

Achievement and Integration Plan

July 1, 2017 to June 30, 2020 – REVISED 6/18/2019

This document reflects Achievement and Integration requirements included in Minnesota Statutes, sections 124D.861 and 124D.862 as well as Minnesota Rules 3535.0100-0180.

District ISD# and Name: Saint Paul Public Schools, ISD 625

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

Superintendent: Dr. Joe Gothard

Phone: 651-767-8152

E-mail: joe.gothard@spps.org

Title: Director Title I Federal Programs and
Achievement and Integration

Phone: 651-767-8295

E-mail: cheryl.carlstrom@spps.org

Plan submitted by: Sherry Carlstrom

Racially Identifiable Schools (RIS)

If you have been notified by MDE that your district has a racially identifiable school, please list each of those schools below, adding additional lines as needed.

- Highwood Hills
- Mississippi
- Riverview
- Barack and Michelle Obama
- Phalen Lake

Plans for racially identifiable schools will include the same information and follow the same format as that provided for district-wide plans. The RIS plan section starts on page six of this document.

Collaborating Districts Racially isolated districts must partner with adjoining districts on cross-district student integration activities (Minn. Rule 3535.0170). List your collaborating districts here, adding lines as needed. If your integration collaborative has a name, enter it here:

Collaborative name.

- South Washington County, 833 A - Adjoining
- Forest Lake Area Schools, 831 A - Adjoining
- Stillwater, 834 A - Adjoining

Submitting This Plan

Submit this completed plan template as a word document to MDE by March 15, 2017 for review and approval (Minn. Stat. § 124D.861 Subd. 4). Email it to MDE.integration@state.mn.us. Scan the signed cover sheet and attach that to your email as a separate PDF.

School Board Approval (Minn. Stat. § 124D.861 Subd. 4)

We certify that we have formally approved and will implement the attached Achievement and Integration plan as part of our district's comprehensive World's Best Workforce plan and in compliance with applicable federal, state, and local laws and regulations.

Superintendent: Dr. Joe Gothard

Signature:

Date Signed: Enter date.

School Board Chair: Zuki Ellis

Signature:

Date Signed: Enter date.

Detailed directions and support for completing this plan are provided in the Achievement Integration Plan Guide available on the MDE Achievement and Integration page.

Plan Input Minnesota School Desegregation/Integration Rule 3535.0170 Subp. 2 requires racially isolated and adjoining districts to establish a multidistrict collaboration council (MDCC) to provide input on integration goals and to identify cross-district strategies to improve integration.

The rule also requires districts with a racially identifiable school (RIS) to convene a community collaboration council (CCC) to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the RIS (Minn. Rules 3535.0160 Subp. 2).

List council members below and briefly describe the community planning process used for your district's plan and for your Racially Identifiable School (RIS), as applicable.

Multi-District Collaboration Council: Jackie Allen ISD 625, Aimee Mediger ISD 625, Jayne Williams ISD 625, Lisa Thao ISD 625, Kristine Schaefer, ISD 833, Cohnna Classon ISD, 833, Joyce Beard, ISD 833, Carolyn Latady, Forest Lake

Community Collaboration Council: The 2015-17 contract negotiated by School Board/District and the Saint Paul Federation of Teachers authorized the creation of an Integration Task Force. Those parties selected members in the fall of 2016. The committee has met regularly for several months, and will continue to develop recommendations that may inform updates to the district's Achievement and Integration plans in future years. Members include: Jackie Turner (Chief Operating Officer), Jim Hilbert (NAACP), Roger Barr (Community Member), Clayton Howatt (Parent), Chue Vue (Board Director), Steve Marchese (Board Member), Mary Jane Somerville (Parent), Aida Martinez-Freeman (Parent), Bryan Bass (Principal), Dana Carmichael (Parent), Garse Reynolds (student), Rebecca McCammon (Teacher)

Leadership Team: Jackie Turner, Kate Wilcox-Harris, Hans Ott, Jon Peterson, Lynn Pham, Stacey Gray Akyea, Joe Munnich, Jackie Statum Allen, John Bobolink, Cheryl Carlstrom, and Myla Pope

Post to District Website Prior to your district's annual AI and World's Best Workforce meeting, you must post this plan to the district website (Minn. Stat. § 124D.861 Subd. 3 (b)). Please provide the URL where your district's Achievement and Integration plan is posted.
<http://www.spps.org/Page/29231>

Plan Goals This plan must contain goals for reducing disparities in academic achievement among all students and specific categories of students (excluding the categories of gender, disability, and English learners), and for increasing racial and economic integration (Minn. Stat. § 124D.861 Subd.2 (c)).

GOAL # 1: Reduce the largest difference among student racial groups by 3 percentage points or more of the percentage of students making medium or high growth by 2020, as measured on the MCA reading exam. (Baseline: 2016 largest gap was 12 points between Black students at 60% and Asian students at 72%)

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

Objective 1.1: Provide opportunities for teachers and instructional support personnel with targeted, robust professional development opportunities

Objective 1.2: Provide opportunities for students to receive pre-kindergarten services

Objective 1.3: Provide sound summer programming opportunities for students

Objective 1.4: Provide opportunities for students to learn in racially and socially diverse settings

Objective 1.5: Improve access to culturally relevant teaching, instruction, and curriculum

Objective 1.6: Empower families to support and advocate for their students and partner with educators to achieve success

GOAL # 2: Increase the district graduation rates for all student groups of color by 2 percentage pts by 2020, as measured by the MDE 4-year graduation rates. (Baseline 2016 rate: American Indian 50.0%, Asian 77.6%, Black 70.7%, Hispanic 71.8%)

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

Objective 2.1: Provide AVID services to students to support college and career readiness and support graduation.

Objective 2.2: Provide services to American Indian students to increase school engagement, build cultural identity, and provide more regular support to encourage persistence through graduation.

Objective 2.3: Provide opportunities for students to build leadership and engagement in their school communities.

GOAL # 3: To support families as they navigate the school choice process, SPPS will deliver and/or participate in 200 or more outreach events related to school choice each school year through SY19-20. (Baseline: SY15-16, 195 events)

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

Objective 3.1: Provide a robust school choice process supported by transportation services

Objective 3.2: Offer a portfolio of magnet schools to complement community schools from which families can choose

Objective 3.3: Provide support to families through services offered by the Student Placement Center

Objective 3.4: Ensure building and site facilities projects are completed in a thoughtful manner with community engagement and are completed with geographic equity in mind

INTERVENTIONS

Directions Eligible districts may use AI revenue to pursue racial and economic integration and student achievement through interventions listed in the *Type of Intervention* drop-down menus below (Minn. Stat. § 124D.861 Subd. 2). Provide the information requested for each intervention.

Requirement for this section: At least one intervention must be designed and implemented to bring together students from the racially isolated district and students from that district's adjoining AI districts (Minn. Rule 3535.0170).

Copy and paste the text below for each intervention. In your annual AI budget use the intervention names below in the budget narrative for expenditures supporting that intervention.

Intervention #1 [Racial Equity Overview and Professional Development](#)

This intervention supports the following goal objective: 1.1 and 1.5

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

Narrative description of the critical features of the intervention. Saint Paul Public Schools (SPPS) has significant disparities in student outcomes that are predictable by race. In 2009 the district embarked on a transformational journey to develop staff to interrupt systems and practices that perpetuate racialized outcomes. Phase one, focused on engaging, deepening, and sustaining conversations about race through the use of the Courageous Conversations about Race (CCAR) Protocol. District staff were required to attend Beyond Diversity, the foundational two-day training. Schools and departments were also encouraged to establish Equity Teams, the capacity building entity, to sustain continuous site-level equity development. System tools were also introduced at LEADS Booster sessions, which assisted in the development of the will, skill, knowledge, and capacity to address systemic disparities throughout SPPS.

Phase two began in July 2013. The Office of Equity developed a framework to inform practice in defining and creating culturally responsive learning environments. To inform practice, district level instructional coaches were on-boarded with racial equity and culturally responsive instructional training through four full-day training sessions. Also, select schools are participating in culturally responsive training sessions through SPPS/NUA cohorts and/or Innocent Classroom professional development.

