DEPARTMENT OF EDUCATION

Achievement and Integration Plan
July 1, 2023 to June 30, 2026

Submissions due by March 15th, 2023

District ISD# and Name:

ISD 279 Osseo Area Schools

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

Superintendent: Cory McIntyre

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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. Birch Grove Elementary
2. Crestview Elementary
3. Edinbrook Elementary
4. Fair Oaks Elementary
5. Garden City Elementary
6. Palmer Lake Elementary
7. Park Brook Elementary
8. Zanewood Elementary
9. Brooklyn Middle School
10. Northview Middle School
11. Park Center High School

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: Northwest Suburban Integrated School District

1. **Anoka-Hennepin** RI - Racially Isolated
2. **Fridley RI –** Racially Isolated
3. **Brooklyn Center** RI - Racially Isolated
4. **Elk River** A - Adjoining
5. **Rockford** A - Adjoining
6. **Osseo** RI - Racially Isolated
7. **Buffalo-Hanover-Montrose,** A - Adjoining

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 here.
Signature: Date Signed: Enter date here.

School Board Chair: Enter name here.
Signature: Date Signed: Enter date here

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: Enter date here

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

Multidistrict Collaboration Council: Enter names of Multidistrict Collaboration Council Members here.
Community Collaboration Council for Racially Identifiable School(s): Enter names of Community Collaboration Council Members for RIS here.

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval **no later than March 15, 2023** (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:

Osseo Area Schools will provide support for specialized programming to seek racial integration gap reduction of 1% each year at schools that were identified as Racially Isolated Schools through partnerships with Northwest Suburban Integration School District (NWSISD), National Urban Alliance (NUA), Advancement Via Individual Determination (AVID), International Baccalaureate (IB), Regional Centers of Excellence, and community partners that seek racial and economic integration and achievement gap closure for Osseo Area Schools students, between FY 2024 and 2026.

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

Goal type: Integration

Strategy #1 Magnet School Programming
Strategy #2 NUA Programming and Site Implementation at Elementary Sites
Strategy #3 AVID Implementation at select sites
Strategy #4 Leveraging community partnerships to strengthen programming
Strategy #5 International Baccalaureate Programming
Strategy #6 Partnering with Regional Centers of Excellence to strengthen programming
Strategy #7 Family Engagement and Empowerment
Strategy #8 Comprehensive District-wide Equity Training and Support
Strategy #13 District will participate in NWSISD sponsored student service opportunities

Goal #2:

The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for each identified group.

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

Goal type: Achievement Disparity

Strategy #2 NUA Programming and Site Implementation at Elementary Sites
Strategy #3 AVID Implementation at select sites
Strategy #4 Leveraging community partnerships to strengthen programming
Strategy #5 International Baccalaureate Programming
Strategy #6 Partnering with Regional Centers of Excellence to strengthen programming
Strategy #7 Family Engagement and Empowerment
Strategy #8 Comprehensive District-wide Equity Training and Support
Strategy #9 Comprehensive District-wide Reading Instruction (Coaching), Support, and Continuous Improvement

Goal # 3:

The percent of staff of color working in Osseo Area Schools will increase by 1% each year from 14.94% in Spring 2022, between FY 2024 and 2026.

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

Goal type: Teacher Equity

Strategy #8 Comprehensive District-wide Equity Training and Support
Strategy #10 Recruitment and Retention of Staff of Color Plan

Goal #4

Increase the graduation rate of American Indian students by 4% per year between FY 2024 and 2026.

Aligns with WBWF area: *All students graduate from high school.*

Goal type: Achievement Disparity

Strategy #3 AVID Implementation at select sites
Strategy #11 Targeted support for American Indian students
Strategy #12 Staff development on supporting American Indian students

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* section 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).

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

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 #1 Magnet School Programming

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:

Through our partnership with NWSISD we are able to offer Magnet Schools to any of our students in any of the eight NWSISD member districts.

Five KG-12 strands of magnet schools are offered.

International Baccalaureate (IB)

The International Baccalaureate (IB) schools infuse a core curriculum with a world focus that can help young people understand their role as responsible world citizens. Emphasis is on iterative technology and world languages and cultures. Students are encouraged to inquire, think, communicate, take risks, achieve, be principled, caring open-minded, well-balanced, and reflective.

Visual, Performing, Literary and New Media Arts

An arts magnet provides a strong academic core with opportunities for students to create at many levels. Teaching through the arts helps students experience concepts rather than merely discussing or reading about them. The study of the arts has been linked to students' increased critical and creative thinking skills, self-esteem, willingness to take risks and ability to work with others.

Science, Technology, Engineering and Mathematics (STEM)

A Science, Technology, Engineering and Mathematics (STEM) magnet immerses students in a series of learning experiences that foster interaction and investigation. Students use technology and virtual studies to solve problems in new ways. Partnerships with organizations like the Science Museum of Minnesota and programs like Project Lead the Way help to provide an innovative and creative framework for a sound and deeply engaging education.

Science, Technology, Engineering, Arts and Mathematics (STEAM)

A Science, Technology, Engineering, Arts and Mathematics (STEAM) magnet immerses students in a series of learning experiences that foster interaction and investigation. Students use technology, arts and virtual studies to solve problems in new ways. Partnerships with organizations like the Science Museum of Minnesota and programs like Project Lead the Way help to provide an innovative and creative framework for a sound and deeply engaging education. Teaching through the arts helps students experience concepts rather than merely discussing or reading about them.

Health Science

Students can explore or advance their education and training to prepare for successful health care careers. Students can apply their learning in community settings by participating in the Opportunities in Emergency Care program or by earning nursing assistant clinical hours in local health care facilities.

Outstanding course offerings combine rigor and relevance and allow students to demonstrate achievement in academic and technical knowledge, skills and abilities. Elective classes in Emergency Medical Responder, Nursing Assistant, and Pharmacy Technician provide the opportunity for students to earn industry certification and college credit. Additional class options include Exploring Health Careers, Medical Terminology, Anatomy and Physiology, and Bioethics.

Location of services: Osseo Senior High, Park Center Senior High, Brooklyn Middle School, Birch Grove Elementary, Weaver Lake Elementary School, Zanewood Elementary School

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 2024	Target 2025	Target 2026
Osseo Area Schools will provide support for magnet programming in partnership with NWSISD to seek racial integration gap reduction of 1% each year at schools that were identified as Racially Isolated Schools implementing magnet programming. District Overall SOC 60.4%, RIS Implementing Magnet Programming SOC 88.5%= 2023 Gap 28.1%	27.1%	26.1%	25.1%

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

Strategy #2 NUA Programming and Site Implementation at Elementary Sites

Type of Strategy:

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

Narrative description of this strategy.

The National Urban Alliance (NUA) Professional Learning Model (PLM) is designed to transform underperforming schools into whole-school success where all students demonstrate High Intellectual Performances (HIP) using High Operational Practices (HOP) with the Pedagogy of Confidence™.

The National Urban Alliance partnership collaboration is defined by NUA's steps of implementation. The 12-step overview of the NUA implementation model includes the educators, school leaders, coaches, district leaders, full staff, and students.

The National Urban Alliance partnership is a practical, engaging, evidence-based program of professional learning, assessment tools, and capacity-building procedures for transformation and sustainability that enables schools to co-create curricula and instructional programs, collegially monitor their efforts, and continually rejuvenate their spirits to elicit high performances from students, teachers, and administrators.

Location of services: Crest View Elementary School, Fair Oaks Elementary School, Garden City Elementary School

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 2024	Target 2025	Target 2026
Osseo Area Schools will provide support for NUA programming in partnership with NUA to seek racial integration gap reduction of 1% each year at schools that were identified as Racially Isolated Schools. District Overall SOC 60.4%, RIS implementing NUA SOC 93.7%= 2023 Gap 33.3%	32.3%	31.3%	30.3%
The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for for students of color at RIS implementing NUA programming. SY2022 SOC Proficiency 25.5% - Gap 59.5%	57.5%	55.5%	53.5%

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

Strategy #3 AVID Implementation at select sites

Type of Strategy:

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

Narrative description of this strategy

AVID, Advancement Via Individual Determination, is a school-wide college and career readiness system. AVID is designed to increase the number of students who enroll and succeed in higher education and in their lives beyond high school.

The AVID College Readiness System is the only elementary through higher education instructional system (K–16) which allows for regional alignment that strengthens student potential for completion. AVID-trained educators teach students academic and social skills to help them develop the habits and behaviors needed to succeed in a rigorous curriculum. The AVID College Readiness System is a catalyst for developing a school culture that closes the achievement, expectation, and opportunity gaps many students face, and it prepares all students for success in a global society.

At the elementary level, AVID instructional practices are used schoolwide. At the secondary level, AVID instructional practices are used schoolwide and the AVID Elective class is utilized to add an extra layer of support for college readiness if a student chooses to participate. In addition, AVID professional learning and resources help teachers improve student performance by embedding best teaching practices, encouraging self-advocacy, providing support, and building relationships that encourage high levels of student engagement.

Location of services: All Middle Schools, Osseo and Maple Grove Senior Highs, and Edinbrook Elementary

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 2024	Target 2025	Target 2026
Osseo Area Schools will provide support for Advancement Via Individual Determination (AVID) to seek racial integration gap reduction of 1% each year at schools that were identified as Racially Isolated Schools. District Overall SOC 60.4%, RIS implementing AVID SOC 90.3%= 2023 Gap 30.1%	28.1%	26.1%	24.1%
The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for for students of color at RIS implementing AVID programming. SY2022 SOC Proficiency 32.8% - Gap 52.2%	50.2%	48.2%	46.2%

Strategy #4 Leveraging community partnerships to strengthen programming

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:

☒ 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.

Park Brook Elementary collaborates with community partners to implement Focused on Fitness to increase academic growth and provide health benefits for students. Before and after school programs provide opportunities for students to be active. Each school day begins with a "Brain Boost" to prepare scholars for learning, and teachers incorporate additional Brain Boosts throughout the day to keep students focused and engaged in learning and increase their academic achievement.

Families can integrate fitness into their student's before- and after-school experience with classes like Morning Move, After-School Boot Camp, and Bucket Drumming. Scholars can also take part in the American Heart Association Double Dutch team, run the Twin Cities 5K, learn to cross-country ski, and participate in monthly weekend field trips that keep our school community active.

Location of services: Park Brook Elementary

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 2024	Target 2025	Target 2026
The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for for students of color at Park Brook. 2022 Gap: Asian/Pacific Islander 60.8%, Black 64%, Hispanic 50%, Two or more Races 54.2%	Asian/Pacific Islander 58.8%, Black 62%, Hispanic 48%, Two or more Races 52.2%	Asian/Pacific Islander 56.8%, Black 60%, Hispanic 46%, Two or more Races 50.2%	Asian/Pacific Islander 54.8%, Black 58%, Hispanic 44%, Two or more Races 48.2%

Strategy #5 International Baccalaureate Programming

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.

Park Center Senior High: An International Baccalaureate World School serves students in grades 9-12 and is one of three comprehensive high schools in Osseo Area Schools. All students at Park Center benefit from academic, leadership, and co-curricular opportunities, helping them graduate with the confidence to achieve their dreams and find their path. Enriched curriculum opportunities include:
- Advanced Placement (AP) courses
- Honors Programs (HP)
- Post-Secondary Enrollment Options (PSEO)
- International Baccalaureate Diploma Programme
- Hmong for Native Speakers and Spanish for Native Speakers courses

Park Center Senior High is also home to award-winning athletic and fine arts programs that offer students co-curricular involvement. A wide variety of student groups, clubs and organizations also exist, allowing all students opportunities to be involved in their school community.

Location of services: Park Center Senior High

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 2024	Target 2025	Target 2026
Osseo Area Schools will provide support for International Baccalaureate Programming to seek racial integration gap reduction of 1% each year at schools that were identified as Racially Isolated Schools. District Overall SOC 60.4%, RIS implementing International Baccalaureate Programming SOC 89%= 2023 Gap 28.6%	27.6%	26.6%	25.6%

Strategy #6 Partnering with Regional Centers of Excellence to strengthen programming

Type of Strategy:

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

Narrative description of this strategy.

Minnesota's Regional Centers of Excellence (RCE) deliver support and services straight to schools. Centers are staffed by specialists with a full range of expertise, including math, reading, special education, English language development, equity, graduation support, implementation, data analysis, school leadership, and district support.

For schools identified under the accountability system, the RCEs provide on-the-ground assistance to create the capacity and conditions that support change and continuous improvement. The Centers partner with leadership teams to facilitate school improvement efforts focused on equity for underserved student groups.

Schools receiving comprehensive support conduct a needs assessment, build and strengthen leadership teams, and develop school improvement plans. Schools have identified core instruction to be a need. Sites are working to unpack standards, create walk-through protocols, and focus professional development on creating rigorous core instruction.

Location of services: Various sites

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 2024	Target 2025	Target 2026
The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for students of color at RIS working with the Regional Centers of Excellence. 2022 Gap: Asian/Pacific Islander 52.7%, Black 52.9%, Hispanic 60%, Two or more Races 46.2%	Asian/Pacific Islander 50.7%, Black 50.9%, Hispanic 58%, Two or more Races 44.2%	Asian/Pacific Islander 48.7%, Black 48.9%, Hispanic 56%, Two or more Races 42.2%	Asian/Pacific Islander 46.7%, Black 46.9%, Hispanic 54%, Two or more Races 40.2%

Strategy #7 Family Engagement and Empowerment

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

Narrative description of this strategy.

The Osseo Area Schools Family and Community Engagement (FACE) department strengthens and sustains authentic relationships within the district community. Through meaningful partnerships, FACE seeks to enable scholars to achieve their brilliance while also engaging with and holding space for the various perspectives of district families and community members.

FACE:
- Consults and co-creates with school sites as they strengthen their engagement strategies and practices.
- Supports school sites in creating collaborative and meaningful partnerships with their families.
- Provides district-wide direction for collective engagement practices.
- Facilitates site-specific family and community engagement training and development.
- Works in partnership with the Department of Educational Equity (DOEE) to identify culturally responsive summer programs that support identity development and academic enrichment for scholars through exploring literacy, mathematics, science, and the arts.

Location of services: All sites

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) 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 2024	Target 2025	Target 2026
The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for students of color. 2022 Gap: American Indian 47.7%, Asian/Pacific Islander 42.6%, Black 50.9%, Hispanic 49.6%, Two or more Races 36.4%	American Indian 45.7%, Asian/Pacific Islander 40.6%, Black 48.9%, Hispanic 47.6%, Two or more Races 34.4%	American Indian 43.7%, Asian/Pacific Islander 38.6%, Black 46.9%, Hispanic 45.6%, Two or more Races 32.4%	American Indian 41.7%, Asian/Pacific Islander 36.6%, Black 44.9%, Hispanic 43.6%, Two or more Races 30.4%

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:
- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

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.

Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

Quarterly District-wide Equity Seminars
- Helping to determine the most effective engagement strategies for each child.
- Broadening and deepening our district understanding of Street Data (Safir and Dugan) to humanize the experiences of our students, staff, and community members.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programming and increasing student success, especially for emerging multilingual learners and students of color.

Educational Equity (EE) Coordinators

- Provide direct services to students
- Facilitate and coordinate culturally-responsive teaching practices within the AI Plan
- Modeling to ensure each scholar feels welcome and engaged, with their humanity intact
- Demonstrate culturally-responsive curriculum, instruction, and effective pedagogy
- Engage scholars and staff in the academic achievement of historically underrepresented student groups
- Develop professional learning opportunities to increase educational outcomes
- Co-teaching, modeling, and mentoring
- Family and Community Engagement
- Student Assistance Team participation and action research
- Analyze and utilize student academic data for continuous improvement
- Identify barriers in classroom instructional practices that contribute to disproportionate outcomes for historically marginalized scholars

Equity Teachers and Equity Specialists

- Provide coaching and training for racial equity
- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)

- Provide anti-racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year as we center the Indigenous identity and culture within our instruction and school experience.

Location of services: All sites

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 2024	Target 2025	Target 2026
The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for students of color. 2022 Gap: American Indian 47.7%, Asian/Pacific Islander 42.6%, Black 50.9%, Hispanic 49.6%, Two or more Races 36.4%	American Indian 45.7%, Asian/Pacific Islander 40.6%, Black 48.9%, Hispanic 47.6%, Two or more Races 34.4%	American Indian 43.7%, Asian/Pacific Islander 38.6%, Black 46.9%, Hispanic 45.6%, Two or more Races 32.4%	American Indian 41.7%, Asian/Pacific Islander 36.6%, Black 44.9%, Hispanic 43.6%, Two or more Races 30.4%

Strategy #9 Comprehensive District-wide Reading Instruction (Coaching), Support, and Continuous Improvement

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

Narrative description of this strategy.

The Osseo Area School District provides a Multi-Tiered System of Supports to meet the literacy needs of all students. Our first consideration is to provide all students with highly effective core instruction that is aligned with the Minnesota English Language Arts standards and research-based instructional practices. Elementary reading instruction focuses on the essential components of reading highlighted in Scarborough's Reading Rope; phonemic awareness, phonics, fluency, vocabulary, and comprehension. In secondary English language Arts (ELA), classroom teachers integrate reading instruction into the ELA content. To meet the needs of students who require additional support to reach grade-level standards, teachers provide research-based interventions and regularly monitor student progress to ensure they are making growth toward reading proficiency.

Ongoing professional development helps teachers in Osseo Area Schools stay current with research-based instructional strategies. Professional development is provided to teachers throughout the year in a variety of ways. All teachers are members of Professional Learning Communities which examine student assessment data and refine current instructional practices. The focus of ongoing and job-embedded district-wide professional development is research-informed practices of instruction, interventions, assessments, and data use to improve student learning.

Location of services: All sites

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 2024	Target 2025	Target 2026
The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for students of color. 2022 Gap: American Indian 47.7%, Asian/Pacific Islander 42.6%, Black 50.9%, Hispanic 49.6%, Two or more Races 36.4%	American Indian 45.7%, Asian/Pacific Islander 40.6%, Black 48.9%, Hispanic 47.6%, Two or more Races 34.4%	American Indian 43.7%, Asian/Pacific Islander 38.6%, Black 46.9%, Hispanic 45.6%, Two or more Races 32.4%	American Indian 41.7%, Asian/Pacific Islander 36.6%, Black 44.9%, Hispanic 43.6%, Two or more Races 30.4%

Strategy #10 Recruitment and Retention of Staff of Color Plan

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:

Focused attention on increasing and retaining teachers, particularly teachers of color and Indigenous teachers. We have started a Teacher of Color mentorship program and work in collaboration with our local union to support new teachers. In addition, we have made changes to our collective bargaining agreement to attract experienced, tier 3 and 4 licensed teachers as well as provide additional professional development and support to our teachers at high-needs schools. Finally, we work to create candidate pools and issue early teaching contracts that support the priority of an equitable distribution of staff.

We are in our 7th year of a priority result centered around hiring staff that mirror the demographics of our students. As a district, we have implemented multiple strategies toward this goal including a career pathways program, a Teacher of Color mentoring program, and we have been collaborating closely with our HR recruitment and retention manager to strengthen our work.

Location of services: All sites

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 2024	Target 2025	Target 2026
The percent of staff of color will increase by 1% each year from 14.9% in Spring of 2022.	15.9%	16.9%	17.9%

Strategy #11 Targeted support for American Indian students

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.

Osseo Area Schools is working closely with both its American Indian Parent Advisory Committee (AIPAC), as well as its American Indian Education team to bring customized academic support services to its American Indian students. As a system, we are committed to the academic success of our American Indian students by implementing:

- Attendance and Academic Achievement Support: Evaluate current resources that are or are not working for a student, as well as what additional resources can be applied to successfully support attendance and achievement such as counselors and tutors (K-12). Educational resources and materials will be used to support students with the overarching focus of:
    - Enhancing cultural identity (K-12)
    - Analyzing and breaking down attendance barriers, as well as key academic interventions as needed in core content (6-12), and reading and mathematics (K-5)
    - Establish recurring meetings with students to discuss attendance and identify barriers (K-12)
    - Establish goal setting and career outlook for students surrounding their individual interests and talents, with a Tribal College and University (TCU) focus, while highlighting importance of American Indian graduation, scheduling and programming (6-12)
    - Meet with students to help support individual goals as well as having the family engage in goal setting conversations (K-12)
- Credit Recovery: working with individual high schools to identify American Indian students and school counselor assignments, and monitor communication to students and families regarding credit recovery opportunities in grades 9-12
- MTSS at each high school that meets American Indian students' needs: ensure school counselors communicate lab support structures to students and families each trimester (email, TalkingPoints, written communication) to ensure that multiple opportunities are available to make up credits via lab courses
- ADSIS: Counselors in middle schools are monitoring the reading and math progress of our American Indian students in grades 6-8, identifying opportunities with families for any ADSIS support, and seeking collaboration for mutual agreement
- Student engagement connected to attendance progress monitoring in grades 6-12; academic success would also be measured by attendance increases and district-sponsored American Indian Attendance Honoring events with a specific community connection

Location of services: All sites

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 2024	Target 2025	Target 2026
The graduation rate of American Indian Students will increase by 4% each year. SY2021 District Graduation Rate of American Indian Students 47.1%	51.1%	55.1%	59.1%

Strategy #12 Staff development on supporting Indigenous students

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

Narrative description of this strategy.

Osseo Area Schools is working closely with both its American Indian Parent Advisory Committee (AIPAC), as well as its American Indian Education team to bring customized academic support services to its American Indian students. As a system, we are committed to embedding staff development as a component of our district-wide work to support our American Indian students by implementing:

- Pedagogy to Practice for 6th grade teachers as a district-wide commitment to deepen the knowledge of our social studies curriculum and ensure it reflects an Indigenous lens in centering the history and current events within our American Indian communities in Minnesota

- A K-12 system-level approach to creating lesson implementation within the district to deepen our students' understanding of the 11 Tribal Nations within the state of Minnesota, the definition of a treaty, and the hundreds of treaties signed between sovereign nations and the federal government of the United States

- The Seven Grandfather teachings, and the Indigenous approach to centering positive behavioral intervention supports within the classroom and school building as a means to foster a community and human-centered approach to restoring positive climate within our schools and communities

- Indigenous Check and Connect - building the knowledge and the necessity for district staff to understand the reason behind recruitment and retention for additional American Indian staff within the district to implement American Indian 1:1 academic, attendance, and intervention support

- Embedded American Indian Education knowledge that is geared toward staff at the district office, as part of the yearly professional development, to build knowledge and understanding of the mission and vision of the team as it connects to our American Indian students, staff, and community

Location of services: All Sites

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 2024	Target 2025	Target 2026
The graduation rate of American Indian Students will increase by 4% each year. SY2021 District Graduation Rate of American Indian Students 47.1%	51.1%	55.1%	59.1%

Strategy #13 District will participate in NWSISD sponsored student service opportunities

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:

Student programs provided through NWSISD focus on four educational concepts: Aspirations, Expectations, Opportunities, and Achievement. Students experience activities focus on introspection, learning how culture shapes expectations, setting goals, and understanding expectations for what it means to be college or career ready. Specific examples of activities included in this intervention are: college field trips, career exploration, service learning, team building, and guest speakers. College field trips may be provided for elementary, middle and high schools. Programs such as educators rising and AVID often benefit from this programing directly. In addition, other college and or career fairs or conferences may be part of this intervention.

Grade levels to be served: K - 12

Location of services: Multiple sites

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 2024	Target 2025	Target 2026
The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for for students of color at RIS implementing NUA programming. SY2022 SOC Proficiency 25.5% - Gap 59.5%	57.5%	55.5%	53.5%

Creating Efficiencies and Eliminating Duplicative Programs

The Department of Educational Equity (DOEE) works in partnership with each of its sites to ensure that a sustainable, systems-driven set of policies, practices, and processes are embedded at multiple levels of our school sites:

- Equity Specialists lead REAL TALK, which is a student-facing program. This leadership group is social justice themed. Students join based on interest and form groups of 10-90 student participants at secondary sites. Often the students are identified based on racial and/or ethnic representation at the school to ensure we are centering the historically marginalized identities of secondary students within our district. These groups build the confidence and creative skills for students in grades 6-12 to engage more fully in the school day.

- Equity Specialists also work with specific grades (primarily grades 9-12) to lead dropout prevention data review with a focus on specific humanizing, culturally responsive and relevant practices that center the multiple identities of our historically marginalized students, and influence the graduation planning process for students who are at risk for dropout.

- Equity Specialists lead student-facing programs at the elementary level, including leadership groups of 10-15 students who are identified by both DOEE and school-based staff. Often the students are identified based on racial and/or ethnic representation at the school to ensure that we are centering the historically marginalized identities of elementary students within our district. These groups build the confidence and creative skills for students (primarily in grades 3-5) to engage more fully in the school day.

- Equity Specialists also work with specific grades (primarily grades K-2) to lead group readings with specific humanizing, culturally responsive and relevant books that center the multiple identities of our historically marginalized students.

- Equity Teachers at the secondary level are positioned to partner 1:1 with teachers and with Learning and Achievement district staff to identify new staff who have not yet been deeply involved in embedding our distinct core values and equity mission within their classroom practices. As such, Equity Teachers ensure that customized learning is centered for its participants, and act as a resource to model and share best lesson planning strategies for district staff.

- Equity Teachers at the elementary level lead professional development for teachers within our district, ensuring that equity is embedded per the Equity Foundational Training components, Quarterly Equity Seminar content,

and school-specific demographics for culturally diverse and responsive teaching practices. Teachers at sites partnered with the National Urban Alliance (NUA) work in deep collaboration with their coaches, in order to lead, model, and observe high intellectual performances and high operational practices that best engage our students. Teachers at non-NUA sites work to tailor professional development, which is specific to a grade level and/or grade section where school site leadership has identified culturally responsive needs for their students.

- Equity Coordinators are the primary conduit of communication from the DOEE to Principals and lead the DOEE priority work at the sites they support. Equity Coordinators convene with site leaders, and determine the scope and sequence as well as the most effective means to center the work for their sites (e.g. school site equity team, building leadership team, instructional leadership team) during the school year.

- Equity Coordinators convene with leadership to pace the work, to ensure alignment with district and site priorities, to monitor the progress of the work from Equity Specialists and Equity Teachers, and to lead any pivots that are necessary for deeper and more aligned work for our instruction, climate, culture, continuous improvement, and leadership.

Racially Identifiable School(s) (RIS)

Birch Grove Elementary

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:
- Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
- 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.
- Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

RIS Goal # 1   Osseo Area Schools will provide support for specialized programming to seek racial integration gap reduction of 1% each year at schools that were identified as Racially Isolated Schools through partnerships with Northwest Suburban Integration School District (NWSISD), National Urban Alliance (NUA), Advancement Via Individual Determination (AVID), International Baccalaureate (IB), Regional Centers of Excellence, and community partners that seek racial and economic integration and achievement gap closure for Osseo Area Schools students.

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

Goal type: Integration

Strategy #1 Magnet School Programming
Strategy #7 Family Engagement and Empowerment
Strategy #8 Comprehensive District-wide Equity Training and Support
Strategy #13 District will participate in NWSISD sponsored student service opportunities

RIS Goal # 2   The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for each identified group.

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

Goal type: Achievement Disparity

Strategy #6 Partnering with Regional Centers of Excellence to strengthen programming
Strategy #7 Family Engagement and Empowerment
Strategy #8 Comprehensive District-wide Equity Training and Support
Strategy #9 Comprehensive District-wide Reading Instruction (Coaching), Support, and Continuous Improvement
Strategy #11 Targeted support for American Indian students

RIS Goal # 3 The percent of staff of color working in Osseo Area Schools will increase by 1% each year from 14.94% in Spring 2022.

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

Goal type: Teacher Equity

Strategy #8 Comprehensive District-wide Equity Training and Support
Strategy #10 Recruitment and Retention of Staff of Color Plan

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* section 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).

RIS Goal # 1   Osseo Area Schools will provide support for specialized programming to seek racial integration gap reduction of 1% each year at schools that were identified as Racially Isolated Schools through partnerships with Northwest Suburban Integration School District (NWSISD), National Urban Alliance (NUA), Advancement Via Individual Determination (AVID), International Baccalaureate (IB), Regional Centers of Excellence, and community partners that seek racial and economic integration and achievement gap closure for Osseo Area Schools students.

Strategy #1 Magnet School Programming

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.

☐ Increases cultural fluency, competency, and interaction.

☐ Increases graduation rates.

☒ Provides school enrollment choices.

☐ Increases access to effective and diverse teachers.

Narrative description of this strategy:

As an arts magnet at the elementary level, Birch Grove Elementary offers a strong academic core with opportunities for students K-5 to create at many levels, including a strong theater arts program for all students. Teaching through

the arts helps students experience concepts rather than merely discussing or reading about them. The study of the arts has been linked to students' increased critical and creative thinking skills, self-esteem, willingness to take risks, and ability to work with others.

The school has increased its enrollment from FY 2022 to FY 2023, and continues to build on the importance of centering visual and theater arts that is embedded in its curriculum.

Students at Birch Grove Elementary receive 150 more minutes of arts instruction (per six-day cycle) than students at other schools. This means children can delve deeper into important arts-related concepts that will set them up for success in middle and high school. At Birch Grove, staff coordinate many opportunities for scholars to go deeper in their arts education, including:
- Drama and art instruction offered weekly
- Band, choir and orchestra
- Instruction in stringed instruments beginning in third grade
- Birch Grove and Company Arts Troupes
- Annual spring musical
- Birch Grove TV
- Elective courses
- Arts experiences made possible by grants from the District 279 Foundation

Strategy #7 Family Engagement and Empowerment

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

Our family engagement and empowerment is strengthened by our deep partnership and input from the American Indian Education team (AIE), as well as the American Indian Parental Advisory Committee (AIPAC).
- Identity and School Culture: per recommendations from AIPAC and AIE, the site implemented a guided Indigenous lesson rooted in tribal sovereignty during the first trimester, and continues to participate in American Indian Education activities that bolster deep cultural heritage learning and participation. The site will continue to deepen the Indigenous lens within its curriculum for the next three (3) years, including a districtwide Pedagogy to Practice two-day professional learning with its Social Studies team, focused on Indigenous learning;
- Street Data: The Osseo School Board, Department of Educational Equity, Department of Learning and Achievement, and Department of Student Services have invested in the Street Data approach to centering the identity and needs of each individual student. As such, our district will continue to work with our AIE team as well as invest in an Indigenous approach to Check and Connect that centers student engagement (e.g. American Indian Attendance Honoring events), and will continue to center Indigenous identity and culture (e.g. language courses, tutoring services that are tailored to Indigenous students, district wide PSEO expectations and communication strategies for our students and families).
- Through Family and Community Engagement (FACE), the team consults and co-creates with school sites as they strengthen their engagement strategies and practices, supports school sites in creating collaborative and meaningful partnerships with their families; finally, FACE facilitates site-specific family and community engagement training and development.
- Works in partnership with the DOEE to identify culturally responsive summer programs that support identity development, and academic enrichment for scholars through exploring literacy, mathematics, science and the arts.

