

Achievement and Integration Plan

July 1, 2023 to June 30, 2026

Submissions due by March 15th, 2023

District ISD# and Name: Austin Public Schools #492

District Integration Status: RI

Superintendent: Joey Page

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Plan submitted by: Kristi Beckman

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Racially Identifiable Schools within District

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

1. Sumner Elementary

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

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

1. Albert Lea (RI)
2. Hayfield (A)
3. Southland (A)

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: John Alberts, Kristi Beckman, Gayle Brownlow, Burke Egner, Scott Hall, Grant Klennert, Cori McRae, Kathy Serratore.

Community Collaboration Council for Racially Identifiable School(s): Katie Baskin, Kristi Beckman, Lynn Hemann, Andrea Malo, Jill Rollie, Matt Schmit, Kim Potter, Katie Tharp, Karla Carroll, Eric Kossoris, Christine Hulsebus, Erin Schumacher, Varinh Van Vugt, Natalie Bunnell, Cece Kroc, Robin Garcia, Jennifer Lawhead, Nikky Tolde, Don Leathers, Ashley McLaren, Joey Page, Amy Learn, Deb Nelson, Jayne Ekins, Lisa Rueckert, Katie Ulwelling, Kathy Green, Sheila Berger

The Multidistrict Collaboration Council met to discuss interdistrict opportunities to promote intercultural understanding and relationship building through cross-district programming. The collaborative has found offering Project E3 and Robotics to be a beneficial way to encourage students to build cross-district friendships while also promoting rigor, engagement, and intentional inclusion of students from culturally diverse backgrounds. During the next three-year plan cycle, the collaborative expressed an interest in integrating college and career awareness into our multidistrict programming and adding a new program, Discover Drones, to be inclusive of students and the middle and high school level who wish to participate in collaborative, applied STEM enrichment activities with inter-district peers.

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: The percentage of students able to identify career pathways related to the integrated STEM enrichment activities they are participating in will increase from a baseline of 0% in 2023-2024 to 90% in 2025-26.

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

Goal type: Integration

To add goals, copy the goal section directly above and paste them below the strategies and KIPs supporting Goal #1.

Strategies

Strategy Name and # 1 Discover Drones

Type of Strategy:

- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

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

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

Narrative description of this strategy. Students will be exposed to a week-long drone education camp that will give them the opportunity to learn about, build, fly, and race drones. As the program grows, additional week-long sessions will be offered to cover topics such as crop management, aerial photography, and licensed drone operation. The camp will give students the opportunity to connect with students across districts, collaborate, build relationships, and learn about each other's cultural identities. This camp will teach students marketable skills in UAS (Unmanned Aerial Systems) that are highly in demand in a number of career pathways, including agriculture, real estate, law enforcement, government, and marketing. Camps will be offered to students in grades 7-12. One camp will be taught for students in grades 7-8 and another for grades 9-12. Instruction will utilize collaboration, hands-on learning, and varied grouping strategies to support students in increasing their comfort level in interacting with peers from neighboring communities and diverse backgrounds. An application process will be developed and selection will ensure that each district is able to send a proportionate number of students so that the group of participants mirrors the collaborative demographics. Selection of participants will emphasize ensuring access and representation for students who are culturally, linguistically or socio-economically diverse.

Location of services: Albert Lea

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The percentage of students who attend Discover Drones who will be able to identify at least one career or interest pathway in which they can incorporate the skills they learned at camp will increase by 10% each year.	70%	80%	90%
Students will indicate an increased comfort in interacting with students from other districts and backgrounds as measured by responses on a 5 point Likert scale, with a goal of 80% of students responding that they agree or strongly agree.	70%	75%	80%
Enter KIP.			

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

Strategy Name and # 2 Project E3

Type of Strategy: Enter one of the following types of strategies:

- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

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

- x Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- x Increases cultural fluency, competency, and interaction.

[Click here to enter text.](#)

Narrative description of this strategy

- Project E³: Environmental Science and Engineering for Everyone is an inter-district summer program focused on math and science enrichment. The cohort-based model will allow up to 100 students in grades 4-6 to spend four weeks during the summer exploring science and math through interactive, engaging, high-level environmental engineering units. Member districts will send student participants and contribute through incentive revenue. Project E3 will reduce enrollment disparities in the following ways:
- Project E3 is an inter-district enrichment program. Students enrolled in the program participate in 16 days of collaborative, hands-on programming. Because Austin works purposefully to ensure that the demographics of our participants in Project E3 mirror our demographics (57% students of color), Project E3 offers an opportunity to our students in neighboring districts whose enrollment includes less than 10% students of color to have access programming that reduces cross-district enrollment disparities.
- Project E3 provides students with the skills and self-confidence needed to explore career pathways in STEM while building relationships with students of culturally, linguistically, and socioeconomically diverse backgrounds

from neighboring collaborative districts. Student surveys will be utilized to determine whether these outcomes have been met.

