



Achievement and Integration Plan July 1, 2014 – June 30, 2017

This plan reflects requirements included in the current achievement and integration statutes and desegregation/integration rule (Minn. Stat. § 124D.861, Minn. Stat. § 124D.862, Minn. R. 3535.0100-0180).

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

District Status: RI/RIS
Name of Collaborative: East Metro
Integration District (EMID)

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Board Approval Date: May 20, 2014

Racially Identifiable Schools (RIS) within a District

If you have been notified by MDE that your district has one or more racially identifiable schools, please list each of those schools below:

- | | |
|----------------|----------------|
| 1. Bruce Vento | 5. Phalen Lake |
| 2. Maxfield | 6. Riverview |
| 3. Mississippi | 7. Wellstone |
| 4. Obama | |

Plans for racially identifiable schools will follow the same format provided for districts within an integration collaborative. The RIS plan section starts on the final page

Integration Collaborative Member Districts

List all districts in your integration collaborative and their integration status: RI=Racially Isolated district, RIS=Racially Identified School, RI/RIS=Racially Isolated district and Racially Identified School, A=Adjoining district, V=Voluntary district.

Note: If your district is eligible for this program solely because you have one or more racially identifiable schools within your district, you are not currently required to participate in an integration collaborative and may delete the text boxes below.

- RI 831 Forest Lake Area Schools, 5. RI 833 South Washington County Schls

- RI 199 Inver Grove Schools 6. RI 834 Still Water Area Schools

- RI 623 Roseville Area Schools 7. RI 6 South St. Paul Public Schools

- RI 624 White Bear Lake Schools 8. RI 16 Spring Lake Schools
9. RI 197 West St. Paul-Mendota Heights-Eagan

Please return this completed plan to mde.integration@state.mn.us.

Electronic submission is required.

Address general questions on the data or plan submission process to Kari-Ann Ediger, Office of Equity and Innovation, 651-582-8269, Kari-Ann.Ediger@state.mn.us Achievement Goal One

Directions: Complete the goal statement below by entering information in the sections marked *Click here to enter text* or *Choose an item*. Next, fill in the two data tables for reading and/or math by using the baseline achievement data. If you are working on collaborative achievement goals, please add additional rows to include the achievement data of these member districts within your integration collaborative.

Districts may focus on proficiency rate increases, achievement gap decreases, or both. Also, goals can be created for math, reading, or for both content areas. For each additional achievement goal, copy and paste the goal statement and data tables, creating one set per content area.

Goal Statement: The proficiency GAP between the Students of color and white students enrolled the full academic year for all grades tested within Saint Paul Public Schools on all state Reading accountability tests (MCA, MOD, MTAS) will **DECREASE** as follows within our District (see table A2), by **INCREASING** the proficiency of students of color student groups as follows within our District (see table A.1):

A1. Reading Proficiency INCREASE:

Name of District	Status	Baseline data (2012-13 MCA)	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Saint Paul Public Schools	RI/RIS					
<i>All students</i>		37	41	45	49	12
<i>Protected Class</i>						
<i>American Indian</i>		31	36	40	44	13
<i>Asian</i>		26	30	35	40	14
<i>Hispanic</i>		29	33	37	42	12
<i>Black</i>		25	30	35	40	15
<i>White</i>		71	74	77	80	9

Delete table rows for student groups not included in your goal statement.

A2 Reading GAP DECREASE:

Name of District	Status	Baseline data (2012-13 MCA)	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
Saint Paul Public Schools	RI/RIS					
<i>Protected Class</i>						
<i>American Indian</i>		40	38	37	36	4
<i>Asian</i>		45	44	42	40	5
<i>Hispanic</i>		42	41	40	38	4
<i>Black</i>		46	44	42	40	6

Delete table rows for student groups not included in your goal statement.

Goal Statement: The proficiency GAP between the Students of color and white students enrolled the full academic year for all grades tested within Saint Paul Public Schools on all state Math accountability tests (MCA, MOD, MTAS) will **DECREASE** as follows within our District (see table B.2), by **INCREASING** the proficiency of students of color student groups as follows within our District (see table B.1):

B1. Math Proficiency INCREASE:

Name of District	Status	Baseline data (2010-11 MCA)	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Saint Paul Public Schools	RI/RIS					
<i>All students</i>		41	48	52	56	12
<i>Protected Class</i>						
<i>American Indian</i>		32	38	42	46	14
<i>Asian</i>		40	48	52	56	16
<i>Hispanic</i>		32	37	41	45	13
<i>Black</i>		25	31	36	41	16
<i>White</i>		67	72	75	78	11

Delete table rows for student groups not included in your goal statement.

B2. Math GAP DECREASE:

Name of District	Status	Baseline data (2010-11 MCA)	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
Saint Paul Public Schools	RI/RIS					
<i>Protected Class</i>						
<i>American Indian</i>		35	34	33	32	3
<i>Asian</i>		27	24	23	22	5
<i>Hispanic</i>		35	35	34	33	2
<i>Black</i>		42	41	39	37	5

Delete table rows for student groups not included in your goal statement.

Achievement Goal One: Strategies and Activities

Directions: Use the drop down menus below to identify the strategies or activities that will enable you to meet your achievement goal. Next, include a narrative description of each activity. Copy and paste this page as needed to list additional activities, changing the activity number for each additional page.

