

Achievement and Integration Plan

July 1, 2020 to June 30, 2023

District ISD# and Name: ISD 196 (Rosemount Apple Valley Eagan Public Schools)

District Integration Status: Racially Identifiable School (RIS)

Superintendent: Mary Kreger

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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. Echo Park Elementary School of Leadership, Engineering and Technology
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. **South Washington County Schools** V - Voluntary
2. **Stillwater** A - Adjoining
3. **Hastings** A - Adjoining

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.

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.

Native American Parent Advisory Committee

- Nicole Lonetree-Brovold, chair
- Austin Corbine, vice chair
- Rosario Goze, secretary
- Mark Lonetree, Minnesota Department of Education at-large board member
- Katie Coulson, Thomas Lake Elementary educator

The Native American Parent Advisory Committee's (NAPAC) purpose is to serve in an advisory capacity for planning and implementing programs and events that support District 196 American Indian students and their families. NAPAC membership consists of parents and/or guardians of identified American Indian students in District 196, secondary student representatives and district teacher representatives. All student representatives are required to have a 506 form on file.

Meeting dates for 2019-20 school year

September 19, 2019	October 21, 2019	November 21, 2019
December 16, 2019	January 16, 2020	February 20, 2020
March 19, 2020	April 16, 2020	May 21, 2020

Multidistrict Collaboration Council: During the 2020-2023 plan we will develop and continue on-going cross-district student programming initiatives with Stillwater School District, South Washington County Schools and Hastings

Membership includes (39 members):

Name	Position	Location
Bartosh, Alyssa	Asst Admin./Magnet TOSA	Glacier Hills Elementary School
Bisco, Karla	Magnet School TOSA	Oak Ridge Elementary School
Bolsoni, Michael	Director of Secondary Education	District Office
Cary, Gretchen	Middle School Literacy Specialist	District Office
Cowan, Lori	Parent	Echo Park Elementary
DeMers, Michelle	Assessment Coordinator	District Office
Denneson, Amy	Coordinator	District Office
Dion, Gary	District Parent/AVID Tutor	Rosemount High School
Flikeid, Tasha	Behavior Interventionist Specialist	Southview Elementary School
Garcia, John	Principal.	Cedar Park Elementary School
Green, Kendyl	Student	Eastview High school
Hill, Mandy	Restorative Practice Coach	Oak Ridge Elementary School
Hill, Quinnesha	Parent	Echo Park Elementary
Huling, Jennifer	Learning and Technology Specialist	District Office
Isaacs, Sachin	School Board Member	District Office
Keasling, Calvin	Assistant Principal	Rosemount High School
Kreger, Mary	Superintendent of District 196 Schools	District Office
Kindem, Cathy	Principal	Oak Ridge Elementary School
Madar, Faisal	Equity and Inclusion Specialist	District Office
Magnuson, Jackie	School Board Chairperson	District Office
Nelson, Lauren	Teacher	Highland Elementary School
Olson, Paul	Teaching and Learning Coordinator	District Office
Owens, Abbie	Student	Eagan High School
Papineau, Sarah	Special Education Literacy Specialist.	District Office
Pershica, Megan	Literacy Coordinator	District Office
Pershica, Lily	Student	Apple Valley High School
Sandhei-K, Rachel	Greenleaf Elementary Teacher	Greenleaf Elementary
Soliday, Sally	Director of Elementary Education	District Office
Solorio, Erica	Teacher	Highland Elementary School
Tande, Erin	Behavior Interventionist Elementary	Echo Park Elementary School
Thomas, Scott	Principal	Echo Park Elementary School
Torralba Olague, Angelica	Parent (NAPAC)	Greenleaf Elementary
Town, Kerri	Principal	Northview Elementary School
Troen, Steven	Director of Teaching and Learning	District Office
Williams-Brettingen, Linda	Community Member	Communitywide
Williams, Jacob	Student	Eagan High School

Community Collaboration Council for Racially Identifiable School(s): Same as above committee

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.

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

Achievement and Integration Goals

Goal #1: The percentage of Federally designated racial and economic groups: Black students, Hispanic students, Native American students, and FRP students in District 196 will increase in reading proficiency on the MCA/MTAS assessments and ACT reading benchmark by 3% each school year beginning 2020-2023.

