



**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:** District 282 - St. Anthony New Brighton  
District's Integration Status: Adjoining District

Superintendent's Name: Bob Laney  
Phone: 612-706-1150  
E-mail: [blaney@stanthony.k12.mn.us](mailto:blaney@stanthony.k12.mn.us)  
Email: [rcorneille@stanthony.k12.mn.us](mailto:rcorneille@stanthony.k12.mn.us)

Plan submitted by: Renee Corneille  
Title: Principal  
Phone: 612-707-1031

**Racially Identifiable Schools (RIS)**

If you have been notified by MDE that your district has a racially identifiable schools, please list each of those schools below, adding additional lines as needed.

- |                     |                     |
|---------------------|---------------------|
| 1. Enter text here. | 4. Enter text here. |
| 2. Enter text here. | 5. Enter text here. |
| 3. Enter text here. | 6. Enter text here. |

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.

**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, entire it here: Columbia Heights and West Metro Education Program

- |                       |                       |
|-----------------------|-----------------------|
| 1. A                  | 3. Integration Status |
| 2. Integration Status | 4. Integration Status |

**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 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: Bob Laney  
Signature:

Date Signed:

School Board Chair Barry Kinsey  
Signature:

Date Signed:

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

Multi-District Collaboration Council: WMEP - WREP.

Community Collaboration Council for RIS:

**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.

<http://www.stanthony.k12.mn.us/sites/default/files/documents/2016%20AI%20For%20Website.pdf>

**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:** Increase by 10% the proficiency of students as measured by Reading, Math, and Science MCA by June, 2020

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

**Objective 1.1:** To provide effective, intense, and specific instruction to students in the areas of Math, Science, and Reading (in content area classes).

**Objective 1.2:** To provide co-teachers and content area teachers training in Guided Language Acquisition Design to develop students' metacognitive use of high level, academic language and literacy.

**Objective 1.3:** To develop a professional learning communities within the high school math and middle school science department by using the Data Coaching model.

**Objective 1.4:** To prepare middle to low scoring students for academic and social emotional success in 9th grade and beyond through an intensive Summer Writing Seminar.

**Objective 1.5:** To prepare middle to low scoring students for academic and social emotional success in 9th grade and beyond through the AVID Summer Algebra Bridge Program.

**GOAL # 2:** Increase by 15% the engagement of students of color as measured by student report card grades and by student engagement surveys by June 2020.

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

**Objective 2.1:** To develop a family, school and community partnership program at both the high school and elementary school.

**Objective 2.2:** To provide a specific interventions for students who are at risk of failing for either academic or social emotional reasons through a trained paraprofessional.

**Objective 2.3:** To provide training to all staff regarding implicit bias and cultural identity.

**Objective 2.4:** To empower young people as racial equity leaders with opportunities to facilitate discussions and engage in collaborative inquiry and cross-cultural learning experiences.

To add goals and objectives, copy and paste the text above. Go to the developer tab and click on *protect form*. Copy and paste. Click on *protect form* again.

## 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 with students from that district's adjoining and 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 Co-Teaching and Co-Planning

**This intervention supports the following goal objective:** 1.1

**Type of Intervention:** Integrated PK-12 learning environments.

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). 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:** We will train 4 teachers at the middle school and 4 teachers at the high school on how to implement co-teaching. Co-teaching is an instructional delivery model where two licensed teachers work together to instruct a classroom of heterogeneous students. Students in co-taught classes will be heterogenous, but students who are identified as below grade-level (NWEA MAP testing) will also be scheduled specifically in co-taught classrooms. Co-teaching success is dependent on ensuring the following: effective communication between co-teachers, administrative support, similar educational philosophies, and shared planning time. To ensure the success of Co-teaching/planning we will make sure staff are given the time to communicate, plan instruction, and an avenue to connect with administration based on ongoing needs. Students in co-taught classes will be heterogenous, but students who are identified as below grade-level (NWEA MAP testing) will also be scheduled in co-taught classrooms.