Activity 1a

Training teachers and administrators: achievement

*see Program Framework for specific activity details

Activity details:

Professional development resources and training for improving achievement of all students

Narrative Description of Strategies/Activities:

If you selected *Research-based interventions that include formative assessment practices*, please provide the name of the intervention, any website information, and attach a PDF copy of the research article the strategy is based on.

Racial Equity Transformation – Overview and Professional Development

Historically, SPPS has recorded significant disparities in student outcomes that are racially predictable. In response, the district is engaged in a multi-year racial equity transformation plan. This work, designed to reduce racial disparities and predictability in achievement for all students, is divided into two phases.

Phase one began in 2009 and is ongoing. The focus is on engaging, deepening, and sustaining conversations with multiple racial perspectives in order to interrupt systems that contribute to racial disparities and predictability. This is being done through personal, professional, and organizational development of the skills and knowledge to lead from a racial equity lens and to develop equitable systems, policies, and practices. All school sites have established Equity Teams to lead the work, and district departments are also engaged in training with their staff. The Board and Superintendent's Cabinet lead this work and participate in ongoing racial equity training. The district has developed a district-wide racial equity transformation plan and the board has approved a racial equity policy.

Phase two began in July 2013. SPPS is in the process of developing a districtwide framework for the creation and growth of culturally responsive learning environments. This framework's foundation is supporting and engaging students and staff in the creation of equitable schools. This will be achieved through rigorous professional development of teachers and school leadership. Another goal is to continue to build family and community relationships through a racial equity lens. The use of student voice in the racial equity work will be expanded in this phase, as they are included in decisions such as the curriculum adoption committee. Finally we will continue to support district and site leadership as they lead the work with their sites and departments.

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1a SMART goal below and identify the measure(s) you will use to track progress and implementation. If yearly targets and detailed data for your district's key indicators of progress are available now, you may include it in the table below.

1) *SMART goal for this strategy/activity:*

The number of staff receiving foundational racial equity PD will increase each year. FY15: 3,000; FY16 3,500; FY17 4,000

2) *Measures to track implementation and progress:*

This metric is tracked annually as part of Strong Schools, Strong Communities 2.0 Racial Equity VisionCard

Activity 1b

College Career readiness for underserved students

*see Program Framework for specific activity details

Activity details:

Differentiated instruction and targeted interventions designed to increase student achievement

Narrative Description of Strategies/Activities:

If you selected *Research-based interventions that include formative assessment practices*, please provide the name of the intervention, any website information, and attach a PDF copy of the research article the strategy is based on.

Racial Equity Transformation – Student Programming

To elaborate further on the Racial Equity Transformation work, in addition to teacher, staff, and administrator training, is supporting the creation of equitable schools. This work includes providing targeted supports for students to amplify student voice and increase achievement. This work is especially focused on middle school and high school students as part of two focus areas of the district's strategic plan, Strong Schools, Strong Communities 2.0; the two focus areas are: Racial Equity Transformation and Ready for College and Career. The student programs include The Honoring Project, Hmong Student leadership groups, Dare 2 Be Real, and several others. The programs aim to ready students for post-secondary success in college and/or promising careers.

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1b SMART goal below and identify the measure(s) you will use to track progress and implementation. If yearly targets and detailed data for your district's key indicators of progress are available now, you may include it in the table below.

1) *SMART goal for this strategy/activity:*

The graduation rates for students of color will increase to the following rates within three years: American Indian 56%, Asian American 80%, Hispanic 71%, African American 69%

2) *Measures to track implementation and progress:*

The measure that will be used is MDE four year graduation rate.

Activity 1c

Integrated Learning Environments* College Career readiness for underserved students

*see Program Framework for specific activity details

Activity details:

Increase cultural fluency, competency, and interaction

Narrative Description of Strategies/Activities:

Racial Equity Transformation - MRC

Also included in our Racial Equity Transformation work is the Multicultural Resource Center (MRC). The MRC is a collaboration between SPPS and the EMID districts. 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 and EMID students on various topics including the National Geographic giant map event, the Bdote field trip on Dakota history and culture, and theater performances at the Penumbra Theater. 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.

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1c SMART goal below and identify the measure(s) you will use to track progress and implementation. If yearly targets and detailed data for your district's key indicators of progress are available now, you may include it in the table below.

1) *SMART goal for this strategy/activity:*

Increase the number of staff served at MRC-sponsored professional development events to 600 annually by SY 2016-17.

2) *Measures to track implementation and progress:*

Annual goals:

SY14/15, 400

SY15/16, 500

SY16/17, 600

Activity 2

Family Engagement program

*see Program Framework for specific activity details

Activity details:

Family Engagement programs designed to increase student achievement

Narrative Description of Strategies/Activities:

If you selected *Research-based interventions that include formative assessment practices*, please provide the name of the intervention, any website information, and attach a PDF copy of the research article the strategy is based on.

Family Engagement and Community Partnerships

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 (OFEC) works to build this support. OFEC's work is in the following program areas: Parent Academy and Children's Learning Academy, Multilingual and Community Parent Advisory Councils (PACs), Community Partnerships, Truancy Intervention Programs, Family Engagement, Ombudsperson, and Parent Information and Outreach. This multi-faceted support will lead to greater student engagement and achievement.

