



Achievement and Integration Plan July 1, 2017 to June 30, 2020

This document reflects Achievement and Integration requirements included in Minnesota Statutes, sections 124D.861 and 124D.862 as well as Minnesota Rules 3535.0100-0180.

District ISD# and Name: Austin Public Schools 0492 District's Integration Status: Racially Isolated District /Racially Identifiable School (RI/RIS)

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Racially Identifiable Schools (RIS)

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

1. Sumner Elementary

Plans for racially identifiable schools will include the same information and follow the same format as that provided for district-wide plans. The RIS plan section starts on page six of this document.

Collaborating Districts Racially isolated districts must partner with adjoining districts on cross-district student integration activities (Minn. Rule 3535.0170). List your collaborating districts here, adding lines as needed. If your integration collaborative has a name, enter it here:
Collaborative name.

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|--|--|
| 1. ISD 241 Albert Lea Area Schools RI - Racially Isolated | 3. ISD 497 Lyle Public Schools A - Adjoining |
| 2. ISD 203 Hayfield Public Schools A - Adjoining | 4. ISD 500 Southland Public Schools A - Adjoining |

Submitting This Plan

Submit this completed plan template as a word document to MDE by March 15, 2017 for review and approval (Minn. Stat. § 124D.861 Subd. 4). Email it to MDE.integration@state.mn.us. Scan the signed coversheet and attach that to your email as a separate PDF.

School Board Approval (Minn. Stat. § 124D.861 Subd. 4)

We certify that we have formally approved and will implement the attached Achievement and Integration plan as part of our district's comprehensive World's Best Workforce plan and in compliance with applicable federal, state, and local laws and regulations.

Superintendent: David Krenz
Signature:

Date Signed: Enter date.

School Board Chair: Angie Goetz
Signature:

Date Signed: Enter date.

Detailed directions and support for completing this plan are provided in the Achievement Integration Plan Guide available on the MDE Achievement and Integration page.

Plan Input Minnesota School Desegregation/Integration Rule 3535.0170 Subp. 2 requires racially isolated and adjoining districts to establish a multidistrict collaboration council (MDCC) to provide input on integration goals and to identify cross-district strategies to improve integration.

The rule also requires districts with a racially identifiable school (RIS) to convene a community collaboration council (CCC) to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the RIS (Minn. Rules 3535.0160 Subp. 2).

List council members below and briefly describe the community planning process used for your district's plan and for your Racially Identifiable School (RIS), as applicable.

Multi-District Collaboration Council: The multidistrict collaborative council meets three times per year to provide feedback and input on collaborative programs which are developed by the districts' AI Leadership teams. Additional meetings are convened as needed. Multidistrict collaborative council members include: Gema Alvarado, Belinda Selfors, John Brown Bol, Santino Deng, Gayle Brownlow, Angie Goetz, Raquel Imbert, Jennifer Backer, Scott Hall, Kathy Serratore, Kim Bruggeman, Laurie Schmidt, Mary Jo Dornan, Ojoye Akane, Mee Reh, Richard Lees, Sandy Jarvis

Community Collaboration Council for the RIS: The CCC meets as needed to gather parent feedback about decision making for Sumner Elementary. Members include: Sheila Berger, (Principal) Kristi Beckman (District) Sumner staff: Amanda Lee, Chris Gogolewski, Deborah Cook, Santino Deng, Karem Salas. Parents: Virginia Rojas Romero, Victoria Mendoza Sandoval, Yamileth Cantu, Maria Soto, Giovanni Vasquez, Ulices Paz Herrera, Amy McMahan, Laura Helle, Holga Maldonado Ramirez, Irene Maldonado, Jennifer Maldonado, Jessica Rodriguez, Berhane Bekele, Martha Garcia, Alejandro Mendoza, Carol Olivarez

Post to District Website Prior to your district's annual AI and World's Best Workforce meeting, you must post this plan to the district website (Minn. Stat. § 124D.861 Subd. 3 (b)). Please provide the URL where your district's Achievement and Integration plan is posted. <https://austin.k12.mn.us/Pages/educational-services/ed-services-edEquity.aspx>

Plan Goals This plan must contain goals for reducing disparities in academic achievement among all students and specific categories of students (excluding the categories of gender, disability, and English learners), and for increasing racial and economic integration (Minn. Stat. § 124D.861 Subd.2 (c)).

