



South Washington County Schools Achievement and Integration Plan

July 1, 2023 to June 30, 2026

District ISD# and Name: ISD #833 South Washington County School District (SoWashCo)

Title of Person submitting Report: James Magee, Director of Diversity, Equity, & Inclusion

District Integration Status: Adjoining District

Phone: (651)425-6372

Superintendent Name: Julie Nielsen

Email: jmagee@sowashco.org

Superintendent Phone Number: (651)425-6201

Superintendent Email: jnielsen@sowashco.org

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 (enter name)_____

Signature: _____ Date Signed: _____

School Board Chair (enter name)_____

School Board Chair Signature: _____ Date Signed: _____

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](#).

AIPAC Member Signature (if applicable): _____ Date Signed: _____

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: **ISD #196, ISD #833, ISD #834**

Voluntary/Adjoining Community Collaboration Council: **SoWashCo DEI Advisory Committee, SoWashCo Instructional Cabinet, SoWashCo Principal Advisory Committee, District Youth Ambassador Council (DYAC)**

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: SoWashCo students demonstrate self-efficacy, engagement, and proficiency regarding the academic expectations required to apply for a 4-year college or university.

Choose a WBWF goal area: *All students are ready for career and college.*

Choose the type of Goal:

Achievement Disparity

Integration

Teacher Equity

College is not necessarily the right path for every student. However, one of the aims of the A&I plan is to eliminate as many barriers and to create as many opportunities for students as possible.

Strategies

Strategy #1: Academic Success Coaches (ASCs)

Choose the Type of Strategy: Innovative and integrated pre-K-12 learning environments.

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:

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 2: Provides school enrollment choices.

Option 3: Increases cultural fluency, competency, and interaction.

Option 4: Increases graduation rates.

Option 5: Increases access to effective and diverse teachers.

Narrative description of this strategy: Academic Success Coaches will work collaboratively with the Director of DEI, Director of Elementary TLS, and site principals to accelerate student learning and increase academic performance for K-5 students currently not meeting proficiency in math, reading, or social/emotional expectations. ASCs may deliver Tier 1, Tier 2, or Tier 3 level interventions, based on identified needs, providing students with academic, social-emotional, or behavioral support to increase student achievement. ASCs will provide direct student services, and may provide professional development, coaching, and support for teachers. ASCs will be part of MTSS teams, helping to determine assessments, strategies, and support recommendations for teachers as well as for students they directly service.

Location of services: Each ASCs will have a primary site, and will belong to a learning community with other SoWashCo Interventionists. The sites where each ASCs will be placed will be determined by SoWashCo's Instructional Cabinet, and will prioritize SoWashCo's most socioeconomically disadvantaged schools, while also considering the racial/ethnic diversity of the school.

Strategy #2: Advancement Via Individual Determination (AVID)

Choose the Type of Strategy: Innovative and integrated pre-K-12 learning environments.

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:

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 2: Provides school enrollment choices.

Option 3: Increases cultural fluency, competency, and interaction.

Option 4: Increases graduation rates.

Option 5: Increases access to effective and diverse teachers.

Narrative description of this strategy: AVID’s mission is to close the opportunity gap by preparing all students for career and college readiness and success in a global society. AVID is a program that supports students who are not typically college bound. The AVID program provides skills and opportunities for success in dual enrollment, 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.

AVID’s summer courses will be offered to our partner district’s as an integration opportunity. Students from ISD #196 and ISD #834 will be able to participate in AVID Summer Fine Arts courses, at no cost, to develop integrated relationships across districts, to create opportunities for elective choices during the school year, and to create an innovative learning experience that is specifically meant to be culturally relevant and responsive.

Location of services: Districtwide

Strategy #3: Access to and support in advanced academic programming

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

Narrative description of this strategy: Advanced academic programming in SoWashCo is defined as any course that *extends beyond* what would be considered standard, “on grade level” course work. This includes honors, College in the Schools (CIS), Advanced Placement (AP), or International Baccalaureate (IB). Our commitment, with this strategy, is to ensure pathways for students from historically marginalized communities to participate and experience success in courses that exceed grade-level expectations.

Location of services: All SoWashCo secondary schools

Key Indicators for Goal #1

<i>Each KIP below will be measured during the 2023 school year to establish a baseline, which will determine growth and success targets for 2024 and 2025.</i>	2023 Baseline	2024 Growth Target	2025 Target
Elementary BIPOC students and/or students from socioeconomically underserved schools will receive academic or behavioral interventions from ASCs			
Elementary students receiving academic or behavioral interventions from ASCs will show progress toward goals as determined by the team recommending service.			
BIPOC students and/or students from socioeconomically underserved schools will show proficiency in literacy by third grade based on the school district’s standardized method of determining literacy proficiency (IRLA, BAS)			
AVID Elective students will take at least one advanced academic course including dual enrollment, honors, CIS, AP, or IB.			
AVID Elective students will complete four-year college entrance requirements and apply to post-secondary institutions.			
AVID Elective students will be accepted to post-secondary institutions.			
BIPOC students and/or students eligible for Free/Reduced Lunch participating in honors courses.			
BIPOC students and/or students eligible for Free/Reduced Lunch passing honors courses.			
BIPOC students and/or students eligible for Free/Reduced Lunch participating in AP Courses.			