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1 SMART goal below and identify the measure(s) you will use to track progress and implementation. If yearly targets and detailed data for your district's key indicators of progress are available now, you may include it in the table below.

1) *SMART goal for this strategy/activity:*

The academic achievement of students, as measured through the percent proficient on the MCA II/III, will increase according to overall Achievement and Integration Plan goals (American Indian +13 pts, Asian +14

pts, Hispanic +12 pts, Black +15 pts, White +9 pts.

2) *Measures to track implementation and progress:*

The measure that will be used is the percent proficient on the annual MCA II/III testing

Activity 3

Research based interventions that include formative assessment practices to reduce achievement disparities by race as measured by student progress and growth on state reading and math assessments

*see Program Framework for specific activity details

Activity details:

Research based interventions that include formative assessment practices to reduce achievement disparities by race as measured by student progress and growth on state reading and math assessments

Narrative Description of Strategies/Activities:

If you selected *Research-based interventions that include formative assessment practices*, please provide the name of the intervention, any website information, and attach a PDF copy of the research article the strategy is based on.

AVID

SPPS has had Advancement Via Individual Determination (AVID) in schools since 2008. The mission of AVID is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID is an in-school academic support program for grades 4-12 that prepares students for college eligibility and success. It is implemented school wide and district wide. Please see the attachment and website, <http://www.avid.org/>, for more information on this research-based intervention.

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1 SMART goal below and identify the measure(s) you will use to track progress and implementation. If yearly targets and detailed data for your district's key indicators of progress are available now, you may include it in the table below.

1) *SMART goal for this strategy/activity:*

The graduation rates for students of color will increase to the following rates within three years: American Indian 56%, Asian American 80%, Hispanic 71%, African American 69%

2) *Measures to track implementation and progress:*

The measure that will be used is MDE four year graduation rate.

Integration Goal One (within district): Strategies and Activities

Directions: Use the drop down menus below to identify the strategies or activities that will enable you to meet your achievement goal. Next, include a narrative description of each activity. Copy and paste this page as needed to list additional activities, changing the activity number for each additional page.

Activity 4

Integrated Learning Environments*

*see Program Framework for specific activity details

Activity details:

Magnet programs to support academic and enrollment disparities

Narrative Description of Strategies/Activities:

If you selected *Research-based interventions that include formative assessment practices*, please provide the name of the intervention, any website information, and attach a PDF copy of the research article the strategy is based on.

Magnet Schools and Programs

The school choice system of SPPS gives families many magnet school and program choices in addition to the community school near where they live. A result of this school choice system is greater economic, racial, and ethnic diversity at magnet schools. In order to support the students at those schools, the district allocates FTE above and beyond the standard classroom teacher formula used in the budgeting process. Schools utilize these personnel to support the academic achievement of students. The FTE are program specialists related to the magnet program, academic intervention positions, or family engagement personnel.

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1 SMART goal below and identify the measure(s) you will use to track progress and implementation. If yearly targets and detailed data for your district's key indicators of progress are available now, you may include it in the table below.

1) *SMART goal for this strategy/activity:*
The academic achievement of students, as measured through the percent proficient on the MCA II/III, will increase according to overall Achievement and Integration Plan goals (American Indian +13 pts, Asian +14

pts, Hispanic +12 pts, Black +15 pts, White +9 pts.

2) *Measures to track implementation and progress:*

The measure that will be used is the percent proficient on the annual MCA II/III testing

Activity 5

Integrated Learning Environments*

*see Program Framework for specific activity details

Activity details:

Magnet programs to support academic and enrollment disparities

Narrative Description of Strategies/Activities:

If you selected *Research-based interventions that include formative assessment practices*, please provide the name of the intervention, any website information, and attach a PDF copy of the research article the strategy is based on.

American Indian Magnet Programs

The American Indian Magnet 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 achieve academic success.

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1 SMART goal below and identify the measure(s) you will use to track progress and implementation. If yearly targets and detailed data for your district's key indicators of progress are available now, you may include it in the table below.

1) *SMART goal for this strategy/activity:*

The academic achievement of American Indian students as measured through the percent proficient on the MCA II/III will increase 12 points by 2017.

2) *Measures to track implementation and progress:*

The measure that will be used is the percent proficient on the annual MCA II/III testing

Activity 6

Pre-K to Grade 12 Enrollment Choices

Activity details:

Innovative programs that will increase racial and economic integration within the targeted school or district

Innovative programs that will increase racial and economic integration within the targeted school or district

Narrative Description of Strategies/Activities:

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.

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.

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.

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1 SMART goal statement below and identify measure(s) for tracking progress and implementation.

SMART goal for this strategy/activity:

By the 2017 school choice process, 90% of Reflecting St. Paul (RSP) Seats go to RSP-eligible students

List yearly progress targets:

Year 1: 90% of RSP seats to RSP eligible students

Year 2: 90% of RSP seats to RSP eligible students

Year 3: 90% of RSP seats to RSP eligible students

Activity 7

Pre-K to Grade 12 Enrollment Choices

Activity details:

Innovative programs that will increase racial and economic integration within the targeted school or district

Narrative Description of Strategies/Activities:

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. In 2014, the SPC interacted with 3,679 families and attended 225 outreach events.

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 2 SMART goal statement below and identify measure(s) for tracking progress and implementation.

