

## Achievement and Integration Plan

### July 1, 2020 to June 30, 2023

**District ISD# and Name:** 622-North St Paul,  
Maplewood, Oakdale School District

**District Integration Status:** Choose status.

**Superintendent:** Christine Tucci Osorio

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**Plan submitted by:** Cherise Ayers

Title: Supervisor of Educational Equity

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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. Enter text here.
2. Enter text here.
3. Enter text here.
4. Enter text here.
5. Enter text here.
6. 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: Enter name.

1. **ISD 832, Mahtomedi Public Schools**  
Choose district status.
2. Enter text here. Choose district status.
3. Enter text here. Choose district status.
4. Enter text here. Choose district status.

### 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: Enter date.

School Board Chair: Enter name.

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.

Members of the 622 Teaching and Learning Department met with the American Indian Parent Advisory Council on January 15th to share the proposed Achievement and Integration Plan for 2020-2023. Members presented included: (a) Nicole Zuk (PAC Chairperson), Angela Sandstorm, Bridgett Weiss, Henry Buffalo, Rayann Dennis, Ascella Brown (student member) and Andre LaRose (student member). Each goal, strategy, and key indicator of progress was shared with the council, with opportunities provided for the group to offer any feedback and ask clarifying questions on each component. Clarity was provided around how American Indian students are represented within each of the goals. In addition, funding allocation was elaborated upon to ensure American Indian students were adequately supported through the district's A & I plan. In summary, the council did not have any specific feedback or recommendations to the plan. The plan was unanimously accepted by AIPAC.

**Multidistrict Collaboration Council:** The planning process began with meetings between leadership from both districts to identify current collaboration strengths and areas of growth. The advisory council met to identify strategies to support the collaboration. All voices were heard and cross-district connections were made to develop relationships to support collaborative professional development for all staff including administration, teaching, and non-licensed staff. In addition, opportunities were identified for collaborative student learning including student voice conferences, summer programming, and youth leadership experiences.

**Community Collaboration Council for Racially Identifiable School(s):** Enter text here.

## 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](mailto: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:** The proficiency gap between students of color and white students for all grades tested on MCA III Reading assessment will decrease from a 19 percent race-based gap to 8 percent or less by 2023.

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

**Goal type:** Achievement Disparity

## 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 pursue racial and economic integration and reduce achievement 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** At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

**NOTE:** If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

**Strategy Name and #** Young Scholars (1:1)

**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.

Young Scholars (622) provides differentiated instruction opportunities for elementary students who are traditionally underserved in gifted/talented cohorts due to systemic access barriers like standardized tests, behavior, language,

teacher expectations, or family background. Trained instructors facilitate small group instruction through the year to promote divergent and outside- of-box strategies. Additionally, an annual Young Scholars Summer Camp provides opportunity for Young Scholars students across 622 to join in learning communities. This program is well established in regards to leadership and structure and is an evolution of several years of implementation.

Location of services: Carver, Castle, Cowern, Eagle Point, Oakdale, Richardson, Skyview, Weaver, & Webster Elementary 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.

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 |
|--|-------------|-------------|-------------|
| ISD 622 will maintain the current level of enrollment in the Young Scholars programming at 12% of the total Elementary School population.  | 12%         | 12%         | 12%         |
| The percentage of students of color participating in the Young Scholars programming will increase from 87% to 90% by 2023.   | 88%         | 89%         | 90%         |
| Enter KIP.   |             |             |             |

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

### Strategy Name and # Middle & High School Pathways (1:2)

**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.

**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.

Through reflective practice we recognize that navigating school systems can be challenging resulting in a variety of opportunity and achievement gaps that impact student success. Providing middle and high school career pathways supports an overall district initiative to provide a substantive reform of course options based on student interests and needs for career/college destinations as well as personal development and identity reflection (race, ethnicity, gender, SES, culture) as described by the Learner Profile. This includes experiential options in academic subjects in core content and electives. Support will also focus on systems change that creates opportunities for staff to adopt a regular, caseload style system of mentoring students through discussion, formative questioning, monitoring, and feedback before, during, or after regular school hours.

Location of services: John Glenn, Maplewood, & Skyview Middle Schools, North & Tartan High Schools, Harmony & Next Step Programs

## 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 |
|--|-------------|-------------|-------------|
| 100% of 9th grade students enrolled at ISD 622 will complete an electronic portfolio (personal learning plan) focused on career and college readiness.                                       | 100%        | 100%        | 100%        |
| Increase participation in the BARR (Building Assets Reducing Risks) programming at both Tartan and North High Schools to include 100% of 9th grade students.                                 | 100%        | 100%        | 100%        |
| At the end of three years, at least 50% of middle school students have successfully completed a career pathways course.  | 46%         | 48%         | 50%         |

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

### Strategy Name and # AVID (1:3)

**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.

**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.

AVID provides differentiated instruction opportunities for students who are traditionally underserved in Honors/Advanced Placement/College in Schools cohorts due to systemic access barriers like standardized tests, prerequisites, GPA, teacher expectations, or family background. Trained AVID Site Teams organize, implement, and refine the AVID system in each secondary building. Twice a week students engage in small group tutorial opportunities where they develop skills in collaborative learning. AVID Elective teachers utilize a national curriculum that reinforces college-career readiness and actions steps for students. Building-wide AVID strategies in writing, inquiry, collaboration, organization, and reading are promoted and supported by the Site Teams. This program is well established in regards to leadership and structure and is an evolution of several years of implementation.

Location of services: John Glenn, Maplewood, & Skyview Middle Schools, North & Tartan 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.