Grade levels to be served: 6-11

Location of services: Middle and High School

**Formative assessment(s) used to inform instructional decision-making:** (Minn. Stat. § 124D.861 Subd. 2 (b)): The high school math and science department will develop curriculum based measures (using a research developed model from the University of Minnesota <http://www.cehd.umn.edu/EdPsych/RIPS/CBM%20overview/CBMOverviewslices.pdf>) to assess student growth. This student growth will provide data to guide our co-teaching intervention. In addition, AIMSWeb will be used to monitor students' progress in literacy in the middle school co-taught science classrooms. <http://www.aimsweb.com/assessments/features/assessments/maze>

**Evidence of research-based:** (Minn. Stat. § 124D.861 Subd. 2 (b)). Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Co-Teaching: [http://www.specialconnections.ku.edu/?q=collaboration/cooperative\\_teaching](http://www.specialconnections.ku.edu/?q=collaboration/cooperative_teaching)

<http://www.csun.edu/sites/default/files/Meta-Analysis-Co-Teaching-Research.pdf>

Curriculum-Based Measures: <http://www.progressmonitoring.org/>

Progress Monitoring: <http://www.letsoglearn.com/reviews/comments/aimsweb/>

**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
All co-teaching pairs will have 2 days of paid summer curriculum writing time to prepare for classroom..	100%	100%	100%
All co-teaching pairs will have shared prep time to do co-planning	50%	100%	100%
Creation of Science Curriculum Based Measurements	20 Measures (twice a month)	40 Measures (Weekly)	40 Measures (Weekly)
Creation of Math Curriculum Based Measurements	20 Measures (twice a month)	40 Measures (Weekly)	40 Measures (Weekly)
Students in co-taught classes will show growth on curriculum based measures.	50% (students)	75% (students)	100% (students)

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

**Intervention #2** Guided Language Acquisition Design implemented with fidelity in co-taught classrooms.

**This intervention supports the following goal objective:** 1.2

**Type of Intervention:** Integrated PK-12 learning environments.

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). 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:** High school and middle school co-teaching dyads will be trained in Guided Language Acquisition Design (GLAD), “GLAD is an instructional model with clear, practical strategies promoting positive, effective interactions among students and between teachers and students. GLAD develops metacognitive use of high level, academic language and literacy” (Project GLAD 2012). GLAD allows for training that is in the classroom. While GLAD training occurs, students will be provided direct instructional support. It is an integrated model.

Grade levels to be served: 6-11

Location of services: Middle and High School

**Formative assessment(s) used to inform instructional decision-making:** (Minn. Stat. § 124D.861 Subd. 2 (b)): Observations will be conducted (by building administrators and GLAD affiliates) of teaching practices to evaluate the fidelity of GLAD implementation by the teachers.

<http://projectgladstudy.educationnorthwest.org/sites/default/files/Observation%20Protocol.pdf>

**Evidence of research-based:** (Minn. Stat. § 124D.861 Subd. 2 (b)). Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. GLAD is a United States Department of Education, OBEMLA, Project of Academic Excellence; a California Department of Education Exemplary Program, a model reform program for the Comprehensive School Reform Design, and training model for five Achieving Schools Award Winners. It was the recommended K-8 project by the California State Superintendent of Schools for teachers of English learners. It is also highlighted as a California Department of Education “Best Practices” program for Title III professional development funding. (Project GLAD 2012) Link: <http://educationnorthwest.org/sites/default/files/events/resources/impact-of-project-glad-paper-508.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
Co-teaching dyads will be trained in GLAD	100% Certified	100% Certified	100% Certified
Administrators will be trained in GLAD to provide proper observation and evaluation.	50% Certified	100%	100%
MCA Math Grade 11 Proficiency Rate increase - Students of Color	65%	65%	73%
MCA Math Grade 11 Proficiency Rate increase - White Students	70%	73%	73%
MCA Sciece Grade 8 Proficiency Rates increase - Students of Color	45%	60%	70%
MCA Sciece Grade 8 Proficiency Rates increase - White Students	63%	68%	70%
MCA Reading Grade 8 Proficiency Rates increase – Students of Color	48%	60%	75%
MCA Reading Grade 8 Proficiency Rates increase - White Students	70%	75%	78%

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

**Intervention #3** Professional Learning Communities utilizing a Data Coaching Model.

**This intervention supports the following goal objective:** 1.3

**Type of Intervention:** Professional Development:academic achievement

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). 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:** Data coaching is a framework for collaborative inquiry with the goal of improving teaching and learning. Professional learning communities will be led by a trained data coach that will use an approach that has data teams (PLCs) set agreements about how they will work with each other, how they are mutually accountable, and how to discuss the “undiscussables”. With established group norms teams will analyze demographically disaggregated data with collaborative inquiry. Changes in instructional practices will occur based on analysis of disaggregated student formative assessment data. One thing to note, we will be using the term professional communities identified in the research of Dr. Seashore-Louis from the University of Minnesota. Not to be confused with the common professional learning communities presented by Dufour. Research below identifies the research based professional communities we will utilize in our data coaching groups. Along with the data-coaching model.

