



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

**District ISD# and Name:** Eastern Carver County Schools, District 112

**District Integration Status:** Partnering district

**Superintendent:** Lisa Sayles-Adams

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**Racially Identifiable Schools within District**

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

- |                                                                                                                                 |                                                                                                                                 |
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| <ol style="list-style-type: none"> <li>1. Enter text here.</li> <li>2. Enter text here.</li> <li>3. Enter text here.</li> </ol> | <ol style="list-style-type: none"> <li>4. Enter text here.</li> <li>5. Enter text here.</li> <li>6. Enter text here.</li> </ol> |
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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: Eden Prairie School District

**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.

These are the members of the AIPAC-Alena Boklep, Sherlynn Goodman, Jade Jackson, Stephanie Daniel, Linda Rannow. On January 14<sup>th</sup>, I was able to present the A&I plan with the group. Afterward, they were asked to share thoughts about the plan that resonated with them, as well as questions or wonderings. Collectively, the council expressed thoughts about the following:

- Ensuring we have a long-term vision and plan for this work
- Expressed the need for us to consistently give attention to participation and engagement
- Need for staff to understand what diversity, equity and inclusion is

- Increasing professional development for staff on cultural competence
- Find ways to continue to do relationship repair and engage community on these topics

Superintendent: Clint Christopher  
 School Board Chair: Jeff Ross

Signature:  
 Signature:

Date Signed: 3/16/2020  
 Date Signed: 3/16/2020

**Multidistrict Collaboration Council:**

Eden Prairie Schools-Michelle Ament, Sarah Peterson, Molly Hollenbeck

Eastern Carver County Schools-Amy Ladue, Keith Brooks, David Brecht, Chris Hentges, Brian Beresford, Jackie Johnston, Jordan Zahrte, Dan Cahill, Pam Jensen

We convened twice as a large group this year. We convened twice as a smaller group to work on the goals, strategies and KIP’s for the three-year plan.

**Submitting this Plan**

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

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

**Achievement and Integration Goals**

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

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

**Goal #1:** The percentage of students (students of color, homeless & highly mobile, educational benefit, etc.) who participate in Project Achieve and demonstrate success as measured by earning a grade of A or B in an advanced math course will increase from 86% in 2020 to 92% by 2023.

Goal type: 1 Aligns with WBWF area: Goal 3. Close the academic achievement gaps among all groups. & Goal 4 All students attain college and career preparedness

**Goal #2:** The percent of students who indicate agree or strongly agree that schools provide a safe, welcoming and inclusive learning environment on the district spring student survey will increase by 10% from baseline spring 2020 to spring 2023 in all areas reporting less than 90%

Goal type: 2 Aligns with WBWF area: Goal 5. All students graduate from high school.

**Goal #3:** Increase youth leadership participation and engagement opportunities to elevate student voice and develop agency in an effort to eliminate racial and economic disparities across numerous

categories from one opportunity in 2020 to three opportunities by 2023, with partner district (Eden Prairie Schools).

Goal type: 3 Aligns with WBWF area: Goal 4. All students attain college and career preparedness.

**Goal #4:** Increase the number of youth leadership opportunities for students from all district high schools that promote youth leadership and collaboration from 0 events in 2020 to 7 events by 2023. This will increase the number of students participating in leadership development opportunities from 0 in 2020 to 200 in 2023.

Goal type: 3 Aligns with WBWF area: Goal 4. All students attain college and career preparedness.

**Goal Section**

Goal #1: The number of students (students of color, homeless & highly mobile, educational benefit, etc.) who participate in Project Achieve and demonstrate success as measured by earning a grade of A or B in an advanced math course will increase from 86% in 2020 to 92% by 2023.

Goal type: 1 Aligns with WBWF area: Goal 3. Close the academic achievement gaps among all groups & Goal 4 All students attain college and career readiness.

