

## Achievement and Integration Plan

July 1, 2023 to June 30, 2026

*Submissions due by March 15th, 2023*

**District ISD# and Name:** District 112, Eastern Carver  
County Schools

**District Integration Status:** A

**Superintendent:** Dr. Lisa Sayles-Adams

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Email: SaylesAdamsL@district112.org

**Plan submitted by:** Arika Mareck

Title: Director of Equity and Inclusion

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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. Type name of RIS here.
2. Type name of RIS here.
3. Type name of RIS here.
4. Type name of RIS here.
5. Type name of RIS here.
6. Type name of RIS here.

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

**Partnering Districts** Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: Type name of integration collaborative here, if applicable

1. *Eden Prairie Public Schools, RI*

### School Board Approval

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

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

Superintendent: Dr. Lisa Sayles-Adams

Signature: Dr. Lisa Sayles-Adams

Date Signed: 3/10/2022

School Board Chair: Jenny Stone

Signature: Jenny Stone

Date Signed: 3/10/2022

## 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:** *Eden Prairie Schools, Robb Virgin and Meghan Bennet*

*Eastern Carver County Schools – Arika Mareck, Erin Rathke, James Bach, Greg Martin, Pete Morse, Nate Slinde, Chris Weaver, Jade Jackson, Khriisslyn Goodman, Katie Gerdts, Chris Hentges, Mali Turnbull*

- *The Team met in person on three occasions and consistently corresponded via email.*
- *Members were chosen to offer a variety of perspectives, lived experiences, and professional experiences.*
- *The Team helped prioritize our work and has continued to connect to manage and support our plan.*  
*Some of our discussions included:*
- *Need for the new plan to be aligned to the strategic plan, consent decree, and WBWF plan.*
- *Specific goals that are more clearly owned and understood by all certified staff to collectively achieve outcomes.*

## 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](mailto:MDE.integration@state.mn.us).

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

## Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

**Goal #1: The percentage of economically disadvantaged students or students of color in grades kindergarten through 5-or-grade 6 or grade 9 with a consistent attendance rate of more than 90% will increase from 75% at the end of school year 2023 to 80% at the end of school year 2025 as measure by the SIS attendance rate in eduClimber.**

- Aligns with WBWF area: *All racial and economic achievement gaps between students are closed.*
- Aligns with Eastern Carver County Schools Strategic Directions: *Fostering a safe, welcoming, and inclusive environment and Developing strong partnerships within the communities we serve*
- Corresponding Strategies:

**Culture and Climate Specialist Position, #1**

**Intercultural Specialist Position, #2**

**Equity and Inclusion Supervisor Position, #3**

**Professional Development, #4**

**Initiatives for Chronic Absenteeism, #5**

**Increase and Expand Youth and Family Leadership and Engagement Opportunities, #8**

**Increased Community Communication and Partnerships, #9**

**Goal type: Achievement Disparity**

**Goal #2: The failure rate of first semester for economically disadvantaged students and students of color in grade 9 will decrease from 12% in school year 2023 to 8% in school year 2026.**

- Aligns with WBWF area: *All students are ready for career and college.*
- Aligns with Eastern Carver County Schools Strategic Directions: *Fostering a safe, welcoming, and inclusive environment and Developing strong partnerships within the communities we serve*
- Corresponding Strategies:

**Culture and Climate Specialist Position, #1**

**Intercultural Specialist Position, #2**

**Equity and Inclusion Supervisor Position, #3**

**Professional Development, #4**

**Increased Collaboration with College and Career Centers at the Secondary Level, #6**

**Increase and Expand Youth and Family Leadership and Engagement Opportunities, #8**

**Increased Community Communication and Partnerships, #9**

Goal type: Integration

Goal #3: Eastern Carver County Schools will retain and increase staff of color from school year 2023 to school year 2026.

- Aligns with WBWF area: All students graduate from high school. All children are ready for school.
- Aligns with Eastern Carver County Schools Strategic Directions: Fostering a safe, welcoming, and inclusive environment and Developing strong partnerships within the communities we serve
- Corresponding Strategies:
  - Culture and Climate Specialist Position, #1
  - Intercultural Specialist Position, #2
  - Equity and Inclusion Supervisor Position, #3
  - Professional Development, #4
  - Increased Collaboration with College and Career Centers at the Secondary Level, #6
  - Partnership with Human Resources, #7
  - Increase and Expand Youth and Family Leadership and Engagement Opportunities, #8

Goal type: Teacher Equity

## 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 Name and # Culture and Climate Specialist Position, #1

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

- Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.
- Family engagement initiatives to increase student achievement.