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:
- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

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.

Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

Quarterly District-wide Equity Seminars
- Helping to determine the most effective engagement strategies for each child.
- Broadening and deepening our district understanding of Street Data (Safir and Dugan) to humanize the experiences of our students, staff, and community members.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programming and increasing student success, especially for emerging multilingual learners and students of color.

Educational Equity (EE) Coordinators
- Provide direct services to students
- Facilitate and coordinate culturally-responsive teaching practices within the AI Plan
- Modeling to ensure each scholar feels welcome and engaged, with their humanity intact
- Demonstrate culturally-responsive curriculum, instruction, and effective pedagogy
- Engage scholars and staff in the academic achievement of historically underrepresented student groups
- Develop professional learning opportunities to increase educational outcomes
- Co-teaching, modeling, and mentoring
- Family and Community Engagement
- Student Assistance Team participation and action research
- Analyze and utilize student academic data for continuous improvement
- Identify barriers in classroom instructional practices that contribute to disproportionate outcomes for historically marginalized scholars

Equity Teachers and Equity Specialists
- Provide coaching and training for racial equity
- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)

- Provide anti-racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year as we center the Indigenous identity and culture within our instruction and school experience.

Strategy #13 District will participate in NWSISD sponsored student service opportunities

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:

Student programs provided through NWSISD focus on four educational concepts: Aspirations, Expectations, Opportunities, and Achievement. Students experience activities focus on introspection, learning how culture shapes expectations, setting goals, and understanding expectations for what it means to be college or career ready. Specific examples of activities included in this intervention are: college field trips, career exploration, service learning, team building, and guest speakers. College field trips may be provided for elementary, middle and high schools. Programs such as educators rising and AVID often benefit from this programing directly. In addition, other college and or career fairs or conferences may be part of this intervention.

RIS Goal # 2   The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for each identified group.

Strategy #6 Partnering with Regional Centers of Excellence to strengthen programming

Type of Strategy:

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

Narrative description of this strategy.

Minnesota's Regional Centers of Excellence (RCE) deliver support and services straight to schools. Centers are staffed by specialists with a full range of expertise, including math, reading, special education, English language development, equity, graduation support, implementation, data analysis, school leadership, and district support.

For schools identified under the accountability system, the RCEs provide on-the-ground assistance to create the capacity and conditions that support change and continuous improvement. The Centers partner with leadership teams to facilitate school improvement efforts focused on equity for underserved student groups.

Schools receiving comprehensive support conduct a needs assessment, build and strengthen leadership teams, and develop school improvement plans. Schools have identified core instruction to be a need. Sites are working to unpack standards, create walk-through protocols, and focus professional development on creating rigorous core instruction.

Strategy #7 Family Engagement and Empowerment
Our family engagement and empowerment is strengthened by our deep partnership and input from the American Indian Education team (AIE), as well as the American Indian Parental Advisory Committee (AIPAC).
- Identity and School Culture: per recommendations from AIPAC and AIE, the site implemented a guided Indigenous lesson rooted in tribal sovereignty during the first trimester, and continues to participate in American Indian Education activities that bolster deep cultural heritage learning and participation. The site will continue to deepen the Indigenous lens within its curriculum for the next three (3) years, including a districtwide Pedagogy to Practice two-day professional learning with its Social Studies team, focused on Indigenous learning;
- Street Data: The Osseo School Board, Department of Educational Equity, Department of Learning and Achievement, and Department of Student Services have invested in the Street Data approach to centering the identity and needs of each individual student. As such, our district will continue to work with our AIE team as well as invest in an Indigenous approach to Check and Connect that centers student engagement (e.g. American Indian Attendance Honoring events), and will continue to center Indigenous identity and culture (e.g. language courses, tutoring services that are tailored to Indigenous students, district wide PSEO expectations and communication strategies for our students and families).
- Through Family and Community Engagement (FACE), the team consults and co-creates with school sites as they strengthen their engagement strategies and practices, supports school sites in creating collaborative and meaningful partnerships with their families; finally, FACE facilitates site-specific family and community engagement training and development.
- Works in partnership with the DOEE to identify culturally responsive summer programs that support identity development, and academic enrichment for scholars through exploring literacy, mathematics, science and the arts.

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:

- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

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:

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☒ Increases cultural fluency, competency, and interaction.
☐ Increases graduation rates.
☒ Increases access to effective and diverse teachers.

Narrative description of this strategy.

Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

Quarterly District-wide Equity Seminars
- Helping to determine the most effective engagement strategies for each child.
- Broadening and deepening our district understanding of Street Data (Safir and Dugan) to humanize the experiences of our students, staff, and community members.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programming and increasing student success, especially for emerging multilingual learners and students of color.

Educational Equity (EE) Coordinators
- Provide direct services to students
- Facilitate and coordinate culturally-responsive teaching practices within the AI Plan
- Modeling to ensure each scholar feels welcome and engaged, with their humanity intact
- Demonstrate culturally-responsive curriculum, instruction, and effective pedagogy
- Engage scholars and staff in the academic achievement of historically underrepresented student groups
- Develop professional learning opportunities to increase educational outcomes
- Co-teaching, modeling, and mentoring
- Family and Community Engagement
- Student Assistance Team participation and action research
- Analyze and utilize student academic data for continuous improvement
- Identify barriers in classroom instructional practices that contribute to disproportionate outcomes for historically marginalized scholars

Equity Teachers and Equity Specialists
- Provide coaching and training for racial equity
- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race
- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)

- Provide anti-racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year as we center the Indigenous identity and culture within our instruction and school experience.

Strategy #9 Comprehensive District-wide Reading Instruction (Coaching), Support, and Continuous Improvement

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

Narrative description of this strategy.

The Osseo Area School District provides a Multi-Tiered System of Supports to meet the literacy needs of all students. Our first consideration is to provide all students with highly effective core instruction that is aligned with the Minnesota English Language Arts standards and research-based instructional practices. Elementary reading instruction focuses on the essential components of reading highlighted in Scarborough's Reading Rope; phonemic awareness, phonics, fluency, vocabulary, and comprehension. In secondary English language Arts (ELA), classroom teachers integrate reading instruction into the ELA content. To meet the needs of students who require additional support to reach grade-level standards, teachers provide research-based interventions and regularly monitor student progress to ensure they are making growth toward reading proficiency.

Ongoing professional development helps teachers in Osseo Area Schools stay current with research-based instructional strategies. Professional development is provided to teachers throughout the year in a variety of ways. All teachers are members of Professional Learning Communities which examine student assessment data and refine current instructional practices. The focus of ongoing and job-embedded district-wide professional development is research-informed practices of instruction, interventions, assessments, and data use to improve student learning.

Strategy #11 Targeted support for American Indian students

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:

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☐ 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.

Osseo Area Schools is working closely with both its American Indian Parent Advisory Committee (AIPAC), as well as its American Indian Education team to bring customized academic support services to its American Indian students. As a system, we are committed to the academic success of our American Indian students by implementing:

- Attendance and Academic Achievement Support: Evaluate current resources that are or are not working for a student, as well as what additional resources can be applied to successfully support attendance and achievement such as counselors and tutors (K-12). Educational resources and materials will be used to support students with the overarching focus of:
    - Enhancing cultural identity (K-12)
    - Analyzing and breaking down attendance barriers, as well as key academic interventions as needed in core content (6-12), and reading and mathematics (K-5)
    - Establish recurring meetings with students to discuss attendance and identify barriers (K-12)
    - Establish goal setting and career outlook for students surrounding their individual interests and talents, with a Tribal College and University (TCU) focus, while highlighting importance of American Indian graduation, scheduling and programming (6-12)
    - Meet with students to help support individual goals as well as having the family engage in goal setting conversations (K-12)
- Credit Recovery: working with individual high schools to identify American Indian students and school counselor assignments, and monitor communication to students and families regarding credit recovery opportunities in grades 9-12
- MTSS at each high school that meets American Indian students' needs: ensure school counselors communicate lab support structures to students and families each trimester (email, TalkingPoints, written communication) to ensure that multiple opportunities are available to make up credits via lab courses
- ADSIS: Counselors in middle schools are monitoring the reading and math progress of our American Indian students in grades 6-8, identifying opportunities with families for any ADSIS support, and seeking collaboration for mutual agreement
- Student engagement connected to attendance progress monitoring in grades 6-12; academic success would also be measured by attendance increases and district-sponsored American Indian Attendance Honoring events with a specific community connection

Location of services: All sites

RIS Goal # 3 The percent of staff of color working in Osseo Area Schools will increase by 1% each year from 14.94% in Spring 2022.

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:
- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

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:

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☐ Increases graduation rates.
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Narrative description of this strategy.

Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

Quarterly District-wide Equity Seminars

- Helping to determine the most effective engagement strategies for each child.
- Broadening and deepening our district understanding of Street Data (Safir and Dugan) to humanize the experiences of our students, staff, and community members.
- Providing extensive training and on-going practical classroom tools and support for teachers.
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Educational Equity (EE) Coordinators

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Equity Teachers and Equity Specialists

- Provide coaching and training for racial equity
- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)

- Provide anti-racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year as we center the Indigenous identity and culture within our instruction and school experience.

Strategy #10 Recruitment and Retention of Staff of Color Plan

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:

Focused attention on increasing and retaining teachers, particularly teachers of color and Indigenous teachers. We have started a Teacher of Color mentorship program and work in collaboration with our local union to support new teachers. In addition, we have made changes to our collective bargaining agreement to attract experienced, tier 3 and 4 licensed teachers as well as provide additional professional development and support to our teachers at high-needs schools. Finally, we work to create candidate pools and issue early teaching contracts that support the priority of an equitable distribution of staff.

We are in our 7th year of a priority result centered around hiring staff that mirror the demographics of our students. As a district, we have implemented multiple strategies toward this goal including a career pathways program, a Teacher of Color mentoring program, and we have been collaborating closely with our HR recruitment and retention manager to strengthen our work.

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 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 2024**	**Target 2025**	**Target 2026**
Osseo Area Schools will provide support for magnet programming in partnership with NWSISD to seek racial integration gap reduction of 1% each year at Birch Grove. District Overall SOC 60.4%, Birch Grove SOC 85.4%= 2023 Gap 25%	24%	23%	22%
The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for students of color at Birch Grove.	Asian/Pacific Islander 54%, Black 40.4%, Hispanic 51.7%	Asian/Pacific Islander 52%, Black 38.4%, Hispanic 49.7%	Asian/Pacific Islander 50%, Black 36.4%, Hispanic 47.7%

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 2024	Target 2025	Target 2026
2022 Gap: American Indian NA, Asian/Pacific Islander 56%, Black 42.4%, Hispanic 53.7%, Two or more Races NA%			
The percent of staff of color will increase by 1% at RIS each year from Spring of 2022. Licenced Staff of Color 12.9%, Non-Licensed Staff of Color 39.4%, Administrators of Color 47.1%	Licenced Staff of Color 13.9%, Non-Licensed Staff of Color 40.4%, Administrators of Color 48.1%	Licenced Staff of Color 14.9%, Non-Licensed Staff of Color 41.4%, Administrators of Color 49.1%	Licenced Staff of Color 15.9%, Non-Licensed Staff of Color 42.4%, Administrators of Color 50.1%

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)).

The Department of Educational Equity (DOEE) works in partnership with each of its sites to ensure that a sustainable, systems-driven set of policies, practices, and processes are embedded at multiple levels of our school sites:

- Equity Specialists lead REAL TALK, which is a student-facing program. This leadership group is social justice themed. Students join based on interest and form groups of 10-90 student participants at secondary sites. Often the students are identified based on racial and/or ethnic representation at the school to ensure we are centering the historically marginalized identities of secondary students within our district. These groups build the confidence and creative skills for students in grades 6-12 to engage more fully in the school day.

- Equity Specialists also work with specific grades (primarily grades 9-12) to lead dropout prevention data review with a focus on specific humanizing, culturally responsive and relevant practices that center the multiple identities of our historically marginalized students, and influence the graduation planning process for students who are at risk for dropout.

- Equity Specialists lead student-facing programs at the elementary level, including leadership groups of 10-15 students who are identified by both DOEE and school-based staff. Often the students are identified based on racial and/or ethnic representation at the school to ensure that we are centering the historically marginalized identities of elementary students within our district. These groups build the confidence and creative skills for students (primarily in grades 3-5) to engage more fully in the school day.

- Equity Specialists also work with specific grades (primarily grades K-2) to lead group readings with specific humanizing, culturally responsive and relevant books that center the multiple identities of our historically marginalized students.

- Equity Teachers at the secondary level are positioned to partner 1:1 with teachers and with Learning and Achievement district staff to identify new staff who have not yet been deeply involved in embedding our distinct core values and equity mission within their classroom practices. As such, Equity Teachers ensure that customized learning is centered for its participants, and act as a resource to model and share best lesson planning strategies for district staff.

- Equity Teachers at the elementary level lead professional development for teachers within our district, ensuring

that equity is embedded per the Equity Foundational Training components, Quarterly Equity Seminar content, and school-specific demographics for culturally diverse and responsive teaching practices. Teachers at sites partnered with the National Urban Alliance (NUA) work in deep collaboration with their coaches, in order to lead, model, and observe high intellectual performances and high operational practices that best engage our students. Teachers at non-NUA sites work to tailor professional development, which is specific to a grade level and/or grade section where school site leadership has identified culturally responsive needs for their students.

● Equity Coordinators are the primary conduit of communication from the DOEE to Principals and lead the DOEE priority work at the sites they support. Equity Coordinators convene with site leaders, and determine the scope and sequence as well as the most effective means to center the work for their sites (e.g. school site equity team, building leadership team, instructional leadership team) during the school year.

● Equity Coordinators convene with leadership to pace the work, to ensure alignment with district and site priorities, to monitor the progress of the work from Equity Specialists and Equity Teachers, and to lead any pivots that are necessary for deeper and more aligned work for our instruction, climate, culture, continuous improvement, and leadership.

Racially Identifiable School(s) (RIS)

Crest View Elementary

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:
- Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
- 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.
- Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

RIS Goal # 1 Osseo Area Schools will provide support for specialized programming to seek racial integration gap reduction of 1% each year at schools that were identified as Racially Isolated Schools through partnerships with Northwest Suburban Integration School District (NWSISD), National Urban Alliance (NUA), Advancement Via Individual Determination (AVID), International Baccalaureate (IB), Regional Centers of Excellence, and community partners that seeks racial and economic integration and achievement gap closure for Osseo Area Schools students.
Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Integration

Strategy #2 NUA Programming and Site Implementation at Elementary Sites
Strategy #6 Partnering with Regional Centers of Excellence to strengthen programming
Strategy #7 Family Engagement and Empowerment
Strategy #8 Comprehensive District Wide Equity Training and Support
Strategy #13 District will participate in NWSISD sponsored student service opportunities

RIS Goal # 2 The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for each identified group.

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

Goal type: Achievement Disparity

Strategy #2 NUA Programming and Site Implementation at Elementary Sites
Strategy #6 Partnering with Regional Centers of Excellence to strengthen programming
Strategy #7 Family Engagement and Empowerment
Strategy #8 Comprehensive District Wide Equity Training and Support
Strategy #9 Comprehensive District Wide Reading Instruction (Coaching), Support and Continuous Improvement
Strategy #11 Targeted support for American Indian students

RIS Goal # 3 The percent of staff of color working in Osseo Area Schools will increase by 1% each year from 14.94% in Spring 2022.

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

Goal type: Teacher Equity

Strategy #8 Comprehensive District Wide Equity Training and Support
Strategy #10 Recruitment and Retention of Staff of Color Plan

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* section below (Minn. Stat. § 124D.861, subd. 2).

RIS Goal # 1 Osseo Area Schools will provide support for specialized programming to seek racial integration gap reduction of 1% each year at schools that were identified as Racially Isolated Schools through partnerships with Northwest Suburban Integration School District (NWSISD), National Urban Alliance (NUA), Advancement Via Individual Determination (AVID), International Baccalaureate (IB), Regional Centers of Excellence, and community partners that seeks racial and economic integration and achievement gap closure for Osseo Area Schools students.

Strategy #2 NUA Programming and Site Implementation at Elementary Sites

Type of Strategy:

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

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☐ 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.
The National Urban Alliance (NUA) Professional Learning Model (PLM) is designed to transform underperforming schools into whole-school success where all students demonstrate High Intellectual Performances (HIP) using High Operational Practices (HOP) with the Pedagogy of Confidence™.
The National Urban Alliance partnership collaboration is defined by NUA's steps of implementation. The 12-step overview of the NUA implementation model includes the educators, school leaders, coaches, district leaders, full staff, and students.

The National Urban Alliance partnership is a practical, engaging, evidence-based program of professional learning, assessment tools, and capacity-building procedures for transformation and sustainability that enables schools to co-create curricula and instructional programs, collegially monitor their efforts, and continually rejuvenate their spirits to elicit high performances from students, teachers, and administrators.

Strategy #6 Partnering with Regional Centers of Excellence to strengthen programming

Type of Strategy:

- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
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- Street Data: The Osseo School Board, Department of Educational Equity, Department of Learning and Achievement, and Department of Student Services have invested in the Street Data approach to centering the identity and needs of each individual student. As such, our district will continue to work with our AIE team as well as invest in an Indigenous approach to Check and Connect that centers student engagement (e.g. American Indian Attendance Honoring events), and will continue to center Indigenous identity and culture (e.g. language

courses, tutoring services that are tailored to Indigenous students, district wide PSEO expectations and communication strategies for our students and families).
- Through Family and Community Engagement (FACE), the team consults and co-creates with school sites as they strengthen their engagement strategies and practices, supports school sites in creating collaborative and meaningful partnerships with their families; finally, FACE facilitates site-specific family and community engagement training and development.
- Works in partnership with the DOEE to identify culturally responsive summer programs that support identity development, and academic enrichment for scholars through exploring literacy, mathematics, science and the arts.

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:
- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
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- Equitable access to effective and more diverse teachers.

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Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

Quarterly District-wide Equity Seminars
- Helping to determine the most effective engagement strategies for each child.
- Broadening and deepening our district understanding of Street Data (Safir and Dugan) to humanize the experiences of our students, staff, and community members.
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- Providing implementation guidance for strengths-based programming and increasing student success, especially for emerging multilingual learners and students of color.

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- Provide direct services to students
- Facilitate and coordinate culturally-responsive teaching practices within the AI Plan
- Modeling to ensure each scholar feels welcome and engaged, with their humanity intact
- Demonstrate culturally-responsive curriculum, instruction, and effective pedagogy
- Engage scholars and staff in the academic achievement of historically underrepresented student groups
- Develop professional learning opportunities to increase educational outcomes
- Co-teaching, modeling, and mentoring

- Family and Community Engagement
- Student Assistance Team participation and action research
- Analyze and utilize student academic data for continuous improvement
- Identify barriers in classroom instructional practices that contribute to disproportionate outcomes for historically marginalized scholars

Equity Teachers and Equity Specialists

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- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)

- Provide anti-racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year as we center the Indigenous identity and culture within our instruction and school experience.

Strategy #13 District will participate in NWSISD sponsored student service opportunities

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:

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☒ Increases cultural fluency, competency, and interaction.
☐ Increases graduation rates.
☐ Increases access to effective and diverse teachers.

Narrative description of this strategy:

Student programs provided through NWSISD focus on four educational concepts: Aspirations, Expectations, Opportunities, and Achievement. Students experience activities focused on introspection, learning how culture shapes expectations, setting goals, and understanding expectations for what it means to be college or career ready. Specific examples of activities included in this intervention are: college field trips, career exploration, service learning, team building, and guest speakers. College field trips may be provided for elementary, middle and high schools. Programs such as educators rising and AVID often benefit from this programing directly. In addition, other college and or career fairs or conferences may be part of this intervention.

RIS Goal # 2 The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for each identified group.

Strategy #2 NUA Programming and Site Implementation at Elementary Sites

Type of Strategy:

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

Narrative description of this strategy.

The National Urban Alliance (NUA) Professional Learning Model (PLM) is designed to transform underperforming schools into whole-school success where all students demonstrate High Intellectual Performances (HIP) using High Operational Practices (HOP) with the Pedagogy of Confidence™.

The National Urban Alliance partnership collaboration is defined by NUA's steps of implementation. The 12-step overview of the NUA implementation model includes the educators, school leaders, coaches, district leaders, full staff, and students.

The National Urban Alliance partnership is a practical, engaging, evidence-based program of professional learning, assessment tools, and capacity-building procedures for transformation and sustainability that enables schools to co-create curricula and instructional programs, collegially monitor their efforts, and continually rejuvenate their spirits to elicit high performances from students, teachers, and administrators.

Strategy #6 Partnering with Regional Centers of Excellence to strengthen programming

Type of Strategy:

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

Narrative description of this strategy.

Minnesota's Regional Centers of Excellence (RCE) deliver support and services straight to schools. Centers are staffed by specialists with a full range of expertise, including math, reading, special education, English language development, equity, graduation support, implementation, data analysis, school leadership, and district support.

For schools identified under the accountability system, the RCEs provide on-the-ground assistance to create the capacity and conditions that support change and continuous improvement. The Centers partner with leadership teams to facilitate school improvement efforts focused on equity for underserved student groups.

Schools receiving comprehensive support conduct a needs assessment, build and strengthen leadership teams, and develop school improvement plans. Schools have identified core instruction to be a need. Sites are working to unpack standards, create walk-through protocols, and focus professional development on creating rigorous core instruction.

Strategy #7 Family Engagement and Empowerment

Our family engagement and empowerment is strengthened by our deep partnership and input from the American Indian Education team (AIE), as well as the American Indian Parental Advisory Committee (AIPAC).
- Identity and School Culture: per recommendations from AIPAC and AIE, the site implemented a guided Indigenous lesson rooted in tribal sovereignty during the first trimester, and continues to participate in American Indian Education activities that bolster deep cultural heritage learning and participation. The site will continue to deepen the Indigenous lens within its curriculum for the next three (3) years, including a districtwide Pedagogy to Practice two-day professional learning with its Social Studies team, focused on Indigenous learning;
- Street Data: The Osseo School Board, Department of Educational Equity, Department of Learning and Achievement, and Department of Student Services have invested in the Street Data approach to centering the identity and needs of each individual student. As such, our district will continue to work with our AIE team as well as invest in an Indigenous approach to Check and Connect that centers student engagement (e.g. American Indian Attendance Honoring events), and will continue to center Indigenous identity and culture (e.g. language courses, tutoring services that are tailored to Indigenous students, district wide PSEO expectations and communication strategies for our students and families).
- Through Family and Community Engagement (FACE), the team consults and co-creates with school sites as they strengthen their engagement strategies and practices, supports school sites in creating collaborative and meaningful partnerships with their families; finally, FACE facilitates site-specific family and community engagement training and development.

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:
- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

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.

Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

Quarterly District-wide Equity Seminars
- Helping to determine the most effective engagement strategies for each child.
- Broadening and deepening our district understanding of Street Data (Safir and Dugan) to humanize the experiences of our students, staff, and community members.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programming and increasing student success, especially for emerging multilingual learners and students of color.

Educational Equity (EE) Coordinators
- Provide direct services to students
- Facilitate and coordinate culturally-responsive teaching practices within the AI Plan
- Modeling to ensure each scholar feels welcome and engaged, with their humanity intact
- Demonstrate culturally-responsive curriculum, instruction, and effective pedagogy
- Engage scholars and staff in the academic achievement of historically underrepresented student groups
- Develop professional learning opportunities to increase educational outcomes
- Co-teaching, modeling, and mentoring
- Family and Community Engagement
- Student Assistance Team participation and action research
- Analyze and utilize student academic data for continuous improvement
- Identify barriers in classroom instructional practices that contribute to disproportionate outcomes for historically marginalized scholars

Equity Teachers and Equity Specialists
- Provide coaching and training for racial equity
- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race
- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)
- Provide anti-racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy
- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year

as we center the Indigenous identity and culture within our instruction and school experience.

Strategy #9 Comprehensive District-wide Reading Instruction (Coaching), Support, and Continuous Improvement

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

Narrative description of this strategy.

The Osseo Area School District provides a Multi-Tiered System of Supports to meet the literacy needs of all students. Our first consideration is to provide all students with highly effective core instruction that is aligned with the Minnesota English Language Arts standards and research-based instructional practices. Elementary reading instruction focuses on the essential components of reading highlighted in Scarborough's Reading Rope; phonemic awareness, phonics, fluency, vocabulary, and comprehension. In secondary English language Arts (ELA), classroom teachers integrate reading instruction into the ELA content. To meet the needs of students who require additional support to reach grade-level standards, teachers provide research-based interventions and regularly monitor student progress to ensure they are making growth toward reading proficiency.

Ongoing professional development helps teachers in Osseo Area Schools stay current with research-based instructional strategies. Professional development is provided to teachers throughout the year in a variety of ways. All teachers are members of Professional Learning Communities which examine student assessment data and refine current instructional practices. The focus of ongoing and job-embedded district-wide professional development is research-informed practices of instruction, interventions, assessments, and data use to improve student learning.

Strategy #11 Targeted support for American Indian students

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.

Osseo Area Schools is working closely with both its American Indian Parent Advisory Committee (AIPAC), as well as its American Indian Education team to bring customized academic support services to its American Indian students. As a system, we are committed to the academic success of our American Indian students by implementing:

- Attendance and Academic Achievement Support: Evaluate current resources that are or are not working for a student, as well as what additional resources can be applied to successfully support attendance and achievement such as counselors and tutors (K-12). Educational resources and materials will be used to support students with the overarching focus of:
    - Enhancing cultural identity (K-12)

- Analyzing and breaking down attendance barriers, as well as key academic interventions as needed in core content (6-12), and reading and mathematics (K-5)
- Establish recurring meetings with students to discuss attendance and identify barriers (K-12)
- Establish goal setting and career outlook for students surrounding their individual interests and talents, with a Tribal College and University (TCU) focus, while highlighting importance of American Indian graduation, scheduling and programming (6-12)
- Meet with students to help support individual goals as well as having the family engage in goal setting conversations (K-12)

- Credit Recovery: working with individual high schools to identify American Indian students and school counselor assignments, and monitor communication to students and families regarding credit recovery opportunities in grades 9-12

- MTSS at each high school that meets American Indian students' needs: ensure school counselors communicate lab support structures to students and families each trimester (email, TalkingPoints, written communication) to ensure that multiple opportunities are available to make up credits via lab courses

- ADSIS: Counselors in middle schools are monitoring the reading and math progress of our American Indian students in grades 6-8, identifying opportunities with families for any ADSIS support, and seeking collaboration for mutual agreement

- Student engagement connected to attendance progress monitoring in grades 6-12; academic success would also be measured by attendance increases and district-sponsored American Indian Attendance Honoring events with a specific community connection

Location of services: All sites

RIS Goal # 3 The percent of staff of color working in Osseo Area Schools will increase by 1% each year from 14.94% in Spring 2022.

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:
- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

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.

Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

Quarterly District-wide Equity Seminars
- Helping to determine the most effective engagement strategies for each child.
- Broadening and deepening our district understanding of Street Data (Safir and Dugan) to humanize the experiences of our students, staff, and community members.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programming and increasing student success, especially for emerging multilingual learners and students of color.

Educational Equity (EE) Coordinators

- Provide direct services to students
- Facilitate and coordinate culturally-responsive teaching practices within the AI Plan
- Modeling to ensure each scholar feels welcome and engaged, with their humanity intact
- Demonstrate culturally-responsive curriculum, instruction, and effective pedagogy
- Engage scholars and staff in the academic achievement of historically underrepresented student groups
- Develop professional learning opportunities to increase educational outcomes
- Co-teaching, modeling, and mentoring
- Family and Community Engagement
- Student Assistance Team participation and action research
- Analyze and utilize student academic data for continuous improvement
- Identify barriers in classroom instructional practices that contribute to disproportionate outcomes for historically marginalized scholars

Equity Teachers and Equity Specialists

- Provide coaching and training for racial equity
- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race
- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)
- Provide anti-racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy
- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year as we center the Indigenous identity and culture within our instruction and school experience.

Strategy #10 Recruitment and Retention of Staff of Color Plan

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:

Focused attention on increasing and retaining teachers, particularly teachers of color and Indigenous teachers. We have started a Teacher of Color mentorship program and work in collaboration with our local union to support new teachers. In addition, we have made changes to our collective bargaining agreement to attract experienced, tier 3 and 4 licensed teachers as well as provide additional professional development and support to our teachers at high-needs schools. Finally, we work to create candidate pools and issue early teaching contracts that support the priority of an equitable distribution of staff.

We are in our 7th year of a priority result centered around hiring staff that mirror the demographics of our students. As a district, we have implemented multiple strategies toward this goal including a career pathways program, a Teacher of Color mentoring program, and we have been collaborating closely with our HR recruitment and retention manager to strengthen our work.

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 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 2024	Target 2025	Target 2026
Osseo Area Schools will provide support for NUA programming in partnership with National Urban Alliance to seek racial integration gap reduction of 1% each year at Crest View. District Overall SOC 60.4%, Crest View SOC 93.9%= 2023 Gap 33.5%	32.5%	31.5%	30.5%
The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for students of color at Crest View.	Asian/Pacific Islander 74.7%, Black 52.7%, Hispanic 61.6%	Asian/Pacific Islander 72.7%, Black 50.7%, Hispanic 47.6%	Asian/Pacific Islander 70.7%, Black 48.7%, Hispanic 45.7%

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 2024	Target 2025	Target 2026
2022 Gap: American Indian NA, Asian/Pacific Islander 76.7%, Black 55.7%, Hispanic 63.6%, Two or more Races NA%			
The percent of staff of color will increase by 1% at RIS each year from Spring of 2022. Licenced Staff of Color 12.9%, Non-Licensed Staff of Color 39.4%, Administrators of Color 47.1%	Licenced Staff of Color 13.9%, Non-Licensed Staff of Color 40.4%, Administrators of Color 48.1%	Licenced Staff of Color 14.9%, Non-Licensed Staff of Color 41.4%, Administrators of Color 49.1%	Licenced Staff of Color 15.9%, Non-Licensed Staff of Color 42.4%, Administrators of Color 50.1%

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)).

The Department of Educational Equity (DOEE) works in partnership with each of its sites to ensure that a sustainable, systems-driven set of policies, practices, and processes are embedded at multiple levels of our school sites:

- Equity Specialists lead REAL TALK, which is a student-facing program. This leadership group is social justice themed. Students join based on interest and form groups of 10-90 student participants at secondary sites. Often the students are identified based on racial and/or ethnic representation at the school to ensure we are centering the historically marginalized identities of secondary students within our district. These groups build the confidence and creative skills for students in grades 6-12 to engage more fully in the school day.