Phase one and two are ongoing approaches toward success measures. Moving forward, SPPS will continue to provide Foundational training, while implementing Connected, Focused, and Targeted professional development opportunities. This training will be provided at the District

Level, Building Level, and Department Level (please see table below).

| Professional Development | | |
|---|---|--|
| District Level | Building Level | Department Level |
| <p>Focus:</p> <ol style="list-style-type: none"> 1. Systems, practices, and interruption 2. Equity Team/Leadership Team Reboot | <p>Focus:</p> <ol style="list-style-type: none"> 1. Foundational equity development 2. Culturally Responsive Instructional Practices | <p>Focus:</p> <ol style="list-style-type: none"> 1. Systems, practices, and interruption 2. Culturally Responsive Content Focused PD |
| <ul style="list-style-type: none"> • Administrator’s Academy • LEADS Booster (3 Sessions) <ul style="list-style-type: none"> • Principals • Equity Team Development • SDWAM - EOY Principal’s Meeting | <p>Foundational PD</p> <ul style="list-style-type: none"> • Beyond Diversity <p>Connected PD</p> <p><i>CRT Development</i></p> <ul style="list-style-type: none"> • 4 R’s of Culturally Responsive Teaching • Beyond the Cool Stuff: Going Deeper with MRC Materials <p><i>Building/E - Team Development</i></p> <ul style="list-style-type: none"> • BD and a Bite • Compass 4 Kids • Equity Film Showings • Racial Autobiography <p>Focused PD</p> <p><i>CRT Development</i></p> <ul style="list-style-type: none"> • Bdote Field Trip: This is a Dakota Place • Innocent Classroom • SPPS/NUA <p><i>Building/E - Team Development</i></p> | <ul style="list-style-type: none"> • Beyond Diversity • Personalized Learning Team Coaching and E-team Development • Literacy <ul style="list-style-type: none"> • LEADS Support • Curriculum, Materials, Resources, and Instructional Practices (CRT focused) |

Grade levels to be served: Staff serving all grades

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Professional Development participant evaluations

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

- Singleton, G. E. (2005). *Courageous Conversations about Race*. Corwin Press Jackson, Y. (2011).
- The Pedagogy of Confidence- Inspiring High Intellectual Performance in Urban Schools. New York. Teacher's College

Key Indicators of Progress (KIPS)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target 2018 | Target 2019 | Target 2020 |
|---|-------------|-------------|-------------|
| SPPS will increase the total number of participants in foundational racial equity training to 5,650 participants by 2020. Baseline: SY15-16 was 5,008 participants. | 5,300 | 5,550 | 5,650 |

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

Intervention #2 AVID Professional Development**This intervention supports the following goal objective: 1.1****Type of Intervention:** Professional development opportunities focused on academic achievement of all students.**Narrative description of the critical features of the intervention.**

AVID Training with Equity Alliance MN

For the past several years, SPPS has partnered with Equity Alliance MN (formerly EMID) to train teachers in AVID in a cross-district environment. **The AVID Path Training happens twice a year.** The training is available for \$280 per person, per training, plus substitute teacher costs during the year or a teacher stipend during the summer.

Grade levels to be served: 6-12

Location of services: AVID Schools (SY16-7 locations: American Indian Magnet, Battle Creek, Capitol Hill, Farnsworth, Linwood-Monroe, Murray, Open World Learning, Parkway, Ramsey, AGAPE, Central, Como, Harding, Highland, Humboldt, Johnson, Washington

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Pre and post classroom observations, AVID site team plans, AVID site team meeting agendas and minutes

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. "Of the 2009 AVID graduates, 99.6 percent graduated from high school with 92 percent planning to attend college ~ 60 percent to a four-year college and 32 percent to a two-year college. In addition to outstanding graduation rates, AVID students perform well-above their peer groups. AVID students completed four-year college entrance requirements at a rate of two and a half times greater than the national average in 2009." Sources: AVID Center Senior Data Collection System, 2006 - 2009 (N=52,870). Greene, J.P., Forster, G. "Public High School Graduation and College Readiness Rates in the U.S." Manhattan Institute, Ed. Working Paper 3. 2003

Positive results from numerous research studies evaluating the effectiveness of the AVID program may be accessed at <http://www.avid.org/AC-Research-and-White-Papers.ashx>.

Key Indicators of Progress (KIPS)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target 2018 | Target 2019 | Target 2020 |
|--|----------------|----------------|----------------|
| SPPS will participate in AVID training with Equity Alliance MN districts each year. | 10-12 teachers | 10-12 teachers | 10-12 teachers |

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

Intervention #3 Professional Development for Bilingual EAs**This intervention supports the following goal objective: 1.1**

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

Narrative description of the critical features of the intervention. In order for bilingual Education Assistants (EAs) to be fully utilized to support teaching and learning in the classroom, they must be provided opportunities to receive professional development. Under this intervention, these support personnel will receive relevant and robust training to support our emergent bilingual students.

Grade levels to be served: All grade levels

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Evaluations from participants in PD sessions

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student **achievement**.

Culturally Proficient Practice: Supporting Educators of English Learning Students;, Reyes L. Quezada, Delores B. Lindsey, Randall B. Lindsey; October 2012

Key Indicators of Progress (KIPS)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target 2018 | Target 2019 | Target 2020 |
|--|---------------------------|---------------------------|---------------------------|
| At least one PD course will be offered each year that is targeted towards bilingual EAs. | 1 or more targeted course | 1 or more targeted course | 1 or more targeted course |

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

Intervention #4 Preschool Partnership

This intervention supports the following goal objective: 1.2 and 1.4

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

SPPS partners with South Washington Schools to provide Pre-K services for SPPS students at Woodbury Elementary. Through a research-based pre-K program, up to 16 SPPS students attend year-long Pre-K program. The program has staff trained in cross-cultural relationship building. The two districts jointly plan and implement this program to ensure successful integration of students from both districts.

South Washington (SW) and Saint Paul Public Schools (SPPS) have agreed to use two indicators to measure progress of integration efforts. The indicators are:

- Initiate the sharing of materials in the classroom and outdoors
- Suggests solutions to social problems

SW will report to SPPS the percent of students who are kindergarten ready on each indicator.

Beginning winter 2019, South Washington county will share with Saint Paul Public Schools (SPPS)

- summary information for the preschool classrooms that have SPPS students enrolled
- Individual results for all SPPS preK students enrolled in South Washington county.

The information will be provided two times for the 2018-19 school year (winter and spring) and after all three observations for the 2019-20 school year (fall, winter, spring).

Grade levels to be served: Pre-K

Location of services: Woodbury Elementary

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Pre-K assessments

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Derman- Sparks, L & Edwards, J. (2010). *Anti-Bias Education for Young Children and Ourselves*. Washington, DC. NAEYC Books.

Key Indicators of Progress (KIPS)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target 2018 | Target 2019 | Target 2020 |
|--|-------------|-------------|-------------|
| Increase the percent of pre-K staff that report effective cross cultural relationships between students | 15% | 20% | 25% |

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

Intervention #5 Student Field Trips**This intervention supports the following goal objective: 1.4****Type of Intervention:** 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.*Integrated Learning Environments* increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

Field trips will offer an opportunity for students to receive meaningful opportunities for intra- and inter- district integration experiences. The current venue that is being planned to host these field trips is Belwin Outdoor Science, with the possibility of expanding to additional venues in the future.

Through intentional scheduling and interactive student activities, students from SPPS and neighboring districts such as Forest Lake, Stillwater, and others will interact and learn in racially diverse groups. SPPS classrooms will partner one-on-one with a classroom in a neighboring district. The partnership will connect students via Skype, emails and/or letter writing prior to an in-person, full school day field trip at Belwin. While at Belwin students will connect to each other and to nature in teams of 12 or fewer facilitated by Belwin education staff. Students will participate in team building activities and use engaging outdoor science investigations as a vehicle to connect further with their partners on Belwin's 225 acre ecological preserve. Science investigations for 3rd graders could include exploring how animals survive in Belwin's prairies, forests and ponds. 5th graders could engage in a wide variety of activities including radio tracking, orienteering and nature photography

Grade levels to be served: Grades 3 and 5

Location of services: Belwin Nature Center and Como Planetarium

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b):

Formative assessments at Belwin will vary depending on grade level, and season of the field trip.

