DEPARTMENT OF EDUCATION

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Achievement and Integration Plan
July 1, 2020 to June 30, 2023

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District ISD# and Name: 742 St. Cloud Area School District
District Integration Status: Racially Isolated District /Racially Identifiable School (RI/RIS)
Superintendent: Willie Jett
Phone: 320-370-8001
Email: willie.jett@isd742.org

Plan submitted by: Albert Johnson
Title: Director of Equity Services
Phone: 320-370-8105
Email: al.johnson@isd742.org

Racially Identifiable Schools within District

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

1. Talahi Community School
2. Discovery Community School

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

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

1. **Annandale** A - Adjoining
2. **Foley** A - Adjoining
3. **Becker** A - Adjoining
4. **Holdingford** A - Adjoining
5. **Rocori** A - Adjoining
6. **Sauk Rapids/Rice** A - Adjoining
7. **Monticello** A - Adjoining
8. **Kimball** A - Adjoining

School Board Approval

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

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

Superintendent: Willie Jett
Signature: Date Signed: Enter date.

School Board Chair: Jeff Pollreis
Signature: Date Signed: Enter date.

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful, it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the Achievement and Integration Plan Guide, and see the Tribal Consultation Guidance.

The American Indian Parent Advisory members were consulted regarding the FY20-23 Achievement & Integration Plan. There were no additional recommendations at this time.

American Indian Parent Advisory Committee

Name	Title
Lacey Lokken	Indian Education & Equity Programs Supervisor
Jim Knutson-Kolodzne	American Indian Parent
Kip Perkins	American Indian Parent
Daisha King	American Indian Parent
Michael King-Rivera	American Indian Parent
Joe White Hawk	Tribal Elder

Multidistrict Collaboration Council:

School District	Main Contact	Title	Email Address	Superintendent	Superintendent Email
St Cloud Area Schools	Al Johnson	Director of Equity Services	al.johnson@isd742.org	Willie Jett	Willie.jett@isd742.org
Annandale	Jessica Murphy	Equity Specialist	jmurphy@isd876.org	Tim Prom	tprom@isd876.org

Becker	Minda Anderson	Coordinator	manderson@isd726.org		Minda Anderson	manderson@isd726.org
Foley	Matthew Anderson	District Assessment Coordinator	mandersdon@isd51.org		Darrin Strosahl	pneubauer@apps.isd51.org
Foley	Erika Deyo	Coordinator of Academic Programs	edeyo@apps.isd51.org		Darrin Strosahl	pneubauer@apps.isd51.org
Holdingford	Chris Swenson	Superintendent	chris.swenson@isd738.org		Chris Swenson	chris.swenson@isd738.org
Kimball	Erik Widvey	Superintendent	Erik.widvey@kimball.k12.mn.us		Erik Widvey	erik.widvey@kimball.k12.mn.us
Monticello	Melissa Erickson	Equity Specialist	melissa.erickson@monticello.k12.mn.us		Eric Olson	eric.olson@monticello.k12.mn.us
Monticello	Kara Radke	Equity Specialist	kara.radke@monticello.k12.mn.us		Eric Olson	Eric. olson@monticello.k12.mn.us
ROCORI	Jake Zauhar	Various	zauharj@rocori.k12.mn.us		Brad Kelvington	kelvingtonb@rocori.k12.mn.us
ROCORI	Sam Court	Principal	courtsam@rocori.k12.mn.us		Brad Kelvington	kelvingtonb@rocori.k12.mn.us
Sauk Rapids-Rice	Shelby Chollett	Academic Achievement & Support Services	Shelby.chollett@isd47.org		Aaron Sinclair	aaron.sinclair@isd47.org

Community Collaboration Council for Racially Identifiable School(s):

Name	Position
Al Johnson	Director of Equity Services
Dr. Marsha Baisch	Assistant Superintendent for Elementary Schools
Dr. Sylvia Huff	Executive Director for Research, Assessment and Enrollment
Lacey Lokken	Supervisor for American Indian and Equity Programs
Amy Skaalerud	Executive Director for Finance and Business Services
Nicole Hanson	Principal of Talahi Community School
Becky Estrada	Principal of Discovery Community School

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the Achievement and Integration Plan Guide.