GOAL # 1: The ACT scores for non-white students in Austin Public Schools students will increase from 16.34 to 18 by 2020.

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

Objective 1.1: The number of non-white students enrolled in Advanced Placement, Concurrent Enrollment, and PSEO and STEM courses will increase.

Objective 1.2: The number of students working with Gifted and Talented trained specialists will remain proportionate to the racial and ethnic district demographics in 2020.

Objective 1.3: 50% of staff (5-12) will be trained in AVID strategies so that they are better able to support student writing, critical inquiry, collaboration, organization and reading.

GOAL #2: The four-year graduation rate for Austin public schools will increase from 75.9% to 80%

Aligns with WBWF area: All students graduate from high school.

Objective 2.1: Parent engagement efforts will ensure that families are aware of graduation requirements, academic resources, and are engaged in a meaningful way in the education of their children.

Objective 2.2: Staff will be trained in culturally relevant teaching practices to ensure that students are engaged and find the content meaningful.

Objective 2.3: District staff will be trained on creating a safe and welcoming community for all families.

INTERVENTIONS

Directions Eligible districts may use AI revenue to pursue racial and economic integration and student achievement through interventions listed in the *Type of Intervention* drop-down menus below (Minn. Stat. § 124D.861 Subd. 2). Provide the information requested for each intervention.

Requirement for this section: At least one intervention must be designed and implemented to bring together students from the racially isolated district and students from that district's adjoining AI districts (Minn. Rule 3535.0170).

Copy and paste the text below for each intervention. In your annual AI budget use the intervention names below in the budget narrative for expenditures supporting that intervention.

Intervention #1 Project E³

This intervention supports the following goal objective: 1.1, 1.2,

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

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

- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

Narrative description of the critical features of the intervention. Project E^3: Environmental Engineering for Everyone is an inter-district Saturday and summer program focused on math and science enrichment. The cohort-based model will allow up to 100 students in grades 4-6 to spend 8 Saturdays during the course of the school year and four weeks during the summer exploring science and math through interactive, engaging, high-level environmental engineering units. All member districts will send student participants and contribute through both integration and incentive revenue.

Grade levels to be served: 4-6

Location of services: IJ Holton Intermediate School, Austin, MN

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Scantron, FAST, CoGAT

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Cockrell, K. (2014). Project EXCITE. In C. Adams, & K. Chandler, Effective Program Models for Gifted Students from Underserved Populations (pp. 1-13). Waco: Prufrock Press, Inc.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Student enrollment in Project E3 (Austin students/Collaborative students)	50/90	50/90	50/90
Student attendance	80%	85%	88%
Students reading proficiently as measured by MN state accountability tests			
White	58%	60%	62%
Non-white	35%	38%	41%
FRP	38%	41%	44%
Non-FRP	64%	66%	68%

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

Intervention #2 Robotics

This intervention supports the following goal objective: 1.1, 1.2

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.

- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

Narrative description of the critical features of the intervention. As a complement to our math, science and engineering program, students from around the collaborative will be recruited to participate in Robotics teams. In Grades 4-5, students participate in First Lego League tournaments, working in inter-district team building sessions on three separate Saturdays before traveling together to regional competition. Students in Grades 6-8 work in inter-district Vex robot teams and will also collaborate on multiple occasions in inter-district cooperative learning environments before competing.

Grade levels to be served: 4-8

Location of services: various sites around the collaborative.

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)): Students are able to fulfill requirements for participation in competition.

