



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: West Saint Paul, Mendota Heights Eagan Area School District
 District's Integration Status: Racially Identifiable School (RIS)

Superintendent's Name: Dr. Nancy Allen-Mastro
 Phone: 651-403-7001
 E-mail: nancy.allenmastro@isd197.org

Plan submitted by:
 Name: Marcy Doud
 Title: Assistant Superintendent
 Phone: 651-403-7004
 E-mail: marcy.doud@isd197.org

Racially Identifiable Schools (RIS) within District

If you have been notified by MDE that your district has one or more racially identifiable schools, please list each of those schools below, follow instructions on page 9 to add additional lines as needed.

1. Moreland Arts and Health Sciences Magnet School
- 2.
- 3.

Plans for racially identifiable schools will include the same information and follow the same format as that provided for district-wide plans. The RIS plan section starts on page six of this document.

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: Dr. Nancy Allen- Mastro
 Signature

Date Signed:

School Board Chair: Joanne Mansur
 Signature

Date Signed:

Integration Collaborative Member Districts

If your district belongs to one, list the districts in your collaborative and their integration status. Follow instructions on page 9 to add additional lines as needed.

Name of Collaborative:

- | | | | |
|----|--------------------|----|--------------------|
| 1. | RI | 5. | Integration Status |
| 2. | Integration Status | 6. | Integration Status |
| 3. | Integration Status | 7. | Integration Status |
| 4. | Integration Status | 8. | Integration Status |

Detailed directions and support for completing this plan are provided in the Achievement Integration Plan Guide available online at <http://education.state.mn.us/MDE/dse/acint/>.

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 our district's plan and for your Racially Isolated School (RIS), as applicable.

Community Collaboration Council for RIS: Mary Pirela, Carlos Morales, Jonathan Ehrlich, Heidi Koury, Lynn Loney, Scott Toulman, Stacey Schuessler, Marcy Doud, Mark Quinn, Chia Lee

Post to District Website

Prior to your district's 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.

Submitting This Plan

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

GOAL # 1: District 197 will increase the percentage of Hispanic students meeting or exceeding standards on the MCA III Reading test from 39% to 49% by June 2020.

Aligns with WBWF area: All racial and economic achievement gaps closed.

Objective 1.1: Improve academic outcomes by implementing instructional coaches highly trained in culturally responsive teaching strategies.

Objective 1.2: Improve the implementation of culturally responsive teaching strategies by offering high quality Equity training from the board to the teachers.

Objective 1.3: Increase the number of students who attend afterschool programming that promotes integration and is rich in culture and academics (reading and math vocabulary).

GOAL # 2: District 197 will increase by 10% each year, by 2020, the percent of students enrolled in AVID who meet the ACT College Ready benchmark in Reading, as measured by the NWEA MAP test.

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

Objective 2.1: Increase the number of students identified as Hispanic and Black who take a rigorous course and are supported in a AVID elective class.

Objective 2.2: Increase the number of students identified as Hispanic and Black who receive an A or B in both semesters of a rigorous course through the support of AVID.

Objective 2.3: Increase teacher effectiveness and fidelity of implementing AVID strategies in the elective class and school wide.

GOAL # 3: District 197 will increase the number of parent who participate in a structured parent engagement event (parent academy, parent seminar, parent literacy/ math nights) from an unduplicated count of 63 to 175 parents by 2020.

Aligns with WBWF area: All students graduate from high school.

Objective 3.1: Increase parent participation of typically underrepresented families by offering Spanish and Somali Parent Academy classes.

Objective 3.2: Increase parent engagement by offering parent academy classes as well as seminars to better align with family schedules/ needs.

Objective 3.3: Increase the number of students identified as Hispanic and Black who are on track to graduate by providing direct support to parents, students, and teachers in Career and College planning starting in 7th grade.

Follow instructions on page 9 to add goals and objectives, changing the number for additional goals.

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. Provide the information requested for each intervention.

Follow instructions on page 9 to add interventions template as needed. Change the number for each additional intervention.

Requirement At least one intervention must be designed and implemented to bring together students from the racially isolated district with students from that district's adjoining and voluntary AI districts (Minn. Rule 3535.0170).

