

**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: ISD # 2898, Westbrook Walnut Grove Public School**  
District's Integration Status - Racially Isolated

Superintendent's Name: Loy Woelber  
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Plan submitted by:  
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Title: Superintendent  
Phone: 507-274-6111  
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**School Board Approval**

We certify that we have formally approved and will implement the following Achievement and Integration plan as part of our district's comprehensive World's Best Workforce plan and will comply with all federal, state, and local laws and regulations applicable to the organization.

Superintendent: Loy Woelber  
Signature:

Date Signed: 03/20/17

School Board Chair: Mayda Maas  
Signature:

Date Signed: 03/20/17

**Integration Collaborative Member Districts**

If your district belongs to one, list the districts in your collaborative and their integration status. Add additional lines as needed.

Name of Collaborative: Southwest Integration Collaborative

- 1. ISD 413, Marshall Public**  
School RI - Racially Isolated
- 2. ISD 635, Milroy Public**  
School A - Adjoining
- 3. ISD 2169, Murray County**  
Central Public School A -  
Adjoining

- |  |  |
|--|--|
| <p>4. <b>ISD 2884, Red Rock Central Public School A</b> - Adjoining</p> <p>5. <b>ISD 2902, RTR Public School V</b> - Voluntary</p> <p>6. <b>ISD 2904, Tracy Area Public School A</b> - Adjoining</p> | <p>7. <b>ISD 640, Wabasso Public School A</b> - Adjoining</p> <p>8. <b>ISD 2898, Westbrook-Walnut Grove Public School RI</b> - Racially Isolated</p> |
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Detailed directions and support for completing this plan are provided in the [Achievement Integration Plan Guide](#).

### 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: Superintendents: Scott Munson-Marshall, Wade McKittrick-Wabasso, Joe Meyer- MCC, Bruce Olson-RRC, Patricia Lindeman-Milroy, Chad Anderson-Tracy, Loy Woelber-WWG. Council members meet monthly to work together on A&I programming.

#### 2017-18 Westbrook Walnut Grove School District Advisory Committee

Loy Woelber	Superintendent	507-828-6608	lwoelber@mntm.org	Continuing
Courtney Locke	Parent / School Tech	641-590-0965	lockefac@wwgschools.org	Continuing
Paul Olson	Elementary Principal / Parent	507-859-4001	polson03@mntm.org	Continuing
Maydra Maas	School Board	507-828-7908	maasdairy@hotmail.com	Fall 2019
Kelly Quade	Teacher / Parent	507-822-1638	quade@wwgschools.org	Continuing
Xiong Yang	Parent/WG City Council	612-619-1150	sean.yang@schwans.com	Spring 2017
Greg Madson	Board Member	507-530-3303	gmadson31@gmail.com	Spring 2017
Nikki Jorgenson	Teacher / Parent	507-626-0525	jorgenson@wwgschools.org	Continuing
Mandy Dibble	Teacher/Parent	507-274-6111 ext. 72	davisfac@wwgschools.org	Continuing

Adrienne Kletscher Teacher/Parent 605-216-4714 kletscherafac@wwgschools.org Continuing  
 Jamie Olson Preschool Teacher 507-227-2737 olsonjfac@wwgschools.org Continuing  
 Tiffany Warner Parent tif\_lane@hotmail.com Continuing  
 Nicole Brown Parent 507-822-5257 nicole.f.brown.rq09@statefarm.com Continuing

### 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. Please provide the URL where your district's Achievement and Integration plan is posted. <http://www.walnut.mntm.org> and [www.wwgschools.org](http://www.wwgschools.org)

### Submitting This Plan

Submit this completed plan template as a word document to MDE by March 15, 2017 for review and approval. Email it to [MDE.integration@state.mn.us](mailto:MDE.integration@state.mn.us). Scan the page with board chair and superintendent signatures and attach that to your email as a separate PDF.

**GOAL # 1:** Increase 3<sup>rd</sup> grade FRLP students reading proficiency on the MCA from 33% in 2017 to 50% by June 2020.

**Aligns with WBWF area:** All 3rd graders can read at grade level.

**Objective 1.1:** To provide specific and individualized interventions for students below grade level in reading

**Objective 1.2:** To provide consistent enhancement learning experiences to reduce/eliminate negative retention periods as well as build on classroom learning.

