

Achievement and Integration Plan

July 1, 2020 to June 30, 2023

District ISD# and Name: ISD 278 Orono Public
School District

District Integration Status: Adjoining District (A)

Superintendent: Dr. Karen Orcutt

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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.

1. **0278 Orono Public School District A** -
Adjoining
2. **0284 Wayzata Public School District RI** -
Racially Isolated

School Board Approval

We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan (Minn. Stat. § 124D.861, subd. 4).

We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: Dr. Karen Orcutt

Signature:

Date Signed: Enter date.

School Board Chair: Bob Tunheim

Signature:

Date Signed: Enter date.

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.

Multidistrict Collaboration Council: Wayzata/Orono Collaborative: Wayzata Representatives - Jill Johnson, Executive Director of Teaching and Learning; Jennifer Fuzzey, Extended Learning Coordinator; Solveig Harriday, Equity Facilitator; Mary Williams, WHS Associate Principal. Orono Representatives: Aaron Ruhland, Director of Learning and Accountability; Kristi Flesher, Director of Special Services; Donna Ostvig, Integration & Engagement Coordinator.

Achievement and Integration Goal 1

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 #1.1: Increase reading proficiency of racially and economically diverse students in grades 3-8, 10 as measured by MCA reading assessments, by June 2023 (See Table).

Goal #1.2: Increase the math proficiency of racially and economically diverse students in grades 3-8, and 11 as measured by MCA mathematics assessments, by June 2023 (See Table).

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

Goal type: Achievement Disparity

	MCA reading proficiency					MCA mathematics proficiency				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Asian, American Indian, Black, and Hispanic/Latino students	61%	64%	67%	70%	75%	49%	55%	61%	67%	75%
Free/Reduced Lunch eligible students	45%	50%	55%	60%	65%	41%	47%	53%	59%	65%

Strategy 1

Strategy Name and # Strategy 1: SPARKS Targeted Intervention Program

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

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

- | | |
|---|---|
| <input 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.

The Orono Schools are committed to high levels of academic and social-emotional success for all children. In order to address the opportunity and achievement gap for our ethnic minority and free/reduced lunch eligible students, we must create additional support structures that meet their personal, academic, and social-emotional needs. We recognize that many of our students from diverse cultural and socio-economic backgrounds need additional support and care to ensure they reach their full potential. An important element of that work is our after-school and summer program serving students and families from diverse cultural and socio-economic backgrounds called SPARKS (ignite the Student's Potential for Achievement Resiliency Kinship Support). Students in the SPARKS program receive targeted support after school and in the summer from licensed teachers, support staff, and a cadre of community mentors. Program staff facilitate home-school communication and collaboration by serving as a bridge for students and their parents. Staff engage in work around relationship building, providing a safe place to talk about issues, and providing students and families the resources to meet their needs. Academic areas of focus include: reading, foundational math skills, writing, and teaching students to be critical thinkers. Program goals include improved classroom performance, proficiency on academic standards, self-confidence, school connectedness, and relationship building with caring adults. Summer experiences expand on learning with additional enrichment courses and access to a full slate of community education enrichment opportunities.

Location of services: Orono Public School District Campus and community facilities

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.

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 the percent of Asian, American Indian, Black, and Hispanic/Latino students demonstrating proficiency on the MCA reading test.	67%	70%	75%
Increase the percent of Asian, American Indian, Black, and Hispanic/Latino students demonstrating proficiency on the MCA mathematics test.	61%	67%	75%
Increase the percent of Free/Reduced lunch students demonstrating proficiency on the MCA reading test.	55%	60%	65%
Increase the percent of Free/Reduced lunch students demonstrating proficiency on the MCA mathematics test.	53%	59%	65%

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

Achievement and Integration Goal 2

Goal #2: As a percentage of the total school AP exams taken, increase the percent of ethnically diverse students taking an AP exam from 6% in 2019 to 12% in 2023 and free-reduced lunch students from 3% in 2019 to 9% in 2023 as measured by results of all AP exams taken at Orono High School.