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b)): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. <http://www.igi-global.com/chapter/impact-educational-robotics-student-stem/63415>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Number of student participants	100/140	100/145	100/150
Number of collaborative inter-district events	3	4	5
Increased enrollment of non-white students in courses of rigor	20.0%	21.0%	22.0%

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

Intervention #3 AVID

This intervention supports the following goal objective: 1.1, 1.3

Type of Intervention: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Narrative description of the critical features of the intervention. AVID students will take an elective class as well as a rigorous course (such as honors or AP) in order to develop skills necessary for high school graduation and college readiness: study skills, organization, critical thinking, collaboration, reading and writing. Tutors will support the students, as well as wrap-around services such as motivational events/speakers, college visits, exam prep, etc..

Grade levels to be served: 1-12

Location of services: Sumner Elementary, IJ Holton Intermediate, Ellis Middle, and Austin High School

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)): MCA, Scantron

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. http://www.avid.org/dl/res_research/research_review.pdf

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Number of AVID-trained staff (Baseline 86)	100	115	130
Percent of 8-12 th grade AVID students with C or better in core content classes	50%	55%	60%
Percent of non-white students enrolled in AP, Concurrent and PSEO courses	20.0%	21%	22%

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

Intervention #4 Young Scholars

This intervention supports the following goal objective: 1.2

Type of Intervention: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Narrative description of the critical features of the intervention. Young Scholar groups target students that have demonstrated high-ability in their Nonverbal reasoning skills on the CogAT assessment, and in observation in whole group lessons. The Young Scholars model provides equity of opportunity for students with demonstrated high-ability to have access to complex, in-depth instruction. Young Scholars nurtures the development of the students' critical thinking and problem solving skills so they are able to access other advanced academic options later in their school experience. By recognizing high potential in students and helping to develop their talent, we are able to offer an innovative entry point for many students who are typically underrepresented in our Gifted and Talented programs.

Grade levels to be served: K-4

Location of services: Woodson Kindergarten Center, Banfield, Sumner, Neveln, and Southgate Elementaries

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Benchmark Reading, DIBELS, CoGAT

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

The Success Coach Program is a family engagement and empowerment program. Coaches identify and respond proactively to barriers, and work with parents and students to take charge of their success. They hold frequent meetings to promote parent empowerment, understanding of the school system, and community connections. The integration program supports the salaries, benefits, and in-district transportation costs of eleven bilingual, bicultural coaches who work with families, students and staff to promote academic and social success and access to resources. They have also been an integral part of helping our districts understand cultural differences and have helped us address students and families in a more effective way. They collaborate across districts when possible to create efficiencies and promote inter-district opportunities for students and parents.

Horn, C. (2014). The Young Scholars Model. In C. Adams, & K. Chandler, Effective Program Models for Gifted Students From Underserved Populations (pp. 45-60). Waco: Prufrock Press, Inc.

Olszewski-Kubilius, P., & Clarenbah, J. (2012). Unlocking Emergent Talent: Supporting High Achievement of Low-Income, High-Ability Students. Washington, DC: National Association for Gifted Children.
http://www.nagc.org/uploadedFiles/Conventions_and_Seminars/National_Research_Summit/Unlocking%20Emergent%20Talent%20FULL%20No-Tint.pdf

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Percent of non-white students receiving services from GT instructors (Baseline 37%)	38%	40%	42%
Students reading proficiently as measured by MN state accountability tests			
White	58%	60%	62%
Non-white	35%	38%	41%
FRP	38%	41%	44%
Non-FRP	64%	66%	68%

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

Intervention #5 Success Coaches

This intervention supports the following goal objective: 2.1

Type of Intervention: Family engagement initiatives to increase student achievement.

