

**Achievement and Integration Plan (Word for MAC)
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 3535.090-0180.

District ISD# and Name: Eden Prairie ISD 272
District's Integration Status: Racially Isolated (RI)

Achievement Integration Plan:

Goal 1: By 2020 we will decrease the achievement and discipline disparities between our Black, Hispanic, American Indian, and White subgroups by 50%, as measured by:

- Proficiency in the subject areas (Reading, Math, and Science), measured by the state accountability test.
- College and career ready, as measured by the ACT.
- Graduation rate in four years.
- ODR and suspension/ expulsion rates.

Aligns with WBWF areas: Closing the Racial Achievement gap.

Objective 1.1: We will have established proactive and culturally responsive multi-tiered social-emotional early intervening systems to identify and support our identify and support our students of color not meeting benchmark.

Objective 1.2: All classrooms, schools, and district teams disaggregate all data sets by student subgroups to ensure indicators of inequity inform our instructional decisions and practices.

Objective 1.3: Each student of color in grades Prek-12 is provided a culturally responsive, high quality, and rigorous, educational program.

Objective 1.4: The district actively and consistently engages in reciprocal partnerships with underrepresented families to establish and maintain positive relationships and a foundation for working together to ensure their children achieve at the highest level.

Intervention 1 (goal 1): Professional development opportunities focused on academic achievement of all students and developing innovative and integrated pre-K-12 learning environments: Develop proactive and culturally responsive Multi Tiered System of Support (MTSS) and Social Emotional Pyramid programs.

Priority area: Climate

Objective this intervention aligns with: 1.1

Narrative description of the critical features of this intervention:

Provide initial and ongoing professional development training and support to ensure staff develop and implement a culturally responsive Social Emotional Pyramid program at the Pre-K level, and a culturally responsive MTSS system at k-12 that strongly supports our underrepresented students of color. Through implementation of these programs our students will experience a decrease in loss of instructional time due to time spent outside the classroom as a result of disciplinary referrals.

Grade levels to be served: Pre-K- 12

Location of services: All schools

Formative assessment(s) used to inform instructional decision-making: MDE PBIS survey, Panorama Student Survey, TEN teacher feedback loop survey, multi-tiered progress monitoring data.

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

1. Achieving Equity in School Discipline: A Promising and Practical Multi-Component Approach: <https://www.pbis.org/common/cms/files/pbisresources/MTSS-B-Equity%20FINAL.pdf>
2. The Positive Impact of Social Emotional Learning for Kindergarten –Eighth grade students: <http://www.casel.org/wp-content/uploads/2016/08/PDF-4-the-positive-impact-of-social-and-emotional-learning-for-kindergarten-to-eighth-grade-students-executive-summary.pdf>
3. The ASCA Model and a Multi-Tiered System of Supports: A Framework to Support Students of Color with Problem Behavior: <http://files.eric.ed.gov/fulltext/EJ1115903.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. Data for each KIP will be disaggregated by racial and service student groups.	Target 2018	Target 2019	Target 2020
Each PreK student demonstrating a social emotional need will be identified by educational staff and be supported with the pyramid model.	Tier 1 pyramid model in place in all classrooms	Tier 2 pyramid model in place in all classrooms	Tier 3 pyramid model in place in all classrooms
Each student in K-6 demonstrating a gap in foundational grade level skills in reading and math will be identified by educational staff and be provided with a targeted instructional opportunity matched to their skill need through the Multi-tiered System of Supports decision making process.	Tier 1 & 2 decision making in place at every grade level.	Tier 1, 2, and 3 decision making process in place at every elementary site.	100% of students demonstrating an instructional gap are progress monitored while receiving instruction matched to their need.
Each student in 7-8 demonstrating a gap in achieving a passing grade in a reading or math course will be provided with a targeted instructional opportunity matched to their skill need through the Multi-tiered System of Supports decision making process.	Tier 1 & 2 decision making	Tier 1, 2, and 3 decision making	100% of students demonstrating an

	in place at every grade level.	process in place at every elementary site.	instructional gap are progress monitored while receiving instruction matched to their need.
Each student in 9-12 demonstrating a gap in credit acquisition toward graduation will be identified by educational staff and be provided with a targeted instructional opportunity matched to their skill need through the Multi-tiered System of Supports decision making process.	Tier 1 & 2 decision making in place at every grade level.	Tier 1, 2, and 3 decision making process in place at every elementary site.	100% of students demonstrating an instructional gap are progress monitored while receiving instruction matched to their need.
All K-12 sites that have completed the 2 year PBIS training cycle through MDE will have Tiered Fidelity Inventory scores (percentage of PBIS system components in place) indicating effective implementation.	70%	80%	85%
Out- of- school suspension of Black, Hispanic, and American Indian students is reduced across all school sites from currently representing 66% of out of school suspensions (while representing 21% of the population) Data will be disaggregated by racial and service student groups.	15%	15%	15%

Intervention 2 (goal 1): Professional development opportunities focused on academic achievement of all students: Professional development opportunities focus on building staffs capacity to make research based, data informed decisions, focused on removing barriers to increase the academic achievement of our underrepresented students of color.