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

Goal type: Achievement Disparity

Strategies

Narrative description of strategies

We will continue to update all of our elementary units of study to include the Teaching Tolerance framework. There are six units of study for each grade level in our elementary schools. Each unit will be updated over the course of this three-year plan to include the Anti-bias Framework. The domains are Identity, Diversity, Justice, and Action. Our Teaching and Learning Department Coordinators will add the curriculum to our units. District 196 has partnered with Ohio State University in 2012 and Lesley University in 2014. The result has been the implementation of the Literacy Collaborative model which is inquiry-based and student-centered learning. Blended Cultural Proficiency with inquiry-based professional learning and support will be delivered by our Multi-Tiered Systems of Support (MTSS) coaches, Equity Advocates, Cultural Family Advocates and Teaching and Learning Coordinators across the district. Literacy Collaborative core instruction is a data-driven individualized instruction model that integrates the Minnesota Academic Standards for English Language Arts as well as the Literacy Standards for History/Social Studies, Science, and Technical subjects to ensure students are college and career ready by the end of their educational career. School sites will establish continuous improvement plans that target eliminating racial disparities at each school site.

1. Identify and train teachers on research-based culturally proficient instructional practices that improve learning for all students and utilize measures such as teacher development and evaluation rubrics (TDE) and Q Comp peer leaders to foster deeper understanding of the importance to implement these practices.
2. Establish a continuous improvement planning process that targets and works to eliminate racial disparities at all schools.
3. Maintain the number of participants in AVID programming at all high schools and two middle schools to increase enrollment of underserved students in Honors and Advanced Placement courses.
4. Evaluate and update all instructional resources and practices to ensure they are racially, culturally and linguistically inclusive so all students can see themselves reflected in their schools and learning experiences.
5. Cultural Family Advocates continue to provide support for students and families in culturally and linguistically responsive ways.

Key Indicators

Goal 1-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 achievement gap between federally designated racial and economic groups for reading proficiency on the MCA/MTAS assessments Hispanic students	26.9%	23.9%	20.9%
Decrease the achievement gap between federally designated racial and economic groups for reading proficiency on the MCA/MTAS assessments Black students	23.8%	20.8%	17.8%
Decrease the achievement gap between federally designated racial and economic groups for reading proficiency on the MCA/MTAS assessments American Indian students	21.9%	18.9%	15.9%
Decrease the achievement gap between federally designated racial and economic groups for reading proficiency on the MCA/MTAS assessments FRP students	25%	22%	19%
Decrease the achievement gap between federally designated racial and economic groups for reading proficiency on the ACT Reading Benchmark Black students	19.8%	16.8%	13.8%
Decrease the achievement gap between federally designated racial and economic groups for reading proficiency on the ACT Reading Benchmark Hispanic students	23.6%	20.6%	17.6%
Decrease the achievement gap between federally designated racial and economic groups for reading proficiency on the ACT Reading Benchmark FRP students	20.4%	17.4%	14.4%
Increase percentage of FRP secondary students participating in honors, advanced placement, and CIS courses.	5% increase	10% increase	15% increase
Increase percentage enrollment AVID students enrolled in Advanced/Honors/AP/PSEO coursework earning a C or higher.	5% increase	10% increase	15% increase
All staff are trained in Cultural Proficiency sessions using the train the trainer model at each school site.	100%	100%	100%

**The cell size for Native American students is too small for this reporting and student data privacy.*

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

Achievement and Integration Goals

Goal #2: : The percentage of licensed teachers of color will increase from 3% in 2020-21 to 6% in 2022-23.

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

Goal type: Teacher Equity

Strategies

Narrative description of strategies

An Affinity team of District 196 staff, which includes Human Resources, will develop a recruitment, retention, and mentoring plan for existing and new staff. Our focus is to increase the number of staff of color to more closely mirror our student population, which is approximately 37.4% across the district. Our team will consist of a sampling of all areas of staff including, but not limited to, paraprofessionals, teachers, counselors, administrators, bus drivers, nutrition staff, etc. We will develop and expand strategic connections with universities and implement a system to recruit diverse and culturally proficient staff. We will also restructure existing teacher development classes offered at the high school level to offer programs and college credit for a teacher career path course. We will pilot one high school in the first year of this plan and work to add other high schools in subsequent years. We will explore opportunities to host a District 196 teacher recruitment fair.

