

**Achievement and Integration Plan
July 1, 2017 to June 30, 2020**

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

District ISD# and Name: Shakopee Public Schools ISD#720

District's Integration Status: Racially Isolated District (RI)

Superintendent's Name: Dr. Kevin Bjerken (Acting Superintendent)

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Plan submitted by:

Name: Ray Betton

Title: Excellence with Equity Supervisor

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Racially Identifiable Schools (RIS) within 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, adding additional lines as needed.

- | | |
|---------------------|----------------------|
| 1. Enter text here. | 7. Enter text here. |
| 2. Enter text here. | 8. Enter text here. |
| 3. Enter text here. | 9. Enter text here. |
| 4. Enter text here. | 10. Enter text here. |
| 5. Enter text here. | 11. Enter text here. |
| 6. Enter text here. | 12. Enter text here. |

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

School Board Approval

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

Superintendent: Dr. Kevin Bjerken

Signature:

Date Signed: July 28, 2017

School Board Chair: Scott Swanson

Signature:

Date Signed: July 28, 2017

Integration Collaborative Member Districts

If your district belongs to one, list the districts in your collaborative and their integration status. Add additional lines as needed.

Name of Collaborative: **River South Collaborative**

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Prior Lake-Savage Schools
A - Adjoining 2. Jordan Public Schools A -
Adjoining 3. Enter text here. Choose
district status. 4. Enter text here. Choose
district status. | <ol style="list-style-type: none"> 5. Enter text here. Choose
district status. 6. Enter text here. Choose
district status. 7. Enter text here. Choose
district status. |
|--|--|

Detailed directions and support for completing this plan are provided in the [Achievement Integration Plan Guide](#).

Plan Input

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

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

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

Multi-District Collaboration Council: Jeff Holmberg, Prior Lake: Chad Williams, Jordan; Ray Betton, Shakopee

Community Collaboration Council for the RIS: **Enter text here.**

Post to District Website

Prior to your district's annual AI and World's Best Workforce meeting, you must post this plan to the district website. Please provide the URL where your district's Achievement and Integration plan is posted. www.shakopee.k12.mn.us/page/7904

Submitting This Plan

Submit this completed plan template as a word document to MDE by March 15, 2017 for review and approval. Email it to MDE.integration@state.mn.us. Scan the page with board chair and superintendent signatures and attach that to your email as a separate PDF.

GOAL # 1: Teachers will be better prepared to meet our diverse students' needs and will create an environment where an additional 2.5% of students will become "on-track" for success, annually, based on the Minnesota Growth Model.

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

Objective 1.1: To develop staff understanding of the learning styles and educational needs of the varied cultures our students represent, 100 percent of licensed staff will receive continued training in Culturally Responsive Teaching, offered over 3 years, beginning school year 2017-18

Objective 1.2: An Equity staff member will be available to each building, and will work with students, Cultural Liaisons, School Counselors, School Social Workers, Building Administration, and Teachers to build Cultural Competency and connect families to the school district.

Objective 1.3: To increase capacity within the Instructional Coach cadre, Equity Specialists will work closely alongside the Building Instructional Coach to provide lab classroom teachers with an Equity lens during at least one coaching cycle per year and will provide building level PD, as needed.

GOAL # 2: Implement four innovative, engaging educational programs for students in grades K-12, to better access curriculum and post-secondary options, and increase student daily attendance by 10% and decrease student discipline referrals by 10%.

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

Objective 2.1: To enhance student access to curriculum, after school tutoring programs will be developed for students in grades 9-12. The first phase will be implemented with 9th graders in the Junior Highs for 2018. The program will be expanded through 12th grade once the new high school is completed and grades 9-12 are housed in the same building (Fall 2018 and beyond)

Objective 2.2: Utilize the research based and nationally recognized intervention/college preparatory programs, Young Scholars (grades K-3) and AVID (grades 8-12), to increase student engagement and provide opportunities for student to access challenging material with the support of trained educators and mentors.

Objective 2.3: To develop students understanding of post-secondary options, the Equity team will host a Cross-District College/Job/Opportunity fair comprised of local and regional organizations, annually.

Objective 2.4: Host a Cross-District STEAM Academy in June 2018 for students in grades 4-8.