Grade levels to be served: K-12

Location of services: District-Wide

**Formative assessment(s) used to inform instructional decision-making:** (Minn. Stat. § 124D.861 Subd. 2 (b)): Administrative fidelity checks of the trained data coach facilitator.

**Evidence of research-based:** (Minn. Stat. § 124D.861 Subd. 2 (b)). Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Data Coaching: <http://www.usingdatasolutions.org/files/111747308.pdf>

Professional Communities: <http://www.curriculum.org/LSA/files/LSAcreatingandsustainingFeb08.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
Middle School Science Department will meet monthly with data coach during a department meeting.	9x	9x	9x
Middle School Science Department will have quarterly all-day Data Coaching day	100%	100%	100%
Middle School Science Department will observe other teachers in their department along with teachers outside of their department.	0	1x	3x



High School Math Department will meet monthly with data coach during a department meeting.	4x	9x	9x
High School Math Department will have quarterly all-day Data Coaching days.	50%	100%	100%
High School Math Department will develop a data coach facilitator within the department (vs. having a data coach provided)	0	Mirror trained facilitator	Full facilitation by a math teacher
Math Department will observe other teachers in their department along with teachers outside of their department (and middle school math teachers)	0	1x	3x

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

**Intervention #4** Hire a Family and Student Engagement Coordinator at both the High School and Elementary School.

**This intervention supports the following goal objective:** 2.1

**Type of Intervention:** Family Engagement Initiatives: student achievement

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). 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:** We will train 2 Family and Student Engagement coordinators to implement a school equity action team. Staff will be trained in Module 1 "Developing Partnerships" from Minnesota Department of Education. Our Engagement Coordinators will create a representative action team. Action team will assess current family engagement needs, organize new relationships, and implement/evaluate action taken by the team. This team will conduct and lead all family engagement initiatives. Team will also teach lessons directly to students regarding equity and dismantling racism

Grade levels to be served: K-5 and 9-12      Location of services: Elementary School and High School

**Formative assessment(s) used to inform instructional decision-making:** (Minn. Stat. § 124D.861 Subd. 2 (b)): Quarterly survey to school/family community - based on the goals created by the action team. Survey will allow for changes in academic/behavior interventions along with changes in how the team communicates to stakeholders. End of the year we will ask families to complete the MDE Parent-Caregiver Survey.

**Evidence of research-based:** (Minn. Stat. § 124D.861 Subd. 2 (b)). Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. <http://education.state.mn.us/MDE/dse/fsce/mod/Eng/index.htm> "Research has shown that engaging families in education increases student achievement and decreases dropout rates. Effective family engagement is a set of day-to-day practices, attitudes, beliefs and interactions that support learning at home, at school, after school, and during the summer. Educators should promote engagement that is systemic, sustained, and integrated into school improvement efforts." (MDE website)

**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
Equity Action Team Formed with stakeholder representation (administration, two teachers, two parents, school counselor, community member).	75% Membership	100%	100%
Equity Action Team meets monthly	50%	75%	100%
Equity Action Team teaches students equity lessons	Grades 4-5	Grades 2-5	Grades K-5

**Intervention #5** One-on-One interventions (Academic/Behavior) for students who qualify.

**This intervention supports the following goal objective:** 2.2

**Type of Intervention:** Family Engagement Initiatives: student achievement

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). 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:**

A highly trained paraprofessional will work one-on-one with students on either math, reading, or executive function skills. Paraprofessional will work with identified students in 20-30 minute sessions (6-7 sessions a day), five days a week. We will identify the need (universal screens/progress monitoring) before providing the intervention. If the need (based on a universal screen) is academic an academic intervention will be provided and progress monitored (AIMSWeb) if the need is behavior an executive function intervention will be provided and progressed monitored. We feel this specific and timely intervention will make students also feel safe in the school. Safe to learn and also develop the social skills needed to navigate a school structure. While also providing an additional, safe, and invested adult in the lives of students.

