DEPARTMENT OF EDUCATION

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

District ISD# and Name:
ISD 279 Osseo Area Schools
District Integration Status: Racially Isolated District /Racially Identifiable School (RI/RIS)

Superintendent: Cory McIntyre
Phone: 763-391-7000
Email: McIntyreC@district279.org
Plan submitted by: Dr. Rev Hillstrom
Title: Director of Educational Equity
Phone: 763-391-7124
Email: hillstromr@district279.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. Birch Grove Elementary
2. Crestview Elementary
3. Edinbrook Elementary
4. Fair Oaks Elementary
5. Garden City Elementary
6. Palmer Lake Elementary
7. Park Brook Elementary
8. Zanewood Elementary
9. Brooklyn Middle School
10. Northview Middle School
11. Park Center High School

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:.

1. **Anoka-Hennepin** RI - Racially Isolated
2. **Fridley RI – Racailly Isolated**
3. **Brooklyn Center** RI - Racially Isolated
4. **Elk River** A - Adjoining
5. **Rockford** A - Adjoining
6. **Osseo** RI - Racially Isolated
7. **Buffalo-Hanover-Montrose,** 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.

Superintendent: Cory McIntyre
Signature: Date Signed:

School Board Chair:

Signature: Date Signed:

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.

Multidistrict Collaboration Council: Leadership from Anoka-Hennepin, Brooklyn Center, Elk River, Rockford, Buffalo-Hanover-Montrose, and Fridley meet monthly to collaborate on AI work.

Community Collaboration Council for Racially Identifiable School(s): Jessica Travis, Arlene Faribanks (AIPAC) Jameison Travis, Denise Butler, Jessica Demery, Afua Harris, Stephen Leaman, Raun Bullard, Mamenah George, Bob Ritchie, Daliah Ritchie, Joshua Fuchs, Dennis Draughn, Philena Pone and Sharla Foster. The group met three times (November 20, 2019, December 19, 2019, & February 20, 2020). The first meeting was an informational meeting and review of goals, the second meeting was a collaborative session to discuss strategies and the third meeting was a reiview and feedback session of the AI plan draft.

In addition, several community events were held by the Department of Educational Equity throughout the year where communtiy members expressed their interest and needs to staff which helped inform the overall plan. Additional voices were include as princpals from all of the 11 racially isolated schools provided input from their leadership teams.

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.

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: As part of the NWSISD Collaborative Osseo Area Schools will participate in programing seeking racial and economic integration and achievement gap closure for Osseo Area Schools students from FY 2020 - 2023
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Integration

Strategy Name and #5 Magnet School Programing
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities

Goal #2: : The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Math accountability test (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Achievement Disparity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and # 2 Comprehensive District Wide Math Instruction and Support
Strategy Name and #4 Family Engagement and Empowerment
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities
Strategy Name and #7 College and Career Readiness
Strategy Name and #8 REAL Talk / Student Voice
Strategy Name and #12 Focus on Fitness
Strategy Name and #13 American Indian Attendance Initiative

Goal #3: : The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Reading accountability test (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Achievement Disparity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and # 3 Comprehensive District Wide Reading Instruction and Support
Strategy Name and #4 Family Engagement and Empowerment
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities
Strategy Name and #7 College and Career Readiness
Strategy Name and #8 REAL Talk / Student Voice
Strategy Name and #10 Family Book Club
Strategy Name and #11 Independent Reading Level Assessment
Strategy Name and #12 Focus on Fitness
Strategy Name and #13 American Indian Attendance Initiative

Goal #4: : Increase American Indian student attendance at all grade levels for all Osseo Area Schools American Indian students from FY 2020 - 2023.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Achievement Disparity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and #4 Family Engagement and Empowerment
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities
Strategy Name and #8 REAL Talk / Student Voice
Strategy Name and #13 American Indian Attendance Initiative

Goal #5: Osseo Area shools will recruite and retain staff of color and American Indian that reflect our current student dempgraphic to help increase access to effective and diverse teachers.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Teacher Equity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and #8 REAL Talk / Student Voice
Strategy Name and #9 Increasing and retaining teachers of color and Indigenous teachers

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).

Copy and paste the strategy section below for each additional strategy.

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 #1 Racial Equity and Educational Achievement

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.

All of Osseo Area Schools will receive professional development in the CLEAR Model and National Urban Alliance strategies as part of a district wide response to the need for culturally responsive instruction:

Cultural- emphasizes the human purpose of what is being learned and its relationship to the students' own culture.

Learning- encourages students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.

Equitable- respectful learning environments in which students' racial and ethnic diversity is valued and contributes to successful academic outcomes.

Achievement- includes multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.

Responsive- through positive relationships, rigorous learning experiences are created involving higher order thinking and critical analysis used to address relevant, real(ness) world issues in an action-oriented manner.

Educators at every level of our system are able to access equity focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

E3 – Education, Excellence, and Equity:

- Professional Development along with student assessments and support tools from E3 help to enable equitable student achievement by:
- Helping to determine the most effective engagement strategies for each child.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programing increasing student success, especial for emerging multi-lingual learners and students of color.

Equity Teachers, and Equity Specialists:

- Provide coaching and training for racial equity
- Provide culturally responsive pedagogy training
- Provide one on one leadership coaching for principals and teacher leaders

Community Forum on Race.

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race. Teachers and administrators from across our school system have

Equity Foundational Training (EFT)

- Provide anti- racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Educations policy and pedagogy.

SEED CLEAR Lesson Planning:

- A team of teachers will receive training from a district Equity Teacher o write lesson plans about culturally responsive books that purposefully incorporate the CLEAR model into the lesson. Teacher will share the work with staff during workshop week, providing teams with culturally responsive

books to choose from as well as the lesson plan template, and give teachers time to work collaboratively to write the lesson plans. All teachers are teaching the lessons to their staff during the month of September. During the staff meeting at the end of September, staff will bring artifacts from the lesson and share them with others who taught different books. The work will continue through the year with additional staff time dedicated to collaboration across teams. Through this work, teachers will build their capacity for using the CLEAR model when planning and build their knowledge of culturally responsive text.

Peer Support Model

This model is focused on:
- Teachers supporting their peers
- Increasing collaboration and trust within and between grade levels and departments
- Applying best practices into teaching [academic and SEL teaching practices]
- Deepening understanding and practices of NUA, CLEAR, and culturally responsive teaching practices

Peer Support Teacher Role: The Peer Support Teachers are focused on modeling lessons and collaborating with classroom teachers on areas that the classroom teachers requests support. The areas of support must align to strategies outlined in our SIP:
- Culturally Responsive Teaching practices e.g. NUA/CLEAR, ELL strategies
- Math or Reading
- Social Emotional Learning strategies e.g. ENVoY, Yoga Calm, Responsive Classroom, Restorative Practices, etc.

Academic Support Coach Role

- Coordination and implementation of the Peer Support Model
  - Provide classroom coverage so Peer Support Teachers model and offer feedback to peers
  - Coach and support Peer Support Teachers
  - Establish and oversee a calendar to ensure Peer Support Model teachers have time and opportunity to support colleagues.

Instructional Assistant Role in Peer Support Model

- Assist in the coordination and implementation of the Peer Support Model by providing classroom coverage
- Coach and support Peer Support Teachers as needed

Achievement and Integration revenue will continue to support the National Children's Defense Fund's research based culturally relevant literacy program Freedom Schools. This program will serve as a lab for culturally relevant K-6 literacy has been found to eliminate the summer reduction in literacy achievement and increase a love for literacy and improvement on character and behavior measures.

Location of services: Multiple locations

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)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Key Indicators of Progress (KIP)

Chronic Absenteeism Reduction	Target 2021	Target 2022	Target 2023
American Indian	29%	28%	27%

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

Strategy Name and # 2 Comprehensive District Wide Math Instruction and Support

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:

Pre-K - 5 Staff Development Focus 2018-2020 Monthly System Staff Development Meeting: Mathematical Mindsets based on the work of Dr. Jo Boaler Stanford University and Principles to Action; Ensuring Mathematical Success for All from National Council of Teachers of Mathematics. Monthly Topics: Literacy and Math Connections; Productive Struggle; Depth, Not Speed; Visual Representation; Rich Tasks; Purposeful Questioning and Discourse; Everyone Can Learn More at High Levels, Number Talks System Staff Development Days: Grade level and content specific sessions along with choice sessions focused on: culturally responsive instruction, differentiated instruction, digital learning, literacy instruction and standards based instruction. Ongoing access to dedicated Curriculum,

Instruction and Educational Standards to provide support with data teams, instructional practices, implementation of instructional materials and digital learning.

Core Math Instruction: Instructional materials Pre-K-5: Bridges in Mathematics

Math Interventions Grades K-5 Bridges in Mathematics, a research-based math intervention that focusses on developing math sense through the use of concrete, representational and abstract model. Not a drill model of intervention.

Secondary (Grades 6-12)

Secondary Professional Development and Support

- Regular Professional Learning Team/Collaboration Time
    - o Common planning time in content alike groups to develop instruction, analyze data, develop common formative and summative assessments.
- 60 minutes of professional learning provided each month for all licensed secondary staff.
    - o Provides differentiated staff development focused on high operational practices (HOP) to elicit high intellectual performance (HIP).
    - o Makes purposeful connections with, and model, the following: culturally responsive instruction, differentiated instruction, digital learning, interdisciplinary instruction and standards based instruction.
    - o Provides professional learning through a variety of formats, including the following:
        - "Priming, Processing, and Retaining" (learning around specific strategies with application time)
        - Opportunity to learn from colleagues
        - Online/blended options
- 14 hours of professional learning provided throughout the school year for all licensed secondary staff.
    - o Includes:
        - Math specific content including National Council of Teachers of Mathematics 8 Mathematical
        - Content specific topics facilitated by content teacher leaders
        - Choice sessions focused on: culturally responsive instruction, differentiated instruction, digital learning, interdisciplinary instruction and standards based instruction.

Ongoing access to dedicated Curriculum, Instruction and Educational Standards staff including: content teacher leaders, differentiation specialists, instructional coaches and staff development assessment specialists.

6-12 **Core Math Instruction** occurs in the following courses:
- Foundations of Algebra
- Pre-Algebra
- Linear Algebra
- Non-Linear Algebra
- Algebra 1
- Geometry
- Algebra 2
- Pre-Calculus
- Calculus

6-12 **Math Interventions**: (MCA, NWEA and course grades along with staff recommendation determine placement)
- Math Achievers
    - o Provides support for middle school students not at grade level in math. This is a second math course, taken in addition to the core grade level course. Enrollment is flexible and students may exit the course.

- Collaborative Math
  - Provides either EL or SPED support for middle school student. The course is co- taught by either an EL and a Math teacher or SPED and Math teacher.
- EL Academic Skills course
  - Middle school EL students in this course focus on math content vocabulary.
- Algebra Explorations
  - Students who failed at least two trimester of Linear Algebra are enrolled in this course. The format of the course focuses on re-teaching/re-learning fundamentals Linear Algebra learning outcomes before taking Non-Linear Algebra.
- Math Learning Lab
  - Designed for primarily for 9th grade Non-Linear Algebra students who struggle with content and taught by a licensed math teacher. Provides more time and support to demonstrate proficiency in the learning outcomes/targets.
  - Designed primarily for students in grades 11-12 and taught by a licensed math teacher. Students are identified by counselors as being in jeopardy for not graduating on time. Provides more time and support to demonstrate proficiency in the learning outcomes/targets.
- Math Intervention
  - Provides additional math instruction and reassessment opportunities during weekly Advisory (68 minutes). Staffed by licensed math teachers.
- Exploratory Math
  - This course provides instruction in Geometry and Algebra 2. The format provides extended time for instruction (from two years to three years).
- Co-Taught courses
  - A licensed math teacher and SPED teacher collaboratively plan and co-teach the following courses for high school students: Non-Linear Algebra, Geometry, Algebra 2 (required for graduation).
- Student Techers of Color or Native American Student Teachers
  - Working through Metropolitan State's Urban Educator Program, student teachers of color or Native American student teachers will be working with the cooperating teacher to increase students' math skills.
- Non-Linear Algebra (Same standards as all other NLA classes, instructional strategies and pace are different)
  - Students are selected for this course based on 8th grade math data, specifically end of course grades (C/D). Students are assigned the same licensed math teacher for the entire school year. Power standards are identified and the focus is on depth and rigor.
- Homework Help Center
  - Tuesday, Wednesday, Thursday each week from 2-4pm in the Media Center staffed by licensed content staff.

Equity Specialists will deliver the Minnesota Higher Education Services Office's *Get Ready!* for College program (www.getready.state.mn.us) for lower income and students of color to help ensure their success in International Baccalaureate and Standards Plus (S+) advanced courses (S+ courses are limited enrollment to students by exam, interest survey. Achievement and Integration revenue will assist with materials and field trips to expose students to local colleges.

AVID programing is currently at Edinbrook Elementary, Northview Middle School, Maple Grove Middle School and Osseo Senior High School. AVID is a national college-readiness system designed to increase the number of students who enroll in four-year colleges. AVID focuses on the least served students in the academic middle.

AVID elective teachers support AVID students by providing academic training, managing their tutorials, working with faculty and parents, and by helping students develop long- range academic and personal plans.

Achievement and Integration revenue may be used to support current programing and expand AVID to other sites to support proficiency development in both math and reading.

Grade levels to be served: PK -12

Location of services: District wide

Key Indicators

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Strategy Name and # 3 Comprehensive District Wide Reading Instruction and Support

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.

PK -5

Core Reading Instruction

Balanced Literacy with the use of Benchmark Literacy materials

Reading Interventions

Weekly progress monitoring using FastBridge CBMR-English and earlyReading assessments.

Multiple Interventions to meet the specific literacy needs of the students:

- Kindergarten: Phoneme, Phoneme Segmenting, Letter Tracing Book, Word Building, KPALS, Great Leaps K-2, Repeated Read Aloud, LLI Orange, Incremental Rehearsal
- First Grade: Phoneme Blending, Phoneme Segmenting, Letter Tracing Book, Letter Sound Correspondence, Word Building, Blending Words, Newscaster, First Grade PALS, Great Leaps K-2, G.A.T.E, Repeated Read Aloud, LLI Green,
- Second Grade: Word Building, Read Naturally, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, G.A.T.E, Great Leaps K-2, Early Success Level 2
- Third Grade: Word Building, Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, Read Naturally, Soar to Success Level 3
- Fourth and Fifth Grade: Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, Read Naturally, PALS 2-5, Great Leaps, Soar to Success Level 4 and 5
- 90/90/90 literacy strategies: Teachers have received a text level growth chart to recognize when each student advances a reading level. The chart is updated when a student moves up a text level. The reading charts are put on display outside of the classroom so everyone can see the work that the students are doing. The chart is a way to celebrate learning by our students.

Secondary (Grades 6-12)

6-12 Core Reading Instruction:

- Reading instruction is integrated into core English course instruction in grades

6-12 Reading Interventions: (MCA, NWEA and course grades along with staff recommendation determine placement)

- Co-Taught courses
  - A content teacher (English, science, social studies) and a licensed reading teacher co-teach a core content course. Provides support for students not reading at grade level. The reading teacher provides additional reading instructional strategies and resources to support content and reading learning.

- Reading Lab
  - Provides support for students not reading at grade level. This is an elective course, taken in addition to the core grade level English course. Enrollment is flexible and students may exit the course. A variety of strategies and resources are utilized, including READ 180 and System 44.

- English/Reading
  - Core grade level English course and standards with a focus on integrated reading instruction.

- Full time Literacy Coach
  - Supports all teachers and students in the building. Works with: students one-on- one, teachers to design literacy focused scaffolding/reading intervention in their content areas, Reading Lab teachers to design curriculum, etc. Provides building level staff development and works with Equity Specialist to help teachers design culturally relevant curriculum.

- Aligned English Skills (SPED) course with English curriculum
  - Provides rigorous learning opportunities for all students aligned to the standards and curriculum that is being taught in regular non-SPED English classes.

- Homework Help Center
  - Tuesday, Wednesday, Thursday each week from 2-4pm in the Media Center staffed by licensed content staff.

- SPED Co-Taught courses
  - A licensed English teacher and SPED teacher collaboratively plan and co-teach the required English 9-12 courses.

- Student Techers of Color or Native American Student Teachers
  - Working through Metropolitan State's Urban Educator Program, student teachers of color or Native American student teachers will be working with the cooperating teacher to increase students' reading skills.

Achievement and Integration revenue will support the National Children's Defense Fund's research based culturally relevant literacy program Freedom Schools. This program will serve as a lab for culturally relevant K-6 literacy has been found to eliminate the summer reduction in literacy achievement and increase a love for literacy and improvement on character and behavior measures.

Equity Specialists will deliver the Minnesota Higher Education Services Office's Get Ready! for College program (www.getready.state.mn.us) for lower income and students of color to help ensure their success in International Baccalaureate and Standards Plus (S+) advanced courses (S+ courses are limited enrollment to students by exam, interest survey. Achievement and Integration revenue will assist with materials and field trips to expose students to local colleges.

AVID programing is currently being piloted at Edinbrook Elementary, Northview Middle School and Osseo Senior High School. AVID is a national college-readiness system designed to increase the number of students who enroll in four-year colleges. AVID focuses on the least served students in the academic middle.

AVID elective teachers support AVID students by providing academic training, managing their tutorials, working with faculty and parents, and by helping students develop long- range academic and personal plans.

Achievement and Integration revenue may be used to support current programing and expand AVID to other sites to support proficiency development in both math and reading.

Grade levels to be served: PK-12 Location of services:

Multiple locations

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

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

Strategy Name and #4 Family Engagement and Empowerment

Type of Strategy: Family engagement initiatives to increase student acheivement.

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:

Department of Educational Equity Staff will engage families in cultural identity support and development through culture / language tables. The culture / language tables also provide a format to culturally address parent leadership and system navigation skills to help families navigate and transform the school system for equity.

Through the community outreach the Department of Educational Equity Staff will work with parents to support the Community Collaborative Council and other group). These parent group will collaborate with the DOEE Leadership as an advisory on matters directly related to securing racial equity and cultural relevancy in ISD 279.

Bi-lingual Assistants will continue their work to support of bi-lingual families of color enrolled in the district. The Bi-lingual Assistants will not supplant the work of the English Language Learners Department. Staff will assist in translation, interpretation and outreach to reduce language, racial, and cultural barriers faced by our families and students at schools. Bi-lingual Assistants will work directly with students, families, and community members to assist them as they seek to communicate directly with teachers and administrators at the school sites.

Grade levels to be served: PK -12

Location - Multiple

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Chronic Absenteeism Reduction	Target 2021	Target 2022	Target 2023
American Indian Secondary	29%	28%	27%

Strategy Name and #5 Magnet School Programing

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:

Due to our partnership with NWSISD we are able to offer Magnet Schools to students to any of our students in any of the eight NWSISD member districts.

Five KG-12 strands of magnet schools are offered.

International Baccalaureate (IB)

The International Baccalaureate (IB) schools infuse a core curriculum with a world focus that can help young people understand their role as responsible world citizens. Emphasis is on changing technology, world languages and cultures. Students are encouraged to inquire, think, communicate, take risks, achieve, be principled, caring open-minded, well-balanced and reflective.

Visual, Performing, Literary and New Media Arts

An arts magnet provides a strong academic core with opportunities for students to create at many levels. Teaching through the arts helps students experience concepts rather than merely discussing or reading about them. The study of the arts has been linked to students' increased critical and creative thinking skills, self-esteem, willingness to take risks and ability to work with others.

Science, Technology, Engineering and Mathematics (STEM)

A Science, Technology, Engineering and Mathematics (STEM) magnet immerses students in a series of learning experiences that foster interaction and investigation. Students use technology and virtual studies to solve problems in new ways. Partnerships with organizations like the Science Museum of Minnesota and programs like Project Lead the Way help to provide an innovative and creative framework for a sound and deeply engaging education.

Science, Technology, Engineering, Arts and Mathematics (STEAM)

A Science, Technology, Engineering, Arts and Mathematics (STEAM) magnet immerses students in a series of learning experiences that foster interaction and investigation. Students use technology, arts and virtual studies to solve problems in new ways. Partnerships with organizations like the Science Museum of Minnesota and programs like Project Lead the Way help to provide an innovative and creative framework for a sound and deeply engaging education. Teaching through the arts helps students experience concepts rather than merely discussing or reading about them.

Health Science

Students can explore or advance their education and training to prepare for successful health care careers. Students can apply their learning in community settings by participating in the Opportunities in Emergency Care program or by earning nursing assistant clinical hours in local health care facilities.

Outstanding course offerings combine rigor and relevance and allow students to demonstrate achievement in academic and technical knowledge, skills and abilities. Elective classes in Emergency Medical Responder, Nursing Assistant and Pharmacy Technician provide the opportunity for students to earn industry certification and college credit. Additional class options include Exploring Health Careers, Medical Terminology, Anatomy and Physiology, and Bioethics.

Grade levels to be served: K -12

Location of services: Multiple locations

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	42.2%	42.7%	43.2%
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	46.5%	47.5%	48.5%

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities

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:

Student programs provided through NWSISD focuses on four educational concepts: Aspirations, Expectations, Opportunities, and Achievement. Students experience activities which focus on introspection, learning how culture shapes expectations, setting goals and understanding expectations for what it means to be college or career ready. Specific examples of activities which are included in this intervention are: college field trips, career exploration, service learning, team building, and guest speakers. College field trips may be provided for elementary, middle and high schools. Programs such as educators rising and AVID often benefit from this programing directly. In addition, other college and or career fairs or conferences may be part of this intervention.

Grade levels to be served: 6-12

Location of services: Multiple sites

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

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:

Consistent with Minnesota Statue 120B.128 All Osseo Area Schools students by no later than grade 9 will explore their college and career interests and aspirations and develop a plan for smooth and successful transition to postsecondary education or employment. All students' plan must be designed to meet 8 tenants of the legislation: RAMP UP TO READINESS CURRICULLUM, MINNESOTA CAREER INFORMATION SYSTEMS (MCIS), and Rigorous Career and technical Education programs of study were instituted to

1. Emphasizes Academic rigor and high expectations.
2. Help students identify personal learning styles that may affect their postsecondary education and employment choices.
3. Integrate strong academic content into career-focused courses and integrate relevant career-focused courses into strong academic content.
4. Help students and families identify and gain access to appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship.
5. Help students and families identify collaborative partnerships from kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and employers that support students'.
6. Provide students with experiential learning opportunities; and
7. Ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

Location of services: Multiple locations

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #8 REAL Talk / Student Voice

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:

REAL Talk (Racial Education Awakening Liberation) is an inter-racial student leadership group that creates space for students to develop and understand their own cultural and racial identity, as well as learn about cultures and races different from their own. REAL Talk creates a space where student voice can be amplified and valued. This allows for students to become anti-racist leaders who create transformational change in their school and community.

We are intentional about beginning the process of (re)creating a student's relationship with education and allowing room for seeing themselves in both the curriculum and structures of our education system.

Liberation (Our Definition): Racial education will serve as truth and reconciliation for students of color and white students so that their racial identities will be realized in the most authentic way possible. The end result being a multi-racial coalition of anti-racist leaders.

REAL Talk will involve families through family empowerment nights in which students will have an opportunity to share

Grade levels to be served: 6 -12 Location of services:
Multiple Locations

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Key Indicators of Progress (KIP)

Chronic Absenteeism Reduction	Target 2021	Target 2022	Target 2023
American Indian Secondary	29%	28%	27%

Strategy Name and #9 Increasing and retaining teachers of color and Indigenous teachers

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.

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:

Focused attention on increasing and retaining teachers, particularly teachers of color and Indigenous teachers. We have started a Teacher of Color mentorship program and work in collaboration with our local union to support new teachers. In addition, we have made changes to our collective bargaining agreement to attract experienced, tier 3 and 4 licensed teachers as well as provide additional professional development and support to our teachers at high needs schools. Finally, we work to create candidate pools and issue early teaching contracts that support the priority of an equitable distribution of staff.

