

Achievement and Integration Plan

July 1, 2020 to June 30, 2023

District ISD# and Name: 833 South Washington

County Schools

District Integration Status: Voluntary District (V)

Superintendent: Keith Jacobus

Phone: 651 425-6201

Email: kjacobus@sowashco.org

Plan submitted by: Cori Thompson

Title: Director of Achievement and Integration

Phone: 651 425-6207

Email: cthompso1@sowashco.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.

Enter text here.

1. Enter text here.
2. Enter text here.

3. Enter text here.

4. Enter text here.
5. Enter text here.

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

Partnering Districts Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: **Nature's Engineer's Summer Camp: Collaboration with a Racially Isolated District: Rosemount, Apple Valley, Eagan** – The partnership with District 196 is a summer camp, titled: "Nature's Engineers" for elementary students, grades 1-4, for one week in June. This camp will have a Science and Nature focus. At least 30 Elementary students from District 833 will be invited to attend this camp. There will also be students from District 196 attending this camp. Families will be notified of this camp opportunity via email to families and it will be on the districts' websites. This opportunity will provide exposure to extracurricular and academic activities to District 833 students. It will also give District 833 and 196 students an opportunity to build cross cultural relationships. **Podcast Camp** - Four school districts Stillwater Area Public Schools, South Washington County Schools, Rosemount-Apple Valley-Eagan, and Hastings will be collaborating with StoryArk as an integral part of their 2020-2023 Statewide Achievement and Integration Programming. The work will be grounded in the statewide initiative Reimagine Minnesota's strategy E (Elevating Student Voice and Leadership to Improve and Ensure Inclusiveness in our School Cultures and Environments). Funding for this important work will be "braided" combining funds from the Arts Learning Board with Achievement and Integration revenue from the four participating districts.

1. **Stillwater Area Public Schools** A -
Adjoining

2. **Hastings Public Schools** A - Adjoining

3. 196 Rosemount, Apple Valley, Eagan RI
- Racially Isolated

4. Enter text here. Choose district status.

School Board Approval

x 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).

x 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: Keith Jacobus

Signature:

Date Signed: March 5th, 2020

School Board Chair: Tracy Burnette

Signature:

Date Signed: March 5th, 2020

Plan Input

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

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

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

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

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

Multidistrict Collaboration Council: Enter text here.

Community Collaboration Council for Racially Identifiable School(s): Janice Erickson (American Indian Parent Advisory), Bob Tweedy (American Indian Parent Advisory), Kao Nou L. Moua (parent), Cheng Yang (parent), Kea Sparkman (parent), Kyle Benning (parent), Stephanie Oliver (parent), Haytham Mohammed (parent), Iqbal Mohammed (parent), Arthur Williams (elementary principal), Susan Risius (elementary principal), Jodi Husting (elementary principal), Justin Ellevoid (middle school assistant principal), and Sarah Scullin Stokes (high school assistant principal)

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: Students that meet one or more of the school readiness risk factors will have a prekindergarten experience prior to enrolling into kindergarten from XX* percent to 100 percent by 2023. *Baseline data will be collected in the fall of 2020.

Aligns with WBWF area: All children are ready for school.

Goal type: Achievement Disparity

Strategies

Strategy Name and # 9 – Preschool Programing

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

The Pre-Kindergarten Jumpstart is a program that will help reduce the economic and enrollment disparities for incoming kindergartners that have never had a preschool experience. We will use the school readiness risk factors as an indicator to determine which students will be invited to the program. Qualified and effective preschool and kindergarten teachers will co teach the class in one of our elementary kindergarten classroom. Students will be introduced to the school environment and exposed to school readiness activities, including social interaction, routines, reading, counting, pre-writing, music and movement. Another component of the program will also include family engagement, home visits, school readiness for families, and school events.

Strategy Name and # #1 Student, Family and Community Engagement

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

Throughout the school year, we will have several different types of family/ community engagement activities based on the needs of the families. Through qualitative data, caregivers of our students expressed needing more information about the transitions for kindergarten, 6th, 9th and after graduation. They want to learn more about advanced classes and discuss equitable education for their students. We will use the Dual Capacity-Building Framework to guide our work as a district. The framework is designed to support the development of family engagement strategies, policies, and programs. We will use the as a compass, laying out the goals and conditions necessary to chart a path toward effective family engagement efforts that are linked to student achievement and school improvement. We will use quantitative and qualitative data to determine our progress with the established goals.

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.