Grade levels to be served: K-5 and 9-12

Location of services: Elementary and High School

**Formative assessment(s) used to inform instructional decision-making:** (Minn. Stat. § 124D.861 Subd. 2 (b)): Progress Monitoring for Academic Interventions (reading and math) with AIMSWeb. We are currently looking for a progress monitoring tool for student's social emotional skills (executive functioning and behavior). Family and Student Engagement coordinator will conduct observations of paraprofessional for fidelity of implementation.

**Evidence of research-based:** (Minn. Stat. § 124D.861 Subd. 2 (b)). Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

The main purpose of the identified paraprofessional will be to provide direct and timely academic support in either math, reading, or executive functioning skills. With tools from our established academic intervention curriculum - Read 180, Leveled Literacy, and Do the Math. We currently do not have a specific curriculum to teach the executive function skills, but we are looking into implementing Check and Connect: <http://checkandconnect.umn.edu/>.

Furthermore, this paraprofessional will provide consistent and needed support to students. Research tells us that when children have "other" adults in their life that show care, students feel safe.

The Search Institute - 40 Developmental Assets for Adolescents

Search Institute has identified the following building blocks of healthy development—known as Developmental Assets—that help young children grow up healthy, caring, and responsible. Source: <http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18> This intervention will not only provide academic interventions, but allow for students to develop a connection with another adult: Taken from the 40

Developmental Assets: Other Adult Relationships - Young person receives support from three or more nonparent adults.

**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
Panorama Survey - Student Safety Strand - Students of Color - Percent Favorable	65%	70%	75%
Panorama Survey - Student Safety Strand - White Students - Percent Favorable	72%	74%	75%
Percent of students of color at the high school receiving a D or F on their report card will decrease by 20% by June 2020	10% Decrease	15%	20%

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

**Intervention #6** Utilize an Equity and Instructional Coach

**This intervention supports the following goal objective:** 1.3 and 2.3

**Type of Intervention:** Professional Development:academic achievement

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). 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 equity and instructional coach (E&I coach) will provide professional development to all teachers in departments at all levels, K-12. This professional development will address certain aspects of implicit bias and cultural identity training that research shows are effective in developing racially and culturally equitable schools. The E&I coach will act as the family engagement coordinator at the middle school and work with the other family engagement coordinator to guarantee the programs run through the family engagement coordinators will reflect the content of the MDE. The E&I coach will be a data-coach for several departments and will also ensure the data-coaching process is run with fidelity at all levels.

Grade levels to be served: K-12

Location of services: District-Wide

**Formative assessment(s) used to inform instructional decision-making:** (Minn. Stat. § 124D.861 Subd. 2 (b)): Teachers will self-report quarterly on goals related to equity work.

Yearly MDE parent-care-giver survey will be given.

Review agendas for monthly Family and Student Engagement coordinators and administration meetings.

Review agendas for monthly Data Coaching meeting.

**Evidence of research-based:** (Minn. Stat. § 124D.861 Subd. 2 (b)). Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Boykin, A. W. (2011). *Creating the opportunity to learn: moving from research to practice to close the achievement gap*. Alexandria, VA: ASCD.

Ferguson, R. F. (2014). *Elements of a 21st Century Movement for Excellence with Equity*. *The Journal of Negro Education*, 83 (2), 103-120.

Ferguson, R. F. (2003). *Teachers' Perceptions and Expectations and the Black-White Test Score Gap*. *Urban Education*, 38 (4), 460-507.

Ladson-Billings, G. (2006). *From the achievement gap to the education debt: Understanding achievement in U.S. schools*. *Educational Researcher*, 35 (7), 3-12.

Palmer, E. L. (2013). *Talking about Race: Overcoming Fear in the Process of Change*. Ann Arbor: ProQuest LLC.

Pollock, M. (2010). *An Intervention in Progress: Pursuing Precision in School Race Talk*. In M. Shinn, *Toward Positive Youth Development, Transforming Schools and Community Programs*. Oxford Scholarship Online.

Tatum, B. D. (2003). *"Why Are All the Black Kids Sitting Together in the Cafeteria?" and Other Conversations about Race* (5th Edition ed.). New York, NY, United States: Basic Books.