We are in our 7th year of a priority result centered around hiring staff that mirror the demographics of our students. We have implemented several strategies toward this goal including a career pathways program, a Teacher of Color mentoring program, and utilizing our recruitment and retention manager to move our work forward.

Increase numbers of Teachers of Color and American Indian Teachers.	Target 2021	Target 2022	Target 2023
Percentage of Teachers of Color and American Indian Teachers system wide	7.3%	7.6%	7.9%

Strategy Name and #10 Family Book Club

Type of Strategy: Family engagement initiatives to increase student acheivement.

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:

Family Book Club Night is a family event that centers around the love of reading and multiculturalism. Scholars and their family come in anticipation of a community member reading a multicultural book and engaging in an activity with their family. Scholars enter into a drawing where 20 copies of the book read that night are given to scholars the next day. This builds scholars' libraries at home; especially with multicultural books.

Family Book Club will invite families to come to school to share a great story, great activity, great conversation each month. A variety of culturally relevant picture books and chapter books will be chosen for the families' enjoyment. The event will be held one preselected evenings. The picture book or portion of a chapter book will be read each month, followed by some conversation starters and an interactive project. Attendees will place their names in a drawing to receive a free copy of the book.

Family Book Club will help:

* build our community support base

*build cross-cultural relationships between families and staff

*promote literacy and family support

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	46.5%	47.5%	48.5%
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #11 Independent Reading Level Assessment

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:

The IRLA (Independent Reading Level Assessment) is a tool that gives us specific and actionable reading data. It is a common tool that every teacher uses to get a complete reading profile of every student in their classroom. The IRLA outlines specific reading skills and strategies that individual students require for accelerated reading growth. Once instructional needs are identified through the use of the IRLA, it provides a systematic and developmentally appropriate path for meeting the students where they are as readers. The IRLA provides all the information a teacher needs to meet the wide range of reading levels present in each of our classrooms. It provides a comprehensive framework for formative assessment, progress monitoring, and immediate feedback to students. This feedback translates into student power goals allowing students to take ownership over their learning which in turn increases engagement.

Implementation of this tool has required teachers to do one-on-one conferencing and flexible grouping on a continual basis along with routinely scheduled progress monitoring in order to ensure reading growth. This program has forced us to examine a practice problem - both at school and at home. Students were not getting sufficient time to practice reading books at their independent reading level to build confidence and fluency. We have worked hard to ensure that students have a significant amount of uninterrupted school time to read independently with books at their level AND have included at-home reading power goals.

Students need access to a large volume of leveled books at their independent reading levels so that they can become engaged readers. The leveled book bins that ARC provides are a crucial component to getting the right books in the hands of students and overcome the practice problem. These materials (power goals + books) have enabled us to keep students in their classrooms and adopt a coaching model which has dramatically cut transition time to intervention groups and streamlined Tier 2 interventions. We have a significant need for more access to books at all reading levels for in school and at-home daily reading practice.

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #12 Focus on Fitness

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

Focus on Fitness initiative for the purpose of increasing academic growth and positive behaviors, based upon research. Classrooms would include a movement in the daily routine to ensure that students brains are ready for learning. The research clearly indicates that students who move, to simplify the concept, get more oxygen to the brain which means that they are better prepared for learning

Students, for the most part, sit on kinesthetic seating. The purpose is to increase use of core muscles during instruction. Traditionally, the thought has been to ensure students are sitting still which would ensure that they are focused. However, research indicates that there is a 10% increase in focus when students are sitting on kinesthetic seating.

Partnership with several organizations outside of the district to provide opportunities for students. Throughout the school year students have the opportunity to run the Twin Cities 5K and participate in cross-country ski events with The Loppet Foundation, to name a couple of the events.

Several before and after school activities are connected to this strategy. Classes are designed to increase fitness, develop social skills. The programs that are designed to increase physical fitness include: Boot Camps, Morning Move, Girls on the Run, and Double Dutch.

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	46.5%	47.5%	48.5%
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	42.2%	42.7%	43.2%
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

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)). NWSISD oversees the enrollment applications, blind lottery, and transportation coordination for the twenty-two magnet schools across the seven-district collaborative. The Superintendent, and a board member, of ISD 279 participated in a monthly Multi-District Collaborative Council convened by the North West Suburban Integration School District Executive Director. The purpose of the Multi-District Collaborative Council meetings is to collaboratively implement Achievement and Integration legislation and programming. This partnership helps create efficiencies and eliminate duplicative programs.

Strategy Name and #13 American Indian Attendance Initiative

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:

American Indian Attendance Initiative
Support/programming and implementation strategies focused on increasing attendance will be provided to any American Indian students that reach 5 or more absences in the first trimester. The following intervention steps include, but are not limited to:

- Equity Specialists' follow an action plan that supports the unique needs of American Indian students and emphasizes culture and community. Educational resources and materials will be used to support students with the overarching focus of
  - o Enhancing cultural identity
  - o Analyzing and breaking down attendance barriers
  - o Create bi-weekly meetings with students to discuss attendance and identify barriers
  - o Establish goal setting and career outlook for students surrounding their
  - o Idividual interests and talents while highlighting importance of American Indian graduates
  - o Meet with students to help support individual goals as well as having the family engage in goal setting conversations

- Bring American Indian students together for an attendance support group that focuses on collectivism and growth: students in the Check & Connect program will become Peer Mentors with students that struggle with attendance
  [1] Christenson, S. L., Stout, K., & Pohl, A. (2012). *Check & Connect: A Comprehensive Student Engagement Intervention: Implementing with Fidelity*. Minneapolis, MN: University of Minnesota, Institute on Community Integration.
  - o Organize "houses" within the students to form group initiatives: scaffold by grades
  - o Incentive program based on attendance for houses and individuals

- Utilize a digital monitoring platform that tracks the attendance, goals, and provides a space for student discussion, as well as mentorship updates for earned incentives surrounding:
  - o Collective student goal for the end of the year
  - o House team goals for each trimester
  - o Individual mentee goals for the year and each trimester

American Indian students that have reached 10 or more absences will become a priority and have weekly **one-on-one** intervention meetings. ***In addition to the list above***, more initiatives to prevent the risk of dropping out or truancy include:

- Reevaluation of the attendance goal with the student and family:
    - o What should I stop doing?
    - o What should I continue doing?
    - o What do I need to start doing that will lead me to reach my goal?

- Evaluate current resources that are or are not working for that student, as well as what additional resources can be applied to successfully support attendance such as counselors, tutors, etc.

Key Indicators of Progress (KIP)

Chronic Absenteeism Reduction	Target 2021	Target 2022	Target 2023
American Indian	29%	28%	27%

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)). NWSISD oversees the enrollment applications, blind lottery, and transportation coordination for the twenty-two magnet schools across the seven-district collaborative. The Superintendent, and a board member, of ISD 279 participated in a monthly Multi-District Collaborative Council convened by the North West Suburban Integration School District Executive Director. The purpose of the Multi-District Collaborative Council meetings is to collaboratively implement Achievement and Integration legislation and programming. This partnership helps create efficiencies and eliminate duplicative programs.

Racially Identifiable School(s) (RIS)

Birch Gove Elementary

Goal #1: As part of the NWSISD Collaborative Osseo Area Schools will participate in programing seeking racial and economic integration and achievement gap closure for Osseo Area Schools students from FY 2020 – 2023.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Integration

Strategy Name and #5 Magnet School Programing
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities

Goal #2: : The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Math accountability test (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023.   **Aligns with WBWF area**: All racial and economic achievement gaps between students are closed.
Goal type: Achievement Disparity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and # 2 Comprehensive District Wide Math Instruction and Support
Strategy Name and #4 Family Engagement and Empowerment
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities

Goal #3: : The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Reading accountability test (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023.   **Aligns with WBWF area**: All racial and economic achievement gaps between students are closed.
Goal type: Achievement Disparity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and # 3 Comprehensive District Wide Reading Instruction and Support
Strategy Name and #4 Family Engagement and Empowerment
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities
Strategy Name and #7 College and Career Readiness

Goal #5: Increase access to effective and diverse teachers.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Teacher Equity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and #9 Increasing and retaining teachers of color and Indigenous teachers

Strategies

Strategy Name and #1 Racial Equity and Educational Achievement

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

Integrated Learning Environments

☐ 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

Achievement and Integration revenue will continue to support the National Children's Defense Fund's research based culturally relevant literacy program Freedom Schools. This program will serve as a lab for culturally relevant K-6 literacy has been found to eliminate the summer reduction in literacy achievement and increase a love for literacy and improvement on character and behavior measures.

Location of services: Multiple locations

Key Indicators

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Strategy Name and # 2 Comprehensive District Wide Math Instruction and Support

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

Integrated Learning Environments

☐ 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:

Pre-K - 5 Staff Development Focus 2018-2020 Monthly System Staff Development Meeting: Mathematical Mindsets based on the work of Dr. Jo Boaler Stanford University and Principles to Action; Ensuring Mathematical Success for All from National Council of Teachers of Mathematics. Monthly Topics: Literacy and Math Connections; Productive Struggle; Depth, Not Speed; Visual Representation; Rich Tasks; Purposeful Questioning and Discourse; Everyone Can Learn More at High Levels, Number Talks System Staff Development Days: Grade level and content specific sessions along with choice sessions focused on: culturally responsive instruction, differentiated instruction, digital learning, literacy instruction and standards based instruction. Ongoing access to dedicated Curriculum, Instruction and Educational Standards to provide support with data teams, instructional practices, implementation of instructional materials and digital learning.

Core Math Instruction: Instructional materials Pre-K-5: Bridges in Mathematics

Math Interventions Grades K-5 Bridges in Mathematics, a research-based math intervention that focusses on developing math sense through the use of concrete, representational and abstract model. Not a drill model of intervention.

Ongoing access to dedicated Curriculum, Instruction and Educational Standards staff including: content teacher leaders, differentiation specialists, instructional coaches and staff development assessment specialists.

Equity Specialists will deliver the Minnesota Higher Education Services Office's _Get Ready!_ for College program (www.getready.state.mn.us) for lower income and students of color to help ensure their success in International Baccalaureate and Standards Plus (S+) advanced courses (S+ courses are limited enrollment to students by exam, interest survey. Achievement and Integration revenue will assist with materials and field trips to expose students to local colleges.

Achievement and Integration revenue may be used to support current programing and expand AVID to other sites to support proficiency development in both math and reading.

Grade levels to be served: PK -12

Location of services: District wide

Key Indicators

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	_42.2%_	_42.7%_	_43.2%_
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Strategy Name and # 3 Comprehensive District Wide Reading Instruction and Support

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

Integrated Learning Environments

☒ 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.

PK -5

Core Reading Instruction

Balanced Literacy with the use of Benchmark Literacy materials

Reading Interventions

Weekly progress monitoring using FastBridge CBMR-English and earlyReading assessments.

Multiple Interventions to meet the specific literacy needs of the students:

- Kindergarten: Phoneme, Phoneme Segmenting, Letter Tracing Book, Word Building, KPALS, Great Leaps K-2, Repeated Read Aloud, LLI Orange, Incremental Rehearsal
- First Grade: Phoneme Blending, Phoneme Segmenting, Letter Tracing Book, Letter Sound Correspondence, Word Building, Blending Words, Newscaster, First Grade PALS, Great Leaps K-2, G.A.T.E, Repeated Read Aloud, LLI Green,
- Second Grade: Word Building, Read Naturally, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, G.A.T.E, Great Leaps K-2, Early Success Level 2
- Third Grade: Word Building, Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, Read Naturally, Soar to Success Level 3
- Fourth and Fifth Grade: Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, Read Naturally, PALS 2-5, Great Leaps, Soar to Success Level 4 and 5
- 90/90/90 literacy strategies: Teachers have received a text level growth chart to recognize when each student advances a reading level. The chart is updated when a student moves up a text level. The reading charts are put on display outside of the classroom so everyone can see the work that the students are doing. The chart is a way to celebrate learning by our students.

Achievement and Integration revenue will support the National Children's Defense Fund's research based culturally relevant literacy program Freedom Schools. This program will serve as a lab for culturally relevant K-6 literacy has been found to eliminate the summer reduction in literacy achievement and increase a love for literacy and improvement on character and behavior measures.

Equity Specialists will deliver the Minnesota Higher Education Services Office's Get Ready! for College program (www.getready.state.mn.us) for lower income and students of color to help ensure their success in International Baccalaureate and Standards Plus (S+) advanced courses (S+ courses are limited enrollment to students by exam, interest survey. Achievement and Integration revenue will assist with materials and field trips to expose students to local colleges.

Achievement and Integration revenue may be used to support current programing and expand AVID to other sites to support proficiency development in both math and reading.

Grade levels to be served: PK-12

Location of services: Multiple locations

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #4 Family Engagement and Empowerment

Type of Strategy: Family engagement initiatives to increase student acheivement.

Integrated Learning Environments

☐ 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:

Department of Educational Equity Staff will engage families in cultural identity support and development through monthly culture / language tables. The culture / language tables also provide a format to culturally address parent leadership and system navigation skills to help families navigate and transform the school system for equity.

Through the community outreach the Department of Educational Equity Staff will work with parents to support the Community Collaborative Council and other groups). These parent group will collaborate with the DOEE Leadership as an advisory on matters directly related to securing racial equity and cultural relevancy in ISD 279.

Bi-lingual Assistants will continue their work to support of bi-lingual families of color enrolled in the district. The Bi-lingual Assistants will not supplant the work of the English Language Learners Department. Staff will assist in translation, interpretation and outreach to reduce language, racial, and cultural barriers faced by our families and students at schools. Bi-lingual Assistants will work directly with students, families, and community members to assist them as they seek to communicate directly with teachers and administrators at the school sites.

Grade levels to be served: PK -12 Location

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #5 Magnet School Programing

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:

Due to our partnership with NWSISD we are able to offer Magnet Schools to students to any of our students in any of the eight NWSISD member districts.

Five KG-12 strands of magnet schools are offered.

International Baccalaureate (IB)

The International Baccalaureate (IB) schools infuse a core curriculum with a world focus that can help young people understand their role as responsible world citizens. Emphasis is on changing technology, world languages and cultures. Students are encouraged to inquire, think, communicate, take risks, achieve, be principled, caring open-minded, well-balanced and reflective.

Visual, Performing, Literary and New Media Arts

An arts magnet provides a strong academic core with opportunities for students to create at many levels. Teaching through the arts helps students experience concepts rather than merely discussing or reading about them. The study of the arts has been linked to students' increased critical and creative thinking skills, self-esteem, willingness to take risks and ability to work with others.

Science, Technology, Engineering and Mathematics (STEM)

A Science, Technology, Engineering and Mathematics (STEM) magnet immerses students in a series of learning experiences that foster interaction and investigation. Students use technology and virtual studies to solve problems in new ways. Partnerships with organizations like the Science Museum of Minnesota and programs like Project Lead the Way help to provide an innovative and creative framework for a sound and deeply engaging education.

Science, Technology, Engineering, Arts and Mathematics (STEAM)

A Science, Technology, Engineering, Arts and Mathematics (STEAM) magnet immerses students in a series of learning experiences that foster interaction and investigation. Students use technology, arts and virtual studies to solve problems in new ways. Partnerships with organizations like the Science Museum of Minnesota and programs like Project Lead the Way help to provide an innovative and creative framework for a sound and deeply engaging education. Teaching through the arts helps students experience concepts rather than merely discussing or reading about them.

Health Science

Students can explore or advance their education and training to prepare for successful health care careers. Students can apply their learning in community settings by participating in the Opportunities in Emergency Care program or by earning nursing assistant clinical hours in local health care facilities.

Outstanding course offerings combine rigor and relevance and allow students to demonstrate achievement in academic and technical knowledge, skills and abilities. Elective classes in Emergency Medical Responder, Nursing Assistant and Pharmacy Technician provide the opportunity for students to earn industry certification and college credit. Additional class options include Exploring Health Careers, Medical Terminology, Anatomy and Physiology, and Bioethics.

Grade levels to be served: K -12

Location of services: Multiple locations

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities

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:
Student programs provided through NWSISD focuses on four educational concepts: Aspirations, Expectations, Opportunities, and Achievement. Students experience activities which focus on introspection, learning how culture shapes expectations, setting goals and understanding expectations for what it means to be college or career ready. Specific examples of activities which are included in this intervention are: college field trips, career exploration, service learning, team building, and guest speakers. College field trips may be provided for elementary, middle and high schools. Programs such as educators rising and AVID often benefit from this programing directly. In addition, other college and or career fairs or conferences may be part of this intervention.

Grade levels to be served: 6-12

Location of services: Multiple sites

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Strategy Name and #7 College and Career Readiness

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:

Consistent with Minnesota Statue 120B.128 All Osseo Area Schools students by no later than grade 9 will explore their college and career interests and aspirations and develop a plan for smooth and successful transition to postsecondary education or employment. All students' plan must be designed to meet 8 tenants of the legislation: RAMP UP TO READINESS CURRICULLUM, MINNESOTA CAREER INFORMATION SYSTEMS (MCIS), and Rigorous Career and technical Education programs of study were instituted to

1. Emphasizes Academic rigor and high expectations.
2. Help students identify personal learning styles that may affect their postsecondary education and employment choices.
3. Integrate strong academic content into career-focused courses and integrate relevant career-focused courses into strong academic content.
4. Help students and families identify and gain access to appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship.

5. Help students and families identify collaborative partnerships from kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and employers that support students'.

6. Provide students with experiential learning opportunities; and

7. Ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

Location of services: Multiple locations

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #9 Increasing and retaining teachers of color and Indigenous teachers

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.

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:

Focused attention on increasing and retaining teachers, particularly teachers of color and Indigenous teachers. We have started a Teacher of Color mentorship program and work in collaboration with our local union to support new teachers. In addition, we have made changes to our collective bargaining agreement to attract experienced, tier 3 and 4 licensed teachers as well as provide additional professional development and support to our teachers at high needs schools. Finally, we work to create candidate pools and issue early teaching contracts that support the priority of an equitable distribution of staff.

We are in our 7th year of a priority result centered around hiring staff that mirror the demographics of our students. We have implemented several strategies toward this goal including a career pathways program, a Teacher of Color mentoring program, and utilizing our recruitment and retention manager to move our work forward.

Increase numbers of Teachers of Color and American Indian Teachers.	Target 2021	Target 2022	Target 2023
Percentage of Teachers of Color and American Indian Teachers system wide	7.3%	7.6%	7.9%

Strategy Name and #10 Family Book Club

Type of Strategy: Family engagement initiatives to increase student acheivement.

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:

Family Book Club Night is a family event that centers around the love of reading and multiculturalism. Scholars and their family come in anticipation of a community member reading a multicultural book and engaging in an activity with their family. Scholars enter into a drawing where 20 copies of the book read that night are given to scholars the next day. This builds scholars' libraries at home; especially with multicultural books.

Family Book Club will invite families to come to school to share a great story, great activity, great conversation each month. A variety of culturally relevant picture books and chapter books will be chosen for the families' enjoyment. The event will be held one preselected evenings. The picture book or portion of a chapter book will be read each month, followed by some conversation starters and an interactive project. Attendees will place their names in a drawing to receive a free copy of the book.

Family Book Club will help:

    * build our community support base

    *build cross-cultural relationships between families and staff

    *promote literacy and family support

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	46.5%	47.5%	48.5%
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

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)). NWSISD oversees the enrollment applications, blind lottery, and transportation coordination for the twenty-two magnet schools across the seven-district collaborative. The Superintendent, and a board member, of ISD 279 participated in a monthly Multi-District Collaborative Council convened by the North West Suburban Integration School District Executive Director. The purpose of the Multi-District Collaborative Council meetings is to collaboratively implement Achievement and Integration legislation and programming. This partnership helps create efficiencies and eliminate duplicative programs.

Crestview Elementary

Achievement and Integration Goals

district (Minn. Stat. § 124D.861, subd. 2 (c)). Enter text.

Goal #1: As part of the NWSISD Collaborative Osseo Area Schools will participate in programing seeking racial and economic integration and achievement gap closure for Osseo Area Schools students from FY 2020 - 2023
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Integration

Strategy Name and #5 Magnet School Programing
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities

Goal #2: : The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Math accountability test (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Achievement Disparity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and # 2 Comprehensive District Wide Math Instruction and Support
Strategy Name and #4 Family Engagement and Empowerment
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities
Strategy Name and #7 College and Career Readiness

Goal #3: : The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Reading accountability test (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Achievement Disparity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and # 3 Comprehensive District Wide Reading Instruction and Support
Strategy Name and #4 Family Engagement and Empowerment
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities
Strategy Name and #7 College and Career Readiness
Strategy Name and #11 Independent Reading Level Assessment

Goal #5: Increase access to effective and diverse teachers.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Teacher Equity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and #9 Increasing and retaining teachers of color and Indigenous teachers

Strategies

Strategy Name and #1 Racial Equity and Educational Achievement

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.

All of Osseo Area Schools will receive professional development in the CLEAR Model and National Urban Alliance strategies as part of a district wide response to the need for culturally responsive instruction:

Cultural- emphasizes the human purpose of what is being learned and its relationship to the students' own culture.

Learning- encourages students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.

Equitable- respectful learning environments in which students' racial and ethnic diversity is valued and contributes to successful academic outcomes.

Achievement- includes multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.

Responsive- through positive relationships, rigorous learning experiences are created involving higher order thinking and critical analysis used to address relevant, real(ness) world issues in an action-oriented manner.

Educators at every level of our system are able to access equity focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

All of Osseo Area Schools will receive professional development in the CLEAR Model and National Urban Alliance strategies as part of a district wide response to the need for culturally responsive instruction:

Cultural- emphasizes the human purpose of what is being learned and its relationship to the students' own culture.

Learning- encourages students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.

Equitable- respectful learning environments in which students' racial and ethnic diversity is valued and contributes to successful academic outcomes.

Achievement- includes multiple ways to **represent** knowledge and skills and allow for attainment of outcomes at different points in time.

Responsive- through positive **relationships**, rigorous learning experiences are created involving higher order thinking and critical analysis used to address relevant, real(ness) world issues in an action-oriented manner.

Educators at every level of our **system** are able to access equity focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

E3 – Education, Excellence, and Equity:
- Professional Development along with student assessments and support tools from E3 help to enable equitable student achievement by:
- Helping to determine the most effective engagement strategies for each child.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programing increasing student success, especial for emerging multi-lingual learners and students of color.

Equity Teachers, and Equity Specialists:
- Provide coaching and training for racial equity
- Provide culturally responsive pedagogy training
- Provide one on one leadership coaching for principals and teacher leaders

Community Form on Race.
- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race. Teachers and administrators from across our school system have

Equity Foundational Training (EFT)
- Provide anti- racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy
- Osseo Area Schools staff will receive professional development surrounding American Indian Educations policy and pedagogy.

SEED CLEAR Lesson Planning:
- A team of teachers will receive training from a district Equity Teacher o write lesson plans about culturally responsive books that purposefully incorporate the CLEAR model into the lesson. Teacher will share the work with staff during workshop week, providing teams with culturally responsive books to choose from as well as the lesson plan template, and give teachers time to work collaboratively to write the lesson plans. All teachers are teaching the lessons to their staff during the month of September. During the staff meeting at the end of September, staff will bring artifacts from the lesson and share them with others who taught different books. The work will continue through the year with additional staff time dedicated to collaboration across teams. Through this work, teachers will build their capacity for using the CLEAR model when planning and build their knowledge of culturally responsive text.

Peer Support Model

This model is focused on:
- Teachers supporting their peers
- Increasing collaboration and trust within and between grade levels and departments
- Applying best practices into teaching [academic and SEL teaching practices]
- Deepening understanding and practices of NUA, CLEAR, and culturally responsive teaching practices

Peer Support Teacher Role: The Peer Support Teachers are focused on modeling lessons and collaborating with classroom teachers on areas that the classroom teachers requests support. The areas of support must align to strategies outlined in our SIP:

- Culturally Responsive Teaching practices e.g. NUA/CLEAR, ELL strategies
- Math or Reading
- Social Emotional Learning strategies e.g. ENVoY, Yoga Calm, Responsive Classroom, Restorative Practices, etc.