**Strategy Name and #** Project Achieve 1.0

**Type of Strategy:**

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

Increases graduation rates.

**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. This is not a racially isolated or segregated initiative.

- Identify students (students of color, homeless & highly mobile, educational benefit, etc.) who with support could be successful in a math class one level higher than they would otherwise be enrolled. This goal is based on previous data digs that showed certain groups of students are significantly under-represented in higher level math course enrollment.
- These students will be identified and enrolled in a higher-level math course and be given support through an extra math class in their regular schedule. The Project Achieve teacher will pre-teach, address gaps, and provide tutoring for current course work in order to support their acquisition of skills in the current more advanced math class leading to success.
- Other lessons and field trips will focus on careers and opportunities outside of school where these math skills can be applied.
- Increase student (from identified groups) capacity to be successful in higher level math courses at the HS level and beyond.
- Help students see themselves as capable in higher level classes as evidenced by increased enrollment in AP courses and students attending 2- or 4-year college.

Location of services: Pioneer Ridge Middle, Chaska Middle East, Chaska Middle West

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
Increase percent of students participating (Race/Ethnicity, FRPL) who demonstrate success as measured by a grade of A or B	88%	90%	92%
Maintain percent of participating students from the identified group (Race/Ethnicity, FRPL), sustaining a math class one higher than their typical placement	95%	95%	95%
Maintain percent of students being identified to participate in Project Achieve at 5% of the total student body and 20% of identified groups (Race/Ethnicity, FRPL).	5%/20%	5%/20%	5%/20%
Increase percent of students (Race/Ethnicity, FRPL) participating in Project Achieve who meet or exceed on the MCA III - math test each year (from baseline 2020)	3%	3%	4%
Percent of participating students (Race/Ethnicity, FRPL) who continue to take advanced math courses in high school or continue in math courses beyond district and state requirements (first group will enter HS fall of 2020) will increase for each cohort	5%	5%	5%

**Goal #2:** By providing training and for teachers about effective skills/behaviors that represent diversity, equity and inclusion, the percent of students who indicate agree or strongly agree that schools provide a safe, welcoming and inclusive learning environment on the district spring student survey will increase by 10% from baseline spring 2020 to spring 2023 in all areas reporting less than 90%

Goal type: 2                      Aligns with WBWF area: Goal 5. All students graduate from high school.

**Strategy Name, Type and #**

Building Equity Capacity 1.1

- Professional development opportunities focused on academic achievement of all students.

Safe, Welcoming, Inclusive Environments 1.2

- Professional development opportunities focused on academic achievement of all students.

Culturally Responsive Teaching & Learning 1.3

- Professional development opportunities focused on academic achievement of all students.
- Recruitment and retention of racially and ethnically diverse teachers and administrators.

Family/Community Relations & Communication 1.4

- Family engagement initiatives to increase student achievement.

**Type of Strategy:**

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

X  Increases cultural fluency, competency, and interaction.

X  Increases graduation rates.

X  Increases access to effective and diverse teachers.

**Narrative description of this strategy.**

Building equity capacity 1.1-In terms of Personnel, we plan to build and develop an A&I department that possess skill and expertise in areas related to, but not limited to, implicit bias, racial equity, culturally relevant learning & teaching, youth leadership development, and restorative practices.

- Positions include: A&I Specialist Lead (1); A&I Specialist (6); Integration Director (1)
- The Equity department will maintain certification and expertise to deliver professional development in identified areas of need and to ensure they are equipped to support the needs of each school and the district as a whole.
- The principals will have opportunities to hear from other local principal equity leaders about their experiences and growth in this area as well as how they have managed challenges and used them to create opportunities.
- The cabinet and district leadership team will continue to engage in professional learning as a group to deepen their knowledge and skills related to Culturally Competent Leadership.
- Systemic transformation involves professional development and learning at all levels. We plan to engage the Board on diversity, equity and inclusion learning work and policy development as a governing body.