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

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

Goal #1: Achievement Goal

The combined 4-year graduation rate for Black, Hispanic, American Indian and students of two or more races will increase from 63% to 85% by May 2023.

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

Goal #1 Strategies

Strategy #1: Data Driven Decision-Making with Tiered Interventions for Reading Support

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

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

X Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
☐ Provides school enrollment choices.

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

Narrative description of this strategy.
Third and fourth grade teachers will receive training and resources in a framework designed to improve literacy achievement. This framework is research-based and focuses on quality core instruction, data-driven decision making, and tiered interventions.

Location of services: Discovery, Madison, Lincoln, Westwood, Oak Hill, Kennedy, Clearview

Key Indicators of Progress (KIP)			.
List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
The percentage of third grade teachers trained in data driven decision-making with tiered interventions for reading support will increase from 13% to 100% by 2023.	40%	60%	100%
The percentage of fourth grade teachers trained in data driven decision-making with tiered interventions for reading support will increase from 21% to 100% by 2023.	50%	75%	100%

One hundred percent of principals will conduct Learning Walks each trimester to monitor implementation of interventions by trained teachers. (In 2020, elementary principals have not yet begun monitoring implementation.)	100%	100%	100%
One hundred percent of teachers trained in this intervention will enter student data into a district created system each year. (In 2020, elementary teachers have not yet started entering student data into the system.)	100%	100%	100%
The percentage of fourth grade Black students achieving growth in reading, as defined by the North Star MDE growth model on the Reading MCA, will increase from 39% to 60% by May 2023.	42%	55%	60%
The percentage of fourth grade Hispanic students achieving growth in reading, as defined by the North Star MDE growth model on the Reading MCA, will increase from 34% to 60% by May 2023.	42%	55%	60%

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

Strategy # 2: Young Scholars

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

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

X Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
☐ Provides school enrollment choices.

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

Narrative description of this strategy.
The goal of the Young Scholars program is to identify students who may not be considered for advanced academic programming. Without this opportunity, protected students would be less likely to pursue advanced levels of learning. Because this program involves identification of students beginning in kindergarten, it provides opportunity to develop potential at an early age. These students will be prepared to engage in challenging subject matter and rigorous courses through their educational career.

Location of services: Discovery, Madison, Talahi, Westwood, Oak Hill, Kennedy, Lincoln, Clearview

Key Indicators of Progress (KIP)			
List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	**Target 2021**	**Target 2022**	**Target 2023**
Screen all American Indian students annually for Young Scholars.	100%	100%	100%
The percentage of American Indian students making a minimum of one year's growth in math and reading as measured by STAR will increase to 100% by May 2023.	50%	80%	100%

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

Strategy #3: Professional development and support in culturally responsive instruction

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

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

X Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
☐ Provides school enrollment choices.

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

Narrative description of this strategy.
As the student demographics of St. Cloud Area Schools continue to evolve, the need for continued training in culturally responsive instructional strategies will remain a priority for our teachers. This includes strategies that help teachers identify students' academic potential through a cultural lens.

Location of services: District-wide

Key Indicators of Progress (KIP)			
List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	**Target 2021**	**Target 2022**	**Target 2023**
The number of sites trained in culturally responsive instructional practices.	Baseline	8	15

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

Strategy #4: Advancement Via Individual Determination (AVID)

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

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

X Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
☐ Provides school enrollment choices.

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

Narrative description of this strategy.
St. Cloud Area Schools will continue to implement and expand AVID, Advancement Via Individual Determination. AVID is a college readiness system for elementary through higher education that is designed to increase school-wide learning and performance.