Academic Support Coach Role

- Coordination and implementation of the Peer Support Model
  - o Provide classroom coverage so Peer Support Teachers model and offer feedback to peers
  - o Coach and support Peer Support Teachers
  - o Establish and oversee a calendar to ensure Peer Support Model teachers have time and opportunity to support colleagues.

Instructional Assistant Role in Peer Support Model

- Assist in the coordination and implementation of the Peer Support Model by providing classroom coverage
- Coach and support Peer Support Teachers as needed

Achievement and Integration revenue will continue to support the National Children's Defense Fund's research based culturally relevant literacy program Freedom Schools. This program will serve as a lab for culturally relevant K-6 literacy has been found to eliminate the summer reduction in literacy achievement and increase a love for literacy and improvement on character and behavior measures.

Location of services: Multiple locations

Key Indicators

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	46.5%	47.5%	48.5%
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	42.2%	42.7%	43.2%
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Strategy Name and # 2 Comprehensive District Wide Math Instruction and Support

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

Integrated Learning Environments:

☒ 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:

Pre-K - 5 Staff Development Focus 2018-2020 Monthly System Staff Development Meeting: Mathematical Mindsets based on the work of Dr. Jo Boaler Stanford University and Principles to Action; Ensuring Mathematical Success for All from National Council of Teachers of Mathematics. Monthly Topics: Literacy and Math Connections; Productive Struggle; Depth, Not Speed; Visual Representation; Rich Tasks; Purposeful Questioning and Discourse; Everyone Can Learn More at High Levels, Number Talks System Staff Development Days: Grade level and content specific sessions along with choice sessions focused on: culturally responsive instruction, differentiated instruction, digital learning, literacy instruction and standards based instruction. Ongoing access to dedicated Curriculum, Instruction and Educational Standards to provide support with data teams, instructional practices, implementation of instructional materials and digital learning.

Core Math Instruction: Instructional materials Pre-K-5: Bridges in Mathematics

Math Interventions Grades K-5 Bridges in Mathematics, a research-based math intervention that focusses on developing math sense through the use of concrete, representational and abstract model. Not a drill model of intervention.

Equity Specialists will deliver the Minnesota Higher Education Services Office's _Get Ready!_ for College program (www.getready.state.mn.us) for lower income and students of color to help ensure their success in International Baccalaureate and Standards Plus (S+) advanced courses (S+ courses are limited enrollment to students by exam, interest survey. Achievement and Integration revenue will assist with materials and field trips to expose students to local colleges.

AVID is a national college-readiness system designed to increase the number of students who enroll in four-year colleges. AVID focuses on the least served students in the academic middle.

Achievement and Integration revenue may be used to support current programing and expand AVID to other sites to support proficiency development in both math and reading.

Grade levels to be served: PK -12

Location of services: District wide

Key Indicators

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Strategy Name and # 3 Comprehensive District Wide Reading Instruction and Support

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

Integrated Learning Environments

☒ 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.

PK -5

Core Reading Instruction

Balanced Literacy with the use of Benchmark Literacy materials

Reading Interventions

Weekly progress monitoring using FastBridge CBMR-English and earlyReading assessments.

Multiple Interventions to meet the specific literacy needs of the students:

- Kindergarten: Phoneme, Phoneme Segmenting, Letter Tracing Book, Word Building, KPALS, Great Leaps K-2, Repeated Read Aloud, LLI Orange, Incremental Rehearsal
- First Grade: Phoneme Blending, Phoneme Segmenting, Letter Tracing Book, Letter Sound Correspondence, Word Building, Blending Words, Newscaster, First Grade PALS, Great Leaps K-2, G.A.T.E, Repeated Read Aloud, LLI Green,
- Second Grade: Word Building, Read Naturally, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, G.A.T.E, Great Leaps K-2, Early Success Level 2
- Third Grade: Word Building, Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, Read Naturally, Soar to Success Level 3
- Fourth and Fifth Grade: Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, Read Naturally, PALS 2-5, Great Leaps, Soar to Success Level 4 and 5
- 90/90/90 literacy strategies: Teachers have received a text level growth chart to recognize when each student advances a reading level. The chart is updated when a student moves up a text level. The reading charts are put on display outside of the classroom so everyone can see the work that the students are doing. The chart is a way to celebrate learning by our students.

Achievement and Integration revenue will support the National Children's Defense Fund's research based culturally relevant literacy program Freedom Schools. This program will serve as a lab for culturally relevant K-6 literacy has been found to eliminate the summer reduction in literacy achievement and increase a love for literacy and improvement on character and behavior measures.

Equity Specialists will deliver the Minnesota Higher Education Services Office's *Get Ready!* for College program (www.getready.state.mn.us) for lower income and students of color to help ensure their success in International Baccalaureate and Standards Plus (S+) advanced courses (S+ courses are limited enrollment to students by exam, interest survey. Achievement and Integration revenue will assist with materials and field trips to expose students to local colleges.

Achievement and Integration revenue may be used to support current programing and expand AVID to other sites to support proficiency development in both math and reading.

Grade levels to be served: PK-12

Location of services: Multiple locations

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

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

Strategy Name and #4 Family Engagement and Empowerment

Type of Strategy: Family engagement initiatives to increase student acheivement.

Integrated Learning Environments

☐ 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:

Department of Educational Equity Staff will engage families in cultural identity support and development through culture / language tables. The culture / language tables also provide a format to culturally address parent leadership and system navigation skills to help families navigate and transform the school system for equity.

Through the community outreach the Department of Educational Equity Staff will work with parents to support the Community Collaborative Council and other group). These parent group will collaborate with the DOEE Leadership as an advisory on matters directly related to securing racial equity and cultural relevancy in ISD 279.

Bi-lingual Assistants will continue their work to support of bi-lingual families of color enrolled in the district. The Bi-lingual Assistants will not supplant the work of the English Language Learners Department. Staff will assist in translation, interpretation and outreach to reduce language, racial, and cultural barriers faced by our families and students at schools. Bi-lingual Assistants will work directly with students, families, and community members to assist them as they seek to communicate directly with teachers and administrators at the school sites.

Grade levels to be served: PK -12

Location of services

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #5 Magnet School Programing

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:

Due to our partnership with NWSISD we are able to offer Magnet Schools to students to any of our students in any of the eight NWSISD member districts.

Five KG-12 strands of magnet schools are offered.

International Baccalaureate (IB)

The International Baccalaureate (IB) schools infuse a core curriculum with a world focus that can help young people understand their role as responsible world citizens. Emphasis is on changing technology, world languages and cultures. Students are encouraged to inquire, think, communicate, take risks, achieve, be principled, caring open-minded, well-balanced and reflective.

Visual, Performing, Literary and New Media Arts

An arts magnet provides a strong academic core with opportunities for students to create at many levels. Teaching through the arts helps students experience concepts rather than merely discussing or reading about them. The study

of the arts has been linked to students' increased critical and creative thinking skills, self-esteem, willingness to take risks and ability to work with others.

Science, Technology, Engineering and Mathematics (STEM)

A Science, Technology, Engineering and Mathematics (STEM) magnet immerses students in a series of learning experiences that foster interaction and investigation. Students use technology and virtual studies to solve problems in new ways. Partnerships with organizations like the Science Museum of Minnesota and programs like Project Lead the Way help to provide an innovative and creative framework for a sound and deeply engaging education.

Science, Technology, Engineering, Arts and Mathematics (STEAM)

A Science, Technology, Engineering, Arts and Mathematics (STEAM) magnet immerses students in a series of learning experiences that foster interaction and investigation. Students use technology, arts and virtual studies to solve problems in new ways. Partnerships with organizations like the Science Museum of Minnesota and programs like Project Lead the Way help to provide an innovative and creative framework for a sound and deeply engaging education. Teaching through the arts helps students experience concepts rather than merely discussing or reading about them.

Health Science

Students can explore or advance their education and training to prepare for successful health care careers. Students can apply their learning in community settings by participating in the Opportunities in Emergency Care program or by earning nursing assistant clinical hours in local health care facilities.

Outstanding course offerings combine rigor and relevance and allow students to demonstrate achievement in academic and technical knowledge, skills and abilities. Elective classes in Emergency Medical Responder, Nursing Assistant and Pharmacy Technician provide the opportunity for students to earn industry certification and college credit. Additional class options include Exploring Health Careers, Medical Terminology, Anatomy and Physiology, and Bioethics.

Grade levels to be served: K -12

Location of services: Multiple locations

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities

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

☒ 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:

Student programs provided through NWSISD focuses on four educational concepts: Aspirations, Expectations, Opportunities, and Achievement. Students experience activities which focus on introspection, learning how culture shapes expectations, setting goals and understanding expectations for what it means to be college or career ready. Specific examples of activities which are included in this intervention are: college field trips, career exploration, service learning, team building, and guest speakers. College field trips may be provided for elementary, middle and high schools. Programs such as educators rising and AVID often benefit from this programing directly. In addition, other college and or career fairs or conferences may be part of this intervention.

Grade levels to be served: 6-12

Location of services: Multiple sites

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Strategy Name and #7 College and Career Readiness

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:

☒ 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:

Consistent with Minnesota Statue 120B.128 All Osseo Area Schools students by no later than grade 9 will explore their college and career interests and aspirations and develop a plan for smooth and successful transition to postsecondary education or employment. All students' plan must be designed to meet 8 tenants of the legislation: RAMP UP TO READINESS CURRICULLUM, MINNESOTA CAREER INFORMATION SYSTEMS (MCIS), and Rigorous Career and technical Education programs of study were instituted to

1. Emphasizes Academic rigor and high expectations.
2. Help students identify personal learning styles that may affect their postsecondary education and employment choices.
3. Integrate strong academic content into career-focused courses and integrate relevant career-focused courses into strong academic content.
4. Help students and families identify and gain access to appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship.
5. Help students and families identify collaborative partnerships from kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and employers that support students'.
6. Provide students with experiential learning opportunities; and
7. Ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

Location of services: Multiple locations

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #9 Increasing and retaining teachers of color and Indigenous teachers

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.

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:

Focused attention on increasing and retaining teachers, particularly teachers of color and Indigenous teachers. We have started a Teacher of Color mentorship program and work in collaboration with our local union to support new teachers. In addition, we have made changes to our collective bargaining agreement to attract experienced, tier 3 and 4 licensed teachers as well as provide additional professional development and support to our teachers at high needs schools. Finally, we work to create candidate pools and issue early teaching contracts that support the priority of an equitable distribution of staff.

We are in our 7th year of a priority result centered around hiring staff that mirror the demographics of our students. We have implemented several strategies toward this goal including a career pathways program, a Teacher of Color mentoring program, and utilizing our recruitment and retention manager to move our work forward.

Increase numbers of Teachers of Color and American Indian Teachers.	Target 2021	Target 2022	Target 2023
Percentage of Teachers of Color and American Indian Teachers system wide	*7.3%*	*7.6%*	*7.9%*

Strategy Name and #11 Independent Reading Level Assessment

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:

The IRLA (Independent Reading Level Assessment) is a tool that gives us specific and actionable reading data. It is a common tool that every teacher uses to get a complete reading profile of every student in their classroom. The IRLA outlines specific reading skills and strategies that individual students require for accelerated reading growth. Once instructional needs are identified through the use of the IRLA, it provides a systematic and developmentally appropriate path for meeting the students where they are as readers. The IRLA provides all the information a teacher needs to meet the wide range of reading levels present in each of our classrooms. It provides a comprehensive framework for formative assessment, progress monitoring, and immediate feedback to students. This feedback translates into student power goals allowing students to take ownership over their learning which in turn increases engagement.

Implementation of this tool has required teachers to do one-on-one conferencing and flexible grouping on a continual basis along with routinely scheduled progress monitoring in order to ensure reading growth. This program has forced us to examine a practice problem - both at school and at home. Students were not getting sufficient time to practice reading books at their independent reading level to build confidence and fluency.   We have worked hard to ensure that students have a significant amount of uninterrupted school time to read independently with books at their level AND have included at-home reading power goals.

Students need access to a large volume of leveled books at their independent reading levels so that they can become engaged readers. The leveled book bins that ARC provides are a crucial component to getting the right books in the hands of students and overcome the practice problem. These materials (power goals + books) have enabled us to keep students in their classrooms and adopt a coaching model which has dramatically cut transition time to intervention groups and streamlined Tier 2 interventions. We have a significant need for more access to books at all reading levels for in school and at-home daily reading practice.

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

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)). NWSISD oversees the enrollment applications, blind lottery, and transportation coordination for the twenty-two magnet schools across the seven-district collaborative. The Superintendent, and a board member, of ISD 279 participated in a monthly Multi-District Collaborative Council convened by the North West Suburban Integration School District Executive Director. The purpose of the Multi-District Collaborative Council meetings is to collaboratively implement Achievement and Integration legislation and programming. This partnership helps create efficiencies and eliminate duplicative programs.

Racially Identifiable School(s) (RIS)

Edinbrook Elementary

Goal #1: As part of the NWSISD Collaborative Osseo Area Schools will participate in programing seeking racial and economic integration and achievement gap closure for Osseo Area Schools students from FY 2020 - 2023
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Integration

Strategy Name and #5 Magnet School Programing
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities

Goal #2: : The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Math accountability test (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Achievement Disparity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and # 2 Comprehensive District Wide Math Instruction and Support
Strategy Name and #4 Family Engagement and Empowerment
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities
Strategy Name and #7 College and Career Readiness

Goal #3: : The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Reading accountability test (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Achievement Disparity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and # 3 Comprehensive District Wide Reading Instruction and Support
Strategy Name and #4 Family Engagement and Empowerment
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities
Strategy Name and #7 College and Career Readiness

Goal #5: Increase access to effective and diverse teachers.

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

Goal type: Teacher Equity

Strategy Name and #1 Racial Equity and Educational Achievement

Strategy Name and #9 Increasing and retaining teachers of color and Indigenous teachers

Strategies

Strategy Name and #1 Racial Equity and Educational Achievement

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.

All of Osseo Area Schools will receive professional development in the CLEAR Model and National Urban Alliance strategies as part of a district wide response to the need for culturally responsive instruction:

Cultural- emphasizes the human purpose of what is being learned and its relationship to the students' own culture.

Learning- encourages students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.

Equitable- respectful learning environments in which students' racial and ethnic diversity is valued and contributes to successful academic outcomes.

Achievement- includes multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.

Responsive- through positive relationships, rigorous learning experiences are created involving higher order thinking and critical analysis used to address relevant, real(ness) world issues in an action-oriented manner.

Educators at every level of our system are able to access equity focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

All of Osseo Area Schools will receive professional development in the CLEAR Model and National Urban Alliance strategies as part of a district wide response to the need for culturally responsive instruction:

Cultural- emphasizes the human purpose of what is being learned and its relationship to the students' own culture.

Learning- encourages students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.

Equitable- respectful learning environments in which students' racial and ethnic diversity is valued and contributes to successful academic outcomes.

Achievement- includes multiple ways to **represent** knowledge and skills and allow for attainment of outcomes at different points in time.

Responsive- through positive relationships, rigorous learning experiences are created involving higher order thinking and critical analysis used to address relevant, real(ness) world issues in an action-oriented manner.

Educators at every level of our system are able to access equity focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

E3 – Education, Excellence, and Equity:

- Professional Development along with student assessments and support tools from E3 help to enable equitable student achievement by:
- Helping to determine the most effective engagement strategies for each child.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programing increasing student success, especial for emerging multi-lingual learners and students of color.

Equity Teachers, and Equity Specialists:

- Provide coaching and training for racial equity
- Provide culturally responsive pedagogy training
- Provide one on one leadership coaching for principals and teacher leaders

Community Form on Race.

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race. Teachers and administrators from across our school system have

Equity Foundational Training (EFT)

- Provide anti- racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Educations policy and pedagogy.

SEED CLEAR Lesson Planning:

- A team of teachers will receive training from a district Equity Teacher o write lesson plans about culturally responsive books that purposefully incorporate the CLEAR model into the lesson. Teacher will share the work with staff during workshop week, providing teams with culturally responsive books to choose from as well as the lesson plan template, and give teachers time to work collaboratively to write the lesson plans. All teachers are teaching the lessons to their staff during the month of September. During the staff meeting at the end of September, staff will bring artifacts from the lesson and share them with others who taught different books. The work will continue through the year with additional staff time dedicated to collaboration across teams. Through this work, teachers will build their capacity for using the CLEAR model when planning and build their knowledge of culturally responsive text.

Peer Support Model

This model is focused on:
- Teachers supporting their peers
- Increasing collaboration and trust within and between grade levels and departments
- Applying best practices into teaching [academic and SEL teaching practices]
- Deepening understanding and practices of NUA, CLEAR, and culturally responsive teaching practices

Peer Support Teacher Role: The Peer Support Teachers are focused on modeling lessons and collaborating with classroom teachers on areas that the classroom teachers requests support. The areas of support must align to strategies outlined in our SIP:
- Culturally Responsive Teaching practices e.g. NUA/CLEAR, ELL strategies
- Math or Reading
- Social Emotional Learning strategies e.g. ENVoY, Yoga Calm, Responsive Classroom, Restorative Practices, etc.

Academic Support Coach Role

- Coordination and implementation of the Peer Support Model
  - Provide classroom coverage so Peer Support Teachers model and offer feedback to peers
  - Coach and support Peer Support Teachers
  - Establish and oversee a calendar to ensure Peer Support Model teachers have time and opportunity to support colleagues.

Instructional Assistant Role in Peer Support Model

- Assist in the coordination and implementation of the Peer Support Model by providing classroom coverage
- Coach and support Peer Support Teachers as needed

Achievement and Integration revenue will continue to support the National Children's Defense Fund's research based culturally relevant literacy program Freedom Schools. This program will serve as a lab for culturally relevant K-6 literacy has been found to eliminate the summer reduction in literacy achievement and increase a love for literacy and improvement on character and behavior measures.

Location of services: Multiple locations

Key Indicators

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

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

Strategy Name and # 2 Comprehensive District Wide Math Instruction and Support

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:

Pre-K - 5 Staff Development Focus 2018-2020 Monthly System Staff Development Meeting: Mathematical Mindsets based on the work of Dr. Jo Boaler Stanford University and Principles to Action; Ensuring Mathematical Success for All from National Council of Teachers of Mathematics. Monthly Topics: Literacy and Math Connections; Productive Struggle; Depth, Not Speed; Visual Representation; Rich Tasks; Purposeful Questioning and Discourse; Everyone Can Learn More at High Levels, Number Talks System Staff Development Days: Grade level and content specific sessions along with choice sessions focused on: culturally responsive instruction, differentiated instruction, digital learning, literacy instruction and standards based instruction. Ongoing access to dedicated Curriculum, Instruction and Educational Standards to provide support with data teams, instructional practices, implementation of instructional materials and digital learning.

Core Math Instruction: Instructional materials Pre-K-5: Bridges in Mathematics

Math Interventions Grades K-5 Bridges in Mathematics, a research-based math intervention that focusses on developing math sense through the use of concrete, representational and abstract model. Not a drill model of intervention.

Equity Specialists will deliver the Minnesota Higher Education Services Office's *Get Ready!* for College program (www.getready.state.mn.us) for lower income and students of color to help ensure their success in International Baccalaureate and Standards Plus (S+) advanced courses (S+ courses are limited enrollment to students by exam, interest survey. Achievement and Integration revenue will assist with materials and field trips to expose students to local colleges.

AVID programing is currently at Edinbrook Elementary, Northview Middle School, Maple Grove Middle School and Osseo Senior High School. AVID is a national college-readiness system designed to increase the number of students who enroll in four-year colleges. AVID focuses on the least served students in the academic middle.

AVID elective teachers support AVID students by providing academic training, managing their tutorials, working with faculty and parents, and by helping students develop long- range academic and personal plans.

Achievement and Integration revenue may be used to support current programing and expand AVID to other sites to support proficiency development in both math and reading.

Grade levels to be served: PK -12

Location of services: District wide

Key Indicators

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Strategy Name and # 3 Comprehensive District Wide Reading Instruction and Support

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.

PK -5

Core Reading Instruction

Balanced Literacy with the use of Benchmark Literacy materials

Reading Interventions

Weekly progress monitoring using FastBridge CBMR-English and earlyReading assessments.

Multiple Interventions to meet the specific literacy needs of the students:

- Kindergarten: Phoneme, Phoneme Segmenting, Letter Tracing Book, Word Building, KPALS, Great Leaps K-2, Repeated Read Aloud, LLI Orange, Incremental Rehearsal
- First Grade: Phoneme Blending, Phoneme Segmenting, Letter Tracing Book, Letter Sound Correspondence, Word Building, Blending Words, Newscaster, First Grade PALS, Great Leaps K-2, G.A.T.E, Repeated Read Aloud, LLI Green,
- Second Grade: Word Building, Read Naturally, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, G.A.T.E, Great Leaps K-2, Early Success Level 2
- Third Grade: Word Building, Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, Read Naturally, Soar to Success Level 3
- Fourth and Fifth Grade: Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, Read Naturally, PALS 2-5, Great Leaps, Soar to Success Level 4 and 5
- 90/90/90 literacy strategies: Teachers have received a text level growth chart to recognize when each student advances a reading level. The chart is updated when a student moves up a text level. The reading charts are put on display outside of the classroom so everyone can see the work that the students are doing. The chart is a way to celebrate learning by our students.

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

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

Strategy Name and #4 Family Engagement and Empowerment

Type of Strategy: Family engagement initiatives to increase student acheivement.

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:

Department of Educational Equity Staff will engage families in cultural identity support and development through culture / language tables. The culture / language tables also provide a format to culturally address parent leadership and system navigation skills to help families navigate and transform the school system for equity.

Through the community outreach the Department of Educational Equity Staff will work with parents to support the Community Collaborative Council and other group). These parent group will collaborate with the DOEE Leadership as an advisory on matters directly related to securing racial equity and cultural relevancy in ISD 279.

Bi-lingual Assistants will continue their work to support of bi-lingual families of color enrolled in the district. The Bi-lingual Assistants will not supplant the work of the English Language Learners Department. Staff will assist in translation, interpretation and outreach to reduce language, racial, and cultural barriers faced by our families and students at schools. Bi-lingual Assistants will work directly with students, families, and community members to assist them as they seek to communicate directly with teachers and administrators at the school sites.

Grade levels to be served: PK -12 Location

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities

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:

Student programs provided through NWSISD focuses on four educational concepts: Aspirations, Expectations, Opportunities, and Achievement. Students experience activities which focus on introspection, learning how culture shapes expectations, setting goals and understanding expectations for what it means to be college or career ready. Specific examples of activities which are included in this intervention are: college field trips, career exploration, service learning, team building, and guest speakers. College field trips may be provided for elementary, middle and high schools. Programs such as educators rising and AVID often benefit from this programing directly. In addition, other college and or career fairs or conferences may be part of this intervention.

Grade levels to be served: 6-12

Location of services: Multiple sites

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
Hispanic	31.2%	31.7%	32.2%

Strategy Name and #7 College and Career Readiness

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:

Consistent with Minnesota Statue 120B.128 All Osseo Area Schools students by no later than grade 9 will explore their college and career interests and aspirations and develop a plan for smooth and successful transition to postsecondary education or employment. All students' plan must be designed to meet 8 tenants of the legislation: RAMP UP TO READINESS CURRICULLUM, MINNESOTA CAREER INFORMATION SYSTEMS (MCIS), and Rigorous Career and technical Education programs of study were instituted to

1. Emphasizes Academic rigor and high expectations.
2. Help students identify personal learning styles that may affect their postsecondary education and employment choices.
3. Integrate strong academic content into career-focused courses and integrate relevant career-focused courses into strong academic content.
4. Help students and families identify and gain access to appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship.
5. Help students and families identify collaborative partnerships from kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and employers that support students'.
6. Provide students with experiential learning opportunities; and
7. Ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

Location of services: Multiple locations

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #9 Increasing and retaining teachers of color and Indigenous teachers

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.