Location of services: Kindergarten Elementary Class, school to be determined in the winter of 2021.

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
*Baseline data will be collected in the fall of 2020.	0%	0%	0%
Enter KIP.			
Enter KIP.			

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

Goal #2: Increase the percentage of racially diverse students succeeding in AP/IB courses from 12.6% to 16.6 % from 2020-2023.

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

Goal type: Integration

Strategies

Strategy Name and # #1 Student, Family and Community Engagement

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

Throughout the school year, we will have several different types of family/ community engagement activities based on the needs of the families. Through qualitative data, caregivers of our students expressed needing more information about the transitions for kindergarten, 6th, 9th and after graduation. They want to learn more about advanced classes and discuss equitable education for their students. We will use the Dual Capacity-Building Framework to guide our work

as a district. The framework is designed to support the development of family engagement strategies, policies, and programs. We will use the as a compass, laying out the goals and conditions necessary to chart a path toward effective family engagement efforts that are linked to student achievement and school improvement. We will use quantitative and qualitative data to determine our progress with the established goals.

Strategy Name and # #2 Academic Success Coaches

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

The Academic Success Coach will work collaboratively with the Director of Achievement and Integration in accelerating student learning and increasing academic performance for students currently not meeting proficiency. The Academic Success Coach will provide direct student services while providing professional development resources and opportunities for teachers and connecting with families on ways to support their children's academic success. The academic success coach will work in one on one with at risk students, providing them with academic support, social/ emotional support and behavioral support to increase attendance to school and increase student achievement. We will use quantitative and qualitative data to determine our progress with the established goals by using the researched based Check and Connect program.

Strategy Name and # #3 Culturally Responsive Teaching

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

All staff will be trained in culturally responsive pedagogy and practices. Professional learning will include but not limited to critical self-reflection on racial socialization, implicit biases and microaggressions, book talks, facilitated professional conversations in PLCs, and examining quantitative and qualitative data on the impact of culturally responsive practices. Staff will research and invest in culturally relevant classroom materials and culturally relevant materials for media centers, district wide. To help accomplish the strategy, we will be using internal instructional coaches, teacher leaders, administrators and consultants to help facilitate professional learning at the building and district level.

Strategy Name and # #4 Cultural Liaisons

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

The Cultural Liaisons will work collaboratively with the Director of Achievement and Integration to support the academic and social-emotional needs of students while engaging with the families to develop and maintain positive relationships with the school community. Liaisons are members of cultural communities with skills necessary to bridge the cultural needs of many of the diverse communities served by our district. They serve all students directly and provide training to families on school engagement and academic support for their students. Liaisons also provide professional development to district staff. They are a resource to all schools and programs in the district and provide consistent support our most diverse sites. Liaisons will support students, families and staff in schools to promote success of students, focusing on protected student populations but working with all students. The liaison will use the Dual Capacity-Building Framework to guide our work as a district. The framework is designed to support the development of family engagement strategies, policies, and programs. We will use the as a compass, laying out the goals and conditions necessary to chart a path toward effective family engagement efforts that are linked to student achievement and school improvement. We will use quantitative and qualitative data to determine our progress with the established goals by using the researched based Check and Connect program.

Strategy Name and # #5 Young Scholars Program

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

The Young Scholars Program is designed to find, and nurture gifted potential elementary students from historically underrepresented/ underserved populations, not currently in our Gifted and Talented program and ultimately to prepare them for advanced academic coursework. This program does include students of all racial and economic backgrounds. Students are identified for inclusion by teacher observation, work samples, and test scores. Young Scholars helps to integrate and provide academic enrichment to students in a manner that prepares them for Gifted /Talented identification and enrollment in Honors and Advanced Placement Courses. Young Scholar specialists provide whole class enrichment to all students.

Strategy Name and # #6 - Be Your Dream Program

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

The Be Your Dream/College Readiness program, also termed “Wolf riders” is a performance-based team built with a partnership with Equity Alliance. The team engages in peer tutoring, college visits and volunteer activities. A partnership has been forged with Equity Alliance, in which students participate in Equity Alliance sponsored student training where students engage in a series of academic and culturally enriching experiences that support student leadership across Equity Alliance member districts. The team provides performances and participates in metro-wide competitions. The groups meets on Tuesdays, Thursdays and Saturdays to practice and work on the college based/team building curriculum. The team participates in and support high school drives including the 10 Days of Giving/Holiday Train and Feed My Starving Children.

