

Achievement and Integration Plan

July 1, 2020 to June 30, 2023

District ISD# and Name: ISD#492 Austin Public Schools

District Integration Status: Racially Isolated District /Racially Identifiable School (RI/RIS)

Superintendent: David Krenz
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Racially Identifiable Schools within District

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

1. Sumner Elementary

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: Enter name.

- | | |
|------------------------------------|--|
| 1. ISD#203 Hayfield A - Adjoining | 3. ISD#497 Lyle A - Adjoining |
| 2. ISD#500 Southland A - Adjoining | 4. ISD#241 Albert Lea 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: David Krenz

Signature:

Date Signed: Enter date.

School Board Chair: Carolyn Dube

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.

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: The multidistrict collaborative council gathers input from each district's World's Best Workforce Committee and convenes to provide input on integration strategies and explore strategies for creating efficiencies among district integration initiatives. This plan was developed by gathering data, seeking feedback from stakeholder groups, and working across districts with the Multidistrict Collaboration Council. MCC members include John Alberts, Kristi Beckman, Kathy Serratore, Grant Klennert, Gayle Brownlow, Julie Eaton, Bryan Boyson, Bradley Carlton, Scott Hall and Melanie Walsh. Austin's World's Best Workforce Committee members include: John Alberts, Kristi Beckman, Kathy Green, Gema Alvarado, Brytnie Carolan, Martha Garcia Mendoza, John Brown Bol, Jennifer Lawhead, Angie Goetz, Lynn Hemann, Eric Tupy, Mee Reh, Gabriela Alva, Chol Opiew, Curt Schmit, Herve Idjidina, and Edwina Harder

Community Collaboration Council for Racially Identifiable School(s): The World's Best Workforce committee includes Sumner parents and advises the district about Racially Isolated site goals. Sumner also has on-going family events in which parents can give feedback to the district. Parents have also provided feedback about their preferences at the site's three public modified calendar outreach meetings as well as via surveys conducted through social media.

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: Alliance for Educational Equity students participating in integration programs will self-report an increase in their level of comfort with initiating and maintaining positive relationships with students different from themselves (racially/ethnically diverse, socioeconomically) from an average comfort determined by a pre-survey in 2020 to an average comfort level of 4 out of 5 on a 5-point Likert scale, by the end of 2022-23 school year.

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

Goal type: Integration

Strategies

Strategy Name and # 1 Project E3

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 type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" 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. |

- Project E³: Environmental Science and 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 7 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. Member districts will send student participants and contribute through both integration and incentive revenue. Project E3 will reduce enrollment disparities in the following ways:
- Project E3 is an inter-district enrichment program. Students enrolled in the program participate in 25 days of programming. Because Austin works purposefully to ensure that the demographics of our participants in Project E3 mirror our demographics (51% students of color), Project E3 offers an opportunity to our students in neighboring districts whose enrollment includes less than 10% students of color to have access programming that reduces cross-district enrollment disparities.
- In the short term, Project E3 provides students with the skills and self-confidence needed to enroll in honors courses and STEM electives. We specifically hope to see decreased enrollment disparities in our middle school STEM elective classes (Physics, Chemistry, and Flight and Space) and Honors Math and Language Arts. The percentage of students of color enrolled in these courses is much lower than the percentage of students of color enrolled in the middle school.

- As a long-term goal, Project E3 participants will be provided with the skills and self-confidence to continue to enroll in rigorous courses (Honors, AP, PSEO, and Concurrent Enrollment) as high school students. These courses also demonstrate an underrepresentation of students of color compared to the district average. Add narrative.

