

## Achievement and Integration Plan July 1, 2020 to June 30, 2023

**District ISD# and Name:** ISD 282/St. Anthony-New Brighton School District  
**District Integration Status:** Adjoining District (A)  
**Superintendent:** Renee Corneille  
Phone: 612-706-1000

Email: rcorneille@isd282.org  
**Plan submitted by:** Renee Corneille  
Title: Superintendent  
Phone: 612-706-1000  
Email: rcorneille@isd282.org

### Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

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

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

**Partnering Districts** Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: Enter name.

1. **ISD #13/Columbia Heights** RI - Racially Isolated
2. Enter text here. Choose district status.
3. Enter text here. Choose district status.
4. Enter text here. Choose district status.

### School Board Approval

- We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan (Minn. Stat. § 124D.861, subd. 4).
- We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: Renee Corneille  
Signature:

Date Signed: March 10, 2020

School Board Chair: Leah Slye  
Signature:

Date Signed: **March 10, 2020**

## Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

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

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

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

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

Due to having less than 20 students enrolled who identified as American Indian, we did not have an AIPAC group, thus there was not input provided for the integration goals and activities. In 20-21, there will be an AIPAC group as our enrollment for this group has increased.

**Multidistrict Collaboration Council:** Renee Corneille, Superintendent, and Kari Bodurtha, Instructional Coach

met with Columbia Heights team on multiple occasions to discuss integration goals as well as the overall Achievement and Integration Plan.

**Community Collaboration Council for Racially Identifiable School(s):** N/A

## Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to [MDE.integration@state.mn.us](mailto:MDE.integration@state.mn.us).

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

## Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

**Goal #1:** Increase the math proficiency for Black students from 47.6% in 2019 to 57.6% in 2023 as measured by MCA math test.

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

**Goal type:** Achievement Disparity

## Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

**Integration Requirement** At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

### Strategy #1 Co-Teaching and Co-Planning Strategy

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices.  | <input checked="" type="checkbox"/> Increases graduation rates.                   |
|   | <input type="checkbox"/> Increases access to effective and diverse teachers.      |

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

We will train two teachers at the middle school in 6th grade Science and two teachers at the high school in Algebra 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 heterogeneous; however, in the high school, students who are identified as below grade-level will also be scheduled specifically in co-taught classrooms. In middle school, all 6th graders will be in a co-taught course. In 2018-2019, 75% of the students in the middle school who received a D

or an F were students of color. This Co-teaching strategy will help increase the number of Black and Brown students who show proficiency in the course as evidenced by having a C or higher. 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.

**Location of services:** St. Anthony Middle School and St. Anthony Village High School

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
Teachers will develop learning progressions from power standards (which are based on Minnesota State Standards). Currently there are no learning progressions developed.	2/year	4/year	6/year
Teachers will utilize learning progressions to identify and measure students' learning.	2/year	4/year	6/year
Teachers will provide specific instruction in regards to students' progress towards proficiency/mastery of the power standards.	2/year	4/year	6/year

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

### Strategy #2 Initiative to Reduce Chronic Absenteeism Strategy

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- 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.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to

recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

St. Anthony New Brighton’s needs assessment confirmed that in the 2018-2019 school year 83.6% of our high school students had consistent attendance as compared to the statewide average of 85.4%. In addition, the state average for consistent attendance for students eligible for FRPL is 77.3% and at St. Anthony Village High School it is only 70.1%. To ensure community and school resources are aligned to support FRPL-eligible students who are not attending school consistently, we will employ a Student Accountability Advocate who will address the needs of our chronically absent students and their families by providing extra resources, support, and personalized services.

**Location of services:** St. Anthony Village High School

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
Decrease the percentage of students who are chronically absent.	4%	2%	2%
Students who have been identified as chronically absent will have a GPA of 2.0 or higher.	50%	75%	100%
Students who have been identified as chronically absent will report the Student Accountability Advocate as impacting their improvement in attendance in a fall and spring survey.	50%	50%	80%
The number of Black , Brown, Native American and FRPL students who are identified as chronically absent will decrease.	20%	10%	5%

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

**Strategy #3 Equity-Instructional Coaches**

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

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- 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.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Equity and Instructional coaches (E&I Coaches) will provide, facilitate, and organize 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 coaches will also facilitate the curriculum review process to ensure rigorous, relevant, and discipline-based instruction, vertical alignment, and that curricular materials are examined and implemented through an equity lens.

At Wilshire Park Elementary School, the Gifted and Talented program only admitted students who met specific criteria. In grades 3, 4, and 5, 16 percent of the students enrolled in Gifted and Talented were identified as students of color. However, at Wilshire Park 32 percent of the student population were students of color. This showed disproportionality and required a change in allowing access. Going forward, the equity coach will be working with teachers in order to make the Gifted and Talented program accessible to all students. This will ensure that the enrollment of students in this program reflects the enrollment of students at Wilshire Park Elementary School.