### Safe, Welcoming, Inclusive Environments 1.2

- Contracted Service (language line support)-This will be used to increase our ability to communicate with our multilingual families. This is also a strategy to reach students and families that may not be a part of extracurricular opportunities.
- Build the capacity of the organization and individual staff members in the areas of equity, inclusion and diversity. This includes common language and decision-making tools.
- Professional development to build a common knowledge base regarding equity and inclusion including an understanding of Implicit Bias is underway. We intend to have two more sessions over the next 3-years to complete this series with all district staff.
- We plan to expand district-wide events, starting with partnering with our community on an annual MLK celebration, elevating black history month, celebrating Latin Heritage and celebrating other cultural/diversity observances by prioritizing those representing the students we serve. These cultural observances will help with relationship repair in the district with all families expanding upon the two Marnita Tables conducted this year.
- In terms of school climate and culture enhancement, Restorative Practices & Family Group Conferencing has already produced positive results at Chaska Middle School East, Pioneer Ridge Middle School, and Chaska High School. Teams from these schools all participated in our first training cohort. The entire staff at each building will participate in further professional development over the coming year. The other three secondary schools will participate in this same training over the next three years. In addition, elementary schools will be provided with an introduction. This work focuses on positive and proactive measurements for building rapport and strengthening school/community/family relationships as well as processes to restore relationships.

### Culturally Responsive Teaching & Learning 1.3

- The schools, under the leadership of the Teaching and Learning department, are in the process of reviewing and revising curriculum to ensure it reflects multiple perspectives and includes broader cultural representation. In addition, we will continue diversifying our resources and media center and classroom materials to provide collections that are culturally authentic, relevant and affirming. (Race Power of Illusion; Ethnic Notions, etc.)
- As a means to recruit and retain staff of color, we will develop Staff Affinity groups to gain feedback about their experiences and career development. Additionally, we will implement a grow your own initiative aimed at students and staff.

- Annually, there are learning opportunities for staff that are complementary to what we are accomplishing in-house. PELSB (Professional Educator Licensing and Standards Board), MDE (MN Department of Education) and Urban Leadership Academy (University of Minnesota) and other local organizations host professional development opportunities that ensure we are able to reach all staff.

#### Family/Community Relations & Communication 1.4

- Explore and engage contracted services to have panels, workshops and events that feature representatives from the local and regional business community to communicate the business case for diversity, equity, and inclusion efforts. They will share with our families the 21st century skills our graduates need to be successful in and beyond college or other post-secondary professional development. We plan to have forums and listening sessions in community centered spaces where parents and interested community members can learn and ask questions about our efforts. These will be quarterly sessions using a fireside chat model with a moderator who facilitates the conversation with a featured guest. This will also give us an opportunity to learn from families about what they believe our district and school community needs are to ensure authentic partnership with our families.

Location of services: District-wide

#### **Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	<b>Target 2021</b>	<b>Target 2022</b>	<b>Target 2023</b>
Increase percent of staff that participate in professional development opportunities related to diversity, equity and inclusion and who self-report growth and learning as measured by their responses on the district staff survey (baseline 2020)	15%	15%	15%
Increase percent of students (Race/Ethnicity, FRPL) reporting a safe, welcoming and inclusive environment from baseline spring school climate and culture student survey data 2020	3%	3%	4%
Decrease any discrepancies between student groups (Race/Ethnicity, FRPL) for students experiencing a safe, welcoming and inclusive environment from baseline data collected Spring 2020	5%	5%	5%
Percent of parents (Race/Ethnicity, FRPL) reporting a safe, welcoming and inclusive environment for their child(ren) will increase annually from baseline spring school climate and culture parent survey 2020	5%	5%	5%

**Goal #3:** Increase youth leadership participation and engagement opportunities to elevate student voice and develop agency in an effort to eliminate racial and economic disparities across numerous categories from one opportunity in 2020 to three opportunities by 2023, with partner district. (Eden Prairie Schools)

Goal type: 3                      Aligns with WBWF area: Goal 4. All students attain college and career preparedness.