- 5th grade nature photographers will post pictures on [Belwin's student galleries](#) showing plant and animal structures and demonstrating artistic benchmarks such as rule of thirds, perspective, and contrast.
- 5th grade Orienteers will report on which Minnesota biome was represented at a particular site and how specific plants and animals survive in those habitats.

- 3rd graders will complete a data sheet demonstrating which animals live at Belwin, evidence students observed for those animals, and strategies those animals use for surviving at Belwin.
- Teachers and students frequently write letters to Belwin staff reflecting on their learning and experiences during their field trip. Participating classrooms could write similar letters responding to specific learning prompts as another type of formative assessment.

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

- American Institutes for Research (2005) “Effects of Outdoor Education Programs for Children in California” Dhanapal, S., Lim, C. C. Y., (2013) “A comparative study of the impacts and students' perceptions of indoor and outdoor learning in the science classroom” Asia-Pacific Forum on Science Learning and Teaching, 14(2), 1 - 23
- Kuo, Frances E. and Andrea Faber Taylor, (2004) “A Potential Natural Treatment for Attention-Deficit/Hyperactivity Disorder: Evidence from a National Study” Am J Public Health. September; 94(9): 1580–1586
- Williams, D. R., Dixon, P. S., (2013). “Impact of garden-based learning on academic outcomes in schools: Synthesis of research between 1990 and 2010.” Review of Educational Research, 1 -25

Key Indicators of Progress (KIPS)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target 2018 | Target 2019 | Target 2020 |
|--|--------------|--------------|---------------|
| Inter- and intra-district classroom experiences in science will increase to 11 classrooms per year. | 5 classrooms | 8 classrooms | 11 classrooms |

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

Intervention #6 Classroom Partnerships (Intra- and Inter-district)

This intervention supports the following goal objective: 1.4

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

With its racially and socioeconomically diverse portfolio of schools, SPPS can achieve authentic integration experiences by pairing classrooms both from different schools in the district, as well as with neighboring districts. The goal of the classroom partnerships is to increase student integration with a focus on high-quality education opportunities. In recent years, the Classroom Partnerships program was restructured to develop deeper connections between participating students. The program for secondary students will be a continuation of a long-term partnership with schools in the Forest Lake school district. The program for elementary students will be a new program in which SPPS schools with different predominant student race/ethnic student groups will be paired with one another. The schools chosen will pair schools with a high free/reduced lunch percentage and high percentage of students of color with a school with percentages significantly below the district average for those two measures. As an example – Maxfield elementary, which is a former RIS school and currently 93% students of color and 95% low income, would be paired with Horace Mann, which is a nearby school with 33% students of color and 24% low income.

Grade levels to be served: grades K-5 and 10-12

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): teacher and student program evaluations

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Hattie, J. (2012). *Visible Learning for Teachers- Maximizing Impact on Learning*. New York. Routledge. Derman- Sparks, L & Edwards, J. (2010). *Anti-Bias Education for Young Children and Ourselves*. Washington, DC. NAEYC Books.

Key Indicators of Progress (KIPS)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target 2018 | Target 2019 | Target 2020 |
|--|----------------|----------------|----------------|
| SPPS will increase the number of Classroom Partnerships to 6 or more by 2020. Baseline: SY16-17 is 2 partnerships | 4 partnerships | 5 partnerships | 6 partnerships |

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

Intervention #7 Summer Programs**This intervention supports the following goal objective: 1.4**

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

SPPS partners with adjoining school districts to offer multiple programs during the summer term. Those programs include, but are not limited to:

--National Youth Sports Program – four-week programs for grades 1-5 and 6-12. The Center for Academics and Sports / National Youth Sports Program (NYSP) provides a college experience, meaningful classroom learning, athletic activities and two USDA-approved meals a day. Students experience a mix of academic and athletic programs taught by local teachers and coaches.

--Belwin Science Camp – one-week camp offered twice. The summer program at Belwin incorporates Ojibwe and Lakota themes into outdoor science-based experiences. The Ojibwe's Seven Teachings and Seven Clans frame the day, so students study how birds, pond life, plants and other animals connect to themes such as respect. Students have access to over 200 acres of prairie, wetlands and forest to explore.

All programs provide opportunities for SPPS students to interact cross-culturally with students from other districts, including North St. Paul-Maplewood-Oakdale, West St. Paul-Mendota Heights-Eagan, Moundsview, and Roseville.

Grade levels to be served: K-6

Location of services: Locations vary

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Participant evaluations

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Making Summer Count: How Summer Programs Can Boost Children's Learning; Jennifer Sloan McCombs, et al; RAND Corporation, 2011

Key Indicators of Progress (KIPS)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target 2018 | Target 2019 | Target 2020 |
|--|--------------------|--------------------|--------------------|
| SPPS will collaborate with other districts to provide students with two or more cross-district summer programs each year | 2 or more programs | 2 or more programs | 2 or more programs |

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

Intervention #8 [Multicultural Resource Center](#)**This intervention supports the following goal objective: 1.1 and 1.5**

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

Included in our Racial Equity Transformation work is the Multicultural Resource Center (MRC). The work at the MRC supports the SPPS strategic plan goal of Achievement and the specific focus areas: Racial Equity Transformation and Ready for College and Career.

Programming occurs throughout the year for SPPS students, staff, and community on various topics including the National Geographic giant map event, the Bdote field trip on Dakota history and culture, storytelling and creating art in response to the controversial art at the State Capitol.

The MRC supports student voice and choice by providing opportunities in a variety of areas, including peer teaching, leading professional development for teachers, and contributing to curricular materials. It also serves as an important resource for teachers by providing a lending library of instructional support materials such as learning trunks and other culturally relevant materials. Additionally, the MRC hosts programs for teachers, students, families and community members on topics such as racial equity, student achievement, culturally specific topics, social justice issues and more.

Grade levels to be served: PreK-12

Location of services: MRC

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)): Evaluations from participants

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b)): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

The MRC supports our district's racial equity and gender inclusion policies by developing and implementing resources and programming aligned to these policies. We use the research of scholar James Banks to ensure that our work connects multicultural education and student achievement. Two of his works that we use include [Equity Pedagogy](#) and [The Stages of Multicultural Transformation](#).

Key Indicators of Progress (KIPS)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target 2018 | Target 2019 | Target 2020 |
|---|-------------|-------------|-------------|
| Increase the numbers of students, staff and community members served by MRC resources and programming to 5400 annually by SY 2019-20. | 4,700 | 5,100 | 5,400 |

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

Intervention #9 Office of Family Engagement and Community Partnerships**This intervention supports the following goal objective: 1.6****Type of Intervention:** Family engagement initiatives to increase student achievement.**Narrative description of the critical features of the intervention.**

In Saint Paul Public Schools, we recognize that our mission to provide a premier education for all depends on broad-based support – from students, families, staff, partner organizations and community members. The Office of Family Engagement & Community Partnerships (OFCEP) works to build this support. OFCEP's work is in the following program areas: Parent Academy, several multilingual, race, and special interest based Parent Advisory Councils (PACs), Community Partnerships, Truancy Intervention Programs, Family Engagement, Ombudsperson, and Parent Information and Outreach. This multifaceted support will lead to greater student engagement and achievement.