Location of services: IJ Holton Intermediate 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
The percentage of non-white students of color in STEM electives and advanced programming will increase as follows.	22%	24%	26%
Post-survey data will indicate an average student comfort level of 4 out of 5 in the spring of each program year.	4/5	4/5	4/5
Participant demographics will remain representative of the community demographics of participating districts (50% Austin, 30% Albert Lea, 20% Hayfield & Lyle)			

Strategy Name and # 2 Robotics

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 type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" 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. |

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 Vex League tournaments, working in inter-district team building sessions on 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. Location of services: Schools across the collaborative

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 non-white students of color in STEM electives and advanced programming will increase as follows.	22%	24%	26%

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
Enter KIP. Post-survey data will indicate an average student comfort level of 4 out of 5 in the spring of each program year.	4/5	4/5	4/5
Participant demographics will reflect the diversity of the communities served. (50% Austin, 50% Southland).			

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

Goal #2: The graduation rate for Hispanic students in Austin Public Schools will increase from 59.2%% in 2018 to 65%% in 2023.

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

Goal type: Achievement Disparity

Strategies

Strategy Name and # 3 Success Coaches

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

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 type="checkbox"/> Increases access to effective and diverse teachers. |

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. Add narrative.

Location of services: Districtwide

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%
Increase in affirmative responses to climate questions on parent surveys.	75%	78%	80%

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

Strategy Name and # 4 AVID

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

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.

AVID is a schoolwide approach to preparing students for success in careers, college, and a global society. AVID secondary 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.

Location of services: Districtwide

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
Increase in percentage of students of color and students eligible for FRP lunch enrolled in rigorous courses in grades 5-12. (Baseline 22% non-white)	23%	25%	28%

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

Strategy Name and # 5 Young Scholars

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

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.

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 that 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.

Location of services: Districtwide

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%
Ensure that the percentage of non-white students served in GT interventions in grades K-4 mirrors the district demographics. (Baseline 46% non-white)	48%	50%	51%

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

Strategy Name and # 6 Be Your Best

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

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.

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. The percentage of Austin students of color enrolling into college prep, PSEO, and concurrent enrollment courses is lower than the rate at which these students are enrolled in Austin High. They benefit from educational seminars designed to help them navigate college successfully and participate in fun pro-social activities and trips. Be Your Best decreases these racial and economic enrollment disparities in several key ways: 1) protected class students are able to access college prep courses free of charge during the summer, increasing the number of those students enrolling to a level that better reflects their overall enrollment into Austin High. 2) Sophomores and Juniors who complete Be Your Best return

to their high schools and enroll in PSEO and concurrent classes at a higher rate than they do otherwise, thus reducing the racial & economic enrollment disparities for those advanced courses (which students of traditionally enroll in much lower rates than their overall enrollment into the high school) 3) Enables senior participants to enroll directly into credit-bearing courses as college freshmen, eliminating the need to take remedial courses and reducing enrollment disparities in classes like Freshman English and College Algebra.

Location of services: Riverland Community College

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%
Increase in non-white student graduation rate.	66.9%	68%	72%
Increase in percentage of non-white students enrolled in courses of rigor (AP, Concurrent, Honors) at AHS	22%	24%	26%

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

Goal #3: Austin Public Schools students’ access to effective educators trained in culturally responsive leadership will increase from 82 trained staff in March 2020 to 275 trained staff by 2023. **Aligns with WBWF area:** All students are ready for career and college.

Goal type: Teacher Equity

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

Strategies

Strategy Name and # 7 Professional Development

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

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

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

All district staff will be provided with opportunities to engage in training to ensure that students are respected and valued and the curriculum is relevant and instruction is differentiated to meet their individual needs. Culturally relevant leadership training will focus on ensuring that families of all backgrounds are greeted in a friendly, welcoming building climate by all staff. Training will include strategies for increasing staff confidence in intercultural communication, cultural self-awareness, marginalization, microaggressions, systemic racism and privilege, and differentiating instruction to promote engagement and rigor for all.

Location of services: Districtwide

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
The number of staff trained in culturally relevant leadership will increase as follows (Baseline: 82 trained staff, March 2020)	150	225	275

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

Strategy Name and # #8 Teacher Academy

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

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

- | | |
|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" 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. |

Austin Public Schools will explore the creation of a Teacher Academy to promote careers in education in order to empower our current, diverse students to pursue careers in education professions. The targeted student age group and program structure will be determined after researching effective practices and engaging with community partners and stakeholders. Year 1 will be a research year, and we will begin implementing in subsequent plan years.