Aligns with WBWF area: 3rd Grade Reading

**Intervention #1** After School Reading Program

**Priority Area: Instruction and Assessment**

**Objective this intervention supports: 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** 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.** WWG Elementary students in grades 2nd -3rd grade will receive additional instruction two nights per week in our after school reading program. Teachers worked over the summer for four days looking at student MCA test scores / Aims Web results from the year before to analyze individual students areas of weaknesses. This information was in turn, used to create student lists which drove school reading program hours throughout the school year to work on individual weaknesses. We hope this will in turn increase student MCA test scores at the end of each school year. Attendance records are kept each day for all students. Using MCA / Aims web assessment results, and the district reading end of grade assessment to drive learning objectives. The after school reading program is provided for students who completed 2 -3 grades in order to prepare them for their upcoming MCA Tests.

Grade levels to be served: 2-3rd grade.

Location of services: Westbrook Walnut Grove Elementary School in Walnut Grove

**Formative assessment(s) used to inform instructional decision-making:** MCA tests / Aims web assessments.

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.  
<http://www.wallacefoundation.org/knowledge-center/Documents/Making-Summer-Count-How-Summer-Programs-Can-Boost-Childrens-Learning.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
Participating students will maintain or increase in reading academic benchmarks as measured by MCA / Aims web.	40%	45%	50%
	33.3%		

**Key Indicators:** We used the MCA Reading tests results to determine if students qualified during our CNA during the month of June 2017. These findings were then used to work on various aspects of each student’s weaknesses on the state tests in the future. We found that we did well in 3rd grade for MCA Reading Test Results for 2017, making gains In third grade. We also looked at our NWEA assessment test results to give us another assessment to look at for student achievement. Student lists were created for the entire after school year program. Different curriculum was covered throughout the after school program. Students were invited to come to partake in the curriculum areas that they tested weaker in. Even top students in each grade were invited to one or more curriculum areas because of individual testing results.

**GOAL # 2:** Increase the average number of college credits earned while attending the WWG High School, for high school FRLP students, from 1 in 2016 to 3 by 2020.

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

**Objective 2.1:** To increase availability of high demand college credit courses

**Intervention #2** SW Collaborative CIS

**Priority Area:** Environment and Resources

**Objective this intervention supports: 2.1**

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

**Integrated Learning Environments** 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.**

Qualifying Southwest Collaborative 10<sup>th</sup>-12<sup>th</sup> grade students will have the opportunity to enroll in college courses during the summer months. Students from the Southwest Collaborative will come together on a singular campus in order to 1) participate in rigorous coursework, 2) earn college credits, and 3) build cross-cultural relationships. Through this four-week intervention program our district will decrease economic and racial enrollment disparities that we have identified in our annual CIS summary data. This intervention will include all member districts of the SW Collaborative, including our two racially isolated districts.

Grade levels to be served: 10<sup>th</sup>- 12<sup>th</sup> grade students

Location of services: Tracy High School, Tracy, MN (centrally located in collaborative)

**Formative assessment(s) used to inform instructional decision-making:** ACT results

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

[http://www.air.org/sites/default/files/downloads/report/ECHSI\\_Impact\\_Study\\_Report\\_Final1\\_0.pdf](http://www.air.org/sites/default/files/downloads/report/ECHSI_Impact_Study_Report_Final1_0.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
<b>Increase the average number of college credits earned while in the WWG High School, by high school FRLP students, from 1 in 2016 to 3 by 2020.</b>	1	2	3
	9/23 or 39%		

**GOAL # 3:** Increase the district's 5-year average ACT composite score from 19.1 in 2016 to 20.2 by 2020.

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

**Objective 3.1:** Increase opportunities for ISD 2898 students to participate in a college exam prep

**Intervention #3** Integrated ACT Preparation Program Day

**Priority Area:** Instruction and Assessment

**Objective this intervention supports: 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** 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:

- XXUses 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.**

Content specific instructors with expertise in ACT preparation will provide prep courses for juniors of the Southwest Integration Collaborative. By bringing these students together in a singular location they have the opportunity to build cross-cultural relationships, increase their knowledge of how to prepare for college entrance exams, increase their opportunities for college scholarships, which empower more students to afford a post-secondary education. Students are provided the opportunity to visit and explore this university campus.

Grade levels to be served: 11<sup>th</sup> Grade

Location of services: Southwest State University at Marshall, MN

**Formative assessment(s) used to inform instructional decision-making:**

ACT results and student satisfaction survey. Staff involved in the Integrated ACT Preparation Program Day sit down afterwards with students and discuss what they felt what were the good learning experiences for the day and what was not. This information in turn will be given to the Superintendents for preparation for next years ACT test prep day.