- Equity Specialists also work with specific grades (primarily grades 9-12) to lead dropout prevention data review with a focus on specific humanizing, culturally responsive and relevant practices that center the multiple identities of our historically marginalized students, and influence the graduation planning process for students who are at risk for dropout.

- Equity Specialists lead student-facing programs at the elementary level, including leadership groups of 10-15 students who are identified by both DOEE and school-based staff. Often the students are identified based on racial and/or ethnic representation at the school to ensure that we are centering the historically marginalized identities of elementary students within our district. These groups build the confidence and creative skills for students (primarily in grades 3-5) to engage more fully in the school day.

- Equity Specialists also work with specific grades (primarily grades K-2) to lead group readings with specific humanizing, culturally responsive and relevant books that center the multiple identities of our historically marginalized students.

- Equity Teachers at the secondary level are positioned to partner 1:1 with teachers and with Learning and Achievement district staff to identify new staff who have not yet been deeply involved in embedding our distinct core values and equity mission within their classroom practices. As such, Equity Teachers ensure that customized learning is centered for its participants, and act as a resource to model and share best lesson planning strategies for district staff.

- Equity Teachers at the elementary level lead professional development for teachers within our district, ensuring that equity is embedded per the Equity Foundational Training components, Quarterly Equity Seminar content,

and school-specific demographics for culturally diverse and responsive teaching practices. Teachers at sites partnered with the National Urban Alliance (NUA) work in deep collaboration with their coaches, in order to lead, model, and observe high intellectual performances and high operational practices that best engage our students. Teachers at non-NUA sites work to tailor professional development, which is specific to a grade level and/or grade section where school site leadership has identified culturally responsive needs for their students.

● Equity Coordinators are the primary conduit of communication from the DOEE to Principals and lead the DOEE priority work at the sites they support. Equity Coordinators convene with site leaders, and determine the scope and sequence as well as the most effective means to center the work for their sites (e.g. school site equity team, building leadership team, instructional leadership team) during the school year.

● Equity Coordinators convene with leadership to pace the work, to ensure alignment with district and site priorities, to monitor the progress of the work from Equity Specialists and Equity Teachers, and to lead any pivots that are necessary for deeper and more aligned work for our instruction, climate, culture, continuous improvement, and leadership.

Racially Identifiable School(s) (RIS)

Edinbrook Elementary

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

RIS Goal # 1 Osseo Area Schools will provide support for specialized programming to seek racial integration gap reduction of 1% each year at schools that were identified as Racially Isolated Schools through partnerships with Northwest Suburban Integration School District (NWSISD), National Urban Alliance (NUA), Advancement Via Individual Determination (AVID), International Baccalaureate (IB), Regional Centers of Excellence, and community partners that seeks racial and economic integration and achievement gap closure for Osseo Area Schools students.

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

Goal type: Integration

Strategy #3 AVID Implementation at select sites
Strategy #6 Partnering with Regional Centers of Excellence to strengthen programming
Strategy #7 Family Engagement and Empowerment
Strategy #8 Comprehensive District Wide Equity Training and Support
Strategy #13 District will participate in NWSISD sponsored student service opportunities

RIS Goal # 2 The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for each identified group.

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

Goal type: Achievement Disparity

Strategy #3 AVID Implementation at select sites
Strategy #6 Partnering with Regional Centers of Excellence to strengthen programming
Strategy #7 Family Engagement and Empowerment
Strategy #8 Comprehensive District Wide Equity Training and Support
Strategy #9 Comprehensive District Wide Reading Instruction (Coaching), Support and Continuous Improvement
Strategy #11 Targeted support for American Indian students

RIS Goal # 3 The percent of staff of color working in Osseo Area Schools will increase by 1% each year from 14.94% in Spring 2022.

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

Goal type: Teacher Equity

Strategy Name #8 Comprehensive District Wide Equity Training and Support
Strategy Name #10 Recruitment and Retention of Staff of Color Plan

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* section 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).

RIS Goal # 1 Osseo Area Schools will provide support for specialized programming to seek racial integration gap reduction of 1% each year at schools that were identified as Racially Isolated Schools through partnerships with Northwest Suburban Integration School District (NWSISD), National Urban Alliance (NUA), Advancement Via Individual Determination (AVID), International Baccalaureate (IB), Regional Centers of Excellence, and community partners that seeks racial and economic integration and achievement gap closure for Osseo Area Schools students.

Strategy #3 AVID Implementation at select sites

Type of Strategy:

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

Narrative description of this strategy
AVID, Advancement Via Individual Determination, is a school-wide college and career readiness system. AVID is designed to increase the number of students who enroll and succeed in higher education and in their lives beyond high school.

The AVID College Readiness System is the only elementary through higher education instructional system (K–16) which allows for regional alignment that strengthens student potential for completion. AVID-trained educators teach students academic and social skills to help them develop the habits and behaviors needed to succeed in a rigorous curriculum. The AVID College Readiness System is a catalyst for developing a school culture that closes the achievement, expectation, and opportunity gaps many students face, and it prepares all students for success in a global society.

At the elementary level, AVID instructional practices are used schoolwide. At the secondary level, AVID instructional practices are used schoolwide and the AVID Elective class is utilized to add an extra layer of support for college readiness if a student chooses to participate. In addition, AVID professional learning and resources help teachers improve student performance by embedding best teaching practices, encouraging self-advocacy, providing support, and building relationships that encourage high levels of student engagement.

Location of services: Edinbrook Elementary

Strategy #6 Partnering with Regional Centers of Excellence to strengthen programming

Type of Strategy:

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

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☐ 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.

Minnesota's Regional Centers of Excellence (RCE) deliver support and services straight to schools. Centers are staffed by specialists with a full range of expertise, including math, reading, special education, English language development, equity, graduation support, implementation, data analysis, school leadership, and district support.

For schools identified under the accountability system, the RCEs provide on-the-ground assistance to create the capacity and conditions that support change and continuous improvement. The Centers partner with leadership teams to facilitate school improvement efforts focused on equity for underserved student groups.

Schools receiving comprehensive support conduct a needs assessment, build and strengthen leadership teams, and develop school improvement plans. Schools have identified core instruction to be a need. Sites are working to unpack standards, create walk-through protocols, and focus professional development on creating rigorous core instruction.

Strategy #7 Family Engagement and Empowerment
Our family engagement and empowerment is strengthened by our deep partnership and input from the American Indian Education team (AIE), as well as the American Indian Parental Advisory Committee (AIPAC).
- Identity and School Culture: per recommendations from AIPAC and AIE, the site implemented a guided Indigenous lesson rooted in tribal sovereignty during the first trimester, and continues to participate in American Indian Education activities that bolster deep cultural heritage learning and participation. The site will continue to deepen the Indigenous lens within its curriculum for the next three (3) years, including a districtwide Pedagogy to Practice two-day professional learning with its Social Studies team, focused on Indigenous learning;
- Street Data: The Osseo School Board, Department of Educational Equity, Department of Learning and Achievement, and Department of Student Services have invested in the Street Data approach to centering the

identity and needs of each individual student. As such, our district will continue to work with our AIE team as well as invest in an Indigenous approach to Check and Connect that centers student engagement (e.g. American Indian Attendance Honoring events), and will continue to center Indigenous identity and culture (e.g. language courses, tutoring services that are tailored to Indigenous students, district wide PSEO expectations and communication strategies for our students and families).

● Through Family and Community Engagement (FACE), the team consults and co-creates with school sites as they strengthen their engagement strategies and practices, supports school sites in creating collaborative and meaningful partnerships with their families; finally, FACE facilitates site-specific family and community engagement training and development.

● Works in partnership with the DOEE to identify culturally responsive summer programs that support identity development, and academic enrichment for scholars through exploring literacy, mathematics, science and the arts.

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:
● Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
● Professional development opportunities focused on academic achievement of all students.
● Equitable access to effective and more diverse teachers.

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.

Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

Quarterly District-wide Equity Seminars
● Helping to determine the most effective engagement strategies for each child.
● Broadening and deepening our district understanding of Street Data (Safir and Dugan) to humanize the experiences of our students, staff, and community members.
● Providing extensive training and on-going practical classroom tools and support for teachers.
● Providing implementation guidance for strengths-based programming and increasing student success, especially for emerging multilingual learners and students of color.

Educational Equity (EE) Coordinators
● Provide direct services to students
● Facilitate and coordinate culturally-responsive teaching practices within the AI Plan
● Modeling to ensure each scholar feels welcome and engaged, with their humanity intact
● Demonstrate culturally-responsive curriculum, instruction, and effective pedagogy

- Engage scholars and staff in the academic achievement of historically underrepresented student groups
- Develop professional learning opportunities to increase educational outcomes
- Co-teaching, modeling, and mentoring
- Family and Community Engagement
- Student Assistance Team participation and action research
- Analyze and utilize student academic data for continuous improvement
- Identify barriers in classroom instructional practices that contribute to disproportionate outcomes for historically marginalized scholars

Equity Teachers and Equity Specialists

- Provide coaching and training for racial equity
- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)

- Provide anti-racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year as we center the Indigenous identity and culture within our instruction and school experience.

Strategy #13 District will participate in NWSISD sponsored student service opportunities

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:

Student programs provided through NWSISD focus on four educational concepts: Aspirations, Expectations, Opportunities, and Achievement. Students experience activities focused on introspection, learning how culture shapes expectations, setting goals, and understanding expectations for what it means to be college or career ready. Specific examples of activities included in this intervention are: college field trips, career exploration, service learning, team building, and guest speakers. College field trips may be provided for elementary, middle and high schools. Programs such as educators rising and AVID often benefit from this programing directly. In addition, other college and or career fairs or conferences may be part of this intervention.

RIS Goal # 2 The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for each identified group.

Strategy #3 AVID Implementation at select sites

Type of Strategy:

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

Narrative description of this strategy
AVID, Advancement Via Individual Determination, is a schoolwide college and career readiness system. AVID is designed to increase the number of students who enroll and succeed in higher education and in their lives beyond high school.

The AVID College Readiness System is the only elementary through higher education instructional system (K–16), which allows for regional alignment that strengthens student potential for completion. AVID-trained educators teach students academic and social skills to help them develop the habits and behaviors needed to succeed in a rigorous curriculum. The AVID College Readiness System is a catalyst for developing a school culture that closes the achievement, expectation, and opportunity gaps many students face, and it prepares all students for success in a global society.

At the elementary level, AVID instructional practices are used schoolwide. At the secondary level, AVID instructional practices are used schoolwide and the AVID Elective class is utilized to add an extra layer of support for college readiness if a student chooses to participate. In addition, AVID professional learning and resources help teachers improve student performance by embedding best teaching practices, encouraging self-advocacy, providing support, and building relationships that encourage high levels of student engagement.

Location of services: Edinbrook Elementary

Strategy #6 Partnering with Regional Centers of Excellence to strengthen programming

Type of Strategy:

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

Narrative description of this strategy.

Minnesota's Regional Centers of Excellence (RCE) deliver support and services straight to schools. Centers are staffed by specialists with a full range of expertise, including math, reading, special education, English language development, equity, graduation support, implementation, data analysis, school leadership, and district support.

For schools identified under the accountability system, the RCEs provide on-the-ground assistance to create the capacity and conditions that support change and continuous improvement. The Centers partner with leadership teams to facilitate school improvement efforts focused on equity for underserved student groups.

Schools receiving comprehensive support conduct a needs assessment, build and strengthen leadership teams, and develop school improvement plans. Schools have identified core instruction to be a need. Sites are working to unpack standards, create walk-through protocols, and focus professional development on creating rigorous core instruction.

Strategy #7 Family Engagement and Empowerment
Our family engagement and empowerment is strengthened by our deep partnership and input from the American Indian Education team (AIE), as well as the American Indian Parental Advisory Committee (AIPAC).
- Identity and School Culture: per recommendations from AIPAC and AIE, the site implemented a guided Indigenous lesson rooted in tribal sovereignty during the first trimester, and continues to participate in American Indian Education activities that bolster deep cultural heritage learning and participation. The site will continue to deepen the Indigenous lens within its curriculum for the next three (3) years, including a districtwide Pedagogy to Practice two-day professional learning with its Social Studies team, focused on Indigenous learning;
- Street Data: The Osseo School Board, Department of Educational Equity, Department of Learning and Achievement, and Department of Student Services have invested in the Street Data approach to centering the identity and needs of each individual student. As such, our district will continue to work with our AIE team as well as invest in an Indigenous approach to Check and Connect that centers student engagement (e.g. American Indian Attendance Honoring events), and will continue to center Indigenous identity and culture (e.g. language courses, tutoring services that are tailored to Indigenous students, district wide PSEO expectations and communication strategies for our students and families).
- Through Family and Community Engagement (FACE), the team consults and co-creates with school sites as they strengthen their engagement strategies and practices, supports school sites in creating collaborative and meaningful partnerships with their families; finally, FACE facilitates site-specific family and community engagement training and development.
- Works in partnership with the DOEE to identify culturally responsive summer programs that support identity development, and academic enrichment for scholars through exploring literacy, mathematics, science and the arts.

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:
- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Professional development opportunities focused on academic achievement of all students.

- Equitable access to effective and more diverse teachers.

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.

Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

Quarterly District-wide Equity Seminars

- Helping to determine the most effective engagement strategies for each child.
- Broadening and deepening our district understanding of Street Data (Safir and Dugan) to humanize the experiences of our students, staff, and community members.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programming and increasing student success, especially for emerging multilingual learners and students of color.

Educational Equity (EE) Coordinators

- Provide direct services to students
- Facilitate and coordinate culturally-responsive teaching practices within the AI Plan
- Modeling to ensure each scholar feels welcome and engaged, with their humanity intact
- Demonstrate culturally-responsive curriculum, instruction, and effective pedagogy
- Engage scholars and staff in the academic achievement of historically underrepresented student groups
- Develop professional learning opportunities to increase educational outcomes
- Co-teaching, modeling, and mentoring
- Family and Community Engagement
- Student Assistance Team participation and action research
- Analyze and utilize student academic data for continuous improvement
- Identify barriers in classroom instructional practices that contribute to disproportionate outcomes for historically marginalized scholars

Equity Teachers and Equity Specialists

- Provide coaching and training for racial equity
- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)

- Provide anti-racist leadership development training for all employees regarding systemic equity

transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year as we center the Indigenous identity and culture within our instruction and school experience.

Strategy #9 Comprehensive District-wide Reading Instruction (Coaching), Support, and Continuous Improvement

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

Narrative description of this strategy.

The Osseo Area School District provides a Multi-Tiered System of Supports to meet the literacy needs of all students. Our first consideration is to provide all students with highly effective core instruction that is aligned with the Minnesota English Language Arts standards and research-based instructional practices. Elementary reading instruction focuses on the essential components of reading highlighted in Scarborough's Reading Rope; phonemic awareness, phonics, fluency, vocabulary, and comprehension. In secondary English language Arts (ELA), classrooms teachers integrate reading instruction into the ELA content. To meet the needs of students who require additional support to reach grade-level standards, teachers provide research-based interventions and regularly monitor student progress to ensure they are making growth toward reading proficiency.

Ongoing professional development helps teachers in Osseo Area Schools stay current with research-based instructional strategies. Professional development is provided to teachers throughout the year in a variety of ways. All teachers are members of Professional Learning Communities which examine student assessment data and refine current instructional practices. The focus of ongoing and job-embedded district-wide professional development is research-informed practices of instruction, interventions, assessments, and data use to improve student learning.

Strategy #11 Targeted support for American Indian students

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.

Osseo Area Schools is working closely with both its American Indian Parent Advisory Committee (AIPAC), as well as its American Indian Education team to bring customized academic support services to its American Indian students. As a system, we are committed to the academic success of our American Indian students by implementing:

- Attendance and Academic Achievement Support: Evaluate current resources that are or are not working for a student, as well as what additional resources can be applied to successfully support attendance and achievement such as counselors and tutors (K-12). Educational resources and materials will be used to support students with the overarching focus of:
    - Enhancing cultural identity (K-12)
    - Analyzing and breaking down attendance barriers, as well as key academic interventions as needed in core content (6-12), and reading and mathematics (K-5)
    - Establish recurring meetings with students to discuss attendance and identify barriers (K-12)
    - Establish goal setting and career outlook for students surrounding their individual interests and talents, with a Tribal College and University (TCU) focus, while highlighting importance of American Indian graduation, scheduling and programming (6-12)
    - Meet with students to help support individual goals as well as having the family engage in goal setting conversations (K-12)
- Credit Recovery: working with individual high schools to identify American Indian students and school counselor assignments, and monitor communication to students and families regarding credit recovery opportunities in grades 9-12
- MTSS at each high school that meets American Indian students' needs: ensure school counselors communicate lab support structures to students and families each trimester (email, TalkingPoints, written communication) to ensure that multiple opportunities are available to make up credits via lab courses
- ADSIS: Counselors in middle schools are monitoring the reading and math progress of our American Indian students in grades 6-8, identifying opportunities with families for any ADSIS support, and seeking collaboration for mutual agreement
- Student engagement connected to attendance progress monitoring in grades 6-12; academic success would also be measured by attendance increases and district-sponsored American Indian Attendance Honoring events with a specific community connection

Location of services: All sites

RIS Goal # 3 The percent of staff of color working in Osseo Area Schools will increase by 1% each year from 14.94% in Spring 2022.

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:
- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

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:

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☐ 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.

Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

Quarterly District-wide Equity Seminars

- Helping to determine the most effective engagement strategies for each child.
- Broadening and deepening our district understanding of Street Data (Safir and Dugan) to humanize the experiences of our students, staff, and community members.
- Providing extensive training and on-going practical classroom tools and support for teachers.
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Educational Equity (EE) Coordinators

- Provide direct services to students
- Facilitate and coordinate culturally-responsive teaching practices within the AI Plan
- Modeling to ensure each scholar feels welcome and engaged, with their humanity intact
- Demonstrate culturally-responsive curriculum, instruction, and effective pedagogy
- Engage scholars and staff in the academic achievement of historically underrepresented student groups
- Develop professional learning opportunities to increase educational outcomes
- Co-teaching, modeling, and mentoring
- Family and Community Engagement
- Student Assistance Team participation and action research
- Analyze and utilize student academic data for continuous improvement
- Identify barriers in classroom instructional practices that contribute to disproportionate outcomes for historically marginalized scholars

Equity Teachers and Equity Specialists

- Provide coaching and training for racial equity
- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)

- Provide anti-racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year as we center the Indigenous identity and culture within our instruction and school experience.

Strategy #10 Recruitment and Retention of Staff of Color Plan

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:

Focused attention on increasing and retaining teachers, particularly teachers of color and Indigenous teachers. We have started a Teacher of Color mentorship program and work in collaboration with our local union to support new teachers. In addition, we have made changes to our collective bargaining agreement to attract experienced, tier 3 and 4 licensed teachers as well as provide additional professional development and support to our teachers at high-needs schools. Finally, we work to create candidate pools and issue early teaching contracts that support the priority of an equitable distribution of staff.

We are in our 7th year of a priority result centered around hiring staff that mirror the demographics of our students. As a district, we have implemented multiple strategies toward this goal including a career pathways program, a Teacher of Color mentoring program, and we have been collaborating closely with our HR recruitment and retention manager to strengthen our work.

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 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 2024	Target 2025	Target 2026
Osseo Area Schools will provide support forAdvancement Via Individual Determination (AVID) to seek racial integration gap reduction of 1% each year at Edinbrook. District Overall SOC 60.4%, Edinbrook SOC 90.8%= 2023 Gap 30.4%	29.4%	28.4%	27.4%
The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for students of color at Edinbrook. 2022 Gap: American Indian NA, Asian/Pacific	Asian/Pacific Islander 43.7%, Black 46.7%, Hispanic 65.6%, Two or more Races 37.5%	Asian/Pacific Islander 41.7%, Black 44.7%, Hispanic 63.6%, Two or more Races 35.5%	Asian/Pacific Islander 39.7%, Black 42.7%, Hispanic 61.6%, Two or more Races 32.5%

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 2024	Target 2025	Target 2026
Islander 45.7%, Black 48.2%, Hispanic 67.6%, Two or more Races 39.5%			
The percent of staff of color will increase by 1% at RIS each year from Spring of 2022. Licenced Staff of Color 12.9%, Non-Licensed Staff of Color 39.4%, Administrators of Color 47.1%	Licenced Staff of Color 13.9%, Non-Licensed Staff of Color 40.4%, Administrators of Color 48.1%	Licenced Staff of Color 14.9%, Non-Licensed Staff of Color 41.4%, Administrators of Color 49.1%	Licenced Staff of Color 15.9%, Non-Licensed Staff of Color 42.4%, Administrators of Color 50.1%

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)).

The Department of Educational Equity (DOEE) works in partnership with each of its sites to ensure that a sustainable, systems-driven set of policies, practices, and processes are embedded at multiple levels of our school sites:

- Equity Specialists lead REAL TALK, which is a student-facing program. This leadership group is social justice themed. Students join based on interest and form groups of 10-90 student participants at secondary sites. Often the students are identified based on racial and/or ethnic representation at the school to ensure we are centering the historically marginalized identities of secondary students within our district. These groups build the confidence and creative skills for students in grades 6-12 to engage more fully in the school day.

- Equity Specialists also work with specific grades (primarily grades 9-12) to lead dropout prevention data review with a focus on specific humanizing, culturally responsive and relevant practices that center the multiple identities of our historically marginalized students, and influence the graduation planning process for students who are at risk for dropout.

- Equity Specialists lead student-facing programs at the elementary level, including leadership groups of 10-15 students who are identified by both DOEE and school-based staff. Often the students are identified based on racial and/or ethnic representation at the school to ensure that we are centering the historically marginalized identities of elementary students within our district. These groups build the confidence and creative skills for students (primarily in grades 3-5) to engage more fully in the school day.

- Equity Specialists also work with specific grades (primarily grades K-2) to lead group readings with specific humanizing, culturally responsive and relevant books that center the multiple identities of our historically marginalized students.

- Equity Teachers at the secondary level are positioned to partner 1:1 with teachers and with Learning and Achievement district staff to identify new staff who have not yet been deeply involved in embedding our distinct core values and equity mission within their classroom practices. As such, Equity Teachers ensure that customized learning is centered for its participants, and act as a resource to model and share best lesson planning strategies for district staff.

- Equity Teachers at the elementary level lead professional development for teachers within our district, ensuring that equity is embedded per the Equity Foundational Training components, Quarterly Equity Seminar content,

and school-specific demographics for culturally diverse and responsive teaching practices. Teachers at sites partnered with the National Urban Alliance (NUA) work in deep collaboration with their coaches, in order to lead, model, and observe high intellectual performances and high operational practices that best engage our students. Teachers at non-NUA sites work to tailor professional development, which is specific to a grade level and/or grade section where school site leadership has identified culturally responsive needs for their students.

● Equity Coordinators are the primary conduit of communication from the DOEE to Principals and lead the DOEE priority work at the sites they support. Equity Coordinators convene with site leaders, and determine the scope and sequence as well as the most effective means to center the work for their sites (e.g. school site equity team, building leadership team, instructional leadership team) during the school year.

● Equity Coordinators convene with leadership to pace the work, to ensure alignment with district and site priorities, to monitor the progress of the work from Equity Specialists and Equity Teachers, and to lead any pivots that are necessary for deeper and more aligned work for our instruction, climate, culture, continuous improvement, and leadership.

Racially Identifiable School(s) (RIS)

Fair Oaks Elementary

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:
- Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
- 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.
- Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

RIS Goal # 1   Osseo Area Schools will provide support for specialized programming to seek racial integration gap reduction of 1% each year at schools that were identified as Racially Isolated Schools through partnerships with Northwest Suburban Integration School District (NWSISD), National Urban Alliance (NUA), Advancement Via Individual Determination (AVID), International Baccalaureate (IB), Regional Centers of Excellence, and community partners that seeks racial and economic integration and achievement gap closure for Osseo Area Schools students.

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

Goal type: Integration

Strategy #2 NUA Programming and Site Implementation at Elementary Sites
Strategy #6 Partnering with Regional Centers of Excellence to strengthen programming
Strategy #7 Family Engagement and Empowerment
Strategy #8 Comprehensive District Wide Equity Training and Support
Strategy #13 District will participate in NWSISD sponsored student service opportunities

RIS Goal # 2   The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for each identified group.

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

Goal type: Achievement Disparity

Strategy #2 NUA Programming and Site Implementation at Elementary Sites
Strategy #6 Partnering with Regional Centers of Excellence to strengthen programming
Strategy #7 Family Engagement and Empowerment
Strategy #8 Comprehensive District Wide Equity Training and Support
Strategy #9 Comprehensive District Wide Reading Instruction (Coaching), Support and Continuous Improvement
Strategy #11 Targeted support for American Indian students

RIS Goal # 3 The percent of staff of color working in Osseo Area Schools will increase by 1% each year from 14.94% in Spring 2022.

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

Goal type: Teacher Equity

Strategy #8 Comprehensive District Wide Equity Training and Support
Strategy #10 Recruitment and Retention of Staff of Color Plan

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* section below (Minn. Stat. § 124D.861, subd. 2).

RIS Goal # 1 Osseo Area Schools will provide support for specialized programming to seek racial integration gap reduction of 1% each year at schools that were identified as Racially Isolated Schools through partnerships with Northwest Suburban Integration School District (NWSISD), National Urban Alliance (NUA), Advancement Via Individual Determination (AVID), International Baccalaureate (IB), Regional Centers of Excellence, and community partners that seeks racial and economic integration and achievement gap closure for Osseo Area Schools students.

Strategy #2 NUA Programming and Site Implementation at Elementary Sites

Type of Strategy:

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

Narrative description of this strategy.
The National Urban Alliance (NUA) Professional Learning Model (PLM) is designed to transform underperforming schools into whole-school success where all students demonstrate High Intellectual Performances (HIP) using High Operational Practices (HOP) with the Pedagogy of Confidence™.

The National Urban Alliance partnership collaboration is defined by NUA's steps of implementation. The 12-step overview of the NUA implementation model includes the educators, school leaders, coaches, district leaders, full staff, and students.

The National Urban Alliance partnership is a practical, engaging, evidence-based program of professional learning, assessment tools, and capacity-building procedures for transformation and sustainability that enables schools to co-create curricula and instructional programs, collegially monitor their efforts, and continually rejuvenate their spirits to elicit high performances from students, teachers, and administrators.

Strategy #6 Partnering with Regional Centers of Excellence to strengthen programming

Type of Strategy:

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

Narrative description of this strategy.

Minnesota's Regional Centers of Excellence (RCE) deliver support and services straight to schools. Centers are staffed by specialists with a full range of expertise, including math, reading, special education, English language development, equity, graduation support, implementation, data analysis, school leadership, and district support.

For schools identified under the accountability system, the RCEs provide on-the-ground assistance to create the capacity and conditions that support change and continuous improvement. The Centers partner with leadership teams to facilitate school improvement efforts focused on equity for underserved student groups.

Schools receiving comprehensive support conduct a needs assessment, build and strengthen leadership teams, and develop school improvement plans. Schools have identified core instruction to be a need. Sites are working to unpack standards, create walk-through protocols, and focus professional development on creating rigorous core instruction.

Strategy #7 Family Engagement and Empowerment
Our family engagement and empowerment is strengthened by our deep partnership and input from the American Indian Education team (AIE), as well as the American Indian Parental Advisory Committee (AIPAC).
- Identity and School Culture: per recommendations from AIPAC and AIE, the site implemented a guided Indigenous lesson rooted in tribal sovereignty during the first trimester, and continues to participate in American Indian Education activities that bolster deep cultural heritage learning and participation. The site will continue to deepen the Indigenous lens within its curriculum for the next three (3) years, including a districtwide Pedagogy to Practice two-day professional learning with its Social Studies team, focused on Indigenous learning;
- Street Data: The Osseo School Board, Department of Educational Equity, Department of Learning and Achievement, and Department of Student Services have invested in the Street Data approach to centering the

identity and needs of each individual student. As such, our district will continue to work with our AIE team as well as invest in an Indigenous approach to Check and Connect that centers student engagement (e.g. American Indian Attendance Honoring events), and will continue to center Indigenous identity and culture (e.g. language courses, tutoring services that are tailored to Indigenous students, district wide PSEO expectations and communication strategies for our students and families).

- Through Family and Community Engagement (FACE), the team consults and co-creates with school sites as they strengthen their engagement strategies and practices, supports school sites in creating collaborative and meaningful partnerships with their families; finally, FACE facilitates site-specific family and community engagement training and development.
- Works in partnership with the DOEE to identify culturally responsive summer programs that support identity development, and academic enrichment for scholars through exploring literacy, mathematics, science and the arts.

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:
- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

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.	☒ Increases cultural fluency, competency, and interaction.
	☐ Increases graduation rates.
☐ Provides school enrollment choices.	☒ Increases access to effective and diverse teachers.

Narrative description of this strategy.

Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

Quarterly District-wide Equity Seminars
- Helping to determine the most effective engagement strategies for each child.
- Broadening and deepening our district understanding of Street Data (Safir and Dugan) to humanize the experiences of our students, staff, and community members.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programming and increasing student success, especially for emerging multilingual learners and students of color.

Educational Equity (EE) Coordinators
- Provide direct services to students
- Facilitate and coordinate culturally-responsive teaching practices within the AI Plan
- Modeling to ensure each scholar feels welcome and engaged, with their humanity intact
- Demonstrate culturally-responsive curriculum, instruction, and effective pedagogy

- Engage scholars and staff in the academic achievement of historically underrepresented student groups
- Develop professional learning opportunities to increase educational outcomes
- Co-teaching, modeling, and mentoring
- Family and Community Engagement
- Student Assistance Team participation and action research
- Analyze and utilize student academic data for continuous improvement
- Identify barriers in classroom instructional practices that contribute to disproportionate outcomes for historically marginalized scholars

Equity Teachers and Equity Specialists

- Provide coaching and training for racial equity
- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)

- Provide anti-racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year as we center the Indigenous identity and culture within our instruction and school experience.

Strategy #13 District will participate in NWSISD sponsored student service opportunities

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:

Student programs provided through NWSISD focus on four educational concepts: Aspirations, Expectations, Opportunities, and Achievement. Students experience activities focused on introspection, learning how culture shapes expectations, setting goals, and understanding expectations for what it means to be college or career ready. Specific examples of activities included in this intervention are: college field trips, career exploration, service learning, team building, and guest speakers. College field trips may be provided for elementary, middle and high schools. Programs

such as educators rising and AVID often benefit from this programing directly. In addition, other college and or career fairs or conferences may be part of this intervention.