Strategies

1. Revise and implement the district's teacher recruitment and retention plan.
 - a. Convene a leadership committee of interested stakeholders to support and help direct the plan.
 - b. Conduct focus groups with teachers of color to gather feedback on the plan.
2. The leadership team will explore the following:
 - a. Establishing affinity groups to support retention for teachers and administrators.
 - b. Expanding existing partnerships to support subsidized teacher residencies with districts and universities to improve teacher training for positions in high-demand subject areas and high need schools.
 - c. Continue to partner with teacher preparation programs to coordinate student teacher placements and evaluate candidates for possible hire before they graduate.
 - d. Fully involve teachers of color in the hiring process, and in the mentoring of new teachers of color.
 - e. Explore opportunities to host a district teacher recruitment fair.

Key Indicators

Goal 2-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
Establish affinity groups to support retention.	3 meetings	6 meetings	9 meetings
The percentage of licensed teachers of color will increase.	4%	5%	6%

Achievement and Integration Goals

Goal #3: The disproportionality of racially and economically diverse students identified for gifted and talented services will increase by 2% each year for Black students, Hispanic/Latino students, Native American students, and FRP students.

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

Goal type: Integration

Strategies

Narrative description of strategies

Our talent development teachers previously known as young scholar teachers have shifted the focus of their work. The name and design of the program has changed to increase the interaction between students with diverse backgrounds and accelerated and enrichment opportunities for elementary school students. This change supports the use of local norms, universal screening, and elimination of a nomination stage as part of the identification process.

1. Implement a talent development model with advanced differentiation for inclusive classrooms and corresponding teacher professional development on core instruction.
2. Implement a tiered-service model to provide advanced learning opportunities for students without pre-requisite identification.
3. Implement a revised identification process that includes:
 - a. Universal screening of 2nd and 4th grade students
 - I. Use of local norms
 - II. Use of the HOPE teacher rating scale for all 2nd grade students with the involvement of ELD and SPED teachers in addition to classroom teachers
 - b. Alternative pathways to identification in collaboration with ELD and SPED teams
 - c. Elimination of the nomination stage of identification
 - d. Use of strengths-based identification to allow identification in one or multiple areas
4. Communicate to parents in multiple languages about the revised K-5 gifted and talented identification process, testing results, appeals process and service model.

Key Indicators

Goal 3-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
Black Students (2019-20 Results- 20 students)	30 students	35 students	40 students
Two or more races (2019-20 Results-37 students)	50 students	55 students	60 students
Hispanic students (results 2019-20 Results- 18 students)	30 students	35 students	40 students
Free and Reduced Lunch (results 2019-20- 41 students)	75 students	80 students	85 students

**The cell size for Native American students is too small for this reporting and student data privacy.*

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

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).

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Strategy Name and # My Story, Your Story, Our Story

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 type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" 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. Stories provide context and meaning for our lives and can inspire us to think more critically about how we fit into the world and ultimately about what responsibilities we have to each other. For this reason, we have created a relevant and accessible arts experience for students whose voices are underrepresented in an attempt to remove barriers that keep their absent narratives from being heard. The collaboration between the Stillwater, South Washington County and Hastings Public School Districts as facilitated by Story Ark will offer middle school and high school students the opportunity to participate in a three-week podcast camp.

Location of services: South Washington County Schools

Creating Efficiencies and Eliminating Duplicative Programs

We will update all of our elementary units of study to include the Magnet themes and Teaching Tolerance framework. There is a total of six units of study for each grade level in our elementary schools. Each unit will be updated over the course of this three-year plan to include the Anti-bias Framework and Magnet themes. The Teaching Tolerance domains are Identity, Diversity, Justice, and Action. Our Magnet programs promote school choice and encourage racial and socioeconomic integration. Our Teaching and Learning Department Coordinators will work with teachers to add the curriculum to our units. District 196 has partnered with Ohio State University in 2012 and Lesley University in 2014. The result has been the implementation of the Literacy Collaborative model which is inquiry-based and student-centered learning. Blended Cultural Proficiency with inquiry-based professional learning and support will be delivered by our Multi-Tiered Systems of Support (MTSS) coaches, Equity Partners, Cultural Family Advocates and Teaching and Learning

Coordinators across the district. Literacy Collaborative core instruction is a data-driven individualized instruction model that integrates the Minnesota Academic Standards for English Language Arts as well as the Literacy Standards for History/Social Studies, Science, and Technical subjects to ensure students are college and career ready by the end of their educational career. All of these strategies will help our students improve proficiency levels on the MCA Reading exams.