The spring of 2017 was the third year of our collaborative ACT prep course sessions in which all juniors participated. The academic affect has shown an increase in the number of students taking the ACT as well as every school participating showing increases in their average composite ACT result. Student feedback on our collaborative ACT survey showed students strongly agreed with the sessions being beneficial and feeling better prepared to take the ACT.

**Evidence of research-base:**

<http://files.eric.ed.gov/fulltext/EJ992994.pdf>

**Key Indicators:**

The Westbrook Walnut Grove composite score for the 2017 average ACT score was 19.6.

Sixteen out of twenty-four students participated in this ACT test prep day, or 67% attendance.

**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
District 5 year average ACT composite score of FRLP students	19.8	20.0	20.2
District 5 year average ACT composite score at WWG for 2017 was 19.6	19.3		

**GOAL # 4:** 100% of students will display an improved ability to work with people of different backgrounds as measured by environmental science camp exit surveys.

**Intervention 4** Experiential Environmental Science Camp

**Priority Area:** Environment and Resources

**Objective this intervention supports: 4.1**

**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** 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.**

Trained facilitators at Lake Carlos Environmental Camp conduct a three day experiential learning experience that 1) increases student knowledge of various eco systems, 2) provides outdoor survival skills, and 3) teaches high levels of teamwork amongst groups of people from different cultural backgrounds.

To provide experiences in which students collaboratively work with students from different social, cultural, and economic backgrounds resulting in student's better understanding of the diversity in our world

Grade levels to be served: 5<sup>th</sup> Grade

Location of services: Lake Carlos Environmental Center, Alexandria, MN.

**Formative assessment(s) used to inform instructional decision-making:** Environmental camp exit surveys.

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

[http://grayff.org/wp-content/uploads/2013/10/Empirical-Evidence-Supporting-Benefits-of-Outdoor-School-and-Experiential-Learning-Programs\\_March-2015.pdf](http://grayff.org/wp-content/uploads/2013/10/Empirical-Evidence-Supporting-Benefits-of-Outdoor-School-and-Experiential-Learning-Programs_March-2015.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
Percentage of students that display an improved ability to work with people of different backgrounds as measured by environmental science camp exit survey.	100%	100%	100%
	<input type="text" value="100%"/>	<input type="text"/>	<input type="text"/>

**GOAL # 5:** To use integration funds to reduce preschool class size and in turn increase letter sound fluency in FRLP four-year old preschoolers.



**Intervention # 5:** Identify students that are not ready for Kindergarten and increase letter sound fluency to enter Kindergarten.

**Priority Area:** Instruction and Assessment

**Objective this intervention supports:** 5.1

**Type of Intervention: Ready for School** Choose intervention type.

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

**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.

**Narrative description of the critical features of the intervention.**

The WWG lead preschool teachers (3 staff members) complete fall, winter, and spring assessments, which give us the data from which we can measure look at a comprehensive needs assessment. We use that information to measure our preschooler's progress throughout each and every school year.

**Evidence of research-base:**

“Theories suggest that early letter-naming fluency can predict later reading fluency. This study has concluded that those students that scored at or above the benchmarks for kindergarten spring LNF (letter-naming fluency, were shown to score at or above the bench mark on the fourth grade R-CBM.” (Letter Naming Fluency Leads To Later Reading Fluency, Ronald Leader 2014) Speece, D. L.& Ritchey, K. D. (2005). A longitudinal Study of the development of oral reading fluency in young children at risk for reading failure. Journal of Learning Disabilities.

Grade levels to be served : Four year old preschoolers

Location of services: WWG Elementary preschool classrooms

**Formative assessment(s) for reading and math interventions** (Minn. Stat. § 124D.861, subd. 2 (b)): For interventions intended to reduce reading and math achievement disparities, indicate the formative assessment practices that will be used to inform instructional decision-making Enter formative assessment.

**Key Indicators:** These indicators are the evidence you will use to document how well each intervention is being implemented and whether or not it's helping bring about the intended outcomes for your students. Use them to determine where or how you might change what you're doing.

For interventions that provide school enrollment choices, such as magnet schools, at least one of the key indicators must measure enrollment disaggregated by race/ethnicity and free or reduced priced lunch (FRPL).

**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
The percentage of four-year old preschoolers entering Kindergarten who have letter sound fluency will increase each year.	60%	62%	64%
Actual percentage.	63.4%		
Enter KIP.			

**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)).

This plan allows for specific programming for students in need of each service that our district previously has not been able to afford or did not have enough students in our individual district to create. Specifically, programs such as the inter-district college in the school model is one in which our district would not have enough students to make possible. However through the collaborative work of the Southwest Integration Collaborative we are hoping to make this option a reality for our students. The summer learning camp has similar possibilities