**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
Provide monthly trainings for all staff on equity	17 trainings	20	23
Meet individually with under-represented families	10% of the families	15%	20%
Provide monthly trainings for family engagement coordinators	5	7	9
Provide monthly trainings for data-coaches	5	7	9

## Intervention #7 Summer Seminar Writing Course

**This intervention supports the following goal objective:** 1.4

**Type of Intervention:** Integrated PK-12 learning environments.

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). 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:** Summer Seminar is a collaborative program between Columbia Heights and St. Anthony New Brighton Public Schools. During Summer Seminar teachers and students entering 9th grade from both districts come together for an intensive five week writing course with the overarching themes of self identity, community, equity and integration. Each week students participate in a field experience that correlates to the themes taught in the course, and then write about their experiences. The course culminates with students presenting their final composition to parents and other invited guests.

Grade levels to be served: Students entering 9<sup>th</sup> Grade      Location of services: Columbia Heights Public Schools and off campus field experiences such as college visits, Bdote American Indian Site, etc

**Formative assessment(s) used to inform instructional decision-making:** (Minn. Stat. § 124D.861 Subd. 2 (b)): Writing Rubrics developed by Teachers.

**Evidence of research-based:** (Minn. Stat. § 124D.861 Subd. 2 (b)). Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

“Comparing achievement gains separately over the school year and the summer months reveals that much of the achievement gap originates over the summer period, when children are not in school.” Alexander, K. L., Entwisle D. R., and Olson L. S. (2007). Summer learning and its implications: Insights from the Beginning School Study. *New Directions for Youth Development*, 114, 11–32.

“Low-income students continue to perform at considerably lower levels than their higher-income peers in reading and mathematics. Research has shown that students’ skills and knowledge often deteriorate during the summer months, with low-income students facing the largest losses.” McCombs, J. S., Augustine, C. H., Schwartz, H. L., Bodilly, S. J., McInnis, B., Lichter, D. S., and Cross, A. B. (2011). *Making summer count: How summer programs can boost children's learning*. Santa Monica, CA: The RAND Corporation.

John Hattie conducted a meta-analysis of effect sizes influence on learning and achievement. In the analysis, summer vacation shows a negative effect size whereas several of the component of the Summer Seminar Writing Course was found to have a positive and significant effect size. Examples include: providing feedback, microteaching, intervention, classroom discussion, writing and math programs, teacher-student relationship, and cooperative learning environments. Hattie, John (2012) *Visible learning for teachers*. Routledge (New York & London)

**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
Summative assessment indicates growth in writing proficiency. (% of students)	80%	90%	100%
Students report feeling prepared for 9th grade English	80%	90%	100%

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



## **Intervention #8** AVID Summer Bridge Algebra Readiness Program

**This intervention supports the following goal objective:** 1.5

**Type of Intervention:** Integrated PK-12 learning environments.

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). 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 AVID Summer Bridge Algebra Readiness Program is a collaboration between Columbia Heights and St. Anthony New Brighton Public Schools. The program is designed to strengthen math skills for students entering 9th grade. The course will be integrated with students from both districts and co-taught by a teacher from each district. Students will complete 15 units of study that will prepare them for success in high school.

Grade levels to be served: Entering 9<sup>th</sup> Grade Location of services: Columbia Heights Public Schools

**Formative assessment(s) used to inform instructional decision-making:** (Minn. Stat. § 124D.861 Subd. 2 (b)): Interactive notebooks, weekly progress monitoring

**Evidence of research-based:** (Minn. Stat. § 124D.861 Subd. 2 (b)). Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

“Comparing achievement gains separately over the school year and the summer months reveals that much of the achievement gap originates over the summer period, when children are not in school.” Alexander, K. L., Entwisle D. R., and Olson L. S. (2007). Summer learning and its implications: Insights from the Beginning School Study. *New Directions for Youth Development*, 114, 11–32.

“Low-income students continue to perform at considerably lower levels than their higher-income peers in reading and mathematics. Research has shown that students’ skills and knowledge often deteriorate during the summer months, with low-income students facing the largest losses.” McCombs, J. S., Augustine, C. H., Schwartz, H. L., Bodilly, S. J., McInnis, B., Lichter, D. S., and Cross, A. B. (2011). *Making summer count: How summer programs can boost children's learning*. Santa Monica, CA: The RAND Corporation.