Grade levels to be served: Pre-K - 12

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Program participant evaluations, PAC recommendations

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

U.S. Department of Education's Dual Capacity-Building Framework for Family-School Partnerships <http://www2.ed.gov/documents/family-community/frameworks-resources.pdf>

Key Indicators of Progress (KIPS)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target 2018 | Target 2019 | Target 2020 |
|--|-------------|-------------|-------------|
| 6 or more parent advisory committees will present recommendations or identify priorities from previous recommendations to the school board or administration each year through 2020. | 6 or more | 6 or more | 6 or more |

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

Intervention #10 AVID

This intervention supports the following goal objective: 2.1

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

SPPS has had Advancement Via Individual Determination (AVID) in schools since 2005 and is currently in sixteen schools, with plans for an increase next school year.

“AVID is a school-wide transformation effort focused on leadership, systems, instruction, and culture, and is designed to increase the number of students who enroll and succeed in higher education and in their lives beyond high school.

AVID-trained educators teach students academic and social skills to help them develop the habits and behaviors needed to succeed in 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.” Source: What is AVID? Brochure retrieved from http://www.avid.org/dl/about/brochure_whatisavid.pdf

SPPS's AVID programming successfully provides supports to students of demographics who traditionally do not have as high of outcomes as other peer student groups. SPPS will use a targeted approach for AVID, in alignment with restrictions set forth in the Achievement and Integration legislation.

AVID FTEs

AVID staff will conduct site certification, build partnerships, sustain and grow AVID, and build system supports. In addition, they will increase site and student support, manage the experiential learning for students, and increase equity, professional development, coaching and feedback for teachers, administration and additional site staff. They will develop community outreach strategies, partnerships (community, district departments, AVID Center, families, post secondary institutions), and technical support for sites. They will build upon the partnerships with OSS staff and Accelerated Services (AP/IB) to increase student success in advanced courses.

AVID Tutoring

An important part of AVID programming is tutoring services for students. These are supports at the school level that are coordinated at the district level.

AVID College Visits, Career Exploration Events, Outdoor Experiential Learning

AVID students will visit two college campuses per year starting in seventh grade. By experiencing colleges and universities firsthand, students will be better able to envision themselves attending post-secondary after high school.

AVID students have participated in career exploration field trips and outdoor experiential learning as a way to build community, expose them to new opportunities, and to build skills.

AVID evaluation

We will provide each site data reports showing the number of AVID students by grade and broken down by gender and race/ethnicity. We will compare AVID students to the general school population in attendance, overall grades, advanced courses taken, and advanced course grades. We will also survey and offer focus groups to AVID students to gain feedback on their experience in AVID.

A goal of AVID is student participation and success in advanced courses. Program evaluation will regularly report on the number of students in Advanced Placement and International Baccalaureate classes, their grades each quarter, and their success on end-of-course examinations.

As we continue to work on our SCIP goal of college and career readiness and work towards an early college model for all, it would be beneficial to see how AVID supports students in CIS and dual enrollment courses, including our academies. This data will help us see how AVID can better support students.

Grade levels to be served: grades 6-12

Location of services: Current locations (subject to change): AVID Schools: American Indian Magnet, Battle Creek, Capitol Hill, Farnsworth, Linwood-Monroe, Murray, Open World Learning, Parkway, Ramsey, AGAPE, Central, Como, Harding, Highland, Humboldt, Johnson, Washington

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)):

- Report cards
- Graduation rates of participants
- Student Surveys
- Site team meeting plans and notes
- College access data
- AVID Data Center

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Assessing The Value-Added of Literacy Collaborative Professional Development on Student Learning: <http://www.literacycollaborative.org/docs/research/ESJ-value-added.pdf>

Identifying Predictors of College Success Through an Examination of AVID Graduates' College Preparatory Achievements: <http://journals.sagepub.com/doi/pdf/10.1177/1538192711402353>

Key Indicators of Progress (KIPS)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target 2018 | Target 2019 | Target 2020 |
|--|-------------|-------------|-------------|
| Four year graduation rates for students who participate in four years of AVID in high school will continue to outperform graduation rates of students without AVID participation | 90% | 90% | 90% |

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

Intervention #11 American Indian Language and Culture Studies

This intervention supports the following goal objective: 2.2

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

The American Indian Studies Programs focus on the history, language, and culture of American Indians. Integration revenue funds positions at two schools: American Indian Magnet School (K-8) and Harding High school’s American Indian studies, language, and culture magnet program. These positions support students through specialized instruction to build knowledge of American Indian culture and achieve academic success.

The American Indian Studies Program provides the opportunity for all students of all cultures to learn American Indian history, literature, art, and language from a Native perspective. The American Indian Studies Program provides accurate and authentic information about American Indians, which have historically been misrepresented in the traditional educational classroom. The American Indian Studies program promotes Racial Equity, which is aligned with our district Strategic Plan *Strong Schools, Strong Communities 2.0*.

Grade levels to be served: PreK-12

Location of services: American Indian Magnet School and Harding Sr. High

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)): Quarterly grade reports for American Indian History and Culture courses

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b)): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

- Meriam Report: The Problem of Indian Administration” (1928)
- “Indian Education: A National Tragedy” – A National Challenge – Kennedy Report (1969)

Key Indicators of Progress (KIPS)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target 2018 | Target 2019 | Target 2020 |
|--|-------------|-------------|-------------|
| Increase number of students graduating with American Indian Distinctions by 75% by 2020. Baseline data: 4 students graduated with Distinctions in 2015-2016. | 5 students | 6 students | 7 students |

Intervention #12 Transition Services for American Indian students**This intervention supports the following goal objective: 2.2**

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

To support American Indian students in successfully transitioning from middle grades to high schools, FTE resources will be provided. Targeted services by a counselor and family engagement specialists will ensure students are prepared for the rigor of high school and remain on track during high school, especially during the critical freshman year.

Grade levels to be served: Grades 8-12

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Credits attained each quarter

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. "The Transition to High School as a Developmental Process Among Multiethnic Urban Youth" (2009) Aprile D. Brenner, Sandra Graham

Key Indicators of Progress (KIPS)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target 2018 | Target 2019 | Target 2020 |
|--|------------------------------|------------------------------|------------------------------|
| Increase the percent of American Indian high school students that earn full credit each year by 6 percentage points by 2020. Baseline: 29% | 2% pt increase from baseline | 4% pt increase from baseline | 6% pt increase from baseline |

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

Intervention #13 Supplemental Support for American Indian Students**This intervention supports the following goal objective: 2.1**

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

Supplemental support will be provided to American Indian students to improve engagement and outcomes. These resources may include, but not limited to, the hiring of mentors, grad navigators, tutors, and utilizing the Check and Connect program. Staff will engage American Indian students and their families to develop a trusting relationship, and create a connection between home and school. Staff will monitor American Indian academic progress, identify issues, identify barriers, and refer services as needed.

Grade levels to be served: Grades 6-12

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Student attendance

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. "Connecting Entrance and Departure: The Transition to Ninth Grade and High School Dropout" (2008) Ruth Curran Neild, Scott Stoner-Eby, Frank Furstenberg

Key Indicators of Progress (KIPS)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target 2018 | Target 2019 | Target 2020 |
|--|----------------------|----------------------|----------------------|
| Decrease dropout rate for American Indian students by 3 percentage points by 2020. Baseline: 16.7% (MDE 2016 4-year graduation rate) | -1 %pt from baseline | -2%pts from baseline | -3%pts from baseline |

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

Intervention #14 [Student Leadership and Engagement Programs](#)**This intervention supports the following goal objective: 1.3 and 2.3**

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

Empowering students with tools to get involved in their school community and to take ownership in their educational experiences and future opportunities, results in a more motivated and engaged learner. SPPS provides several student leadership and engagement programs.

The mission of the SPPS Hmong Youth Leadership Summit was to empower students to use their voices to interrupt systems that perpetuate inequities by strengthening cultural values and leadership capacity. The program was very successful with 106 student participants and over two dozen SPPS staff and community volunteers. An outcome of the summit is identification of strategies that can be pursued by the district to better engage and improve academic performance of the targeted student group. Students of all races and ethnicities are invited to participate. SPPS will be looking for opportunities to expand similar convenings with other student groups in the district (No additional groups planned for school year 2017-18.)