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:

Focused attention on increasing and retaining teachers, particularly teachers of color and Indigenous teachers. We have started a Teacher of Color mentorship program and work in collaboration with our local union to support new teachers. In addition, we have made changes to our collective bargaining agreement to attract experienced, tier 3 and 4 licensed teachers as well as provide additional professional development and support to our teachers at high needs schools. Finally, we work to create candidate pools and issue early teaching contracts that support the priority of an equitable distribution of staff.

We are in our 7th year of a priority result centered around hiring staff that mirror the demographics of our students. We have implemented several strategies toward this goal including a career pathways program, a Teacher of Color mentoring program, and utilizing our recruitment and retention manager to move our work forward.

Increase numbers of Teachers of Color and American Indian Teachers.	Target 2021	Target 2022	Target 2023
Percentage of Teachers of Color and American Indian Teachers system wide	*7.3%*	*7.6%*	*7.9%*

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)). NWSISD oversees the enrollment applications, blind lottery, and transportation coordination for the twenty-two magnet schools across the seven-district collaborative. The Superintendent, and a board member, of ISD 279 participated in a monthly Multi-District Collaborative Council convened by the North West Suburban Integration School District Executive Director. The purpose of the Multi-District Collaborative Council meetings is to collaboratively implement Achievement and Integration legislation and programming. This partnership helps create efficiencies and eliminate duplicative programs.

Racially Identifiable School(s) (RIS)

Fair Oaks Elementary

Goal #2: : The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Math accountability test (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Achievement Disparity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and # 2 Comprehensive District Wide Math Instruction and Support
Strategy Name and #4 Family Engagement and Empowerment
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities
Strategy Name and #7 College and Career Readiness

Goal #3: : The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Reading accountability test (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Achievement Disparity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and # 3 Comprehensive District Wide Reading Instruction and Support
Strategy Name and #4 Family Engagement and Empowerment
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities
Strategy Name and #7 College and Career Readiness
Strategy Name and #11 Independent Reading Level Assessment

Goal #5: Increase access to effective and diverse teachers.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Teacher Equity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and #9 Increasing and retaining teachers of color and Indigenous teachers

Strategies

Strategy Name and #1 Racial Equity and Educational Achievement

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.

> All of Osseo Area Schools will receive professional development in the CLEAR Model and National Urban Alliance strategies as part of a district wide response to the need for culturally responsive instruction:
>
> **Cultural**- emphasizes the human purpose of what is being learned and its relationship to the students' own culture.
>
> **Learning**- encourages students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.
>
> **Equitable**- respectful learning environments in which students' racial and ethnic diversity is valued and contributes to successful academic outcomes.
>
> **Achievement**- includes multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.
>
> **Responsive**- through positive relationships, rigorous learning experiences are created involving higher order thinking and critical analysis used to address relevant, real(ness) world issues in an action-oriented manner.
>
> Educators at every level of our system are able to access equity focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

E3 – Education, Excellence, and Equity:

- Professional Development along with student assessments and support tools from E3 help to enable equitable student achievement by:
- Helping to determine the most effective engagement strategies for each child.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programing increasing student success, especial for emerging multi-lingual learners and students of color.

Equity Teachers, and Equity Specialists:
- Provide coaching and training for racial equity
- Provide culturally responsive pedagogy training
- Provide one on one leadership coaching for principals and teacher leaders

Community Form on Race.
- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race. Teachers and administrators from across our school system have

Equity Foundational Training (EFT)
- Provide anti- racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy
- Osseo Area Schools staff will receive professional development surrounding American Indian Educations policy and pedagogy.

SEED CLEAR Lesson Planning:
- A team of teachers will receive training from a district Equity Teacher o write lesson plans about culturally responsive books that purposefully incorporate the CLEAR model into the lesson. Teacher will share the work with staff during workshop week, providing teams with culturally responsive books to choose from as well as the lesson plan template, and give teachers time to work collaboratively to write the lesson plans. All teachers are teaching the lessons to their staff during the month of September. During the staff meeting at the end of September, staff will bring artifacts from the lesson and share them with others who taught different books. The work will continue through the year with additional staff time dedicated to collaboration across teams. Through this work, teachers will build their capacity for using the CLEAR model when planning and build their knowledge of culturally responsive text.

Peer Support Model

This model is focused on:
- Teachers supporting their peers
- Increasing collaboration and trust within and between grade levels and departments
- Applying best practices into teaching [academic and SEL teaching practices]
- Deepening understanding and practices of NUA, CLEAR, and culturally responsive teaching practices

Peer Support Teacher Role: The Peer Support Teachers are focused on modeling lessons and collaborating with classroom teachers on areas that the classroom teachers requests support. The areas of support must align to strategies outlined in our SIP:
- Culturally Responsive Teaching practices e.g. NUA/CLEAR, ELL strategies
- Math or Reading
- Social Emotional Learning strategies e.g. ENVoY, Yoga Calm, Responsive Classroom, Restorative Practices, etc.

Academic Support Coach Role
- Coordination and implementation of the Peer Support Model
  - Provide classroom coverage so Peer Support Teachers model and offer feedback to peers
  - Coach and support Peer Support Teachers
  - Establish and oversee a calendar to ensure Peer Support Model teachers have time and opportunity to support colleagues.

Instructional Assistant Role in Peer Support Model
- Assist in the coordination and implementation of the Peer Support Model by providing classroom coverage
- Coach and support Peer Support Teachers as needed

Achievement and Integration revenue will continue to support the National Children's Defense Fund's research based culturally relevant literacy program Freedom Schools. This program will serve as a lab for culturally relevant K-6 literacy has been found to eliminate the summer reduction in literacy achievement and increase a love for literacy and improvement on character and behavior measures.

Location of services: Multiple locations

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)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

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

Strategy Name and # 2 Comprehensive District Wide Math Instruction and Support

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:

Pre-K - 5 Staff Development Focus 2018-2020 Monthly System Staff Development Meeting: Mathematical Mindsets based on the work of Dr. Jo Boaler Stanford University and Principles to Action; Ensuring Mathematical Success for All from National Council of Teachers of Mathematics. Monthly Topics: Literacy and Math Connections; Productive Struggle; Depth, Not Speed; Visual Representation; Rich Tasks; Purposeful Questioning and Discourse; Everyone Can Learn More at High Levels, Number Talks System Staff Development Days: Grade level and content specific sessions along with choice sessions focused on: culturally responsive instruction, differentiated instruction, digital learning, literacy instruction and standards based instruction. Ongoing access to dedicated Curriculum, Instruction and Educational Standards to provide support with data teams, instructional practices, implementation of instructional materials and digital learning.

Core Math Instruction: Instructional materials Pre-K-5: Bridges in Mathematics

Math Interventions Grades K-5 Bridges in Mathematics, a research-based math intervention that focusses on developing math sense through the use of concrete, representational and abstract model. Not a drill model of intervention.

Key Indicators

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	42.2%	42.7%	43.2%
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Strategy Name and # 3 Comprehensive District Wide Reading Instruction and Support

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.

PK -5

Core Reading Instruction

Balanced Literacy with the use of Benchmark Literacy materials

Reading Interventions

Weekly progress monitoring using FastBridge CBMR-English and earlyReading assessments.

Multiple Interventions to meet the specific literacy needs of the students:

- Kindergarten: Phoneme, Phoneme Segmenting, Letter Tracing Book, Word Building, KPALS, Great Leaps K-2, Repeated Read Aloud, LLI Orange, Incremental Rehearsal
- First Grade: Phoneme Blending, Phoneme Segmenting, Letter Tracing Book, Letter Sound Correspondence, Word Building, Blending Words, Newscaster, First Grade PALS, Great Leaps K-2, G.A.T.E, Repeated Read Aloud, LLI Green,
- Second Grade: Word Building, Read Naturally, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, G.A.T.E, Great Leaps K-2, Early Success Level 2
- Third Grade: Word Building, Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, Read Naturally, Soar to Success Level 3
- Fourth and Fifth Grade: Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, Read Naturally, PALS 2-5, Great Leaps, Soar to Success Level 4 and 5
- 90/90/90 literacy strategies: Teachers have received a text level growth chart to recognize when each student advances a reading level. The chart is updated when a student moves up a text level. The reading charts are put on display outside of the classroom so everyone can see the work that the students are doing. The chart is a way to celebrate learning by our students.

Grade levels to be served: PK-12

Location of services: Multiple locations

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	_46.5%_	_47.5%_	_48.5%_
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

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

Strategy Name and #4 Family Engagement and Empowerment

Type of Strategy: Family engagement initiatives to increase student acheivement.

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:

Department of Educational Equity Staff will engage families in cultural identity support and development through culture / language tables. The culture / language tables also provide a format to culturally address parent leadership and system navigation skills to help families navigate and transform the school system for equity.

Through the community outreach the Department of Educational Equity Staff will work with parents to support the Community Collaborative Council and other group). These parent group will collaborate with the DOEE Leadership as an advisory on matters directly related to securing racial equity and cultural relevancy in ISD 279.

Bi-lingual Assistants will continue their work to support of bi-lingual families of color enrolled in the district. The Bi-lingual Assistants will not supplant the work of the English Language Learners Department. Staff will assist in translation, interpretation and outreach to reduce language, racial, and cultural barriers faced by our families and students at schools. Bi-lingual Assistants will work directly with students, families, and community members to assist them as they seek to communicate directly with teachers and administrators at the school sites.

Grade levels to be served: PK -12 Location

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities

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:

Student programs provided through NWSISD focuses on four educational concepts: Aspirations, Expectations, Opportunities, and Achievement. Students experience activities which focus on introspection, learning how culture shapes expectations, setting goals and understanding expectations for what it means to be college or career ready.

Specific examples of activities which are included in this intervention are: college field trips, career exploration, service learning, team building, and guest speakers. College field trips may be provided for elementary, middle and high schools. Programs such as educators rising and AVID often benefit from this programing directly. In addition, other college and or career fairs or conferences may be part of this intervention.

Grade levels to be served: 6-12

Location of services: Multiple sites

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	46.5%	47.5%	48.5%
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	42.2%	42.7%	43.2%
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Strategy Name and #7 College and Career Readiness

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:

Consistent with Minnesota Statue 120B.128 All Osseo Area Schools students by no later than grade 9 will explore their college and career interests and aspirations and develop a plan for smooth and successful transition to postsecondary education or employment. All students' plan must be designed to meet 8 tenants of the legislation: RAMP UP TO READINESS CURRICULLUM, MINNESOTA CAREER INFORMATION SYSTEMS (MCIS), and Rigorous Career and technical Education programs of study were instituted to

1. Emphasizes Academic rigor and high expectations.
2. Help students identify personal learning styles that may affect their postsecondary education and employment choices.
3. Integrate strong academic content into career-focused courses and integrate relevant career-focused courses into strong academic content.
4. Help students and families identify and gain access to appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship.
5. Help students and families identify collaborative partnerships from kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and employers that support students'.
6. Provide students with experiential learning opportunities; and
7. Ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

Location of services: Multiple locations

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	42.2%	42.7%	43.2%
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	46.5%	47.5%	48.5%
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #9 Increasing and retaining teachers of color and Indigenous teachers

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.

65

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:

Focused attention on increasing and retaining teachers, particularly teachers of color and Indigenous teachers. We have started a Teacher of Color mentorship program and work in collaboration with our local union to support new teachers. In addition, we have made changes to our collective bargaining agreement to attract experienced, tier 3 and 4 licensed teachers as well as provide additional professional development and support to our teachers at high needs schools. Finally, we work to create candidate pools and issue early teaching contracts that support the priority of an equitable distribution of staff.

We are in our 7th year of a priority result centered around hiring staff that mirror the demographics of our students. We have implemented several strategies toward this goal including a career pathways program, a Teacher of Color mentoring program, and utilizing our recruitment and retention manager to move our work forward.

	Target 2021	Target 2022	Target 2023
Increase numbers of Teachers of Color and American Indian Teachers.			
Percentage of Teachers of Color and American Indian Teachers system wide	*7.3%*	*7.6%*	*7.9%*

Strategy Name and #10 Family Book Club

Type of Strategy: Family engagement initiatives to increase student acheivement.

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:

Family Book Club Night is a family event that centers around the love of reading and multiculturalism. Scholars and their family come in anticipation of a community member reading a multicultural book and engaging in an activity with their family. Scholars enter into a drawing where 20 copies of the book read that night are given to scholars the next day. This builds scholars' libraries at home; especially with multicultural books.

Family Book Club will invite families to come to school to share a great story, great activity, great conversation each month. A variety of culturally relevant picture books and chapter books will be chosen for the families' enjoyment. The event will be held one preselected evenings. The picture book or portion of a chapter book will be read each month, followed by some conversation starters and an interactive project. Attendees will place their names in a drawing to receive a free copy of the book.

Family Book Club will help:

* build our community support base

*build cross-cultural relationships between families and staff

*promote literacy and family support

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #11 Independent Reading Level Assessment

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:

The IRLA (Independent Reading Level Assessment) is a tool that gives us specific and actionable reading data. It is a common tool that every teacher uses to get a complete reading profile of every student in their classroom. The IRLA outlines specific reading skills and strategies that individual students require for accelerated reading growth. Once instructional needs are identified through the use of the IRLA, it provides a systematic and developmentally appropriate path for meeting the students where they are as readers. The IRLA provides all the information a teacher needs to meet the wide range of reading levels present in each of our classrooms. It provides a comprehensive framework for formative assessment, progress monitoring, and immediate feedback to students. This feedback translates into student power goals allowing students to take ownership over their learning which in turn increases engagement.

Implementation of this tool has required teachers to do one-on-one conferencing and flexible grouping on a continual basis along with routinely scheduled progress monitoring in order to ensure reading growth. This program has forced us to examine a practice problem - both at school and at home. Students were not getting sufficient time to practice reading books at their independent reading level to build confidence and fluency.   We have worked hard to ensure that students have a significant amount of uninterrupted school time to read independently with books at their level AND have included at-home reading power goals.

Students need access to a large volume of leveled books at their independent reading levels so that they can become engaged readers. The leveled book bins that ARC provides are a crucial component to getting the right books in the hands of students and overcome the practice problem. These materials (power goals + books) have enabled us to keep students in their classrooms and adopt a coaching model which has dramatically cut transition time to intervention groups and streamlined Tier 2 interventions. We have a significant need for more access to books at all reading levels for in school and at-home daily reading practice.

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #12 Focus on Fitness

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

Focus on Fitness initiative for the purpose of increasing academic growth and positive behaviors, based upon research. Classrooms would include a movement in the daily routine to ensure that students brains are ready for learning. The research clearly indicates that students who move, to simplify the concept, get more oxygen to the brain which means that they are better prepared for learning

Students, for the most part, sit on kinesthetic seating. The purpose is to increase use of core muscles during instruction. Traditionally, the thought has been to ensure students are sitting still which would ensure that they are focused. However, research indicates that there is a 10% increase in focus when students are sitting on kinesthetic seating.

Partnership with several organizations outside of the district to provide opportunities for students. Throughout the school year students have the opportunity to run the Twin Cities 5K and participate in cross-country ski events with The Loppet Foundation, to name a couple of the events.

Several before and after school activities are connected to this strategy. Classes are designed to increase fitness, develop social skills. The programs that are designed to increase physical fitness include: Boot Camps, Morning Move, Girls on the Run, and Double Dutch.

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

	Target 2021	Target 2022	Target 2023

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)). NWSISD oversees the enrollment applications, blind lottery, and transportation coordination for the twenty-two magnet schools across the seven-district collaborative. The Superintendent, and a board member, of ISD 279 participated in a monthly Multi-District Collaborative Council convened by the North West Suburban Integration School District Executive Director. The purpose of the Multi-District Collaborative Council meetings is to collaboratively implement Achievement and Integration legislation and programming. This partnership helps create efficiencies and eliminate duplicative programs.

Racially Identifiable School(s) (RIS)

Garden City Elementary

Goal #1: As part of the NWSISD Collaborative Osseo Area Schools will participate in programing seeking racial and economic integration and achievement gap closure for Osseo Area Schools students from FY 2020 - 2023
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Integration
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities

Goal #2: : The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Math accountability test (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Achievement Disparity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and # 2 Comprehensive District Wide Math Instruction and Support
Strategy Name and #4 Family Engagement and Empowerment
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities
Strategy Name and #7 College and Career Readiness

Goal #3: : The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Reading accountability test (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Achievement Disparity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and # 3 Comprehensive District Wide Reading Instruction and Support
Strategy Name and #4 Family Engagement and Empowerment
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities
Strategy Name and #7 College and Career Readiness

Goal #5: Increase access to effective and diverse teachers.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Teacher Equity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and #9 Increasing and retaining teachers of color and Indigenous teachers

Strategies

Strategy Name and #1 Racial Equity and Educational Achievement

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.

All of Osseo Area Schools will receive professional development in the CLEAR Model and National Urban Alliance strategies as part of a district wide response to the need for culturally responsive instruction:

Cultural- emphasizes the human purpose of what is being learned and its relationship to the students' own culture.

Learning- encourages students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.

Equitable- respectful learning environments in which students' racial and ethnic diversity is valued and contributes to successful academic outcomes.

Achievement- includes multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.

Responsive- through positive relationships, rigorous learning experiences are created involving higher order thinking and critical analysis used to address relevant, real(ness) world issues in an action-oriented manner.

Educators at every level of our system are able to access equity focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

E3 – Education, Excellence, and Equity:
- Professional Development along with student assessments and support tools from E3 help to enable equitable student achievement by:
- Helping to determine the most effective engagement strategies for each child.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programing increasing student success, especial for emerging multi-lingual learners and students of color.

Equity Teachers, and Equity Specialists:
- Provide coaching and training for racial equity
- Provide culturally responsive pedagogy training
- Provide one on one leadership coaching for principals and teacher leaders

Community Form on Race.
- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race. Teachers and administrators from across our school system have

Equity Foundational Training (EFT)
- Provide anti- racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy
- Osseo Area Schools staff will receive professional development surrounding American Indian Educations policy and pedagogy.

SEED CLEAR Lesson Planning:
- A team of teachers will receive training from a district Equity Teacher o write lesson plans about culturally responsive books that purposefully incorporate the CLEAR model into the lesson. Teacher will share the work with staff during workshop week, providing teams with culturally responsive books to choose from as well as the lesson plan template, and give teachers time to work collaboratively to write the lesson plans. All teachers are teaching the lessons to their staff during the month of September. During the staff meeting at the end of September, staff will bring artifacts from the lesson and share them with others who taught different books. The work will continue through the year with additional staff time dedicated to collaboration across teams. Through this work, teachers will build their capacity for using the CLEAR model when planning and build their knowledge of culturally responsive text.

Peer Support Model

This model is focused on:
- Teachers supporting their peers
- Increasing collaboration and trust within and between grade levels and departments
- Applying best practices into teaching [academic and SEL teaching practices]
- Deepening understanding and practices of NUA, CLEAR, and culturally responsive teaching practices

Peer Support Teacher Role: The Peer Support Teachers are focused on modeling lessons and collaborating with classroom teachers on areas that the classroom teachers requests support. The areas of support must align to strategies outlined in our SIP:
- Culturally Responsive Teaching practices e.g. NUA/CLEAR, ELL strategies
- Math or Reading
- Social Emotional Learning strategies e.g. ENVoY, Yoga Calm, Responsive Classroom, Restorative Practices, etc.

Academic Support Coach Role
- Coordination and implementation of the Peer Support Model
  - Provide classroom coverage so Peer Support Teachers model and offer feedback to peers
  - Coach and support Peer Support Teachers
  - Establish and oversee a calendar to ensure Peer Support Model teachers have time and opportunity to support colleagues.

Instructional Assistant Role in Peer Support Model
- Assist in the coordination and implementation of the Peer Support Model by providing classroom coverage
- Coach and support Peer Support Teachers as needed

Achievement and Integration revenue will continue to support the National Children's Defense Fund's research based culturally relevant literacy program Freedom Schools. This program will serve as a lab for

culturally relevant K-6 literacy has been found to eliminate the summer reduction in literacy achievement and increase a love for literacy and improvement on character and behavior measures.

Location of services: Multiple locations

Key Indicators

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

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

Strategy Name and # 2 Comprehensive District Wide Math Instruction and Support

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:

Pre-K - 5 Staff Development Focus 2018-2020 Monthly System Staff Development Meeting: Mathematical Mindsets based on the work of Dr. Jo Boaler Stanford University and Principles to Action; Ensuring Mathematical Success for All from National Council of Teachers of Mathematics. Monthly Topics: Literacy and Math Connections; Productive Struggle; Depth, Not Speed; Visual Representation; Rich Tasks; Purposeful Questioning and Discourse; Everyone Can Learn More at High Levels, Number Talks System Staff Development Days: Grade level and content specific sessions along with choice sessions focused on: culturally responsive instruction, differentiated instruction, digital learning, literacy instruction and standards

based instruction. Ongoing access to dedicated Curriculum, Instruction and Educational Standards to provide support with data teams, instructional practices, implementation of instructional materials and digital learning.

Core Math Instruction: Instructional materials Pre-K-5: Bridges in Mathematics

Math Interventions Grades K-5 Bridges in Mathematics, a research-based math intervention that focusses on developing math sense through the use of concrete, representational and abstract model. Not a drill model of intervention.

Key Indicators

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Strategy Name and # 3 Comprehensive District Wide Reading Instruction and Support

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.

PK -5

Core Reading Instruction

Balanced Literacy with the use of Benchmark Literacy materials

Reading Interventions

Weekly progress monitoring using FastBridge CBMR-English and early Reading assessments.

Multiple Interventions to meet the specific literacy needs of the students:

- Kindergarten: Phoneme, Phoneme Segmenting, Letter Tracing Book, Word Building, KPALS, Great Leaps K-2, Repeated Read Aloud, LLI Orange, Incremental Rehearsal
- First Grade: Phoneme Blending, Phoneme Segmenting, Letter Tracing Book, Letter Sound Correspondence, Word Building, Blending Words, Newscaster, First Grade PALS, Great Leaps K-2, G.A.T.E, Repeated Read Aloud, LLI Green,
- Second Grade: Word Building, Read Naturally, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, G.A.T.E, Great Leaps K-2, Early Success Level 2
- Third Grade: Word Building, Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, Read Naturally, Soar to Success Level 3

- Fourth and Fifth Grade: Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, Read Naturally, PALS 2-5, Great Leaps, Soar to Success Level 4 and 5
- 90/90/90 literacy strategies: Teachers have received a text level growth chart to recognize when each student advances a reading level. The chart is updated when a student moves up a text level. The reading charts are put on display outside of the classroom so everyone can see the work that the students are doing. The chart is a way to celebrate learning by our students.

Achievement and Integration revenue will support the National Children's Defense Fund's research based culturally relevant literacy program Freedom Schools. This program will serve as a lab for culturally relevant K-6 literacy has been found to eliminate the summer reduction in literacy achievement and increase a love for literacy and improvement on character and behavior measures.

Equity Specialists will deliver the Minnesota Higher Education Services Office's Get Ready! for College program (www.getready.state.mn.us) for lower income and students of color to help ensure their success in International Baccalaureate and Standards Plus (S+) advanced courses (S+ courses are limited enrollment to students by exam, interest survey. Achievement and Integration revenue will assist with materials and field trips to expose students to local colleges.

Achievement and Integration revenue may be used to support current programing and expand AVID to other sites to support proficiency development in both math and reading.

Grade levels to be served: PK-12

Location of services: Multiple locations

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	46.5%	47.5%	48.5%
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

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

Strategy Name and #4 Family Engagement and Empowerment

Type of Strategy: Family engagement initiatives to increase student acheivement.

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:

Department of Educational Equity Staff will engage families in cultural identity support and development through culture / language tables. The culture / language tables also provide a format to culturally address parent leadership and system navigation skills to help families navigate and transform the school system for equity.