Racially Identifiable School(s) (RIS)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools, include goals and strategies for each Racially Identifiable School within your district.

Achievement and Integration (RIS) Goals

RIS Goal # 1 The percentage of FRP students at Echo Park Elementary School of Leadership, Engineering, and Technology will increase MCA Math, proficiency from 42.2% in 2016 to 50% in 2020

Result in 2019: 32.1%

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

Goal type: Achievement Disparity

Racially Identifiable School Strategies

1. Continue the implementation of the magnet themes (leadership, engineering and technology) through an integrated curriculum and instructional approach.
2. Utilize our magnet theme to attract students to create a more diverse learning environment.
3. Utilize literacy coaches to provide on-the-job coaching and instructional alignment in the classroom.
4. Review and revise our Continuous Improvement Plan to ensure we are meeting our goals while identifying successful practices that are increasing achievement. We will use the Tiered Fidelity Inventory and continuous improvement process to inform this work.
5. Grade level teams will collaborate with intervention teachers using a Professional Learning Community (PLC) model (Marzano) to develop six-week goals, interventions, and identify effective instructional practices.
6. Utilize online platforms and digital opportunities to communicate with families and provide learning opportunities for students.
7. Expand the use of restorative practices throughout the school to reduce or eliminate suspensions by training staff.
8. Utilize our tiered model of intervention to identify and provide additional support for students performing below grade level in literacy.

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

Strategy #4: Review and revise Continuous Improvement Plans to ensure we are meeting our goals while identifying successful practices that are increasing achievement. We will use a Tiered Fidelity tool and continuous improvement process to inform the work.

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, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your 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.

This strategy will use the tool of Continuous Improvement Plans at each site to support an intentional focus on planning, supporting and implementing practices at the RIS site to ensure we are meeting the intended goals.

Location of services: Echo Park Elementary School of Leadership, Engineering and Technology.

Key Indicators

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
Increase MCA/MTAS Math proficiency	50.1%	53.1%	56.1%

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

Achievement and Integration Goals

RIS Goal # 2 The percentage of students who qualify for meal assistance at Echo Park Elementary School of Leadership, Engineering, and Technology will increase MCA Reading proficiency from 42.2% in 2016 to 50% in 2020
Result in 2019: 32.6%

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

Goal type: Achievement Disparity

Racially Identifiable School Strategies

1. Continue the implementation of the magnet themes (leadership, engineering and technology) through an integrated curriculum and instructional approach.
2. Utilize our magnet theme to attract students to create a more diverse learning environment.
3. Utilize math coaches to provide on-the-job coaching and instructional alignment in the classroom.
4. Review and revise our Continuous Improvement Plan to ensure we are meeting our goals while identifying successful practices that are increasing achievement. We will use the Tiered Fidelity Inventory and continuous improvement process to inform this work.
5. Grade level teams will collaborate with intervention teachers using a Professional Learning Community (PLC) model (Marzano) to develop six-week goals, interventions, and identify effective instructional practices.

6. Utilize online platforms and digital opportunities to communicate with families and provide learning opportunities for students.
7. Expand the use of restorative practices throughout the school to reduce or eliminate suspensions by training staff.
8. Utilize our tiered model of intervention to identify and provide additional support for students performing below grade level in math.

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

Strategy #4: Review and revise Continuous Improvement Plans to ensure we are meeting our goals while identifying successful practices that are increasing achievement. We will use a Tiered Fidelity tool and continuous improvement process to inform the work.

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, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Provides school enrollment choices.

1. Increases cultural fluency, competency, and interaction.
2. Increases graduation rates.
3. Increases access to effective and diverse teachers.