GOAL # 3: By 2020, the graduation of non-white students, who have been in the district for more than 5 years, will be equal to the graduation rates for white students (90% goal)

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

Objective 3.1: To develop staff understanding of the learning styles and educational needs of the varied cultures our students represent, 100 percent of licensed staff will receive continued training in Culturally Responsive Teaching, offered over 3 years, beginning January 2017

Objective 3.2: All students will identify a Program of Study to explore within the Academies of Shakopee and may be able to earn Industry Certification and/or Dual Enrollment credits prior to graduation (depending on PoS chosen)

Objective 3.3: All students will have an individualized My Saber Plan, along with a dedicated academy team including a School Counselor, Equity Specialist, and Academy Principal, to help them achieve their graduation goals.

Copy and paste the text above to add goals and objectives, changing the number for additional goals.

INTERVENTIONS

Directions Eligible districts may use AI revenue to pursue racial and economic integration and student achievement through interventions listed in the *Type of Intervention* drop-down menus below. Provide the information requested for each intervention.

Copy and paste the text below to add interventions. Change the number for each additional intervention.

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

Intervention 1 Young Scholars

Priority Area: Instruction and Assessment

Objective this intervention supports: 2.2

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

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above. *Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

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

Narrative description of the critical features of the intervention. The Young Scholars (YS) program is an academic program that embraces research-based practices for identifying and nurturing academic potential in students who have been historically underrepresented for gifted services and advanced programming. The program was originally designed and implemented in Fairfax County (VA) Public Schools' (FCPS) in 2002. Young Scholars is one of eight nationally-recognized programs which demonstrate clear evidence of successfully supporting diverse high-ability learners. Students are considered for the Young Scholars program based on their need for: Access to resources and experiences that nurture their high potential Affirmation of their potential to develop their self-confidence and academic propensity Advocacy to ensure that their potential is recognized and further developed

Grade levels to be served: K-3 (currently) Expand to K-5 as budget allows

Location of services: Elementary buildings – Red Oak, Eagle Creek, Jackson, Sweeney, Sun Path, and Pearson (2018 and beyond)

Formative assessment(s) used to inform instructional decision-making: Student enrollment data, district common assessments, MCA scores, student survey, family survey, teacher survey, push-in observation lessons.

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. The data is promising and suggests that the Young Scholars model has the capacity to be an important vehicle for change. Schools that implemented the model took a comprehensive approach to the issue of underrepresentation that changed the culture of the school and their perception of who should participate in advanced academic opportunities. The program continues to find and serve students who historically have not had access to advanced academic classes and there is a critical mass of Young Scholars now at the secondary level. Data for FY15 suggests that Young Scholars are enrolling in and experiencing success in advanced academic courses in middle school and high school: 95% of the Young Scholars in secondary school are enrolled in Honors, AP, and/or 18 courses and 79% are achieving A's and B's. Of the 716 Young Scholars in grade 12 in 2015, 98% indicated in Naviance that they planned to attend college. Professional development on the Young Scholars is critical to the success of the model. <http://commweb.fcps.edu/programp/profile/report.cfm?profile=93>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Reading Achievement Gap between White and non-white students will be reduced by 5% annually	20%	15%	10%
The number of non-white students choosing to enroll in AP courses starting in Middle School, will increase by 2% annually	Baseline year	+2%	+2%
Enter KIP.			

Intervention 2 AVID

Priority Area: Instruction and Assessment

Objective this intervention supports: 2.2

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

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

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

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

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

Narrative description of the critical features of the intervention. Advancement Via Individual Determination. It is a college readiness system that prepares students in kindergarten through 12th grade for college eligibility and success. Some colleges and universities have also implemented AVID to help their students. Since it began in 1980 in California, AVID has been adopted by more than 4,800 schools and 41 institutions of higher education in 45 states and 16 countries, providing training for more than 30,000 educators each year and making a difference in the lives of more than 700,000 students. AVID is for all students but targets those in the

academic middle and who are usually under-served. Its systematic approach is designed to support students and educators as they increase school-wide/district-wide learning and performance. AVID is not a remedial, niche or college outreach program. It is not a free ride nor is it a study hall. Students must learn and apply the skills they are taught in their AVID elective class as well as do the academically rigorous work required.