RIS Goal # 2
The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for each identified group.

Strategy #2 NUA Programming and Site Implementation at Elementary Sites

Type of Strategy:

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

Narrative description of this strategy.
The National Urban Alliance (NUA) Professional Learning Model (PLM) is designed to transform underperforming schools into whole-school success where all students demonstrate High Intellectual Performances (HIP) using High Operational Practices (HOP) with the Pedagogy of Confidence™.

The National Urban Alliance partnership collaboration is defined by NUA's steps of implementation. The 12-step overview of the NUA implementation model includes the educators, school leaders, coaches, district leaders, full staff, and students.

The National Urban Alliance partnership is a practical, engaging, evidence-based program of professional learning, assessment tools, and capacity-building procedures for transformation and sustainability that enables schools to co-create curricula and instructional programs, collegially monitor their efforts, and continually rejuvenate their spirits to elicit high performances from students, teachers, and administrators.

Strategy #6 Partnering with Regional Centers of Excellence to strengthen programming

Type of Strategy:

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

Narrative description of this strategy.

Minnesota's Regional Centers of Excellence (RCE) deliver support and services straight to schools. Centers are staffed by specialists with a full range of expertise, including math, reading, special education, English language development, equity, graduation support, implementation, data analysis, school leadership, and district support.

For schools identified under the accountability system, the RCEs provide on-the-ground assistance to create the capacity and conditions that support change and continuous improvement. The Centers partner with leadership teams to facilitate school improvement efforts focused on equity for underserved student groups.

Schools receiving comprehensive support conduct a needs assessment, build and strengthen leadership teams, and develop school improvement plans. Schools have identified core instruction to be a need. Sites are working to unpack standards, create walk-through protocols, and focus professional development on creating rigorous core instruction.

Strategy #7 Family Engagement and Empowerment

Our family engagement and empowerment is strengthened by our deep partnership and input from the American Indian Education team (AIE), as well as the American Indian Parental Advisory Committee (AIPAC).
- Identity and School Culture: per recommendations from AIPAC and AIE, the site implemented a guided Indigenous lesson rooted in tribal sovereignty during the first trimester, and continues to participate in American Indian Education activities that bolster deep cultural heritage learning and participation. The site will continue to deepen the Indigenous lens within its curriculum for the next three (3) years, including a districtwide Pedagogy to Practice two-day professional learning with its Social Studies team, focused on Indigenous learning;
- Street Data: The Osseo School Board, Department of Educational Equity, Department of Learning and Achievement, and Department of Student Services have invested in the Street Data approach to centering the identity and needs of each individual student. As such, our district will continue to work with our AIE team as well as invest in an Indigenous approach to Check and Connect that centers student engagement (e.g. American Indian Attendance Honoring events), and will continue to center Indigenous identity and culture (e.g. language courses, tutoring services that are tailored to Indigenous students, district wide PSEO expectations and communication strategies for our students and families).
- Through Family and Community Engagement (FACE), the team consults and co-creates with school sites as they strengthen their engagement strategies and practices, supports school sites in creating collaborative and meaningful partnerships with their families; finally, FACE facilitates site-specific family and community engagement training and development.
- Works in partnership with the DOEE to identify culturally responsive summer programs that support identity development, and academic enrichment for scholars through exploring literacy, mathematics, science and the arts.

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:
- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

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.

Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

Quarterly District-wide Equity Seminars

- Helping to determine the most effective engagement strategies for each child.
- Broadening and deepening our district understanding of Street Data (Safir and Dugan) to humanize the experiences of our students, staff, and community members.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programming and increasing student success, especially for emerging multilingual learners and students of color.

Educational Equity (EE) Coordinators

- Provide direct services to students
- Facilitate and coordinate culturally-responsive teaching practices within the AI Plan
- Modeling to ensure each scholar feels welcome and engaged, with their humanity intact
- Demonstrate culturally-responsive curriculum, instruction, and effective pedagogy
- Engage scholars and staff in the academic achievement of historically underrepresented student groups
- Develop professional learning opportunities to increase educational outcomes
- Co-teaching, modeling, and mentoring
- Family and Community Engagement
- Student Assistance Team participation and action research
- Analyze and utilize student academic data for continuous improvement
- Identify barriers in classroom instructional practices that contribute to disproportionate outcomes for historically marginalized scholars

Equity Teachers and Equity Specialists

- Provide coaching and training for racial equity
- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)

- Provide anti-racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year as we center the Indigenous identity and culture within our instruction and school experience.

Strategy #9 Comprehensive District-wide Reading Instruction (Coaching), Support, and Continuous Improvement

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

Narrative description of this strategy.

The Osseo Area School District provides a Multi-Tiered System of Supports to meet the literacy needs of all students. Our first consideration is to provide all students with highly effective core instruction that is aligned with the Minnesota English Language Arts standards and research-based instructional practices. Elementary reading instruction focuses on the essential components of reading highlighted in Scarborough's Reading Rope; phonemic awareness, phonics, fluency, vocabulary, and comprehension. In secondary English language Arts (ELA), classrooms teachers integrate reading instruction into the ELA content. To meet the needs of students who require additional support to reach grade-level standards, teachers provide research-based interventions and regularly monitor student progress to ensure they are making growth toward reading proficiency.

Ongoing professional development helps teachers in Osseo Area Schools stay current with research-based instructional strategies. Professional development is provided to teachers throughout the year in a variety of ways. All teachers are members of Professional Learning Communities which examine student assessment data and refine current instructional practices. The focus of ongoing and job-embedded district-wide professional development is research-informed practices of instruction, interventions, assessments, and data use to improve student learning.

Strategy #11 Targeted support for American Indian students

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.

Osseo Area Schools is working closely with both its American Indian Parent Advisory Committee (AIPAC), as well as its American Indian Education team to bring customized academic support services to its American Indian students. As a system, we are committed to the academic success of our American Indian students by implementing:

- Attendance and Academic Achievement Support: Evaluate current resources that are or are not working for a student, as well as what additional resources can be applied to successfully support attendance and

achievement such as counselors and tutors (K-12). Educational resources and materials will be used to support students with the overarching focus of:

- ○ Enhancing cultural identity (K-12)
- ○ Analyzing and breaking down attendance barriers, as well as key academic interventions as needed in core content (6-12), and reading and mathematics (K-5)
- ○ Establish recurring meetings with students to discuss attendance and identify barriers (K-12)
- ○ Establish goal setting and career outlook for students surrounding their individual interests and talents, with a Tribal College and University (TCU) focus, while highlighting importance of American Indian graduation, scheduling and programming (6-12)
- ○ Meet with students to help support individual goals as well as having the family engage in goal setting conversations (K-12)
- Credit Recovery: working with individual high schools to identify American Indian students and school counselor assignments, and monitor communication to students and families regarding credit recovery opportunities in grades 9-12

- MTSS at each high school that meets American Indian students' needs: ensure school counselors communicate lab support structures to students and families each trimester (email, TalkingPoints, written communication) to ensure that multiple opportunities are available to make up credits via lab courses

- ADSIS: Counselors in middle schools are monitoring the reading and math progress of our American Indian students in grades 6-8, identifying opportunities with families for any ADSIS support, and seeking collaboration for mutual agreement

- Student engagement connected to attendance progress monitoring in grades 6-12; academic success would also be measured by attendance increases and district-sponsored American Indian Attendance Honoring events with a specific community connection

Location of services: All sites

RIS Goal # 3 The percent of staff of color working in Osseo Area Schools will increase by 1% each year from 14.94% in Spring 2022.

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:
- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

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.

Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

Quarterly District-wide Equity Seminars

- Helping to determine the most effective engagement strategies for each child.
- Broadening and deepening our district understanding of Street Data (Safir and Dugan) to humanize the experiences of our students, staff, and community members.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programming and increasing student success, especially for emerging multilingual learners and students of color.

Educational Equity (EE) Coordinators

- Provide direct services to students
- Facilitate and coordinate culturally-responsive teaching practices within the AI Plan
- Modeling to ensure each scholar feels welcome and engaged, with their humanity intact
- Demonstrate culturally-responsive curriculum, instruction, and effective pedagogy
- Engage scholars and staff in the academic achievement of historically underrepresented student groups
- Develop professional learning opportunities to increase educational outcomes
- Co-teaching, modeling, and mentoring
- Family and Community Engagement
- Student Assistance Team participation and action research
- Analyze and utilize student academic data for continuous improvement
- Identify barriers in classroom instructional practices that contribute to disproportionate outcomes for historically marginalized scholars

Equity Teachers and Equity Specialists

- Provide coaching and training for racial equity
- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)

- Provide anti-racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year as we center the Indigenous identity and culture within our instruction and school experience.

Strategy #10 Recruitment and Retention of Staff of Color Plan

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:

Focused attention on increasing and retaining teachers, particularly teachers of color and Indigenous teachers. We have started a Teacher of Color mentorship program and work in collaboration with our local union to support new teachers. In addition, we have made changes to our collective bargaining agreement to attract experienced, tier 3 and 4 licensed teachers as well as provide additional professional development and support to our teachers at high-needs schools. Finally, we work to create candidate pools and issue early teaching contracts that support the priority of an equitable distribution of staff.

We are in our 7th year of a priority result centered around hiring staff that mirror the demographics of our students. As a district, we have implemented multiple strategies toward this goal including a career pathways program, a Teacher of Color mentoring program, and we have been collaborating closely with our HR recruitment and retention manager to strengthen our work.

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 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 2024	Target 2025	Target 2026
Osseo Area Schools will provide support for NUA programming in partnership with National Urban Alliance to seek racial integration gap reduction of 1% each year at Fair Oaks. District Overall SOC 60.4%, Fair Oaks SOC 93.4%= 2023 Gap 33.3%	32.3%	31.3%	30.3%
The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for students of color at Fair Oaks. 2022 Gap: American Indian NA, Asian/Pacific Islander 60.7%, Black 39.5%, Hispanic 48.6%, Two or more Races NA	Asian/Pacific Islander 58.7%, Black 37.5%, Hispanic 46.6%	Asian/Pacific Islander 56.7%, Black 35.5%, Hispanic 44.6%	Asian/Pacific Islander 54.7%, Black 33.5%, Hispanic 44.6%

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 2024	Target 2025	Target 2026
The percent of staff of color will increase by 1% at RIS each year from Spring of 2022. Licenced Staff of Color 12.9%, Non-Licensed Staff of Color 39.4%, Administrators of Color 47.1%	Licenced Staff of Color 13.9%, Non-Licensed Staff of Color 40.4%, Administrators of Color 48.1%	Licenced Staff of Color 14.9%, Non-Licensed Staff of Color 41.4%, Administrators of Color 49.1%	Licenced Staff of Color 15.9%, Non-Licensed Staff of Color 42.4%, Administrators of Color 50.1%

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)).

The Department of Educational Equity (DOEE) works in partnership with each of its sites to ensure that a sustainable, systems-driven set of policies, practices, and processes are embedded at multiple levels of our school sites:

- Equity Specialists lead REAL TALK, which is a student-facing program. This leadership group is social justice themed. Students join based on interest and form groups of 10-90 student participants at secondary sites. Often the students are identified based on racial and/or ethnic representation at the school to ensure we are centering the historically marginalized identities of secondary students within our district. These groups build the confidence and creative skills for students in grades 6-12 to engage more fully in the school day.

- Equity Specialists also work with specific grades (primarily grades 9-12) to lead dropout prevention data review with a focus on specific humanizing, culturally responsive and relevant practices that center the multiple identities of our historically marginalized students, and influence the graduation planning process for students who are at risk for dropout.

- Equity Specialists lead student-facing programs at the elementary level, including leadership groups of 10-15 students who are identified by both DOEE and school-based staff. Often the students are identified based on racial and/or ethnic representation at the school to ensure that we are centering the historically marginalized identities of elementary students within our district. These groups build the confidence and creative skills for students (primarily in grades 3-5) to engage more fully in the school day.

- Equity Specialists also work with specific grades (primarily grades K-2) to lead group readings with specific humanizing, culturally responsive and relevant books that center the multiple identities of our historically marginalized students.

- Equity Teachers at the secondary level are positioned to partner 1:1 with teachers and with Learning and Achievement district staff to identify new staff who have not yet been deeply involved in embedding our distinct core values and equity mission within their classroom practices. As such, Equity Teachers ensure that customized learning is centered for its participants, and act as a resource to model and share best lesson planning strategies for district staff.

- Equity Teachers at the elementary level lead professional development for teachers within our district, ensuring that equity is embedded per the Equity Foundational Training components, Quarterly Equity Seminar content, and school-specific demographics for culturally diverse and responsive teaching practices. Teachers at sites

partnered with the National Urban Alliance (NUA) work in deep collaboration with their coaches, in order to lead, model, and observe high intellectual performances and high operational practices that best engage our students. Teachers at non-NUA sites work to tailor professional development, which is specific to a grade level and/or grade section where school site leadership has identified culturally responsive needs for their students.

- Equity Coordinators are the primary conduit of communication from the DOEE to Principals and lead the DOEE priority work at the sites they support. Equity Coordinators convene with site leaders, and determine the scope and sequence as well as the most effective means to center the work for their sites (e.g. school site equity team, building leadership team, instructional leadership team) during the school year.
- Equity Coordinators convene with leadership to pace the work, to ensure alignment with district and site priorities, to monitor the progress of the work from Equity Specialists and Equity Teachers, and to lead any pivots that are necessary for deeper and more aligned work for our instruction, climate, culture, continuous improvement, and leadership.

Racially Identifiable School(s) (RIS)

Garden City Elementary

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:
- Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
- 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.
- Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

RIS Goal # 1   Osseo Area Schools will provide support for specialized programming to seek racial integration gap reduction of 1% each year at schools that were identified as Racially Isolated Schools through partnerships with Northwest Suburban Integration School District (NWSISD), National Urban Alliance (NUA), Advancement Via Individual Determination (AVID), International Baccalaureate (IB), Regional Centers of Excellence, and community partners that seeks racial and economic integration and achievement gap closure for Osseo Area Schools students.

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

Goal type: Integration

Strategy #2 NUA Programming and Site Implementation at Elementary Sites
Strategy #6 Partnering with Regional Centers of Excellence to strengthen programming
Strategy #7 Family Engagement and Empowerment
Strategy #8 Comprehensive District Wide Equity Training and Support
Strategy #13 District will participate in NWSISD sponsored student service opportunities

RIS Goal # 2   The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for each identified group.

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

Goal type: Achievement Disparity

Strategy #2 NUA Programming and Site Implementation at Elementary Sites
Strategy #6 Partnering with Regional Centers of Excellence to strengthen programming
Strategy #7 Family Engagement and Empowerment
Strategy #8 Comprehensive District Wide Equity Training and Support
Strategy #9 Comprehensive District Wide Reading Instruction (Coaching), Support and Continuous Improvement
Strategy #11 Targeted support for American Indian students

RIS Goal # 3 The percent of staff of color working in Osseo Area Schools will increase by 1% each year from 14.94% in Spring 2022.

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

Goal type: Teacher Equity

Strategy #8 Comprehensive District Wide Equity Training and Support
Strategy #10 Recruitment and Retention of Staff of Color Plan

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* section below (Minn. Stat. § 124D.861, subd. 2).

RIS Goal # 1 Osseo Area Schools will provide support for specialized programming to seek racial integration gap reduction of 1% each year at schools that were identified as Racially Isolated Schools through partnerships with Northwest Suburban Integration School District (NWSISD), National Urban Alliance (NUA), Advancement Via Individual Determination (AVID), International Baccalaureate (IB), Regional Centers of Excellence, and community partners that seeks racial and economic integration and achievement gap closure for Osseo Area Schools students.

Strategy #2 NUA Programming and Site Implementation at Elementary Sites

Type of Strategy:

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

Narrative description of this strategy.
The National Urban Alliance (NUA) Professional Learning Model (PLM) is designed to transform underperforming schools into whole-school success where all students demonstrate High Intellectual Performances (HIP) using High Operational Practices (HOP) with the Pedagogy of Confidence™.
The National Urban Alliance partnership collaboration is defined by NUA's steps of implementation. The 12-step overview of the NUA implementation model includes the educators, school leaders, coaches, district leaders, full staff, and students.

The National Urban Alliance partnership is a practical, engaging, evidence-based program of professional learning, assessment tools, and capacity-building procedures for transformation and sustainability that enables schools to co-create curricula and instructional programs, collegially monitor their efforts, and continually rejuvenate their spirits to elicit high performances from students, teachers, and administrators.

Strategy #6 Partnering with Regional Centers of Excellence to strengthen programming

Type of Strategy:

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

Narrative description of this strategy.

Minnesota's Regional Centers of Excellence (RCE) deliver support and services straight to schools. Centers are staffed by specialists with a full range of expertise, including math, reading, special education, English language development, equity, graduation support, implementation, data analysis, school leadership, and district support.

For schools identified under the accountability system, the RCEs provide on-the-ground assistance to create the capacity and conditions that support change and continuous improvement. The Centers partner with leadership teams to facilitate school improvement efforts focused on equity for underserved student groups.

Schools receiving comprehensive support conduct a needs assessment, build and strengthen leadership teams, and develop school improvement plans. Schools have identified core instruction to be a need. Sites are working to unpack standards, create walk-through protocols, and focus professional development on creating rigorous core instruction.

Strategy #7 Family Engagement and Empowerment
Our family engagement and empowerment is strengthened by our deep partnership and input from the American Indian Education team (AIE), as well as the American Indian Parental Advisory Committee (AIPAC).
- Identity and School Culture: per recommendations from AIPAC and AIE, the site implemented a guided Indigenous lesson rooted in tribal sovereignty during the first trimester, and continues to participate in American Indian Education activities that bolster deep cultural heritage learning and participation. The site will continue to deepen the Indigenous lens within its curriculum for the next three (3) years, including a districtwide Pedagogy to Practice two-day professional learning with its Social Studies team, focused on Indigenous learning;
- Street Data: The Osseo School Board, Department of Educational Equity, Department of Learning and Achievement, and Department of Student Services have invested in the Street Data approach to centering the identity and needs of each individual student. As such, our district will continue to work with our AIE team as well as invest in an Indigenous approach to Check and Connect that centers student engagement (e.g. American Indian Attendance Honoring events), and will continue to center Indigenous identity and culture (e.g. language

courses, tutoring services that are tailored to Indigenous students, district wide PSEO expectations and communication strategies for our students and families).

- Through Family and Community Engagement (FACE), the team consults and co-creates with school sites as they strengthen their engagement strategies and practices, supports school sites in creating collaborative and meaningful partnerships with their families; finally, FACE facilitates site-specific family and community engagement training and development.
- Works in partnership with the DOEE to identify culturally responsive summer programs that support identity development, and academic enrichment for scholars through exploring literacy, mathematics, science and the arts.

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:
- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

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.

Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

Quarterly District-wide Equity Seminars
- Helping to determine the most effective engagement strategies for each child.
- Broadening and deepening our district understanding of Street Data (Safir and Dugan) to humanize the experiences of our students, staff, and community members.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programming and increasing student success, especially for emerging multilingual learners and students of color.

Educational Equity (EE) Coordinators
- Provide direct services to students
- Facilitate and coordinate culturally-responsive teaching practices within the AI Plan
- Modeling to ensure each scholar feels welcome and engaged, with their humanity intact
- Demonstrate culturally-responsive curriculum, instruction, and effective pedagogy
- Engage scholars and staff in the academic achievement of historically underrepresented student groups
- Develop professional learning opportunities to increase educational outcomes
- Co-teaching, modeling, and mentoring

- Family and Community Engagement
- Student Assistance Team participation and action research
- Analyze and utilize student academic data for continuous improvement
- Identify barriers in classroom instructional practices that contribute to disproportionate outcomes for historically marginalized scholars

Equity Teachers and Equity Specialists

- Provide coaching and training for racial equity
- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)

- Provide anti-racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year as we center the Indigenous identity and culture within our instruction and school experience.

Strategy #13 District will participate in NWSISD sponsored student service opportunities

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:

Student programs provided through NWSISD focus on four educational concepts: Aspirations, Expectations, Opportunities, and Achievement. Students experience activities focus on introspection, learning how culture shapes expectations, setting goals, and understanding expectations for what it means to be college or career ready. Specific examples of activities included in this intervention are: college field trips, career exploration, service learning, team building, and guest speakers. College field trips may be provided for elementary, middle and high schools. Programs such as educators rising and AVID often benefit from this programing directly. In addition, other college and or career fairs or conferences may be part of this intervention.

RIS Goal # 2 The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for each identified group.

Strategy #2 NUA Programming and Site Implementation at Elementary Sites

Type of Strategy:

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

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☐ 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.
The National Urban Alliance (NUA) Professional Learning Model (PLM) is designed to transform underperforming schools into whole-school success where all students demonstrate High Intellectual Performances (HIP) using High Operational Practices (HOP) with the Pedagogy of Confidence™.
The National Urban Alliance partnership collaboration is defined by NUA's steps of implementation. The 12-step overview of the NUA implementation model includes the educators, school leaders, coaches, district leaders, full staff, and students.
The National Urban Alliance partnership is a practical, engaging, evidence-based program of professional learning, assessment tools, and capacity-building procedures for transformation and sustainability that enables schools to co-create curricula and instructional programs, collegially monitor their efforts, and continually rejuvenate their spirits to elicit high performances from students, teachers, and administrators.

Strategy #6 Partnering with Regional Centers of Excellence to strengthen programming

Type of Strategy:

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

Narrative description of this strategy.

Minnesota's Regional Centers of Excellence (RCE) deliver support and services straight to schools. Centers are staffed by specialists with a full range of expertise, including math, reading, special education, English language development, equity, graduation support, implementation, data analysis, school leadership, and district support.

For schools identified under the accountability system, the RCEs provide on-the-ground assistance to create the capacity and conditions that support change and continuous improvement. The Centers partner with leadership teams to facilitate school improvement efforts focused on equity for underserved student groups.

Schools receiving comprehensive support conduct a needs assessment, build and strengthen leadership teams, and develop school improvement plans. Schools have identified core instruction to be a need. Sites are working to unpack standards, create walk-through protocols, and focus professional development on creating rigorous core instruction.

Strategy #7 Family Engagement and Empowerment

Our family engagement and empowerment is strengthened by our deep partnership and input from the American Indian Education team (AIE), as well as the American Indian Parental Advisory Committee (AIPAC).
- Identity and School Culture: per recommendations from AIPAC and AIE, the site implemented a guided Indigenous lesson rooted in tribal sovereignty during the first trimester, and continues to participate in American Indian Education activities that bolster deep cultural heritage learning and participation. The site will continue to deepen the Indigenous lens within its curriculum for the next three (3) years, including a districtwide Pedagogy to Practice two-day professional learning with its Social Studies team, focused on Indigenous learning;
- Street Data: The Osseo School Board, Department of Educational Equity, Department of Learning and Achievement, and Department of Student Services have invested in the Street Data approach to centering the identity and needs of each individual student. As such, our district will continue to work with our AIE team as well as invest in an Indigenous approach to Check and Connect that centers student engagement (e.g. American Indian Attendance Honoring events), and will continue to center Indigenous identity and culture (e.g. language courses, tutoring services that are tailored to Indigenous students, district wide PSEO expectations and communication strategies for our students and families).
- Through Family and Community Engagement (FACE), the team consults and co-creates with school sites as they strengthen their engagement strategies and practices, supports school sites in creating collaborative and meaningful partnerships with their families; finally, FACE facilitates site-specific family and community engagement training and development.
- Works in partnership with the DOEE to identify culturally responsive summer programs that support identity development, and academic enrichment for scholars through exploring literacy, mathematics, science and the arts.

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:
- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

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.

Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

Quarterly District-wide Equity Seminars

- Helping to determine the most effective engagement strategies for each child.
- Broadening and deepening our district understanding of Street Data (Safir and Dugan) to humanize the experiences of our students, staff, and community members.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programming and increasing student success, especially for emerging multilingual learners and students of color.

Educational Equity (EE) Coordinators

- Provide direct services to students
- Facilitate and coordinate culturally-responsive teaching practices within the AI Plan
- Modeling to ensure each scholar feels welcome and engaged, with their humanity intact
- Demonstrate culturally-responsive curriculum, instruction, and effective pedagogy
- Engage scholars and staff in the academic achievement of historically underrepresented student groups
- Develop professional learning opportunities to increase educational outcomes
- Co-teaching, modeling, and mentoring
- Family and Community Engagement
- Student Assistance Team participation and action research
- Analyze and utilize student academic data for continuous improvement
- Identify barriers in classroom instructional practices that contribute to disproportionate outcomes for historically marginalized scholars

Equity Teachers and Equity Specialists

- Provide coaching and training for racial equity
- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)

- Provide anti-racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year

as we center the Indigenous identity and culture within our instruction and school experience.

Strategy #9 Comprehensive District-wide Reading Instruction (Coaching), Support, and Continuous Improvement

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

Narrative description of this strategy.

The Osseo Area School District provides a Multi-Tiered System of Supports to meet the literacy needs of all students. Our first consideration is to provide all students with highly effective core instruction that is aligned with the Minnesota English Language Arts standards and research-based instructional practices. Elementary reading instruction focuses on the essential components of reading highlighted in Scarborough's Reading Rope; phonemic awareness, phonics, fluency, vocabulary, and comprehension. In secondary English language Arts (ELA), classrooms teachers integrate reading instruction into the ELA content. To meet the needs of students who require additional support to reach grade-level standards, teachers provide research-based interventions and regularly monitor student progress to ensure they are making growth toward reading proficiency.

Ongoing professional development helps teachers in Osseo Area Schools stay current with research-based instructional strategies. Professional development is provided to teachers throughout the year in a variety of ways. All teachers are members of Professional Learning Communities which examine student assessment data and refine current instructional practices. The focus of ongoing and job-embedded district-wide professional development is research-informed practices of instruction, interventions, assessments, and data use to improve student learning.

Strategy #11 Targeted support for American Indian students

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.

Osseo Area Schools is working closely with both its American Indian Parent Advisory Committee (AIPAC), as well as its American Indian Education team to bring customized academic support services to its American Indian students. As a system, we are committed to the academic success of our American Indian students by implementing:

- Attendance and Academic Achievement Support: Evaluate current resources that are or are not working for a student, as well as what additional resources can be applied to successfully support attendance and achievement such as counselors and tutors (K-12). Educational resources and materials will be used to support students with the overarching focus of:
  - Enhancing cultural identity (K-12)
  - Analyzing and breaking down attendance barriers, as well as key academic interventions as needed in core content (6-12), and reading and mathematics (K-5)

- Establish recurring meetings with students to discuss attendance and identify barriers (K-12)
  - Establish goal setting and career outlook for students surrounding their individual interests and talents, with a Tribal College and University (TCU) focus, while highlighting importance of American Indian graduation, scheduling and programming (6-12)
  - Meet with students to help support individual goals as well as having the family engage in goal setting conversations (K-12)
- Credit Recovery: working with individual high schools to identify American Indian students and school counselor assignments, and monitor communication to students and families regarding credit recovery opportunities in grades 9-12
- MTSS at each high school that meets American Indian students' needs: ensure school counselors communicate lab support structures to students and families each trimester (email, TalkingPoints, written communication) to ensure that multiple opportunities are available to make up credits via lab courses
- ADSIS: Counselors in middle schools are monitoring the reading and math progress of our American Indian students in grades 6-8, identifying opportunities with families for any ADSIS support, and seeking collaboration for mutual agreement
- Student engagement connected to attendance progress monitoring in grades 6-12; academic success would also be measured by attendance increases and district-sponsored American Indian Attendance Honoring events with a specific community connection

Location of services: All sites

RIS Goal # 3 The percent of staff of color working in Osseo Area Schools will increase by 1% each year from 14.94% in Spring 2022.

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:
- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

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.

Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

Quarterly District-wide Equity Seminars

- Helping to determine the most effective engagement strategies for each child.
- Broadening and deepening our district understanding of <u>Street Data</u> (Safir and Dugan) to humanize the experiences of our students, staff, and community members.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programming and increasing student success, especially for emerging multilingual learners and students of color.

Educational Equity (EE) Coordinators

- Provide direct services to students
- Facilitate and coordinate culturally-responsive teaching practices within the AI Plan
- Modeling to ensure each scholar feels welcome and engaged, with their humanity intact
- Demonstrate culturally-responsive curriculum, instruction, and effective pedagogy
- Engage scholars and staff in the academic achievement of historically underrepresented student groups
- Develop professional learning opportunities to increase educational outcomes
- Co-teaching, modeling, and mentoring
- Family and Community Engagement
- Student Assistance Team participation and action research
- Analyze and utilize student academic data for continuous improvement
- Identify barriers in classroom instructional practices that contribute to disproportionate outcomes for historically marginalized scholars

Equity Teachers and Equity Specialists

- Provide coaching and training for racial equity
- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)

- Provide anti-racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year as we center the Indigenous identity and culture within our instruction and school experience.

Strategy #10 Recruitment and Retention of Staff of Color Plan

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:

Focused attention on increasing and retaining teachers, particularly teachers of color and Indigenous teachers. We have started a Teacher of Color mentorship program and work in collaboration with our local union to support new teachers. In addition, we have made changes to our collective bargaining agreement to attract experienced, tier 3 and 4 licensed teachers as well as provide additional professional development and support to our teachers at high-needs schools. Finally, we work to create candidate pools and issue early teaching contracts that support the priority of an equitable distribution of staff.

We are in our 7th year of a priority result centered around hiring staff that mirror the demographics of our students. As a district, we have implemented multiple strategies toward this goal including a career pathways program, a Teacher of Color mentoring program, and we have been collaborating closely with our HR recruitment and retention manager to strengthen our work.

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 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 2024	Target 2025	Target 2026
Osseo Area Schools will provide support for NUA programming in partnership with National Urban Alliance to seek racial integration gap reduction of 1% each year at Garden City. District Overall SOC 60.4%, Garden City SOC 93.7%= 2023 Gap 33.3%	32.3%	31.3%	30.3%
The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for students of color at Garden City. 2022 Gap: American Indian NA, Asian/Pacific Islander 69.4%, Black 60.5%, Hispanic 61.7%, Two or more Races NA	Asian/Pacific Islander 67.4%, Black 58.5%, Hispanic 59.7%	Asian/Pacific Islander 65.4%, Black 56.5%, Hispanic 57.7%	Asian/Pacific Islander 63.4%, Black 54.5%, Hispanic 55.7%
The percent of staff of color will increase by 1% at RIS each year from Spring of 2022. Licenced Staff of Color 12.9%, Non-Licensed Staff of Color 39.4%, Administrators of Color 47.1%	Licenced Staff of Color 13.9%, Non-Licensed Staff of Color 40.4%, Administrators of Color 48.1%	Licenced Staff of Color 14.9%, Non-Licensed Staff of Color 41.4%, Administrators of Color 49.1%	Licenced Staff of Color 15.9%, Non-Licensed Staff of Color 42.4%, Administrators of Color 50.1%

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 2024	Target 2025	Target 2026

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)).