John Hattie conducted a meta-analysis of effect sizes influence on learning and achievement. In the analysis, summer vacation shows a negative effect size whereas several of the component of the Summer Seminar Writing Course was found to have a positive and significant effect size. Examples include: providing feedback, microteaching, intervention, classroom discussion, writing and math programs, teacher-student relationship, and cooperative learning environments. Hattie, John (2012) *Visible learning for teachers*. Routledge (New York & London)

**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
Summative assessment indicates growth in math proficiency. (% of students)	80%	90%	100%
Students report feeling prepared for 9 <sup>th</sup> grade math.	80%	90%	100%

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

**Intervention #9** Dare 2 Be Real Program

**This intervention supports the following goal objective:** 2.4

**Type of Intervention:** Integrated PK-12 learning environments.

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). 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:** Dare 2 Be Real promotes, addresses, and discusses racial equity and leadership. Students undergo intensive training and structured discussions that are intended to prepare a new generation for global readiness. Through cross-cultural coalitions, students use their knowledge, skills, and voices to become actively involved in the community. Students from Dare 2 Be Real come together for cross-district collaboration each year through the annual Dare 2 Be Real Summit, and beginning in 2017, they will play an instrumental role in several intentional cross-district conversation as part of the ReImagine Minnesota initiative. As participants in the D2BR program, students explore their racial and cultural identities through a variety of learning experiences, including a study of critical race theory, history of the United States, and the development of the construct of race. Students are also immersed in cultural and experiential learning, including participation in the Underground Railroad Simulation, a program founded in Minnesota which has been in operation for the last 30 years. With guidance from their site leaders, D2BR students develop various programs and events to engage their school communities in larger conversations about equity and inclusion. Students also learn valuable conflict resolution and restorative engagement skills through their participation in the D2BR program.

Grade levels to be served: 9-12

Location of services: High School

**Formative assessment(s) used to inform instructional decision-making:** (Minn. Stat. § 124D.861 Subd. 2 (b)): Weekly check-ins with each student from Dare 2 Be Real advisors. Reflective journal. Number of students who participate each week.

**Evidence of research-based:** (Minn. Stat. § 124D.861 Subd. 2 (b)). Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Duffy, P. A. (2011) *Beyond courage: A critical ethnography of anti-racist leadership in a high school* (Unpublished doctoral dissertation). University of Minnesota, Minneapolis, MN.

**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
Weekly attendance at Dare 2 Be Real Meetings	65%	75%	95%
Increase in the number of students attending a Civil Rights Research Experience	5	8	11
Increase in the number Dare 2 Be Real students participating in Advancement Placement classes.	7	10	14

**Intervention #10** Civil Rights Research Experience (CRRE)

**This intervention supports the following goal objective:** 2.4

**Type of Intervention:** Integrated PK-12 learning environments.

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). 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 Civil Rights Research Experience (CRRE) is a collaboration with cross-racial group of community members, West Metro Education Program members (and staff), the University of Minnesota, and parents. The CRRE combines academic coursework, intensive experiential learning and research collection, and post-production sessions. All with a diverse group of people at the table. It is truly a cross-cultural experience. Students participate in a five-week academic course that takes place prior to the experiential learning phase occurs at the University of Minnesota, a partnership formed in order to increase students' academic identity and college preparedness. Following the academic coursework, students participate in an intensive experiential tour to locations across the country. Throughout the tour, students add current perspectives to their historical study of policy and its impact - all in real time. Following the national tour and experiential research phase, students are expected to synthesize their learning and create educational products to transfer their learning to others.

Grade levels to be served: 9-12

Location of services: University of Minnesota, High School

**Formative assessment(s) used to inform instructional decision-making:** (Minn. Stat. § 124D.861 Subd. 2 (b)): Attendance at five-week academic coursework at University of Minnesota. Successful completion of coursework.

**Evidence of research-based:** (Minn. Stat. § 124D.861 Subd. 2 (b)). Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

National Research Council; Division of Behavioral and Social Sciences and Education. (2000). *How People Learn: Brain, Mind, Experience, and School*. Washington, DC.

**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
Successful completion of academic coursework at the University of Minnesota prior to the Experience.	100%	100%	100%
Students receiving elective credit for participating in Civil Rights Research Experience.	85%	90%	100%

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

**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)). By utilizing a co-teaching model for a good portion of the program, we will create efficiencies with our professional development by training additional staff members (the co-teacher and the content area teacher). Further more, by becoming GLAD affiliates, we allow for in depth staff development for all our staff the next three years.