Grade levels to be served: 8-12 (currently) Expand to 6-12 as budget allows

Location of services: East & West Junior Highs, Shakopee High School

Formative assessment(s) used to inform instructional decision-making: Course enrollment, enrollment demographics, GPA, grades, family survey, student survey, drop-out rate, graduation rate

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Schools prosper from the implementation of AVID programs. Since its inception in 1980, AVID had affected the performance profile of the school by leveraging success of disaggregated subgroups of students, particularly African American and Latino students, as well as students from lower income families (Watt, Powell, Mendiola & Cossio, 2006). Of the more than 20,000 AVID graduates nationwide, 93% have gone on to college (Gomez, 2001). One study found, "students that participated in AVID were 20% more likely to participate in 4-year colleges and universities with the overall AVID college participation rate at 93%. (Mehan, 1996). Participation in AVID is related to school accountability ratings. Watt, Powell, Mendiola, and Cossio (2006) over a 4-year period evaluated 10 high schools in four Texas school districts and found unanimous accountability improvement. Additionally, AVID participants had reduced dropout rates and higher college entrance rates when compared to non-AVID school programs. AVID students, with higher minority concentrations than the general school population, showed greater improvement on standardized tests, grade point averages and had better than average attendance than their non-AVID peers (Watt, Yanez & Cossio, 2003). In summary, the research concerning AVID programs leads to two main conclusions, improvement in graduation rates and entrance into post-secondary education for students, and concurrent enhancement of school accountability ratings. AVID students prosper through mentoring programs, strategy instruction and a social commitment to the program and administrators. [http://www.ccsd.net/ resources/ assess me nt-accou nta bi lity-resea rch-sch ool-i m prove ment- d ivision/pdf I research/ avid-effectiveness-study-oct-2006. pdf](http://www.ccsd.net/resources/assessme nt-accou nta bi lity-resea rch-sch ool-i m prove ment- d ivision/pdf I research/ avid-effectiveness-study-oct-2006. pdf)

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Reading Achievement Gap between White and non-white students will be reduced by 5% annually	20%	15%	10%
4-year Graduation rate of non-white students, will equal that of white students	80%	85%	90%
Enter KIP.			

Intervention 3 Culturally & Linguistically Responsive Teaching – Professional Development

Priority Area: Continous Improvement and Inquiry

Objective this intervention supports: 1.1, 3.1

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

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

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

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

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

Narrative description of the critical features of the intervention. District leaders will make use of resources from within as well as outside of the district to bring current, applicable professional development to staff. Third party consultants will provide professional development focusing on culturally and linguistically responsive teaching. Other focus areas may include growth mindset, relationship building, poverty, trauma, and restorative justice. Instructional materials will be reviewed by district staff for appropriateness and cultural awareness.

Grade levels to be served: E-12

Location of services: District wide

Formative assessment(s) used to inform instructional decision-making: Site Improvement Plan, I-team referrals, SPED data, discipline referrals, attendance, absences, GPA, grades, student surveys, family surveys, teacher surveys, parent group input, advisory council input, community partnerships, administrator evaluations, enrollment, dropout rates, and graduation rates.

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Research indicates, teaching that ignores student norms of behavior and communication provokes student resistance, while teaching that is responsive prompts student involvement (Olneck 1995). There is growing evidence that strong, continual engagement among diverse students requires a holistic approach-that is, an approach where the how, what, and why of teaching are unified and meaningful (Ogbu 1995). The link between culture and classroom instruction is derived from evidence that cultural practices shape thinking processes, which serve as tools for learning within and outside of school (Hollins, 1996). Thus, culturally responsive education recognizes, respects, and uses students' identities and backgrounds as meaningful sources (Nieto, 2000) for creating optimal learning environments.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Overall behavioral referrals will drop, and percentage of students referred will match the ethnic make-up of the school building	Varies by race	Varies by race	Varies by race
Enter KIP.			
Enter KIP.			

Intervention 4 Collaborative Goal: Host a Cross-District Opportunity Fair

Priority Area: Student Engagement and Outcomes

Objective this intervention supports: 2.3

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

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

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

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

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

Narrative description of the critical features of the intervention. The Equity Team will work with our Cross-District Collaborative, and community organizations to host an Opportunity Fair for all students. This fair will be comprised of Post-Secondary Schools, Local and Regional Trade Unions, and Job Opportunities.

Grade levels to be served: 9-12

Location of services: Cross-District

Formative assessment(s) used to inform instructional decision-making: Graduation Rates, Number of Students Enrolled in Post-Secondary Options, Number of Students Leaving High School with Jobs secured (senior survey response)

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Research supports the need for diverse students to make connections in fields of interest with people who look like them. The goal of this event is to help remove the uncomfortable barriers of the job search and make it easy for students to connect with employers. Students will be able to engage in casual conversation with employers and alumni about their careers, companies, and the resources available to help them transition from high school to college or career.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Students enrolled in a post-secondary option will increase by 2% annually	79%	81%	83%
Students indicating they are entering a trade or have employment secured upon graduation will increase by 2% annually	Baseline year	+2%	+2%
Enter KIP.			