Through the community outreach the Department of Educational Equity Staff will work with parents to support the Community Collaborative Council and other group). These parent group will collaborate with the DOEE Leadership as an advisory on matters directly related to securing racial equity and cultural relevancy in ISD 279.

Bi-lingual Assistants will continue their work to support of bi-lingual families of color enrolled in the district. The Bi-lingual Assistants will not supplant the work of the English Language Learners Department. Staff will assist in translation, interpretation and outreach to reduce language, racial, and cultural barriers faced by our families and students at schools. Bi-lingual Assistants will work directly with students, families, and community members to assist them as they seek to communicate directly with teachers and administrators at the school sites.

Grade levels to be served: PK -12 Location

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities

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:

Student programs provided through NWSISD focuses on four educational concepts: Aspirations, Expectations, Opportunities, and Achievement. Students experience activities which focus on introspection, learning how culture shapes expectations, setting goals and understanding expectations for what it means to be college or career ready. Specific examples of activities which are included in this intervention are: college field trips, career exploration, service learning, team building, and guest speakers. College field trips may be provided for elementary, middle and high schools. Programs such as educators rising and AVID often benefit from this programing directly. In addition, other college and or career fairs or conferences may be part of this intervention.

Grade levels to be served: 6-12

Location of services: Multiple sites

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Strategy Name and #7 College and Career Readiness

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:

Consistent with Minnesota Statue 120B.128 All Osseo Area Schools students by no later than grade 9 will explore their college and career interests and aspirations and develop a plan for smooth and successful transition to postsecondary education or employment. All students' plan must be designed to meet 8 tenants of the legislation: RAMP UP TO READINESS CURRICULLUM, MINNESOTA CAREER INFORMATION SYSTEMS (MCIS), and Rigorous Career and technical Education programs of study were instituted to

1. Emphasizes Academic rigor and high expectations.
2. Help students identify personal learning styles that may affect their postsecondary education and employment choices.
3. Integrate strong academic content into career-focused courses and integrate relevant career-focused courses into strong academic content.
4. Help students and families identify and gain access to appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary

education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship.

5. Help students and families identify collaborative partnerships from kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and employers that support students'.

6. Provide students with experiential learning opportunities; and

7. Ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

Location of services: Multiple locations

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	42.2%	42.7%	43.2%
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	46.5%	47.5%	48.5%
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #9 Increasing and retaining teachers of color and Indigenous teachers

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.

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:

Focused attention on increasing and retaining teachers, particularly teachers of color and Indigenous teachers. We have started a Teacher of Color mentorship program and work in collaboration with our local union to support new teachers. In addition, we have made changes to our collective bargaining agreement to attract experienced, tier 3 and 4 licensed teachers as well as provide additional professional development and support to our teachers at high needs

schools. Finally, we work to create candidate pools and issue early teaching contracts that support the priority of an equitable distribution of staff.

We are in our 7th year of a priority result centered around hiring staff that mirror the demographics of our students. We have implemented several strategies toward this goal including a career pathways program, a Teacher of Color mentoring program, and utilizing our recruitment and retention manager to move our work forward.

Increase numbers of Teachers of Color and American Indian Teachers.	Target 2021	Target 2022	Target 2023
Percentage of Teachers of Color and American Indian Teachers system wide	7.3%	7.6%	7.9%

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)). NWSISD oversees the enrollment applications, blind lottery, and transportation coordination for the twenty-two magnet schools across the seven-district collaborative. The Superintendent, and a board member, of ISD 279 participated in a monthly Multi-District Collaborative Council convened by the North West Suburban Integration School District Executive Director. The purpose of the Multi-District Collaborative Council meetings is to collaboratively implement Achievement and Integration legislation and programming. This partnership helps create efficiencies and eliminate duplicative programs.

Racially Identifiable School(s) (RIS)

Palmer Lake Elementary

Goal #1: As part of the NWSISD Collaborative Osseo Area Schools will participate in programing seeking racial and economic integration and achievement gap closure for Osseo Area Schools students from FY 2020 - 2023
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Integration
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities

Goal #2: : The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Math accountability test (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Achievement Disparity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and # 2 Comprehensive District Wide Math Instruction and Support
Strategy Name and #4 Family Engagement and Empowerment
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities
Strategy Name and #7 College and Career Readiness

Goal #3: : The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Reading accountability test (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Achievement Disparity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and # 3 Comprehensive District Wide Reading Instruction and Support
Strategy Name and #4 Family Engagement and Empowerment
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities
Strategy Name and #7 College and Career Readiness

Goal #5: Increase access to effective and diverse teachers.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Teacher Equity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and #8 REAL Talk / Student Voice
Strategy Name and #9 Increasing and retaining teachers of color and Indigenous teachers

Strategies

Strategy Name and #1 Racial Equity and Educational Achievement

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.

All of Osseo Area Schools will receive professional development in the CLEAR Model and National Urban Alliance strategies as part of a district wide response to the need for culturally responsive instruction:

Cultural- emphasizes the human purpose of what is being learned and its relationship to the students' own culture.

Learning- encourages students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.

Equitable- respectful learning environments in which students' racial and ethnic diversity is valued and contributes to successful academic outcomes.

Achievement- includes multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.

Responsive- through positive relationships, rigorous learning experiences are created involving higher order thinking and critical analysis used to address relevant, real(ness) world issues in an action-oriented manner.

Educators at every level of our system are able to access equity focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

E3 – Education, Excellence, and Equity:

- Professional Development along with student assessments and support tools from E3 help to enable equitable student achievement by:
- Helping to determine the most effective engagement strategies for each child.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programing increasing student success, especial for emerging multi-lingual learners and students of color.

Equity Teachers, and Equity Specialists:

- Provide coaching and training for racial equity
- Provide culturally responsive pedagogy training
- Provide one on one leadership coaching for principals and teacher leaders

Community Form on Race.

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race. Teachers and administrators from across our school system have

Equity Foundational Training (EFT)

- Provide anti- racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Educations policy and pedagogy.

SEED CLEAR Lesson Planning:

- A team of teachers will receive training from a district Equity Teacher o write lesson plans about culturally responsive books that purposefully incorporate the CLEAR model into the lesson. Teacher will share the work with staff during workshop week, providing teams with culturally responsive books to choose from as well as the lesson plan template, and give teachers time to work collaboratively to write the lesson plans. All teachers are teaching the lessons to their staff during the month of September. During the staff meeting at the end of September, staff will bring artifacts from the lesson and share them with others who taught different books. The work will continue through the year with additional staff time dedicated to collaboration across teams. Through this work, teachers will build their capacity for using the CLEAR model when planning and build their knowledge of culturally responsive text.

Peer Support Model

This model is focused on:
- Teachers supporting their peers
- Increasing collaboration and trust within and between grade levels and departments
- Applying best practices into teaching [academic and SEL teaching practices]
- Deepening understanding and practices of NUA, CLEAR, and culturally responsive teaching practices

Peer Support Teacher Role: The Peer Support Teachers are focused on modeling lessons and collaborating with classroom teachers on areas that the classroom teachers requests support. The areas of support must align to strategies outlined in our SIP:
- Culturally Responsive Teaching practices e.g. NUA/CLEAR, ELL strategies
- Math or Reading
- Social Emotional Learning strategies e.g. ENVoY, Yoga Calm, Responsive Classroom, Restorative Practices, etc.

Academic Support Coach Role

- Coordination and implementation of the Peer Support Model
  - o Provide classroom coverage so Peer Support Teachers model and offer feedback to peers
  - o Coach and support Peer Support Teachers
  - o Establish and oversee a calendar to ensure Peer Support Model teachers have time and opportunity to support colleagues.

Instructional Assistant Role in Peer Support Model

- Assist in the coordination and implementation of the Peer Support Model by providing classroom coverage
- Coach and support Peer Support Teachers as needed

Achievement and Integration revenue will continue to support the National Children's Defense Fund's research based culturally relevant literacy program Freedom Schools. This program will serve as a lab for culturally relevant K-6 literacy has been found to eliminate the summer reduction in literacy achievement and increase a love for literacy and improvement on character and behavior measures.

Location of services: Multiple locations

Key Indicators

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

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

Strategy Name and # 2 Comprehensive District Wide Math Instruction and Support

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:

Pre-K - 5 Staff Development Focus 2018-2020 Monthly System Staff Development Meeting: Mathematical Mindsets based on the work of Dr. Jo Boaler Stanford University and Principles to Action; Ensuring Mathematical Success for All from National Council of Teachers of Mathematics. Monthly Topics: Literacy and Math Connections; Productive Struggle; Depth, Not Speed; Visual Representation; Rich Tasks; Purposeful Questioning and Discourse; Everyone Can Learn More at High Levels, Number Talks System Staff Development Days: Grade level and content specific sessions along with choice sessions focused on: culturally responsive instruction, differentiated instruction, digital learning, literacy instruction and standards based instruction. Ongoing access to dedicated Curriculum, Instruction and Educational Standards to provide support with data teams, instructional practices, implementation of instructional materials and digital learning.

Core Math Instruction: Instructional materials Pre-K-5: Bridges in Mathematics

Math Interventions Grades K-5 Bridges in Mathematics, a research-based math intervention that focusses on developing math sense through the use of concrete, representational and abstract model. Not a drill model of intervention.

Achievement and Integration revenue may be used to support current programing and expand AVID to other sites to support proficiency development in both math and reading.

Grade levels to be served: PK -12

Location of services: District wide

Key Indicators

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Strategy Name and # 3 Comprehensive District Wide Reading Instruction and Support

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.

PK -5

Core Reading Instruction

Balanced Literacy with the use of Benchmark Literacy materials

Reading Interventions

Weekly progress monitoring using FastBridge CBMR-English and earlyReading assessments.

Multiple Interventions to meet the specific literacy needs of the students:

- Kindergarten: Phoneme, Phoneme Segmenting, Letter Tracing Book, Word Building, KPALS, Great Leaps K-2, Repeated Read Aloud, LLI Orange, Incremental Rehearsal
- First Grade: Phoneme Blending, Phoneme Segmenting, Letter Tracing Book, Letter Sound Correspondence, Word Building, Blending Words, Newscaster, First Grade PALS, Great Leaps K-2, G.A.T.E, Repeated Read Aloud, LLI Green,
- Second Grade: Word Building, Read Naturally, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, G.A.T.E, Great Leaps K-2, Early Success Level 2
- Third Grade: Word Building, Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, Read Naturally, Soar to Success Level 3
- Fourth and Fifth Grade: Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, Read Naturally, PALS 2-5, Great Leaps, Soar to Success Level 4 and 5
- 90/90/90 literacy strategies: Teachers have received a text level growth chart to recognize when each student advances a reading level. The chart is updated when a student moves up a text level. The reading charts are put on display outside of the classroom so everyone can see the work that the students are doing. The chart is a way to celebrate learning by our students.

Achievement and Integration revenue will support the National Children's Defense Fund's research based culturally relevant literacy program Freedom Schools. This program will serve as a lab for culturally relevant K-6 literacy has been found to eliminate the summer reduction in literacy achievement and increase a love for literacy and improvement on character and behavior measures.

Equity Specialists will deliver the Minnesota Higher Education Services Office's Get Ready! for College program (www.getready.state.mn.us) for lower income and students of color to help ensure their success in International Baccalaureate and Standards Plus (S+) advanced courses (S+ courses are limited enrollment to students by exam, interest survey. Achievement and Integration revenue will assist with materials and field trips to expose students to local colleges.

Achievement and Integration revenue may be used to support current programing and expand AVID to other sites to support proficiency development in both math and reading.

Grade levels to be served: PK-12

Location of services: Multiple locations

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

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

Strategy Name and #4 Family Engagement and Empowerment

Type of Strategy: Family engagement initiatives to increase student acheivement.

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:

Department of Educational Equity Staff will engage families in cultural identity support and development through culture / language tables. The culture / language tables also provide a format to culturally address parent leadership and system navigation skills to help families navigate and transform the school system for equity.

Through the community outreach the Department of Educational Equity Staff will work with parents to support the Community Collaborative Council and other group). These parent group will collaborate with the DOEE Leadership as an advisory on matters directly related to securing racial equity and cultural relevancy in ISD 279.

Bi-lingual Assistants will continue their work to support of bi-lingual families of color enrolled in the district. The Bi-lingual Assistants will not supplant the work of the English Language Learners Department. Staff will assist in translation, interpretation and outreach to reduce language, racial, and cultural barriers faced by our families and students at schools. Bi-lingual Assistants will work directly with students, families, and community members to assist them as they seek to communicate directly with teachers and administrators at the school sites.

Grade levels to be served: PK -12

Location of services Multiple Locations

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities

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:

Student programs provided through NWSISD focuses on four educational concepts: Aspirations, Expectations, Opportunities, and Achievement. Students experience activities which focus on introspection, learning how culture shapes expectations, setting goals and understanding expectations for what it means to be college or career ready. Specific examples of activities which are included in this intervention are: college field trips, career exploration, service learning, team building, and guest speakers. College field trips may be provided for elementary, middle and high schools. Programs such as educators rising and AVID often benefit from this programing directly. In addition, other college and or career fairs or conferences may be part of this intervention.

Grade levels to be served: 6-12

Location of services: Multiple sites

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Strategy Name and #7 College and Career Readiness

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:

Consistent with Minnesota Statue 120B.128 All Osseo Area Schools students by no later than grade 9 will explore their college and career interests and aspirations and develop a plan for smooth and successful transition to postsecondary education or employment. All students' plan must be designed to meet 8 tenants of the legislation: RAMP UP TO READINESS CURRICULLUM, MINNESOTA CAREER INFORMATION SYSTEMS (MCIS), and Rigorous Career and technical Education programs of study were instituted to

1. Emphasizes Academic rigor and high expectations.
2. Help students identify personal learning styles that may affect their postsecondary education and employment choices.
3. Integrate strong academic content into career-focused courses and integrate relevant career-focused courses into strong academic content.
4. Help students and families identify and gain access to appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship.

5. Help students and families identify collaborative partnerships from kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and employers that support students'.

6. Provide students with experiential learning opportunities; and

7. Ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

Location of services: Multiple locations

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #9 Increasing and retaining teachers of color and Indigenous teachers

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.

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:

Focused attention on increasing and retaining teachers, particularly teachers of color and Indigenous teachers. We have started a Teacher of Color mentorship program and work in collaboration with our local union to support new teachers. In addition, we have made changes to our collective bargaining agreement to attract experienced, tier 3 and 4 licensed teachers as well as provide additional professional development and support to our teachers at high needs schools. Finally, we work to create candidate pools and issue early teaching contracts that support the priority of an equitable distribution of staff.

We are in our 7th year of a priority result centered around hiring staff that mirror the demographics of our students. We have implemented several strategies toward this goal including a career pathways program, a Teacher of Color mentoring program, and utilizing our recruitment and retention manager to move our work forward.

Increase numbers of Teachers of Color and American Indian Teachers.	Target 2021	Target 2022	Target 2023
Percentage of Teachers of Color and American Indian Teachers system wide	7.3%	7.6%	7.9%

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)). NWSISD oversees the enrollment applications, blind lottery, and transportation coordination for the twenty-two magnet schools across the seven-district collaborative. The Superintendent, and a board member, of ISD 279 participated in a monthly Multi-District Collaborative Council convened by the North West Suburban Integration School District Executive Director. The purpose of the Multi-District Collaborative Council meetings is to collaboratively implement Achievement and Integration legislation and programming. This partnership helps create efficiencies and eliminate duplicative programs.

Racially Identifiable School(s) (RIS)

Park Brook Elementary

Goal #1: As part of the NWSISD Collaborative Osseo Area Schools will participate in programing seeking racial and economic integration and achievement gap closure for Osseo Area Schools students from FY 2020 - 2023
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Integration
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities

Goal #2: : The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Math accountability test (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Achievement Disparity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and # 2 Comprehensive District Wide Math Instruction and Support
Strategy Name and #4 Family Engagement and Empowerment
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities
Strategy Name and #7 College and Career Readiness
Strategy Name and #12 Focus on Fitness

Goal #3: : The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Reading accountability test (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Achievement Disparity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and # 3 Comprehensive District Wide Reading Instruction and Support
Strategy Name and #4 Family Engagement and Empowerment
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities
Strategy Name and #7 College and Career Readiness
Strategy Name and #12 Focus on Fitness

Goal #5: Increase access to effective and diverse teachers.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Teacher Equity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and #9 Increasing and retaining teachers of color and Indigenous teachers

Strategies

Strategy Name and #1 Racial Equity and Educational Achievement

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.

All of Osseo Area Schools will receive professional development in the CLEAR Model and National Urban Alliance strategies as part of a district wide response to the need for culturally responsive instruction:

Cultural- emphasizes the human purpose of what is being learned and its relationship to the students' own culture.

Learning- encourages students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.

Equitable- respectful learning environments in which students' racial and ethnic diversity is valued and contributes to successful academic outcomes.

Achievement- includes multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.

Responsive- through positive relationships, rigorous learning experiences are created involving higher order thinking and critical analysis used to address relevant, real(ness) world issues in an action-oriented manner.

Educators at every level of our system are able to access equity focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

All of Osseo Area Schools will receive professional development in the CLEAR Model and National Urban Alliance strategies as part of a district wide response to the need for culturally responsive instruction:

Cultural- emphasizes the human purpose of what is being learned and its relationship to the students' own culture.

Learning- encourages students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.

Equitable- respectful learning environments in which students' racial and ethnic diversity is valued and contributes to successful academic outcomes.

Achievement- includes multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.

Responsive- through positive relationships, rigorous learning experiences are created involving higher order thinking and critical analysis used to address relevant, real(ness) world issues in an action-oriented manner.

Educators at every level of our system are able to access equity focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

E3 – Education, Excellence, and Equity:

- Professional Development along with student assessments and support tools from E3 help to enable equitable student achievement by:
- Helping to determine the most effective engagement strategies for each child.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programing increasing student success, especial for emerging multi-lingual learners and students of color.

Equity Teachers, and Equity Specialists:

- Provide coaching and training for racial equity
- Provide culturally responsive pedagogy training
- Provide one on one leadership coaching for principals and teacher leaders

Community Form on Race.

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race. Teachers and administrators from across our school system have

Equity Foundational Training (EFT)

- Provide anti- racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Educations policy and pedagogy.

SEED CLEAR Lesson Planning:

- A team of teachers will receive training from a district Equity Teacher o write lesson plans about culturally responsive books that purposefully incorporate the CLEAR model into the lesson. Teacher will share the work with staff during workshop week, providing teams with culturally responsive books to choose from as well as the lesson plan template, and give teachers time to work collaboratively to write the lesson plans. All teachers are teaching the lessons to their staff during the month of September. During the staff meeting at the end of September, staff will bring artifacts from the lesson and share them with others who taught different books. The work will continue through the year with additional staff time dedicated to collaboration across teams. Through this work, teachers will build their capacity for using the CLEAR model when planning and build their knowledge of culturally responsive text.

Peer Support Model

This model is focused on:
- Teachers supporting their peers
- Increasing collaboration and trust within and between grade levels and departments
- Applying best practices into teaching [academic and SEL teaching practices]
- Deepening understanding and practices of NUA, CLEAR, and culturally responsive teaching practices

Peer Support Teacher Role: The Peer Support Teachers are focused on modeling lessons and collaborating with classroom teachers on areas that the classroom teachers requests support. The areas of support must align to strategies outlined in our SIP:

- Culturally Responsive Teaching practices e.g. NUA/CLEAR, ELL strategies
- Math or Reading
- Social Emotional Learning strategies e.g. ENVoY, Yoga Calm, Responsive Classroom, Restorative Practices, etc.

Academic Support Coach Role

- Coordination and implementation of the Peer Support Model
  - o Provide classroom coverage so Peer Support Teachers model and offer feedback to peers
  - o Coach and support Peer Support Teachers
  - o Establish and oversee a calendar to ensure Peer Support Model teachers have time and opportunity to support colleagues.

Instructional Assistant Role in Peer Support Model

- Assist in the coordination and implementation of the Peer Support Model by providing classroom coverage
- Coach and support Peer Support Teachers as needed

Achievement and Integration revenue will continue to support the National Children's Defense Fund's research based culturally relevant literacy program Freedom Schools. This program will serve as a lab for culturally relevant K-6 literacy has been found to eliminate the summer reduction in literacy achievement and increase a love for literacy and improvement on character and behavior measures.

Location of services: Multiple locations

Key Indicators

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

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

Strategy Name and # 2 Comprehensive District Wide Math Instruction and Support

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:

Pre-K - 5 Staff Development Focus 2018-2020 Monthly System Staff Development Meeting: Mathematical Mindsets based on the work of Dr. Jo Boaler Stanford University and Principles to Action; Ensuring Mathematical Success for All from National Council of Teachers of Mathematics. Monthly Topics: Literacy and Math Connections; Productive Struggle; Depth, Not Speed; Visual Representation; Rich Tasks; Purposeful Questioning and Discourse; Everyone Can Learn More at High Levels, Number Talks System Staff Development Days: Grade level and content specific sessions along with choice sessions focused on: culturally responsive instruction, differentiated instruction, digital learning, literacy instruction and standards based instruction. Ongoing access to dedicated Curriculum, Instruction and Educational Standards to provide support with data teams, instructional practices, implementation of instructional materials and digital learning.

Core Math Instruction: Instructional materials Pre-K-5: Bridges in Mathematics

Math Interventions Grades K-5 Bridges in Mathematics, a research-based math intervention that focusses on developing math sense through the use of concrete, representational and abstract model. Not a drill model of intervention.

Equity Specialists will deliver the Minnesota Higher Education Services Office's *Get Ready!* for College program (www.getready.state.mn.us) for lower income and students of color to help ensure their success in International Baccalaureate and Standards Plus (S+) advanced courses (S+ courses are limited enrollment to students by exam, interest survey. Achievement and Integration revenue will assist with materials and field trips to expose students to local colleges.

Grade levels to be served: PK -12

Location of services: District wide

Key Indicators

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Strategy Name and # 3 Comprehensive District Wide Reading Instruction and Support

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.

PK -5

Core Reading Instruction

Balanced Literacy with the use of Benchmark Literacy materials

Reading Interventions

Weekly progress monitoring using FastBridge CBMR-English and earlyReading assessments.

Multiple Interventions to meet the specific literacy needs of the students:

- Kindergarten: Phoneme, Phoneme Segmenting, Letter Tracing Book, Word Building, KPALS, Great Leaps K-2, Repeated Read Aloud, LLI Orange, Incremental Rehearsal
- First Grade: Phoneme Blending, Phoneme Segmenting, Letter Tracing Book, Letter Sound Correspondence, Word Building, Blending Words, Newscaster, First Grade PALS, Great Leaps K-2, G.A.T.E, Repeated Read Aloud, LLI Green,
- Second Grade: Word Building, Read Naturally, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, G.A.T.E, Great Leaps K-2, Early Success Level 2
- Third Grade: Word Building, Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, Read Naturally, Soar to Success Level 3
- Fourth and Fifth Grade: Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, Read Naturally, PALS 2-5, Great Leaps, Soar to Success Level 4 and 5
- 90/90/90 literacy strategies: Teachers have received a text level growth chart to recognize when each student advances a reading level. The chart is updated when a student moves up a text level. The reading charts are put on display outside of the classroom so everyone can see the work that the students are doing. The chart is a way to celebrate learning by our students.

Achievement and Integration revenue will support the National Children's Defense Fund's research based culturally relevant literacy program Freedom Schools. This program will serve as a lab for culturally relevant K-6 literacy has been found to eliminate the summer reduction in literacy achievement and increase a love for literacy and improvement on character and behavior measures.

Equity Specialists will deliver the Minnesota Higher Education Services Office's Get Ready! for College program (www.getready.state.mn.us) for lower income and students of color to help ensure their success in International Baccalaureate and Standards Plus (S+) advanced courses (S+ courses are limited enrollment to students by exam, interest survey. Achievement and Integration revenue will assist with materials and field trips to expose students to local colleges.