**Location of services:** Wilshire Park Elementary, St. Anthony Middle School, St. Anthony Village High School

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
E&I coaches will meet with all departments assigned to years 1, 2, and 6 for a minimum of X times throughout the school year.	3	4	4
E&I coaches will develop and implement a protocol to measure the evidence of rigor, relevance, and student-teacher relationships in instruction and curriculum. X% of teachers will receive feedback on this measurement tool.	20%	40%	60%
E&I coaches will create a professional development learning progression where X% of all classroom teachers K-12 will use to identify where they are in their learning.	75%	85%	95%
E&I coaches will create X opportunities for teacher growth in the area of equity and culturally responsive instruction for all teachers K-12.	2/year	4/year	6/year

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

**Strategy #4 Wilshire Park Paraprofessional**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \*If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- 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.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for

students, what will be assessed, how instruction will be delivered, and where will this take place.

Achievement and Integration funds at Wilshire Park are used to provide early intervention for students in grades K and 1. Early intervention can have a significant impact on a child’s ability to learn new skills and increase their success in school and life. A paraprofessional is currently employed with the support of Achievement and Integration funding to increase early literacy skills for students who need an additional boost to meet year end objectives. Students will be targeted for working with this paraprofessional based on Fall AIMSweb assessments.

Fall AIMSWeb assessments show the achievement gap between students of color and white students. The paraprofessional, under the direction of the building assessment coordinator, reviews this data and identifies students who fall into subcategories (Students of Color and/or Free and Reduced Lunch) as students who will receive interventions.

Wilshire Park Elementary is challenging the notion of segregating students (sorting) into different classes in the early years of their schooling. Historically, students in Kindergarten who did not know their letters and letters sounds were sorted into Title I classes in the second semester and students in First grade were sorted into Reading Intervention groups (ADSIS) in the first semester. The paraprofessional assigned to Kindergarten is charged with disrupting the sorting process that happens by intervening early in the Kindergarten school year by utilizing a push-in model within the classrooms. The paraprofessional will target students within the classroom and assist them in researched-based literacy models of increasing background knowledge and implementing phonics strategies. The paraprofessional will receive training in shifting traditional philosophies to understanding the research of How People Learn (National Research Council. 2000. *How People Learn: Brain, Mind, Experience, and School: Expanded Edition*. Washington, DC: The National Academies Press) and Reading for Life, Lyn Stone (Lyn Stone, *Reading for Life: High Quality Literacy Instruction for All*, London: Routledge, 2019). Along with the philosophical understanding, the para will specifically be using a curriculum called Heggerty in a parallel way to the classroom teacher. This curriculum focuses on a phonological approach and will give students a “double dose” of instruction within the general education classroom. This targeted effort will be used to assist students in an effort to keep these students in the general education classroom and out of pull out services later in their school career.

**Location of services:** Wilshire Park Elementary

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
Kindergarten students will increase early literacy skills for identified students as measured by progress monitoring assessments such as the QTF assessment within AIMS Web. Students will achieve a minimum score of X.	20	20	20

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

**Goal #2:** Increase the cultural awareness and competency of SANB students in summer seminar, AVID math, Dare 2 be Real, and the Civil Rights Research groups to an average score in

the spring of 2023 that is 10 points higher than the baseline average score taken in the Fall of 2020.

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

**Goal type:** Integration

**Strategy #5 Summer Seminar**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- 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.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Summer Seminar is a collaborative literacy program between St. Anthony New Brighton (adjoining) and partnering district Columbia Heights (racially isolated). Teachers and students entering ninth-grade from both districts come together for an intensive three-week writing course with the overarching themes of self-identity, community, equity, and integration. Each week, students participate in a field experience that relates to the themes taught in the course, and then write about their experiences. This is geared toward students of all ability levels in order to avoid segregating students by ability. A primary objective is to establish positive relationships between students of different racial, ethnic, and economic backgrounds while developing their literacy skills. SANB enrollment reflects the demographics of the district as does Columbia Heights, our partnering district, so that the enrollment is a reflection of the diverse student population of both districts.

**Location of services:** Columbia Heights Public Schools

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
Summative assessments during summer seminar indicates growth in writing proficiency. (% of students)	80%	90%	100%
% of participants report feeling prepared for 9th-grade English.	80%	90%	100%

Students report an increase in their level of comfort with initiating and maintaining positive relationships with students different from themselves (racially/ethnically, diverse, socioeconomic) (1-5 pt. Likert Scale)	2	3	4
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This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

### Strategy #6 The AVID Summer Bridge Algebra Readiness Program

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- 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.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

The AVID Summer Bridge Algebra Readiness Program is a collaboration between Columbia Heights and St. Anthony New Brighton Public Schools. This three-week 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. SANB enrollment reflects the demographics of the district as does Columbia Heights, our partnering district, so that the enrollment is a reflection of the diverse student population of both districts. Students will complete 15 units of study that will prepare them for success in high school math.