SMART goal for this strategy/activity:

During each school choice season, staff from the Student Placement Center will participate in 250 or more outreach events with a focus on engaging families that are eligible for Reflecting St. Paul

List yearly progress targets:

Year 1: SPC at 235 engagement events

Year 2: SPC at 240 engagement events

Year 3: SPC at 250 engagement events

Integration Goal Two (cross-district): Strategies and Activities

Directions: Use the drop down menus below to identify the strategies or activities that will enable you to meet your achievement goal. Next, include a narrative description of each activity. Copy and paste this page as needed to list additional activities, changing the activity number for each additional page.

Activity 8

Integrated Learning Environments*

*see Program Framework for specific activity details

Activity details:

Differentiated instruction and targeted interventions designed to increase student achievement

Narrative Description of Strategies/Activities:

If you selected *Research-based interventions that include formative assessment practices*, please provide the name of the intervention, any website information, and attach a PDF copy of the research article the strategy is based on.

Lovin' the Skin I'm In (EMID partnership)

For the past few years, SPPS has been participating in the "Lovin' the Skin I'm In" (Lovin') program at middle schools. To support the program, EMID will provide a facilitator at the SPPS schools and at schools at several other partner districts. "Lovin'" is a standards-based program that promotes improved self-identity, self-expression, and resiliency skills for middle school girls. As part of the program, participants from SPPS schools are provided opportunities to interact with participants from schools at other EMID member districts. The program is presented as a credit-earning English elective course at some schools, and an enrichment after-school activity at other schools.

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1 SMART goal below and identify the measure(s) you will use to track progress and implementation. If yearly targets and detailed data for your district's key indicators of progress are available now, you may include it in the table below.

1) *SMART goal for this strategy/activity:*
The academic achievement of students, as measured through the percent proficient on the MCA II/III, will increase according to overall Achievement and Integration Plan goals (American Indian +13 pts, Asian +14

pts, Hispanic +12 pts, Black +15 pts, White +9 pts.

2) *Measures to track implementation and progress:*

The measure that will be used is the percent proficient on the annual MCA II/III testing

Activity 9
Integrated Learning Environments*

Activity details: Increase cultural fluency, competency, and interaction

Narrative Description of Strategies/Activities:

Inter-district Classroom Partnerships

The goal of the inter-district classroom partnerships is to increase cross-district integration with a focus on high-quality education opportunities. The alignment of the programs with the state standards makes it a valuable asset for teachers and principals in SPPS and the East Metro Integration District (EMID) participating districts. In 2013-14, the program provided interracial contact experiences for 776 SPPS students from 10 SPPS sites. Beginning in the 2014-15 school year, the Classroom Partnerships program is being restructured to develop deeper connections between students across SPPS and partnering districts. See the attachment for the list of grade levels and partnering districts for the 2014-15 school year. The program will be expanded significantly over the next three years.

During this current school year, college readiness opportunities through classroom partnership experiences have been expanded. The college readiness initiative focuses on bringing students together from SPPS and the ten EMID districts to engage in college-level course work in collaboration with SPPS administrative staff and Metro State University.

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1 SMART goal statement below and identify measure(s) for tracking progress and implementation.

SMART goal for this strategy/activity:

The number of students participating in Classroom Partnership Program will increase by 25% for each of the next three years. This includes both partnerships between SPPS and other EMID districts AND between racially isolated and other SPPS schools. Please see the attachment for the list of planned Partnerships for the 2014-15 school year.

List yearly progress targets:
Year 1: 970 participants

Year 2: 1,213 participants
Year 3: 1,516 participants

Example Table. Provide any relevant baseline data.

EMID Classroom Partnerships	2012-13	2013-14
Number of SPPS Students Participating	720	776
Total		

Activity 10

Integrated Learning Environments*

*see Program Framework for specific activity details

Activity details:

Differentiated instruction and targeted interventions designed to increase student achievement

Narrative Description of Strategies/Activities:

If you selected *Research-based interventions that include formative assessment practices*, please provide the name of the intervention, any website information, and attach a PDF copy of the research article the strategy is based on.

EMID Programs

SPPS partners with EMID 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
- Camp Teranga – five-week camp for performing arts
- Native American Program – two-week camps at two locations
- Belwin Science Camp – one-week camp offered twice
- Youth Executive Board – leadership opportunity for SPPS students as they work with students from suburban districts

All programs provide opportunities for SPPS students to interact cross-culturally with students from other districts.

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1 SMART goal below and identify the measure(s) you will use to track progress and implementation. If yearly targets and detailed data for your district's key indicators of progress are available now, you may include it in the table below.

1) *SMART goal for this strategy/activity:*
The academic achievement of students, as measured through the percent proficient on the MCA II/III, will increase according to overall Achievement and Integration Plan goals (American Indian +13 pts, Asian +14

pts, Hispanic +12 pts, Black +15 pts, White +9 pts.

2) *Measures to track implementation and progress:*

The measure that will be used is the percent proficient on the annual MCA II/III testing

Activity 11

Activity details: Professional development resources and training for improving achievement of all students

Training teachers and administrators: achievement

Narrative Description of Strategies/Activities:

AVID Training with EMID districts

For the past two years, SPPS has partnered with EMID districts to train teachers in AVID. The training happens twice a year, and is available for schools to participate at no-cost other than substitute teacher costs during the year and teacher stipend during the summer. Ten to twelve spaces are available for SPPS teachers.