Achievement and Integration revenue may be used to support current programing and expand AVID to other sites to support proficiency development in both math and reading.

Grade levels to be served: PK-12

Location of services: Multiple locations

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

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

Strategy Name and #4 Family Engagement and Empowerment

Type of Strategy: Family engagement initiatives to increase student acheivement.

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:

Department of Educational Equity Staff will engage families in cultural identity support and development through culture / language tables. The culture / language tables also provide a format to culturally address parent leadership and system navigation skills to help families navigate and transform the school system for equity.

Through the community outreach the Department of Educational Equity Staff will work with parents to support the Community Collaborative Council and other group). These parent group will collaborate with the DOEE Leadership as an advisory on matters directly related to securing racial equity and cultural relevancy in ISD 279.

Bi-lingual Assistants will continue their work to support of bi-lingual families of color enrolled in the district. The Bi-lingual Assistants will not supplant the work of the English Language Learners Department. Staff will assist in translation, interpretation and outreach to reduce language, racial, and cultural barriers faced by our families and students at schools. Bi-lingual Assistants will work directly with students, families, and community members to assist them as they seek to communicate directly with teachers and administrators at the school sites.

Grade levels to be served: PK -12 Location

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities

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:

Student programs provided through NWSISD focuses on four educational concepts: Aspirations, Expectations, Opportunities, and Achievement. Students experience activities which focus on introspection, learning how culture shapes expectations, setting goals and understanding expectations for what it means to be college or career ready. Specific examples of activities which are included in this intervention are: college field trips, career exploration, service learning, team building, and guest speakers. College field trips may be provided for elementary, middle and high schools. Programs such as educators rising and AVID often benefit from this programing directly. In addition, other college and or career fairs or conferences may be part of this intervention.

Grade levels to be served: 6-12

Location of services: Multiple sites

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Strategy Name and #7 College and Career Readiness

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:

Consistent with Minnesota Statue 120B.128 All Osseo Area Schools students by no later than grade 9 will explore their college and career interests and aspirations and develop a plan for smooth and successful transition to postsecondary education or employment. All students' plan must be designed to meet 8 tenants of the legislation: RAMP UP TO READINESS CURRICULLUM, MINNESOTA CAREER INFORMATION SYSTEMS (MCIS), and Rigorous Career and technical Education programs of study were instituted to

1. Emphasizes Academic rigor and high expectations.
2. Help students identify personal learning styles that may affect their postsecondary education and employment choices.
3. Integrate strong academic content into career-focused courses and integrate relevant career-focused courses into strong academic content.
4. Help students and families identify and gain access to appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship.
5. Help students and families identify collaborative partnerships from kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and employers that support students'.
6. Provide students with experiential learning opportunities; and
7. Ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

Location of services: Multiple locations

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #9 Increasing and retaining teachers of color and Indigenous teachers

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.

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:

Focused attention on increasing and retaining teachers, particularly teachers of color and Indigenous teachers. We have started a Teacher of Color mentorship program and work in collaboration with our local union to support new teachers. In addition, we have made changes to our collective bargaining agreement to attract experienced, tier 3 and 4 licensed teachers as well as provide additional professional development and support to our teachers at high needs schools. Finally, we work to create candidate pools and issue early teaching contracts that support the priority of an equitable distribution of staff.

We are in our 7th year of a priority result centered around hiring staff that mirror the demographics of our students. We have implemented several strategies toward this goal including a career pathways program, a Teacher of Color mentoring program, and utilizing our recruitment and retention manager to move our work forward.

Increase numbers of Teachers of Color and American Indian Teachers.	Target 2021	Target 2022	Target 2023
Percentage of Teachers of Color and American Indian Teachers system wide	*7.3%*	*7.6%*	*7.9%*

Strategy Name and #12 Focus on Fitness

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

Focus on Fitness initiative for the purpose of increasing academic growth and positive behaviors, based upon research. Classrooms would include a movement in the daily routine to ensure that students brains are ready for learning. The research clearly indicates that students who move, to simplify the concept, get more oxygen to the brain which means that they are better prepared for learning

Students, for the most part, sit on kinesthetic seating. The purpose is to increase use of core muscles during instruction. Traditionally, the thought has been to ensure students are sitting still which would ensure that they are focused. However, research indicates that there is a 10% increase in focus when students are sitting on kinesthetic seating.

Partnership with several organizations outside of the district to provide opportunities for students. Throughout the school year students have the opportunity to run the Twin Cities 5K and participate in cross-country ski events with The Loppet Foundation, to name a couple of the events.

Several before and after school activities are connected to this strategy. Classes are designed to increase fitness, develop social skills. The programs that are designed to increase physical fitness include: Boot Camps, Morning Move, Girls on the Run, and Double Dutch.

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

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)). NWSISD oversees the enrollment applications, blind lottery, and transportation coordination for the twenty-two magnet schools across the seven-district collaborative. The Superintendent, and a board member, of ISD 279 participated in a monthly Multi-District Collaborative Council convened by the North West Suburban Integration School District Executive Director. The purpose of the Multi-District Collaborative Council meetings is to collaboratively implement Achievement and Integration legislation and programming. This partnership helps create efficiencies and eliminate duplicative programs.

Racially Identifiable School(s) (RIS)

Zanewood Community School

Goal #1: As part of the NWSISD Collaborative Osseo Area Schools will participate in programing seeking racial and economic integration and achievement gap closure for Osseo Area Schools students from FY 2020 - 2023
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Integration

Strategy Name and #5 Magnet School Programing
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities

Goal #2: : The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Math accountability test (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Achievement Disparity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and # 2 Comprehensive District Wide Math Instruction and Support
Strategy Name and #4 Family Engagement and Empowerment
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities

Strategy Name and #7 College and Career Readiness

Goal #3: : The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Reading accountability test (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Achievement Disparity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and # 3 Comprehensive District Wide Reading Instruction and Support
Strategy Name and #4 Family Engagement and Empowerment
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities
Strategy Name and #7 College and Career Readiness

Goal #5: Increase access to effective and diverse teachers.

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

Goal type: Teacher Equity

Strategy Name and #1 Racial Equity and Educational Achievement

Strategy Name and #8 REAL Talk / Student Voice

Strategy Name and #9 Increasing and retaining teachers of color and Indigenous teachers

Strategies

Strategy Name and #1 Racial Equity and Educational Achievement

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.

All of Osseo Area Schools will receive professional development in the CLEAR Model and National Urban Alliance strategies as part of a district wide response to the need for culturally responsive instruction:

Cultural- emphasizes the human purpose of what is being learned and its relationship to the students' own culture.

Learning- encourages students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.

Equitable- respectful learning environments in which students' racial and ethnic diversity is valued and contributes to successful academic outcomes.

Achievement- includes multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.

Responsive- through positive relationships, rigorous learning experiences are created involving higher order thinking and critical analysis used to address relevant, real(ness) world issues in an action-oriented manner.

Educators at every level of our system are able to access equity focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

E3 – Education, Excellence, and Equity:

- Professional Development along with student assessments and support tools from E3 help to enable equitable student achievement by:
- Helping to determine the most effective engagement strategies for each child.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programing increasing student success, especial for emerging multi-lingual learners and students of color.

Equity Teachers, and Equity Specialists:

- Provide coaching and training for racial equity

- Provide culturally responsive pedagogy training
- Provide one on one leadership coaching for principals and teacher leaders

Community Form on Race.

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race. Teachers and administrators from across our school system have

Equity Foundational Training (EFT)

- Provide anti- racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Educations policy and pedagogy.

SEED CLEAR Lesson Planning:

- A team of teachers will receive training from a district Equity Teacher o write lesson plans about culturally responsive books that purposefully incorporate the CLEAR model into the lesson. Teacher will share the work with staff during workshop week, providing teams with culturally responsive books to choose from as well as the lesson plan template, and give teachers time to work collaboratively to write the lesson plans. All teachers are teaching the lessons to their staff during the month of September. During the staff meeting at the end of September, staff will bring artifacts from the lesson and share them with others who taught different books. The work will continue through the year with additional staff time dedicated to collaboration across teams. Through this work, teachers will build their capacity for using the CLEAR model when planning and build their knowledge of culturally responsive text.

Peer Support Model

This model is focused on:
- Teachers supporting their peers
- Increasing collaboration and trust within and between grade levels and departments
- Applying best practices into teaching [academic and SEL teaching practices]
- Deepening understanding and practices of NUA, CLEAR, and culturally responsive teaching practices

Peer Support Teacher Role: The Peer Support Teachers are focused on modeling lessons and collaborating with classroom teachers on areas that the classroom teachers requests support. The areas of support must align to strategies outlined in our SIP:
- Culturally Responsive Teaching practices e.g. NUA/CLEAR, ELL strategies
- Math or Reading
- Social Emotional Learning strategies e.g. ENVoY, Yoga Calm, Responsive Classroom, Restorative Practices, etc.

Academic Support Coach Role

- Coordination and implementation of the Peer Support Model
  - Provide classroom coverage so Peer Support Teachers model and offer feedback to peers
  - Coach and support Peer Support Teachers
  - Establish and oversee a calendar to ensure Peer Support Model teachers have time and opportunity to support colleagues.

Instructional Assistant Role in Peer Support Model

- Assist in the coordination and implementation of the Peer Support Model by providing classroom coverage
- Coach and support Peer Support Teachers as needed

Achievement and Integration revenue will continue to support the National Children's Defense Fund's research based culturally relevant literacy program Freedom Schools. This program will serve as a lab for culturally relevant K-6 literacy has been found to eliminate the summer reduction in literacy achievement and increase a love for literacy and improvement on character and behavior measures.

Location of services: Multiple locations

Key Indicators

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	46.5%	47.5%	48.5%
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	42.2%	42.7%	43.2%
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

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

Strategy Name and # 2 Comprehensive District Wide Math Instruction and Support

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:

Pre-K - 5 Staff Development Focus 2018-2020 Monthly System Staff Development Meeting: Mathematical Mindsets based on the work of Dr. Jo Boaler Stanford University and Principles to Action; Ensuring Mathematical Success for All from

National Council of Teachers of Mathematics. Monthly Topics: Literacy and Math Connections; Productive Struggle; Depth, Not Speed; Visual Representation; Rich Tasks; Purposeful Questioning and Discourse; Everyone Can Learn More at High Levels, Number Talks System Staff Development Days: Grade level and content specific sessions along with choice sessions focused on: culturally responsive instruction, differentiated instruction, digital learning, literacy instruction and standards based instruction. Ongoing access to dedicated Curriculum, Instruction and Educational Standards to provide support with data teams, instructional practices, implementation of instructional materials and digital learning.

Core Math Instruction: Instructional materials Pre-K-5: Bridges in Mathematics

Math Interventions Grades K-5 Bridges in Mathematics, a research-based math intervention that focusses on developing math sense through the use of concrete, representational and abstract model. Not a drill model of intervention.

Achievement and Integration revenue may be used to support current programing and expand AVID to other sites to support proficiency development in both math and reading.

Grade levels to be served: PK -12

Location of services: District wide

Key Indicators

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Strategy Name and # 3 Comprehensive District Wide Reading Instruction and Support

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.

PK -5

Core Reading Instruction

Balanced Literacy with the use of Benchmark Literacy materials

Reading Interventions

Weekly progress monitoring using FastBridge CBMR-English and earlyReading assessments.

Multiple Interventions to meet the specific literacy needs of the students:

- Kindergarten: Phoneme, Phoneme Segmenting, Letter Tracing Book, Word Building, KPALS, Great Leaps K-2, Repeated Read Aloud, LLI Orange, Incremental Rehearsal
- First Grade: Phoneme Blending, Phoneme Segmenting, Letter Tracing Book, Letter Sound Correspondence, Word Building, Blending Words, Newscaster, First Grade PALS, Great Leaps K-2, G.A.T.E, Repeated Read Aloud, LLI Green,
- Second Grade: Word Building, Read Naturally, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, G.A.T.E, Great Leaps K-2, Early Success Level 2
- Third Grade: Word Building, Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, Read Naturally, Soar to Success Level 3
- Fourth and Fifth Grade: Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, Read Naturally, PALS 2-5, Great Leaps, Soar to Success Level 4 and 5
- 90/90/90 literacy strategies: Teachers have received a text level growth chart to recognize when each student advances a reading level. The chart is updated when a student moves up a text level. The reading charts are put on display outside of the classroom so everyone can see the work that the students are doing. The chart is a way to celebrate learning by our students.

Achievement and Integration revenue will support the National Children's Defense Fund's research based culturally relevant literacy program Freedom Schools. This program will serve as a lab for culturally relevant K-6 literacy has been found to eliminate the summer reduction in literacy achievement and increase a love for literacy and improvement on character and behavior measures.

Equity Specialists will deliver the Minnesota Higher Education Services Office's Get Ready! for College program (www.getready.state.mn.us) for lower income and students of color to help ensure their success in International Baccalaureate and Standards Plus (S+) advanced courses (S+ courses are limited enrollment to students by exam, interest survey. Achievement and Integration revenue will assist with materials and field trips to expose students to local colleges.

Achievement and Integration revenue may be used to support current programing and expand AVID to other sites to support proficiency development in both math and reading.

Grade levels to be served: PK-12 Location of services:
Multiple locations

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

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

Strategy Name and #4 Family Engagement and Empowerment

Type of Strategy: Family engagement initiatives to increase student acheivement.

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:

Department of Educational Equity Staff will engage families in cultural identity support and development through culture / language tables. The culture / language tables also provide a format to culturally address parent leadership and system navigation skills to help families navigate and transform the school system for equity.

Through the community outreach the Department of Educational Equity Staff will work with parents to support the Community Collaborative Council and other group). These parent group will collaborate with the DOEE Leadership as an advisory on matters directly related to securing racial equity and cultural relevancy in ISD 279.

Bi-lingual Assistants will continue their work to support of bi-lingual families of color enrolled in the district. The Bi-lingual Assistants will not supplant the work of the English Language Learners Department. Staff will assist in translation, interpretation and outreach to reduce language, racial, and cultural barriers faced by our families and students at schools. Bi-lingual Assistants will work directly with students, families, and community members to assist them as they seek to communicate directly with teachers and administrators at the school sites.

Grade levels to be served: PK -12 Location

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #5 Magnet School Programing

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:

Due to our partnership with NWSISD we are able to offer Magnet Schools to students to any of our students in any of the eight NWSISD member districts.

Five KG-12 strands of magnet schools are offered.

International Baccalaureate (IB)
The International Baccalaureate (IB) schools infuse a core curriculum with a world focus that can help young people understand their role as responsible world citizens. Emphasis is on changing technology, world languages and cultures. Students are encouraged to inquire, think, communicate, take risks, achieve, be principled, caring open-minded, well-balanced and reflective.

Visual, Performing, Literary and New Media Arts
An arts magnet provides a strong academic core with opportunities for students to create at many levels. Teaching through the arts helps students experience concepts rather than merely discussing or reading about them. The study of the arts has been linked to students' increased critical and creative thinking skills, self-esteem, willingness to take risks and ability to work with others.

Science, Technology, Engineering and Mathematics (STEM)
A Science, Technology, Engineering and Mathematics (STEM) magnet immerses students in a series of learning experiences that foster interaction and investigation. Students use technology and virtual studies to solve problems in new ways. Partnerships with organizations like the Science Museum of Minnesota and programs like Project Lead the Way help to provide an innovative and creative framework for a sound and deeply engaging education.

Science, Technology, Engineering, Arts and Mathematics (STEAM)
A Science, Technology, Engineering, Arts and Mathematics (STEAM) magnet immerses students in a series of learning experiences that foster interaction and investigation. Students use technology, arts and virtual studies to solve problems in new ways. Partnerships with organizations like the Science Museum of Minnesota and programs like Project Lead the Way help to provide an innovative and creative framework for a sound and deeply engaging education. Teaching through the arts helps students experience concepts rather than merely discussing or reading about them.

Health Science
Students can explore or advance their education and training to prepare for successful health care careers. Students can apply their learning in community settings by participating in the Opportunities in Emergency Care program or by earning nursing assistant clinical hours in local health care facilities.

Outstanding course offerings combine rigor and relevance and allow students to demonstrate achievement in academic and technical knowledge, skills and abilities. Elective classes in Emergency Medical Responder, Nursing Assistant and Pharmacy Technician provide the opportunity for students to earn industry certification and college credit. Additional class options include Exploring Health Careers, Medical Terminology, Anatomy and Physiology, and Bioethics.

Grade levels to be served: K -12

Location of services: Multiple locations

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities

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:
Student programs provided through NWSISD focuses on four educational concepts: Aspirations, Expectations, Opportunities, and Achievement. Students experience activities which focus on introspection, learning how culture shapes expectations, setting goals and understanding expectations for what it means to be college or career ready. Specific examples of activities which are included in this intervention are: college field trips, career exploration, service learning, team building, and guest speakers. College field trips may be provided for elementary, middle and high schools. Programs such as educators rising and AVID often benefit from this programing directly. In addition, other college and or career fairs or conferences may be part of this intervention.

Grade levels to be served: 6-12

Location of services: Multiple sites

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Strategy Name and #7 College and Career Readiness

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:

Consistent with Minnesota Statue 120B.128 All Osseo Area Schools students by no later than grade 9 will explore their college and career interests and aspirations and develop a plan for smooth and successful transition to postsecondary education or employment. All students' plan must be designed to meet 8 tenants of the legislation: RAMP UP TO READINESS CURRICULLUM, MINNESOTA CAREER INFORMATION SYSTEMS (MCIS), and Rigorous Career and technical Education programs of study were instituted to

1. Emphasizes Academic rigor and high expectations.
2. Help students identify personal learning styles that may affect their postsecondary education and employment choices.
3. Integrate strong academic content into career-focused courses and integrate relevant career-focused courses into strong academic content.
4. Help students and families identify and gain access to appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship.

5. Help students and families identify collaborative partnerships from kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and employers that support students'.

6. Provide students with experiential learning opportunities; and

7. Ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

Location of services: Multiple locations

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	42.2%	42.7%	43.2%
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	46.5%	47.5%	48.5%
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #9 Increasing and retaining teachers of color and Indigenous teachers

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.

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:

Focused attention on increasing and retaining teachers, particularly teachers of color and Indigenous teachers. We have started a Teacher of Color mentorship program and work in collaboration with our local union to support new teachers. In addition, we have made changes to our collective bargaining agreement to attract experienced, tier 3 and 4 licensed teachers as well as provide additional professional development and support to our teachers at high needs schools. Finally, we work to create candidate pools and issue early teaching contracts that support the priority of an equitable distribution of staff.

We are in our 7th year of a priority result centered around hiring staff that mirror the demographics of our students. We have implemented several strategies toward this goal including a career pathways program, a Teacher of Color mentoring program, and utilizing our recruitment and retention manager to move our work forward.

Increase numbers of Teachers of Color and American Indian Teachers.	Target 2021	Target 2022	Target 2023
Percentage of Teachers of Color and American Indian Teachers system wide	7.3%	7.6%	7.9%

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)). NWSISD oversees the enrollment applications, blind lottery, and transportation coordination for the twenty-two magnet schools across the seven-district collaborative. The Superintendent, and a board member, of ISD 279 participated in a monthly Multi-District Collaborative Council convened by the North West Suburban Integration School District Executive Director. The purpose of the Multi-District Collaborative Council meetings is to collaboratively implement Achievement and Integration legislation and programming. This partnership helps create efficiencies and eliminate duplicative programs.

Racially Identifiable School(s) (RIS)

Brooklyn Middle School

Goal #1: As part of the NWSISD Collaborative Osseo Area Schools will participate in programing seeking racial and economic integration and achievement gap closure for Osseo Area Schools students from FY 2020 - 2023
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Integration

Strategy Name and #5 Magnet School Programing
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities

Goal #2: : The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Math accountability test (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Achievement Disparity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and # 2 Comprehensive District Wide Math Instruction and Support
Strategy Name and #4 Family Engagement and Empowerment
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities
Strategy Name and #7 College and Career Readiness
Strategy Name and #8 REAL Talk / Student Voice

Goal #3: : The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Reading accountability test (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Achievement Disparity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and # 3 Comprehensive District Wide Reading Instruction and Support
Strategy Name and #4 Family Engagement and Empowerment
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities
Strategy Name and #7 College and Career Readiness
Strategy Name and #8 REAL Talk / Student Voice

Goal #5: Increase access to effective and diverse teachers.

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

Goal type: Teacher Equity

Strategy Name and #1 Racial Equity and Educational Achievement

Strategy Name and #8 REAL Talk / Student Voice

Strategy Name and #9 Increasing and retaining teachers of color and Indigenous teachers

Strategies

Strategy Name and #1 Racial Equity and Educational Achievement

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.

All of Osseo Area Schools will receive professional development in the CLEAR Model and National Urban Alliance strategies as part of a district wide response to the need for culturally responsive instruction:

Cultural- emphasizes the human purpose of what is being learned and its relationship to the students' own culture.

Learning- encourages students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.

Equitable- respectful learning environments in which students' racial and ethnic diversity is valued and contributes to successful academic outcomes.

Achievement- includes multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.

Responsive- through positive relationships, rigorous learning experiences are created involving higher order thinking and critical analysis used to address relevant, real(ness) world issues in an action-oriented manner.

Educators at every level of our system are able to access equity focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

E3 – Education, Excellence, and Equity:

- Professional Development along with student assessments and support tools from E3 help to enable equitable student achievement by:
- Helping to determine the most effective engagement strategies for each child.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programing increasing student success, especial for emerging multi-lingual learners and students of color.

Equity Teachers, and Equity Specialists:

- Provide coaching and training for racial equity
- Provide culturally responsive pedagogy training
- Provide one on one leadership coaching for principals and teacher leaders

Community Form on Race.

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race. Teachers and administrators from across our school system have

Equity Foundational Training (EFT)

- Provide anti- racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Educations policy and pedagogy.

SEED CLEAR Lesson Planning:

- A team of teachers will receive training from a district Equity Teacher o write lesson plans about culturally responsive books that purposefully incorporate the CLEAR model into the lesson. Teacher will share the work with staff during workshop week, providing teams with culturally responsive books to choose from as well as the lesson plan template, and give teachers time to work collaboratively to write the lesson plans. All teachers are teaching the lessons to their staff during the month of September. During the staff meeting at the end of September, staff will bring artifacts from the lesson and share them with others who taught different books. The work will continue through the year with additional staff time dedicated to collaboration across teams. Through this work, teachers will build their capacity for using the CLEAR model when planning and build their knowledge of culturally responsive text.

Peer Support Model

This model is focused on:
- Teachers supporting their peers
- Increasing collaboration and trust within and between grade levels and departments
- Applying best practices into teaching [academic and SEL teaching practices]
- Deepening understanding and practices of NUA, CLEAR, and culturally responsive teaching practices

Peer Support Teacher Role: The Peer Support Teachers are focused on modeling lessons and collaborating with classroom teachers on areas that the classroom teachers requests support. The areas of support must align to strategies outlined in our SIP:
- Culturally Responsive Teaching practices e.g. NUA/CLEAR, ELL strategies
- Math or Reading
- Social Emotional Learning strategies e.g. ENVoY, Yoga Calm, Responsive Classroom, Restorative Practices, etc.

Academic Support Coach Role

- Coordination and implementation of the Peer Support Model
  - Provide classroom coverage so Peer Support Teachers model and offer feedback to peers
  - Coach and support Peer Support Teachers
  - Establish and oversee a calendar to ensure Peer Support Model teachers have time and opportunity to support colleagues.

Instructional Assistant Role in Peer Support Model

- Assist in the coordination and implementation of the Peer Support Model by providing classroom coverage
- Coach and support Peer Support Teachers as needed

Location of services: Multiple locations

Key Indicators

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

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

Strategy Name and # 2 Comprehensive District Wide Math Instruction and Support

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:

Secondary (Grades 6-12)

Secondary Professional Development and Support

- Regular Professional Learning Team/Collaboration Time
    - Common planning time in content alike groups to develop instruction, analyze data, develop common formative and summative assessments.
- 60 minutes of professional learning provided each month for all licensed secondary staff.
    - Provides differentiated staff development focused on high operational practices (HOP) to elicit high intellectual performance (HIP).
    - Makes purposeful connections with, and model, the following: culturally responsive instruction, differentiated instruction, digital learning, interdisciplinary instruction and standards based instruction.

