

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: ISD 720 Shakopee Public Schools

District Status: (RI) Racially Isolated District (only)

Name of Collaborative: Minnesota River Valley

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Board Approval Date: May 12, 2014

Integration Collaborative Member Districts

List all districts in your integration collaborative and their integration status: RI=racially isolated district, RIS=racially isolated school, RI/RIS=racially isolated district and racially isolated school, A=adjoining district, V=voluntary district.

1. RI Shakopee School District ISD 720
2. A Jordan School District ISD 717
3. A Prior Lake Savage Area School District

Please return this completed plan by March 15, 2014 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

Goal Statement: During the next three years Shakopee Public Schools will make a concerted effort to foster inclusive learning environments for students and close achievement and opportunity gaps. As a racially isolated school district, Shakopee is

committed to promoting equity in a systemic fashion in order to improve achievement results, student engagement results and enhance integrated learning opportunities. The proficiency GAP between the Native American Indian and Hispanic students enrolled the full academic year for all grades tested within Shakopee Public Schools on all state Reading accountability tests (MCA, MOD, MTAS) will **DECREASE** as follows within our District (see table B), by **INCREASING** the proficiency of Native American Indian and Hispanic student groups as follows within our District (see table A):

A. Reading Proficiency INCREASE:

Shakopee Public Schools	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
<i>All students</i>		61%	63%	65%	67%	6%
<i>American Indian</i>		34%	37%	40%	43%	9%
<i>Hispanic</i>		32%	35%	38%	41%	9%
<i>White</i>		69%	71%	73%	75%	6%

B. Reading GAP DECREASE:

Name of District	Status	Baseline data (2013)	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
<i>American Indian</i>		35%	34%	33%	32%	3%
<i>Hispanic</i>		37%	36%	35%	34%	3%

Achievement Goal 1: Strategies and Activities

Activity 1

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 and aligned with Worlds Best Workforce (Sec. 29, subd. 2(b))

The cultural liaisons will divide their time accordingly to support students in the following manner:

- 70% Research-based interventions that include formative assessment practices to reduce achievement disparities.
- 20% Family engagement programs/FE programs designed to increase student achievement.
- 10% Training teachers and administrators/Professional development resources and training for improving achievement of all students.

Narrative Description of Strategies/Activities:

Shakopee Area Schools will increase time for cultural liaisons from all three districts in the collaborative to work together to develop program options and academic support for targeted students. Targeted students would be served within each district and through collaboration. Presently each district employs cultural liaisons to provide direct support for students in the areas of learning and achievement. In addition, the collaborative will provide time to meet and collaborate together to develop program options and academic support frameworks for at-risk students.

Cultural liaisons serve as a bridge: student-to-student; student-to-school; student-to-school-to-family; and family-to-community. They are able to build long-term relationships with our culturally diverse families resulting in more parent involvement and student success. A cultural

liaison can offer students and families support during a time of transition, and make recommendations on how they can become more engaged in the school community.

Key Indicators of Progress (KIP)

1) SMART goal for this strategy/activity:

- Native American and Hispanic students in Shakopee Public Schools will increase their proficiency 2% their scores on the Math and Reading MCA's and/or MAP Tests from 2014 to 2015

2) Measures to track implementation and progress:

The school district's cultural liaisons will meet with identified students throughout the school year to provide academic support in reading and math.

The cultural liaisons will collaborate with district and collaborative cultural liaisons to develop program options and academic support for at-risk students.

Students will participate in Fall/Spring MAP Testing and Spring MCA testing in Reading and Math

Activity 2

Training teachers & administrators

Activity details:

Professional development resources and training for improving achievement of all students. Increase intercultural competency of staff, students and board members.

Narrative Description of Strategies/Activities:

Shakopee Public Schools will offer diversity training and workshops for staff members to gain a better understanding of student cultures and diverse populations. The strategy focuses on increasing diversity training opportunities and encouraging staff participation in culturally responsive teaching practices

Key Indicators of Progress (KIP)

1) SMART goal for this strategy/activity:

- Increase the number of staff participating in diversity training and classes during the 2015-2016 school year by 25% from the 2014-2015 school year.

2) Measures to track implementation and progress:

The district will offer and track the number of staff members participating in diversity classes and professional development activities. Needs assessment survey will be conducted to determine the appropriateness of professional development opportunities.

Activity 3

Pre K-12 Integrated Learning Environment

Activity Details

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

Narrative Description of Strategies/Activities

- a) Expand pre-school opportunities by offering 5-day full day programming options. The district will expand preschool to underserved populations that ensure they are kindergarten ready.
- b) Adding Young Scholars Programing to increase student achievement in minority populations in grades k-6.
- c) Expanding AVID programing to increase student achievement in minority populations in grades 7-12.
- d) Continue to offer the Youth Frontiers Retreat for grades 6-9 to increase integration awareness.
- e) Adding a Center for Advanced Professional Studies (CAPS) in grades 11 and 12 in order to give students real world work experience through internships and professional experiences.

Research Based Practices

There is a wealth of research that supports the effectiveness of AVID at the following links;

AVID Research Pages:

www.avid.org/research.ashx

www.avid.org/dl/res_research/research_review.pdf

Young Scholars Program

www.fcd-us.org/our-work/young-scholars-program

Key Indicators of Progress (KIP)

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

- Increase the number of minority students participating in Pre-K – 12 ILE advanced level classes during the 2015-2016 school year by 15% from the 2014-2015 school year. In addition we are looking to close the achievement gap as listed in achievement goal one

2) *Measures to track implementation and progress:*

The district will offer and track the minority students participating in advanced level/high performance course offerings.