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1 SMART goal statement below and identify measure(s) for tracking progress and implementation.

SMART goal for this strategy/activities
SPPS will participate (10 – 12 teachers) in AVID training with EMID districts each year.

Activity 12

Activity details: Increase cultural fluency, competency, and interaction

Integrated Learning Environments*

Narrative Description of Strategies/Activities:

AVID College site visits and National Park Service Event

As an extension of the Classroom Partnerships program, some middle school AVID classrooms will partner with classrooms at EMID district schools. After a year of shared experiences students from the two partnering classrooms will meet at a national park for the culminating event. (See integration goal one, Activity 1.)

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1 SMART goal statement below and identify measure(s) for tracking progress and implementation.

SMART goal for this strategy/activities

SPPS AVID classrooms will participate in the Classroom Partnerships program.

Research-Based Practices

Among other requirements, an eligible district must implement effective, research-based interventions that include formative assessment practices to reduce the disparities in student academic performance among the specific categories of students as measured by student progress and growth on state reading and math assessment (Minn. Stat. § 124D.861, Subd. 2 (b)).

If the activities or strategies you've listed above do not include a research based intervention, please use the space below to describe how your plan will meet this requirement. Please give the name of the intervention, any website information, and attach a PDF copy of the research article.

Creating Efficiencies and Eliminating Duplicative Programs

Please briefly explain how your district and/or collaborative is working to create efficiencies and eliminate duplicative programs and services, which may include forming collaboratives or a single, seven-county metropolitan partnership of eligible districts for this purpose (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.

The pursuit of greater efficiency also includes our work with EMID. Where applicable, SPPS partners with EMID districts to expand reach and robustness of programming. For example, the Classroom Partnerships program has been made more effective through coordination with EMID. There is now better alignment between our schools and partnering districts, and the Partnerships provide more meaningful experiences for the participating students. Additionally, through our work with EMID, our summer programming is more efficient. By partnering with EMID, we are able to offer more options to students without duplicating services. Finally, professional development around our racial equity work has been more efficient through EMID. SPPS, partnered with several EMID member districts to bring in the National Urban Alliance for joint racial equity training.

Community Planning

An Achievement and Integration plan shall be developed in a formal community planning process where the isolated school district or racially identifiable school sites are represented by community members who are not district employees and were at least part of the voting membership of the planning body (Minn. Rule 3535.0170, Subp. 3). Please briefly describe the community process used for the collaborative portion of your district's plan and for your Racially Identifiable Schools, if applicable.

Multi-District Collaboration Council:

SPPS will participate in EMID council activities.

Community Collaboration Council for each Racially Identifiable School(s):

racially isolated schools, and will be presented to the District Action Team for Integration and School Choice, which also includes parents and community members.

The planned allocations for FY14-15 were presented to the District Parent Advisory Council, which includes parents from

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. Copy and paste pages two through five of this plan to create at least one achievement goal and at least one integration goal with related activities for each RIS.

If you have not been notified of an RIS within your district, you do not need to complete this section.

Each Racially Identifiable School was allocated funding for 1.0 – 3.0 FTE in their FY15 school budget. (Detail is provided in the budget worksheets.) Schools are utilizing the position(s) for either family and community engagement personnel or coordinators to support specialized programming at the school.

BRUCE VENTO

Achievement Goal Two: Strategies and Activities

Directions: Use the drop down menus below to identify the strategies or activities that will enable you to meet your achievement goal. Next, include a narrative description of each activity. Copy and paste this page as needed to list additional activities, changing the activity number for each additional page.

Activity 13

Training teachers and administrators: achievement

*see Program Framework for specific activity details

Activity details:

Professional development resources and training for improving achievement of all students

Narrative Description of Strategies/Activities:

Staff at Racially Identifiable Schools will benefit from the Racial Equity professional development that is described in detail above on page 5 of the plan. Bruce Vento has established an Equity Team to lead the work.

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1 SMART goal below and identify the measure(s) you will use to track progress and implementation. If yearly targets and detailed data for your district's key indicators of progress are available now, you may include it in the table below.

1) *SMART goal for this strategy/activity:*
Proficiency, as measured by the MCAII/III, will increase by 9 points by school year 2016-17

2) *Measures to track implementation and progress:*
Proficiency scores on the Reading and Math Portions of the MCA I/III tests.

A. Proficiency INCREASE:

Name of School	Status	Baseline data (2012-13 MCA)	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Bruce Vento	RIS					
<i>All students (Reading)</i>		16.3	19.3	22.3	25.3	9
<i>All students (Math)</i>		29.4	32.4	35.4	38.4	9

Integration Goal: Strategies and Activities

Activity 14

Family Engagement program

Activity details:

Family Engagement programs designed to increase student achievement

Narrative Description of Strategies/Activities:

It is easier for students to be successful in school when families participate in their school experience. Family and community engagement personnel are in the school to support family engagement. Coordination activities include Parent Academy, which is a six week series of classes that is designed for parents and guardians of SPPS students to bring schools and parents together as equal partners in the education of students. Integration will be achieved through these parent education programs in that they will contribute to greater student achievement and improved school culture. As these improvements are made, the schools will become schools considered by a more diverse pool of families during the school choice process.

