

**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: 719 Prior Lake-Savage Area Schools** District's Integration Status: Adjoining District (A)

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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. **720 Shakopee School District** RI - Racially Isolated
2. **717 Jordan School District** A - Adjoining
3. **719 Prior Lake-Savage Area Schools** A - 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: Dr. Teri Staloch  
Signature:

Date Signed: Enter date.

School Board Chair: Stacy Ruelle  
Signature:

Date Signed: Enter date.

**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: The collaborative met to review the previous Achievement and Integration plan, student achievement related to the plan, and progress within each district. The collaborative council included:

<p><b>Prior Lake-Savage Area Schools</b></p>	<ul style="list-style-type: none"> <li>• <b>Kevin Schuttinger</b> – Director of Teaching and Learning</li> <li>• Melissa Knettel – Student Support Services Coordinator</li> </ul>
<p><b>Shakopee Public Schools</b></p>	<ul style="list-style-type: none"> <li>• <b>Ray Betton:</b></li> <li>• Julie Menden</li> </ul>
<p><b>Jordan Public Schools</b></p>	<ul style="list-style-type: none"> <li>• <b>Carol Lagergren</b></li> </ul>

**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://www.priorlake-savage.k12.mn.us/academics/curriculum/achievement-integration>

**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:** The proficiency gap between Native American students enrolled the full academic year for all grades tested within Prior Lake-Savage Area Schools on all state Reading accountability tests (MCA, MOD, MTAS) will DECREASE as follows within our District (see table below), by INCREASING the proficiency of Native American groups as follows within our District (see table):

	<b>Baseline data</b>	Year 1 2017-18	Year 2: 2018- 19	Year 3: 2019-20
All Students: % proficient in Reading	73.3%	74.3%	75.3%	76.3%
Native American Students: % proficient in Reading	50%	55%	62.5%	70%
Gap	23.3%	19.3%	12.8%	6.3%

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

**Objective 1.1:** Prior Lake-Savage Area Schools will maintain or increase time for cultural liaisons and/or EL teachers to develop and implement academic supports for targeted students. These supports will impact elementary and secondary students.

**Objective 1.2:** Prior Lake-Savage Area Schools will maintain or increase time for cultural liaisons and/or EL teachers to develop and implement social/emotional supports for targeted students. These supports will impact elementary and secondary students.

**Objective 1.3:** Prior Lake-Savage Area Schools will increase time for cultural liaisons and/or EL teachers to develop and implement family engagement programs for targeted students. These supports will impact elementary and secondary students and families.

**GOAL # 2:** Increase the number of staff participating in equity-focused training and classes during the 2017-18 school year by 10%

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

Objective 2.1: Administrators and instructional leadership staff will participate in equity-focused professional development in 2017-18

**Objective 2.2:** Site leadership teams will participate in equity-focused professional development in 2018-19

**Collaborative Goal # 1:** Increase the % of staff indicating “true” or “mostly true” on a subset of questions from the A/I School Staff Survey from baseline in 2016-17 to 25% in 2017-18.

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

Objective C1.1: High school student leadership groups will engage in equity-focused leadership development and training in 2017-18 and beyond.

Objective C1.2: High school student leadership groups will share their learning and reflections on their school environments with groups of stakeholders in 2017-18 and beyond.

## 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** Academic support for underserved students

**This intervention supports the following goal objective: 1.1., 1.2**

**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.** Prior Lake-Savage Area Schools will maintain or increase time for cultural liaisons and/or EL teachers to develop and implement academic supports for targeted students. These supports will impact elementary and secondary students. ).

Grade levels to be served: 9-12

Location of services: TBD

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): Prior Lake-Savage Area Schools will monitor the progress of this intervention through the use of MAP (Fall/Spring) scores, monitoring students’ grades in

**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 # 2** Equity Training for Staff and Student Leadership Groups  
**This intervention supports the following goal objective: C1.1., C1.2**

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

**Narrative description of the critical features of the intervention.** Each district in the collaborative will identify a group of administrators, staff and a high school student leadership group that will engage in leadership development and training focused on diversity and equity within schools. These student leadership groups will then share their learning and reflections on their school environments with various groups of stakeholders (e.g. school boards, teachers, groups of administrators).

Grade levels to be served: 9-12

Location of services: TBD

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): The collaborative will choose five questions from the Achievement and Integration School Staff survey. These questions will be given to stakeholders groups before the interaction with the student leadership group and after the interaction with the student leadership group.

**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.

“At the simplest level, student voice initiatives give young people the opportunity to share with administrators and faculty their opinions about school problems. In more extensive student voice initiatives, students collaborate with adults to address significant problems in their schools. And in rare cases, students assume leadership roles in change efforts” (Mitra, 2005). Research into student voice initiatives shows that such efforts can actually improve teachers' classroom practice (see Cushman, 2000; Daniels, Kalkman, & McCombs, 2001; Kincheloe, 2007). Often termed consultation, these student voice projects partner teachers and students to discuss teaching and learning. Faculty members, for example, may ask students for feedback on instructional styles, curriculum content, assessment, and other classroom issues (Rudduck, 2007). Mitra, D. L. (2008). Amplifying Student Voice The Beginnings of Reform at Whitman. *Educational Leadership*, 66(3).

**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 students participating in equity-focused leadership training and development	3/district	5/district	10/district
# of stakeholders who meet with student leadership groups after training	20	40	60
% of stakeholders who show increased scores on school staff survey	50	75	90

*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.

### **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)). Working as a collaborative team allowed us to share strategies, results, and tentative plans for future professional development related to equity and student achievement. Our collaborative goal will also allow us to align presenters and leadership teams across the collaborative to share best practices and progress.