Intervention 1 Culturally Responsive Teaching Strategies

Priority Area:Instruction and Assessment

Objective this intervention supports: Objective #1.1

Type of Intervention: Professional Development:academic achievement

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: The National Urban Alliance will provide professional development on High Operational Practices (HOP), which are researched based culturally responsive strategies that are proven to increase student outcomes. Added change will be to hire an outside consultant to work with buildings to:

- Development of a personal leadership equity theory of action
- Observing habits of mind, navigating cognitive dissonance
- Understanding intent vs impact—holding others in high regard, holding ourselves to high standards
- Continued development and practice with our equity lens—to include case studies
- Detecting de-railing—then re-railing equity conversations.
- Key definitions (social justice, racism, educational equity, etc.) to level the playing field for conversation.
- Review findings from 2015 Equity Assessment
- Discussion of next steps

Grade levels to be served:K-12

Location of services: elementary, middle school, and high school buildings

Formative assessment(s) used to inform instructional decision-making: NWEA- MAP Reading Assessment, the MN Comprehensive Assessment (MCA) - Reading, and the Benchmark Assessment System. Other data includes building and classroom walk through assessment.

Evidence of research-based: Indicate the rigorous, objective research analysis that provides evidence this intervention is proved to improve student achievement. <http://www.nuatc.org/our-results/case-studies/>

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
Instructional Coaches are trained to become certified HOP trainers to build our "train the trainer" system	50%	70%	100%
Implementation walk-through indicate increased use of implementation of culturally responsive strategies (CITW walk	40%	60%	80%

through system)			
Increased number of students identified as Hispanic or Black meeting grade level benchmarks on the NWEA-MAP Spring to Spring	40%	60%	70%

Intervention 2: Access and Increased Outcomes to Rigorous Courses

Priority Area: Student Engagement and Outcomes

Objective this intervention supports: Objective #2.1

Type of Intervention: College and Career Readiness/Rigorous Coursework

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: Students that are identified as Hispanic and Black are underrepresented in our rigorous classes. Students have expressed an interest in enrolling in a high interest rigorous course, however, pre-requisites, lack of skill, or student fears have impacted enrollment in rigorous courses. AVID teachers will work collaborately with other teachers and counselors to target enroll students who don't meet prerequisites, but could be successful in a rigorous course with the help of an AVID elective. Enrichment academic programs other than AVID, include ALMAS (Anglos Latinos Motivated to Succeed) and Model UN. Dodge Nature Center partners with the District to build career and college STEM pathways. Added change is that we set up 2 external sites for CCR internships- Careers in Transportation Business & Technologies and Healthcare Careers & Medicine. Students can leave the internship with a certificate in either field. Access to the external internships is a barrier for students in poverty and/or do not have access to personal transportation during the day. Funds will be added to transport students to provide equal access and an intergrated internship.

Grade levels to be served: 7-12

Location of services: Middle and High School

Formative assessment(s) used to inform instructional decision-making: NWEA-MAP and MCA III- Reading, Math, Science. Other data includes building and classroom walk through assessment.

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

<http://www.avid.org/research.ashx>

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 number of Hispanic and Black students enrolled in a rigorous course aligns with District enrollment	26%	32%	39%
The number of Hispanic and Black students who receive an A or B in a rigorous course for first semester.	50%	70%	100%

Intervention 3: Parent Academy

Priority Area: Family and Community Partnership

Objective this intervention supports: Objective #3.2

Type of Intervention: Family Engagement Initiatives: student achievement

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: Parent Academy/ Seminar will assist parents in navigating the educational system, increase their understanding of their role in their child's education, what career and college ready means, and how the district's curriculum and instruction is used to support student's learning.

Grade levels to be served: K-12

Location of services: elementary, middle, and high school

Formative assessment(s) used to inform instructional decision-making: NWEA- MAP and MCA. Other data used included the Parent survey, teacher survey, and parent focus sessions.

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

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
Parental increased understanding of the the content presented at either a Parent Academy or Parent Seminar.	80%	90%	100%
Increased attendance of typcially under-represented families at other community events (non-Parent Academy/ Seminar)	10%	20%	30%
Increased sign-up/ access on Parent Portal of typcially under-represented families.	65%	75%	85%

Racially Identifiable School(s)

If the Minnesota Department of Education (MDE) has notified you 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.

If MDE has not notified your district that one of your sites is an IRS, please delete this section.

RIS Goal #1: District 197 will increase by 10% each year, until 2020 the number of students participating in integrated after school activities in order to increase racial and economic integration.

Aligns with WBWF area: All third graders can read at grade level.

RIS Objective 1.1: Increase the number of students from the other four elementary schools who participate in Moreland's afterschool enrichment magnet activities.

RIS Objective 1.2: Increase the number of Hispanic students who attend Moreland in district-wide enrichment after school programs.

RIS Objective 1.3: Increase target marketing of Moreland's Arts & Health Sciences afterschool programs to families identified as white.

RIS Goal #2: Moreland will increase the percentage of Hispanic students meeting or exceeding standards on the MCA III Reading test from 38.7% to 49% by June 2020

Aligns with WBWF area: All children ready for school.