Location of services: IJ Holton Intermediate School, Austin

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The percentage of students who attend Project E3 who will be able to identify at least one career or interest pathway in which they can incorporate the skills they learned at camp will increase by 10% each year.	60%	70%	80%
Students will indicate an increased comfort in interacting with students from other districts and backgrounds as measured by responses on a 5 point Likert scale, with a goal of 80% of students responding that they agree or strongly agree.	70%	75%	80%
Enter KIP.			

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

Strategy Name and # 3 Robotics.

Type of Strategy: Enter one of the following types of strategies:

- Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.
- Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

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

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Increases cultural fluency, competency, and interaction.

Narrative description of this strategy.

As a complement to our math, science and engineering program, students from around the collaborative will be recruited to participate in Robotics teams. In Grades 4-5, students participate in Vex League tournaments, working in inter-district team building sessions on Saturdays before traveling together to regional competition. Students in Grades 6-8 work in inter-district Vex robot teams and will also collaborate on multiple occasions in inter-district cooperative learning environments before competing.

Location of services: Schools across the collaborative

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The percentage of students who participate in Robotics who will be able to identify at least one career or interest pathway in which they can incorporate the skills they learned at camp will increase by 10% each year.	60%	70%	80%
Students will indicate an increased comfort in interacting with students from other districts and backgrounds as measured by responses on a 5 point Likert scale, with a goal of 80% of students responding that they agree or strongly agree.	70%	75%	80%

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

Goal #2: The graduation rate for Black/African American students in Austin Public Schools will increase from 75.0% in 2021 to ≥ 80.0% in 2026.

Aligns with WBWF area: All students graduate from high school. All children are ready for school.

Goal type: Achievement Disparity

Strategies

Strategy Name and # 4 Success Coaches.

Type of Strategy: Family engagement

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. The Success Coach Program is a family engagement and empowerment program. Coaches identify and respond proactively to barriers, and work with parents and students to take charge of their success. They hold frequent meetings to promote parent empowerment, understanding of the school system, and community connections. The integration program supports the salaries, benefits, and in-district transportation costs of twelve bilingual, bicultural coaches who work with families, students and staff to promote academic and social success and access to resources. They have also been an integral part of helping our districts understand cultural differences and have helped us address students and families in a more effective way. They collaborate across districts when possible to create efficiencies and promote inter-district opportunities for students and parents. Three of our success coaches have been trained in Check and Connect in order to help students and families overcome obstacles for success and improve attendance, behavior and achievement outcomes. Check and Connect may be expanded in the future. Location of services: Districtwide.

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<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%

Attendance rates for non-white students will increase from 89.41 in the 21-22 school year to 92% in 2026.	90%	91%	92%
Enter KIP.			

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

Strategy Name and # 5 AVID

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

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

AVID is a schoolwide approach to preparing students for success in careers, college, and a global society. AVID secondary students will take an elective class as well as a rigorous course (such as honors or AP) in order to develop skills necessary for high school graduation and college readiness: study skills, organization, critical thinking, collaboration, reading and writing. Tutorials and collaborative study groups will support the students in inquiry-based problem solving. Wrap-around services such as motivational events/speakers, college visits, exam prep, etc. will ensure that students have the knowledge and skills they need to help identify career pathways and postsecondary educational pathways to achieving their goals. Professional development for staff will support the implementation of AVID best-practice instructional strategies to help ensure all students have access to rigorous instruction at their level.

Location of services: Districtwide grades 5-12.

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Increase in percentage of students of color enrolled in rigorous courses in grades 5-12 from 30% in 2022 to 38% in 2026..	33%	36%	38%
Enter KIP.			

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

Strategy Name and # 6 Young Scholars

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

Narrative description of this strategy. Young Scholar groups target students that have demonstrated high ability in their Nonverbal reasoning skills on the CogAT assessment, and in observation in whole group lessons. The Young Scholars model provides equity of opportunity for students with demonstrated high ability to have access to complex, in-depth instruction. Young Scholars nurtures the development of the students' critical thinking and problem-solving skills so that they are able to access other advanced academic options later in their school experience. By recognizing high potential

in students and helping to develop their talent, we are able to offer an innovative entry point for many students who are typically underrepresented in our Gifted and Talented programs.

Location of services: Districtwide grades K-4.