Location of services: District-wide

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
The percentage of students in the AVID elective course (9-12) will be comprised of 100% protected class students. (Baseline May 2020: 96.8%)	100%	100%	100%

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

Strategy #5: Educational Equity Outreach Coordinator

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

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

X. Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
☐ Provides school enrollment choices.

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

Narrative description of this strategy.
The Educational Equity Outreach Coordinators (EEOCs) serve as mentors and advocate for the successful achievement and development of protected students and their families. Their primary method of working with students will be through the use of the research-based intervention, Check and Connect. Check and Connect is designed to reduce truancy, behavior referrals, and dropout rates. Baseline data will be established during the 2020-2021 school year for this strategy.

Location of services: Discovery, Madison, Talahi, Lincoln

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
Increase the percentage of family interactions for students on EEOC caseloads.	Baseline data established	+20% of baseline	+40% of baseline
Increase overall student attendance by building by 5% each year.	+5% of baseline	+10% of baseline	+15% of baseline

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

Strategy #6: Bilingual Communication Support Specialist

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

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

☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
☐ Provides school enrollment choices.
X Increases cultural fluency, competency, and interaction.

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

Narrative description of this strategy.
The Bilingual Communication Support Specialist (BCSS) is designed to work with students as a link between home and school and also to help make school more relevant by addressing concerns of cultural differences within their school community. These staff are strategically placed at district schools to help protected students and families become better integrated socially, emotionally, and academically within the school environment.

Location of services: District-wide

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	**Target 2021**	**Target 2022**	**Target 2023**
Increase the percentage of family interactions for students on BCSS caseloads.	Baseline data established	+20% of baseline	+40% of baseline
Increase overall student attendance by building by 5% each year.	+5% of baseline	+10% of baseline	+15% of baseline

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

Strategy #7 Family and Community Engagement Opportunities

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

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

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

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

Narrative description of this strategy.
Family and community engagement programming is school-specific to meet the unique needs of the cultural and diverse needs of the families that are served. Through school-specific programs, opportunities for parents and families will be provided to acquire skills and knowledge to help them support their child's academic and social/emotional needs. Sessions are delivered to parents around topics including school curriculum, school-home communications, accessing community and school resources, school processes and procedures, and additional topics as needs arise. The overarching goal is to equip families and parents to have the necessary tools and support to help their child on a path to graduation in partnership with the school district.

Location of services: Discovery, Madison, Talahi, Lincoln

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
Increase the % of climate survey responses from parents of protected students from 16% to 40% by 2023.	25%	33%	40%

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

Strategy #8 Student Support Coordinator

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

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

X Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

☐ Provides school enrollment choices.

X Increases cultural fluency, competency, and interaction.

X Increases graduation rates.

☐ Increases access to effective and diverse teachers.

Narrative description of this strategy.

The Student Support Coordinator will work with students, families, and staff throughout the district and in Racially Identifiable Schools to help bridge the gap between home, community, and school. This position will establish programs to enhance social and emotional learning, academic achievement, and integration opportunities in addition to facilitating communication between families and school staff. The effectiveness of this intervention will be assessed through attendance, office discipline referrals, and grades of participating students. The Student Support Coordinator will be located at a building site and will travel throughout the district.

Location of services: District-wide

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
Increase the number of students participating in groups until each student group reaches its maximum capacity.	Baseline	80%	100%

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

Strategy #9 Pre-college Tutors

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

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

☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. ☐ Provides school enrollment choices. ☐ Increases cultural fluency, competency, and interaction.	**X Increases graduation rates.** ☐ Increases access to effective and diverse teachers.

Narrative description of this strategy.

The goal of this program is to help students who are from underrepresented groups receive services in order to improve their grades and get on a career or college track. We accomplish this goal by identifying tutors to support students' learning needs.

