in our district, are our most effective communicators between the school staff, administration, students, parents, and the community of our protected students. They are a vital asset in bridging the lines of communication when there are changes to the school system. All cultural liaisons are proficient in reading, writing, and speaking English. This is a must for the effective communication between all parties. We continue to train our liaisons in areas such as FAST, in order to retain and enhance our programs for students.

Grade levels to be served: K-12 students and parents

Location of services: District-wide

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): Local parent survey's

**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. <https://learningforward.org/docs/october-2011/nelson325.pdf?sfvrsn=2>, <http://files.eric.ed.gov/fulltext/EJ794797.pdf>

### **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
We will capture base-line data in year 1 to determine parent satisfaction with communication between them and the school district. We will increase the baseline satisfaction by:	Est. baseline date	2%	4%

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

### **Intervention #3** Advancement Via Individual Determination - AVID

**This intervention supports the following goal objective: 1.1, 1.2, 1.3, 2.2, 2.3, 3.2, 3.3**

**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.** AVID (Advancement Via Individual Determination) is a nationally recognized and researched system which focuses on challenging average students (2.0-3.5 GPA) to be prepared for a successful college career. FPS have AVID Elective classes in grades 6-12. Students have access to college field trips, ACT prep, and twice per week tutorial sessions with hired tutors. The goal is to bring AVID to a school-wide approach where students who are not in the elective class, have access to the same benefits as the AVID students. Best teaching practices strategies for all classes focus on WICOR (writing, inquiry, collaboration, organization, reading). At the elementary level, schools are creating college and career going atmospheres, inviting guest speakers from a variety of backgrounds within the community, and implementing early vocabulary and concepts related to career and college readiness. The AVID team is also sponsoring parent and family nights. These are focused on what the parents have expressed they need more support with. The

Counseling department also works very closely with AVID. The expansion of additional supports to all students, at the high school level, will continue to increase opportunities in career and college readiness. We continue to provide staff development support for all levels with AVID on our system.

Grade levels to be served: K-12

Location of services: District-wide

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): NWEA, MCA, GPA Requirements

**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. <http://www.avid.org/research.ashx>, [http://www.avid.org/dl/res\\_research/research\\_review.pdf](http://www.avid.org/dl/res_research/research_review.pdf) <http://www.epiconline.org/what-we-do/the-four-keys/> <https://www.redefiningready.org/> <http://edge.ascd.org/blogpost/strengthening-curriculum-and-instruction-in-a-21st-century-world>

### **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
% of AVID trained staff K-5	25%	45%	65%
% of AVID trained staff 6-12	50%	70%	90%
% of 6-12 AVID students with a C or better in core content classes	75%	80%	85%

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

### **Intervention #4** 9<sup>th</sup> Grade Academy

**This intervention supports the following goal objective: 1.1, 1.2, 1.3, 2.3, 3.3**

**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 9<sup>th</sup> grade Academy is designed to reduce academic failures, narrow the achievement gap, increase student connectedness to Faribault High School, grow leaders, and improve student behavior. The 9<sup>th</sup> grade Academy will provide a smaller learning environment for a select group of 9<sup>th</sup> grade

students to bridge the transition from middle school to high school. The program will provide a structured, connected and supportive environment where every student will succeed in a rigorous core curriculum. The goal is to have them complete the program on an equal academic level with their peers. The 9<sup>th</sup> grade Academy would run 3 classes (World History, Physical Science, and English 9), plus a Guided Seminar/Study Skills class that would guide the students in organization, time management, and work completion tasks and learning. There would also be a strong focus on school culture; connectedness and helping the students get more involved in activities at FHS.

Grade levels to be served: 9<sup>th</sup> Grade

Location of services: Faribault High School

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): NWEA, MCA, student survey

**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. <http://northfieldschools.org/academyinstitute/>, [file:///M:/AVID/2016-2017/MEIRS%20Implementation%20Guide%202016-01-17\\_Final%20September%202016.pdf](file:///M:/AVID/2016-2017/MEIRS%20Implementation%20Guide%202016-01-17_Final%20September%202016.pdf), site visits to area schools in the Big 9 region who have 9<sup>th</sup> grade support systems in place

### **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
% of 9th grade Academy students will earn 6 or more credits by the end of their freshman year.	86%	90%	93%
% of 9th grade Academy students will have six or fewer unexcused absences per semester	80%	85%	90%
% reduction of 9th grade student failures – currently 28%	14%	10%	7%

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

**Intervention #5** After-school programming (CAST, ACT prep, HWH)

**This intervention supports the following goal objective: 1.1, 2.1, 2.3, 3.2**

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

**Narrative description of the critical features of the intervention.** After-school, intervention programming is multi-tiered at FHS. First, CAST (College Ambitions Start Today) meets on Monday's during the school year focusing on; college and career preparation, goal setting, scholarship research, FAFSA assistance, college visits, and service learning/volunteer opportunities. On Early Out schedules, students have the opportunity to participate in college visits and service learning project with transportation provided. CAST also offers a two-week summer program with college visits to campuses further away along with exploring the cultural and historical aspects of the cities visited. Second, we offer a structured Homework Help (HWH) session, Monday-Thursday. Licensed teachers, paraprofessionals, and volunteer college students from Carleton College staff this time to help students with their coursework. A majority of students who utilize this time are our protected class students. Finally, ACT prep sessions are held starting six weeks prior the next ACT exam. A lead instructor prepares the

session lessons along with Carleton College volunteers. Lessons are developed based on the needs of the students. The sessions are offered free of charge to provide equitable access to prep sessions for all students.