This strategy will use the tool of Continuous Improvement Plans at each site to support an intentional focus on planning, supporting and implementing practices at the RIS site to ensure we are meeting the intended goals.

Location of services: Echo Park Elementary School of Leadership, Engineering and Technology.

Key Indicators

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
Increase MCA/MTAS Reading proficiency	35.7%	38.7%	41.7%

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

Achievement and Integration Goals

RIS Goal # 3 The percentage of FRP students at Echo Park Elementary School of Leadership, Engineering, and Technology will increase MCA Science proficiency from 30.6% in 2016 to 50% in 2020 Result in 2019: 33.8%

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

Goal type: Achievement Disparity

Racially Identifiable School Strategies

RIS Goal #3 Strategies:

1. Continue the implementation of the magnet themes (leadership, engineering and technology) through an integrated curriculum and instructional approach.
2. Utilize our magnet theme to attract students to create a more diverse learning environment.
3. Utilize our magnet coach/coordinator to provide on-the-job coaching and instructional alignment in the classroom to deepen instruction around the design, engineering and scientific investigation process.
4. Review and revise our Continuous Improvement Plan to ensure we are meeting our goals while identifying successful practices that are increasing achievement. We will use the Tiered Fidelity Inventory and continuous improvement process to inform this work.
5. Grade level teams will collaborate with intervention teachers using a Professional Learning Community (PLC) model (Marzano) to develop six-week goals, interventions, and identify effective instructional practices and plan instruction for science units.
6. Utilize online platforms and digital opportunities to communicate with families and provide learning opportunities for students.
7. Expand the use of restorative practices throughout the school to reduce or eliminate suspensions by training staff.
8. Utilize our tiered model of intervention to identify and provide additional support for students performing below grade level in literacy.

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

Strategy #5 Grade level teams will collaborate with intervention teachers using a Professional Learning Community (PLC) model (Marzano) to develop six-week goals, interventions, and identify effective instructional practices and plan instruction for science units.

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, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your 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.

This strategy will focus on creating learning environments for students in which teachers are reflective of their practices and monitoring closely the effective teaching strategies to ensure they are highlighted among grade level teams, and goals are met and allowing data to help drive instruction.

Location of services: Echo Park Elementary School of Leadership, Engineering and Technology.

Key Indicators

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
Increase MCA/MTAS Science proficiency	48.3%	51.3%	54.3%

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

Achievement and Integration Goals

RIS Goal # 4 In an effort to reduce minority group isolation as defined by MDE, the overall percentage of Latino/Hispanic students will decrease by 3% each year.

Racially Identifiable School Strategies

1. Continue the implementation of the magnet themes (leadership, engineering and technology) through an integrated curriculum and instructional approach that promotes Echo Park as a choice option.
2. Utilize our magnet theme to attract students to create a more diverse learning environment.
3. Provide transportation to families seeking Echo Park as a magnet choice.
4. Review and revise our Continuous Improvement Plan to ensure we are meeting our goals while identifying successful practices that are increasing achievement. We will use the Tiered Fidelity Inventory and continuous improvement process to increase achievement results to make the school increasingly attractive to families.
5. Utilize online platforms and digital opportunities to communicate with families and provide learning opportunities for students.
6. Expand the use of restorative practices throughout the school to reduce or eliminate suspensions by training staff to reduce negative behaviors and sift the culture of discipline.

Key Indicators

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
In an effort to reduce minority group isolation as defined by MDE, the overall percentage of Latino students will decrease.	20.3%	18.3%	16.3%

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

Achievement and Integration Goals

RIS Goal # 5 The percent of isolation of Black students at Echo Park Elementary School of Leadership, Engineering, and Technology will decrease from 28.3% of 2015 to 22.3% by 2020.

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

Racially Identifiable School Strategies

1. Continue the implementation of the magnet themes (leadership, engineering and technology) through an integrated curriculum and instructional approach that promotes Echo Park as a choice option.
2. Utilize our magnet theme to attract students to create a more diverse learning environment.
3. Provide transportation to families seeking Echo Park as a magnet choice.
4. Review and revise our Continuous Improvement Plan to ensure we are meeting our goals while identifying successful practices that are increasing achievement. We will use the Tiered Fidelity Inventory and continuous improvement process to increase achievement results to make the school increasingly attractive to families.
5. Utilize online platforms and digital opportunities to communicate with families and provide learning opportunities for students.
6. Expand the use of restorative practices throughout the school to reduce or eliminate suspensions by training staff to reduce negative behaviors and sift the culture of discipline.