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

Goal type: Integration

Strategy 2

Strategy Name and # Strategy 2: Pathways to Success Program

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

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.

The Orono Schools are committed to preparing all students for post-secondary success. The Pathways to Success Program provides specialized courses and support systems for students to reach their highest post-secondary aspirations. The primary purpose of the Pathways to Success Program is to bring students from diverse backgrounds together to engage in learning and collaboration that will prepare them to be successful in rigorous high school and college courses. An element of this program is our summer, cross-district course offerings focused on college and career readiness, ACT preparation, college counseling, and AP preparation. This program specifically targets learners who are on a path to AP and those who have been underrepresented in AP courses. This strategy includes partnership with Wayzata High School intended to bring students together in a co-learning environment focused on post-secondary preparation, access to rigorous coursework, and shared experiences at colleges and universities. This strategy meets the Achievement and Integration plan requirement for shared programming across our adjoining districts and is funded through incentive revenue (Minn. R. 3535.0170).

Additionally, learning cohorts have been established in these content areas so that students have the opportunity to stay connected and support each other as they progress through the courses. Cohorts are supported through guided study courses at Orono High School that provide specific AP course resources and through a general guided study course that supports an array of student academic needs. In support of the Pathways to Success Program, counselors, administration, and teacher leaders will continue to work on eliminating barriers that discourage student access to rigorous courses. We will continue to examine enrollment trends and current practices to promote access and success for all students, with an emphasis on ethnically and socio-economically diverse students.

Location of services: Orono and Wayzata High Schools

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.

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
As a percent of the total population enrolled in AP courses, increase the percent of students from ethnically diverse backgrounds in AP courses at Orono High School.	6%	9%	12%
As a percent of the total population enrolled in AP courses, increase the percent of students from free and reduced lunch backgrounds in AP courses at Orono High School.	3%	6%	9%
As a percent of the total passing exams in AP courses, increase the percent of students passing an AP exam at Orono High School from ethnically diverse and free and reduced lunch populations.	3%	6%	9%

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

Achievement and Integration Goal 3

Goal #3: Orono student access to effective educators who are engaged in cultural competence professional learning, reflection, and growth will increase from 85% in 2019 to 100% in 2023.

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

Goal type: Teacher Equity

Strategy 3

Strategy Name and # Strategy 3: Culturally Competent and Effective Teachers

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

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.

In order to best serve students from diverse socio-economic and cultural backgrounds, staff need to have cultural awareness and demonstrate culturally competent classroom practices. We will continue using the Intercultural Development Inventory (IDI) as a tool to promote staff cultural awareness, mindset development, and a common language for us to improve cultural competence across all staff. Staff taken the IDI, have engaged in creating Intercultural Development Plans, professional development, and reflection and growth through the teacher evaluation process. A leadership team of IDI Qualified Administrators has supported staff reflection and professional growth and district planning and implementation. Continued professional development, support, and reflection is needed to promote staff cultural competency. The next phase of implementation includes relationship-based cultural competence practices and culturally competent classroom practices that positively impact student achievement. School-wide and classroom models will be supported through coaching and professional development, consultant expertise, workshops, and collaboration with other districts. Student voice will also be an integral strategy to elevate student leadership and connectedness and assure our work is responsive to student needs.

Location of services: Orono Public School District Facilities

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.

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
Staff will have taken the IDI and received personal feedback about where they are on the intercultural development framework.	50%	75%	100%
Increase the percent of staff moving at least one level on the intercultural development framework comparing year to year feedback on the IDI.	70%	75%	80%
Increase the percent of staff citing at least 1 culturally responsive classroom practice through reflection during the annual evaluation process	25%	50%	75%

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)). This plan continues our work in creating efficiencies and expanding our efforts to be a culturally responsive organization. T