Strategy Name and # 8 – AVID

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

AVID’s mission is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID is a program that supports students who are not typically college bound. It provides skills and opportunities for success in AP courses, IB courses, and the world of higher education. The research supports the benefit of this approach, especially with first-generation college bound students. The AVID program is a research based effective practice for closing the achievement gap. A review of the AVID research brief is included for your review and includes numerous summaries and key findings from studies.

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

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

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

Location of services: Elementary, Middle, and High Schools

Key Indicators

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
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The percentage of racially diverse students enrolling concurrent classes will increase by 2 percentage points each year. 2020 enrollment is 12.6 percent.	12.6%	14.6%	16.6%
Enter KIP.			
Enter KIP.			

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

Goal #3: Decrease the out of school suspension rates of Black and Hispanic/Latino students, from 32 percent in 2018-19 school year to 16 percent in the 2022-23 school year.

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

Goal type: Achievement Disparity

Strategies

Strategy Name and # #1 Student, Family and Community Engagement

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

Throughout the school year, we will have several different types of family/ community engagement activities based on the needs of the families. Through qualitative data, caregivers of our students expressed needing more information about the transitions for kindergarten, 6th, 9th and after graduation. They want to learn more about advanced classes, and discuss equitable education for their students. We will use the Dual Capacity-Building Framework to guide our work as a district. The framework is designed to support the development of family engagement strategies, policies, and programs. We will use the as a compass, laying out the goals and conditions necessary to chart a path toward effective family engagement efforts that are linked to student achievement and school improvement. We will use quantitative and qualitative data to determine our progress with the established goals.

Strategy Name and # #3 Culturally Responsive Teaching

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

All staff will be trained in culturally responsive pedagogy and practices. Professional learning will include but not limited to critical self-reflection on racial socialization, implicit biases and microaggressions, book talks, facilitated professional conversations in PLCs, and examining quantitative and qualitative data on the impact of learning by using culturally responsive practices. Staff will research and invest in culturally relevant classroom materials and culturally relevant materials for media centers, district wide. To help accomplish the strategy, we will be using internal instructional coaches, teacher leaders, administrators and consultants to help facilitate professional learning at the building and district level.

Strategy Name and # #4 Cultural Liaisons

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

The Cultural Liaisons will work collaboratively with the Director of Achievement and Integration to support the academic and social-emotional needs of students while engaging with the families to develop and maintain positive relationships with the school community. Liaisons are members of cultural communities with skills necessary to bridge the cultural needs of many of the diverse communities served by our district. They serve all students directly and provide training to families on school engagement and academic support for their students. Liaisons also provide professional development to district staff. They are a resource to all schools and programs in the district and provide consistent support our most diverse sites. Liaisons will support students, families and staff in schools to promote success of students, focusing on protected student populations but working with all students. The liaison will use the Dual Capacity-Building Framework to guide our work as a district. The framework is designed to support the development of family engagement strategies, policies, and programs. We will use the as a compass, laying out the goals and conditions necessary to chart a path toward effective family engagement efforts that are linked to student achievement and school improvement. We will use quantitative and qualitative data to determine our progress with the established goals by using the researched based Check and Connect program.

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.

Add narrative.

Location of services: SW Alternative High School East Ridge High School, Park High School, and Woodbury High School

Key Indicators

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
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The percentage of out of school suspensions for Black and Hispanic/Latino students will decrease by 8 percent. The current number of out of school suspensions for 2020 is 32 percent.	26%	20%	16%
Enter KIP.			

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

Goal #4: Increase the number of effective, qualified diverse teachers from 4.9 percent to 7.9 percent by 2023.

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

Goal type: Teacher Equity

Strategies

Strategy Name and # #7 Recruitment and Retention of Diverse Staff

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

A team of SoWashCo diverse staff, which includes human resources, will develop a recruitment and retention plan for existing and new staff. Our focus will be to increase the number of diverse staff to mirror our population of students. We will develop relationships with colleges and universities and attend job fairs. We will also get feedback from diverse families and community members on recruitment initiatives. We will also develop a process to support current staff of color, with affinity groups and mentors for new staff.

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

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

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

Add narrative.

Location of services: District Wide

Key Indicators

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
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The percentage of effective, qualified teachers will increase by one percentage point each year. The number of licensed teachers in 2020 is 4.9 percent.	5.9%	6.9%	7.9%
Enter KIP.			
Enter KIP.			

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

Goal #5: 100 percent of all employees will participate in at least three professional learning opportunities annually on culturally proficient school system by 2023.