- o Provides professional learning through a variety of formats, including the following:
    - • "Priming, Processing, and Retaining" (learning around specific strategies with application time)
    - • Opportunity to learn from colleagues
    - • Online/blended options
- 14 hours of professional learning provided throughout the school year for all licensed secondary staff.
    - o Includes:
        - • Math specific content including National Council of Teachers of Mathematics 8 Mathematical
        - • Content specific topics facilitated by content teacher leaders
        - • Choice sessions focused on: culturally responsive instruction, differentiated instruction, digital learning, interdisciplinary instruction and standards based instruction.Ongoing access to dedicated Curriculum, Instruction and Educational Standards staff including:

            content teacher leaders, differentiation specialists, instructional coaches and staff development assessment specialists

6-13 Core Math Instruction occurs in the following courses:
- Foundations of Algebra
- Pre-Algebra
- Linear Algebra
- Non-Linear Algebra
- Algebra 1
- Geometry
- Algebra 2
- Pre-Calculus
- Calculus

6-13 Math Interventions: (MCA, NWEA and course grades along with staff recommendation determine placement)
- Math Achievers
    - o Provides support for middle school students not at grade level in math. This is a second math course, taken in addition to the core grade level course. Enrollment is flexible and students may exit the course.
- Collaborative Math
    - o Provides either EL or SPED support for middle school student. The course is co- taught by either an EL and a Math teacher or SPED and Math teacher.
- EL Academic Skills course
    - o Middle school EL students in this course focus on math content vocabulary.
- Algebra Explorations
    - o Students who failed at least two trimester of Linear Algebra are enrolled in this course. The format of the course focuses on re-teaching/re-learning fundamentals Linear Algebra learning outcomes before taking Non-Linear Algebra.
- Math Learning Lab
    - o Designed for primarily for 9th grade Non-Linear Algebra students who struggle with content and taught by a licensed math teacher. Provides more time and support to demonstrate proficiency in the learning outcomes/targets.
    - o Designed primarily for students in grades 11-12 and taught by a licensed math teacher. Students are identified by counselors as being in jeopardy for not graduating on time. Provides more time and support to demonstrate proficiency in the learning outcomes/targets.
- Math Intervention
    - o Provides additional math instruction and reassessment opportunities during weekly Advisory (68 minutes). Staffed by licensed math teachers.
- Exploratory Math
    - o This course provides instruction in Geometry and Algebra 2. The format provides extended time for instruction (from two years to three years).
- Co-Taught courses
    - o A licensed math teacher and SPED teacher collaboratively plan and co-teach the following courses for high school students: Non-Linear Algebra, Geometry, Algebra 2 (required for graduation).
- Student Techers of Color or Native American Student Teachers

- o Working through Metropolitan State's Urban Educator Program, student teachers of color or Native American student teachers will be working with the cooperating teacher to increase students' math skills.
- Non-Linear Algebra

  (Same standards as all other NLA classes, instructional strategies and pace are different)

  - o Students are selected for this course based on 8th grade math data, specifically end of course grades (C/D). Students are assigned the same licensed math teacher for the entire school year. Power standards are identified and the focus is on depth and rigor.
- Homework Help Center
  - o Tuesday, Wednesday, Thursday each week from 2-4pm in the Media Center staffed by licensed content staff.

Achievement and Integration revenue may be used to support current programing and expand AVID to other sites to support proficiency development in both math and reading.

Grade levels to be served: PK -12

Location of services: District wide

Key Indicators

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Strategy Name and # 3 Comprehensive District Wide Reading Instruction and Support

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.

Secondary (Grades 6-12)

6-12 Core Reading Instruction:

- Reading instruction is integrated into core English course instruction in grades

6-12 Reading Interventions: (MCA, NWEA and course grades along with staff recommendation determine placement)

- Co-Taught courses
  - o A content teacher (English, science, social studies) and a licensed reading teacher co-teach a core content course. Provides support for students not reading at grade level. The reading teacher provides additional reading instructional strategies and resources to support content and reading learning.

- Reading Lab
  - Provides support for students not reading at grade level. This is an elective course, taken in addition to the core grade level English course. Enrollment is flexible and students may exit the course. A variety of strategies and resources are utilized, including READ 180 and System 44.
- English/Reading
  - Core grade level English course and standards with a focus on integrated reading instruction.
- Full time Literacy Coach
  - Supports all teachers and students in the building. Works with: students one-on- one, teachers to design literacy focused scaffolding/reading intervention in their content areas, Reading Lab teachers to design curriculum, etc. Provides building level staff development and works with Equity Specialist to help teachers design culturally relevant curriculum.
- Aligned English Skills (SPED) course with English curriculum
  - Provides rigorous learning opportunities for all students aligned to the standards and curriculum that is being taught in regular non-SPED English classes.
- Homework Help Center
  - Tuesday, Wednesday, Thursday each week from 2-4pm in the Media Center staffed by licensed content staff.
- SPED Co-Taught courses
  - A licensed English teacher and SPED teacher collaboratively plan and co-teach the required English 9-12 courses.
- Student Techers of Color or Native American Student Teachers
  - Working through Metropolitan State's Urban Educator Program, student teachers of color or Native American student teachers will be working with the cooperating teacher to increase students' reading skills.

Achievement and Integration revenue may be used to support current programing and expand AVID to other sites to support proficiency development in both math and reading.

Grade levels to be served: PK-12

Location of services: Multiple locations

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	46.5%	47.5%	48.5%
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

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

Strategy Name and #4 Family Engagement and Empowerment

Type of Strategy: Family engagement initiatives to increase student acheivement.

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:

Department of Educational Equity Staff will engage families in cultural identity support and development through culture / language tables. The culture / language tables also provide a format to culturally address parent leadership and system navigation skills to help families navigate and transform the school system for equity.

Through the community outreach the Department of Educational Equity Staff will work with parents to support the Community Collaborative Council and other group). These parent group will collaborate with the DOEE Leadership as an advisory on matters directly related to securing racial equity and cultural relevancy in ISD 279.

Bi-lingual Assistants will continue their work to support of bi-lingual families of color enrolled in the district. The Bi-lingual Assistants will not supplant the work of the English Language Learners Department. Staff will assist in translation, interpretation and outreach to reduce language, racial, and cultural barriers faced by our families and students at schools. Bi-lingual Assistants will work directly with students, families, and community members to assist them as they seek to communicate directly with teachers and administrators at the school sites.

Grade levels to be served: PK -12 Location

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #5 Magnet School Programing

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:

Due to our partnership with NWSISD we are able to offer Magnet Schools to students to any of our students in any of the eight NWSISD member districts.

Five KG-12 strands of magnet schools are offered.

International Baccalaureate (IB)
The International Baccalaureate (IB) schools infuse a core curriculum with a world focus that can help young people understand their role as responsible world citizens. Emphasis is on changing technology, world languages and cultures. Students are encouraged to inquire, think, communicate, take risks, achieve, be principled, caring open-minded, well-balanced and reflective.

Visual, Performing, Literary and New Media Arts
An arts magnet provides a strong academic core with opportunities for students to create at many levels. Teaching through the arts helps students experience concepts rather than merely discussing or reading about them. The study of the arts has been linked to students' increased critical and creative thinking skills, self-esteem, willingness to take risks and ability to work with others.

Science, Technology, Engineering and Mathematics (STEM)
A Science, Technology, Engineering and Mathematics (STEM) magnet immerses students in a series of learning experiences that foster interaction and investigation. Students use technology and virtual studies to solve problems in new ways. Partnerships with organizations like the Science Museum of Minnesota and programs like Project Lead the Way help to provide an innovative and creative framework for a sound and deeply engaging education.

Science, Technology, Engineering, Arts and Mathematics (STEAM)
A Science, Technology, Engineering, Arts and Mathematics (STEAM) magnet immerses students in a series of learning experiences that foster interaction and investigation. Students use technology, arts and virtual studies to solve problems in new ways. Partnerships with organizations like the Science Museum of Minnesota and programs like Project Lead the Way help to provide an innovative and creative framework for a sound and deeply engaging education. Teaching through the arts helps students experience concepts rather than merely discussing or reading about them.

Health Science
Students can explore or advance their education and training to prepare for successful health care careers. Students can apply their learning in community settings by participating in the Opportunities in Emergency Care program or by earning nursing assistant clinical hours in local health care facilities.

Outstanding course offerings combine rigor and relevance and allow students to demonstrate achievement in academic and technical knowledge, skills and abilities. Elective classes in Emergency Medical Responder, Nursing Assistant and Pharmacy Technician provide the opportunity for students to earn industry certification and college credit. Additional class options include Exploring Health Careers, Medical Terminology, Anatomy and Physiology, and Bioethics.

Grade levels to be served: K -12

Location of services: Multiple locations

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities

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:

Student programs provided through NWSISD focuses on four educational concepts: Aspirations, Expectations, Opportunities, and Achievement. Students experience activities which focus on introspection, learning how culture shapes expectations, setting goals and understanding expectations for what it means to be college or career ready. Specific examples of activities which are included in this intervention are: college field trips, career exploration, service learning, team building, and guest speakers. College field trips may be provided for elementary, middle and high schools. Programs such as educators rising and AVID often benefit from this programing directly. In addition, other college and or career fairs or conferences may be part of this intervention.

Grade levels to be served: 6-12

Location of services: Multiple sites

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Strategy Name and #7 College and Career Readiness

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:

Consistent with Minnesota Statue 120B.128 All Osseo Area Schools students by no later than grade 9 will explore their college and career interests and aspirations and develop a plan for smooth and successful transition to postsecondary education or employment. All students' plan must be designed to meet 8 tenants of the legislation: RAMP UP TO READINESS CURRICULLUM, MINNESOTA CAREER INFORMATION SYSTEMS (MCIS), and Rigorous Career and technical Education programs of study were instituted to

1. Emphasizes Academic rigor and high expectations.
2. Help students identify personal learning styles that may affect their postsecondary education and employment choices.
3. Integrate strong academic content into career-focused courses and integrate relevant career-focused courses into strong academic content.
4. Help students and families identify and gain access to appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship.
5. Help students and families identify collaborative partnerships from kindergarten through grade 12 schools,

postsecondary institutions, economic development agencies, and employers that support students'.

6. Provide students with experiential learning opportunities; and

7. Ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

Location of services: Multiple locations

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	42.2%	42.7%	43.2%
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	46.5%	47.5%	48.5%
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #8 REAL Talk / Student Voice

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:

REAL Talk (Racial Education Awakening Liberation) is an inter-racial student leadership group that creates space for students to develop and understand their own cultural and racial identity, as well as learn about cultures and races different from their own. REAL Talk creates a space where student voice can be amplified and valued. This allows for students to become anti-racist leaders who create transformational change in their school and community.

We are intentional about beginning the process of (re)creating a student's relationship with education and allowing room for seeing themselves in both the curriculum and structures of our education system.

Liberation (Our Definition): Racial education will serve as truth and reconciliation for students of color and white students so that their racial identities will be realized in the most authentic way possible. The end result being a multi-racial coalition of anti-racist leaders.

REAL Talk will involve families through family empowerment nights in which students will have an opportunity to share

Grade levels to be served: 6 -12

Location of services: Multiple Locations

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	46.5%	47.5%	48.5%
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	42.2%	42.7%	43.2%
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Strategy Name and #9 Increasing and retaining teachers of color and Indigenous teachers

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.

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:

Narrative description of this strategy:

Focused attention on increasing and retaining teachers, particularly teachers of color and Indigenous teachers. We have started a Teacher of Color mentorship program and work in collaboration with our local union to support new teachers. In addition, we have made changes to our collective bargaining agreement to attract experienced, tier 3 and 4 licensed teachers as well as provide additional professional development and support to our teachers at high needs

schools. Finally, we work to create candidate pools and issue early teaching contracts that support the priority of an equitable distribution of staff.

We are in our 7th year of a priority result centered around hiring staff that mirror the demographics of our students. We have implemented several strategies toward this goal including a career pathways program, a Teacher of Color mentoring program, and utilizing our recruitment and retention manager to move our work forward.

Increase numbers of Teachers of Color and American Indian Teachers.	Target 2021	Target 2022	Target 2023
Percentage of Teachers of Color and American Indian Teachers system wide	7.3%	7.6%	7.9%

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)). NWSISD oversees the enrollment applications, blind lottery, and transportation coordination for the twenty-two magnet schools across the seven-district collaborative. The Superintendent, and a board member, of ISD 279 participated in a monthly Multi-District Collaborative Council convened by the North West Suburban Integration School District Executive Director. The purpose of the Multi-District Collaborative Council meetings is to collaboratively implement Achievement and Integration legislation and programming. This partnership helps create efficiencies and eliminate duplicative programs.

Racially Identifiable School(s) (RIS)

Northview Middle School

Goal #1: As part of the NWSISD Collaborative Osseo Area Schools will participate in programing seeking racial and economic integration and achievement gap closure for Osseo Area Schools students from FY 2020 - 2023
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Integration
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities

Goal #2: : The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Math accountability test (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Achievement Disparity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and # 2 Comprehensive District Wide Math Instruction and Support
Strategy Name and #4 Family Engagement and Empowerment
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities
Strategy Name and #7 College and Career Readiness
Strategy Name and #8 REAL Talk / Student Voice

Goal #3: : The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Reading accountability test (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Achievement Disparity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and # 3 Comprehensive District Wide Reading Instruction and Support
Strategy Name and #4 Family Engagement and Empowerment
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities
Strategy Name and #7 College and Career Readiness
Strategy Name and #8 REAL Talk / Student Voice

Goal #5: Increase access to effective and diverse teachers.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Teacher Equity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and #8 REAL Talk / Student Voice
Strategy Name and #9 Increasing and retaining teachers of color and Indigenous teachers

Strategies

Strategy Name and #1 Racial Equity and Educational Achievement

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.

All of Osseo Area Schools will receive professional development in the CLEAR Model and National Urban Alliance strategies as part of a district wide response to the need for culturally responsive instruction:

Cultural- emphasizes the human purpose of what is being learned and its relationship to the students' own culture.

Learning- encourages students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.

Equitable- respectful learning environments in which students' racial and ethnic diversity is valued and contributes to successful academic outcomes.

Achievement- includes multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.

Responsive- through positive relationships, rigorous learning experiences are created involving higher order thinking and critical analysis used to address relevant, real(ness) world issues in an action-oriented manner.

Educators at every level of our system are able to access equity focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

E3 – Education, Excellence, and Equity:
- Professional Development along with student assessments and support tools from E3 help to enable equitable student achievement by:

- Helping to determine the most effective engagement strategies for each child.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programing increasing student success, especial for emerging multi-lingual learners and students of color.

Equity Teachers, and Equity Specialists:
- Provide coaching and training for racial equity
- Provide culturally responsive pedagogy training
- Provide one on one leadership coaching for principals and teacher leaders

Community Form on Race.
- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race. Teachers and administrators from across our school system have

Equity Foundational Training (EFT)
- Provide anti- racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy
- Osseo Area Schools staff will receive professional development surrounding American Indian Educations policy and pedagogy.

SEED CLEAR Lesson Planning:
- A team of teachers will receive training from a district Equity Teacher o write lesson plans about culturally responsive books that purposefully incorporate the CLEAR model into the lesson. Teacher will share the work with staff during workshop week, providing teams with culturally responsive books to choose from as well as the lesson plan template, and give teachers time to work collaboratively to write the lesson plans. All teachers are teaching the lessons to their staff during the month of September. During the staff meeting at the end of September, staff will bring artifacts from the lesson and share them with others who taught different books. The work will continue through the year with additional staff time dedicated to collaboration across teams. Through this work, teachers will build their capacity for using the CLEAR model when planning and build their knowledge of culturally responsive text.

Peer Support Model

This model is focused on:
- Teachers supporting their peers
- Increasing collaboration and trust within and between grade levels and departments
- Applying best practices into teaching [academic and SEL teaching practices]
- Deepening understanding and practices of NUA, CLEAR, and culturally responsive teaching practices

Peer Support Teacher Role: The Peer Support Teachers are focused on modeling lessons and collaborating with classroom teachers on areas that the classroom teachers requests support. The areas of support must align to strategies outlined in our SIP:
- Culturally Responsive Teaching practices e.g. NUA/CLEAR, ELL strategies
- Math or Reading
- Social Emotional Learning strategies e.g. ENVoY, Yoga Calm, Responsive Classroom, Restorative Practices, etc.

Academic Support Coach Role
- Coordination and implementation of the Peer Support Model
  - Provide classroom coverage so Peer Support Teachers model and offer feedback to peers
  - Coach and support Peer Support Teachers

- o Establish and oversee a calendar to ensure Peer Support Model teachers have time and opportunity to support colleagues.

Instructional Assistant Role in Peer Support Model
- Assist in the coordination and implementation of the Peer Support Model by providing classroom coverage
- Coach and support Peer Support Teachers as needed

Location of services: Multiple locations

Key Indicators

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	46.5%	47.5%	48.5%
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	42.2%	42.7%	43.2%
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

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

Strategy Name and # 2 Comprehensive District Wide Math Instruction and Support

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:

Secondary (Grades 6-12)

Secondary Professional Development and Support

- Regular Professional Learning Team/Collaboration Time
    - Common planning time in content alike groups to develop instruction, analyze data, develop common formative and summative assessments.
- 60 minutes of professional learning provided each month for all licensed secondary staff.
    - Provides differentiated staff development focused on high operational practices (HOP) to elicit high intellectual performance (HIP).
    - Makes purposeful connections with, and model, the following: culturally responsive instruction, differentiated instruction, digital learning, interdisciplinary instruction and standards based instruction.
    - Provides professional learning through a variety of formats, including the following:
        - "Priming, Processing, and Retaining" (learning around specific strategies with application time)
        - Opportunity to learn from colleagues
        - Online/blended options
- 14 hours of professional learning provided throughout the school year for all licensed secondary staff.
    - Includes:
        - Math specific content including National Council of Teachers of Mathematics 8 Mathematical
        - Content specific topics facilitated by content teacher leaders
        - Choice sessions focused on: culturally responsive instruction, differentiated instruction, digital learning, interdisciplinary instruction and standards based instruction.

    Ongoing access to dedicated Curriculum, Instruction and Educational Standards staff including:

    content teacher leaders, differentiation specialists, instructional coaches and staff development assessment specialists

6-14 Core Math Instruction occurs in the following courses:
- Foundations of Algebra
- Pre-Algebra
- Linear Algebra
- Non-Linear Algebra
- Algebra 1
- Geometry
- Algebra 2
- Pre-Calculus
- Calculus

6-14 Math Interventions: (MCA, NWEA and course grades along with staff recommendation determine placement)
- Math Achievers
    - Provides support for middle school students not at grade level in math. This is a second math course, taken in addition to the core grade level course. Enrollment is flexible and students may exit the course.
- Collaborative Math
    - Provides either EL or SPED support for middle school student. The course is co- taught by either an EL and a Math teacher or SPED and Math teacher.
- EL Academic Skills course
    - Middle school EL students in this course focus on math content vocabulary.

- Algebra Explorations
    - o Students who failed at least two trimester of Linear Algebra are enrolled in this course. The format of the course focuses on re-teaching/re-learning fundamentals Linear Algebra learning outcomes before taking Non-Linear Algebra.
- Math Learning Lab
    - o Designed for primarily for 9th grade Non-Linear Algebra students who struggle with content and taught by a licensed math teacher. Provides more time and support to demonstrate proficiency in the learning outcomes/targets.
    - o Designed primarily for students in grades 11-12 and taught by a licensed math teacher. Students are identified by counselors as being in jeopardy for not graduating on time. Provides more time and support to demonstrate proficiency in the learning outcomes/targets.
- Math Intervention
    - o Provides additional math instruction and reassessment opportunities during weekly Advisory (68 minutes). Staffed by licensed math teachers.
- Exploratory Math
    - o This course provides instruction in Geometry and Algebra 2. The format provides extended time for instruction (from two years to three years).
- Co-Taught courses
    - o A licensed math teacher and SPED teacher collaboratively plan and co-teach the following courses for high school students: Non-Linear Algebra, Geometry, Algebra 2 (required for graduation).
- Student Techers of Color or Native American Student Teachers
    - o Working through Metropolitan State's Urban Educator Program, student teachers of color or Native American student teachers will be working with the cooperating teacher to increase students' math skills.
- Non-Linear Algebra

    (Same standards as all other NLA classes, instructional strategies and pace are different)

    - o Students are selected for this course based on 8th grade math data, specifically end of course grades (C/D). Students are assigned the same licensed math teacher for the entire school year. Power standards are identified and the focus is on depth and rigor.
- Homework Help Center
    - o Tuesday, Wednesday, Thursday each week from 2-4pm in the Media Center staffed by licensed content staff.

AVID programing is currently at Edinbrook Elementary, Northview Middle School, Maple Grove Middle School and Osseo Senior High School. AVID is a national college-readiness system designed to increase the number of students who enroll in four-year colleges. AVID focuses on the least served students in the academic middle.

AVID elective teachers support AVID students by providing academic training, managing their tutorials, working with faculty and parents, and by helping students develop long- range academic and personal plans.

Achievement and Integration revenue may be used to support current programing and expand AVID to other sites to support proficiency development in both math and reading.

Grade levels to be served: PK -12

Location of services: District wide

Key Indicators

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Strategy Name and # 3 Comprehensive District Wide Reading Instruction and Support

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.

Secondary (Grades 6-12)

6-12 Core Reading Instruction:

- Reading instruction is integrated into core English course instruction in grades

6-12 Reading Interventions: (MCA, NWEA and course grades along with staff recommendation determine placement)

- Co-Taught courses
  - A content teacher (English, science, social studies) and a licensed reading teacher co-teach a core content course. Provides support for students not reading at grade level. The reading teacher provides additional reading instructional strategies and resources to support content and reading learning.
- Reading Lab
  - Provides support for students not reading at grade level. This is an elective course, taken in addition to the core grade level English course. Enrollment is flexible and students may exit the course. A variety of strategies and resources are utilized, including READ 180 and System 44.
- English/Reading
  - Core grade level English course and standards with a focus on integrated reading instruction.
- Full time Literacy Coach
  - Supports all teachers and students in the building. Works with: students one-on- one, teachers to design literacy focused scaffolding/reading intervention in their content areas, Reading Lab teachers to design curriculum, etc. Provides building level staff development and works with Equity Specialist to help teachers design culturally relevant curriculum.

- Aligned English Skills (SPED) course with English curriculum
  - Provides rigorous learning opportunities for all students aligned to the standards and curriculum that is being taught in regular non-SPED English classes.
- Homework Help Center
  - Tuesday, Wednesday, Thursday each week from 2-4pm in the Media Center staffed by licensed content staff.
- SPED Co-Taught courses
  - A licensed English teacher and SPED teacher collaboratively plan and co-teach the required English 9-12 courses.
- Student Techers of Color or Native American Student Teachers
  - Working through Metropolitan State's Urban Educator Program, student teachers of color or Native American student teachers will be working with the cooperating teacher to increase students' reading skills.

Achievement and Integration revenue will support the National Children's Defense Fund's research based culturally relevant literacy program Freedom Schools. This program will serve as a lab for culturally relevant K-6 literacy has been found to eliminate the summer reduction in literacy achievement and increase a love for literacy and improvement on character and behavior measures.

Equity Specialists will deliver the Minnesota Higher Education Services Office's Get Ready! for College program (www.getready.state.mn.us) for lower income and students of color to help ensure their success in International Baccalaureate and Standards Plus (S+) advanced courses (S+ courses are limited enrollment to students by exam, interest survey. Achievement and Integration revenue will assist with materials and field trips to expose students to local colleges.