The Department of Educational Equity (DOEE) works in partnership with each of its sites to ensure that a sustainable, systems-driven set of policies, practices, and processes are embedded at multiple levels of our school sites:

- Equity Specialists lead REAL TALK, which is a student-facing program. This leadership group is social justice themed. Students join based on interest and form groups of 10-90 student participants at secondary sites. Often the students are identified based on racial and/or ethnic representation at the school to ensure we are centering the historically marginalized identities of secondary students within our district. These groups build the confidence and creative skills for students in grades 6-12 to engage more fully in the school day.

- Equity Specialists also work with specific grades (primarily grades 9-12) to lead dropout prevention data review with a focus on specific humanizing, culturally responsive and relevant practices that center the multiple identities of our historically marginalized students, and influence the graduation planning process for students who are at risk for dropout.

- Equity Specialists lead student-facing programs at the elementary level, including leadership groups of 10-15 students who are identified by both DOEE and school-based staff. Often the students are identified based on racial and/or ethnic representation at the school to ensure that we are centering the historically marginalized identities of elementary students within our district. These groups build the confidence and creative skills for students (primarily in grades 3-5) to engage more fully in the school day.

- Equity Specialists also work with specific grades (primarily grades K-2) to lead group readings with specific humanizing, culturally responsive and relevant books that center the multiple identities of our historically marginalized students.

- Equity Teachers at the secondary level are positioned to partner 1:1 with teachers and with Learning and Achievement district staff to identify new staff who have not yet been deeply involved in embedding our distinct core values and equity mission within their classroom practices. As such, Equity Teachers ensure that customized learning is centered for its participants, and act as a resource to model and share best lesson planning strategies for district staff.

- Equity Teachers at the elementary level lead professional development for teachers within our district, ensuring that equity is embedded per the Equity Foundational Training components, Quarterly Equity Seminar content, and school-specific demographics for culturally diverse and responsive teaching practices. Teachers at sites partnered with the National Urban Alliance (NUA) work in deep collaboration with their coaches, in order to lead, model, and observe high intellectual performances and high operational practices that best engage our students. Teachers at non-NUA sites work to tailor professional development, which is specific to a grade level and/or grade section where school site leadership has identified culturally responsive needs for their students.

- Equity Coordinators are the primary conduit of communication from the DOEE to Principals and lead the DOEE priority work at the sites they support. Equity Coordinators convene with site leaders, and determine the scope and sequence as well as the most effective means to center the work for their sites (e.g. school site equity team,

building leadership team, instructional leadership team) during the school year.
- Equity Coordinators convene with leadership to pace the work, to ensure alignment with district and site priorities, to monitor the progress of the work from Equity Specialists and Equity Teachers, and to lead any pivots that are necessary for deeper and more aligned work for our instruction, climate, culture, continuous improvement, and leadership.

Racially Identifiable School(s) (RIS)

Palmer Lake Elementary

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:
- Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
- 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.
- Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

RIS Goal # 1 Osseo Area Schools will provide support for specialized programming to seek racial integration gap reduction of 1% each year at schools that were identified as Racially Isolated Schools through partnerships with Northwest Suburban Integration School District (NWSISD), National Urban Alliance (NUA), Advancement Via Individual Determination (AVID), International Baccalaureate (IB), Regional Centers of Excellence, and community partners that seeks racial and economic integration and achievement gap closure for Osseo Area Schools students.

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

Goal type: Integration

Strategy #6 Partnering with Regional Centers of Excellence to strengthen programming
Strategy #7 Family Engagement and Empowerment
Strategy #8 Comprehensive District Wide Equity Training and Support
Strategy #13 District will participate in NWSISD sponsored student service opportunities

RIS Goal # 2 The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for each identified group.

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

Goal type: Achievement Disparity

Strategy #6 Partnering with Regional Centers of Excellence to strengthen programming
Strategy #7 Family Engagement and Empowerment
Strategy #8 Comprehensive District Wide Equity Training and Support
Strategy #9 Comprehensive District Wide Reading Instruction (Coaching), Support and Continuous Improvement
Strategy #11 Targeted support for American Indian students

RIS Goal # 3 The percent of staff of color working in Osseo Area Schools will increase by 1% each year from 14.94% in Spring 2022.

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

Goal type: Teacher Equity

Strategy #8 Comprehensive District Wide Equity Training and Support
Strategy #10 Recruitment and Retention of Staff of Color Plan

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* section below (Minn. Stat. § 124D.861, subd. 2).

RIS Goal # 1 Osseo Area Schools will provide support for specialized programming to seek racial integration gap reduction of 1% each year at schools that were identified as Racially Isolated Schools through partnerships with Northwest Suburban Integration School District (NWSISD), National Urban Alliance (NUA), Advancement Via Individual Determination (AVID), International Baccalaureate (IB), Regional Centers of Excellence, and community partners that seeks racial and economic integration and achievement gap closure for Osseo Area Schools students.

Strategy #6 Partnering with Regional Centers of Excellence to strengthen programming

Type of Strategy:

- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- 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.	☐ Increases cultural fluency, competency, and interaction.
☐ Provides school enrollment choices.	☐ Increases graduation rates.
	☐ Increases access to effective and diverse teachers.

Narrative description of this strategy.

Minnesota's Regional Centers of Excellence (RCE) deliver support and services straight to schools. Centers are staffed by specialists with a full range of expertise, including math, reading, special education, English language development, equity, graduation support, implementation, data analysis, school leadership, and district support.

For schools identified under the accountability system, the RCEs provide on-the-ground assistance to create the capacity and conditions that support change and continuous improvement. The Centers partner with leadership teams to facilitate school improvement efforts focused on equity for underserved student groups.

Schools receiving comprehensive support conduct a needs assessment, build and strengthen leadership teams, and develop school improvement plans. Schools have identified core instruction to be a need. Sites are working to unpack standards, create walk-through protocols, and focus professional development on creating rigorous core instruction.

Strategy #7 Family Engagement and Empowerment

Our family engagement and empowerment is strengthened by our deep partnership and input from the American Indian Education team (AIE), as well as the American Indian Parental Advisory Committee (AIPAC).
- Identity and School Culture: per recommendations from AIPAC and AIE, the site implemented a guided Indigenous lesson rooted in tribal sovereignty during the first trimester, and continues to participate in American Indian Education activities that bolster deep cultural heritage learning and participation. The site will continue to deepen the Indigenous lens within its curriculum for the next three (3) years, including a districtwide Pedagogy to Practice two-day professional learning with its Social Studies team, focused on Indigenous learning;
- Street Data: The Osseo School Board, Department of Educational Equity, Department of Learning and Achievement, and Department of Student Services have invested in the Street Data approach to centering the identity and needs of each individual student. As such, our district will continue to work with our AIE team as well as invest in an Indigenous approach to Check and Connect that centers student engagement (e.g. American Indian Attendance Honoring events), and will continue to center Indigenous identity and culture (e.g. language courses, tutoring services that are tailored to Indigenous students, district wide PSEO expectations and communication strategies for our students and families).
- Through Family and Community Engagement (FACE), the team consults and co-creates with school sites as they strengthen their engagement strategies and practices, supports school sites in creating collaborative and meaningful partnerships with their families; finally, FACE facilitates site-specific family and community engagement training and development.
- Works in partnership with the DOEE to identify culturally responsive summer programs that support identity development, and academic enrichment for scholars through exploring literacy, mathematics, science and the arts.

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:
- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

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.

Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

Quarterly District-wide Equity Seminars

- Helping to determine the most effective engagement strategies for each child.
- Broadening and deepening our district understanding of Street Data (Safir and Dugan) to humanize the experiences of our students, staff, and community members.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programming and increasing student success, especially for emerging multilingual learners and students of color.

Educational Equity (EE) Coordinators

- Provide direct services to students
- Facilitate and coordinate culturally-responsive teaching practices within the AI Plan
- Modeling to ensure each scholar feels welcome and engaged, with their humanity intact
- Demonstrate culturally-responsive curriculum, instruction, and effective pedagogy
- Engage scholars and staff in the academic achievement of historically underrepresented student groups
- Develop professional learning opportunities to increase educational outcomes
- Co-teaching, modeling, and mentoring
- Family and Community Engagement
- Student Assistance Team participation and action research
- Analyze and utilize student academic data for continuous improvement
- Identify barriers in classroom instructional practices that contribute to disproportionate outcomes for historically marginalized scholars

Equity Teachers and Equity Specialists

- Provide coaching and training for racial equity
- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)

- Provide anti-racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year as we center the Indigenous identity and culture within our instruction and school experience.

Strategy #13 District will participate in NWSISD sponsored student service opportunities

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:

Student programs provided through NWSISD focus on four educational concepts: Aspirations, Expectations, Opportunities, and Achievement. Students experience activities focused on introspection, learning how culture shapes expectations, setting goals, and understanding expectations for what it means to be college or career ready. Specific examples of activities included in this intervention are: college field trips, career exploration, service learning, team building, and guest speakers. College field trips may be provided for elementary, middle and high schools. Programs such as educators rising and AVID often benefit from this programing directly. In addition, other college and or career fairs or conferences may be part of this intervention.

RIS Goal # 2
The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for each identified group.

Strategy #6 Partnering with Regional Centers of Excellence to strengthen programming

Type of Strategy:

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

Narrative description of this strategy.

Minnesota's Regional Centers of Excellence (RCE) deliver support and services straight to schools. Centers are staffed by specialists with a full range of expertise, including math, reading, special education, English language development, equity, graduation support, implementation, data analysis, school leadership, and district support.

For schools identified under the accountability system, the RCEs provide on-the-ground assistance to create the capacity and conditions that support change and continuous improvement. The Centers partner with leadership teams to facilitate school improvement efforts focused on equity for underserved student groups.

Schools receiving comprehensive support conduct a needs assessment, build and strengthen leadership teams, and develop school improvement plans. Schools have identified core instruction to be a need. Sites are working to unpack standards, create walk-through protocols, and focus professional development on creating rigorous core instruction.

Strategy #7 Family Engagement and Empowerment

Our family engagement and empowerment is strengthened by our deep partnership and input from the American Indian Education team (AIE), as well as the American Indian Parental Advisory Committee (AIPAC).
- Identity and School Culture: per recommendations from AIPAC and AIE, the site implemented a guided Indigenous lesson rooted in tribal sovereignty during the first trimester, and continues to participate in American Indian Education activities that bolster deep cultural heritage learning and participation. The site will continue to deepen the Indigenous lens within its curriculum for the next three (3) years, including a districtwide Pedagogy to Practice two-day professional learning with its Social Studies team, focused on Indigenous learning;
- Street Data: The Osseo School Board, Department of Educational Equity, Department of Learning and Achievement, and Department of Student Services have invested in the Street Data approach to centering the identity and needs of each individual student. As such, our district will continue to work with our AIE team as well as invest in an Indigenous approach to Check and Connect that centers student engagement (e.g. American Indian Attendance Honoring events), and will continue to center Indigenous identity and culture (e.g. language courses, tutoring services that are tailored to Indigenous students, district wide PSEO expectations and communication strategies for our students and families).
- Through Family and Community Engagement (FACE), the team consults and co-creates with school sites as they strengthen their engagement strategies and practices, supports school sites in creating collaborative and meaningful partnerships with their families; finally, FACE facilitates site-specific family and community engagement training and development.
- Works in partnership with the DOEE to identify culturally responsive summer programs that support identity development, and academic enrichment for scholars through exploring literacy, mathematics, science and the arts.

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:
- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

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.

Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

Quarterly District-wide Equity Seminars

- Helping to determine the most effective engagement strategies for each child.
- Broadening and deepening our district understanding of Street Data (Safir and Dugan) to humanize the experiences of our students, staff, and community members.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programming and increasing student success, especially for emerging multilingual learners and students of color.

Educational Equity (EE) Coordinators

- Provide direct services to students
- Facilitate and coordinate culturally-responsive teaching practices within the AI Plan
- Modeling to ensure each scholar feels welcome and engaged, with their humanity intact
- Demonstrate culturally-responsive curriculum, instruction, and effective pedagogy
- Engage scholars and staff in the academic achievement of historically underrepresented student groups
- Develop professional learning opportunities to increase educational outcomes
- Co-teaching, modeling, and mentoring
- Family and Community Engagement
- Student Assistance Team participation and action research
- Analyze and utilize student academic data for continuous improvement
- Identify barriers in classroom instructional practices that contribute to disproportionate outcomes for historically marginalized scholars

Equity Teachers and Equity Specialists

- Provide coaching and training for racial equity
- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)

- Provide anti-racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year as we center the Indigenous identity and culture within our instruction and school experience.

Strategy #9 Comprehensive District-wide Reading Instruction (Coaching), Support, and Continuous Improvement

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

Narrative description of this strategy.

The Osseo Area School District provides a Multi-Tiered System of Supports to meet the literacy needs of all students. Our first consideration is to provide all students with highly effective core instruction that is aligned with the Minnesota English Language Arts standards and research-based instructional practices. Elementary reading instruction focuses on the essential components of reading highlighted in Scarborough's Reading Rope; phonemic awareness, phonics, fluency, vocabulary, and comprehension. In secondary English language Arts (ELA), classrooms teachers integrate reading instruction into the ELA content. To meet the needs of students who require additional support to reach grade-level standards, teachers provide research-based interventions and regularly monitor student progress to ensure they are making growth toward reading proficiency.

Ongoing professional development helps teachers in Osseo Area Schools stay current with research-based instructional strategies. Professional development is provided to teachers throughout the year in a variety of ways. All teachers are members of Professional Learning Communities which examine student assessment data and refine current instructional practices. The focus of ongoing and job-embedded district-wide professional development is research-informed practices of instruction, interventions, assessments, and data use to improve student learning.

Strategy #11 Targeted support for American Indian students

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.

Osseo Area Schools is working closely with both its American Indian Parent Advisory Committee (AIPAC), as well as its American Indian Education team to bring customized academic support services to its American Indian students. As a system, we are committed to the academic success of our American Indian students by implementing:

- Attendance and Academic Achievement Support: Evaluate current resources that are or are not working for a student, as well as what additional resources can be applied to successfully support attendance and achievement such as counselors and tutors (K-12). Educational resources and materials will be used to support students with the overarching focus of:
  - Enhancing cultural identity (K-12)
  - Analyzing and breaking down attendance barriers, as well as key academic interventions as needed in core content (6-12), and reading and mathematics (K-5)
  - Establish recurring meetings with students to discuss attendance and identify barriers (K-12)
  - Establish goal setting and career outlook for students surrounding their individual interests and talents, with a Tribal College and University (TCU) focus, while highlighting importance of American Indian graduation, scheduling and programming (6-12)
  - Meet with students to help support individual goals as well as having the family engage in goal setting conversations (K-12)

- Credit Recovery: working with individual high schools to identify American Indian students and school counselor assignments, and monitor communication to students and families regarding credit recovery opportunities in grades 9-12
- MTSS at each high school that meets American Indian students' needs: ensure school counselors communicate lab support structures to students and families each trimester (email, TalkingPoints, written communication) to ensure that multiple opportunities are available to make up credits via lab courses
- ADSIS: Counselors in middle schools are monitoring the reading and math progress of our American Indian students in grades 6-8, identifying opportunities with families for any ADSIS support, and seeking collaboration for mutual agreement
- Student engagement connected to attendance progress monitoring in grades 6-12; academic success would also be measured by attendance increases and district-sponsored American Indian Attendance Honoring events with a specific community connection

Location of services: All sites

RIS Goal # 3 The percent of staff of color working in Osseo Area Schools will increase by 1% each year from 14.94% in Spring 2022.

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:
- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

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.

Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

Quarterly District-wide Equity Seminars
- Helping to determine the most effective engagement strategies for each child.
- Broadening and deepening our district understanding of Street Data (Safir and Dugan) to humanize the experiences of our students, staff, and community members.
- Providing extensive training and on-going practical classroom tools and support for teachers.

- Providing implementation guidance for strengths-based programming and increasing student success, especially for emerging multilingual learners and students of color.

Educational Equity (EE) Coordinators

- Provide direct services to students
- Facilitate and coordinate culturally-responsive teaching practices within the AI Plan
- Modeling to ensure each scholar feels welcome and engaged, with their humanity intact
- Demonstrate culturally-responsive curriculum, instruction, and effective pedagogy
- Engage scholars and staff in the academic achievement of historically underrepresented student groups
- Develop professional learning opportunities to increase educational outcomes
- Co-teaching, modeling, and mentoring
- Family and Community Engagement
- Student Assistance Team participation and action research
- Analyze and utilize student academic data for continuous improvement
- Identify barriers in classroom instructional practices that contribute to disproportionate outcomes for historically marginalized scholars

Equity Teachers and Equity Specialists

- Provide coaching and training for racial equity
- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)

- Provide anti-racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year as we center the Indigenous identity and culture within our instruction and school experience.

Strategy #10 Recruitment and Retention of Staff of Color Plan

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:

Focused attention on increasing and retaining teachers, particularly teachers of color and Indigenous teachers. We have started a Teacher of Color mentorship program and work in collaboration with our local union to support new teachers. In addition, we have made changes to our collective bargaining agreement to attract experienced, tier 3 and 4 licensed teachers as well as provide additional professional development and support to our teachers at high-needs schools. Finally, we work to create candidate pools and issue early teaching contracts that support the priority of an equitable distribution of staff.

We are in our 7th year of a priority result centered around hiring staff that mirror the demographics of our students. As a district, we have implemented multiple strategies toward this goal including a career pathways program, a Teacher of Color mentoring program, and we have been collaborating closely with our HR recruitment and retention manager to strengthen our work.

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 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 2024	Target 2025	Target 2026
Osseo Area Schools will provide support for NUA programming in partnership with National Urban Alliance to seek racial integration gap reduction of 1% each year at Palmer Lake. District Overall SOC 60.4%, Palmer Lake SOC 92.8%= 2023 Gap 32.4%	31.4%	30.4%	29.4%
The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for students of color at Palmer Lake. 2022 Gap: American Indian NA, Asian/Pacific Islander 60.8%, Black 64.0%, Hispanic 50.0%, Two or more Races 54.2%	Asian/Pacific Islander 58.8%, Black 62.0%, Hispanic 48.0%, Two or more Races 52.2%	Asian/Pacific Islander 56.8%, Black 60.0%, Hispanic 46.0%, Two or more Races 50.2%	Asian/Pacific Islander 54.8%, Black 58.0%, Hispanic 44.0%, Two or more Races 48.2%
The percent of staff of color will increase by 1% at RIS each year from Spring of 2022. Licenced Staff of Color 12.9%, Non-Licensed Staff of Color 39.4%, Administrators of Color 47.1%	Licenced Staff of Color 13.9%, Non-Licensed Staff of Color 40.4%, Administrators of Color 48.1%	Licenced Staff of Color 14.9%, Non-Licensed Staff of Color 41.4%, Administrators of Color 49.1%	Licenced Staff of Color 15.9%, Non-Licensed Staff of Color 42.4%, Administrators of Color 50.1%

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)).

The Department of Educational Equity (DOEE) works in partnership with each of its sites to ensure that a sustainable, systems-driven set of policies, practices, and processes are embedded at multiple levels of our school sites:

- Equity Specialists lead REAL TALK, which is a student-facing program. This leadership group is social justice themed. Students join based on interest and form groups of 10-90 student participants at secondary sites. Often the students are identified based on racial and/or ethnic representation at the school to ensure we are centering the historically marginalized identities of secondary students within our district. These groups build the confidence and creative skills for students in grades 6-12 to engage more fully in the school day.

- Equity Specialists also work with specific grades (primarily grades 9-12) to lead dropout prevention data review with a focus on specific humanizing, culturally responsive and relevant practices that center the multiple identities of our historically marginalized students, and influence the graduation planning process for students who are at risk for dropout.

- Equity Specialists lead student-facing programs at the elementary level, including leadership groups of 10-15 students who are identified by both DOEE and school-based staff. Often the students are identified based on racial and/or ethnic representation at the school to ensure that we are centering the historically marginalized identities of elementary students within our district. These groups build the confidence and creative skills for students (primarily in grades 3-5) to engage more fully in the school day.

- Equity Specialists also work with specific grades (primarily grades K-2) to lead group readings with specific humanizing, culturally responsive and relevant books that center the multiple identities of our historically marginalized students.

- Equity Teachers at the secondary level are positioned to partner 1:1 with teachers and with Learning and Achievement district staff to identify new staff who have not yet been deeply involved in embedding our distinct core values and equity mission within their classroom practices. As such, Equity Teachers ensure that customized learning is centered for its participants, and act as a resource to model and share best lesson planning strategies for district staff.

- Equity Teachers at the elementary level lead professional development for teachers within our district, ensuring that equity is embedded per the Equity Foundational Training components, Quarterly Equity Seminar content, and school-specific demographics for culturally diverse and responsive teaching practices. Teachers at sites partnered with the National Urban Alliance (NUA) work in deep collaboration with their coaches, in order to lead, model, and observe high intellectual performances and high operational practices that best engage our students. Teachers at non-NUA sites work to tailor professional development, which is specific to a grade level and/or grade section where school site leadership has identified culturally responsive needs for their students.

- Equity Coordinators are the primary conduit of communication from the DOEE to Principals and lead the DOEE priority work at the sites they support. Equity Coordinators convene with site leaders, and determine the scope and sequence as well as the most effective means to center the work for their sites (e.g. school site equity team, building leadership team, instructional leadership team) during the school year.

- Equity Coordinators convene with leadership to pace the work, to ensure alignment with district and site priorities, to monitor the progress of the work from Equity Specialists and Equity Teachers, and to lead any

pivots that are necessary for deeper and more aligned work for our instruction, climate, culture, continuous improvement, and leadership.

Racially Identifiable School(s) (RIS)

Park Brook Elementary

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:
- Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
- 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.
- Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

RIS Goal # 1   Osseo Area Schools will provide support for specialized programming to seek racial integration gap reduction of 1% each year at schools that were identified as Racially Isolated Schools through partnerships with Northwest Suburban Integration School District (NWSISD), National Urban Alliance (NUA), Advancement Via Individual Determination (AVID), International Baccalaureate (IB), Regional Centers of Excellence, and community partners that seeks racial and economic integration and achievement gap closure for Osseo Area Schools students.

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

Goal type: Integration

Strategy #4 Leveraging community partnerships to strengthen programming
Strategy #7 Family Engagement and Empowerment
Strategy #8 Comprehensive District Wide Equity Training and Support
Strategy #13 District will participate in NWSISD sponsored student service opportunities

RIS Goal # 2   The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for each identified group.

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

Goal type: Achievement Disparity

Strategy #4 Leveraging community partnerships to strengthen programming
Strategy #7 Family Engagement and Empowerment
Strategy #8 Comprehensive District Wide Equity Training and Support
Strategy #9 Comprehensive District Wide Reading Instruction (Coaching), Support and Continuous Improvement
Strategy #11 Targeted support for American Indian students

RIS Goal # 3 The percent of staff of color working in Osseo Area Schools will increase by 1% each year from 14.94% in Spring 2022.

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

Goal type: Teacher Equity

Strategy #8 Comprehensive District Wide Equity Training and Support
Strategy #10 Recruitment and Retention of Staff of Color Plan

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* section below (Minn. Stat. § 124D.861, subd. 2).

RIS Goal # 1 Osseo Area Schools will provide support for specialized programming to seek racial integration gap reduction of 1% each year at schools that were identified as Racially Isolated Schools through partnerships with Northwest Suburban Integration School District (NWSISD), National Urban Alliance (NUA), Advancement Via Individual Determination (AVID), International Baccalaureate (IB), Regional Centers of Excellence, and community partners that seeks racial and economic integration and achievement gap closure for Osseo Area Schools students.

Strategy #4 Leveraging community partnerships to strengthen programming

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:

☒ 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.

Park Brook Elementary collaborates with community partners to implement Focused on Fitness to increase academic growth and provide health benefits for students. Before and after school programs provide opportunities for students to be active. Each school day begins with a "Brain Boost" to prepare scholars for learning, and teachers incorporate additional Brain Boosts throughout the day to keep students focused and engaged in learning and increase their academic achievement.

Families can integrate fitness into their student's before- and after-school experience with classes like Morning Move, After-School Boot Camp, and Bucket Drumming. Scholars can also take part in the American Heart Association Double

Dutch team, run the Twin Cities 5K, learn to cross-country ski, and participate in monthly weekend field trips that keep our school community active.

Strategy #7 Family Engagement and Empowerment

Our family engagement and empowerment is strengthened by our deep partnership and input from the American Indian Education team (AIE), as well as the American Indian Parental Advisory Committee (AIPAC).
- Identity and School Culture: per recommendations from AIPAC and AIE, the site implemented a guided Indigenous lesson rooted in tribal sovereignty during the first trimester, and continues to participate in American Indian Education activities that bolster deep cultural heritage learning and participation. The site will continue to deepen the Indigenous lens within its curriculum for the next three (3) years, including a districtwide Pedagogy to Practice two-day professional learning with its Social Studies team, focused on Indigenous learning;
- Street Data: The Osseo School Board, Department of Educational Equity, Department of Learning and Achievement, and Department of Student Services have invested in the Street Data approach to centering the identity and needs of each individual student. As such, our district will continue to work with our AIE team as well as invest in an Indigenous approach to Check and Connect that centers student engagement (e.g. American Indian Attendance Honoring events), and will continue to center Indigenous identity and culture (e.g. language courses, tutoring services that are tailored to Indigenous students, district wide PSEO expectations and communication strategies for our students and families).
- Through Family and Community Engagement (FACE), the team consults and co-creates with school sites as they strengthen their engagement strategies and practices, supports school sites in creating collaborative and meaningful partnerships with their families; finally, FACE facilitates site-specific family and community engagement training and development.
- Works in partnership with the DOEE to identify culturally responsive summer programs that support identity development, and academic enrichment for scholars through exploring literacy, mathematics, science and the arts.

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:
- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

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.

Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

Quarterly District-wide Equity Seminars

- Helping to determine the most effective engagement strategies for each child.
- Broadening and deepening our district understanding of Street Data (Safir and Dugan) to humanize the experiences of our students, staff, and community members.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programming and increasing student success, especially for emerging multilingual learners and students of color.

Educational Equity (EE) Coordinators

- Provide direct services to students
- Facilitate and coordinate culturally-responsive teaching practices within the AI Plan
- Modeling to ensure each scholar feels welcome and engaged, with their humanity intact
- Demonstrate culturally-responsive curriculum, instruction, and effective pedagogy
- Engage scholars and staff in the academic achievement of historically underrepresented student groups
- Develop professional learning opportunities to increase educational outcomes
- Co-teaching, modeling, and mentoring
- Family and Community Engagement
- Student Assistance Team participation and action research
- Analyze and utilize student academic data for continuous improvement
- Identify barriers in classroom instructional practices that contribute to disproportionate outcomes for historically marginalized scholars

Equity Teachers and Equity Specialists

- Provide coaching and training for racial equity
- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)

- Provide anti-racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year as we center the Indigenous identity and culture within our instruction and school experience.

Strategy #13 District will participate in NWSISD sponsored student service opportunities

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:

Student programs provided through NWSISD focus on four educational concepts: Aspirations, Expectations, Opportunities, and Achievement. Students experience activities focused on introspection, learning how culture shapes expectations, setting goals, and understanding expectations for what it means to be college or career ready. Specific examples of activities included in this intervention are: college field trips, career exploration, service learning, team building, and guest speakers. College field trips may be provided for elementary, middle and high schools. Programs such as educators rising and AVID often benefit from this programing directly. In addition, other college and or career fairs or conferences may be part of this intervention.

Grade levels to be served: K - 12

RIS Goal # 2 The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for each identified group.
Strategy #4 Leveraging community partnerships to strengthen programming

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:

☒ 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.

Park Brook Elementary collaborates with community partners to implement Focused on Fitness to increase academic growth and provide health benefits for students. Before and after school programs provide opportunities for students to be active. Each school day begins with a "Brain Boost" to prepare scholars for learning, and teachers incorporate additional Brain Boosts throughout the day to keep students focused and engaged in learning and increase their academic achievement.

Families can integrate fitness into their student's before- and after-school experience with classes like Morning Move, After-School Boot Camp, and Bucket Drumming. Scholars can also take part in the American Heart Association Double Dutch team, run the Twin Cities 5K, learn to cross-country ski, and participate in monthly weekend field trips that keep our school community active.

Strategy #7 Family Engagement and Empowerment

Our family engagement and empowerment is strengthened by our deep partnership and input from the American Indian Education team (AIE), as well as the American Indian Parental Advisory Committee (AIPAC).
- Identity and School Culture: per recommendations from AIPAC and AIE, the site implemented a guided Indigenous lesson rooted in tribal sovereignty during the first trimester, and continues to participate in American Indian Education activities that bolster deep cultural heritage learning and participation. The site will continue to deepen the Indigenous lens within its curriculum for the next three (3) years, including a districtwide Pedagogy to Practice two-day professional learning with its Social Studies team, focused on Indigenous learning;
- Street Data: The Osseo School Board, Department of Educational Equity, Department of Learning and Achievement, and Department of Student Services have invested in the Street Data approach to centering the identity and needs of each individual student. As such, our district will continue to work with our AIE team as well as invest in an Indigenous approach to Check and Connect that centers student engagement (e.g. American Indian Attendance Honoring events), and will continue to center Indigenous identity and culture (e.g. language courses, tutoring services that are tailored to Indigenous students, district wide PSEO expectations and communication strategies for our students and families).
- Through Family and Community Engagement (FACE), the team consults and co-creates with school sites as they strengthen their engagement strategies and practices, supports school sites in creating collaborative and meaningful partnerships with their families; finally, FACE facilitates site-specific family and community engagement training and development.
- Works in partnership with the DOEE to identify culturally responsive summer programs that support identity development, and academic enrichment for scholars through exploring literacy, mathematics, science and the arts.

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:
- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

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.

Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

Quarterly District-wide Equity Seminars
- Helping to determine the most effective engagement strategies for each child.
- Broadening and deepening our district understanding of Street Data (Safir and Dugan) to

humanize the experiences of our students, staff, and community members.

- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programming and increasing student success, especially for emerging multilingual learners and students of color.