Priority area: Continuous Improvement and Inquiry

Objective this intervention aligns with: 1.2

Narrative description of the critical features of this intervention:

All administrators and instructional staff will be provided initial and ongoing training in the use of district student information and data systems, research based data analyses protocols using multiple data sets disaggregated by racial subgroups, and culturally responsive collaborative inquiry practices (PLCs).

Grade levels to be served: Pre-K- 12

Location of services: All schools

Formative assessment(s) used to inform instructional decision-making: pre and post workshop evaluations, staff survey, peer coaching classroom observations, PLC data reporting.

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

1. After the Test: Closing the Achievement Gaps With Data

<http://racialequitytools.org/resourcefiles/symonds.pdf>

2. Improving Teaching and Learning with Data-based Decisions

<https://pdfs.semanticscholar.org/00e2/977ebb0845c3e01957da6fa78edb750085eb.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
School administrators meet with individual, grade level, or department level staff and teams to review and discuss disaggregated student data to make informed instructional decisions.	Data meetings 1x a year	Data meetings 2x a year	Data meetings 4x a year
Increase percentage of grade level PLC use of multiple, relevant data sources disaggregated by race to inform instructional decisions, evidenced by PLC data reports.	40%	75%	100%

Intervention 3 (goal 1):

Career/college readiness and rigorous coursework for underserved students, including students enrolled in alternative learning centers: High quality, culturally responsive educational programs and increased academic support to students of color are provided Prek-12, to increase access to rigorous coursework leading to career/college readiness and successful graduation.

Priority area: Instruction and assessment

Objective this intervention aligns with: 1.3

Grade levels to be served: Pre-K- 12

Location of services: All schools

Narrative description of the critical features of this intervention: Each instructional staff member is provided ongoing professional development and onsite coaching, focused on our underrepresented students of color to ensure classroom instruction is relevant to, and representative of students lived experiences and personal identities, and builds upon student's prior knowledge and each student's learning rates, interests, funds of knowledge, and assets (culturally responsive instruction). We will be using the AVID program strategies of WICOR as a means for our focused professional learning to increase success within our underrepresented populations. This will work towards ensuring our students are college/career ready. Our outcome is to provide teachers with instructional strategies to support learners in the area of writing, inquiry, organization and reading across the content. Additional learning outcomes include a focus on securing high expectations for underrepresented populations of students while also being reflective of their own racial bias which may create barriers to access and participation. Professional development will be available for all teachers and specifically targeted to those who do not typically work with Black, Hispanic and American Indian students and families with an effort to increase their capacity. A focused effort will be around recruitment of students for programs in which underrepresentation is present and continuing with sustainability and support for these students. We

will measure the impact of this learning through disaggregated data of students by subgroup. Our overall goal being to reduce the racial and economic enrollment disparities in our programming among protected student groups which are measured by the number of students participating in courses in which they are underserved and earning credits. This includes enrolled and successfully completed PSEO courses, College in the Schools courses, World Language courses, and Honors and Advanced Placement courses.

Formative assessment(s) used to inform instructional decision-making: Fountas & Pinnell assessment results, Fastbridge universal screener, MCA's, MAP, ASPIRE, CBMs and grade data, Teaching Strategies Gold

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

1. AVID: <http://www.avid.org/research.ashx>
2. Finding America's Missing AP and IB Students: https://edtrust.org/wp-content/uploads/2013/10/Missing_Students.pdf
3. Teaching Excellence Network: <https://www.f6s.com/teachingexcellencenetworkten>
4. Ed Leader 21: <http://www.edleader21.com>
5. Instructional Coaching: <http://www.annenberginstitute.org/sites/default/files/product/270/files/InstructionalCoaching.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. Data for each KIP will be disaggregated by racial and service student groups.	Target 2018	Target 2019	Target 2020
Increase the number of underrepresented children from diverse backgrounds attending district preschool programs. Data will be disaggregated by racial and service student groups.	358 students	378 students	398 students
Increase implementation of AVID program and strategy at all schools.	100% Grades 5-10	100% Grades 4-11	100% Grades 3-12
As a result of the AVID elective, increase the number of Black, Hispanic and American Indian students who receive passing grades in all course work during middle school. Data will be disaggregated by racial and service student groups.	90% of students in the AVID elective who receive passing grades in all course work	93% of students in the AVID elective who receive passing grades in all course work	95% of students in the AVID elective who receive passing grades in all course work