- Professional development opportunities focused on academic achievement of all students.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- Recruitment and retention of racially and ethnically diverse teachers and administrators.
- 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:

- |                                                                                                                                                                                  |                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices.                                                                                                                     | <input type="checkbox"/> Increases graduation rates.                              |
|                                                                                                                                                                                  | <input type="checkbox"/> Increases access to effective and diverse teachers.      |

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

**What:** By expanding the Equity and Inclusion Department to include a Climate and Culture Specialist, we plan to move our dependence on external Restorative Practices support to internal support from this role. In doing so, we will increase the capacity of all staff to move from a punitive mindset to a restorative mindset with students and families. This position will also guide PBIS in the district and support professional development. This role serves district wide and will work directly with students.

**Why:** Over the four years of the Equity and Inclusion Department, a substantial amount of the A&I funds have been used to bring in outside contractors, especially around Restorative Practices. In an effort to build capacity and create a restorative culture throughout the district, we feel it is essential to move this role internally. Moreover, with our intentional work around PBIS and Equity, this role will accelerate our restorative practices and increase accountability of our staff.

**Example:** This position will lead multiple efforts within the district and serve students directly. An example of the activities in this strategy will be the systematized formation of Attendance Circles,

**Intended Outcome:** Through the implementation of this strategy we will closely monitor our PBIS data, our discipline data, and our achievement data in partnership with the Teaching and Learning Department and the Specialized Services Department so that data will progressively become less predictable.

Location of services: District Wide

Strategy Name and # **Intercultural Specialist Position, #2**

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

- Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.
- Family engagement initiatives to increase student achievement.
- Professional development opportunities focused on academic achievement of all students.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- Recruitment and retention of racially and ethnically diverse teachers and administrators.
- 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.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

**What:** *Intercultural Specialists connect multicultural and historically under-served families and students with community and school programs, resources, and events to ensure academic success and a community of belonging.*

**Why:** *Over the years, our district’s population has become more racially, economically, and culturally diverse. Therefore, it is imperative that we build intentional and meaningful partnerships with these students and their families. This is one of the many ways in which we build a bridge to those we serve.*

**Example:** *This position will assist with a variety of areas including Parent/Caregiver Engagement, Communication, and Advocacy which looks like enrollment support, systems navigation, home visits, etc. Other areas of supports are staff meetings attendance, facilitating professional learning, data review, etc.*

**Intended Outcome:** *Through the implementation of this strategy students and families who have been underserved will demonstrate through a variety of measures that they feel seen, heard, valued, trusted, and respected which is in accordance with our strategic plan. This role will prove to reduce and hopefully eliminate disparities based on race, ethnicity, or socioeconomic status by increasing Parent/Caregiver Engagement, Communication, and Advocacy, by providing intentional and effective student support and advocacy for our historically underserved students, by supporting, leading, and developing professional development for staff to build their capacity for equitable teaching and learning, and collecting, monitoring, and data to guide their work.*

Location of services: District Wide

Strategy Name and # **Equity and Inclusion Supervisor Position, #3**

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

- Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.
- Family engagement initiatives to increase student achievement.
- Professional development opportunities focused on academic achievement of all students.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- Recruitment and retention of racially and ethnically diverse teachers and administrators.
- 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.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

**What:** *By continuing the role of Equity and Inclusion Supervisor in the Equity and Inclusion Department we will better lead district equity and inclusion efforts.*

**Why:** *Equity and Inclusion cannot operate in isolation. This position is critical to the implementation and support of our strategic plan, facilitation of professional development, development of youth leadership and affinity spaces, communication to students, staff, and families, and increasing culturally responsive classes and teaching strategies.*

**Example:** *Help to implement successful integration (curriculum, pedagogy delivery, parent involvement, student voice, and critical examination of institutional racism) that leads to educational equity and student achievement.*

**Intended Outcome:** *Through the implementation of this strategy we will closely monitor various forms of student achievement data so that data will progressively become less predictable. Moreover, we will create more meaningful and successful interventions for students to achieve their personal best regardless of race or socio-economic status.*