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Ensure that the percentage of non-white students enrolled in GT interventions in grades K-4 continues to mirror the district demographics. (Baseline 51% in 2022.)	52%	53%	54%

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

Strategy Name and # 7 Be Your Best

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

Narrative description of this strategy. Be Your Best College Prep Academy is a free program for young people between the ages of 16-22. Students take college prep math, reading, writing and career planning courses. Courses last for eight weeks during the summer. Students also receive guidance and support through dedicated instructors, advisors, counselors and tutors. The percentage of Austin students of color enrolling into college prep, PSEO, and concurrent enrollment courses is lower than the rate at which these students are enrolled in Austin High. They benefit from educational seminars designed to help them navigate college successfully and participate in fun pro-social activities and trips. Be Your Best decreases these racial and economic enrollment disparities in several key ways: 1) protected class students are able to access college prep courses free of charge during the summer, increasing the number of those students enrolling to a level that better reflects their overall enrollment into Austin High. 2) Sophomores and Juniors who complete Be Your Best return to their high schools and enroll in PSEO and concurrent classes at a higher rate than they do otherwise, thus reducing the racial & economic enrollment disparities for those advanced courses (which students of traditionally enroll in much lower rates than their overall enrollment into the high school) 3) Enables senior participants to enroll directly into credit-bearing courses as college freshmen, eliminating the need to take remedial courses and reducing enrollment disparities in classes like Freshman English and College Algebra.

Location of services: Riverland Community College, Austin.

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The number of students earning a high school diploma and enrolled in any institute of higher education within 16 months will increase from 64% in 2020 to 70% in 2026. (As reported on the Minnesota Report Card "college-going" indicator.)	66%	68%	70%
Increase non-white student graduation rate from 72% in 2021 to 75% in 2026	73%	74%	75%

Enter KIP.

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

Goal #3: Student responses to Minnesota Student Survey questions assessing teacher/student relationships will increase to reflect 90% or higher rate of students responding agree/strongly agree. (See KIPs for baseline data regarding specific questions.)

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

Goal type: Teacher Equity

Strategies

Strategy Name and # 8 Professional Development

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

Narrative description of this strategy. All district staff will be provided with opportunities to engage in training to ensure that students are respected and valued. Training will focus on ensuring that the curriculum is relevant, and instruction is differentiated to meet students' individual needs. Culturally relevant leadership training will focus on ensuring that families of all backgrounds are greeted in a friendly, welcoming building climate by all staff. Training will include strategies for increasing staff confidence in intercultural communication, cultural self-awareness, marginalization, microaggressions, systemic racism and privilege, and differentiating instruction to promote engagement and rigor for all. Specific professional development initiatives will include PBIS equity work, Clifton Strengths, and cultural competence training aligned to the MN statute requirements, as well as district-facilitated equity PD. We are braiding equity into our MTSS work and will be embedding guided questions about equity into our MTSS data analysis process, then utilizing resources to address racially predictable gaps. PD may include AVID's Culturally Relevant Teaching, Zaretta Hammond, Equity Literacy frameworks and case studies, collaborative structures, Hofstede's cultural dimensions, or other resources recommended by our partners at CAREI. The goal is to explore cultural differences, implicit bias, and best practice instructional strategies to ensure staff are trained to build rigorous, collaborative classroom environments that meet the needs of all students.

Location of services: Districtwide and regional professional development events.

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<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%
Student survey responses to the question "Overall, adults at my school treat students fairly" will increase from 89% agree/strongly agree in 2019 to 95% in 2026.	90%	92%	95%
Student survey responses to the question "Adults at my school listen to the students." will increase from 86% agree/strongly agree in 2019 to 95% in 2026.	88%	92%	95%

Student survey responses to the question “Most teachers at my school are interested in me as a person” will increase from 76% agree/strongly agree in 2019 to 85% in 2026.	76%	80%	85%
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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.

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)). Programs implemented through integration revenue have been well established in the community and work in collaboration with district resources, community organizations and stakeholders to maximize our investment. The multidistrict collaborative council gathers input from each district’s World’s Best Workforce Committee and convenes to provide input on integration strategies and explore strategies for creating efficiencies among district integration initiatives. The collaborative shares resources and opportunities to allow access for students around the collaborative area to asset-based integrated learning opportunities and avoid replicating programs that are already being successfully implemented.

Racially Identifiable School(s) (RIS)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools, include goals and strategies for each Racially Identifiable School within your district. *If MDE has not notified your district that one of your sites is racially identifiable, delete this section.*

Achievement and Integration Goals

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

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

RIS Goal # 1 The disparity between non-white student enrollment at Sumner elementary (90.6%) and the average non-white student enrollment in grade-alike buildings in Austin public schools (57.1%) is 33.5%. This enrollment disparity will be reduced to 17% by 2026.