AVID programing is currently being piloted at Edinbrook Elementary, Northview Middle School and Osseo Senior High School. AVID is a national college-readiness system designed to increase the number of students who enroll in four-year colleges. AVID focuses on the least served students in the academic middle.

AVID elective teachers support AVID students by providing academic training, managing their tutorials, working with faculty and parents, and by helping students develop long- range academic and personal plans.

Achievement and Integration revenue may be used to support current programing and expand AVID to other sites to support proficiency development in both math and reading.

Grade levels to be served: PK-12

Location of services: Multiple locations

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

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

Strategy Name and #4 Family Engagement and Empowerment

Type of Strategy: Family engagement initiatives to increase student acheivement.

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:

Department of Educational Equity Staff will engage families in cultural identity support and development through culture / language tables. The culture / language tables also provide a format to culturally address parent leadership and system navigation skills to help families navigate and transform the school system for equity.

Through the community outreach the Department of Educational Equity Staff will work with parents to support the Community Collaborative Council and other group). These parent group will collaborate with the DOEE Leadership as an advisory on matters directly related to securing racial equity and cultural relevancy in ISD 279.

Bi-lingual Assistants will continue their work to support of bi-lingual families of color enrolled in the district. The Bi-lingual Assistants will not supplant the work of the English Language Learners Department. Staff will assist in translation, interpretation and outreach to reduce language, racial, and cultural barriers faced by our families and students at schools. Bi-lingual Assistants will work directly with students, families, and community members to assist them as they seek to communicate directly with teachers and administrators at the school sites.

Grade levels to be served: PK -12 Location

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities

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:

Student programs provided through NWSISD focuses on four educational concepts: Aspirations, Expectations, Opportunities, and Achievement. Students experience activities which focus on introspection, learning how culture shapes expectations, setting goals and understanding expectations for what it means to be college or career ready. Specific examples of activities which are included in this intervention are: college field trips, career exploration, service learning, team building, and guest speakers. College field trips may be provided for elementary, middle and high schools. Programs such as educators rising and AVID often benefit from this programing directly. In addition, other college and or career fairs or conferences may be part of this intervention.

Grade levels to be served: 6-12

Location of services: Multiple sites

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Strategy Name and #7 College and Career Readiness

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:

Consistent with Minnesota Statue 120B.128 All Osseo Area Schools students by no later than grade 9 will explore their college and career interests and aspirations and develop a plan for smooth and successful transition to postsecondary education or employment. All students' plan must be designed to meet 8 tenants of the legislation: RAMP UP TO READINESS CURRICULLUM, MINNESOTA CAREER INFORMATION SYSTEMS (MCIS), and Rigorous Career and technical Education programs of study were instituted to

1. Emphasizes Academic rigor and high expectations.
2. Help students identify personal learning styles that may affect their postsecondary education and employment choices.
3. Integrate strong academic content into career-focused courses and integrate relevant career-focused courses into strong academic content.
4. Help students and families identify and gain access to appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship.
5. Help students and families identify collaborative partnerships from kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and employers that support students'.
6. Provide students with experiential learning opportunities; and
7. Ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

Location of services: Multiple locations

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	42.2%	42.7%	43.2%
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #8 REAL Talk / Student Voice

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:

REAL Talk (Racial Education Awakening Liberation) is an inter-racial student leadership group that creates space for students to develop and understand their own cultural and racial identity, as well as learn about cultures and races different from their own. REAL Talk creates a space where student voice can be amplified and valued. This allows for students to become anti-racist leaders who create transformational change in their school and community.

We are intentional about beginning the process of (re)creating a student's relationship with education and allowing room for seeing themselves in both the curriculum and structures of our education system.

Liberation (Our Definition): Racial education will serve as truth and reconciliation for students of color and white students so that their racial identities will be realized in the most authentic way possible. The end result being a multi-racial coalition of anti-racist leaders.

REAL Talk will involve families through family empowerment nights in which students will have an opportunity to share

Grade levels to be served: 6 -12

Location of services: Multiple Locations

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Strategy Name and #9 Increasing and retaining teachers of color and Indigenous teachers

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.

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:

Focused attention on increasing and retaining teachers, particularly teachers of color and Indigenous teachers. We have started a Teacher of Color mentorship program and work in collaboration with our local union to support new teachers. In addition, we have made changes to our collective bargaining agreement to attract experienced, tier 3 and 4 licensed teachers as well as provide additional professional development and support to our teachers at high needs schools. Finally, we work to create candidate pools and issue early teaching contracts that support the priority of an equitable distribution of staff.

We are in our 7th year of a priority result centered around hiring staff that mirror the demographics of our students. We have implemented several strategies toward this goal including a career pathways program, a Teacher of Color mentoring program, and utilizing our recruitment and retention manager to move our work forward.

Increase numbers of Teachers of Color and American Indian Teachers.	Target 2021	Target 2022	Target 2023
Percentage of Teachers of Color and American Indian Teachers system wide	*7.3%*	*7.6%*	*7.9%*

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)). NWSISD oversees the enrollment applications, blind lottery, and transportation coordination for the twenty-two magnet schools across the seven-district collaborative. The Superintendent, and a board member, of ISD 279 participated in a monthly Multi-District Collaborative Council convened by the North West Suburban Integration School District Executive Director. The purpose of the Multi-District Collaborative Council meetings is to collaboratively implement Achievement and Integration legislation and programming. This partnership helps create efficiencies and eliminate duplicative programs.

Racially Identifiable School(s) (RIS)

Park Center High School

Goal #1: As part of the NWSISD Collaborative Osseo Area Schools will participate in programing seeking racial and economic integration and achievement gap closure for Osseo Area Schools students from FY 2020 - 2023
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Integration

Strategy Name and #5 Magnet School Programing
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities

Goal #2: : The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Math accountability test (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Achievement Disparity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and # 2 Comprehensive District Wide Math Instruction and Support
Strategy Name and #4 Family Engagement and Empowerment
Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities
Strategy Name and #7 College and Career Readiness
Strategy Name and #8 REAL Talk / Student Voice

Goal #3: : The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Reading accountability test (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2020 - 2023.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Achievement Disparity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and # 3 Comprehensive District Wide Reading Instruction and Support
Strategy Name and #4 Family Engagement and Empowerment

Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities
Strategy Name and #7 College and Career Readiness
Strategy Name and #8 REAL Talk / Student Voice

Goal #5: Increase access to effective and diverse teachers.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Teacher Equity

Strategy Name and #1 Racial Equity and Educational Achievement
Strategy Name and #8 REAL Talk / Student Voice
Strategy Name and #9 Increasing and retaining teachers of color and Indigenous teachers

Strategies

Strategy Name and #1 Racial Equity and Educational Achievement

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

All of Osseo Area Schools will receive professional development in the CLEAR Model and National Urban Alliance strategies as part of a district wide response to the need for culturally responsive instruction:

Cultural- emphasizes the human purpose of what is being learned and its relationship to the students' own culture.

Learning- encourages students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.

Equitable- respectful learning environments in which students' racial and ethnic diversity is valued and contributes to successful academic outcomes.

Achievement- includes multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.

Responsive- through positive relationships, rigorous learning experiences are created involving higher order thinking and critical analysis used to address relevant, real(ness) world issues in an action-oriented manner.

Educators at every level of our system are able to access equity focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

E3 – Education, Excellence, and Equity:

- Professional Development along with student assessments and support tools from E3 help to enable equitable student achievement by:
- Helping to determine the most effective engagement strategies for each child.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programing increasing student success, especial for emerging multi-lingual learners and students of color.

Equity Teachers, and Equity Specialists:

- Provide coaching and training for racial equity
- Provide culturally responsive pedagogy training
- Provide one on one leadership coaching for principals and teacher leaders

Community Form on Race.

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race. Teachers and administrators from across our school system have

Equity Foundational Training (EFT)

- Provide anti- racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Educations policy and pedagogy.

SEED CLEAR Lesson Planning:

- A team of teachers will receive training from a district Equity Teacher o write lesson plans about culturally responsive books that purposefully incorporate the CLEAR model into the lesson. Teacher will share the work with staff during workshop week, providing teams with culturally responsive books to choose from as well as the lesson plan template, and give teachers time to work collaboratively to write the lesson plans. All teachers are teaching the lessons to their staff during the month of September. During the staff meeting at the end of September, staff will bring artifacts from the lesson and share them with others who taught different books. The work will continue through the year with additional staff time dedicated to collaboration across teams. Through this work, teachers will build their capacity for using the CLEAR model when planning and build their knowledge of culturally responsive text.

Peer Support Model

This model is focused on:

- Teachers supporting their peers
- Increasing collaboration and trust within and between grade levels and departments
- Applying best practices into teaching [academic and SEL teaching practices]
- Deepening understanding and practices of NUA, CLEAR, and culturally responsive teaching practices

Peer Support Teacher Role: The Peer Support Teachers are focused on modeling lessons and collaborating with classroom teachers on areas that the classroom teachers requests support. The areas of support must align to strategies outlined in our SIP:

- Culturally Responsive Teaching practices e.g. NUA/CLEAR, ELL strategies
- Math or Reading
- Social Emotional Learning strategies e.g. ENVoY, Yoga Calm, Responsive Classroom, Restorative Practices, etc.

Academic Support Coach Role

- Coordination and implementation of the Peer Support Model
  - Provide classroom coverage so Peer Support Teachers model and offer feedback to peers
  - Coach and support Peer Support Teachers
  - Establish and oversee a calendar to ensure Peer Support Model teachers have time and opportunity to support colleagues.

Instructional Assistant Role in Peer Support Model
- Assist in the coordination and implementation of the Peer Support Model by providing classroom coverage
- Coach and support Peer Support Teachers as needed

Location of services: Multiple locations

Key Indicators

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

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

Strategy Name and # 2 Comprehensive District Wide Math Instruction and Support

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:

Secondary (Grades 6-12)

Secondary Professional Development and Support

- Regular Professional Learning Team/Collaboration Time
  - Common planning time in content alike groups to develop instruction, analyze data, develop common formative and summative assessments.
- 60 minutes of professional learning provided each month for all licensed secondary staff.
  - Provides differentiated staff development focused on high operational practices (HOP) to elicit high intellectual performance (HIP).
  - Makes purposeful connections with, and model, the following: culturally responsive instruction, differentiated instruction, digital learning, interdisciplinary instruction and standards based instruction.
  - Provides professional learning through a variety of formats, including the following:
    - "Priming, Processing, and Retaining" (learning around specific strategies with application time)
    - Opportunity to learn from colleagues
    - Online/blended options

- 14 hours of professional learning provided throughout the school year for all licensed secondary staff.
  - Includes:
    - Math specific content including National Council of Teachers of Mathematics 8 Mathematical
    - Content specific topics facilitated by content teacher leaders
    - Choice sessions focused on: culturally responsive instruction, differentiated instruction, digital learning, interdisciplinary instruction and standards based instruction. Ongoing access to dedicated Curriculum, Instruction and Educational Standards staff including:
      - content teacher leaders, differentiation specialists, instructional coaches and staff development assessment specialists

6-12 Core Math Instruction occurs in the following courses:
- Foundations of Algebra
- Pre-Algebra
- Linear Algebra
- Non-Linear Algebra
- Algebra 1
- Geometry
- Algebra 2
- Pre-Calculus
- Calculus

6-12 Math Interventions: (MCA, NWEA and course grades along with staff recommendation determine placement)
- Math Achievers
  - Provides support for middle school students not at grade level in math. This is a second math course, taken in addition to the core grade level course. Enrollment is flexible and students may exit the course.
- Collaborative Math
  - Provides either EL or SPED support for middle school student. The course is co- taught by either an EL and a Math teacher or SPED and Math teacher.
- EL Academic Skills course
  - Middle school EL students in this course focus on math content vocabulary.
- Algebra Explorations
  - Students who failed at least two trimester of Linear Algebra are enrolled in this course. The format of the course focuses on re-teaching/re-learning fundamentals Linear Algebra learning outcomes before taking Non-Linear Algebra.
- Math Learning Lab
  - Designed for primarily for 9th grade Non-Linear Algebra students who struggle with content and taught by a licensed math teacher. Provides more time and support to demonstrate proficiency in the learning outcomes/targets.
  - Designed primarily for students in grades 11-12 and taught by a licensed math teacher. Students are identified by counselors as being in jeopardy for not graduating on time. Provides more time and support to demonstrate proficiency in the learning outcomes/targets.

- Math Intervention
  - Provides additional math instruction and reassessment opportunities during weekly Advisory (68 minutes). Staffed by licensed math teachers.
- Exploratory Math
  - This course provides instruction in Geometry and Algebra 2. The format provides extended time for instruction (from two years to three years).
- Co-Taught courses
  - A licensed math teacher and SPED teacher collaboratively plan and co-teach the following courses for high school students: Non-Linear Algebra, Geometry, Algebra 2 (required for graduation).
- Student Techers of Color or Native American Student Teachers
  - Working through Metropolitan State's Urban Educator Program, student teachers of color or Native American student teachers will be working with the cooperating teacher to increase students' math skills.
- Non-Linear Algebra (Same standards as all other NLA classes, instructional strategies and pace are different)
  - Students are selected for this course based on 8th grade math data, specifically end of course grades (C/D). Students are assigned the same licensed math teacher for the entire school year. Power standards are identified and the focus is on depth and rigor.
- Homework Help Center
  - Tuesday, Wednesday, Thursday each week from 2-4pm in the Media Center staffed by licensed content staff.

Achievement and Integration revenue may be used to support current programing and expand AVID to other sites to support proficiency development in both math and reading.

Grade levels to be served: PK -12

Location of services: District wide

Key Indicators

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	42.2%	42.7%	43.2%
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Strategy Name and # 3 Comprehensive District Wide Reading Instruction and Support

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.

Secondary (Grades 6-12)

6-12 Core Reading Instruction:

- Reading instruction is integrated into core English course instruction in grades

6-12 Reading Interventions: (MCA, NWEA and course grades along with staff recommendation determine placement)

- Co-Taught courses
  - A content teacher (English, science, social studies) and a licensed reading teacher co-teach a core content course. Provides support for students not reading at grade level. The reading teacher provides additional reading instructional strategies and resources to support content and reading learning.

- Reading Lab
  - Provides support for students not reading at grade level. This is an elective course, taken in addition to the core grade level English course. Enrollment is flexible and students may exit the course. A variety of strategies and resources are utilized, including READ 180 and System 44.

- English/Reading
  - Core grade level English course and standards with a focus on integrated reading instruction.

- Full time Literacy Coach
  - Supports all teachers and students in the building. Works with: students one-on- one, teachers to design literacy focused scaffolding/reading intervention in their content areas, Reading Lab teachers to design curriculum, etc. Provides building level staff development and works with Equity Specialist to help teachers design culturally relevant curriculum.

- Aligned English Skills (SPED) course with English curriculum
  - Provides rigorous learning opportunities for all students aligned to the standards and curriculum that is being taught in regular non-SPED English classes.

- Homework Help Center
  - Tuesday, Wednesday, Thursday each week from 2-4pm in the Media Center staffed by licensed content staff.

- SPED Co-Taught courses
  - A licensed English teacher and SPED teacher collaboratively plan and co-teach the required English 9-12 courses.

- Student Techers of Color or Native American Student Teachers
  - Working through Metropolitan State's Urban Educator Program, student teachers of color or Native American student teachers will be working with the cooperating teacher to increase students' reading skills.

Achievement and Integration revenue will support the National Children's Defense Fund's research based culturally relevant literacy program Freedom Schools. This program will serve as a lab for culturally relevant K-6 literacy has been found to eliminate the summer reduction in literacy achievement and increase a love for literacy and improvement on character and behavior measures.

Equity Specialists will deliver the Minnesota Higher Education Services Office's Get Ready! for College program (www.getready.state.mn.us) for lower income and students of color to help ensure their success in International Baccalaureate and Standards Plus (S+) advanced courses (S+ courses are limited enrollment to students by exam, interest survey. Achievement and Integration revenue will assist with materials and field trips to expose students to local colleges.

Achievement and Integration revenue may be used to support current programing and expand AVID to other sites to support proficiency development in both math and reading.

Grade levels to be served: PK-12 Location of services:

Multiple locations

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

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

Strategy Name and #4 Family Engagement and Empowerment

Type of Strategy: Family engagement initiatives to increase student acheivement.

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:

Department of Educational Equity Staff will engage families in cultural identity support and development through culture / language tables. The culture / language tables also provide a format to culturally address parent leadership and system navigation skills to help families navigate and transform the school system for equity.

Through the community outreach the Department of Educational Equity Staff will work with parents to support the Community Collaborative Council and other group). These parent group will collaborate with the DOEE Leadership as an advisory on matters directly related to securing racial equity and cultural relevancy in ISD 279.

Bi-lingual Assistants will continue their work to support of bi-lingual families of color enrolled in the district. The Bi-lingual Assistants will not supplant the work of the English Language Learners Department. Staff will assist in translation, interpretation and outreach to reduce language, racial, and cultural barriers faced by our families and students at schools. Bi-lingual Assistants will work directly with students, families, and community members to assist them as they seek to communicate directly with teachers and administrators at the school sites.

Grade levels to be served: PK -12

Location - Multiple

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #5 Magnet School Programing

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:

Due to our partnership with NWSISD we are able to offer Magnet Schools to students to any of our students in any of the eight NWSISD member districts.

Five KG-12 strands of magnet schools are offered.

International Baccalaureate (IB)
The International Baccalaureate (IB) schools infuse a core curriculum with a world focus that can help young people understand their role as responsible world citizens. Emphasis is on changing technology, world languages and cultures. Students are encouraged to inquire, think, communicate, take risks, achieve, be principled, caring open-minded, well-balanced and reflective.

Visual, Performing, Literary and New Media Arts
An arts magnet provides a strong academic core with opportunities for students to create at many levels. Teaching through the arts helps students experience concepts rather than merely discussing or reading about them. The study of the arts has been linked to students' increased critical and creative thinking skills, self-esteem, willingness to take risks and ability to work with others.

Science, Technology, Engineering and Mathematics (STEM)

A Science, Technology, Engineering and Mathematics (STEM) magnet immerses students in a series of learning experiences that foster interaction and investigation. Students use technology and virtual studies to solve problems in new ways. Partnerships with organizations like the Science Museum of Minnesota and programs like Project Lead the Way help to provide an innovative and creative framework for a sound and deeply engaging education.

Science, Technology, Engineering, Arts and Mathematics (STEAM)

A Science, Technology, Engineering, Arts and Mathematics (STEAM) magnet immerses students in a series of learning experiences that foster interaction and investigation. Students use technology, arts and virtual studies to solve problems in new ways. Partnerships with organizations like the Science Museum of Minnesota and programs like Project Lead the Way help to provide an innovative and creative framework for a sound and deeply engaging education. Teaching through the arts helps students experience concepts rather than merely discussing or reading about them.

Health Science

Students can explore or advance their education and training to prepare for successful health care careers. Students can apply their learning in community settings by participating in the Opportunities in Emergency Care program or by earning nursing assistant clinical hours in local health care facilities.

Outstanding course offerings combine rigor and relevance and allow students to demonstrate achievement in academic and technical knowledge, skills and abilities. Elective classes in Emergency Medical Responder, Nursing Assistant and Pharmacy Technician provide the opportunity for students to earn industry certification and college credit. Additional class options include Exploring Health Careers, Medical Terminology, Anatomy and Physiology, and Bioethics.

Grade levels to be served: K -12

Location of services: Multiple locations

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	42.2%	42.7%	43.2%
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	46.5%	47.5%	48.5%
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #6 District will participate in NWSISD sponsored student service opportunities

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:

Student programs provided through NWSISD focuses on four educational concepts: Aspirations, Expectations, Opportunities, and Achievement. Students experience activities which focus on introspection, learning how culture shapes expectations, setting goals and understanding expectations for what it means to be college or career ready. Specific examples of activities which are included in this intervention are: college field trips, career exploration, service learning, team building, and guest speakers. College field trips may be provided for elementary, middle and high schools. Programs such as educators rising and AVID often benefit from this programing directly. In addition, other college and or career fairs or conferences may be part of this intervention.

Grade levels to be served: 6-12

Location of services: Multiple sites

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Strategy Name and #7 College and Career Readiness

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:

Consistent with Minnesota Statue 120B.128 All Osseo Area Schools students by no later than grade 9 will explore their college and career interests and aspirations and develop a plan for smooth and successful transition to postsecondary education or employment. All students' plan must be designed to meet 8 tenants of the legislation: RAMP UP TO READINESS CURRICULLUM, MINNESOTA CAREER INFORMATION SYSTEMS (MCIS), and Rigorous Career and technical Education programs of study were instituted to

1. Emphasizes Academic rigor and high expectations.
2. Help students identify personal learning styles that may affect their postsecondary education and employment choices.
3. Integrate strong academic content into career-focused courses and integrate relevant career-focused courses into strong academic content.
4. Help students and families identify and gain access to appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship.
5. Help students and families identify collaborative partnerships from kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and employers that support students'.
6. Provide students with experiential learning opportunities; and
7. Ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

Location of services: Multiple locations

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	42.2%	42.7%	43.2%
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	46.5%	47.5%	48.5%
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Strategy Name and #8 REAL Talk / Student Voice

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:

REAL Talk (Racial Education Awakening Liberation) is an inter-racial student leadership group that creates space for students to develop and understand their own cultural and racial identity, as well as learn about cultures and races different from their own. REAL Talk creates a space where student voice can be amplified and valued. This allows for students to become anti-racist leaders who create transformational change in their school and community.

We are intentional about beginning the process of (re)creating a student's relationship with education and allowing room for seeing themselves in both the curriculum and structures of our education system.

Liberation (Our Definition): Racial education will serve as truth and reconciliation for students of color and white students so that their racial identities will be realized in the most authentic way possible. The end result being a multi-racial coalition of anti-racist leaders.

REAL Talk will involve families through family empowerment nights in which students will have an opportunity to share

Grade levels to be served: 6 -12

Location of services: Multiple Locations

Key Indicators of Progress (KIP)

Increase reading proficiency by 1% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*46.5%*	*47.5%*	*48.5%*
Asian / Pacific	52%	53%	54%
Black	36.9%	37.9%	38.9%
Hispanic	40.3%	41.3%	42.3%

Increase math proficiency by .5% annually for students of color / American Indian students.	Target 2021	Target 2022	Target 2023
American Indian	*42.2%*	*42.7%*	*43.2%*
Asian / Pacific	48.5%	49%	49.5%
Black	26.2%	26.7%	27.2%
Hispanic	31.2%	31.7%	32.2%

Strategy Name and #9 Increasing and retaining teachers of color and Indigenous teachers

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.

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:

Focused attention on increasing and retaining teachers, particularly teachers of color and Indigenous teachers. We have started a Teacher of Color mentorship program and work in collaboration with our local union to support new teachers. In addition, we have made changes to our collective bargaining agreement to attract experienced, tier 3 and 4 licensed teachers as well as provide additional professional development and support to our teachers at high needs schools. Finally, we work to create candidate pools and issue early teaching contracts that support the priority of an equitable distribution of staff.

We are in our 7th year of a priority result centered around hiring staff that mirror the demographics of our students. We have implemented several strategies toward this goal including a career pathways program, a Teacher of Color mentoring program, and utilizing our recruitment and retention manager to move our work forward.

Increase numbers of Teachers of Color and American Indian Teachers.	Target 2021	Target 2022	Target 2023
Percentage of Teachers of Color and American Indian Teachers system wide	*7.3%*	*7.6%*	*7.9%*

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)). NWSISD oversees the enrollment applications, blind lottery, and transportation coordination for the twenty-two magnet schools across the seven-district collaborative. The Superintendent, and a board member, of ISD 279 participated in a monthly Multi-District Collaborative Council convened by the North West Suburban Integration School District Executive Director. The purpose of the Multi-District Collaborative Council meetings is to collaboratively implement Achievement and Integration legislation and programming. This partnership helps create efficiencies and eliminate duplicative programs.