Location of services: South, North, Apollo, Tech, McKinley Area Learning Center

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	**Target 2021**	**Target 2022**	**Target 2023**
Increase the percent of students receiving available support from baseline by 4% each year.	Baseline	+4% from baseline	+8% from baseline

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

Strategy #10 Student Leadership and Mentoring

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

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

☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. ☐ Provides school enrollment choices. **X Increases cultural fluency, competency, and interaction.**	☐ Increases graduation rates. ☐ Increases access to effective and diverse teachers.

Narrative description of this strategy..

These supports provide students from various racial backgrounds opportunities to increase cultural fluency and competency through shared learning and mentoring. Students have the opportunity to collaborate in small and large groups.

Location of services: District-wide

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	**Target 2021**	**Target 2022**	**Target 2023**
Increase the number of students participating in groups until each student group reaches its maximum capacity.	Baseline	80%	100%

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

Strategy #11: Graduation/Career and College Specialist

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

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

☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

☐ Provides school enrollment choices.

☐ Increases cultural fluency, competency, and interaction**.**

X Increases graduation rates.

☐ Increases access to effective and diverse teachers.

Narrative description of this strategy.

The Graduation/Career and College Specialist's primary role is to meet with students who are not on track to graduate on time. Included in this role is connecting with the student and his/her family to ensure the student remains on track and successfully graduates with his/her cohort. This position creates systems to identify, track, and support at-risk students to implement researched-based programs and intervention strategies to help students. Interpersonal contact (both with students and parents) is heavily emphasized. The GCCS also serves as a mediator between students, parents, and/or teachers to resolve academic conflicts and create solutions to assist the students to get back on track.

Location of services: Apollo High School, Tech High School

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
The percentage of 9th grade Black students passing Algebra 1.1 will increase from 39% to 85% by May 2023. The percentage of 9th grade Black students passing Algebra 1.2 will increase from 51% to 85% by May 2023.	63%	74%	85%
The percentage of 9th grade Hispanic students passing Algebra 1.1 will increase from 42% to 85% by May 2023. The percentage of 9th grade Hispanic students passing Algebra 1.2 will increase from 60% to 85% by May 2023.	67%	78%	85%

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

Goal #2: Integration Goal

American Indian Student Integration - The consistent attendance of American Indian students will increase from 38.18% to 90% by 2023.

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

Goal #2 Strategies

Strategy #12: **Indian Education and Equity Programs Coordinator**

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

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

X Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
☐ Provides school enrollment choices.

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

Narrative description of this strategy.
The Indian Education and Equity Programs Supervisor will work with students, families, and staff throughout the district and in Racially-Identifiable Schools to help bridge the gap between home, community, and school. This position will oversee programs to enhance social and emotional learning, academic achievement, and integration opportunities in addition to facilitating communication between families and school staff. The effectiveness of this intervention will be assessed through attendance, office discipline referrals, and grades of participating students. The Indian Education and Equity Programs Supervisor will be located in the district office and will travel throughout the district.

Location of services: District-wide

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
The percentage of American Indian students consistently attending school will increase from 38.2% to 75% by 2023.	50%	65%	75%
The percentage of American Indian students participating in at least one activity in middle school will increase from 35.6% to 50% by May 2023.	40%	45%	50%
The percentage of American Indian students participating in at least one activity in high school will increase from 17.1% to 50% by May 2023.	27%	37%	50%

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

Strategy #13 **Young Scholars to Support Integration Goal** - Please see Strategy 2 narrative above

Location of services: Discovery, Madison, Talahi, Westwood, Oak Hill, Kennedy, Lincoln, Clearview

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
Screen all American Indian students annually for Young Scholars.	100%	100%	100%
The percentage of American Indian students making a minimum of one year's growth in math and reading as measured by STAR will increase to 100% by May 2023	50%	80%	100%
The percentage of American Indian students enrolled in honors courses at North and South Jr. High will increase from .21% to 5.21% by 2023.	1.5%	3.8%	5.21%

Strategy #14: Individual Learning Plans (ILP)

Type of Strategy: Innovative and integrated pre-K-12 learning environments

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

☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
☐ Provides school enrollment choices.
X Increases cultural fluency, competency, and interaction.