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

Goal type: Integration

Strategy # 9 Elementary Transition Plan

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. Sumner Elementary School has utilized a 45/15 schedule for several years in the Austin Public Schools. Starting in the 2023-2024 school year, Sumner Elementary School will return to the same calendar as the other elementary schools in the district.

This means that beginning with the 2023-2024 school year, all Austin Public Schools will be on a traditional calendar when all students begin in [the fall](#), have traditional breaks throughout the year, and have most of the summer off. This transition in schedule also means that all elementary students in the Austin Public Schools will eventually begin the process of adhering to attending their neighborhood elementary school. Current kindergarten students will be required to attend their attendance area schools beginning in 2023-2024. Based on data that the district has compiled about student demographics within the community and our attendance zones, the elementary transition plan should result in a 5% per year reduction in the racial enrollment gap between Sumner and the other grade-alike buildings within the district.

Location of services: Elementary buildings district-wide.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one 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
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
The racially predictable enrollment disparity between Sumner Elementary and the grade-alike elementary buildings in the district will decrease from 33.5% in 2022-2023 to 17% in 2025-2026.	28%	23%	17%
Enter KIP.			

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

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

Remember to copy and paste the goal section above to add additional goals for each of your racially identifiable schools.

RIS Goal # 2 The Student Growth Percentile (SGP) measure for Hispanic students at Sumner Elementary on the STAR Reading Assessment from fall to spring will increase from 47.9% in Spring 2022 to ≥ 50.0% in Spring 2026.

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

Strategy Name and # 8 Professional Development

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

Narrative description of this strategy. Sumner staff will be provided with opportunities to engage in training to ensure that students are respected and valued. Training will focus on ensuring that the curriculum is relevant, and instruction is differentiated to meet students’ individual needs. Culturally relevant leadership training will focus on ensuring that families of all backgrounds are greeted in a friendly, welcoming building climate by all staff. Training will include strategies for increasing staff confidence in intercultural communication, cultural self-awareness, marginalization, microaggressions, systemic racism and privilege, and differentiating instruction to promote engagement and rigor for all. Specific professional development initiatives will include PBIS equity work, Clifton Strengths, and cultural competence training aligned to the MN statute requirements, as well as district-facilitated equity PD. We are braiding equity into our MTSS work and will be embedding guided questions about equity into our MTSS data analysis process, then utilizing resources to address racially predictable gaps. PD may include AVID's Culturally Relevant Teaching, Zaretta Hammond, Equity Literacy frameworks and case studies, collaborative structures, Hofstede's cultural dimensions, or other resources recommended by CAREI. The goal is to explore cultural differences, implicit bias, and best practice instructional strategies to ensure staff are trained to build rigorous, collaborative classroom environments that meet the needs of all students.

Location of services: Districtwide and regional professional development events.

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<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%
Sumner STAR reading scores will increase as follows.	48%	49%	50%

Goal type: Achievement Disparity

RIS Goal # 3 Students at Sumner Elementary will have access to educators trained in culturally competent instructional practices through ongoing professional development initiatives to ensure that at least 95% of staff have been trained in culturally responsive practices.

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

Goal type: Teacher Equity

Strategy Name and # 8 Professional Development

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

Narrative description of this strategy. Sumner staff will be provided with opportunities to engage in training to ensure that students are respected and valued. Training will focus on ensuring that the curriculum is relevant, and instruction is differentiated to meet students' individual needs. Culturally relevant leadership training will focus on ensuring that families of all backgrounds are greeted in a friendly, welcoming building climate by all staff. Training will include strategies for increasing staff confidence in intercultural communication, cultural self-awareness, marginalization, microaggressions, systemic racism and privilege, and differentiating instruction to promote engagement and rigor for all. Specific professional development initiatives will include PBIS equity work, Clifton Strengths, and cultural competence training aligned to the MN statute requirements, as well as district-facilitated equity PD. We are braiding equity into our MTSS work and will be embedding guided questions about equity into our MTSS data analysis process, then utilizing resources to address racially predictable gaps. PD may include AVID's Culturally Relevant Teaching, Zaretta Hammond, Equity Literacy frameworks and case studies, collaborative structures, Hofstede's cultural dimensions, or other resources recommended by CAREI. The goal is to explore cultural differences, implicit bias, and best practice instructional strategies to ensure staff are trained to build rigorous, collaborative classroom environments that meet the needs of all students.

Location of services: Districtwide and regional professional development events.

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<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%
Fifth grade student responses to the question "Overall, adults at my school treat students fairly" will increase from 84% agree/strongly agree in 2019 to 90% in 2026.	86%	88%	90%

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).

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

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

Key Indicators

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)). *Enter text here.*