Key Indicators

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
The percent of isolation of Black students at Echo Park Elementary School of Leadership, Engineering, and Technology will decrease from 28.1% in 2019	25.1%	22.1%	19.1%

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

Achievement and Integration Goals

RIS Goal #6: The district's Racially Identified school: Echo Park Elementary demographics will decrease to less than 20% Black students when compared to other schools serving the same grade levels in the district.

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

Goal type: Integration

Strategies

Narrative description of strategies

Echo Park Elementary is identified as a Racially Identifiable School site by the Minnesota Department of Education. In order to ensure we address the identification of RIS for Echo Park Elementary we will continue the implementation of the magnet theme (leadership, engineering and technology) through an integrated curriculum and instructional approach that promotes Echo Park as a choice option. We will update all of our elementary units of study to include the Magnet themes and Teaching Tolerance framework. There is a total of six units of study for each grade level in our elementary schools. Each unit will be updated over the course of this three-year plan to include the Anti-bias Framework and Magnet themes. The Teaching

Tolerance domains are Identity, Diversity, Justice, and Action. Our Magnet programs promote school choice and encourage racial and socioeconomic integration.

Our Teaching and Learning Department Coordinators will work with teachers to add the curriculum to our units. District 196 has partnered with Ohio State University in 2012 and Lesley University in 2014. The result has been the implementation of the Literacy Collaborative model which is inquiry-based and student-centered learning. Blended Cultural Proficiency with inquiry-based professional learning and support will be delivered by our Multi-Tiered Systems of Support (MTSS) coaches, Equity Partners, Cultural Family Advocates and Teaching and Learning Coordinators across the district. Literacy Collaborative core instruction is a data-driven individualized instruction model that integrates the Minnesota Academic Standards for English Language Arts as well as the Literacy Standards for History/Social Studies, Science, and Technical subjects to ensure students are college and career ready by the end of their educational career. All of these strategies will help our students improve proficiency levels on the MCA Reading exams. Within the plan there are specific goals to address both Latino and African American students that are over identified at the school site. The strategies will be used to address the goals within the plan and support the site no longer being identified as a racially identifiable school site. There is an over representation of both African American students and Hispanic/Latino students by definition of racially identifiable school site.

Cultural Family Advocates, Integration and Equity Coordinator, community members, students, parents and school staff will design and develop a comprehensive Family Engagement program to improve student achievement. Our comprehensive Family Engagement plan will empower parents and connect them to the decision-making process. Using the Joyce Epstein framework, online professional learning modules and resources provided by the Minnesota Department of Education, we will develop workshops to meet the needs of parents in conjunction with our 1:1 iPad rollout and new Student Information System. We will offer one workshop per trimester our first year and continue to develop our program through the duration of this plan. Each workshop will have an academic focus around curriculum delivered in the classroom and a partnership amongst staff and parents as learners about home and school. In addition to Joyce Epstein framework our Cultural Family Advocates will provide professional learning around the Cultural Proficiency Framework for families and staff. District administration will continue to monitor closely the magnet lottery process to make recommendations as needed to identify factors that may contribute to racial imbalance.

We will also develop a comprehensive student leadership program (defined as student orientation and student government) that ensures that all students are aware of the depth of enrichment opportunities our district offers. Each secondary school will have a student leadership team that is representative of their student population. As well as the knowledge and support needed to enroll or create an activity of their interest. Activities can range from sports focused events to homework support to enrichment activities such as Lego League or robotics. District 196 has a robust offering of enrichment and cocurricular activities and this intervention will help us improve the access, representation and participation of underserved students so that we are aligned with our district data. Our mission is to increase the overall access, participation and representation that improve the academic outcome of all of our students. Cultural Family Advocates will advocate for student voice and assist with cultural proficiency lens, whereas the Equity Partners are the daily in-school resource who will assist with the logistics such as student selection and staff input. The development of a committee to support and focus on the process of ongoing feedback and recommendations will facilitate the strategies and create a level of accountability for the key indicators of progress within the Achievement and Integration Plan.