Educational Equity (EE) Coordinators

- Provide direct services to students
- Facilitate and coordinate culturally-responsive teaching practices within the AI Plan
- Modeling to ensure each scholar feels welcome and engaged, with their humanity intact
- Demonstrate culturally-responsive curriculum, instruction, and effective pedagogy
- Engage scholars and staff in the academic achievement of historically underrepresented student groups
- Develop professional learning opportunities to increase educational outcomes
- Co-teaching, modeling, and mentoring
- Family and Community Engagement
- Student Assistance Team participation and action research
- Analyze and utilize student academic data for continuous improvement
- Identify barriers in classroom instructional practices that contribute to disproportionate outcomes for historically marginalized scholars

Equity Teachers and Equity Specialists

- Provide coaching and training for racial equity
- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)

- Provide anti-racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year as we center the Indigenous identity and culture within our instruction and school experience.

Strategy #9 Comprehensive District-wide Reading Instruction (Coaching), Support, and Continuous Improvement

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

Narrative description of this strategy.

The Osseo Area School District provides a Multi-Tiered System of Supports to meet the literacy needs of all students. Our first consideration is to provide all students with highly effective core instruction that is aligned with the Minnesota English Language Arts standards and research-based instructional practices. Elementary reading instruction focuses on the essential components of reading highlighted in Scarborough's Reading Rope; phonemic awareness, phonics, fluency, vocabulary, and comprehension. In secondary English language Arts (ELA), classrooms teachers integrate reading instruction into the ELA content. To meet the needs of students who require additional support to reach grade-level

standards, teachers provide research-based interventions and regularly monitor student progress to ensure they are making growth toward reading proficiency.

Ongoing professional development helps teachers in Osseo Area Schools stay current with research-based instructional strategies. Professional development is provided to teachers throughout the year in a variety of ways. All teachers are members of Professional Learning Communities which examine student assessment data and refine current instructional practices. The focus of ongoing and job-embedded district-wide professional development is research-informed practices of instruction, interventions, assessments, and data use to improve student learning.

Strategy #11 Targeted support for American Indian students

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.

Osseo Area Schools is working closely with both its American Indian Parent Advisory Committee (AIPAC), as well as its American Indian Education team to bring customized academic support services to its American Indian students. As a system, we are committed to the academic success of our American Indian students by implementing:

- Attendance and Academic Achievement Support: Evaluate current resources that are or are not working for a student, as well as what additional resources can be applied to successfully support attendance and achievement such as counselors and tutors (K-12). Educational resources and materials will be used to support students with the overarching focus of:
  - Enhancing cultural identity (K-12)
  - Analyzing and breaking down attendance barriers, as well as key academic interventions as needed in core content (6-12), and reading and mathematics (K-5)
  - Establish recurring meetings with students to discuss attendance and identify barriers (K-12)
  - Establish goal setting and career outlook for students surrounding their individual interests and talents, with a Tribal College and University (TCU) focus, while highlighting importance of American Indian graduation, scheduling and programming (6-12)
  - Meet with students to help support individual goals as well as having the family engage in goal setting conversations (K-12)
- Credit Recovery: working with individual high schools to identify American Indian students and school counselor assignments, and monitor communication to students and families regarding credit recovery opportunities in grades 9-12
- MTSS at each high school that meets American Indian students' needs: ensure school counselors communicate lab support structures to students and families each trimester (email, TalkingPoints, written communication) to ensure that multiple opportunities are available to make up credits via lab courses

- ADSIS: Counselors in middle schools are monitoring the reading and math progress of our American Indian students in grades 6-8, identifying opportunities with families for any ADSIS support, and seeking collaboration for mutual agreement
- Student engagement connected to attendance progress monitoring in grades 6-12; academic success would also be measured by attendance increases and district-sponsored American Indian Attendance Honoring events with a specific community connection

Location of services: All sites

RIS Goal # 3 The percent of staff of color working in Osseo Area Schools will increase by 1% each year from 14.94% in Spring 2022.

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:
- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

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.

Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

Quarterly District-wide Equity Seminars
- Helping to determine the most effective engagement strategies for each child.
- Broadening and deepening our district understanding of Street Data (Safir and Dugan) to humanize the experiences of our students, staff, and community members.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programming and increasing student success, especially for emerging multilingual learners and students of color.

Educational Equity (EE) Coordinators
- Provide direct services to students
- Facilitate and coordinate culturally-responsive teaching practices within the AI Plan
- Modeling to ensure each scholar feels welcome and engaged, with their humanity intact
- Demonstrate culturally-responsive curriculum, instruction, and effective pedagogy
- Engage scholars and staff in the academic achievement of historically underrepresented student groups

- Develop professional learning opportunities to increase educational outcomes
- Co-teaching, modeling, and mentoring
- Family and Community Engagement
- Student Assistance Team participation and action research
- Analyze and utilize student academic data for continuous improvement
- Identify barriers in classroom instructional practices that contribute to disproportionate outcomes for historically marginalized scholars

Equity Teachers and Equity Specialists

- Provide coaching and training for racial equity
- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)

- Provide anti-racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year as we center the Indigenous identity and culture within our instruction and school experience.

Strategy #10 Recruitment and Retention of Staff of Color Plan

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:

Focused attention on increasing and retaining teachers, particularly teachers of color and Indigenous teachers. We have started a Teacher of Color mentorship program and work in collaboration with our local union to support new teachers. In addition, we have made changes to our collective bargaining agreement to attract experienced, tier 3 and 4 licensed teachers as well as provide additional professional development and support to our teachers at high-needs schools. Finally, we work to create candidate pools and issue early teaching contracts that support the priority of an equitable distribution of staff.

We are in our 7th year of a priority result centered around hiring staff that mirror the demographics of our students. As a district, we have implemented multiple strategies toward this goal including a career pathways program, a Teacher of

Color mentoring program, and we have been collaborating closely with our HR recruitment and retention manager to strengthen our work.

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 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 2024	Target 2025	Target 2026
Osseo Area Schools will provide support for Focussed on Fitness and Family Engagement programming to seek racial integration gap reduction of 1% each year at Park Brook. District Overall SOC 60.4%, Park Brook SOC 89.2%= 2023 Gap 28.8%	27.8%	26.8%	25.8%
The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for students of color at Park Brook. 2022 Gap: American Indian NA, Asian/Pacific Islander 65.8%, Black 60.5%, Hispanic 45.0%, Two or more Races NA	Asian/Pacific Islander 63.8%, Black 58.5%, Hispanic 43.0%,	Asian/Pacific Islander 61.8%, Black 56.5%, Hispanic 41.0%,	Asian/Pacific Islander 59.8%, Black 54.5%, Hispanic 39.0%,
The percent of staff of color will increase by 1% at RIS each year from Spring of 2022. Licenced Staff of Color 12.9%, Non-Licensed Staff of Color 39.4%, Administrators of Color 47.1%	Licenced Staff of Color 13.9%, Non-Licensed Staff of Color 40.4%, Administrators of Color 48.1%	Licenced Staff of Color 14.9%, Non-Licensed Staff of Color 41.4%, Administrators of Color 49.1%	Licenced Staff of Color 15.9%, Non-Licensed Staff of Color 42.4%, Administrators of Color 50.1%

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)).

The Department of Educational Equity (DOEE) works in partnership with each of its sites to ensure that a sustainable, systems-driven set of policies, practices, and processes are embedded at multiple levels of our school sites:

- Equity Specialists lead REAL TALK, which is a student-facing program. This leadership group is social justice themed. Students join based on interest and form groups of 10-90 student participants at secondary sites. Often the students are identified based on racial and/or ethnic representation at the school to ensure we are centering the historically marginalized identities of secondary students within our district. These groups build the confidence and creative skills for students in grades 6-12 to engage more fully in the school day.

- Equity Specialists also work with specific grades (primarily grades 9-12) to lead dropout prevention data review with a focus on specific humanizing, culturally responsive and relevant practices that center the multiple identities of our historically marginalized students, and influence the graduation planning process for students who are at risk for dropout.

- Equity Specialists lead student-facing programs at the elementary level, including leadership groups of 10-15 students who are identified by both DOEE and school-based staff. Often the students are identified based on racial and/or ethnic representation at the school to ensure that we are centering the historically marginalized identities of elementary students within our district. These groups build the confidence and creative skills for students (primarily in grades 3-5) to engage more fully in the school day.

- Equity Specialists also work with specific grades (primarily grades K-2) to lead group readings with specific humanizing, culturally responsive and relevant books that center the multiple identities of our historically marginalized students.

- Equity Teachers at the secondary level are positioned to partner 1:1 with teachers and with Learning and Achievement district staff to identify new staff who have not yet been deeply involved in embedding our distinct core values and equity mission within their classroom practices. As such, Equity Teachers ensure that customized learning is centered for its participants, and act as a resource to model and share best lesson planning strategies for district staff.

- Equity Teachers at the elementary level lead professional development for teachers within our district, ensuring that equity is embedded per the Equity Foundational Training components, Quarterly Equity Seminar content, and school-specific demographics for culturally diverse and responsive teaching practices. Teachers at sites partnered with the National Urban Alliance (NUA) work in deep collaboration with their coaches, in order to lead, model, and observe high intellectual performances and high operational practices that best engage our students. Teachers at non-NUA sites work to tailor professional development, which is specific to a grade level and/or grade section where school site leadership has identified culturally responsive needs for their students.

- Equity Coordinators are the primary conduit of communication from the DOEE to Principals and lead the DOEE priority work at the sites they support. Equity Coordinators convene with site leaders, and determine the scope and sequence as well as the most effective means to center the work for their sites (e.g. school site equity team, building leadership team, instructional leadership team) during the school year.

- Equity Coordinators convene with leadership to pace the work, to ensure alignment with district and site priorities, to monitor the progress of the work from Equity Specialists and Equity Teachers, and to lead any pivots that are necessary for deeper and more aligned work for our instruction, climate, culture, continuous improvement, and leadership.

Racially Identifiable School(s) (RIS)

Zanewood Elementary

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:
- Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
- 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.
- Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

RIS Goal # 1 Osseo Area Schools will provide support for specialized programming to seek racial integration gap reduction of 1% each year at schools that were identified as Racially Isolated Schools through partnerships with Northwest Suburban Integration School District (NWSISD), National Urban Alliance (NUA), Advancement Via Individual Determination (AVID), International Baccalaureate (IB), Regional Centers of Excellence, and community partners that seeks racial and economic integration and achievement gap closure for Osseo Area Schools students.

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

Goal type: Integration

Strategy #1 Magnet School Programming
Strategy #7 Family Engagement and Empowerment
Strategy #8 Comprehensive District Wide Equity Training and Support
Strategy #13 District will participate in NWSISD sponsored student service opportunities

RIS Goal # 2 The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for each identified group.

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

Goal type: Achievement Disparity

Strategy #6 Partnering with Regional Centers of Excellence to strengthen programming
Strategy #7 Family Engagement and Empowerment
Strategy #8 Comprehensive District Wide Equity Training and Support
Strategy #9 Comprehensive District Wide Reading Instruction (Coaching), Support and Continuous Improvement
Strategy #11 Targeted support for American Indian students

RIS Goal # 3 The percent of staff of color working in Osseo Area Schools will increase by 1% each year from 14.94% in Spring 2022.

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

Goal type: Teacher Equity

Strategy #8 Comprehensive District Wide Equity Training and Support
Strategy #10 Recruitment and Retention of Staff of Color Plan

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* section 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).

RIS Goal # 1 Osseo Area Schools will provide support for specialized programming to seek racial integration gap reduction of 1% each year at schools that were identified as Racially Isolated Schools through partnerships with Northwest Suburban Integration School District (NWSISD), National Urban Alliance (NUA), Advancement Via Individual Determination (AVID), International Baccalaureate (IB), Regional Centers of Excellence, and community partners that seeks racial and economic integration and achievement gap closure for Osseo Area Schools students.

Strategy #1 Magnet School Programming

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:

☒ 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.

As a STEAM magnet, Zanewood Elementary A immerses students in a series of learning experiences that foster interaction and investigation. Students use technology, arts and virtual studies to solve problems in new ways.

Partnerships with organizations like the Science Museum of Minnesota and programs like Project Lead the Way help to provide an innovative and creative framework for a sound and deeply engaging education. Teaching through the arts helps students experience concepts rather than merely discussing or reading about them.

Strategy #7 Family Engagement and Empowerment

Our family engagement and empowerment is strengthened by our deep partnership and input from the American Indian Education team (AIE), as well as the American Indian Parental Advisory Committee (AIPAC).

- Identity and School Culture: per recommendations from AIPAC and AIE, the site implemented a guided Indigenous lesson rooted in tribal sovereignty during the first trimester, and continues to participate in American Indian Education activities that bolster deep cultural heritage learning and participation. The site will continue to deepen the Indigenous lens within its curriculum for the next three (3) years, including a districtwide Pedagogy to Practice two-day professional learning with its Social Studies team, focused on Indigenous learning;
- Street Data: The Osseo School Board, Department of Educational Equity, Department of Learning and Achievement, and Department of Student Services have invested in the Street Data approach to centering the identity and needs of each individual student. As such, our district will continue to work with our AIE team as well as invest in an Indigenous approach to Check and Connect that centers student engagement (e.g. American Indian Attendance Honoring events), and will continue to center Indigenous identity and culture (e.g. language courses, tutoring services that are tailored to Indigenous students, district wide PSEO expectations and communication strategies for our students and families).
- Through Family and Community Engagement (FACE), the team consults and co-creates with school sites as they strengthen their engagement strategies and practices, supports school sites in creating collaborative and meaningful partnerships with their families; finally, FACE facilitates site-specific family and community engagement training and development.
- Works in partnership with the DOEE to identify culturally responsive summer programs that support identity development, and academic enrichment for scholars through exploring literacy, mathematics, science and the arts.

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:
- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

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.

Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

Quarterly District-wide Equity Seminars
- Helping to determine the most effective engagement strategies for each child.
- Broadening and deepening our district understanding of Street Data (Safir and Dugan) to humanize the experiences of our students, staff, and community members.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programming and increasing student success, especially for emerging multilingual learners and students of color.

Educational Equity (EE) Coordinators

- Provide direct services to students
- Facilitate and coordinate culturally-responsive teaching practices within the AI Plan
- Modeling to ensure each scholar feels welcome and engaged, with their humanity intact
- Demonstrate culturally-responsive curriculum, instruction, and effective pedagogy
- Engage scholars and staff in the academic achievement of historically underrepresented student groups
- Develop professional learning opportunities to increase educational outcomes
- Co-teaching, modeling, and mentoring
- Family and Community Engagement
- Student Assistance Team participation and action research
- Analyze and utilize student academic data for continuous improvement
- Identify barriers in classroom instructional practices that contribute to disproportionate outcomes for historically marginalized scholars

Equity Teachers and Equity Specialists

- Provide coaching and training for racial equity
- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race
- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)
- Provide anti-racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy
- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year as we center the Indigenous identity and culture within our instruction and school experience.

Strategy #13 District will participate in NWSISD sponsored student service opportunities

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:

Student programs provided through NWSISD focus on four educational concepts: Aspirations, Expectations, Opportunities, and Achievement. Students experience activities focus on introspection, learning how culture shapes expectations, setting goals, and understanding expectations for what it means to be college or career ready. Specific examples of activities included in this intervention are: college field trips, career exploration, service learning, team building, and guest speakers. College field trips may be provided for elementary, middle and high schools. Programs such as educators rising and AVID often benefit from this programing directly. In addition, other college and or career fairs or conferences may be part of this intervention.

RIS Goal # 2   The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for each identified group.

Strategy #6 Partnering with Regional Centers of Excellence to strengthen programming

Type of Strategy:

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

Narrative description of this strategy.

Minnesota's Regional Centers of Excellence (RCE) deliver support and services straight to schools. Centers are staffed by specialists with a full range of expertise, including math, reading, special education, English language development, equity, graduation support, implementation, data analysis, school leadership, and district support.

For schools identified under the accountability system, the RCEs provide on-the-ground assistance to create the capacity and conditions that support change and continuous improvement. The Centers partner with leadership teams to facilitate school improvement efforts focused on equity for underserved student groups.

Schools receiving comprehensive support conduct a needs assessment, build and strengthen leadership teams, and develop school improvement plans. Schools have identified core instruction to be a need. Sites are working to unpack standards, create walk-through protocols, and focus professional development on creating rigorous core instruction.

Strategy #7 Family Engagement and Empowerment
Our family engagement and empowerment is strengthened by our deep partnership and input from the American Indian Education team (AIE), as well as the American Indian Parental Advisory Committee (AIPAC).

- Identity and School Culture: per recommendations from AIPAC and AIE, the site implemented a guided Indigenous lesson rooted in tribal sovereignty during the first trimester, and continues to participate in American Indian Education activities that bolster deep cultural heritage learning and participation. The site will continue to deepen the Indigenous lens within its curriculum for the next three (3) years, including a districtwide Pedagogy to Practice two-day professional learning with its Social Studies team, focused on Indigenous learning;
- Street Data: The Osseo School Board, Department of Educational Equity, Department of Learning and Achievement, and Department of Student Services have invested in the Street Data approach to centering the identity and needs of each individual student. As such, our district will continue to work with our AIE team as well as invest in an Indigenous approach to Check and Connect that centers student engagement (e.g. American Indian Attendance Honoring events), and will continue to center Indigenous identity and culture (e.g. language courses, tutoring services that are tailored to Indigenous students, district wide PSEO expectations and communication strategies for our students and families).
- MTSS at each high school that meets American Indian students' needs: ensure School Counselors communicate lab support structures to students and families per trimester (email, Talking Points, written communication), to ensure that multiple opportunities are available to make up credits via lab courses,
- Through Family and Community Engagement (FACE), the team consults and co-creates with school sites as they strengthen their engagement strategies and practices, supports school sites in creating collaborative and meaningful partnerships with their families; finally, FACE facilitates site-specific family and community engagement training and development.
- Works in partnership with the DOEE to identify culturally responsive summer programs that support identity development, and academic enrichment for scholars through exploring literacy, mathematics, science and the arts.

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:
- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

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.

Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

Quarterly District-wide Equity Seminars
- Helping to determine the most effective engagement strategies for each child.
- Broadening and deepening our district understanding of Street Data (Safir and Dugan) to humanize the experiences of our students, staff, and community members.

- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programming and increasing student success, especially for emerging multilingual learners and students of color.

Educational Equity (EE) Coordinators

- Provide direct services to students
- Facilitate and coordinate culturally-responsive teaching practices within the AI Plan
- Modeling to ensure each scholar feels welcome and engaged, with their humanity intact
- Demonstrate culturally-responsive curriculum, instruction, and effective pedagogy
- Engage scholars and staff in the academic achievement of historically underrepresented student groups
- Develop professional learning opportunities to increase educational outcomes
- Co-teaching, modeling, and mentoring
- Family and Community Engagement
- Student Assistance Team participation and action research
- Analyze and utilize student academic data for continuous improvement
- Identify barriers in classroom instructional practices that contribute to disproportionate outcomes for historically marginalized scholars

Equity Teachers and Equity Specialists

- Provide coaching and training for racial equity
- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)

- Provide anti-racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year as we center the Indigenous identity and culture within our instruction and school experience.

Strategy #9 Comprehensive District-wide Reading Instruction (Coaching), Support, and Continuous Improvement

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

Narrative description of this strategy.

The Osseo Area School District provides a Multi-Tiered System of Supports to meet the literacy needs of all students. Our first consideration is to provide all students with highly effective core instruction that is aligned with the Minnesota English Language Arts standards and research-based instructional practices. Elementary reading instruction focuses on the essential components of reading highlighted in Scarborough's Reading Rope; phonemic awareness, phonics, fluency, vocabulary, and comprehension. In secondary English language Arts (ELA), classrooms teachers integrate reading instruction into the ELA content. To meet the needs of students who require additional support to reach grade-level

standards, teachers provide research-based interventions and regularly monitor student progress to ensure they are making growth toward reading proficiency.

Ongoing professional development helps teachers in Osseo Area Schools stay current with research-based instructional strategies. Professional development is provided to teachers throughout the year in a variety of ways. All teachers are members of Professional Learning Communities which examine student assessment data and refine current instructional practices. The focus of ongoing and job-embedded district-wide professional development is research-informed practices of instruction, interventions, assessments, and data use to improve student learning.

Strategy #11 Targeted support for American Indian students

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.

Osseo Area Schools is working closely with both its American Indian Parent Advisory Committee (AIPAC), as well as its American Indian Education team to bring customized academic support services to its American Indian students. As a system, we are committed to the academic success of our American Indian students by implementing:

- Attendance and Academic Achievement Support: Evaluate current resources that are or are not working for a student, as well as what additional resources can be applied to successfully support attendance and achievement such as counselors and tutors (K-12). Educational resources and materials will be used to support students with the overarching focus of:
  - Enhancing cultural identity (K-12)
  - Analyzing and breaking down attendance barriers, as well as key academic interventions as needed in core content (6-12), and reading and mathematics (K-5)
  - Establish recurring meetings with students to discuss attendance and identify barriers (K-12)
  - Establish goal setting and career outlook for students surrounding their individual interests and talents, with a Tribal College and University (TCU) focus, while highlighting importance of American Indian graduation, scheduling and programming (6-12)
  - Meet with students to help support individual goals as well as having the family engage in goal setting conversations (K-12)
- Credit Recovery: working with individual high schools to identify American Indian students and school counselor assignments, and monitor communication to students and families regarding credit recovery opportunities in grades 9-12
- MTSS at each high school that meets American Indian students' needs: ensure school counselors communicate lab support structures to students and families each trimester (email, TalkingPoints, written communication) to ensure that multiple opportunities are available to make up credits via lab courses

- ADSIS: Counselors in middle schools are monitoring the reading and math progress of our American Indian students in grades 6-8, identifying opportunities with families for any ADSIS support, and seeking collaboration for mutual agreement
- Student engagement connected to attendance progress monitoring in grades 6-12; academic success would also be measured by attendance increases and district-sponsored American Indian Attendance Honoring events with a specific community connection

Location of services: All sites

RIS Goal # 3 The percent of staff of color working in Osseo Area Schools will increase by 1% each year from 14.94% in Spring 2022.

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:
- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

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.

Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

Quarterly District-wide Equity Seminars
- Helping to determine the most effective engagement strategies for each child.
- Broadening and deepening our district understanding of Street Data (Safir and Dugan) to humanize the experiences of our students, staff, and community members.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programming and increasing student success, especially for emerging multilingual learners and students of color.

Educational Equity (EE) Coordinators
- Provide direct services to students
- Facilitate and coordinate culturally-responsive teaching practices within the AI Plan
- Modeling to ensure each scholar feels welcome and engaged, with their humanity intact
- Demonstrate culturally-responsive curriculum, instruction, and effective pedagogy
- Engage scholars and staff in the academic achievement of historically underrepresented student groups
- Develop professional learning opportunities to increase educational outcomes

- Co-teaching, modeling, and mentoring
- Family and Community Engagement
- Student Assistance Team participation and action research
- Analyze and utilize student academic data for continuous improvement
- Identify barriers in classroom instructional practices that contribute to disproportionate outcomes for historically marginalized scholars

Equity Teachers and Equity Specialists

- Provide coaching and training for racial equity
- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)

- Provide anti-racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year as we center the Indigenous identity and culture within our instruction and school experience.

Strategy #10 Recruitment and Retention of Staff of Color Plan

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:

Focused attention on increasing and retaining teachers, particularly teachers of color and Indigenous teachers. We have started a Teacher of Color mentorship program and work in collaboration with our local union to support new teachers. In addition, we have made changes to our collective bargaining agreement to attract experienced, tier 3 and 4 licensed teachers as well as provide additional professional development and support to our teachers at high-needs schools. Finally, we work to create candidate pools and issue early teaching contracts that support the priority of an equitable distribution of staff.

We are in our 7th year of a priority result centered around hiring staff that mirror the demographics of our students. As a district, we have implemented multiple strategies toward this goal including a career pathways program, a Teacher of Color mentoring program, and we have been collaborating closely with our HR recruitment and retention manager to strengthen our work.

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 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 2024	Target 2025	Target 2026
Osseo Area Schools will provide support for magnet programming in partnership with NWSISD to seek racial integration gap reduction of 1% each year at Zanewood. District Overall SOC 60.4%, Zanewood SOC 94.8%= 2023 Gap 34.4%	33.4%	32.4%	31.4%
The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for students of color at Zanewood. 2022 Gap: American Indian NA, Asian/Pacific Islander 69.0%, Black 60.6%, Hispanic 75.0%, Two or more Races NA%	Asian/Pacific Islander 67.0%, Black 58.6%, Hispanic 73.0%	Asian/Pacific Islander 65.0%, Black 56.6%, Hispanic 71.0%	Asian/Pacific Islander 63.0%, Black 54.6%, Hispanic 69.0%
The percent of staff of color will increase by 1% at RIS each year from Spring of 2022. Licenced Staff of Color 12.9%, Non-Licensed Staff of Color 39.4%, Administrators of Color 47.1%	Licenced Staff of Color 13.9%, Non-Licensed Staff of Color 40.4%, Administrators of Color 48.1%	Licenced Staff of Color 14.9%, Non-Licensed Staff of Color 41.4%, Administrators of Color 49.1%	Licenced Staff of Color 15.9%, Non-Licensed Staff of Color 42.4%, Administrators of Color 50.1%

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)).

The Department of Educational Equity (DOEE) works in partnership with each of its sites to ensure that a sustainable, systems-driven set of policies, practices, and processes are embedded at multiple levels of our school sites:

- Equity Specialists lead REAL TALK, which is a student-facing program. This leadership group is social justice themed. Students join based on interest and form groups of 10-90 student participants at secondary sites.

Often the students are identified based on racial and/or ethnic representation at the school to ensure we are centering the historically marginalized identities of secondary students within our district. These groups build the confidence and creative skills for students in grades 6-12 to engage more fully in the school day.

- Equity Specialists also work with specific grades (primarily grades 9-12) to lead dropout prevention data review with a focus on specific humanizing, culturally responsive and relevant practices that center the multiple identities of our historically marginalized students, and influence the graduation planning process for students who are at risk for dropout.

- Equity Specialists lead student-facing programs at the elementary level, including leadership groups of 10-15 students who are identified by both DOEE and school-based staff. Often the students are identified based on racial and/or ethnic representation at the school to ensure that we are centering the historically marginalized identities of elementary students within our district. These groups build the confidence and creative skills for students (primarily in grades 3-5) to engage more fully in the school day.

- Equity Specialists also work with specific grades (primarily grades K-2) to lead group readings with specific humanizing, culturally responsive and relevant books that center the multiple identities of our historically marginalized students.

- Equity Teachers at the secondary level are positioned to partner 1:1 with teachers and with Learning and Achievement district staff to identify new staff who have not yet been deeply involved in embedding our distinct core values and equity mission within their classroom practices. As such, Equity Teachers ensure that customized learning is centered for its participants, and act as a resource to model and share best lesson planning strategies for district staff.

- Equity Teachers at the elementary level lead professional development for teachers within our district, ensuring that equity is embedded per the Equity Foundational Training components, Quarterly Equity Seminar content, and school-specific demographics for culturally diverse and responsive teaching practices. Teachers at sites partnered with the National Urban Alliance (NUA) work in deep collaboration with their coaches, in order to lead, model, and observe high intellectual performances and high operational practices that best engage our students. Teachers at non-NUA sites work to tailor professional development, which is specific to a grade level and/or grade section where school site leadership has identified culturally responsive needs for their students.

- Equity Coordinators are the primary conduit of communication from the DOEE to Principals and lead the DOEE priority work at the sites they support. Equity Coordinators convene with site leaders, and determine the scope and sequence as well as the most effective means to center the work for their sites (e.g. school site equity team, building leadership team, instructional leadership team) during the school year.

- Equity Coordinators convene with leadership to pace the work, to ensure alignment with district and site priorities, to monitor the progress of the work from Equity Specialists and Equity Teachers, and to lead any pivots that are necessary for deeper and more aligned work for our instruction, climate, culture, continuous improvement, and leadership.

Racially Identifiable School(s) (RIS)

Brooklyn Middle School

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:
- Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
- 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.
- Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

RIS Goal # 1   Osseo Area Schools will provide support for specialized programming to seek racial integration gap reduction of 1% each year at schools that were identified as Racially Isolated Schools through partnerships with Northwest Suburban Integration School District (NWSISD), National Urban Alliance (NUA), Advancement Via Individual Determination (AVID), International Baccalaureate (IB), Regional Centers of Excellence, and community partners that seeks racial and economic integration and achievement gap closure for Osseo Area Schools students.

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

Goal type: Integration

Strategy #1 Magnet Programming
Strategy #3 AVID Implementation at select sites
Strategy #7 Family Engagement and Empowerment
Strategy #8 Comprehensive District Wide Equity Training and Support
Strategy #13 District will participate in NWSISD sponsored student service opportunities

RIS Goal # 2   The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for each identified group.

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

Goal type: Achievement Disparity

Strategy #3 AVID Implementation at select sites
Strategy #7 Family Engagement and Empowerment
Strategy #8 Comprehensive District Wide Equity Training and Support
Strategy #9 Comprehensive District Wide Reading Instruction (Coaching), Support and Continuous Improvement
Strategy #11 Targeted support for American Indian students

RIS Goal # 3 The percent of staff of color working in Osseo Area Schools will increase by 1% each year from 14.94% in Spring 2022.

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

Goal type: Teacher Equity

Strategy #8 Comprehensive District Wide Equity Training and Support
Strategy #10 Recruitment and Retention for Staff of Color Plan

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* section 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).

RIS Goal # 1 Osseo Area Schools will provide support for specialized programming to seek racial integration gap reduction of 1% each year at schools that were identified as Racially Isolated Schools through partnerships with Northwest Suburban Integration School District (NWSISD), National Urban Alliance (NUA), Advancement Via Individual Determination (AVID), International Baccalaureate (IB), Regional Centers of Excellence, and community partners that seeks racial and economic integration and achievement gap closure for Osseo Area Schools students.

Strategy #1 Magnet School Programming

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:

☒ 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

Science, Technology, Engineering, Arts and Mathematics (STEAM)
A Science, Technology, Engineering, Arts and Mathematics (STEAM) magnet immerses students in a series of learning experiences that foster interaction and investigation. Students use technology, arts and virtual studies to solve

problems in new ways. Partnerships with organizations like the Science Museum of Minnesota and programs like Project Lead the Way help to provide an innovative and creative framework for a sound and deeply engaging education. Teaching through the arts helps students experience concepts rather than merely discussing or reading about them.

Strategy #3 AVID Implementation at select sites

Type of Strategy:

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

Narrative description of this strategy

AVID, Advancement Via Individual Determination, is a school-wide college and career readiness system. AVID is designed to increase the number of students who enroll and succeed in higher education and in their lives beyond high school.

The AVID College Readiness System is the only elementary through higher education instructional system (K–16) which allows for regional alignment that strengthens student potential for completion. AVID-trained educators teach students academic and social skills to help them develop the habits and behaviors needed to succeed in a rigorous curriculum. The AVID College Readiness System is a catalyst for developing a school culture that closes the achievement, expectation, and opportunity gaps many students face, and it prepares all students for success in a global society.