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

Narrative description of this strategy.
Individual Learning Plans (ILP) will be created for each American Indian student upon enrollment in our school district. The counselor will be the main point of contact and responsible for creating, implementing, and monitoring the ILP. The ILP will address academic, extracurricular, and social/emotional goals and supports. The ILP team, including a counselor, administrator, teachers, students (when age appropriate), and families, and will meet twice yearly - August/September and April/May. A specific emphasis will be placed on training the staff involved to meet the specific, unique challenges facing our American Indian students in our school system.

Location of services: District-wide

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
The percentage of American Indian kindergarten students with an ILP on file will increase by ~33% each year. (In 2020: 0% of AI students have an ILP on file.)	33%	66%	100%
The percentage of American Indian 6th grade students with an ILP on file will increase by ~33% each year. (In 2020: 0% of AI students have an ILP on file.)	33%	66%	100%
The percentage of American Indian 9th grade students with an ILP on file will increase by ~33% each year. (In 2020: 0% of AI students have an ILP on file.)	33%	66%	100%
One hundred percent of new to district American Indian students will have an ILP created each year. (In 2020: 0% of AI students have an ILP on file.)	100%	100%	100%

One hundred percent of 9th grade American Indian students will pass Algebra 1.1 and Algebra 1.2 by May 2023. (the 2019 data is too small to report per MDE guidelines.)	50%	75%	100%

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

Goal #3: Access to Qualified Diverse Teachers Goal

To create and retain a racially diverse teacher workforce so that students and their communities are reflected in their classroom, we will increase from 6.4% teachers of color to 8% by 2023.

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

Goal #3 Strategies

Strategy #15: Diverse Teacher Collaboration Opportunities

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

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

☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
☐ Provides school enrollment choices.

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

Narrative description of this strategy.
The district will provide organized opportunities for staff of color to connect as a group for ongoing support, professional development, and inter district and community networking. This collaboration will inform district retention practices and development of future strategies to create and retain a diverse workforce.

Location of services: District-wide

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
The percentage of teachers of color who report that employees of different backgrounds are encouraged to apply for leadership positions will increase from 63.2% to 75% by May 2023.	67%	71%	75%
The percentage of teachers of color who report that their input is valued will increase from 68.4% to 75% by May 2023.	70%	72.5%	75%
Collaborate with HR to support and develop an annual career fair opportunity for our current non licensed staff of color in their pursuit of teacher licensure.	1 Career Fair	1 Career Fair	1 Career Fair

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 Equity Services Department and the Learning and Learning Department reviewed the World's Best Workforce Plan and our Achievement Integration Plan to assess overlap and identify areas where this plan can create efficiencies and eliminate duplicative programming. This plan targets areas that other departments are not addressing such as AVID, Pre-college Tutors and parent programming. We specifically reviewed Title 1 programming to ensure that this plan does not duplicate any services provided therein.

The Equity Services Department has gathered information from a variety of stakeholders. Committees, staff members, parents, and students were assembled and surveyed. After taking a close look at what has been done over the years relative to protected students, we've come up with a district plan that we think will create great levels of success. Knowing that we are in a high stakes period, we will begin collecting baseline data with most of our new programming this year, hoping to improve upon success and raise achievement scores in coming years.

Racially Identifiable School(s) (RIS)

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

Achievement and Integration Goals

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

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

RIS Achievement Goal #1 - Talahi Community School

Reading and Math Achievement for American Indian and Hispanic students:

Increase the percentage of American Indian and Hispanic students meeting the local math winter benchmark assessment target from 6% to 40 % by January 2023.

Increase the percentage of American Indian and Hispanic students meeting the local reading winter benchmark assessment target from 29% to 60% by January 2023.