Additional student leadership programs include the following programs such as:

- Dare 2 Be Real - Dare 2 Be Real is a student leadership development program that brings together students of all races to empower them to improve their schools and build more racially equitable school communities and improve student achievement.
- Racial equity focused programs for secondary students such as CLAY (Courageous Leadership Academy for Youth) and RELI (Racial Equity Leadership Institute). Courageous Leadership Academy for Youth (CLAY) is a summer program (3 weeks long) for middle school students to empower students to contribute to school improvement efforts and racial equity transformation.
- Girls Inc./ Girls in Action - targeted for girls of color, the program inspires girls to be bold, courageous leaders, and provides them with skills to advocate for themselves and their communities. Improves student achievement.
- Urban Debate League - Student program that provides students grades 6-12 with coaching in debate. These students debate with teams across the metro area, providing opportunities for economic and racial integration, while improving engagement and academic achievement for participants.

Grade levels to be served: grades 9-12

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Evaluations from program participants

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Armstrong, T. (2016). *The Power of the Adolescent Brain- Strategies for Teaching Middle and High School Students*. Virginia. ASCD

Key Indicators of Progress (KIPS)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target 2018 | Target 2019 | Target 2020 |
|--|--------------|--------------|--------------|
| Student summit participation will increase by 20% each year. (Baseline 106 students) | 130 students | 155 students | 185 students |

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

Intervention #15 [HBCU College Tour](#)

This intervention supports the following goal objective: 2.3

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

Narrative description of the critical features of the intervention.

The annual HBCU college tour occurs each year during spring break. It is a program that is organized by Progressive Baptist Church Education Ministry and PROCEED Inc. SPPS covers the costs of about 8-10 students to attend each year.

During the tour, participants have the opportunity to tour multiple campuses, speak with current students and faculty, discuss tuition costs and financial aid, learn about degree programs offered at the colleges and universities, and most importantly, learn about what they can do as high school students to best position themselves to be successful in college one day.

Grade levels to be served: 10-12

Location of services: Multiple HBCU campuses

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Participant evaluations

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Breaking through the Barriers to College: Empowering Low-Income Communities, Schools, and Families for College Opportunity and Student Financial Aid; De La Rosa; Mari Luna; Tieney, Williams; Center for Higher Education Policy Analysis, University of Southern California

Key Indicators of Progress (KIPS)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target 2018 | Target 2019 | Target 2020 |
|--|--------------------|--------------------|--------------------|
| SPPS will cover the costs for 8 or more SPPS students to attend the HBCU college tour each year | 8 or more students | 8 or more students | 8 or more students |

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

Intervention #16 [Transportation to support school choice](#)**This intervention supports the following goal objective: 3.1**

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

School Choice and Transportation

Saint Paul Public Schools believes students and families should have access to high-quality schools in their own community, as well as access to magnet schools that offer specialized academic programming. Our transportation services are integral to achieving this comprehensive school choice system.

These transportation services are above and beyond for what the district receives general education funding. If the district relied solely on general education transportation funds, the district would be able to provide transportation to each student's neighborhood school. Instead, families have the choice to attend, and are eligible to receive transportation to, the community school in their neighborhood, additional community schools in their Area, eleven elementary district wide magnet schools, seven elementary regional magnet schools, and every high school has a regional and/or districtwide magnet program.

This robust school choice system with yellow bus transportation is a key factor in achieving racial and economic integration in our schools. For example, through our transportation system, we are able to transport more racially and socioeconomically diverse students to our lowest poverty schools, through the Reflecting St. Paul program (discussed in more detail in intervention #18.) Additionally, enrollment capacity is being increased at some of our lowest poverty schools, through the district's Facilities Master Plan (FMP) work. This also will allow for the enrollment of more student diversity at those schools. The intradistrict school choice transportation services costs the district approximately \$12 million each year. SPPS uses about \$7 million of Achievement and Integration funding to cover those costs. The total district transportation budget is over \$20 million.

Grade levels to be served: grades Pre-K-12

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Yearly analysis of efficiency of routes and system

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

http://blogs.edweek.org/edweek/inside-school-research/2009/07/its_one_thing_to_choose.html

Key Indicators of Progress (KIPS)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target 2018 | Target 2019 | Target 2020 |
|--|-------------|-------------|-------------|
| Percentage of buses that are on time for their first bus stop of the day | 95% | 95% | 95% |

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

Intervention #17 Magnet Schools**This intervention supports the following goal objective: 3.2**

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

Magnet Schools

SPPS has a robust school choice system. At the elementary level, 22 community schools offer high-quality general studies programs with a school choice preference to students who live within the school's Area. SPPS has eleven elementary district magnet schools and programs, which all students living in the city are eligible to attend. Likewise, there are ten regional elementary magnet schools and programs. A regional magnet program serves two or more Areas, and students living within the region are given school choice preference. Elementary magnet school options include aerospace, language and culture, gifted and talented, International Baccalaureate, language immersion, arts, science, and Montessori.

At the secondary level, each of the six Areas offers one community school option for middle and high school students. These schools also offer district and regional magnet programs. Additionally, for secondary students there are five district magnet schools. The secondary magnet options include aerospace, language and culture, gifted and talented, International Baccalaureate, advanced placement, language immersion, arts, science, and Montessori.

Achievement and Integration funding is used to fund positions at every magnet school.

Grade levels to be served: Grades PreK-12

Location of services: District Wide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): School choice applications

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Integrated Magnet Schools: Outcomes and Best Practices; Institute on Metropolitan Opportunity at University of Minnesota Law School

Key Indicators of Progress (KIPS)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target 2018 | Target 2019 | Target 2020 |
|--|-------------|-------------|-------------|
| Percentage of on time Kindergarten school choice applications as a % of total projected seats | 70% | 70% | 70% |

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

Intervention #18 Student Placement Center and Reflecting St. Paul**This intervention supports the following goal objective: 3.3**

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.Student Placement Center

The Student Placement Center (SPC) serves as the first stop for most families seeking an SPPS school; therefore, it is a key component of the district's school integration efforts. The SPC provides connections and services to three main groups: students and their families, district schools and departments, and the community (in the areas of enrollment and records).

The Student Placement Center oversees the district's school choice and application process for students entering all grades, PreK through twelve. Thus far in the 2014 school choice season, the SPC has processed over 7,151 applications. A multilingual staff provides information to families in their own language.

Another important component of the school choice process is outreach by SPC staff. Staff members from the SPC take part in hundreds of events each year, such as visits to ECFE groups, Head Start centers, preschools, family centers, parent groups, city events and celebrations, and other district programs.

Reflecting St. Paul

Reflecting St. Paul is a program designed to integrate our schools, while more closely aligning the demographic makeup at the district's lowest poverty schools with the demographics of the city. Reflecting St. Paul begins by identifying the district schools with low poverty – specifically a free and reduced-price lunch percentage that is 20 points or more below the district average. At those schools, 20% of available seats are reserved for students residing in high-need neighborhoods. Those high-need neighborhoods are identified as census blocks that have:

- high proportions of families with students eligible for free or reduced price lunch
- high proportions of residents with a home language other than English
- low rates of student reading and math proficiency.

This program supports the availability of choice for families from high-need neighborhoods. Typically, schools with the lowest poverty in the district are among those in highest demand, resulting in annual waitlists. The Reflecting St. Paul program gives these families preference in the school choice lottery process, if they choose to apply.

The program does not stop with placement at the low-poverty school. Supports must also be in place to ensure that Reflecting St. Paul students thrive in their performance at the school. District work in Culturally Responsive Teaching, is one such support. Additionally, the district's Office of Equity has the position of cultural specialist to support students and teachers as the schools progress in their equity work

Grade levels to be served: Grades PreK-12 Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): School choice applications – timing and quantity

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Integrated Magnet Schools: Outcomes and Best Practices; Institute on Metropolitan Opportunity at University of Minnesota Law School

Key Indicators of Progress (KIPS)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target 2018 | Target 2019 | Target 2020 |
|--|-------------|-------------|-------------|
| Each year, 85% or more of Reflecting St. Paul (RSP) Seats go to RSP-eligible students | 85% | 85% | 85% |

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

Intervention #19 Facilities Master Plan for school improvements

This intervention supports the following goal objective: 3.4

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

As part of its Strong Schools, Strong Communities 2.0 strategic plan, Saint Paul Public Schools conducted an extensive planning process to develop a 10-year Facilities Master Plan (FMP) to ensure school buildings are able to meet the 21st century learning needs of students. The district consists of 72 facilities, 7.3 million square feet of space, and 465 acres of land—a key component of proactively managing these assets is through the development of a FMP.