At the elementary level, AVID instructional practices are used schoolwide. At the secondary level, AVID instructional practices are used schoolwide and the AVID Elective class is utilized to add an extra layer of support for college readiness if a student chooses to participate. In addition, AVID professional learning and resources help teachers improve student performance by embedding best teaching practices, encouraging self-advocacy, providing support, and building relationships that encourage high levels of student engagement.

- In sixth grade, scholars have the opportunity to explore core and elective classes that stretch their minds, take learning to a whole new level with interdisciplinary teams, and contribute to an active and strong school community.
- Seventh grade brings opportunities for scholars to engage in deeper learning, hone strategic and critical thinking skills, and participate in both required and choice elective courses.
- In eighth grade, students thrive on academic, social and leadership opportunities that prepare them for the transition to high school. Core classes delve deeper into key concepts and an expanded offering of elective courses helps students find their path.

Strategy #7 Family Engagement and Empowerment

Our family engagement and empowerment is strengthened by our deep partnership and input from the American Indian Education team (AIE), as well as the American Indian Parental Advisory Committee (AIPAC).

- Identity and School Culture: per recommendations from AIPAC and AIE, the site implemented a guided Indigenous lesson rooted in tribal sovereignty during the first trimester, and continues to participate in American Indian Education activities that bolster deep cultural heritage learning and participation. The site will continue to deepen the Indigenous lens within its curriculum for the next three (3) years, including a districtwide Pedagogy to Practice two-day professional learning with its Social Studies team, focused on Indigenous learning;
- Street Data: The Osseo School Board, Department of Educational Equity, Department of Learning and Achievement, and Department of Student Services have invested in the Street Data approach to centering the identity and needs of each individual student. As such, our district will continue to work with our AIE team as well as invest in an Indigenous approach to Check and Connect that centers student engagement (e.g. American Indian Attendance Honoring events), and will continue to center Indigenous identity and culture (e.g. language courses, tutoring services that are tailored to Indigenous students, district wide PSEO expectations and communication strategies for our students and families).
- MTSS at each high school that meets American Indian students' needs: ensure School Counselors communicate lab support structures to students and families per trimester (email, Talking Points, written communication), to ensure that multiple opportunities are available to make up credits via lab courses,
- Through Family and Community Engagement (FACE), the team consults and co-creates with school sites as they strengthen their engagement strategies and practices, supports school sites in creating collaborative and meaningful partnerships with their families; finally, FACE facilitates site-specific family and community engagement training and development.
- Works in partnership with the DOEE to identify culturally responsive summer programs that support identity development, and academic enrichment for scholars through exploring literacy, mathematics, science and the arts.

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:
- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

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.

Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

Quarterly District-wide Equity Seminars
- Helping to determine the most effective engagement strategies for each child.

- Broadening and deepening our district understanding of <u>Street Data</u> (Safir and Dugan) to humanize the experiences of our students, staff, and community members.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programming and increasing student success, especially for emerging multilingual learners and students of color.

Educational Equity (EE) Coordinators

- Provide direct services to students
- Facilitate and coordinate culturally-responsive teaching practices within the AI Plan
- Modeling to ensure each scholar feels welcome and engaged, with their humanity intact
- Demonstrate culturally-responsive curriculum, instruction, and effective pedagogy
- Engage scholars and staff in the academic achievement of historically underrepresented student groups
- Develop professional learning opportunities to increase educational outcomes
- Co-teaching, modeling, and mentoring
- Family and Community Engagement
- Student Assistance Team participation and action research
- Analyze and utilize student academic data for continuous improvement
- Identify barriers in classroom instructional practices that contribute to disproportionate outcomes for historically marginalized scholars

Equity Teachers and Equity Specialists

- Provide coaching and training for racial equity
- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)

- Provide anti-racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year as we center the Indigenous identity and culture within our instruction and school experience.

Strategy Name #13 District will participate in NWSISD sponsored student service opportunities

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:

Student programs provided through NWSISD focus on four educational concepts: Aspirations, Expectations, Opportunities, and Achievement. Students experience activities focus on introspection, learning how culture shapes expectations, setting goals, and understanding expectations for what it means to be college or career ready. Specific examples of activities included in this intervention are: college field trips, career exploration, service learning, team building, and guest speakers. College field trips may be provided for elementary, middle and high schools. Programs such as educators rising and AVID often benefit from this programing directly. In addition, other college and or career fairs or conferences may be part of this intervention.

Grade levels to be served: K - 12

RIS Goal # 2
The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for each identified group.

Strategy #3 AVID Implementation at select sites

Type of Strategy:

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

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☒ Increases graduation rates.
☐ Increases access to effective and diverse teachers.

Narrative description of this strategy

AVID, Advancement Via Individual Determination, is a school-wide college and career readiness system. AVID is designed to increase the number of students who enroll and succeed in higher education and in their lives beyond high school.

The AVID College Readiness System is the only elementary through higher education instructional system (K–16) which allows for regional alignment that strengthens student potential for completion. AVID-trained educators teach students academic and social skills to help them develop the habits and behaviors needed to succeed in a rigorous curriculum. The AVID College Readiness System is a catalyst for developing a school culture that closes the achievement, expectation, and opportunity gaps many students face, and it prepares all students for success in a global society.

At the elementary level, AVID instructional practices are used schoolwide. At the secondary level, AVID instructional practices are used schoolwide and the AVID Elective class is utilized to add an extra layer of support for college readiness if a student chooses to participate. In addition, AVID professional learning and resources help teachers improve student performance by embedding best teaching practices, encouraging self-advocacy, providing support, and building relationships that encourage high levels of student engagement.

- In sixth grade, scholars have the opportunity to explore core and elective classes that stretch their minds, take learning to a whole new level with interdisciplinary teams, and contribute to an active and strong school community.
- Seventh grade brings opportunities for scholars to engage in deeper learning, hone strategic and critical thinking skills, and participate in both required and choice elective courses.
- In eighth grade, students thrive on academic, social and leadership opportunities that prepare them for the transition to high school. Core classes delve deeper into key concepts and an expanded offering of elective courses helps students find their path.

Strategy #7 Family Engagement and Empowerment
Our family engagement and empowerment is strengthened by our deep partnership and input from the American Indian Education team (AIE), as well as the American Indian Parental Advisory Committee (AIPAC).
- Identity and School Culture: per recommendations from AIPAC and AIE, the site implemented a guided Indigenous lesson rooted in tribal sovereignty during the first trimester, and continues to participate in American Indian Education activities that bolster deep cultural heritage learning and participation. The site will continue to deepen the Indigenous lens within its curriculum for the next three (3) years, including a districtwide Pedagogy to Practice two-day professional learning with its Social Studies team, focused on Indigenous learning;
- Street Data: The Osseo School Board, Department of Educational Equity, Department of Learning and Achievement, and Department of Student Services have invested in the Street Data approach to centering the identity and needs of each individual student. As such, our district will continue to work with our AIE team as well as invest in an Indigenous approach to Check and Connect that centers student engagement (e.g. American Indian Attendance Honoring events), and will continue to center Indigenous identity and culture (e.g. language courses, tutoring services that are tailored to Indigenous students, district wide PSEO expectations and communication strategies for our students and families).
- MTSS at each high school that meets American Indian students' needs: ensure School Counselors communicate lab support structures to students and families per trimester (email, Talking Points, written communication), to ensure that multiple opportunities are available to make up credits via lab courses,
- Through Family and Community Engagement (FACE), the team consults and co-creates with school sites as they strengthen their engagement strategies and practices, supports school sites in creating collaborative and meaningful partnerships with their families; finally, FACE facilitates site-specific family and community engagement training and development.
- Works in partnership with the DOEE to identify culturally responsive summer programs that support identity development, and academic enrichment for scholars through exploring literacy, mathematics, science and the arts.

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:
- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

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.

Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

Quarterly District-wide Equity Seminars
- Helping to determine the most effective engagement strategies for each child.
- Broadening and deepening our district understanding of Street Data (Safir and Dugan) to humanize the experiences of our students, staff, and community members.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programming and increasing student success, especially for emerging multilingual learners and students of color.

Educational Equity (EE) Coordinators
- Provide direct services to students
- Facilitate and coordinate culturally-responsive teaching practices within the AI Plan
- Modeling to ensure each scholar feels welcome and engaged, with their humanity intact
- Demonstrate culturally-responsive curriculum, instruction, and effective pedagogy
- Engage scholars and staff in the academic achievement of historically underrepresented student groups
- Develop professional learning opportunities to increase educational outcomes
- Co-teaching, modeling, and mentoring
- Family and Community Engagement
- Student Assistance Team participation and action research
- Analyze and utilize student academic data for continuous improvement
- Identify barriers in classroom instructional practices that contribute to disproportionate outcomes for historically marginalized scholars

Equity Teachers and Equity Specialists
- Provide coaching and training for racial equity
- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race
- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)
- Provide anti-racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy
- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year

as we center the Indigenous identity and culture within our instruction and school experience.

Strategy #9 Comprehensive District-wide Reading Instruction (Coaching), Support, and Continuous Improvement

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

Narrative description of this strategy.

The Osseo Area School District provides a Multi-Tiered System of Supports to meet the literacy needs of all students. Our first consideration is to provide all students with highly effective core instruction that is aligned with the Minnesota English Language Arts standards and research-based instructional practices. Elementary reading instruction focuses on the essential components of reading highlighted in Scarborough's Reading Rope; phonemic awareness, phonics, fluency, vocabulary, and comprehension. In secondary English language Arts (ELA), classrooms teachers integrate reading instruction into the ELA content. To meet the needs of students who require additional support to reach grade-level standards, teachers provide research-based interventions and regularly monitor student progress to ensure they are making growth toward reading proficiency.

Ongoing professional development helps teachers in Osseo Area Schools stay current with research-based instructional strategies. Professional development is provided to teachers throughout the year in a variety of ways. All teachers are members of Professional Learning Communities which examine student assessment data and refine current instructional practices. The focus of ongoing and job-embedded district-wide professional development is research-informed practices of instruction, interventions, assessments, and data use to improve student learning.

Strategy #11 Targeted support for American Indian students

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.

Osseo Area Schools is working closely with both its American Indian Parent Advisory Committee (AIPAC), as well as its American Indian Education team to bring customized academic support services to its American Indian students. As a system, we are committed to the academic success of our American Indian students by implementing:

- Attendance and Academic Achievement Support: Evaluate current resources that are or are not working for a student, as well as what additional resources can be applied to successfully support attendance and achievement such as counselors and tutors (K-12). Educational resources and materials will be used to support students with the overarching focus of:
  - Enhancing cultural identity (K-12)

- ○ Analyzing and breaking down attendance barriers, as well as key academic interventions as needed in core content (6-12), and reading and mathematics (K-5)
- ○ Establish recurring meetings with students to discuss attendance and identify barriers (K-12)
- ○ Establish goal setting and career outlook for students surrounding their individual interests and talents, with a Tribal College and University (TCU) focus, while highlighting importance of American Indian graduation, scheduling and programming (6-12)
- ○ Meet with students to help support individual goals as well as having the family engage in goal setting conversations (K-12)
- Credit Recovery: working with individual high schools to identify American Indian students and school counselor assignments, and monitor communication to students and families regarding credit recovery opportunities in grades 9-12

- MTSS at each high school that meets American Indian students' needs: ensure school counselors communicate lab support structures to students and families each trimester (email, TalkingPoints, written communication) to ensure that multiple opportunities are available to make up credits via lab courses

- ADSIS: Counselors in middle schools are monitoring the reading and math progress of our American Indian students in grades 6-8, identifying opportunities with families for any ADSIS support, and seeking collaboration for mutual agreement

- Student engagement connected to attendance progress monitoring in grades 6-12; academic success would also be measured by attendance increases and district-sponsored American Indian Attendance Honoring events with a specific community connection

Location of services: All sites

RIS Goal # 3 The percent of staff of color working in Osseo Area Schools will increase by 1% each year from 14.94% in Spring 2022.

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:
- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

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.

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☐ Increases graduation rates.
☒ Increases access to effective and diverse teachers.

Narrative description of this strategy.

Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

Quarterly District-wide Equity Seminars
- Helping to determine the most effective engagement strategies for each child.
- Broadening and deepening our district understanding of Street Data (Safir and Dugan) to humanize the experiences of our students, staff, and community members.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programming and increasing student success, especially for emerging multilingual learners and students of color.

Educational Equity (EE) Coordinators
- Provide direct services to students
- Facilitate and coordinate culturally-responsive teaching practices within the AI Plan
- Modeling to ensure each scholar feels welcome and engaged, with their humanity intact
- Demonstrate culturally-responsive curriculum, instruction, and effective pedagogy
- Engage scholars and staff in the academic achievement of historically underrepresented student groups
- Develop professional learning opportunities to increase educational outcomes
- Co-teaching, modeling, and mentoring
- Family and Community Engagement
- Student Assistance Team participation and action research
- Analyze and utilize student academic data for continuous improvement
- Identify barriers in classroom instructional practices that contribute to disproportionate outcomes for historically marginalized scholars

Equity Teachers and Equity Specialists
- Provide coaching and training for racial equity
- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race
- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)
- Provide anti-racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy
- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year as we center the Indigenous identity and culture within our instruction and school experience.

Strategy #10 Recruitment and Retention of Staff of Color Plan

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:

Focused attention on increasing and retaining teachers, particularly teachers of color and Indigenous teachers. We have started a Teacher of Color mentorship program and work in collaboration with our local union to support new teachers. In addition, we have made changes to our collective bargaining agreement to attract experienced, tier 3 and 4 licensed teachers as well as provide additional professional development and support to our teachers at high-needs schools. Finally, we work to create candidate pools and issue early teaching contracts that support the priority of an equitable distribution of staff.

We are in our 7th year of a priority result centered around hiring staff that mirror the demographics of our students. As a district, we have implemented multiple strategies toward this goal including a career pathways program, a Teacher of Color mentoring program, and we have been collaborating closely with our HR recruitment and retention manager to strengthen our work.

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 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 2024	Target 2025	Target 2026
Osseo Area Schools will provide support for magnet programming in partnership with NWSISD to seek racial integration gap reduction of 1% each year at Brooklyn Middle School. District Overall SOC 60.4%, Brooklyn Middle School SOC 84.8%= 2023 Gap 24.4%	23.4%	22.4%	21.4%
The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for students of color at Brooklyn Middle School. 2022 Gap: American Indian 45.5%, Asian/Pacific Islander 50.5%, Black 52.8%, Hispanic 56.4%, Two or more Races 41.6%	American Indian 45.5%, Asian/Pacific Islander 50.5%, Black 52.8%, Hispanic 56.4%, Two or more Races 41.6%	American Indian 43.5%, Asian/Pacific Islander 48.5%, Black 50.8%, Hispanic 54.4%, Two or more Races 39.6%	American Indian 41.5%, Asian/Pacific Islander 46.5%, Black 50.8%, Hispanic 52.4%, Two or more Races 37.6%
The percent of staff of color will increase by 1% at RIS each year from Spring of 2022. Licenced Staff of Color 12.9%, Non-Licensed Staff of Color 39.4%, Administrators of Color 47.1%	Licenced Staff of Color 13.9%, Non-Licensed Staff of Color	Licenced Staff of Color 14.9%, Non-Licensed Staff of	Licenced Staff of Color 15.9%, Non-Licensed Staff of Color

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 2024	Target 2025	Target 2026
	40.4%, Administrators of Color 48.1%	Color 41.4%, Administrators of Color 49.1%	42.4%, Administrators of Color 50.1%

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)).

The Department of Educational Equity (DOEE) works in partnership with each of its sites to ensure that a sustainable, systems-driven set of policies, practices, and processes are embedded at multiple levels of our school sites:

- Equity Specialists lead REAL TALK, which is a student-facing program. This leadership group is social justice themed. Students join based on interest and form groups of 10-90 student participants at secondary sites. Often the students are identified based on racial and/or ethnic representation at the school to ensure we are centering the historically marginalized identities of secondary students within our district. These groups build the confidence and creative skills for students in grades 6-12 to engage more fully in the school day.

- Equity Specialists also work with specific grades (primarily grades 9-12) to lead dropout prevention data review with a focus on specific humanizing, culturally responsive and relevant practices that center the multiple identities of our historically marginalized students, and influence the graduation planning process for students who are at risk for dropout.

- Equity Specialists lead student-facing programs at the elementary level, including leadership groups of 10-15 students who are identified by both DOEE and school-based staff. Often the students are identified based on racial and/or ethnic representation at the school to ensure that we are centering the historically marginalized identities of elementary students within our district. These groups build the confidence and creative skills for students (primarily in grades 3-5) to engage more fully in the school day.

- Equity Specialists also work with specific grades (primarily grades K-2) to lead group readings with specific humanizing, culturally responsive and relevant books that center the multiple identities of our historically marginalized students.

- Equity Teachers at the secondary level are positioned to partner 1:1 with teachers and with Learning and Achievement district staff to identify new staff who have not yet been deeply involved in embedding our distinct core values and equity mission within their classroom practices. As such, Equity Teachers ensure that customized learning is centered for its participants, and act as a resource to model and share best lesson planning strategies for district staff.

- Equity Teachers at the elementary level lead professional development for teachers within our district, ensuring that equity is embedded per the Equity Foundational Training components, Quarterly Equity Seminar content, and school-specific demographics for culturally diverse and responsive teaching practices. Teachers at sites partnered with the National Urban Alliance (NUA) work in deep collaboration with their coaches, in order to lead, model, and observe high intellectual performances and high operational practices that best engage our students. Teachers at non-NUA sites work to tailor professional development, which is specific to a grade level and/or grade section where school site leadership has identified culturally responsive needs for their students.

- Equity Coordinators are the primary conduit of communication from the DOEE to Principals and lead the DOEE priority work at the sites they support. Equity Coordinators convene with site leaders, and determine the scope and sequence as well as the most effective means to center the work for their sites (e.g. school site equity team, building leadership team, instructional leadership team) during the school year.
- Equity Coordinators convene with leadership to pace the work, to ensure alignment with district and site priorities, to monitor the progress of the work from Equity Specialists and Equity Teachers, and to lead any pivots that are necessary for deeper and more aligned work for our instruction, climate, culture, continuous improvement, and leadership.

Racially Identifiable School(s) (RIS)

North View Middle School

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:
- Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
- 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.
- Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

RIS Goal # 1 Osseo Area Schools will provide support for specialized programming to seek racial integration gap reduction of 1% each year at schools that were identified as Racially Isolated Schools through partnerships with Northwest Suburban Integration School District (NWSISD), National Urban Alliance (NUA), Advancement Via Individual Determination (AVID), International Baccalaureate (IB), Regional Centers of Excellence, and community partners that seeks racial and economic integration and achievement gap closure for Osseo Area Schools students.

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

Goal type: Integration

Strategy #3 AVID Implementation at select sites
Strategy #7 Family Engagement and Empowerment
Strategy #8 Comprehensive District Wide Equity Training and Support
Strategy #13 District will participate in NWSISD sponsored student service opportunities

RIS Goal # 2 The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for each identified group.

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

Goal type: Achievement Disparity

Strategy #3 AVID Implementation at select sites
Strategy #7 Family Engagement and Empowerment
Strategy #8 Comprehensive District Wide Equity Training and Support
Strategy #9 Comprehensive District Wide Reading Instruction (Coaching), Support and Continuous Improvement
Strategy #11 Targeted support for American Indian students

RIS Goal # 3 The percent of staff of color working in Osseo Area Schools will increase by 1% each year from 14.94% in Spring 2022.

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

Goal type: Teacher Equity

Strategy #8 Comprehensive District-wide Equity Training and Support
Strategy #10 Recruitment and Retention for Staff of Color Plan

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* section 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).

RIS Goal # 1 Osseo Area Schools will provide support for specialized programming to seek racial integration gap reduction of 1% each year at schools that were identified as Racially Isolated Schools through partnerships with Northwest Suburban Integration School District (NWSISD), National Urban Alliance (NUA), Advancement Via Individual Determination (AVID), International Baccalaureate (IB), Regional Centers of Excellence, and community partners that seeks racial and economic integration and achievement gap closure for Osseo Area Schools students.

Strategy #3 AVID Implementation at select sites

Type of Strategy:

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

Narrative description of this strategy
AVID, Advancement Via Individual Determination, is a school-wide college and career readiness system. AVID is designed to increase the number of students who enroll and succeed in higher education and in their lives beyond high school.

The AVID College Readiness System is the only elementary through higher education instructional system (K–16) which allows for regional alignment that strengthens student potential for completion. AVID-trained educators teach students academic and social skills to help them develop the habits and behaviors needed to succeed in a rigorous curriculum. The AVID College Readiness System is a catalyst for developing a school culture that closes the achievement, expectation, and opportunity gaps many students face, and it prepares all students for success in a global society.

At the elementary level, AVID instructional practices are used schoolwide. At the secondary level, AVID instructional practices are used schoolwide and the AVID Elective class is utilized to add an extra layer of support for college readiness if a student chooses to participate. In addition, AVID professional learning and resources help teachers improve student performance by embedding best teaching practices, encouraging self-advocacy, providing support, and building relationships that encourage high levels of student engagement.

- In sixth grade, scholars have the opportunity to explore core and elective classes that stretch their minds, take learning to a whole new level with interdisciplinary teams, and contribute to an active and strong school community.
- Seventh grade brings opportunities for scholars to engage in deeper learning, hone strategic and critical thinking skills, and participate in both required and choice elective courses.
- In eighth grade, students thrive on academic, social and leadership opportunities that prepare them for the transition to high school. Core classes delve deeper into key concepts and an expanded offering of elective courses helps students find their path.

Strategy #7 Family Engagement and Empowerment

Our family engagement and empowerment is strengthened by our deep partnership and input from the American Indian Education team (AIE), as well as the American Indian Parental Advisory Committee (AIPAC).

- Identity and School Culture: per recommendations from AIPAC and AIE, the site implemented a guided Indigenous lesson rooted in tribal sovereignty during the first trimester, and continues to participate in American Indian Education activities that bolster deep cultural heritage learning and participation. The site will continue to deepen the Indigenous lens within its curriculum for the next three (3) years, including a districtwide Pedagogy to Practice two-day professional learning with its Social Studies team, focused on Indigenous learning;
- Street Data: The Osseo School Board, Department of Educational Equity, Department of Learning and Achievement, and Department of Student Services have invested in the Street Data approach to centering the identity and needs of each individual student. As such, our district will continue to work with our AIE team as well as invest in an Indigenous approach to Check and Connect that centers student engagement (e.g. American Indian Attendance Honoring events), and will continue to center Indigenous identity and culture (e.g. language courses, tutoring services that are tailored to Indigenous students, district wide PSEO expectations and communication strategies for our students and families).
- MTSS at each high school that meets American Indian students' needs: ensure School Counselors communicate lab support structures to students and families per trimester (email, Talking Points, written communication), to ensure that multiple opportunities are available to make up credits via lab courses,
- Through Family and Community Engagement (FACE), the team consults and co-creates with school sites as they strengthen their engagement strategies and practices, supports school sites in creating collaborative and meaningful partnerships with their families; finally, FACE facilitates site-specific family and community engagement training and development.
- Works in partnership with the DOEE to identify culturally responsive summer programs that support identity development, and academic enrichment for scholars through exploring literacy, mathematics, science and the arts.

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:
- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

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.

Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

Quarterly District-wide Equity Seminars
- Helping to determine the most effective engagement strategies for each child.
- Broadening and deepening our district understanding of Street Data (Safir and Dugan) to humanize the experiences of our students, staff, and community members.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programming and increasing student success, especially for emerging multilingual learners and students of color.

Educational Equity (EE) Coordinators
- Provide direct services to students
- Facilitate and coordinate culturally-responsive teaching practices within the AI Plan
- Modeling to ensure each scholar feels welcome and engaged, with their humanity intact
- Demonstrate culturally-responsive curriculum, instruction, and effective pedagogy
- Engage scholars and staff in the academic achievement of historically underrepresented student groups
- Develop professional learning opportunities to increase educational outcomes
- Co-teaching, modeling, and mentoring
- Family and Community Engagement
- Student Assistance Team participation and action research
- Analyze and utilize student academic data for continuous improvement
- Identify barriers in classroom instructional practices that contribute to disproportionate outcomes for historically marginalized scholars

Equity Teachers and Equity Specialists
- Provide coaching and training for racial equity
- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)

- Provide anti-racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year as we center the Indigenous identity and culture within our instruction and school experience.

Strategy #13 District will participate in NWSISD sponsored student service opportunities

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:

Student programs provided through NWSISD focus on four educational concepts: Aspirations, Expectations, Opportunities, and Achievement. Students experience activities focus on introspection, learning how culture shapes expectations, setting goals, and understanding expectations for what it means to be college or career ready. Specific examples of activities included in this intervention are: college field trips, career exploration, service learning, team building, and guest speakers. College field trips may be provided for elementary, middle and high schools. Programs such as educators rising and AVID often benefit from this programing directly. In addition, other college and or career fairs or conferences may be part of this intervention.

RIS Goal # 2   The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for each identified group.

Strategy #3 AVID Implementation at select sites

Type of Strategy:

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

Narrative description of this strategy

AVID, Advancement Via Individual Determination, is a school-wide college and career readiness system. AVID is designed to increase the number of students who enroll and succeed in higher education and in their lives beyond high school.

The AVID College Readiness System is the only elementary through higher education instructional system (K–16) which allows for regional alignment that strengthens student potential for completion. AVID-trained educators teach students academic and social skills to help them develop the habits and behaviors needed to succeed in a rigorous curriculum. The AVID College Readiness System is a catalyst for developing a school culture that closes the achievement, expectation, and opportunity gaps many students face, and it prepares all students for success in a global society.

At the elementary level, AVID instructional practices are used schoolwide. At the secondary level, AVID instructional practices are used schoolwide and the AVID Elective class is utilized to add an extra layer of support for college readiness if a student chooses to participate. In addition, AVID professional learning and resources help teachers improve student performance by embedding best teaching practices, encouraging self-advocacy, providing support, and building relationships that encourage high levels of student engagement.

- In sixth grade, scholars have the opportunity to explore core and elective classes that stretch their minds, take learning to a whole new level with interdisciplinary teams, and contribute to an active and strong school community.

- Seventh grade brings opportunities for scholars to engage in deeper learning, hone strategic and critical thinking skills, and participate in both required and choice elective courses.

- In eighth grade, students thrive on academic, social and leadership opportunities that prepare them for the transition to high school. Core classes delve deeper into key concepts and an expanded offering of elective courses helps students find their path.

Strategy #7 Family Engagement and Empowerment

Our family engagement and empowerment is strengthened by our deep partnership and input from the American Indian Education team (AIE), as well as the American Indian Parental Advisory Committee (AIPAC).

- Identity and School Culture: per recommendations from AIPAC and AIE, the site implemented a guided Indigenous lesson rooted in tribal sovereignty during the first trimester, and continues to participate in American Indian Education activities that bolster deep cultural heritage learning and participation. The site will continue to deepen the Indigenous lens within its curriculum for the next three (3) years, including a districtwide Pedagogy to Practice two-day professional learning with its Social Studies team, focused on Indigenous learning;

- Street Data: The Osseo School Board, Department of Educational Equity, Department of Learning and Achievement, and Department of Student Services have invested in the Street Data approach to centering the identity and needs of each individual student. As such, our district will continue to work with our AIE team as well as invest in an Indigenous approach to Check and Connect that centers student engagement (e.g. American Indian Attendance Honoring events), and will continue to center Indigenous identity and culture (e.g. language courses, tutoring services that are tailored to Indigenous students, district wide PSEO expectations and communication strategies for our students and families).

- MTSS at each high school that meets American Indian students' needs: ensure School Counselors communicate lab support structures to students and families per trimester (email, Talking Points, written communication), to ensure that multiple opportunities are available to make up credits via lab courses,
- Through Family and Community Engagement (FACE), the team consults and co-creates with school sites as they strengthen their engagement strategies and practices, supports school sites in creating collaborative and meaningful partnerships with their families; finally, FACE facilitates site-specific family and community engagement training and development.
- Works in partnership with the DOEE to identify culturally responsive summer programs that support identity development, and academic enrichment for scholars through exploring literacy, mathematics, science and the arts.

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:
- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

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.

Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

Quarterly District-wide Equity Seminars
- Helping to determine the most effective engagement strategies for each child.
- Broadening and deepening our district understanding of Street Data (Safir and Dugan) to humanize the experiences of our students, staff, and community members.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programming and increasing student success, especially for emerging multilingual learners and students of color.

Educational Equity (EE) Coordinators
- Provide direct services to students
- Facilitate and coordinate culturally-responsive teaching practices within the AI Plan
- Modeling to ensure each scholar feels welcome and engaged, with their humanity intact
- Demonstrate culturally-responsive curriculum, instruction, and effective pedagogy
- Engage scholars and staff in the academic achievement of historically underrepresented student groups
- Develop professional learning opportunities to increase educational outcomes

- Co-teaching, modeling, and mentoring
- Family and Community Engagement
- Student Assistance Team participation and action research
- Analyze and utilize student academic data for continuous improvement
- Identify barriers in classroom instructional practices that contribute to disproportionate outcomes for historically marginalized scholars

Equity Teachers and Equity Specialists
- Provide coaching and training for racial equity
- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race
- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)
- Provide anti-racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy
- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year as we center the Indigenous identity and culture within our instruction and school experience.

Strategy #9 Comprehensive District-wide Reading Instruction (Coaching), Support, and Continuous Improvement

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

Narrative description of this strategy.

The Osseo Area School District provides a Multi-Tiered System of Supports to meet the literacy needs of all students. Our first consideration is to provide all students with highly effective core instruction that is aligned with the Minnesota English Language Arts standards and research-based instructional practices. Elementary reading instruction focuses on the essential components of reading highlighted in Scarborough's Reading Rope; phonemic awareness, phonics, fluency, vocabulary, and comprehension. In secondary English language Arts (ELA), classroom teachers integrate reading instruction into the ELA content. To meet the needs of students who require additional support to reach grade-level standards, teachers provide research-based interventions and regularly monitor student progress to ensure they are making growth toward reading proficiency.

Ongoing professional development helps teachers in Osseo Area Schools stay current with research-based instructional strategies. Professional development is provided to teachers throughout the year in a variety of ways. All teachers are members of Professional Learning Communities which examine student assessment data and refine current instructional practices. The focus of ongoing and job-embedded district-wide professional development is research-informed practices of instruction, interventions, assessments, and data use to improve student learning.

Strategy #11 Targeted support for American Indian students

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.