**Strategy # and name:** Youth Leadership and Voice 1.1

Eastern Carver County Schools will develop partnership with Eden Prairie Schools that begins with developing cross-cultural relationships that lead to joint learning opportunities which ultimately lead

to the co-planning of student and staff events aimed at creating inclusive youth leadership opportunities.

**Type of Strategy:**

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

**Narrative:** High school students from both districts will come together for opportunities focused on leadership development. Using a retreat format, opportunities will be identified and developed for students to develop relationships across schools as well as engage in learning focused on racial equity and student leadership. Through cross-cultural coalitions, students will use their knowledge, skills, and voices to become actively involved in their community.

Location of services: District-wide

**Key indicators of Progress (KIPS)**

Key indicators of progress	Target 2021	Target 2022	Target 2023
15 students (Race/Ethnicity, FRPL) from each district will participate in a joint retreat	1 time per year	2 times per year	2 times per year
Students (Race/Ethnicity, FRPL) from each district will join together to collaborate on the design and facilitation of events across their communities	1 event per year	2 events per year	3 events per year

**Goal #4:** Increase the number of youth leadership opportunities for students from all district high schools that promote youth leadership and collaboration from 0 events in 2020 to 7 events by 2023. This will increase the number of students participating in leadership development opportunities from 0 in 2020 to 200 in 2023.

Goal type: 3                      Aligns with WBWF area: Goal 4. All students attain college and career preparedness.

**Strategy 1:** Eastern Carver County Schools will focus on developing cross-cultural relationships that lead to learning opportunities which ultimately lead to the co-planning of student and staff events aimed at creating positive school and community climates and youth leadership opportunities.

**Type of Strategy:**

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

X☐ Increases access to effective and diverse teachers.

**Strategy Name & Number: Increasing number of student groups who participate in leadership development opportunities**

Youth Leadership 1.1

College and Career Readiness efforts will be aligned from elementary through high school. We will use the 2020-21 school year to create an initial plan and to coordinate efforts. In addition, we will identify career exploration opportunities such as career days and college and career field trips based on student needs and requests. We will continue our participation in Reimagine Minnesota Youth Leadership Conference planning and attendance at the conference. Another opportunity includes the Minnesota Youth Council and Minnesota Alliance with Youth (<https://mnyouth.net/myc/>). Leadership groups will be developed to focus on building the capacity of students from underrepresented groups to expand their scope for school engagement. High school students will volunteer to participate in leadership development workshops designed to increase their exposure to college and career opportunities. Students from all levels (elementary-high school) will have the opportunity to participate in activities related to cultural events, plays, and career development opportunities (guest speakers and/or field trips). Breakthrough Twin Cities is a summer college/career development program. We currently have this funded through external grants, and setting aside 30k for year 3 of the program to continue support (<https://www.breakthroughtwinities.org/>)

Location of services: Primarily the three high schools; District-wide

**Key indicators of Progress (KIPS)**

Key indicators of Progress (KIPS)	Target 2021	Target 2022	Target 2023
Increase the number of opportunities for student (Race/Ethnicity, FRPL) collaboration and participation in leadership opportunities	3 events per year	5 events per year	7 events per year
Increase the total number of students (Race/Ethnicity, FRPL) participating in leadership development opportunities including all district high schools	100 students participating	150 students participating	200 students participating

**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)).** We are encouraged to see the alignment of how our district's Achievement and Integration Plan creates efficiencies through our professional learning approach. We are at the foundational stages of defining what equity is and is not, and our students will be given opportunities to collaborate and generate ideas about their learning experiences through a culturally responsive frame. In addition, efficiencies are created through linking the Achievement and Integration Plan, Goals, and Strategies to our other district initiatives and World's Best Workforce Goals.