Strategies:

1. Increase opportunities for students to excel in diverse communities.
 - a. Promote choice (magnet schools) with innovative curriculum and transportation.
 - b. Monitor the magnet lottery process and recommend adjustments, if needed.

- c. Review demand for current magnet themes and recommend modifications, if needed.
 - d. Magnet Coordinator works with the Magnet Steering Committee to strengthen programming with specialized staff, professional learning, resources and communication/marketing.
2. Monitor enrollment data, identify factors contributing to racial imbalance, and implement pro-active interventions before a school becomes racially identifiable as defined by state law.
3. Explore the possibility of modifying or eliminating magnet school attendance areas for enrollment and capacity reasons.
4. Review the enrollment process for consideration of racial and socio-economic factors.
5. Provide opportunities for shared learning experiences between schools.
 - a. Collaborate with the Stillwater, Hastings and South Washington County school districts with Story Ark.
6. Communicate the many benefits and necessity for diversity in our schools.
7. Develop and implement a Family and Community Engagement Plan in which parents and community members are part of the decision-making process.
8. Develop a committee of community and staff members to provide ongoing feedback and recommendations as the plan is implemented.
9. The committee will:
 - a. Analyze data and support interventions to increase participation of racially, culturally and economically underserved students for leadership programs and cocurricular and extracurricular activities.
 - b. Provide input to guide professional development for teachers and staff across the district to ensure equitable policies and practices.
 - c. Recommend revisions or amendments to the Achievement and Integration Plan as needed during the three-year implementation period.
 - d. Provide an annual achievement and integration progress report to the school board.

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).

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Strategy Name # My Story, Your Story, Our Story

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.

- 10. Increases cultural fluency, competency, and interaction.
- 11. Increases graduation rates.
- 12. Increases access to effective and diverse teachers.

Narrative description of this strategy. Stories provide context and meaning for our lives and can inspire us to think more critically about how we fit into the world and ultimately about what responsibilities we have to each other. For this reason, we have created a relevant and accessible arts experience for students whose voices are underrepresented in an attempt to remove barriers that keep their absent narratives from being heard. The collaboration between the Stillwater, South Washington County and Hastings Public School Districts as facilitated by Story Ark will offer middle school and high school students the opportunity to participate in a three-week podcast camp.

Location of services: South Washington County Schools

Key Indicators

RIS Goal 6-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
Design and implement (working collaboratively with Title I programming) parent engagement program and increase percentage of schools offering the program with a specific focus on elementary schools.	3 schools	5 schools	8 schools
Using the MDE Parent/Caregiver survey we will increase the percentage of parents/caregivers from diverse backgrounds who indicate that their school environment is welcoming and inclusive (with a focus on specific school sites in the above KIP).	80%	85%	90%

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

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

Strategy #1 Continue the implementation of the magnet themes (leadership, engineering and technology) through an integrated curriculum and instructional approach that promotes Echo Park as a choice option

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, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- x 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

This strategy will continue to develop the implementation of the current magnet theme; Leadership, Engineering and Technology through an integrated curriculum and instructional approach that supports Echo Park as a viable option for an elementary magnet site.

Creating Efficiencies and Eliminating Duplicative Programs

District 196 will create efficiencies and eliminate duplicate programs with this plan by implementing the following:

- Integrate our current inquiry-based learning strategies into our AI interventions.
- Utilize our Cultural Proficiency Framework to enhance professional learning for staff regarding inclusive learning environments and inclusive school environments.
- Coordinate Magnet school programs and themes within our inquiry-based learning strategies and equity plan.
- Utilize existing culturally inclusive resources and curriculum.
- Utilize math professional learning and STEM resources existing within our district.
- Coordinate professional learning opportunities for AVID with South Washington County Public Schools.
- An intervention that provides rigorous coursework to a racially identifiable school and another school in the district. Students from each school enroll in and attend the same class taught by the same instructor; they learn from and work with each other in an integrated setting, which is defined as intra-district. This also occurs cross-district with our magnet schools, which is defined as inter-district.
- Collaborate and coordinate recruitment efforts with District 196 Human Resources Department to increase our staff of color and culturally proficient workforce.

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