<i>Each KIP below will be measured during the 2023 school year to establish a baseline, which will determine growth and success targets for 2024 and 2025.</i>	2023 Baseline	2024 Growth Target	2025 Target
BIPOC students and/or students eligible for Free/Reduced Lunch passing AP Courses.			
BIPOC students and/or students eligible for Free/Reduced Lunch participating in concurrent courses, CIS courses, or PSEO courses.			
BIPOC students and/or students eligible for Free/Reduced Lunch passing concurrent courses, CIS courses, or PSEO courses.			
BIPOC students and/or students eligible for Free/Reduced Lunch receive a 22 or higher on the ACT Reading exam.			
SoWashCo will offer AVID Summer courses, at no cost, to students from ISD #196 and ISD #834 each school year.			

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

This goal will be measured by creating a composite of all the KIP connected to the goal. Each KIP will establish a baseline in the first year of the program, and progress will be determined based on the baseline information. Once the baseline for each KIP is established, the following rubric will determine both progress for each KIP, as well as overall progress toward the goal

1 – Does not Demonstrate	2 - Approaching	3 – Goal Met	4 – Goal Exceeded
---------------------------------	------------------------	---------------------	--------------------------

Goal #2: SoWashCo students and staff have access to culturally affirming spaces, and programming meant to build meaningful relationships in schools and communities.

Choose a WBWF goal area: *All racial and economic achievement gaps between students are closed.*

Choose the type of Goal:

Achievement Disparity

Integration

Teacher Equity

Our relationship goal ensures that the environments that our students, staff, and communities participate prioritize relationships and affirmation as necessary preconditions for learning.

Strategies

Strategy #1: Academic Success Coaches (ASCs)

Strategy #2: Advancement Via Individual Determination (AVID)

Strategy #4: Community Cultural Liaison Program (CLs)

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

Narrative description of this strategy: The Community Cultural Liaisons will work collaboratively with the Director of DEI 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 support to families regarding school engagement and academic support for their students. Community Cultural Liaisons also provide professional development to district staff. While they are a resource to all schools and programs in the district, their primary location for service will be our secondary schools. Community Cultural Liaisons will also be trained in restorative practice skill-sets, which may be used as an alternative to suspension for students exhibiting unexpected behaviors in the school setting.

Location of services: Districtwide

Strategy #5: Teachers of Color Recruitment, Retention, and Mentorship program

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

Narrative description of this strategy: This program will provide mentorship to probationary teachers of color, provided by teachers of color who have achieved continuing contract status. These mentor teachers will receive a stipend for the coaching and mentorship of their newer colleagues, while also receiving district training. We will also conduct affinity groups for staff of color in SoWashCo. We will also begin the SoWashCo Grow Your Own (GYO) program, which will empower current employees to pursue education degrees, with the goal of building our own teaching force, rather than solely relying on outside recruitment to achieve a teaching staff that is representative of the racial and ethnic diversity of our student population.

Location of services: Districtwide

Strategy #6: SoWashCo Racial Harm Response Protocol (RHRP)

Choose the Type of Strategy: **Choose the Type of Strategy:** Innovative and integrated pre-K-12 learning environments.

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:

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 2: Provides school enrollment choices.

Option 3: Increases cultural fluency, competency, and interaction.

Option 4: Increases graduation rates.

Option 5: Increases access to effective and diverse teachers.

Narrative description of this strategy: South Washington County Schools (SoWashCo Schools) has, and continues to, experience instances of racial harm. It is incumbent upon all school district employees to create an environment where every student is honored for who they are and allowed to express their authentic self in a safe and caring space. SoWashCo Schools is committed to swift action in response to any incident of racial harm.

Location of services: Districtwide

Key Indicators for Goal #2

<i>Each KIP below will be measured during the 2023 school year to establish a baseline, which will determine growth and success targets for 2024 and 2025.</i>	2023 Baseline	2024 Growth Target	2025 Target
BIPOC students and/or students from socioeconomically underserved schools will be able to identify all of the spaces they are in as culturally affirming environments.			
Every BIPOC students and/or students from socioeconomically underserved schools will be able to identify a staff member with whom they have a trusting and positive relationship.			
Every BIPOC student will be able to build a relationship with at least one staff member who is similar to them racially, ethnically, and/or culturally.			
SoWashCo will retain all teachers of color they employ each year.			
All secondary BIPOC students will be able to identify a cultural liaison who can support them at their site.			
All system leaders will utilize the RHRP for any racially harmful incident experienced by SoWashCo students.			
The RHRP will result in a decrease in racial harm incidents.			