Location of services: To be determined

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%
Increased percentage of students of color in Intro to Education concurrent class. (Baseline TBD)	10%	15%	20%
Increased enrollment of students of color in Winona State/Riverland 2+2 Elementary Education program.	5	6	7

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 for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)). Programs implemented through integration revenue have been well established in the community and work in collaboration with district resources, community organizations and stakeholders to maximize our investment. The multidistrict collaborative council gathers input from each district's World's Best Workforce Committee and convenes to provide input on integration strategies and explore strategies for creating efficiencies among district integration initiatives. The collaborative shares resources and opportunities to allow access for students around the collaborative area to asset-based integrated learning opportunities and avoid replicating programs that are already being successfully implemented.

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 The disparity between non-white student enrollment at Sumner elementary (87.5%) and the average non-white student enrollment in grade-alike buildings in Austin public schools (54.8%) is 32.7%. This enrollment disparity will be reduced to 20% by 2023.

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

Goal type: Integration

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 # 9 Magnet 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, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your 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. Sumner is one of four buildings home to 1st-4th grade students in the district. All other sites, K and 5-12, are center based. The district will explore magnet program concepts for Sumner that both meet the needs and goals of the families who currently enroll in Sumner as a home-area school or opt-in to programming at the site, while also attracting families from other buildings in an effort to achieve racial balance. Based on feedback from current families who have requested students learn skills to help them develop as global citizens, we would like to learn more about IB elementary programming in the first year of our plan. IB programming is both rigorous and focused on culturally relevant themes, answering global questions such as, who we are, where we are in place and time, how we express ourselves, and how the world works. The plan for this strategy is as follows:

Year One: Explore Program options and gather feedback from families and community stakeholders

Year Two: If a strategy is chosen, we will spend time and resources on professional development for implementation. If the strategy is not a good fit, we will explore other possibilities.

Year Three: If a strategy is chosen and is a good fit, we will begin implementation.

Location of services: Sumner Elementary, Conferences, Workshops and Site Visits

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%
Percentage of families surveyed who express support for implementation of the selected strategy.	50%		
Percentage of staff trained in selected strategy.		15%	30%

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.

Goal #2: The growth z-score measure for Hispanic students at Sumner Elementary on the Scantron Performance Series Reading Assessment from fall to spring will increase from -0.118 in Spring 2019 to ≥ 0.000 by Spring of 2023.

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

Goal type: Achievement Disparity

Strategies

Strategy Name and # RIS Strategy #9—Magnet Program (see strategy description above)

Goal #3: Sumner Elementary Schools students’ access to effective educators trained in culturally responsive leadership will increase from 11 trained staff in March 2020 to 19 trained staff by 2023. **Aligns with WBWF area:** All students are ready for career and college.

Goal type: Teacher Equity

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

Strategies

Strategy Name and # 7 Professional Development (see district goal above)

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

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

- | | |
|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" 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. |

Sumner elementary staff will be provided with opportunities to engage in training to ensure that students are respected and valued and the curriculum is relevant and instruction is differentiated to meet their individual needs. Culturally relevant leadership training will focus on ensuring that families of all backgrounds are greeted in a friendly, welcoming building climate by all staff. Training will include strategies for increasing staff confidence in intercultural communication, cultural self-awareness, marginalization, microaggressions, systemic racism and privilege, and differentiating instruction to promote engagement and rigor for all.

Location of services: Districtwide

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
The number of staff trained in culturally relevant leadership will increase from 11 trained staff in March 2020 to 19 trained staff in 2023.)	14	17	19

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 for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)). Programs implemented through integration revenue have been well established in the community and work in collaboration with district resources, community organizations and stakeholders to maximize our investment. Sumner administration works collaboratively with district leadership and other elementary principals to ensure that students receive equitable educational opportunities. District leadership conducts monthly site visits to Sumner and all other elementary sites and elementary principals meet regularly to collaborate and share resources.