



Achievement and Integration Plan

July 1, 2023 to June 30, 2026

Submissions due by March 15th, 2023

District ISD# and Name: ISD 771 and Chokio-Alberta Public Schools

District Integration Status: Adjoining

Superintendent: Tate Jerome

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Plan submitted by: Tate Jerome

Title: Superintendent/ PreK-12 Principal

Phone: (320) 324-7131

Email: tjerome@chokioalberta.k12.mn.us

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: Type name of integration collaborative here, if applicable

1. Morris Area Schools – ISD 2769

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](#)).

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: Tate Jerome

Signature:

Date Signed: April 17, 2023

School Board Chair: Mark Gibson

Signature:

Date Signed: April 17, 2023

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.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

AIPAC Member Signature (if applicable): _____ Date Signed: Enter date here

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Multidistrict Collaboration Council:

Adjoining School District – Chokio/Alberta Public Schools Council

Name	Position
Tate Jerome	Superintendent/ PreK-12 Principal
Maggie deNeui	Elementary Teacher/ Parent
Amanda Marty	Elementary Teacher/Parent
Rachel Volker	Community Education Director/ SPED Teacher
Kim Marty	Early Childhood Coordinator/ Teacher
Mark Gibson	School board member/Parent
Matt Westerman	School board member/Parent
Tom Schott	High School Teacher/Parent
Adam Wiebe	High School Academic Counselor/ Teacher

Shane Monson	Morris Area Superintendent/ Partner District's MDCC Member
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The above council members recommend we partner with Morris Area Schools and bring Chokio-Alberta Public Schools students to Morris Area Schools to integrate in activities giving C-A students cultural, social, and academic experiences.

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: Chokio/Alberta Public Schools goal is to have students of the Free and Reduce Lunch population in grades Kindergarten through 6th grade score at grade level in Reading using an assessment tool called STAR 360.

Aligns with WBWF area:

- All racial and economic achievement gaps between students are closed.

Goal type:

- Achievement Disparity

Strategies

Strategy Name and # 1: Cultural Literacy Learning Activities

Type of Strategy:

- Family engagement initiatives to increase student achievement.

Narrative description of this strategy.

Students of the Free and Reduce Lunch population in grades Kindergarten through 6th grade will experience learning activities about different cultures to strengthen their reading skills to help achieve grade level in Reading. We monitor all Chokio-Alberta Public Schools students in Reading with an assessment called STAR 360. This Using our established Intervention system to identify struggling reading students for kindergarten through 6th graders, provide the proper interventions needed for those struggling students, and monitor the struggling students' progress will close the achievement gap.

Kindergarten through 6th graders will travel to Morris Area Schools and be involved in learning activities about different cultures including but not limited to Story Tellers and Guest Readers to increase student achievement.

Location of services: Morris Area Schools, Morris, MN.

Key Indicators of Progress (KIP)

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 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The percentage of Students of the Free and Reduce Lunch population in grades Kindergarten through 6th grade experiencing learning activities about different cultures will increase their Star 360 reading scores towards grade level by 15% each year.	Plus 15% from 2023	Plus 15% from 2024	Plus 15% from 2025

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

Goal #2: Although the diversity of the C-A district is very small, the funding provided by A&I will be used to create (1/2/3) professional development activities that will increase our staff's culturally relevant skill set .

Aligns with WBWF area:

- All racial and economic achievement gaps between students are closed.

Goal type:

- Teacher Equity

Strategies

Culture relevant PD activity **#2** :

Type of Strategy:

- Professional development opportunities focused on academic achievement of all students.

Have at least one learning activity that enable the C-A Staff to partner, experience, and learn about different cultures from students and staff, through our cooperation and partnership with Morris Area Schools.

Location of services: Morris Area Schools, Morris, MN.

Key Indicators of Progress (KIP)

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 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Increase teacher understanding of how students of different ethnicity learn by taking a yearly survey.	Baseline	Increase understanding by 10% from 2024	Increase understanding by 10% from 2025
Enter KIP.			
Enter KIP.			

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

Goal #3: The students at Chokio Alberta High School will integrate with the students of Morris Area High School at a Career/College Fair hosted by Morris Area Schools. The knowledge gained from this integrated activity will be measured by a student survey given to Chokio-Alberta High Students involved.

Aligns with WBWF area:

- All racial and economic achievement gaps between students are closed.

Goal type:

- Integration

Strategies

Career Readiness and # 3: College and Career Fair

Type of Strategy:

- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Narrative description of this strategy.

Chokio Alberta Schools and Morris Area Schools 10th – 12th grade students, will participated a cross district Career & College Fair. This integrated activity will also provide our students with exposure to diverse students.

Location of services: Morris Area Schools

Key Indicators

Key Indicators of Progress (KIP)

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 2024	Target 2025	Target 2026
The percentage students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.	75%	88%	100%
The percentage of students participating in the college and career fair will increase 5% per year, disaggregated by race, ethnicity and FRPL.	90%	95%	100%

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)).

We currently do not have any type of cultural integration interaction with Morris Area Schools. A&I will provide a great way to grow in this area for our students and staff.