Through improvement projects under the FMP, school buildings will be better equipped to meet the needs of students, teachers, and the overall community; thereby, enabling an increase in student outcomes. Projects include improving classroom space, building spaces for break-out instruction to targeted groups, and ensuring our infrastructure can support personalized learning through our 1:1 iPad learning environments. Racial equity, geographic equity, and community engagement were, and continue to be, priorities in the award-winning FMP process.

Furthermore, work under the FMP is enabling the district to increase capacity at some of the highest demand schools, including several schools that are 20 percentage points or more below the districtwide free/reduced lunch percentage. By increasing capacity at these schools, there are spaces available to achieve greater racial and economic integration in these schools.

Grade levels to be served: PreK-12

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)): Annual FMP 5-year plan

Evidence of research base

Psychology of Learning Spaces: Impact on Teaching and Learning; Vincent J. Granito, Mary E. Santana, Journal of Learning Spaces; 2016

Key Indicators of Progress (KIPS)

| | | | |
|--|-------------|-------------|-------------|
| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target 2018 | Target 2019 | Target 2020 |
|--|-------------|-------------|-------------|

Achievement and Integration Plan

| | | | |
|---|-----------------------------------|-----------------------------------|-----------------------------------|
| At least one FMP project will occur in each of the districts Areas (A-F) each year. | At least one project in each Area | At least one project in each Area | At least one project in each Area |
|---|-----------------------------------|-----------------------------------|-----------------------------------|

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

Intervention #20 Cross-district Arts Program at Creative Arts

This Intervention supports the following goal objective: 3.1 and 3.2

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

SPPS will provide supports for students from Crosswinds school to attend Creative Arts Secondary School. Crosswinds School was initially created as part of the multi-district collaborative – East Metro Integration District (EMID). The school was closed at the end of the 2016-17 school year, leaving the hundreds students enrolled at the arts program in search of a new school for 2017-18.

SPPS’s Creative Arts offers a high quality visual and performing arts program. It is a strong option for former Crosswinds families that want to continue in an arts program. These students will be eligible for transportation to the school, as bussing will be offered from surrounding suburban districts. Furthermore, increasing enrollment from the adjacent districts to SPPS will increase interaction between students of different racial groups.

Grade levels to be served: Grades 6-12

Location of services: Creative Arts Secondary School

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): School enrollment demographics

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Integrated Magnet Schools: Outcomes and Best Practices; Institute on Metropolitan Opportunity at University of Minnesota Law School
Key Indicators of Progress (KIPS)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target 2018 | Target 2019 | Target 2020 |
|---|--------------------------------|--------------------------------|--------------------------------|
| Increase racial integration at Creative Arts Secondary School, by ensuring the percentage of each racial group at Creative Arts is +/- 10 percentage points or less from the district average for each group. SY16-17 Baseline: | All groups +/- 11 or less from | All groups +/- 11 or less from | All groups +/- 10 or less from |

| | | | |
|--|-------------------|-------------------|-------------------|
| American Indian -1 pt, Asian American -12 pts, Hispanic +5 pts, African American +7, White -1 pt | district average. | district average. | district average. |
|--|-------------------|-------------------|-------------------|

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

Racially Identifiable School(s)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools (RIS), include achievement and integration goals and strategies for *each* Racially Identifiable School within your district.

If MDE has not notified your district that one of your sites is an RIS, please delete this section.

RIS Plan Goals The plan must contain goals for reducing the disparities in academic achievement among all students and specific categories of students (excluding the categories of gender, disability, and English learners), and for increasing racial and economic integration (Minn. Stat. § 124D.861 Subd.2 (c)).

Requirement for this section: At least one RIS objective shall be to increase racial and economic integration at that school (Minn. Rule 3535.0160).

RACIALLY IDENTIFIABLE SCHOOL INTERVENTIONS

Each Racially Identifiable School will receive an FTE allocation funded through Achievement and Integration revenue.

Additionally, each school will receive an allocation for an RIS Achievement and Integration Innovation Investment. This is an allocation to each school to support the achievement and integration goals set by the school.

At the time of submission of the District's AI plan and budget, specific uses for these innovation funds may not be specified. This is because schools have not yet received their full budget for the upcoming fiscal year. Rather than asking the RIS schools to make decisions regarding this allocation in isolation of their full budget, RIS schools will submit the uses for their innovation funds along with the rest of their budget. The requested use must be approved by the school's Assistant Superintendent and the administrator of the district Achievement and Integration plan.

Directions Racially identifiable schools may use AI revenue for the interventions listed in the *Type of Intervention* drop-down menus below (Minn. Stat. § 124D.861 Subd. 2). Provide the information requested for each intervention.

Copy and paste the text below for each RIS intervention. In your annual AI budget use the intervention names below in the budget narrative for expenditures supporting that intervention.

HIGWOOD HILLS

RIS Goal #1 The percentage of 4th and 5th graders making medium or high growth as measured on the annual MCA math tests will increase from 55% to 62% by 2020 (Baseline (2016-17: 55%) .

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

RIS Objective 1.1: Provide targeted math supports in small groups for identified students.

RIS Objective 1.2: Provide professional development and collaboration opportunities for staff tied to school-wide goals and objectives.

RIS Objective 1.3: Provide time for staff to focus on prevention efforts and build strong positive relationships with students with the goal of preventing exclusion from the classroom and loss of instructional time.

RIS Goal # 2 For three consecutive years, Highwood Hills will meet 95% or more of the projected enrollment numbers as measured by October 1 enrollment figures in 2018, 2019, and 2020 (Baseline for SY16-17: actual enrollment was 113% of projected enrollment.)

Aligns with WBWF area: Choose an item.

RIS Objective 2.1: Increase the number of family engagement opportunities per year

RIS Objective 2.2: Establish partnerships with various stakeholders in the community

RIS Objective 2.2: Partner with district Communications and Family Engagement Departments to enhance school marketing materials

To add goals and objectives, copy and paste the text above.

RIS Intervention #1: Highwood Hills Targeted Supports

This intervention supports the following goal objective: RIS 1.1, RIS 1.2, RIS1.3

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

Highwood Hills will utilize funding from the RIS Achievement and Integration Innovation fund to allow for targeted support to be provided to students and professional development to be provided to instructional staff. Specifically, time will be provided to teach targeted math supports in small groups for identified students. Also, professional development resources and training will be provided to improve achievement of all students. ~~Plus, time will be provided for classroom teachers to build relationships with students that are asset-based.~~

Grade levels to be served: PreK - 5

Location of services: Highwood Hills

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): MCA test results

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

http://www.jstor.org/stable/749186?seq=1#page_scan_tab_contents

Key Indicators of Progress (KIPS)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target 2018 | Target 2019 | Target 2020 |
|--|-------------|-------------|-------------|
| Percent of students who will attain Medium/High Growth on the MCA Math will increase to 72% by 2020. (2016-17 Baseline: 55%) | 57% | 59% | 62% |

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

RIS Intervention #2: [Highwood Hills Community Engagement](#)

This intervention supports the following goal objective: RIS 2.1, RIS 2.2, RIS2.3

Type of Intervention: Family engagement initiatives to increase student achievement.

Narrative description of the critical features of the intervention.

As we continue to build trust and positive relationships with families, more families will choose Highwood Hills for their children because of the positive school culture. Integration will be achieved through parent education and family engagement events that contribute to increased student achievement. As these improvements are made, families will gravitate towards Highwood Hills as an option for high quality education. Highwood Hills will also sustain partnerships by continuing effective communications with all stakeholders. Plus, Highwood Hills will work with school leadership and District Communications to create new school marketing materials to attract new families and retain current families.