Bruce Vento is a community school, and under the district strategic plan, *Strong Schools, Strong Communities (SSSC)*, it is one of two community schools in Area C to which a student living in Area C is eligible to receive bus services. One of the intentions of SSSC is to encourage more students to attend schools in their own communities, and as a result, the demographics of the community schools will more closely align to the demographics of all of the students living in the Area. When that adjustment takes place, with the help of marketing efforts by the Student Placement Center, Vento will be more integrated and no longer qualify as a racially identifiable school.

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1 SMART goal statement below and identify measure(s) for tracking progress and implementation.

SMART goal for this strategy/activity:

Conduct one parent learning activity (such as Parent Academy) each year through school year 2016-17

MAXFIELD

Achievement Goal Three: Strategies and Activities

Directions: Use the drop down menus below to identify the strategies or activities that will enable you to meet your achievement goal. Next, include a narrative description of each activity. Copy and paste this page as needed to list additional activities, changing the activity number for each additional page.

Activity 15

Training teachers and administrators: achievement

*see Program Framework for specific activity details

Activity details:

Professional development resources and training for improving achievement of all students

Narrative Description of Strategies/Activities:

Staff at Racially Identifiable Schools will benefit from the Racial Equity professional development that is described in detail above on page 5 of the plan. Maxfield has established an Equity Team to lead the work.

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1 SMART goal below and identify the measure(s) you will use to track progress and implementation. If yearly targets and detailed data for your district's key indicators of progress are available now, you may include it in the table below.

1) *SMART goal for this strategy/activity:*
Proficiency, as measured by the MCAII/III, will increase by 9 points by school year 2016-17

2) *Measures to track implementation and progress:*
Proficiency scores on the Reading and Math Portions of the MCA I/III tests.

A. Proficiency INCREASE:

Name of School	Status	Baseline data (2012-13 MCA)	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Maxfield	RIS					
<i>All students (Reading)</i>		17.6	20.6	23.6	26.6	9
<i>All students (Math)</i>		20.5	23.5	26.5	29.5	9

Integration Goal: Strategies and Activities

Activity 16

Family Engagement program

Activity details:

Family Engagement programs designed to increase student achievement

Narrative Description of Strategies/Activities:

It is easier for students to be successful in school when families participate in their school experience. Family and community engagement personnel are in the school to support family engagement. Coordination activities include Parent Academy, which is a six week series of classes that is designed for parents and guardians of SPPS students to bring schools and parents together as equal partners in the education of students. Integration will be achieved through these parent education programs in that they will contribute to greater student achievement and improved school culture. As these improvements are made, the schools will become schools considered by a more diverse pool of families during the school choice process.

Maxfield is located in the St. Paul Promise Neighborhood. As part of the Promise Neighborhood, the schools will provide access to students and their families to several wrap-around services. The Student Placement Center will market these programs to attract more families from Area F, the SSSC Area for the school, including white families.

Additionally, in the latest labor contract with teachers, the district adopted smaller class sizes. This has reduced the availability of seats at some higher demand community schools in Area F; therefore, more families - including families of white students - will need to be open to additional school choices, including Maxfield, which is a community school in the Area F.

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1 SMART goal statement below and identify measure(s) for tracking progress and implementation.

SMART goal for this strategy/activity:

Conduct one parent learning activity (such as Parent Academy) each year through school year 2016-17

MISSISSIPPI CREATIVE ARTS

Achievement Goal Four: Strategies and Activities

Directions: Use the drop down menus below to identify the strategies or activities that will enable you to meet your achievement goal. Next, include a narrative description of each activity. Copy and paste this page as needed to list additional activities, changing the activity number for each additional page.

Activity 17

Training teachers and administrators: achievement

*see Program Framework for specific activity details

Activity details:

Professional development resources and training for improving achievement of all students

Narrative Description of Strategies/Activities:

Staff at Racially Identifiable Schools will benefit from the Racial Equity professional development that is described in detail above on page 5 of the plan. Mississippi has established an Equity Team to lead the work.

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1 SMART goal below and identify the measure(s) you will use to track progress and implementation. If yearly targets and detailed data for your district's key indicators of progress are available now, you may include it in the table below.

1) *SMART goal for this strategy/activity:*
Proficiency, as measured by the MCAII/III, will increase by 9 points by school year 2016-17

2) *Measures to track implementation and progress:*
Proficiency scores on the Reading and Math Portions of the MCA I/III tests.

A. Proficiency INCREASE:

Name of School	Status	Baseline data (2012-13 MCA)	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Mississippi	RIS					
<i>All students (Reading)</i>		26.5	29.5	32.5	35.5	9
<i>All students (Math)</i>		30.6	33.6	36.6	39.6	9

Integration Goal: Strategies and Activities

Activity 18

Family Engagement program

Activity details:

Family Engagement programs designed to increase student achievement

Narrative Description of Strategies/Activities:

It is easier for students to be successful in school when families participate in their school experience. Family and community engagement personnel are in the school to support family engagement. Coordination activities include Parent Academy, which is a six week series of classes that is designed for parents and guardians of SPPS students to bring schools and parents together as equal partners in the education of students. Integration will be achieved through these parent education programs in that they will contribute to greater student achievement and improved school culture. As these improvements are made, the schools will become schools considered by a more diverse pool of families during the school choice process.