**Location of services:** Columbia Heights Public Schools

#### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
Summative assessments during summer seminar indicates growth in algebraic thinking. (% of students)	80%	90%	100%
% of students report feeling prepared for 9th-grade Algebra	80%	90%	100%
Students report an increase in their level of comfort with initiating and maintaining positive relationships with students different from themselves (racially/ethnically, diverse, socioeconomic) (1-5 pt. Likert Scale)	2	3	4

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

### Strategy #7 Dare 2 Be Real

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- 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.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Dare 2B Real (D2BR) 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 D2BR come together for cross-district collaboration each year through the annual D2BR Summit. 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. 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. Two facilitators will be hired to advise students in D2BR.

At St. Anthony Village High School, the number of students of color registered for co-curricular activities did not adequately reflect the enrollment of the school. With the additions of D2BR, the percentage of students of color registered for a co-curricular activity increased by 10-20%.

**Location of services:** St. Anthony Village High School

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
Weekly attendance at Dare 2B Real meetings (% of students who have been identified as members)	65%	75%	95%
Dare 2B Real students report an increase in their level of comfort with initiating and maintaining positive relationships with students different from themselves (racially/ethnically, diverse, socioeconomic) (1-5 pt. Likert Scale)	2	3	4
Dare 2B Real students maintain a minimum grade point average	2.0	2.5	3.0

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

## Strategy #8 The Civil Rights Research Experience (CRRE)

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
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- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
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The Civil Rights Research Experience (CRRE) is a collaboration with cross-racial group of school districts, 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. Students who participate in D2BR will be able to access this experience.

**Location of services:** University of Minnesota, St. Anthony Village High School, Civil Rights Museums and Locations throughout the Country

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
Successful completion of academic coursework at the University of Minnesota prior to the CRRE.	100%	100%	100%
Students will report an increase in their level of comfort with initiating and maintaining positive relationships with students different from themselves (racially/ethnically, diverse, socioeconomic) (1-5 pt. Likert Scale)	2	3	4

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

**Goal #3: St. Anthony-New Brighton students’ access to effective equity focused educators will increase from 12% in 2020 to 60% in 2023.**

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

**Goal type:** Teacher Equity

**Strategy #3 Equity–Instructional Coaches**

See this strategy description and indicators under Goal 1

**Strategy #9 Three Year Equity-Specific Staff Development Plan**

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

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

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Each building and the district will create a three-year equity specific staff development plan for all staff. This plan will allow for required staff development along with optional staff development. ISD 282 will utilize additional staff development days recently added to the calendar.

**Location of services:** Wilshire Park Elementary, St. Anthony Middle School, St. Anthony Village High School

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
Create a staff learning progression regarding equitable classrooms.	√		
Percent of staff that are proficient on equity learning progression.	20%	45%	75%
To reflect our growth in our equity work as a district, we will increase the overall percentage of racially diverse staff.	4%	5%	10%

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

### Strategy #10 Demonstration Teachers

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- 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.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

At each school, classroom teachers will have the opportunity to apply and be selected as a Demonstration Teacher. Demonstration Teachers will be selected based on their skill set and mindset as well as encompass the qualities of culturally-responsive instruction, embed RRR into lessons and units, model effective lessons, and be open to feedback and discussions around their practices. Throughout the year, classroom teachers will be invited to observe and have discussions with Demonstration Teachers. This strategy will impact student learning by encouraging collaboration and communication among classroom teachers, by modeling best practices and growth mindset, and through reflective conversations so teachers can make immediate changes to benefit the students they serve. Not only does this strategy benefit students and the visiting classroom teacher, but the Demonstration Teacher as well. By implementing this strategy, we know that our Black, Brown, Native populations will be given more access to effective equity-focused teachers.

**Location of services:** Wilshire Park Elementary, St. Anthony Middle School, St. Anthony Village High School

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
There are X Demonstration Teachers in the district.	3	4	5
Each Demonstration Teacher will have X visits a year.	8	12	16
New teachers will visit Demonstration Teachers X times a year.	3	6	9
Student survey data will show that our Black, Brown, Native and FRPL-eligible students report having effective equity-focused teachers.	50%	60%	75%

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)).

District 282's Achievement and Integration Plan creates efficiencies by allowing us to plan and create/implement cross-district opportunities for student learning and integration with our partner (adjoining) district. District 282's Achievement and Integration Plan is focused on reducing academic achievement gap, providing intentional integration opportunities, and increasing the cultural awareness of staff. This plan creates efficiencies since our plan is in line with our World's Best Workforce plan, Title I, and our district-wide professional development plan and funds.

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