Grade levels to be served: PreK - 5

Location of services: Highwood Hills

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Feedback from parents after events

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

U.S. Department of Education's Dual Capacity-Building Framework for Family-School Partnerships <http://www2.ed.gov/documents/family-community/frameworks-resources.pdf>

Key Indicators of Progress (KIPS)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target 2018 | Target 2019 | Target 2020 |
|--|-------------|-------------|-------------|
| Highwood Hills will hold at least 3 parent engagement events each school year | 3 events | 3 events | 3 events |

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

PHALEN LAKE HMONG STUDIES MAGNET

RIS Goal #3 The percent of students scoring proficient in reading will increase from 33% to 36% by 2020 as measured on the annual MCA reading tests.

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

RIS Objective 3.1: Provide targeted small-group reading instruction with students K-5 through implementation of specific goal setting utilizing The Continuum of Literacy Learning as a guide towards accelerating acquisition of grade level skills.

RIS Objective 3.2: Implement Leveled Literacy Intervention with targeted 1st through 5th grade students identified as below benchmark based on FAST reading assessments.

RIS Objective 3.3: Provide time for staff to continue job embedded professional development during the school day with a targeted focus on literacy instruction designed to meet the above mentioned goal.

RIS Goal # 4 By 2020 increase from < 1% to 3% the number of White families visiting Phalen Lake Hmong Studies Magnet when considering a school for their child.

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

RIS Objective 4.1: Promote awareness of family engagement events at PLHSM and provide information about our programming at those events.

RIS Objective 4.2: Promote our intended goal with our stakeholders.

RIS Objective 4.3: Partner with district Communications and Family Engagement Departments to enhance school marketing materials

To add goals and objectives, copy and paste the text above.

RIS Intervention #3: Phalen Lake Targeted Supports

This intervention supports the following goal objective: RIS 3.1, RIS 3.2, RIS 3.3

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

Phalen Lake Hmong Studies Magnet will utilize funding from the RIS Achievement and Integration Innovation fund to provide intentionally planned small-group reading instruction which includes setting discrete, attainable goals and implementing **Leveled Literacy Intervention**. These objectives will provide students steps for experiencing success, increasing student motivation and reading achievement. In order to meet these goals, budgetary support for a literacy coordinator, who will, among many other duties targeted to increase student achievement, analyze data working with classroom teachers in becoming more strategic with instruction, supervise paraprofessionals implementing targeted interventions, and providing critical job-embedded PD for staff. *This funding source should be supplemental and not supplant current allocations needed at the building site.

Under the direction and monitoring of the Literacy Coordinator, **Leveled Literacy Intervention will be implemented by licensed staff with the goal of increasing reading achievement.** Based on benchmark data, interventions will be modified accordingly.

Maintaining job-embedded professional development for instructional staff provides the time for continued staff learning and reflection around changes made in small group reading instruction. Grade levels to be served: PreK - 5 Location of services: Phalen Lake Hmong Studies Magnet

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): MCA test results

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

https://ies.ed.gov/ncee/pubs/20164000/pdf/20164000_es.pdf

Key Indicators of Progress (KIPS)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target 2018 | Target 2019 | Target 2020 |
|--|-------------|-------------|-------------|
| Percent of students scoring proficient on the MCA reading tests will increase 6 percentage points by 2020. (2016 baseline: 33.2%) | 34% | 34% | 36% |

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

RIS Intervention #4: [Phalen Lake School Choice Visits](#)

This intervention supports the following goal objective: RIS 4.1, RIS 4.2, RIS 4.3

Type of Intervention: Family engagement initiatives to increase student achievement.

Narrative description of the critical features of the intervention.

Based on parent surveys, our non-Asian parents report they wished they had enrolled their children at Phalen Lake Hmong Studies Magnet earlier than they had. PLHSM holds three significant family engagement events that can be targeted to increase the attendance of White families coming to the event to learn more about our school.

Our families also report deeply valuing the support provided them by our Family Room staff. PLHSM has an open door policy, offering new and current parents the opportunity to drop in for “tea and a tour” any time during the school day. The Family Room offers parents the opportunity to connect with community resources, to communicate with teachers, and to be involved in their child’s learning experience during the school day.

In collaboration with District Communications and Family Engagement Department, PLHSM will create an informative awareness package including a short video and flyers to inform white families within the community as well as with our stakeholders of the program options PLHSM has to offer.

Grade levels to be served: PreK - 5

Location of services: Phalen Lake

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Data from school visits during school choice season

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

U.S. Department of Education’s Dual Capacity-Building Framework for Family-School Partnerships <http://www2.ed.gov/documents/family-community/frameworks-resources.pdf>

Key Indicators of Progress (KIPS)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target 2018 | Target 2019 | Target 2020 |
|---|-------------|-------------|-------------|
| Of the families that visit Phalen Lake Hmong Studies Magnet during school choice season, the percentage that identify as White will increase to 3% by 2020. (2017 Baseline: estimated < 1%) | 1% | 2% | 3% |

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

BARACK and MICHELLE OBAMA ELEMENTARY

RIS Goal #5 55% of 4th and 5th grade black scholars who participate in the Schoolwide Enrichment Model will make medium or high growth by 2020 as measured on the annual MCA math and literacy tests (Revised for remainder of the grant due to math results of 51.7% and Reading results of 51.1% on SY17-18 MCA).

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

RIS Objective 5.1: Expand our Schoolwide Enrichment Program to provide pull out enrichment opportunities based on scholar's' area of interests and learning preference.

RIS Objective 5.2: Provide professional development for teachers to enable them to move forward with the Schoolwide Enrichment Model program with understanding and confidence. Training will be focused on our goals of building capacity, enhancing understanding, knowledge and background, putting information into context, putting knowledge to work, creating ongoing support, and using evaluation data to improve the program.

~~**RIS Objective 5.3:** Increase achievement for our black male scholars through partnership with Harmony Road/Critical Questioning consultants. A year long implementation of personalized teacher development, direct instruction, outreach and engagement, therapeutic/counseling support, systems change, and continuous improvement for all scholars with a laser focus on black males.—~~

RIS Goal # 6 Barack and Michelle Obama Elementary School will increase racial and economic integration of students by increasing enrollment of students that aren't eligible for FRPL from 10% in 2017- 2018 to 14% in 2019 - 2020.

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

RIS Objective 6.1 Determine which specialist classes to implement based on stakeholder input and the best strategies for advertising these programs to perspective families.

Objective 6.2 Provide training for staff on the integration of content from specialist areas into classroom lessons and enrichment opportunities.

RIS Intervention #5: [Barack and Michelle Obama Elementary School wide Enrichment Model](#)

This intervention supports the following goal objective: RIS 5.1, RIS 5.2, RIS 5.3

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

Barack and Michelle Obama Elementary will utilize funding from the RIS Achievement and Integration Innovation fund to increase opportunities for enrichment by expanding schoolwide enrichment opportunities. Our school community is focused on eliciting from our scholars a personal motivation for learning and to provide the strategies needed for efficient and effective learning. To effectively increase enrichment opportunities, staff will be identified to provide enrichment, participate in professional development, and implement enrichment programming at Barack and Michelle Obama Elementary. As a starting point for enrichment opportunities, students performing at or above grade level will be identified to participate in enrichment programming outside of the classroom. Additional enrichment opportunities for all students will be explored and considered as enrichment opportunities are developed.

Providing specialized classes through the enrichment model, is a strategy to reduce racial and economic disparities by increasing the percentage of students who do not qualify for free and reduced lunch.

Grade levels to be served: PreK - 5

Location of services: Barack and Michelle Obama Elementary

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): MCA test results

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

<http://gifted.uconn.edu/schoolwide-enrichment-model/sem3rd/>

Key Indicators of Progress (KIPS)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target 2018 | Target 2019 | Target 2020 |
|---|-------------|-------------|-------------|
| Percent of scholars who will attain medium / high growth on the MCAs for Reading will increase to 75% by 2020 (Baseline SY15-16: 56%) | 60% | 53% | 55% |

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

RIS Intervention #6: Barack and Michelle Obama Elementary School Choice

This intervention supports the following goal objective: RIS 6.1, RIS 6.2

Type of Intervention: Family engagement initiatives to increase student achievement.