Location of services: District Wide

#### Strategy Name and # **Professional Development, #4**

- **Type of Strategy: Professional development opportunities focused on academic achievement of all students and equitable access to effective and more diverse teachers.**
  - Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.
  - Family engagement initiatives to increase student achievement.
  - Professional development opportunities focused on academic achievement of all students.
  - Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
  - Recruitment and retention of racially and ethnically diverse teachers and administrators.
  - 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.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For

example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

- **What:** In partnership with other district departments, the Equity and Inclusion Department shall provide equity, implicit bias, and inclusive practices training to all School District personnel.  
**Why:** Transformational and courageous leadership for Equity and Inclusion is dependent upon the learning, growth, reflection, and urgency of its organization. This leads to a result of a shift in beliefs and behaviors.  
**Example:** Through each building or department's Building Equity Leadership Team (BELT) and guided by the District Equity Leadership Team (DELT), aligned, intentional, and transformational Professional Development opportunities will be consistently delivered. One example is the Equity 1.0 Training.  
**Intended Outcome:** Through the implementation of this strategy, we will see the Daily Desired Experience for staff, students, and families increase. It will also cultivate a culture of self-awareness, racial identity, and intent over impact.

Location of services: District Wide

### **Strategy Name and # Initiatives for Chronic Absenteeism, #5**

- **Type of Strategy:** Family engagement initiatives to increase student achievement.
  - Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.
  - Family engagement initiatives to increase student achievement.
  - Professional development opportunities focused on academic achievement of all students.
  - Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
  - Recruitment and retention of racially and ethnically diverse teachers and administrators.
  - 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.
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  - Increases graduation rates.
  - Increases access to effective and diverse teachers.
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**What:** Cross-departmental collaboration to develop system-wide interventions that support increased daily attendance of our chronically absent economically disadvantaged students and students of color in grades kindergarten through 5<sup>th</sup> and in grades 6 and 9.

**Why:** Upon deep examination of our data, we see a direct correlation between attendance and achieving starting in kindergarten.



**Example:** Work has already begun to implement an aligned system across the district which reveals attendance patterns and interventions. This looks like formalized activities such as an Attendance Campaign for students and parents, Attendance Circles, and ongoing updates to our attendance policies and procedures. This strategy will be executed in collaboration with the Equity Department, the Teaching and Learning Department, the Specialized Services Department, the Research, Evaluation, and Assessment Department, building leadership and BELTs (Building Equity Leadership Teams).

**Intended Outcome:** *Through the implementation of this strategy, both our attendance rates and achievement scores will increase. We will also see mindset shifts of educators as they receive support and professional development about student attendance and root causes.*

Location of services: District Wide

Strategy Name and # **Increased Collaboration with College and Career Centers at the Secondary Level, #6**

- **Type of Strategy: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.**
  - Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.
  - Family engagement initiatives to increase student achievement.
  - Professional development opportunities focused on academic achievement of all students.
  - Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
  - Recruitment and retention of racially and ethnically diverse teachers and administrators.
  - 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.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

**What:** The High School's College/Career Resource Center (CRC) is for 9-12 grade students to be supported as they explore, dream, and discover their future plans. The CRC is a part of the Counseling Department and specifically assists and supports each student with career and college exploration, admissions process/applications, financial aid, and scholarships so that each student has their best chance for success whether it be a 4-year college, 2-year college, trade/technical college, military, directly to the workforce, a GAP Year, or any other choice. To better meet the needs of our Students of Color and Socioeconomically disadvantaged students to create and realize their post-secondary goals, the Equity and Inclusion Department will consistently and systemically partner with these resources.

**Why:** A sufficiently prepared student is one who has the knowledge, skills, mindset, and experiences in the academic, workplace, and personal/social domains to keep learning and, beyond secondary school, to successfully navigate toward and adapt to an economically viable career (education.mn.gov).

**Example:** Monthly meetings with the College and Career Center Specialists to coordinate events like HBCU College Fairs and exposure, post-secondary field trips, and financial aid support.

**Intended Outcome:** Through the implementation of this strategy we will see an increased graduation rate for our Students of Color and our economically disadvantaged students. Additionally, we expect to see improved attendance rates and decreased failure rates.

Location of services: Chaska High School and Chanhassen High School

Strategy Name and # **Partnership with Human Resources, #7**

- **Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.**
  - Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.
  - Family engagement initiatives to increase student achievement.
  - Professional development opportunities focused on academic achievement of all students.
  - Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
  - Recruitment and retention of racially and ethnically diverse teachers and administrators.
  - Equitable access to effective and more diverse teachers.
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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.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

**What:** In order to retain our current staff of color and with the expectation that we will increase our staff of color, both certified and non-certified, it is required that the Equity and Inclusion Department consistently, strategically, and intentionally collaborates with the Human Resources Department.

**Why:** Our current staff does not represent our students and community. It is critical that our students and families see themselves in the staff who serve them to create a more equitable, inclusive, and accepting experience.