<p>Increase the percentage of Black, Hispanic, and American Indian students who participate in identified programs (PSEO, CIS, World Language, Honors and AP courses).</p> <p>Data will be disaggregated by racial and service student groups.</p>	<p>5% combined increase in participation as measured by PSEO, CIS, World Language, Honors, and AP courses</p>	<p>10% combined increase in participation as measured by PSEO, CIS, World Language, Honors, and AP courses</p>	<p>20% combined increase in participation as measured by PSEO, CIS, World Language, Honors and AP courses</p>
<p>In grades 9-12, increase the overall course completion percentage of Black, Hispanic and American Indian students. (Credits earned over attempted)</p> <p>Data will be disaggregated by racial and service student groups.</p>	<p>5% increase in course completion rates of Black, Hispanic, and American Indian students.</p>	<p>10% increase in course completion rates of Black, Hispanic, and American Indian students.</p>	<p>15% increase in course completion rates of Black, Hispanic, and American Indian students.</p>

Intervention 4 (goal 1):

Family engagement initiatives will increase the achievement of our underrepresented students of color.

Priority area: Family and Community Partnerships

Objective this intervention aligns with: 1.4

Narrative description of the critical features of this intervention: Our PreK-12 cultural liaisons will connect, engage, and empower our underrepresented students, parents, and families through outreach, affinity group parent and family meetings, parent empowerment courses, parent sessions to learn strategies to support their children toward career and college readiness, and facilitation of student focus groups. Professional development will also be provided to staff to increase their understanding of the many cultures represented in our school communities and to build their capacity to work authentically and effectively with our underrepresented students, parents, and families. Professional development opportunities focus on building capacity to make research based, data informed decisions, focused on removing barriers to increase the academic achievement of our underrepresented students of color as well as reduce racial and economic enrollment disparities as well as reduce racial and economic enrollment disparities.

Grade levels to be served: Pre-K- 12

Location of services: All schools

Formative assessment(s) used to inform instructional decision-making: Parent satisfaction survey, Parent participation rates in sessions and courses.

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

1. A New Wave of Evidence - The Impact of School, Family, and Community Connections on Student Achievement: <http://files.eric.ed.gov/fulltext/ED536946.pdf>
2. Minority Parent & Community Engagement: Best Practice & Policy Recommendations for Closing the Gaps in Student Achievement: https://www.maldef.org/assets/pdf/mco_maldef%20report_final.pdf
3. US Department of Education's Dual Capacity- Building Framework for Family-School Partnerships: <http://www2.ed.gov/documents/family-community/frameworks-resources.pdf> Teaching Excellence Network: <https://www.f6s.com/teachingexcellencenetworkten>

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 number of parents from diverse backgrounds that participate in monthly affinity group meetings, preschool parent involvement meetings, college and career ready sessions, ready for secondary sessions, and parent empowerment courses.	10%	20%	35%
Increase the number of parents of color involved in some capacity in their child's schools.	1 times a year	2 or more times a year	3 or more times a year

Under Minnesota School Desegregation/Integration Rules (Minn. R.3535.0110-0180), a racially isolated district must work with at least one adjoining district to implement cross-district achievement and integration interventions.

Goal 2: By 2020, we will increase our district's racial integration through development of integrated learning environments that prepare students to be effective citizens and enhance social cohesion, as measured by an increase in students from an adjoining district enrolling in courses in Eden Prairie.

Aligns with WBWF areas: All students graduating from high school.

All students attaining career and college readiness.

Objective 2.1: Develop integrated learning environments with an adjoining district that are focused on equity leadership and preparatory content skill development.

Intervention 1 (goal 2): Increase the number of underrepresented students of color who participate in the Dare2 Be Real program. Design a leadership for equity elective course based on the tenets of the Dare2 Be Real program. This is set to be facilitated during the 2017-2018 school year.

Priority Area: Student Engagement and Outcomes

Objective this intervention supports: 2.1

Type of Intervention: Innovative and integrated learning environments

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.