Narrative description of the critical features of the intervention.

Barack and Michelle Obama Elementary will utilize funding from the RIS Achievement and Integration Innovation fund to hire teachers and develop programming for specialist classes (ie. Music, Art, Science). The students who attend Barack and Michelle Obama Elementary come from around Saint Paul but very few students from the surrounding neighborhood choose to attend the school. Families from the neighborhood have expressed concerns about enrolling at

Barack and Michelle Obama Elementary because the school does not currently offer any specialized classes throughout the day.

With the addition of these teaches and classes, Barack and Michelle Obama Elementary will have more opportunities for hosting family engagement activities which will highlight the curriculum through student programs while engaging current and perspective families. Additionally, these classes will help to increase students engagement and achievement.

Providing specialized classes through the enrichment model, is a strategy to reduce racial and economic disparities by increasing the percentage of students who do not qualify for free and reduced lunch.

Grade levels to be served: PreK - 5

Location of services: Barack and Michelle Obama Elementary

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): ASPIRE survey tool

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

U.S. Department of Education’s Dual Capacity-Building Framework for Family-School Partnerships <http://www2.ed.gov/documents/family-community/frameworks-resources.pdf>

Key Indicators of Progress (KIPS)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target 2018 | Target 2019 | Target 2020 |
|--|-------------|-------------|------------------|
| Barack and Michelle Obama Elementary School will implement and advertise specialist classes (ie. Music, Art, Science) to increase school choice enrollment. (Data will be collected from SY19-20 school year to continue goal into the next A&I Grant Cycle) | 35% | 45% | Collect Baseline |

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

MISSISSIPPI

RIS Goal #7 The percentage of 4th and 5th graders making medium or high growth, as measured on the annual MCA reading tests, will increase from 71% to 83% by 2020.

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

RIS Objective 7.1: Provide targeted reading supports in small groups for identified students.

RIS Goal # 8: By 2020, MCAS will establish a clear arts integration focus as measured by the establishment of a planning committee and meeting accountability measures. (2017 Baseline: no committee and no arts integration measures established)

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

RIS Objective 8.1: Establish a committee to lead the strategic work in developing a more robust arts program.

RIS Objective 8.2: Establish accountability measures to ensure arts integration goals are met

RIS Intervention #7: [Mississippi Targeted Reading Supports](#)

This intervention supports the following goal objective: RIS 7.1

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

MCAS will utilize funding from the RIS Achievement and Integration Innovation fund to allow for targeted support to be provided to students and professional development to be provided to instructional staff. Specifically, time will be provided to teach targeted reading supports in small groups for identified students.

Reading Intervention Teacher will use research based reading program to address and support identified students in small groups.

Grade levels to be served: Grades 4 and 5

Location of services: Mississippi

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): MCA test results

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

https://ies.ed.gov/ncee/pubs/20164000/pdf/20164000_es.pdf

Key Indicators of Progress (KIPS)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target 2018 | Target 2019 | Target 2020 |
|--|-------------|-------------|-------------|
| 83% of 4 th /5th grade students will attain Medium/High Growth on the MCAs by 2020. (Baseline: 2016-2017 71.2%) | 74% | 78% | 83% |

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

RIS Intervention #8: [Mississippi Arts Integration](#)

This intervention supports the following goal objective: RIS 8.1, RIS 8.2

Type of Intervention: Family engagement initiatives to increase student achievement.

Narrative description of the critical features of the intervention.

In Fall of 2017, a new articulation of the re-designed and strengthened mission and vision of Mississippi creative Arts will be advertised to a wider community of Saint Paul Public Schools magnet community. The school will host two parent arts integration engagement events each school year, plus additional Arts showcase evenings. Also an Arts Integration staff/parent/community board will be formed and meet at least four times per year.

Grade levels to be served: PreK - 5

Location of services: Mississippi

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Parent feedback after events

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

U.S. Department of Education's Dual Capacity-Building Framework for Family-School Partnerships <http://www2.ed.gov/documents/family-community/frameworks-resources.pdf>

Key Indicators of Progress (KIPS)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target 2018 | Target 2019 | Target 2020 |
|--|-------------|-------------|-------------|
| The school will host two parent arts integration engagement events each school year through 2020. | 2 events | 2 events | 2 events |

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

RIVERVIEW

RIS Goal #9: The percentage of 4th grade students who make medium to high growth will increase from 71% to 81% as measured by the MCA III Reading assessment by 2020.

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

RIS Objective 9.1: Provide targeted reading interventions and supports in small groups for identified students.

RIS Objective 9.2: Provide professional development and collaboration opportunities for staff on English Language Arts standards and Guided Reading.

RIS Goal # 10: Riverview will host four parent engagement events each school year through 2020.

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

RIS Objective 10.1: To offer various opportunities throughout the school year for current families, as well as community members.

RIS Objective 10.2: To include parents to partner with Riverview to develop and implement these events.

RIS Objective 10.3: To increase awareness of Riverview as an option for both the community program as well as the Spanish Dual Immersion program.

RIS Intervention #9: Riverview Targeted Reading Supports

This intervention supports the following goal objective: RIS 9.1, RIS 9.2

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

Students will be identified to receive targeted reading interventions and supports and be provided instruction in small group settings. Student progress will be monitored regularly to ensure progress towards the Achievement Goal and Key Indicators of Progress. Additionally,

ongoing professional development and opportunities for collaboration will be offered to staff to continue to improve Tier 1 Instruction.

Grade levels to be served: Grade 4

Location of services: Riverview

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): MCA test results

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

https://ies.ed.gov/ncee/pubs/20164000/pdf/20164000_es.pdf

Key Indicators of Progress (KIPS)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target 2018 | Target 2019 | Target 2020 |
|--|-------------|-------------|-------------|
| Percent of 4 th grade students that will achieve medium or high growth on the Reading MCAs. (2016-2017 Baseline: 70%) | 73% | 76% | 81% |

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

RIS Intervention #10: [Riverview Parent Engagement](#)

This intervention supports the following goal objective: RIS 10.1, RIS 10.2, and RIS 10.3

Type of Intervention: Family engagement initiatives to increase student achievement.

Narrative description of the critical features of the intervention.

At least four parent engagement events will be offered each school year. Efforts to include parents in the planning and implementation process will be made in order to increase parent leadership and parent voice in our events. As part of parent engagement, we will also open some of the events to the broader community to increase awareness of Riverview’s programming.

Grade levels to be served: PreK - 5

Location of services: Riverview

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Parent feedback after events

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

U.S. Department of Education’s Dual Capacity-Building Framework for Family-School Partnerships <http://www2.ed.gov/documents/family-community/frameworks-resources.pdf>

Key Indicators of Progress (KIPS)

| List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator. | Target 2018 | Target 2019 | Target 2020 |
|--|-------------|-------------|-------------|
| | | | |

| | | | |
|--|----------|----------|----------|
| Number of parent engagement events for each school year as indicated by our school family calendar and parent event agendas. | 4 events | 4 events | 4 events |
|--|----------|----------|----------|

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 will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, Subd. 2 (c)).

The work of SPPS is guided by its strategic plan, Strong Schools, Strong Communities. The first phase of plan was approved by the board in 2011, and the second phase was approved in 2014. The plan is centered on three goals – Achievement, Alignment, and Sustainability. Under Alignment, the district has accomplished greater consistency and efficiency of programming at all schools districtwide.

Furthermore The leadership team that was involved in developing this Achievement and Integration plan included individuals who are involved in the development of several other plans in the district including World’s Best Workforce and Title I planning. Through the process of the needs assessment and determining the list of district interventions, there was robust discussion about the most efficient use of Achievement and Integration funding, as well as other funding sources.