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

Racially Identifiable School Goal #1 Strategies - Talahi Community School

Strategy #2: Young Scholars - Please see above for narrative

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
The percentage of American Indian and Hispanic students making a minimum of one year's growth in reading as measured by STAR will increase to 100% by May 2023.	50%	80%	100%

Strategy #16: Technology Integrationist

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

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

X Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

X Provides school enrollment choices.
☐ Increases cultural fluency, competency, and interaction.

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

Narrative description of this strategy..

The Technology Integrationist encompasses many purposes within the racially identifiable schools. This position will provide direct learning opportunities to students and staff focusing on project-based learning through interdisciplinary and innovative activities that are aligned with state academic standards. This provides students additional opportunities for collaboration, cooperation, communication, and creativity. This position also helps the two schools add a deeper level of STEM attraction to the community that positively impacts student enrollment that decreases racial imbalance. Students of all abilities are included through differentiation. This way of teaching fosters all types of talents, helping all children to grow in their learning no matter where they are in their skill acquisition.

Location of services: Talahi, Discovery

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
The percentage of students of color at Talahi making a minimum of one year's growth in math as measured by the local benchmark assessment will increase from 56.2% to 75% by May 2023.	62%	69%	75%
The percentage of students of color at Talahi making a minimum of one year's growth in reading as measured by the local benchmark assessment will increase from 61.7% to 75% by May 2023.	65%	70%	75%

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

Strategy #17: Data Driven Decision Making with Tiered Interventions for Reading Support

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

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

X Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
☐ Provides school enrollment choices.

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

Narrative description of this strategy.

Third and fourth grade teachers will receive training and resources in a framework designed to improve literacy achievement. This framework is research-based and focuses on quality core instruction, data-driven decision making and tiered interventions.

Location of services: Talahi

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023

First and second grade teachers will be trained in data driven decision-making with tiered interventions for reading support.	40%	60%	100%
Principals will conduct Learning Walks each trimester to monitor implementation.	100%	100%	100%
Teachers trained in this intervention will enter student data into a district created system.	100%	100%	100%

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

RIS Integration Goal #2 - Talahi Community School
The percentage of Talah American Indian students in Young Scholars will increase from 0% to 5% by 2023.

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

Racially Identifiable School Goal #2 Strategies - Talahi Community School

Strategy #2 Young Scholars - Please see above for narrative

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
Screen all Talahi's American Indian and Hispanic kindergarten students annually for Young Scholars.	100%	100%	100%

Strategy #5: Educational Equity Outreach Coordinator - Please see above for narrative

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

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

X. Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
☐ Provides school enrollment choices.

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

Location of services: Talahi

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
Increase the percentage of family interactions for students on EEOC caseloads.	Baseline data established	+20% of baseline	+40% of baseline
Increase overall student attendance by building by 5% each year.	+5% of baseline	+10% of baseline	+15% of baseline

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

RIS Teacher Equity Goal #3 - Talahi Community School

To create and retain a racially diverse teacher workforce so that students and their communities are reflected in their classroom, we will increase from 0% teachers of color to 8% by 2023.

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

Racially Identifiable School Goal #3 Strategies - Talahi Community School

Strategy #15: **Diverse Teacher Collaboration Opportunities** - Please see narrative above

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

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

☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
☐ Provides school enrollment choices.

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

Location of services: District-wide

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	**Target 2021**	**Target 2022**	**Target 2023**
Collaborate with HR to support and develop an annual career fair opportunity for our current non licensed staff of color in their pursuit of teacher licensure	1 Career fair	1 Career fair	1 Career fair

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

RIS Achievement Goal #1 - Discovery Community School

The percentage of 4th grade Black and Hispanic students at Discovery demonstrating growth on the Reading MCA, as measured by the North Star Accountability System, will increase from 53.2% to 60% by 2023.

The percentage of 4th grade Black and Hispanic students at Discovery demonstrating growth on the Math MCA, as measured by the North Star Accountability System, will increase from 42.6% to 60% by 2023.