Narrative description of the critical features of the intervention. The Success Coach Program is a family engagement and empowerment program. Coaches identify and respond proactively to barriers, and work with parents and students to take charge of their success. They hold frequent meetings to promote parent empowerment, understanding of the school system, and community connections. The integration program supports the salaries, benefits, and in-district transportation costs of twelve bilingual, bicultural coaches who work with families, students and staff to promote academic and social success and access to resources. They have also been an integral part of helping our districts understand cultural differences and have helped us address students and families in a more effective way. They collaborate across districts when possible to create efficiencies and promote inter-district opportunities for students and parents. Three of our success coaches have been trained in Check and Connect in order to help students and families overcome obstacles for success and improve attendance, behavior and achievement outcomes. Check and Connect is being explored by several buildings and may be expanded in the future.

Grade levels to be served: K-12

Location of services: Districtwide.

Community outreach efforts at many locations.

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Parent Stakeholder Surveys

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. <http://www.sps186.org/downloads/table/13040/6TypesJ.Epstien.pdf>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Increase in affirmative responses to climate questions on parent surveys across all demographic groups. (Baseline 69.3)	72%	75%	80%
Number of non-white parents participating in district leadership committees.	5	8	10
Students reading proficiently as measured by MN state accountability tests	58%	60%	62%
White	35%	38%	41%
Non-white	38%	41%	44%
FRP	64%	66%	68%
Non-FRP			

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

Intervention #6 Be Your Best

This intervention supports the following goal objective: 1.1

Type of Intervention: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Narrative description of the critical features of the intervention. .Be Your Best College Prep Academy is a free program for young people between the ages of 16-22. Students take college prep math, reading, writing and career planning courses. Courses last for eight weeks during the summer. Students also receive guidance and support through dedicated instructors, advisors, counselors and tutors. They benefit from educational seminars designed to help them navigate college successfully and participate in fun pro-social activities and trips.

Grade levels to be served: 10-12

Location of services: Riverland Community College

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Accuplacer, ACT

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. http://www.senate.mn/committees/2015-2016/3072_Committee_on_Higher_Education_and_Workforce_Development/Barriers%20To%20Completion%20Report.pdf

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Number of students successfully completing the summer academy. (Austin/collaborative)	10/12	12/14	13/15
Number of program alumni enrolled in post-secondary education.	10	11	13

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

Intervention #7 Professional Development

This intervention supports the following goal objective: 1.1, 1.3, 2.2, 2.3

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

Narrative description of the critical features of the intervention. All district staff will be provided with training to ensure that parents of all backgrounds are greeted in a friendly, welcoming building climate by all staff. Training will include strategies for inter-cultural communication and creating a visually welcoming building climate that accurately and meaningfully represents the diverse identities of students and families.

Grade levels to be served: PK-12

Location of services: All district school sites

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Building walkthroughs

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

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
The number of buildings receiving the highest rating (“True”) in five of the seven indicators under the category of “Inclusive and Responsive” school environments will increase as measured by building walkthroughs.	2	5	9
Increase in affirmative (“True” or “Very True”) responses to climate questions on parent surveys across all demographic groups. (Baseline 69.3)	72%	75%	80%

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

Racially Identifiable School(s)

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

If MDE has not notified your district that one of your sites is an RIS, please delete this section.

RIS Plan Goals The plan must contain goals for reducing the disparities in academic achievement among all students and specific categories of students (excluding the categories of gender, disability, and English learners), and for increasing racial and economic integration (Minn. Stat. § 124D.861 Subd.2 (c)).

Requirement for this section: At least one RIS objective shall be to increase racial and economic integration at that school (Minn. Rule 3535.0160).

RIS Goal # 1 Decrease the racial disparity in enrollment between Austin Public Schools and Sumner Elementary from 33.2% to 20% by 2020.

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

RIS Objective 1.1 Collaborate with staff and empower families to take a leadership role in creating a vision for the programming at Sumner Elementary to close racial enrollment gaps.

RIS Objective 1.2: Provide professional development for Sumner staff in arts integration, Socratic dialogue, AVID strategies, and other thematically appropriate educational structures to ensure delivery of programming meets parent expectations.