Mississippi is a regional arts magnet school. As part of the district strategic plan, Strong Schools, Strong Communities, the arts program at Mississippi has been strengthened. Additionally, the arts magnet schools in the district have shifted from district-wide magnets to regional magnets. This shift has meant that families now have specific schools they can receive transportation to, if they would like to attend an arts program. Student Placement Center will market the stronger program and regional status to families; this will increase the number of white students in the school.

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1 SMART goal statement below and identify measure(s) for tracking progress and implementation.

SMART goal for this strategy/activity:

Conduct one parent learning activity (such as Parent Academy) each year through school year 2016-17

OBAMA

Achievement Goal Five: Strategies and Activities

Directions: Use the drop down menus below to identify the strategies or activities that will enable you to meet your achievement goal. Next, include a narrative description of each activity. Copy and paste this page as needed to list additional activities, changing the activity number for each additional page.

Activity 19

Training teachers and administrators: achievement

*see Program Framework for specific activity details

Activity details:

Professional development resources and training for improving achievement of all students

Narrative Description of Strategies/Activities:

Staff at Racially Identifiable Schools will benefit from the Racial Equity professional development that is described in detail above on page 5 of the plan. Obama has established an Equity Team to lead the work.

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1 SMART goal below and identify the measure(s) you will use to track progress and implementation. If yearly targets and detailed data for your district's key indicators of progress are available now, you may include it in the table below.

1) *SMART goal for this strategy/activity:*
Proficiency, as measured by the MCAII/III, will increase by 9 points by school year 2016-17

2) *Measures to track implementation and progress:*
Proficiency scores on the Reading and Math Portions of the MCA I/III tests.

A. Proficiency INCREASE:

Name of School	Status	Baseline data (2012-13 MCA)	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Obama	RIS					
<i>All students (Reading)</i>		21.5	24.5	27.5	30.5	9
<i>All students (Math)</i>		29.5	32.5	35.5	38.5	9

Integration Goal: Strategies and Activities

Activity 20

Family Engagement program

Activity details:

Family Engagement programs designed to increase student achievement

Narrative Description of Strategies/Activities:

It is easier for students to be successful in school when families participate in their school experience. Family and community engagement personnel are in the school to support family engagement. Coordination activities include Parent Academy, which is a six week series of classes that is designed for parents and guardians of SPPS students to bring schools and parents together as equal partners in the education of students. Integration will be achieved through these parent education programs in that they will contribute to greater student achievement and improved school culture. As these improvements are made, the schools will become schools considered by a more diverse pool of families during the school choice process.

Obama is a district-wide magnet school. It has class sizes smaller than the district average. Staff at the Student Placement Center will market this school feature to potential families.

Also plans are in place for Obama to become a school with an African-American culture theme. This programming will make efforts to enroll more white students more challenging. However, the school's materials, including its website, will be updated to highlight diversity at the school.

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1 SMART goal statement below and identify measure(s) for tracking progress and implementation.

SMART goal for this strategy/activity:

Conduct one parent learning activity (such as Parent Academy) each year through school year 2016-17

PHALEN LAKE HMONG STUDIES

Achievement Goal Six: Strategies and Activities

Directions: Use the drop down menus below to identify the strategies or activities that will enable you to meet your achievement goal. Next, include a narrative description of each activity. Copy and paste this page as needed to list additional activities, changing the activity number for each additional page.

Activity 21

Training teachers and administrators: achievement

*see Program Framework for specific activity details

Activity details:

Professional development resources and training for improving achievement of all students

Narrative Description of Strategies/Activities:

Staff at Racially Identifiable Schools will benefit from the Racial Equity professional development that is described in detail above on page 5 of the plan. Phalen Lake has established an Equity Team to lead the work.

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1 SMART goal below and identify the measure(s) you will use to track progress and implementation. If yearly targets and detailed data for your district's key indicators of progress are available now, you may include it in the table below.

1) *SMART goal for this strategy/activity:*
Proficiency, as measured by the MCAII/III, will increase by 9 points by school year 2016-17

2) *Measures to track implementation and progress:*
Proficiency scores on the Reading and Math Portions of the MCA I/III tests.

A. Proficiency INCREASE:

Name of School	Status	Baseline data (2012-13 MCA)	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Phalen Lake	RIS					
<i>All students (Reading)</i>		29.7	32.7	35.7	38.7	9
<i>All students (Math)</i>		43.1	46.1	49.1	52.1	9

Integration Goal: Strategies and Activities

Activity 22

Family Engagement program

Activity details:

Family Engagement programs designed to increase student achievement

Narrative Description of Strategies/Activities:

It is easier for students to be successful in school when families participate in their school experience. Family and community engagement personnel are in the school to support family engagement. Coordination activities include Parent Academy, which is a six week series of classes that is designed for parents and guardians of SPPS students to bring schools and parents together as equal partners in the education of students. Integration will be achieved through these parent education programs in that they will contribute to greater student achievement and improved school culture. As these improvements are made, the schools will become schools considered by a more diverse pool of families during the school choice process.

To increase the diversity at the school, The Student Placement Center will market the fact that Phalen Lake is a regional magnet school offering a Hmong dual immersion program. These efforts will result in Phalen Lake no longer being classified as a racially identifiable school.

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1 SMART goal statement below and identify measure(s) for tracking progress and implementation.