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

Racially Identifiable School Goal #1 Strategies - Discovery Community School

Strategy #2: Young Scholars - Please see above for narrative

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
The percentage of Discovery's American Indian and Hispanic students making a minimum of one year's growth in reading as measured by STAR will increase to 100% by May 2023.	50%	80%	100%

Strategy #16 Technology Integrationist - Please see above for narrative
Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

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

X Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
X Provides school enrollment choices.

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

Location of services: Talahi, Discovery

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
The percentage of students of color at Discovery making a minimum of one year's growth in math as measured by the local benchmark assessment will increase from 59.0% to 75% by May 2023.	64%	69%	75%
The percentage of students of color at Discovery making a minimum of one year's growth in reading as measured by the local benchmark assessment will increase from 54.9% to 75% by May 2023.	61%	68%	75%

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

Strategy #17: Data Driven Decision Making with Tiered Interventions for Reading Support - Please see above for narrative

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

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

X Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
☐ Provides school enrollment choices.

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

Location of services: Discovery

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
Third and fourth grade teachers will be trained in data driven decision-making with tiered interventions for reading support.	40%	60%	100%
Principals will conduct Learning Walks each trimester to monitor implementation.	100%	100%	100%
Teachers trained in this intervention will enter student data into a district created system.	100%	100%	100%

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

RIS Integration Goal #2 - Discovery Community School
The percentage of Hispanic and American Indian parents and guardians who participate in school conferences and other school sponsored events will increase from 72% to 100% by 2023.

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

Strategy #2: Young Scholars - Please see above for narrative

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
Screen all Discovery's American Indian and Hispanic kindergarten students annually for Young Scholars.	100%	100%	100%

Strategy #5: Educational Equity Outreach Coordinator - Please see above for narrative

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

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

X. Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
☐ Provides school enrollment choices.

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

Location of services: Discovery

Key Indicators of Progress (KIP)			
List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	**Target 2021**	**Target 2022**	**Target 2023**
Increase the percentage of family interactions for students on EEOC caseloads.	Baseline data established	+20% of baseline	+40% of baseline
Increase overall student attendance by building by 5% each year.	+5% of baseline	+10% of baseline	+15% of baseline

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

RIS Teacher Equity Goal #3 - Discovery Community School
To create and retain a racially diverse teacher workforce at Discovery, so that students and their communities are reflected in their classroom, we will increase from 7% teachers of color to 16% by 2023.

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

Racially Identifiable School Goal #3 Strategies - Discovery Community School

Strategy #15: Diverse Teacher Collaboration Opportunities - Please see above for narrative

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

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

☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
☐ Provides school enrollment choices.

  Increases cultural fluency, competency, and interaction.
  Increases graduation rates.
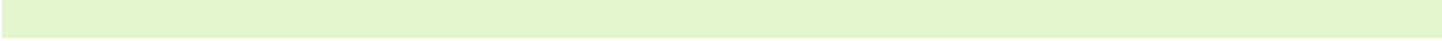**X Increases access to effective and diverse teachers.**

Location of services: District-wide

Key Indicators of Progress (KIP)			
List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	**Target 2021**	**Target 2022**	**Target 2023**

Collaborate with HR to support and develop an annual career fair opportunity for our current non licensed staff of color in their pursuit of teacher licensure	1 Career fair	1 Career fair	1 Career fair

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

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)).

The Learning and Teaching Department and the Equity Services Department reviewed the World's Best Workforce Plan and our Achievement Integration Plan to assess overlap and identify areas where this plan can create efficiencies and eliminate duplicative programming. This plan targets areas that other departments are not addressing such as AVID, Pre-college Tutors and parent programming. We specifically reviewed Title 1 programming to ensure that this plan does not duplicate any services provided therein.

The Equity Services Department has gathered information from a variety of stakeholders. Committees, staff members, parents, and students were assembled and surveyed. After taking a close look at what has been done over the years relative to protected students, we've come up with a district plan that we think will create great levels of success. Knowing that we are in a high stakes period, we will begin collecting baseline data with most of our new programming this year, hoping to improve upon success and raise achievement scores in coming years.