Activity 4

Family/Community Engagement

Activity Details:

Family and Community Engagement programs designed to increase student achievement

Narrative Description of Strategies/Activities:

- a) Provide parent education classes in Somali, Spanish and English.
- b) Provide cultural liaisons that serve as interpreters to support Somali, Latino and Russian families as they integrate into the schools.
- c) Provide a welcome center for new families to the district/community.
- d) Provide transportation to school activities
- e) Provide funding to staff to conduct home visits for those families unable to attend school conferences/meetings and that need extra support for student success.

Key Indicators of Progress (KIP)

1) SMART goal for this strategy/activity:

- Increase the number of minority parents attending conferences/open houses during the 2015-2016 school year by 15% from the 2014-2015 school year. Our goal is that participation in these events will translate to increased support for their children and corresponding increase in student achievement and a decline in the achievement gap.

2) Measures to track implementation and progress:

The district will reach out to engage minority parents and track their participation in school events such as conferences/open houses and other meetings

Integration Goal One

Collaborative Goal Statement: The collaborative will increase by 2% each year the grade 11 students who report a plan to attend a postsecondary institution as measured by the MN Student Survey.

District Goal Statement: The district will increase by 2% each year the grade 11 students who report a plan to attend a postsecondary institution as measured by the MN Student Survey.

Shakopee		Base	Year 1	Year 2	Year 3	Total Increase
All students grade 11		88%	90%	92%	94%	6%

Integration Goal One: Strategies and Activities

Plan Component: College and Career readiness for underserved students; increased participation in rigorous programs by underrepresented students and students enrolled in Area Learning Centers.

Activity Details: Shakopee Public Schools will be implementing several strategies and activities to assist students in post-secondary planning, awareness, readiness, and participation:

- (Achievement) Beginning in 2014-2015, all district 11th grade students will participate in the ACT. Results will be used to assist students in evaluating current course offerings at Shakopee High School, identify Post-Secondary Enrollment Options (PSEO), identify Senior-to-Sophomore (S2S) options, and post-secondary options after graduation.
- (Achievement) Counselors and High School Staff will participate in this process of working with students to review ACT assessment results, current achievement in course work, and discuss post-secondary options.
- (Integration) Throughout the school year, Shakopee High School will encourage students to participate in college visits and host post-secondary institutions to meet with students when they are on the high school campus. Students will be encouraged to meet with these institutions formally and informally to gather information the options offered by these post-secondary institutions.

Narrative Description of Strategies/Activities:

The collaborative districts will focus on post-secondary planning and awareness for students through the strategies listed in the above section. The culminating event of the year will be a College Fair for Grade 11 and 12 students to research and apply for post-secondary opportunities. The College Fair alternates annually between Shakopee High School and Prior

Lake High School and is open to four year, two year, and vocational institutions. Student who attend this experience are able to discuss the options offered by these institutions and gather information on the enrollment/application process.

In past years, students from Shakopee and Prior Lake predominantly attended the college fair experience. The integration goal will allow the collaborative to streamline efforts to encourage and guide student to post-secondary options and become more inclusive for students of all three districts.

Key Indicators of Progress (KIP)

1) SMART goal for this strategy/activity:

The collaborative will increase by 2% each year the Grade 11 students who report a plan to attend a postsecondary institution as measured by a survey.

2) Measures to track implementation and progress:

- MN Student Survey every three years
- Annual Survey used by the collaborative districts using the following question:
 - What is the main thing you plan to do after high school?
 - I don't plan to graduate from high school
 - Get my GED
 - Go to a two-year community college or university
 - Go to a four-year college or university
 - Attend a license or certificate in a career field
 - Attend an apprenticeship program
 - Join the military
 - Work at a job
 - Other
- Students will be surveyed prior to and after the College Fair to determine effectiveness of this model

100% Participation in the College Fair

Name of District	Year 1 2014-15		Year 2 2015-16		Year 3 2016-17		Total
	11 th	12 th	11 th	12 th	11 th	12 th	
(RI) Shakopee	499	457	616	499	583	616	2,654
(A) Jordan	135	121	161	135	145	161	858
(A) Prior Lake-Savage	558	615	649	558	565	649	3,594
Total =	2,385		2,618		2,719		7,106

Creating Efficiencies and Eliminating Duplicative Programs:

Working as a collaborative allowed us to expand our efforts to assist students in post-secondary planning and preparation. The number of students targeted for participation has been expanded to formally include students from all three districts. In the past, the college fair was offered to students with limited participation from all three districts. Our plan will align our efforts to increase the number of students participating in the college fair.

Secondly, this goal also aligns with our districts' World's Best Workforce planning and implementation strategies.

Community Planning:

The collaborative districts met several times over the course of eight weeks to conduct a needs analysis and discuss focal points. The process to gather input for the Achievement and Integration Plan consisted of multiple steps and components. Each district convened staff groups (admin and instructional) to gather input on the components of the plan. After input was gathered the plan was drafted and revised by the collaboration council. Once finalized, each district in the collaboration brought the plan forward to be presented to their respective District Curriculum Advisory Committees. This step in the process allowed for another group of stakeholders, inclusive of administrators, board members, staff members, and community members, to review and provide input prior to the formal presentation of the plan at respective School Board meetings.

Multi-District Collaboration Council:

Jeff Holmberg, Prior Lake-Savage Public Schools

John Bezek, Shakopee Public Schools

Chad Williams, Jordan Public Schools

Carol Lagergren, Jordan Public Schools