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 |
|--|-------------|-------------|-------------|
| By 2023, the number of AVID Elective students successfully completing advanced courses will increase by 9 percent.   | 3%          | 6%          | 9%          |
| 622 will maintain an average cumulative GPA of 3.00 for graduating seniors enrolled in AVID coursework   | 3.00        | 3.00        | 3.00        |

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

**Strategy Name and #** Strategic Reading Intervention (1:4)

**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:

- 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.

In alignment with the 622 Strategic Plan and World’s Best Workforce plan, the OEE will assist with strategic reading, writing intervention and enrichment to increase academic achievement for both struggling and advanced students before the completion of Grade 3. The overall emphasis will be to introduce authentic literature that reflects the diverse cultures and backgrounds of students and families. The district currently has reading achievement gaps among its Black and Hispanic students at all grade levels. Interventions and enrichment may include, but are not limited to, in- class instructional support, out-of-class instructional support, co-teaching support, technology assisted instruction, and Culturally and Linguistically Responsive support. The district will also support Freedom Schools, a literacy based summer program for elementary students. Using established district formative assessments to identify differentiated student needs, buildings will collaborate with the OEE to explore avenues of providing resources that are currently unavailable. Requests will be vetted by a building equity team or OEE team, and funds will not be distributed unless equity-related criteria are met.

Location of services: District Wide

## 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 |
|--|-------------|-------------|-------------|
| Ninety-six percent of participants enrolled in Freedom School programming will maintain or grow in reading based on pre- and post-test data results.   | 96%         | 96%         | 96%         |
| The number of authentic texts that reflect students’ cultural diversity and backgrounds will increase 500 books annually to 2000 books by 2023.  | 500         | 1000        | 2000        |

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

**Goal #2:** The percentage of students who attain proficiency on local benchmark measures will increase from 59% to 65% by 2023 through embedded literacy practices evidenced through the implementation of culturally relevant teaching strategies.

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

**Goal type:** Teacher Equity

**Strategy Name and #** Racial Equity Professional Development (2:5)

**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:

- 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.

District leaders will utilize resources inside and outside of the district to bring relevant, up-to-date professional development to adults in the district. Emphasis will include all staff, not just classroom teachers. Focus can include culturally and linguistically responsive teaching, critical race theory, poverty, trauma, restorative justice, intercultural competence, implicit bias, culturally responsive pedagogy, and racial identity development. Third party consultants that provide equity related professional development can include local businesses and non-profit organizations or out-of-state contractors. Instructional materials and supplies will be vetted by district personnel for appropriateness and impact. The partnered districts will create a menu of offerings between districts and utilize combined resources to train teachers and staff.

Location of services: District Wide

**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 |
|---|-------------|-------------|-------------|
| Develop a process for communicating and implementing shared resources and PD opportunities between partner districts.   | Develop     | Evaluate    | Maintain    |
| During the 2020-21 school year, 100% of 622 teaching staff will be trained in culturally responsive teaching strategies. This will be maintained in subsequent years.   | 100%        | 100%        | 100%        |
| 100% of students will be immersed in a culturally responsive learning environment 100% of the time as evidenced by 100% of district staff trained by 2023.  | 100%        | 100%        | 100%        |
| The percentage of students who attain proficiency on local benchmark measures (FastBridge) will increase from 54% to 60% by 2023 through embedded literacy practices evidenced through the implementation of culturally relevant teaching strategies. | 56%         | 58%         | 60%         |
| The percentage of students who attain proficiency on local benchmark measures (NWEA MAP) will increase from 64% to 70% by 2023 through embedded literacy practices evidenced through the implementation of culturally relevant teaching strategies.   | 66%         | 68%         | 70%         |

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

**Strategy Name and #** Cross District Learning (2:6)

**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:

- 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.

Intentional, measureable, and meaningful programming that brings together students, families, and staff from ISD 622 and ISD 832. Using structured formats such as annual student workshops about wellness and racial equity for secondary students, EEA Board meetings, student voice events for secondary students, and leadership skill building events for elementary students to provide opportunities for learners from different cultures and backgrounds to engage in dialogue and permanent growth. The scope of cross-district learning will include refinement of current cross-district student programming (one secondary student voice event, one secondary student wellness and racial equity workshop, and one elementary summer leadership event) as well as continued exploration of initiatives that serve the needs of both districts. All cross-district learning is coordinated by the Supervisor of Equity with support from the Teaching and Learning Department staff, and building leaders to ensure all student groups are represented.

Location of services: District Wide

**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 students at 622 & 832 that participate in cross-district learning opportunities will increase by 10 percentage points each year.   | 10%         | 20%         | 30%         |
| 6% of students participating in cross-district learning will be students of color.   | 6%          | 12%         | 18%         |

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

**Goal #3:** Student enrollment will increase from 15% to 60% in non-traditional educational opportunities by 2023.

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

**Goal type:** Integration

**Strategy Name and #** Young Scholars (1:1), Middle & High School Pathways (1:2), Cross District Learning (2:6)

## 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)). Our Achievement and Integration Plan creates efficiencies by enabling us and our adjoining districts to jointly plan and implement cross-district opportunities for student learning, interaction, and growth. This plan allows for an intentional focus on the achievement gaps within our district and allows for an intentional focus on success for our students who may be falling through the cracks. This plan creates efficiencies by relating the Achievement and Integration Plan, Goals, and Strategies to other initiatives and funding sources, including World's Best Workforce Goals, American Indian Education Plan and funds, etc. By supplementing each of these areas, our efficiency and effectiveness of carrying out our goals and strategies increases, as well as does our ability to affect positively the lives and well-being of our students and educators.

## 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:

- 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 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.