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

Goal type: Integration

Strategies

Strategy Name and # #1 Student, Family and Community Engagement

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

Throughout the school year, we will have several different types of family/ community engagement activities based on the needs of the families. Through qualitative data, caregivers of our students expressed needing more information about the transitions for kindergarten, 6th, 9th and after graduation. They want to learn more about advanced classes and discuss equitable education for their students. We will use the Dual Capacity-Building Framework to guide our work as a district. The framework is designed to support the development of family engagement strategies, policies, and programs. We will use the as a compass, laying out the goals and conditions necessary to chart a path toward effective family engagement efforts that are linked to student achievement and school improvement. We will use quantitative and qualitative data to determine our progress with the established goals.

Strategy Name and # #3 Culturally Responsive Teaching

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

All staff will be trained in culturally responsive pedagogy and practices. Professional learning will include but not limited to critical self-reflection on racial socialization, implicit biases and microaggressions, book talks, facilitated professional conversations in PLCs, and examining quantitative and qualitative data on the impact of culturally responsive practices. Staff will research and invest in culturally relevant classroom materials and culturally relevant materials for media centers, district wide. To help accomplish the strategy, we will be using internal instructional coaches, teacher leaders, administrators and consultants to help facilitate professional learning at the building and district level.

Strategy Name and # #4 Cultural Liaisons

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

The Cultural Liaisons will work collaboratively with the Director of Achievement and Integration to support the academic and social-emotional needs of students while engaging with the families to develop and maintain positive relationships with the school community. Liaisons are members of cultural communities with skills necessary to bridge the cultural needs of many of the diverse communities served by our district. They serve all students directly and provide training to families on school engagement and academic support for their students. Liaisons also provide professional development to district staff. They are a resource to all schools and programs in the district and provide consistent support our most diverse sites. Liaisons will support students, families and staff in schools to promote success of students, focusing on protected student populations but working with all students. The liaison will use the Dual Capacity-Building Framework to guide our work as a district. The framework is designed to support the development of family engagement strategies, policies, and programs. We will use the as a compass, laying out the goals and conditions necessary to chart a path toward effective family engagement efforts that are linked to student achievement and school improvement. We will use quantitative and qualitative data to determine our progress with the established goals by using the researched based Check and Connect program.

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.

- x 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.

Add narrative.

Location of services: District Wide

Key Indicators

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
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The percentage of staff participating in three culturally proficient school system training will increase by 1-2 percentage point. The current number of participants is 95% in 2020.	96%	98%	100%
Enter KIP.			
Enter KIP.			

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)).

South Washington County schools will work with and purchase services from Equity Alliance (formerly EMID) to provide professional development for staff and students in District 833. Working with a collaborative will create efficiencies in professional development for staff and students.

The Equity Alliance collaborative is designed to meet the intended outcomes of closing the achievement gap and working towards integration. The development of the Achievement and Integration plan fulfills our requirement and provides a roadmap for intentional efforts that will have an academic value for students in our district through strategies to close the achievement gap that include college and career readiness, family engagement, professional learning, recruitment and retention of staff and inter-district partnerships that address the intent of the revenue. Among the programs and strategies in this area are included summer experiences, AVID facilitation and training, and high school after-school student programs.

District 833 will purchase services from EMID in the area of professional development will be used to support achievement and integration in professional development to provide training to teachers and administrators. Among the programs and strategies in this area are included AVID

training, summer teacher and leader institutes, and Culturally Responsive Teaching among others.

Racially Identifiable School(s) (RIS)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools, include goals and strategies for each Racially Identifiable School within your district. *If MDE has not notified your district that one of your sites is racially identifiable, delete this section.*

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)).

RIS Goal # 1 Enter SMART goal here.

Aligns with WBWF area: Choose a WBWF goal area.

Goal type: Choose one.

To add goals, copy the two lines directly above and paste them below the strategies supporting RIS Goal #1.

Racially Identifiable School 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 increase racial and economic integration at their racially identifiable schools and to reduce 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 Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

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

Strategy # Enter a name and unique number for this RIS strategy.

Type of Strategy: Choose the type of strategy.

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

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

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

Add narrative.

Location of services: Enter location.

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 are 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 key indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
Enter KIP.			
Enter KIP.			
Enter KIP.			

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

Copy and paste the strategy section above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one RIS Strategy #1, one RIS Strategy #2, etc.

Remember to copy and paste the goal section above to add additional goals for each of your racially identifiable schools.

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)). Enter text.