RIS Objective 1.3: Offer programming choices at Sumner elementary that are attractive to families and increase enrollment in such a way that the demographics at Sumner become proportionate to the district averages.

RACIALLY IDENTIFIABLE SCHOOL INTERVENTIONS

Directions Racially identifiable schools may use AI revenue for the interventions listed in the *Type of Intervention* drop-down menus below (Minn. Stat. § 124D.861 Subd. 2). Provide the information requested for each intervention.

Copy and paste the text below for each RIS intervention. In your annual AI budget use the intervention names below in the budget narrative for expenditures supporting that intervention.

RIS Intervention #1: Focus Groups, Marketing, and Family Engagement

This intervention supports the following goal objective: 1.1, 1.3

Type of Intervention: Family engagement initiatives to increase student achievement.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

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

Narrative description of the critical features of the intervention. Family focus groups will be convened to give staff and parents the opportunity to determine what programming gaps may exist in our community, what programming could be offered at Sumner that would be most attractive to families, and empower parents to take a leadership role in the decision-making process. These focus groups will consist of current Sumner families of all ethnic backgrounds

as well as families whose children reside in the Sumner attendance area but attend other schools. Marketing and promotion of programs will be based on family needs assessment and feedback. Families will be invited to give feedback throughout the implementation process to ensure that programming at Sumner meets the community's needs.

Grade levels to be served: 1-4

Location of services: Sumner Elementary,
Additional community sites if preferred by
families

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Enter formative assessment.

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. <http://www.sps186.org/downloads/table/13040/6TypesJ.Epstien.pdf>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Number of parent participants in focus groups and surveys	15	20	25

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

RIS Intervention #2: Professional Development

This intervention supports the following goal objective: 1.2, 1.3

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

Narrative description of the critical features of the intervention. Professional development will be offered to staff to enhance collaborative structures and enrich student experiences. AVID strategies are being widely used at Sumner. The site will explore the possibility of becoming a Paideia Academy or pursue other structures that empower student leadership through Socratic dialogue and collaborative structure, as these strategies are cohesive with the AVID system.

Grade levels to be served: 1-4

Location of services: Sumner elementary,
regional site visits, professional
development workshops and conferences

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Building walkthroughs and classroom visits to ensure implementation of identified practices.

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

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Number of trained staff	5	10	15

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Number of classrooms implementing identified learning structures (ie, Socratic dialogue)	3	6	10
Non-white student enrollment	77%	70%	64%

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

RIS Intervention #3: Integrated Arts Instruction

This intervention supports the following goal objective: 1.2, 1.3

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

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

Narrative description of the critical features of the intervention. Sumner parents have indicated an interest in exploring the possibility of becoming an integrated arts site to attract families from across the community to choose Sumner for their children's education. Funding will be used to purchase instruments and materials needed for arts integration at Sumner. This may include music lessons, drama and performing arts, media arts, etc. We will be exploring partnerships with local stakeholders, including MacPhail Center for Music, Austin ArtWorks Center, Matchbox Children's theater, Riverland Community College, etc.

Grade levels to be served: 1-4

Location of services: Sumner elementary, regional site visits, professional development workshops and conferences

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Building walkthroughs and classroom visits to ensure implementation of identified practices.

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

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Number of trained staff	5	10	15

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Number of classrooms implementing identified learning structures (ie, arts integration)	3	6	10
Non-white student enrollment	77%	70%	64%

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

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, Subd. 2 (c)). Austin Public Schools has taken an asset based approach to planning to ensure that proposed integration programs complement our World's Best Workforce plan and align to existing district goals and initiatives. Programs offered through integration funds are offered in such a way as to maximize inter-district resources and provide support to all member districts. We have made a conscious effort to engage and collaborate with community stakeholders to create efficiencies and support existing programs that are advancing student achievement in our community.