SMART goal for this strategy/activity:

Conduct one parent learning activity (such as Parent Academy) each year through school year 2016-17

RIVERVIEW

Achievement Goal Seven: Strategies and Activities

Directions: Use the drop down menus below to identify the strategies or activities that will enable you to meet your achievement goal. Next, include a narrative description of each activity. Copy and paste this page as needed to list additional activities, changing the activity number for each additional page.

Activity 23

Training teachers and administrators: achievement

*see Program Framework for specific activity details

Activity details:

Professional development resources and training for improving achievement of all students

Narrative Description of Strategies/Activities:

Staff at Racially Identifiable Schools will benefit from the Racial Equity professional development that is described in detail above on page 5 of the plan. Riverview has established an Equity Team to lead the work.

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1 SMART goal below and identify the measure(s) you will use to track progress and implementation. If yearly targets and detailed data for your district's key indicators of progress are available now, you may include it in the table below.

1) *SMART goal for this strategy/activity:*
Proficiency, as measured by the MCAII/III, will increase by 9 points by school year 2016-17

2) *Measures to track implementation and progress:*
Proficiency scores on the Reading and Math Portions of the MCA I/III tests.

A. Proficiency INCREASE:

Name of School	Status	Baseline data (2012-13 MCA)	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Riverview	RIS					
<i>All students (Reading)</i>		28.3	31.3	34.3	37.3	9
<i>All students (Math)</i>		25.3	28.3	31.3	34.3	9

Integration Goal: Strategies and Activities

Activity 24

Family Engagement program

Activity details:

Family Engagement programs designed to increase student achievement

Narrative Description of Strategies/Activities:

It is easier for students to be successful in school when families participate in their school experience. Family and community engagement personnel are in the school to support family engagement. Coordination activities include Parent Academy, which is a six week series of classes that is designed for parents and guardians of SPPS students to bring schools and parents together as equal partners in the education of students. Integration will be achieved through these parent education programs in that they will contribute to greater student achievement and improved school culture. As these improvements are made, the schools will become schools considered by a more diverse pool of families during the school choice process.

Riverview is a regional magnet school with a dual Spanish/English immersion program. It has been popular with families of Spanish-speaking English language learners due to the dual language immersion offering. It is also increasingly popular for families seeking a Spanish immersion program, because Adams is the district-wide Spanish immersion program that is always in high demand and often has a waitlist for admission. In the latest labor contract with teachers the district adopted smaller class sizes. This has further reduced the availability of seats at Adams, so families, including those of white students, are seeking out the immersion program at Riverview.

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1 SMART goal statement below and identify measure(s) for tracking progress and implementation.

SMART goal for this strategy/activity:

Conduct one parent learning activity (such as Parent Academy) each year through school year 2016-17

WELLSTONE

Achievement Goal Eight: Strategies and Activities

Directions: Use the drop down menus below to identify the strategies or activities that will enable you to meet your achievement goal. Next, include a narrative description of each activity. Copy and paste this page as needed to list additional activities, changing the activity number for each additional page.

Activity 25

Training teachers and administrators: achievement

*see Program Framework for specific activity details

Activity details:

Professional development resources and training for improving achievement of all students

Narrative Description of Strategies/Activities:

Staff at Racially Identifiable Schools will benefit from the Racial Equity professional development that is described in detail above on page 5 of the plan. Wellstone has established an Equity Team to lead the work.

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1 SMART goal below and identify the measure(s) you will use to track progress and implementation. If yearly targets and detailed data for your district's key indicators of progress are available now, you may include it in the table below.

1) *SMART goal for this strategy/activity:*
Proficiency, as measured by the MCAII/III, will increase by 9 points by school year 2016-17

2) *Measures to track implementation and progress:*
Proficiency scores on the Reading and Math Portions of the MCA I/III tests.

A. Proficiency INCREASE:

Name of School	Status	Baseline data (2012-13 MCA)	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Wellstone	RIS					
<i>All students (Reading)</i>		18.9	21.9	24.9	27.9	9
<i>All students (Math)</i>		24.8	27.8	30.8	33.8	9

Integration Goal: Strategies and Activities

Activity 26

Family Engagement program

Activity details:

Family Engagement programs designed to increase student achievement

Narrative Description of Strategies/Activities:

It is easier for students to be successful in school when families participate in their school experience. Family and community engagement personnel are in the school to support family engagement. Coordination activities include Parent Academy, which is a six week series of classes that is designed for parents and guardians of SPPS students to bring schools and parents together as equal partners in the education of students. Integration will be achieved through these parent education programs in that they will contribute to greater student achievement and improved school culture. As these improvements are made, the schools will become schools considered by a more diverse pool of families during the school choice process.

Wellstone is a regional magnet school with a dual Spanish/English immersion program. It has been popular with families of Spanish-speaking English language learners due to the dual language immersion offering. It is also increasingly popular for families seeking a Spanish immersion program, because Adams is the district-wide Spanish immersion program that is always in high demand and often has a waitlist for admission. In the latest labor contract with teachers the district adopted smaller class sizes. This has further reduced the availability of seats at Adams, so families, including those of white students, are seeking out the immersion program at Wellstone.

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1 SMART goal statement below and identify measure(s) for tracking progress and implementation.

SMART goal for this strategy/activity:

Conduct one parent learning activity (such as Parent Academy) each year through school year 2016-17