RIS Objective 2.1: Increase the number of students identified as Hispanic who participate in a Kindergarten Readiness Camp.

RIS Objective 2.2: Increase parental understanding of "school ready" by providing Kindergarten ready resources to parents.

RIS Objective 2.3: Increase student's knowledge and comfort level of Kindergarten expectations/ routines.

Requirement: At least one RIS Objective shall be to increase racial and economic integration at that school.

Follow instruction on page 9 to add goals and objectives, changing the number for additional goals.

RIS INTERVENTIONS

Directions Racially identifiable schools may use AI revenue for the interventions listed in the *Type of Intervention* drop-down menus below. Provide the information requested for each intervention.

Follow instructions on page 9 to add interventions. Change the number for each additional intervention.

RIS Intervention 1: Integrated After School Activities

Priority Area: Student Engagement and Outcomes

Objective this intervention supports: Objective #1.2

Type of Intervention: Integrated PK-12 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.
- Increases cultural fluency, competency, and interaction,
- Increases graduation rates.

Narrative description of the critical features of the intervention: To provide engaging integrated after school programs at no cost to students and families that incorporate Moreland's magnet theme of Arts and Health Sciences.

Grade levels to be served:K-4

Location of services:Elementary School and the local YMCA

Formative assessment(s) used to inform instructional decision-making: NWEA MAP-Reading and MCA III Reading. Other data includes parent survey information and building walk throughs of after school programs.

Evidence of research-based: Indicate the rigorous, objective research analysis that provides evidence this intervention is proved to improve student achievement.
<http://igniteafterschool.org/bibi/>

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 number of Hispanic students at Moreland who attended an integrated after school program.	25	30	35
The number of White students from other elementary schools who attend an integrated after school program.	15	25	35

RIS Intervention 2: K Camp

Priority Area: Student Engagement and Outcomes

Objective this intervention supports: Objective #2.1

Type of Intervention: Integrated PK-12 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.
- Increases cultural fluency, competency, and interaction,
- Increases graduation rates.

Narrative description of the critical features of the intervention: To provide an engaging and integrated Kindergarten Camp at no cost to students and families that assist students who have not had a structured preschool experience, be ready for Kindergarten.

Grade levels to be served: Incoming Kindergarten students

Location of services: Moreland

Formative assessment(s) used to inform instructional decision-making: Pre-school screening.

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

<http://www.nea.org/home/18226.htm>

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 number of Hispanic students who attend K camp.	40%	60%	80%
The number of students who has a 95% attendance rate for K Camp.	70%	80%	90%

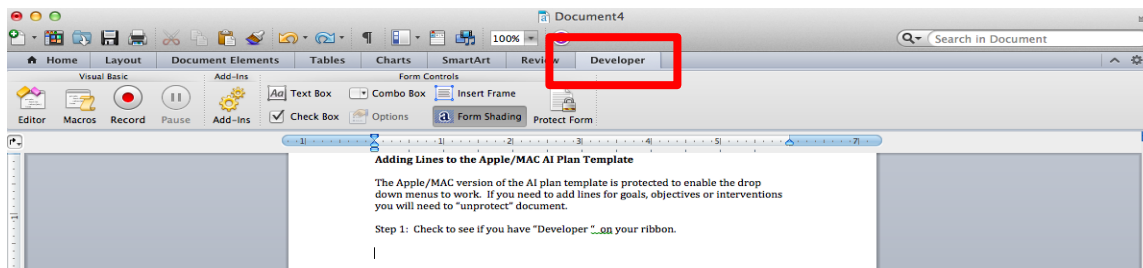
Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, Subd. 2 (c)). To create efficiencies and eliminate duplicative programs, there will be one person overseeing and managing the actions of the District's A/I plan and reporting to building principals at the scheduled monthly meeting. They will also connect with other programs/ departments in the district so all parties are aware of out District's A/I plan.

Adding Lines to the AI Plan Template (Word for MAC)

The Apple/MAC version of the AI plan template is protected to enable the drop down menus to work. If you need to add lines for goals, objectives or interventions you will need to “unprotect” the document.

Step 1: Check to see if you have “Developer “ on your ribbon.



To add Developer to your toolbar

On the Word menu, click Preferences.

Under Personal Settings, click Ribbon.

In the “Tab or Group Title” box scroll down and check Developer

Developer should now show up on your toolbar.

Step 2: Click on the “Protect Form” icon on the ribbon. If the icon is shaded the form is protected, you will not be able to add lines. Click on the icon to “unprotect” the form.

Step 3: Copy and paste the section of the form you need added.

Step 4: Remember to protect the form to enable the drop downs to work.