Intervention 5 Collaborative Goal: Host a Cross-District STEAM Camp

Priority Area: Student Engagement and Outcomes

Objective this intervention supports: 2.4

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

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above. *Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

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

Narrative description of the critical features of the intervention. The Equity Team will work with our Cross-District Collaborative, and community education to host a STEAM camp in June 2018. The camp will bring together students from across the collaborative to learn how people of diverse backgrounds have influenced the STEAM fields.

Grade levels to be served: 4-8

Location of services: Cross-District

Formative assessment(s) used to inform instructional decision-making: MCA scores, participation of diverse students in AP/Honors coursework

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. The concept of STEAM (not just STEM) is taking hold as more parents and educators are learning the importance of nurturing both sides of the brain, and creating the new thinking skills our young people will need in the new economy. Art, in all its forms, does this. Hence, the STEAM camps with the emphasis on the arts and art related businesses such as digital media, biomedicine, biotechnology, energy and clean technologies. http://www.huffingtonpost.com/john-m-eger/the-steam-camps-are-comin_b_1232191.html.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Non-white students enrolled in an AP/Honors will increase by 2% annually	Baseline year	+2%	+2%
Enter KIP.			
Enter KIP.			

Racially Identifiable School(s)

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

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

RIS Goal # 1 [Enter goal statement here](#)

Aligns with WBWF area: [Choose an item.](#)

RIS Objective 1.1: [Click here to enter RIS Objective 1.1](#)

RIS Objective 1.2: [Click here to enter RIS Objective 1.2](#)

RIS Objective 1.3: [Click here to enter RIS Objective 1.3](#)

RIS Goal # 2 [Enter goal statement here](#)

Aligns with WBWF area: [Choose an item.](#)

RIS Objective 2.1: [Click here to enter RIS Objective 2.1](#)

RIS Objective 2.2: [Click here to enter RIS Objective 2.2](#)

RIS Objective 2.3: [Click here to enter RIS Objective 2.3](#)

Requirement: At least one RIS objective shall be to increase racial and economic integration at that school.

Copy and paste the text above to add goals and objectives, changing the number for additional goals.

RIS INTERVENTIONS

Directions Racially identifiable schools may use AI revenue for the interventions listed in the *Type of Intervention* drop-down menus below. Provide the information requested for each intervention.

Copy and paste the text below to add interventions. Change the number for each additional intervention.

RIS Intervention 1: [Enter name of intervention.](#)

Priority Area: [Choose priority area.](#)

Objective this intervention supports: [Enter objective number.](#)

Type of Intervention: [Choose intervention type.](#)

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

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

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

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

Narrative description of the critical features of the intervention. [Click here to enter narrative.](#)

Grade levels to be served: [Enter grade level.](#)

Location of services: [Enter location.](#)

Formative assessment(s) used to inform instructional decision-making: [Enter formative assessment.](#)

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. [Enter research citation.](#)

Key Indicators of Progress (KIPS)

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

RIS Intervention 2: [Enter name of intervention.](#)

Priority Area: [Choose priority area.](#)

Objective the intervention supports: [Enter objective number.](#)

Type of Intervention: [Choose intervention type.](#)

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

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

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

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

Narrative description of the critical features of the intervention. [Click here to enter narrative.](#)

Grade levels to be served: [Enter grade level.](#)

Location of services: [Enter location.](#)

Formative assessment(s) used to inform instructional decision-making: [Enter formative assessment.](#)

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. **Enter research citation.**

Key Indicators of Progress (KIPS)

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

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 Collaborative Districts will work together to host a Multi-Cultural Student Roundtable at various times throughout the life of the A&I plan. This roundtable will follow the format of the World Café, and will serve to highlight student voices in the decision-making efforts of each district.

In addition, an annual Opportunity fair will be held in conjunction with the Collaborative Districts for all students, and will highlight those schools which provide additional assistance/opportunity to multi-cultural students, as well as provide access to trade unions and local/regional companies that are hiring.

A STEAM camp will also be held for students in the Collaborative to highlight the work and skills diverse people have made contributions to the fields.