Grade levels to be served: 9-12

Location of services: Faribault High School

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): ACT, Student Surveys, 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. [http://www.sedl.org/pubs/sedl-letter/v20n02/afterschool\\_findings.html](http://www.sedl.org/pubs/sedl-letter/v20n02/afterschool_findings.html), <http://education.state.mn.us/MDE/dse/oos/>, <http://www.equityalliancemn.org/student-programs.html>

### **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
% of FRP eligible students receiving services, in the HS after-school programming, will increase by:	10%	15%	20%
% of non-white students receiving services, in the HS after-school programming, will increase by:	10%	15%	20%

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

**Intervention #6** Middle School: Falcons for Change and WEB  
**This intervention supports the following goal objective: 1.1, 3.2**

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

**Narrative description of the critical features of the intervention.** Falcons for Change is a community service club at Faribault Middle School. The goal of Falcons for Change is to provide volunteer service to those who need it in our school, in our community, and throughout the world. The volunteer projects connect with our SOAR (Stay Safe, Own your School, Act responsibly, and Respect everyone) themes of the month. Students can volunteer both with the Falcons for Change group or do service projects on their own. Falcons for Change have participated in the following activities: Jefferson Elementary's Walk-a-thon, FMS Book Sale with proceeds going to the purchase of books for newborns, sending cards created by FMS students to military members, running monthly activities at lunch, volunteering at local churches, animal shelters, and nursing homes. WEB, which stands for "Where Everybody Belongs" is a middle school orientation and transition program that welcomes 6th graders and makes them feel comfortable throughout the first year at Faribault Middle School. Built on the belief that students can help students succeed, the program trains mentors from FMS' 8th grade class to be WEB Leaders. As positive role models, WEB Leaders are mentors and student leaders who guide the 6th graders to discover what it takes to be successful during the transition to middle school and help facilitate 6th grade success. Four main components make up WEB: Middle School orientation, academic follow-ups, social follow ups, and leader initiated contacts throughout the year.

Grade levels to be served: 6-8

Location of services: Faribault Middle School

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): Local Student Surveys, MN Student Survey

**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. <http://www.boomerangproject.com/web/what-web>, <http://www.amele.org/TabId/270/ArtMID/888/ArticleID/323/Research-Summary-Service-Learning.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
Increase the % of FRP students who participate in WEB and Falcons for Change activities by	10%	15%	20%
Increase the % of non-white students who participate in WEB and Falcons for change activities by	10%	15%	20%

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

**Intervention #7** Collaboration between FPS and WEM for the Cannon River Collaborative  
**This intervention supports the following goal objective: 3.1**

**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.** In an effort to increase the collaborative between FPS and WEM, student co-horts will interact with each other four time throughout their K-12 career. Previously, this only happened at the 5<sup>th</sup> grade level. Moving forward, students will have the opportunity to attend the 5<sup>th</sup> grade Kindness Retreat, 7<sup>th</sup> grade Courage Retreat, 9<sup>th</sup> grade Respect Retreat, and the senior Wisdom Retreat with trained staff from Youth Frontiers. Students (4<sup>th</sup> and 5<sup>th</sup> grade) from Jefferson Elementary in Faribault and WEM will also collaborate on a field trip to Quarry Hill Nature Center in the spring.

Grade levels to be served: 5,7,9,12

Location of services: Faribault & WEM

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): Student participation in each retreat

**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. <http://www.youthfrontiers.org/>

**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
Increase student connectedness at the Middle School by:	5%	10%	15%
Increase student connectedness at the High School by:	5%	10%	15%

*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)). To avoid the duplication of programs and services, an intra-district committee was formed at Faribault Public Schools. The members represented Community Education, Targeted Services, District Curriculum, Business Services, and Achievement and Integration staff from Faribault and WEM. We laid out all programming across the districts to ensure the maximum benefit, of our budgets, and to avoid duplication and create efficiencies for the next three years. This will benefit our students, parents, staff, and community. WEM and Faribault are collaboratively working together to utilize our resources and ensure multiple opportunities, for all students. Through are new plan, we will be reaching more students, in both districts, and will continue to meet on a regular basis to ensure we are being as efficient with our resources as possible.