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

This goal will be measured by creating a composite of all the KIPs connected to the goal. Each KIP will establish a baseline in the first year of the program, and progress will be determined based on the baseline information. Once the baseline for each KIP is established, the following rubric will determine both progress for each KIP, as well as overall progress toward the goal

1 – Does not Demonstrate	2 - Approaching	3 – Goal Met	4 – Goal Exceeded
---------------------------------	------------------------	---------------------	--------------------------

Goal #3: SoWashCo students, staff, and families are empowered to frequently and efficiently access resources and programming offered by our district.

Choose a WBWF goal area: *All racial and economic achievement gaps between students are closed.*

Choose the type of Goal:

Achievement Disparity

Integration

Teacher Equity

SoWashCo offers service, support, and programming which extend beyond what is offered in the K-12 classroom setting. However, some communities have trouble accessing these resources. We will extend our community's understanding of itself, while also empowering communities by creating new, different, or equitable access points to service and programming.

Strategies

Strategy #1: Academic Success Coaches (ASCs)

Strategy #2: Advancement Via Individual Determination (AVID)

Strategy #4: Community Cultural Liaison Program (CLs)

Strategy #6: SoWashCo Racial Harm Response Protocol (RHRP)

Strategy #7: Cultural Learning Opportunities

Choose the Type of Strategy: Innovative and integrated pre-K-12 learning environments.

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:

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 2: Provides school enrollment choices.

Option 3: Increases cultural fluency, competency, and interaction.

Option 4: Increases graduation rates.

Option 5: Increases access to effective and diverse teachers.

Narrative description of this strategy: SoWashCo is committed to continuous professional development for all staff regarding cultural competency to improve the intercultural interactions between staff and community members. We are also committed to creating learning opportunities for our community to learn more about the races, ethnicities, religions, languages, and cultures represented in our district.

Location of services: Districtwide

Strategy #8: DEI Initiatives Collaborative

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

Narrative description of this strategy: SoWashCo has established a new working group, which spans across departments in our district, and includes Cultural Liaisons, English Learner staff, Community Education staff, Communications staff, DEI staff, and Teaching & Learning staff. The goal of this collaborative is to streamline our efforts to communicate to, connect with, and empower our historically marginalized communities. This group will be responsible for assisting in registration processes, planning multicultural celebrations, managing parent/family advisory groups, and creating culturally affirming and responsive communications to our community.

Location of services: Districtwide

Key Indicators for Goal #3

<i>Each KIP below will be measured during the 2023 school year to establish a baseline, which will determine growth and success targets for 2024 and 2025.</i>	2023 Baseline	2024 Growth Target	2025 Target
Families of BIPOC students and/or students from socioeconomically underserved schools will indicate growth in an understanding of the rights and opportunities that are available for their student.			
Families across cultural groups will indicate an increase in motivation for SoWashCo to continue its DEI initiatives.			
All SoWashCo staff will attend at least 3 staff development opportunities focused on cultural competence each year.			
Efforts by the DEI Initiatives Collaborative will increase the number of adults receiving community education support.			
The SoWashCo community will have the option to engage in at least 5 cultural learning opportunities each school year.			
The SoWashCo community will have the option to engage in at least 3 cultural celebration events each school year.			

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

This goal will be measured by creating a composite of all the KIPs connected to the goal. Each KIP will establish a baseline in the first year of the program, and progress will be determined based on the baseline information. Once the baseline for each KIP is established, the following rubric will determine both progress for each KIP, as well as overall progress toward the goal

1 – Does not Demonstrate	2 - Approaching	3 – Goal Met	4 – Goal Exceeded
---------------------------------	------------------------	---------------------	--------------------------

Creating Efficiencies and Eliminating Duplicative Programs

This plan was created collaboratively, across departments in SoWashCo. The Department of DEI oversees the Achievement and Integration plan; however, the responsibilities, measurement, and initiatives are carried out by staff from various departments. Our equity work continues to integrate into all that we do as a district, rather than existing as a standalone set of initiatives. This plan is a supplement to our district's strategic plan, MTSS, and school/department improvement plans.

The creation of this plan was intentional to include all departments and interested parties to ensure duplicative programming does not occur. For instance, components of AVID, CLRT, and Talent Development trainings have been streamlined to occur in one training package, with an emphasis on strong pedagogy, rather than having separate, standalone trainings that are linked to specific programs or products.

(Minn. Stat. § 124D.861, subd. 2 (c))