XX Increases cultural fluency, competency, and interaction,

XX Increases graduation rates.

Narrative description of the critical features of the intervention: Through intensive training and structured discussions intended to prepare a new generation for global readiness, Dare 2 Be Real promotes, addresses, and discusses racial equity and student leadership. Through cross-cultural coalitions, student use their knowledge, skills, and voices to become actively involved in the community. Eden Prairie will develop opportunities for Eastern Carver County students to participate in Eden Prairie's Dare 2 Be Real program.

Eden Prairie will also develop the tenets of the Dare 2 Be Real program into an elective course for credit at the high school and market course enrollment to students from neighboring Eastern Carver County Schools. Students taking this course will leave prepared to addresses, and discuss racial equity through their work as student leaders. Through cross-cultural coalitions, student will use their knowledge, skills, and voices to become actively involved in the community. Both these efforts will result in an increase in integrated learning opportunities between the two districts.

Grade levels to be served: 9-12

Location of services: Dare 2 Be Real program and leadership for equity elective course at Eden Prairie High School. Possible expansion of Dare2Be Real to CMS in year three of the AI plan.

Formative assessment(s) used to inform instructional decision-making: Dare 2Be Real student enrollment, graduation rate trend.

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

1. Cultural Identity and Education: A Critical Race Perspective:
<http://files.eric.ed.gov/fulltext/EJ1065655.pdf>
2. Student-Centered Schools: Closing the Opportunity Gap
<https://edpolicy.stanford.edu/sites/default/files/scope-pub-student-centered-research-brief.pdf>
3. The Storytelling Project: Learning About Race and Racism through Storytelling and the Arts: http://www.racialequitytools.org/resourcefiles/stp_curriculum.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. Data for each KIP will be disaggregated by racial and service student groups.	Target 2018	Target 2019	Target 2020
Student enrollment in the Dare 2 Be Real program will increase at the high school. D2BR students: 16-17: 20, 17-18: 33	10%	15%	20%

The number of Eden Prairie School district students enrolling into the Intro to Social Justice elective course in Eden Prairie will increase.	2% Increase from 0 number of participants to 6 number of participants	5% Increase from 6 number of participants to 54 number of participants	10% Increase from 54 number of participants to 70 number of participants
The number of out of district students enrolling into the Intro to Social Justice elective course in Eden Prairie will increase.	2%	5%	10%

Intervention 2 (goal 2): Increase the number of underrepresented students of color who participate in a summer preparatory math course(s).

Priority Area: Student engagement and outcomes

Objective this intervention supports: 2.1

Type of Intervention: Innovative and integrated learning environments

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 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 this intervention: Eden Prairie Schools, in collaboration with Eastern Carver County Schools, will develop and implement a summer preparatory learning course designed to build and strengthen students' math skills to increase the number of students who enroll and succeed in secondary level advanced math courses. This course will enroll underrepresented students of color from Eden Prairie Schools with students from Eastern Carver County Schools in an effort to offer an innovative and integrated learning environment to students from both districts. Selected staff from both districts will engage in professional development focused on cultural relevance and responsiveness, will plan and develop the summer preparatory math course(s), and implement the four-week course(s).

Grade levels to be served: 7th grade students

Location of services: CMS

Formative assessment(s) used to inform instructional decision-making: Pre and post student math assessment.

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

1. A National Dilemma: African American Students Underrepresented in Advanced Mathematics Courses: <http://files.eric.ed.gov/fulltext/ED492138.pdf>
2. Part III of the 2013 Brown Center Report on American Education: Advanced math at 8th grade: <https://www.brookings.edu/research/advanced-math-in-eighth-grade/>

3. The Building Blocks of Success Higher-Level Math for All Students:

<http://www.achieve.org/files/BuildingBlocksofSuccess.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. Data for each KIP will be disaggregated by racial and service student groups.	Target 2018	Target 2019	Target 2020
We will increase the number of underrepresented students of color who participate in Eden Prairie's integrated learning summer preparatory math course(s).	5%	10%	15%

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)). The Eden Prairie Achievement Integration plan creates efficiencies by focusing program, staff, and resources on our underrepresented students of color to ensure we provide for our students who are most vulnerable to be lost and underperform within traditional educational programs, while at the same time recognizing that this focus will benefit all students in Eden Prairie. This plan helps ensure we are not duplicating programs and services, running parallel programs for students, but rather those designed to provide the level of support our underrepresented students need to be successful and career and college ready.