Osseo Area Schools is working closely with both its American Indian Parent Advisory Committee (AIPAC), as well as its American Indian Education team to bring customized academic support services to its American Indian students. As a system, we are committed to the academic success of our American Indian students by implementing:

- Attendance and Academic Achievement Support: Evaluate current resources that are or are not working for a student, as well as what additional resources can be applied to successfully support attendance and achievement such as counselors and tutors (K-12). Educational resources and materials will be used to support students with the overarching focus of:
  - Enhancing cultural identity (K-12)
  - Analyzing and breaking down attendance barriers, as well as key academic interventions as needed in core content (6-12), and reading and mathematics (K-5)
  - Establish recurring meetings with students to discuss attendance and identify barriers (K-12)
  - Establish goal setting and career outlook for students surrounding their individual interests and talents, with a Tribal College and University (TCU) focus, while highlighting importance of American Indian graduation, scheduling and programming (6-12)
  - Meet with students to help support individual goals as well as having the family engage in goal setting conversations (K-12)
- Credit Recovery: working with individual high schools to identify American Indian students and school counselor assignments, and monitor communication to students and families regarding credit recovery opportunities in grades 9-12
- MTSS at each high school that meets American Indian students' needs: ensure school counselors communicate lab support structures to students and families each trimester (email, TalkingPoints, written communication) to ensure that multiple opportunities are available to make up credits via lab courses
- ADSIS: Counselors in middle schools are monitoring the reading and math progress of our American Indian students in grades 6-8, identifying opportunities with families for any ADSIS support, and seeking collaboration for mutual agreement
- Student engagement connected to attendance progress monitoring in grades 6-12; academic success would also be measured by attendance increases and district-sponsored American Indian Attendance Honoring events with a specific community connection

Location of services: All sites

RIS Goal # 3 The percent of staff of color working in Osseo Area Schools will increase by 1% each year from 14.94% in Spring 2022.

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:
- Innovative and integrated pre-K-12 learning environments.
- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

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.

Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

Quarterly District-wide Equity Seminars

- Helping to determine the most effective engagement strategies for each child.
- Broadening and deepening our district understanding of Street Data (Safir and Dugan) to humanize the experiences of our students, staff, and community members.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programming and increasing student success, especially for emerging multilingual learners and students of color.

Educational Equity (EE) Coordinators

- Provide direct services to students
- Facilitate and coordinate culturally-responsive teaching practices within the AI Plan
- Modeling to ensure each scholar feels welcome and engaged, with their humanity intact
- Demonstrate culturally-responsive curriculum, instruction, and effective pedagogy
- Engage scholars and staff in the academic achievement of historically underrepresented student groups
- Develop professional learning opportunities to increase educational outcomes
- Co-teaching, modeling, and mentoring
- Family and Community Engagement
- Student Assistance Team participation and action research
- Analyze and utilize student academic data for continuous improvement
- Identify barriers in classroom instructional practices that contribute to disproportionate outcomes for historically marginalized scholars

Equity Teachers and Equity Specialists

- Provide coaching and training for racial equity
- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)

- Provide anti-racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year as we center the Indigenous identity and culture within our instruction and school experience.

Strategy #10 Recruitment and Retention of Staff of Color Plan

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:

Focused attention on increasing and retaining teachers, particularly teachers of color and Indigenous teachers. We have started a Teacher of Color mentorship program and work in collaboration with our local union to support new teachers. In addition, we have made changes to our collective bargaining agreement to attract experienced, tier 3 and 4 licensed teachers as well as provide additional professional development and support to our teachers at high-needs schools. Finally, we work to create candidate pools and issue early teaching contracts that support the priority of an equitable distribution of staff.

We are in our 7th year of a priority result centered around hiring staff that mirror the demographics of our students. As a district, we have implemented multiple strategies toward this goal including a career pathways program, a Teacher of Color mentoring program, and we have been collaborating closely with our HR recruitment and retention manager to strengthen our work.

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 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 2024	Target 2025	Target 2026
Osseo Area Schools will provide support for AVID programming to seek racial integration gap reduction of 1% each year at North View Middle School. District Overall SOC 60.4%, North View Middle School SOC 95.2%= 2023 Gap 34.8%	33.8%	32.8%	31.8%
The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for students of color at North View Middle School. 2022 Gap: American Indian 60.0%, Asian/Pacific Islander 43.7%, Black 59.3%, Hispanic 71.5%, Two or more Races 51.7%	American Indian 58.0%, Asian/Pacific Islander 41.7%, Black 57.3%, Hispanic 69.5%, Two or more Races 49.7%	American Indian 56.0%, Asian/Pacific Islander 39.7%, Black 55.3%, Hispanic 65.5%, Two or more Races 47.7%	American Indian 54.0%, Asian/Pacific Islander 37.7%, Black 53.3%, Hispanic 63.5%, Two or more Races 45.7%
The percent of staff of color will increase by 1% at RIS each year from Spring of 2022. Licenced Staff of Color 12.9%, Non-Licensed Staff of Color 39.4%, Administrators of Color 47.1%	Licenced Staff of Color 13.9%, Non-Licensed Staff of Color 40.4%, Administrators of Color 48.1%	Licenced Staff of Color 14.9%, Non-Licensed Staff of Color 41.4%, Administrators of Color 49.1%	Licenced Staff of Color 15.9%, Non-Licensed Staff of Color 42.4%, Administrators of Color 50.1%

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)).

The Department of Educational Equity (DOEE) works in partnership with each of its sites to ensure that a sustainable, systems-driven set of policies, practices, and processes are embedded at multiple levels of our school sites:

- Equity Specialists lead REAL TALK, which is a student-facing program. This leadership group is social justice themed. Students join based on interest and form groups of 10-90 student participants at secondary sites. Often the students are identified based on racial and/or ethnic representation at the school to ensure we are centering the historically marginalized identities of secondary students within our district. These groups build the confidence and creative skills for students in grades 6-12 to engage more fully in the school day.

- Equity Specialists also work with specific grades (primarily grades 9-12) to lead dropout prevention data review with a focus on specific humanizing, culturally responsive and relevant practices that center the multiple identities of our historically marginalized students, and influence the graduation planning process for students who are at risk for dropout.

- Equity Specialists lead student-facing programs at the elementary level, including leadership groups of 10-15 students who are identified by both DOEE and school-based staff. Often the students are identified based on racial and/or ethnic representation at the school to ensure that we are centering the historically marginalized identities of elementary students within our district. These groups build the confidence and creative skills for

students (primarily in grades 3-5) to engage more fully in the school day.

- Equity Specialists also work with specific grades (primarily grades K-2) to lead group readings with specific humanizing, culturally responsive and relevant books that center the multiple identities of our historically marginalized students.

- Equity Teachers at the secondary level are positioned to partner 1:1 with teachers and with Learning and Achievement district staff to identify new staff who have not yet been deeply involved in embedding our distinct core values and equity mission within their classroom practices. As such, Equity Teachers ensure that customized learning is centered for its participants, and act as a resource to model and share best lesson planning strategies for district staff.

- Equity Teachers at the elementary level lead professional development for teachers within our district, ensuring that equity is embedded per the Equity Foundational Training components, Quarterly Equity Seminar content, and school-specific demographics for culturally diverse and responsive teaching practices. Teachers at sites partnered with the National Urban Alliance (NUA) work in deep collaboration with their coaches, in order to lead, model, and observe high intellectual performances and high operational practices that best engage our students. Teachers at non-NUA sites work to tailor professional development, which is specific to a grade level and/or grade section where school site leadership has identified culturally responsive needs for their students.

- Equity Coordinators are the primary conduit of communication from the DOEE to Principals and lead the DOEE priority work at the sites they support. Equity Coordinators convene with site leaders, and determine the scope and sequence as well as the most effective means to center the work for their sites (e.g. school site equity team, building leadership team, instructional leadership team) during the school year.

- Equity Coordinators convene with leadership to pace the work, to ensure alignment with district and site priorities, to monitor the progress of the work from Equity Specialists and Equity Teachers, and to lead any pivots that are necessary for deeper and more aligned work for our instruction, climate, culture, continuous improvement, and leadership.

Racially Identifiable School(s) (RIS)

Park Center High School

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:
- Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
- 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.
- Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

RIS Goal # 1 Osseo Area Schools will provide support for specialized programming to seek racial integration gap reduction of 1% each year at schools that were identified as Racially Isolated Schools through partnerships with Northwest Suburban Integration School District (NWSISD), National Urban Alliance (NUA), Advancement Via Individual Determination (AVID), International Baccalaureate (IB), Regional Centers of Excellence, and community partners that seeks racial and economic integration and achievement gap closure for Osseo Area Schools students.

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

Goal type: Integration

Strategy #1 Magnet Programming
Strategy #5 International Baccalaureate Programming
Strategy #7 Family Engagement and Empowerment
Strategy #8 Comprehensive District Wide Equity Training and Support
Strategy #13 District will participate in NWSISD sponsored student service opportunities

RIS Goal # 2 The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for each identified group.

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

Goal type: Achievement Disparity

Strategy #5 International Baccalaureate Programming
Strategy #7 Family Engagement and Empowerment
Strategy #8 Comprehensive District Wide Equity Training and Support
Strategy #9 Comprehensive District Wide Reading Instruction (Coaching), Support and Continuous Improvement

RIS Goal # 3
The percent of staff of color working in Osseo Area Schools will increase by 1% each year from 14.94% in Spring 2022.

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

Goal type: Teacher Equity

Strategy #8 Comprehensive District-wide Equity Training and Support
Strategy #10 Recruitment and Retention for Staff of Color Plan

RIS Goal # 4
Increase graduation rate of American Indian students by 2% per year

Aligns with WBWF area: All students graduate from high school. All children are ready for school.

Goal type: Achievement Disparity

Strategy #11 Targeted support for American Indian students
Strategy #12 Staff development on supporting Indigenous students

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* section 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).

RIS Goal # 1
Osseo Area Schools will provide support for specialized programming to seek racial integration gap reduction of 1% each year at schools that were identified as Racially Isolated Schools through partnerships with Northwest Suburban Integration School District (NWSISD), National Urban Alliance (NUA), Advancement Via Individual Determination (AVID), International Baccalaureate (IB), Regional Centers of Excellence, and community partners that seeks racial and economic integration and achievement gap closure for Osseo Area Schools students.

Strategy #1 Magnet School Programming

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, 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.

Park Center as an International Baccalaureate (IB) school, infuses a core curriculum with a world focus that can help young people understand their role as responsible world citizens. Emphasis is on iterative technology and world languages and cultures. Students are encouraged to inquire, think, communicate, take risks, achieve, be principled, caring open-minded, well-balanced, and reflective.

Strategy #5 International Baccalaureate Programming

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.

Park Center Senior High: An International Baccalaureate World School serves students in grades 9-12 and is one of three comprehensive high schools in Osseo Area Schools. All students at Park Center benefit from academic, leadership, and co-curricular opportunities, helping them graduate with the confidence to achieve their dreams and find their path. Enriched curriculum opportunities include:
- Advanced Placement (AP) courses
- Honors Programs (HP)
- Post-Secondary Enrollment Options (PSEO)
- International Baccalaureate Diploma Programme
- Hmong for Native Speakers and Spanish for Native Speakers courses

Park Center Senior High is also home to award-winning athletic and fine arts programs that offer students co-curricular involvement. A wide variety of student groups, clubs and organizations also exist, allowing all students opportunities to be involved in their school community.

Strategy #7 Family Engagement and Empowerment
Our family engagement and empowerment is strengthened by our deep partnership and input from the American Indian Education team (AIE), as well as the American Indian Parental Advisory Committee (AIPAC). The latter has reviewed the goals to ensure our A&I plan incorporates shifts in tutoring, postsecondary, cultural and identity to bolster the graduation outcomes and student engagement of our high school American Indian students at Park Center, and districtwide.

- Identity and School Culture: per recommendations from AIPAC and AIE, the site implemented a guided Indigenous lesson rooted in tribal sovereignty during the first trimester, and continues to participate in American Indian Education activities that bolster deep cultural heritage learning and participation. The site will continue to deepen the Indigenous lens within its curriculum for the next three (3) years, including a districtwide Pedagogy to Practice two-day professional learning with its Social Studies team, focused on Indigenous learning;
- Street Data: The Osseo School Board, Department of Educational Equity, Department of Learning and Achievement, and Department of Student Services have invested in the Street Data approach to centering the identity and needs of each individual student. As such, our district will continue to work with our AIE team as well as invest in an Indigenous approach to Check and Connect that centers student engagement (e.g. American Indian Attendance Honoring events), and will continue to center Indigenous identity and culture (e.g. language courses, tutoring services that are tailored to Indigenous students, district wide PSEO expectations and communication strategies for our students and families).
- MTSS at each high school that meets American Indian students' needs: ensure School Counselors communicate lab support structures to students and families per trimester (email, Talking Points, written communication), to ensure that multiple opportunities are available to make up credits via lab courses,
- Through Family and Community Engagement (FACE), the team consults and co-creates with school sites as they strengthen their engagement strategies and practices, supports school sites in creating collaborative and meaningful partnerships with their families; finally, FACE facilitates site-specific family and community engagement training and development.
- Works in partnership with the DOEE to identify culturally responsive summer programs that support identity development, and academic enrichment for scholars through exploring literacy, mathematics, science and the arts.

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:
- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

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.

Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

Quarterly District-wide Equity Seminars
- Helping to determine the most effective engagement strategies for each child.
- Broadening and deepening our district understanding of Street Data (Safir and Dugan) to humanize the experiences of our students, staff, and community members.

- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programming and increasing student success, especially for emerging multilingual learners and students of color.

Educational Equity (EE) Coordinators

- Provide direct services to students
- Facilitate and coordinate culturally-responsive teaching practices within the AI Plan
- Modeling to ensure each scholar feels welcome and engaged, with their humanity intact
- Demonstrate culturally-responsive curriculum, instruction, and effective pedagogy
- Engage scholars and staff in the academic achievement of historically underrepresented student groups
- Develop professional learning opportunities to increase educational outcomes
- Co-teaching, modeling, and mentoring
- Family and Community Engagement
- Student Assistance Team participation and action research
- Analyze and utilize student academic data for continuous improvement
- Identify barriers in classroom instructional practices that contribute to disproportionate outcomes for historically marginalized scholars

Equity Teachers and Equity Specialists

- Provide coaching and training for racial equity
- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)

- Provide anti-racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year as we center the Indigenous identity and culture within our instruction and school experience.

Strategy Name #13 District will participate in NWSISD sponsored student service opportunities

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:

☒ 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:

Student programs provided through NWSISD focus on four educational concepts: Aspirations, Expectations, Opportunities, and Achievement. Students experience activities focused on introspection, learning how culture shapes expectations, setting goals, and understanding expectations for what it means to be college or career ready. Specific examples of activities included in this intervention are: college field trips, career exploration, service learning, team building, and guest speakers. College field trips may be provided for elementary, middle and high schools. Programs such as educators rising and AVID often benefit from this programing directly. In addition, other college and or career fairs or conferences may be part of this intervention.

RIS Goal # 2 The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for each identified group.

Strategy #5 International Baccalaureate Programming

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.

Park Center Senior High: An International Baccalaureate World School serves students in grades 9-12 and is one of three comprehensive high schools in Osseo Area Schools. All students at Park Center benefit from academic, leadership, and co-curricular opportunities, helping them graduate with the confidence to achieve their dreams and find their path. Enriched curriculum opportunities include:
- Advanced Placement (AP) courses
- Honors Programs (HP)
- Post-Secondary Enrollment Options (PSEO)
- International Baccalaureate Diploma Programme
- Hmong for Native Speakers and Spanish for Native Speakers courses

Park Center Senior High is also home to award-winning athletic and fine arts programs that offer students co-curricular involvement. A wide variety of student groups, clubs and organizations also exist, allowing all students opportunities to be involved in their school community.

Strategy #7 Family Engagement and Empowerment
Our family engagement and empowerment is strengthened by our deep partnership and input from the American Indian Education team (AIE), as well as the American Indian Parental Advisory Committee (AIPAC). The latter has reviewed the goals to ensure our A&I plan incorporates shifts in tutoring, postsecondary, cultural and identity to bolster the

graduation outcomes and student engagement of our high school American Indian students at Park Center, and districtwide.

- Identity and School Culture: per recommendations from AIPAC and AIE, the site implemented a guided Indigenous lesson rooted in tribal sovereignty during the first trimester, and continues to participate in American Indian Education activities that bolster deep cultural heritage learning and participation. The site will continue to deepen the Indigenous lens within its curriculum for the next three (3) years, including a districtwide Pedagogy to Practice two-day professional learning with its Social Studies team, focused on Indigenous learning;
- Street Data: The Osseo School Board, Department of Educational Equity, Department of Learning and Achievement, and Department of Student Services have invested in the Street Data approach to centering the identity and needs of each individual student. As such, our district will continue to work with our AIE team as well as invest in an Indigenous approach to Check and Connect that centers student engagement (e.g. American Indian Attendance Honoring events), and will continue to center Indigenous identity and culture (e.g. language courses, tutoring services that are tailored to Indigenous students, district wide PSEO expectations and communication strategies for our students and families).
- MTSS at each high school that meets American Indian students' needs: ensure School Counselors communicate lab support structures to students and families per trimester (email, Talking Points, written communication), to ensure that multiple opportunities are available to make up credits via lab courses,
- Through Family and Community Engagement (FACE), the team consults and co-creates with school sites as they strengthen their engagement strategies and practices, supports school sites in creating collaborative and meaningful partnerships with their families; finally, FACE facilitates site-specific family and community engagement training and development.
- Works in partnership with the DOEE to identify culturally responsive summer programs that support identity development, and academic enrichment for scholars through exploring literacy, mathematics, science and the arts.

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:
- Innovative and integrated pre-K-12 learning environments.
- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

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.

Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

 These professional development opportunities may include but are not limited to:

 Quarterly District-wide Equity Seminars

- Helping to determine the most effective engagement strategies for each child.
- Broadening and deepening our district understanding of Street Data (Safir and Dugan) to humanize the experiences of our students, staff, and community members.

- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programming and increasing student success, especially for emerging multilingual learners and students of color.

Educational Equity (EE) Coordinators

- Provide direct services to students
- Facilitate and coordinate culturally-responsive teaching practices within the AI Plan
- Modeling to ensure each scholar feels welcome and engaged, with their humanity intact
- Demonstrate culturally-responsive curriculum, instruction, and effective pedagogy
- Engage scholars and staff in the academic achievement of historically underrepresented student groups
- Develop professional learning opportunities to increase educational outcomes
- Co-teaching, modeling, and mentoring
- Family and Community Engagement
- Student Assistance Team participation and action research
- Analyze and utilize student academic data for continuous improvement
- Identify barriers in classroom instructional practices that contribute to disproportionate outcomes for historically marginalized scholars

Equity Teachers and Equity Specialists

- Provide coaching and training for racial equity
- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)

- Provide anti-racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year as we center the Indigenous identity and culture within our instruction and school experience.

Strategy #9 Comprehensive District-wide Reading Instruction (Coaching), Support, and Continuous Improvement

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

Narrative description of this strategy.

The Osseo Area School District provides a Multi-Tiered System of Supports to meet the literacy needs of all students. Our first consideration is to provide all students with highly effective core instruction that is aligned with the Minnesota English Language Arts standards and research-based instructional practices. Elementary reading instruction focuses on the essential components of reading highlighted in Scarborough's Reading Rope; phonemic awareness, phonics, fluency, vocabulary, and comprehension. In secondary English language Arts (ELA), classrooms teachers integrate reading instruction into the ELA content. To meet the needs of students who require additional support to reach grade-level

standards, teachers provide research-based interventions and regularly monitor student progress to ensure they are making growth toward reading proficiency.

Ongoing professional development helps teachers in Osseo Area Schools stay current with research-based instructional strategies. Professional development is provided to teachers throughout the year in a variety of ways. All teachers are members of Professional Learning Communities which examine student assessment data and refine current instructional practices. The focus of ongoing and job-embedded district-wide professional development is research-informed practices of instruction, interventions, assessments, and data use to improve student learning.

RIS Goal # 3 The percent of staff of color working in Osseo Area Schools will increase by 1% each year from 14.94% in Spring 2022.

Strategy #8 Comprehensive District-wide Equity Training and Support

Type of Strategy:
- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

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.	☒ Increases cultural fluency, competency, and interaction.
	☐ Increases graduation rates.
☐ Provides school enrollment choices.	☒ Increases access to effective and diverse teachers.

Narrative description of this strategy.

Educators at every level of our system are able to access equity-focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

These professional development opportunities may include but are not limited to:

Quarterly District-wide Equity Seminars
- Helping to determine the most effective engagement strategies for each child.
- Broadening and deepening our district understanding of Street Data (Safir and Dugan) to humanize the experiences of our students, staff, and community members.
- Providing extensive training and on-going practical classroom tools and support for teachers.
- Providing implementation guidance for strengths-based programming and increasing student success, especially for emerging multilingual learners and students of color.

Educational Equity (EE) Coordinators
- Provide direct services to students
- Facilitate and coordinate culturally-responsive teaching practices within the AI Plan
- Modeling to ensure each scholar feels welcome and engaged, with their humanity intact
- Demonstrate culturally-responsive curriculum, instruction, and effective pedagogy
- Engage scholars and staff in the academic achievement of historically underrepresented student groups
- Develop professional learning opportunities to increase educational outcomes

- Co-teaching, modeling, and mentoring
- Family and Community Engagement
- Student Assistance Team participation and action research
- Analyze and utilize student academic data for continuous improvement
- Identify barriers in classroom instructional practices that contribute to disproportionate outcomes for historically marginalized scholars

Equity Teachers and Equity Specialists

- Provide coaching and training for racial equity
- Provide culturally-responsive pedagogy training
- Provide one-on-one leadership coaching for principals and teacher leaders

Community Forum on Race

- Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race.

Equity Foundational Training 2.0 (EFT)

- Provide anti-racist leadership development training for all employees regarding systemic equity transformation training tools

American Indian Education: An overview from Policy to Pedagogy

- Osseo Area Schools staff will receive professional development surrounding American Indian Education's policy and pedagogy.
- Osseo Area Schools staff will implement an Indigenous lesson at the beginning of each school year as we center the Indigenous identity and culture within our instruction and school experience.

Strategy #10 Recruitment and Retention of Staff of Color Plan

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:

Focused attention on increasing and retaining teachers, particularly teachers of color and Indigenous teachers. We have started a Teacher of Color mentorship program and work in collaboration with our local union to support new teachers. In addition, we have made changes to our collective bargaining agreement to attract experienced, tier 3 and 4 licensed teachers as well as provide additional professional development and support to our teachers at high-needs schools. Finally, we work to create candidate pools and issue early teaching contracts that support the priority of an equitable distribution of staff.

We are in our 7th year of a priority result centered around hiring staff that mirror the demographics of our students. As a district, we have implemented multiple strategies toward this goal including a career pathways program, a Teacher of Color mentoring program, and we have been collaborating closely with our HR recruitment and retention manager to strengthen our work.

RIS Goal # 4 Increase graduation rate of American Indian students by 2% per year

Strategy #11 Targeted support for American Indian students

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.

Osseo Area Schools is working closely with both its American Indian Parent Advisory Committee (AIPAC), as well as its American Indian Education team to bring customized academic support services to its American Indian students. As a system, we are committed to the academic success of our American Indian students by implementing:

- Attendance and Academic Achievement Support: Evaluate current resources that are or are not working for a student, as well as what additional resources can be applied to successfully support attendance and achievement such as counselors and tutors (K-12). Educational resources and materials will be used to support students with the overarching focus of:
    - Enhancing cultural identity (K-12)
    - Analyzing and breaking down attendance barriers, as well as key academic interventions as needed in core content (6-12), and reading and mathematics (K-5)
    - Establish recurring meetings with students to discuss attendance and identify barriers (K-12)
    - Establish goal setting and career outlook for students surrounding their individual interests and talents, with a Tribal College and University (TCU) focus, while highlighting importance of American Indian graduation, scheduling and programming (6-12)
    - Meet with students to help support individual goals as well as having the family engage in goal setting conversations (K-12)
- Credit Recovery: working with individual high schools to identify American Indian students and school counselor assignments, and monitor communication to students and families regarding credit recovery opportunities in grades 9-12
- MTSS at each high school that meets American Indian students' needs: ensure school counselors communicate lab support structures to students and families each trimester (email, TalkingPoints, written communication) to ensure that multiple opportunities are available to make up credits via lab courses
- ADSIS: Counselors in middle schools are monitoring the reading and math progress of our American Indian students in grades 6-8, identifying opportunities with families for any ADSIS support, and seeking collaboration for mutual agreement
- Student engagement connected to attendance progress monitoring in grades 6-12; academic success would also be measured by attendance increases and district-sponsored American Indian Attendance Honoring events with a specific community connection

Location of services: All sites

Strategy #12 Staff development on supporting Indigenous students

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

Narrative description of this strategy.

Osseo Area Schools is working closely with both its American Indian Parent Advisory Committee (AIPAC), as well as its American Indian Education team to bring customized academic support services to its American Indian students. As a system, we are committed to embedding staff development as a component of our district-wide work to support our American Indian students by implementing:

- Pedagogy to Practice for 6th grade teachers as a district-wide commitment to deepen the knowledge of our social studies curriculum and ensure it reflects an Indigenous lens in centering the history and current events within our American Indian communities in Minnesota
- A K-12 system-level approach to creating lesson implementation within the district to deepen our students' understanding of the 11 Tribal Nations within the state of Minnesota, the definition of a treaty, and the hundreds of treaties signed between sovereign nations and the federal government of the United States
- The Seven Grandfather teachings, and the Indigenous approach to centering positive behavioral intervention supports within the classroom and school building as a means to foster a community and human-centered approach to restoring positive climate within our schools and communities
- Indigenous Check and Connect - building the knowledge and the necessity for district staff to understand the reason behind recruitment and retention for additional American Indian staff within the district to implement American Indian 1:1 academic, attendance, and intervention support
- Embedded American Indian Education knowledge that is geared toward staff at the district office, as part of the yearly professional development, to build knowledge and understanding of the mission and vision of the team as it connects to our American Indian students, staff, and community

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 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 2024	Target 2025	Target 2026
Osseo Area Schools will provide support for magnet programming in partnership with NWSISD to seek racial integration gap reduction of 1% each year at Park Center	27.6%	26.6%	25.6%

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 2024	Target 2025	Target 2026
Senior High. District Overall SOC 60.4%, Park Center Senior High SOC 89.0% = 2023 Gap 28.6%			
The achievement gap between students of color (Hispanic, American Indian, Asian, Black, & Two or More Races) and the Minnesota State goal of 85% as measured by proficiency on the Minnesota Comprehensive Assessments (MCA) in reading will decrease each year by 2% for students of color at Park Center Senior High. 2022 Gap: American Indian NA, Asian/Pacific Islander 28.7%, Black 50.9%, Hispanic 52.3%, Two or more Races 25.9%	Asian/Pacific Islander 26.7%, Black 48.9%, Hispanic 50.3%, Two or more Races 23.9%	Asian/Pacific Islander 24.7%, Black 46.9%, Hispanic 48.3%, Two or more Races 21.9%	Asian/Pacific Islander 22.7%, Black 44.9%, Hispanic 46.3%, Two or more Races 19.9%
The percent of staff of color will increase by 1% at RIS each year from Spring of 2022. Licenced Staff of Color 12.9%, Non-Licensed Staff of Color 39.4%, Administrators of Color 47.1%	Licenced Staff of Color 13.9%, Non-Licensed Staff of Color 40.4%, Administrators of Color 48.1%	Licenced Staff of Color 14.9%, Non-Licensed Staff of Color 41.4%, Administrators of Color 49.1%	Licenced Staff of Color 15.9%, Non-Licensed Staff of Color 42.4%, Administrators of Color 50.1%
Increase the graduation rate of American Indian students by 4% per year between FY 2024 and 2026 at Park Center Senior High. 2021 Four Year Graduation rate for American Indian Students was 45.4%	49.4%	53.4%	57.4%

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)).

The Department of Educational Equity (DOEE) works in partnership with each of its sites to ensure that a sustainable, systems-driven set of policies, practices, and processes are embedded at multiple levels of our school sites:

- Equity Specialists lead REAL TALK, which is a student-facing program. This leadership group is social justice themed. Students join based on interest and form groups of 10-90 student participants at secondary sites. Often the students are identified based on racial and/or ethnic representation at the school to ensure we are centering the historically marginalized identities of secondary students within our district. These groups build the confidence and creative skills for students in grades 6-12 to engage more fully in the school day.
- Equity Specialists also work with specific grades (primarily grades 9-12) to lead dropout prevention data review with a focus on specific humanizing, culturally responsive and relevant practices that center the multiple identities of our historically marginalized students, and influence the graduation planning process for students who are at risk for dropout.
- Equity Specialists lead student-facing programs at the elementary level, including leadership groups of 10-15 students who are identified by both DOEE and school-based staff. Often the students are identified based on racial and/or ethnic representation at the school to ensure that we are centering the historically marginalized identities of elementary students within our district. These groups build the confidence and creative skills for

students (primarily in grades 3-5) to engage more fully in the school day.

- Equity Specialists also work with specific grades (primarily grades K-2) to lead group readings with specific humanizing, culturally responsive and relevant books that center the multiple identities of our historically marginalized students.

- Equity Teachers at the secondary level are positioned to partner 1:1 with teachers and with Learning and Achievement district staff to identify new staff who have not yet been deeply involved in embedding our distinct core values and equity mission within their classroom practices. As such, Equity Teachers ensure that customized learning is centered for its participants, and act as a resource to model and share best lesson planning strategies for district staff.

- Equity Teachers at the elementary level lead professional development for teachers within our district, ensuring that equity is embedded per the Equity Foundational Training components, Quarterly Equity Seminar content, and school-specific demographics for culturally diverse and responsive teaching practices. Teachers at sites partnered with the National Urban Alliance (NUA) work in deep collaboration with their coaches, in order to lead, model, and observe high intellectual performances and high operational practices that best engage our students. Teachers at non-NUA sites work to tailor professional development, which is specific to a grade level and/or grade section where school site leadership has identified culturally responsive needs for their students.

- Equity Coordinators are the primary conduit of communication from the DOEE to Principals and lead the DOEE priority work at the sites they support. Equity Coordinators convene with site leaders, and determine the scope and sequence as well as the most effective means to center the work for their sites (e.g. school site equity team, building leadership team, instructional leadership team) during the school year.

- Equity Coordinators convene with leadership to pace the work, to ensure alignment with district and site priorities, to monitor the progress of the work from Equity Specialists and Equity Teachers, and to lead any pivots that are necessary for deeper and more aligned work for our instruction, climate, culture, continuous improvement, and leadership.