**Example:** The Equity Department will work with the Human Resources Department to address technical and adaptive needs. This includes partnering on hiring events that purposefully target people of color, examining our hiring practices and procedures to ascertain level of inclusivity, co-creating and co-facilitating training for staff both newly hired and ongoing, etc.

**Intended Outcome:** *Through the implementation of this strategy we will see an increase in the retainment of staff of color as well as an increase of applicants and new hires of color. These staff will report that ECCS is a welcoming and inclusive district.*

Strategy Name and # **Increase and Expand Youth and Family Leadership and Engagement Opportunities, #8**

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

- Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.
- Family engagement initiatives to increase student achievement.
- Professional development opportunities focused on academic achievement of all students.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- Recruitment and retention of racially and ethnically diverse teachers and administrators.
- 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 access to effective and diverse teachers.
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**What:** *In partnership with Eden Prairie Public Schools, our partner district, we will work to increase the number of students of color who choose to participate in leadership opportunities and events over the course of the plan.*

**Why:** *It is important for our students to develop cross-cultural relationships with others in the nearby communities that result in an increase of learning opportunities, connections, and capacity building.*

**Example:** *ECCS will partner with EPHS to create events for students to elevate their voices, their equity and inclusion leadership, and their self-advocacy.*

**Intended Outcome:** *Through the implementation of this strategy our students of color and economically disadvantaged students will create more connections to others, build capacity in others to lead for equity, and feel a stronger sense of belonging both at school and at home.*

Strategy Name and # **Increased Community Communication and Partnerships, #9**

- **Type of Strategy: Family engagement initiatives to increase student achievement.**
  - Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.
  - Family engagement initiatives to increase student achievement.

- Professional development opportunities focused on academic achievement of all students.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- Recruitment and retention of racially and ethnically diverse teachers and administrators.
- 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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**What:** *In partnership with our Communications Department and our Community Education Department, we continue to increase our communication efforts and create more opportunities for partnership within the community we serve.*

**Why:** *In order to ensure that all students and families feel seen, heard, and valued, we must expand our efforts to communicate what we are doing and how it positively impacts our community. We must also work to offer more pathways for our underserved population to engage in the district so that we are proactive and not reactive to their needs and desires.*

**Example:** *The Equity Department will continue to push our translation and interpretation systems and structures district wide.*

**Intended Outcome:** *Through the implementation of this strategy we will see an increase in the retainment of staff of color as well as an increase of applicants and new hires of color. These staff will report that ECCS is a welcoming and inclusive district.*

#### Strategy Name and # **Middle Level Math Interventionists, #10**

- **Type of Strategy:** *Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.*
  - Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.
  - Family engagement initiatives to increase student achievement.
  - Professional development opportunities focused on academic achievement of all students.
  - Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
  - Recruitment and retention of racially and ethnically diverse teachers and administrators.
  - 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.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

**What:** *In partnership with our middle school leaders and our Teaching and Learning Department, we will provide Math Interventionists at each middle school to help reduce enrollment disparities based on race, ethnicity, and socioeconomic status.*

**Why:** *In order to ensure that all students receive intentional, improved, and accessible instruction and support.*

**Example:** *Math Interventionist will use a variety of strategies above and beyond what the classroom teacher provides. This could look like, but not limited to pre-teaching, re-teaching, or double upping.*

**Intended Outcome:** *Through the implementation of this strategy, we will see an increase in our historically underserved students finding greater success in their math classes and an increase in our graduation rates.*

## 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)

<i>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.</i>	<b>Target 2024</b>	<b>Target 2025</b>	<b>Target 2026</b>
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
<b><u>The percentage of economically disadvantaged students and students of color in grades k-5 and 6 and 9 with a daily attendance rate of 90% will decrease from 26% to 21%. Current rate is 26%</u></b>	<b>24%</b>	<b>22%</b>	<b>21%</b>
<b><u>The failure rate of first semester for economically disadvantaged students and students of color in grade 9 will decrease from 12% in school year 2023 to 8% in school year 2026.</u></b>	<b>11%</b>	<b>9.5%</b>	<b>8%</b>
<b><u>Retain staff of color from school year 2023 to school year 2026.</u></b>	<b>9%</b>	<b>9%</b>	<b>9%</b>
<b><u>Increase number of students of color participating in leadership opportunities with Eden Prairie High School.</u></b>	<b>20</b>	<b>30</b>	<b>40</b>

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

Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.

Remember to copy and paste the goal section when adding additional goals.

## Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)). Enter text here.

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.