



## Achievement and Integration Plan July 1, 2019 to June 30, 2022

**District ISD# and Name:** #36 Kelliher

**District Integration Status:** Racially Isolated District (RI)

**Superintendent:** Malcolm Wax

Phone: 218-647-8286

Email: Enter email.

**Plan submitted by:** Malcolm Wax

Title: Superintendent

Phone: 218-647-8286

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**Partnering Districts** Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: Enter name.

1. #390 Lake of the Woods A - Adjoining
2. #363 Northome A - Adjoining
3. Enter text here. Choose district status.
4. Enter text here. Choose district status.

### School Board Approval

X We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan (Minn. Stat. § 124D.861, subd. 4).

X We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: Malcolm Wax

Signature:

Date Signed:

School Board Chair: Frank Duresky

Signature:

Date Signed:

### Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

**Multidistrict Collaboration Council:** Steven Thomas, Superintendent, Northome; Jeff Nelson, Superintendent, Lake of the Woods; Brian Novak, Principal, Lawrence Norwegian LOW IEPAC Chair; Malcolm Wax, Superintendent, Kelliher; Chair Linda Olson, Impact Aid, Title VI and VII Coordinator, Carly Amsden, PBIS-School Climate Chair, Steve Geerdes, Tech Director and Tessie Barrett, IEPAC Chair.

## Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to [MDE.integration@state.mn.us](mailto:MDE.integration@state.mn.us).

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

## Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

**Goal #1:** Increase the percentage of Native American 11<sup>th</sup> and 12<sup>th</sup> graders participating in career focused field trips designed to explore post-secondary options and career awareness increasing their employability in job markets from 60% in 2019 to 85% by 2022.

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

**Goal type:** Integration

**Strategy Name** Career Exploration through visits to Post-Secondary Education and Area Businesses

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

### Narrative description of this strategy.

Kelliher high school students will partner with Lake of the Woods and Northome students to visit area career fairs and diverse businesses that employ a talented labor force that supports a variety of job skills and training. We will increase the number of Native American students (averaging approximately 33%) the last two years that participate in these visits through making home phone calls encouraging student participation and family support and using our after school activity buses providing transportation home on these late day return field trips. By fostering interaction between students of the three Districts, we hope to encourage positive relationships and building knowledge of racial, ethnic and socioeconomic backgrounds other than their own.

Location of services: Several post-secondary schools and area businesses to be visited.

### Key Indicators of Progress (KIP) for Strategy #1 Career Exploration

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2020	Target 2021	Target 2022
Increase the number of Native American Junior and Senior students electing to go on career awareness trips from all three school districts.	60%	70%	85%
Increase student awareness of career skills and job opportunities through gauging the number of students completing pre- and post-visit surveys	60%	70%	85%
All Districts will use a collaboratively designed student survey to rate their level of success in initiating and maintaining positive relationships measured by percentage of positive responses.	60%	70%	85%

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

**Goal #2:** Increase the number of Native American Pre-K students ready for academic success with enrollment of at least three years of pre through K school programming from 33% in 2019 to 50% in 2022.

**Aligns with WBWF area:** All children are ready for school.

**Goal type:** Achievement Disparity

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

**Strategy Name** Increase the number of Native American Pre-K students ready for academic success

**Type of Strategy:** 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)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.**

We want to increase the number of Native American students enrolled in multiple years of pre through K programming that support latent and differentiated cognitive, physical and social development represented in Kelliher School’s population influenced by poverty and cultural diversity. We want to have more Native American students access our Head Start and other Pre-K programs that have teachers with Native American heritage, successfully raised and graduated Native American children and have positive/active connections to our Red Lake community. By analyzing the achievement of our Native American students over the past 14 years, we find that there is marked success to graduation by those students that open enroll in our District by Pre-K to First Grade (approximately 75% success) than the higher grade levels (approximately 50% success). Based on the annual needs of our 3 through 5 age pre-K population and increasing the capacity of our programming, this strategy may support an additional 4-5 pre-K and/or two-stage 5-6 kindergarten setting(s).

**Key Indicators**

**Key Indicators of Progress (KIP) for Strategy #2 Increase Early Childhood Programming**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2020	Target 2021	Target 2022
Increase the number of Native American students that attend at least three years of pre through K education	50%	60%	75%
Increase cognitive development of Native American students enrolled in pre-K as measured by the EC Head Start or EC FAST Observational Tools	5%	10%	15%
Increase social development of Native American students enrolled in pre-K as measured by the EC Head Start or EC FAST Observational Tools	5%	10%	15%
Increase physical development of Native American students enrolled in pre-K as measured by the EC Head Start or EC FAST Observational Tools	5%	10%	15%

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

**Goal #3:** Increase the number of contacts with our Open-Enrolled and Indian students by our Family Liaison to decrease the number of our at-risk students and monitor more students to improve their school attendance from an aggregate average of 75% in 2019 to 90% in 2022.

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

**Strategy Name and #3** Increase American Indian student family visits and communication by our Family Liaison that impact a sizable increase in attendance.

**Type of Strategy:** Family engagement initiatives to increase student achievement.

**Narrative description of this strategy.**

We want to increase the number of contacts and scheduling of visits and/or communications of our Red Lake open-enrolled families by our family liaison. These interventions and connections support our at-risk students, keep students on track to graduation, and help students who struggle with their home lives. Right now we have a half-time liaison position (that averages 2-3 yearly connections per family and we want to increase the position to full-time increasing up to 8 yearly connections with our at-risk students and families.

## Key Indicators

**Key Indicators of Progress (KIP) for Strategy #3 Increase Contact and Support by Family Liaison.**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2020	Target 2021	Target 2022
Increase our percentage of aggregate Indian student attendance in the next three school years.	75%	85%	90%
Increase the number of contacts or communications between Red Lake families and Kelliher's Family Liaison.	10%	20%	30%

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

## Creating Efficiencies and Eliminating Duplicative Programs

Each of the three school districts separately visit post-secondary and businesses on a limited basis. By combining students from all three Districts, there will be cost savings in transportation and logistics in order to offer more visits and increase opportunities for students from the different schools to learn from each other and share their experiences. Due to our increasing pre-K student population that lack school readiness skills and/or latent physical and social development, our school would be able to offer more early childhood programming to support these growing needs. With the increasing academic and social/emotional student needs to keep families informed and supported, we need our Family Liaison to increase from half to full time. With the additional time, our Liaison can schedule twice the interventions, meetings and scheduled check-ups with families.