

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

District ISD# and Name: #720 Shakopee Public Schools

District Integration Status: Racially Isolated District
(RI)

Superintendent: Dr. Mike Redmond

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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. N/A | 4. N/A |
| 2. N/A | 5. N/A |
| 3. N/A | 6. N/A |

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: Enter name.

- | | |
|---|--|
| 1. ISD# 717 Jordan Public Schools A - Adjoining | 3. None Choose district status. |
| 2. ISD# 719 Prior Lake/Savage A - Adjoining | 4. None Choose district status. |

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: Dr. Mike Redmond

Signature:

Date Signed: Enter date.

School Board Chair: Reggie Bowerman

Signature:

Date Signed: Enter date.

Plan Input

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 on page 8 of the [Achievement and Integration Plan Guide](#), and page 4 of [Tribal Consultation Guidance](#).

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Multidistrict Collaboration Council: N/A

Community Collaboration Council for Racially Identifiable School(s): N/A

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](#).

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)).

Goal #1: AMENDED GOAL: Shakopee staff will increase their perceived ability to meet the diverse needs of all students by 10 percentage points as measured by a perception survey given fall of 2019 – 2020 and spring of 2020.

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

Goal type: Achievement Disparity

Goal #2: *Total consistent attendance rate for students in grades 9 -12 that identify as Black, Native American and Hispanic/Latino will increase from 67% in 2016-2017 to 70% in 2019-2020.*

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

Goal type: Achievement Disparity

Goal #3: *Our achievement gap for Hispanic students in Math will decrease from 36.4 % in Spring of 2018 to 31.4% (5 percentage points) based on MCA results in all grades that take the MCA tests by Spring 2020. Our achievement gap for Black students in Math will decrease from 27.4 % in Spring of 2018 to 22.4% (5 percentage points) based on MCA results in all grades that take the MCA tests by Spring 2020.*

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

Goal type: Achievement Disparity

Goal #4: *NEW GOAL: By 2020, the Academy of Human Services program of study for teaching and educational services, will show an increase in student enrollment for the course “Exploring Education” from 15 students to 30 students by Spring of 2020 (this is a Grow Your Own Initiative)”.*

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

Goal type: Teacher Equity

Goal #5: *NEW GOAL: As measured by the pre and post perception survey immediately following the multi-district listening sessions, students will demonstrate an increased understanding of how to access rigorous coursework. This includes understanding how educational integration, with equity as the center, directly relates to rigorous coursework and access to these opportunities.*

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

Goal type: Integration

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district’s adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Copy and paste the strategy section below for each additional strategy.

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy’s unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Strategy #1: Young Scholars K-3: Aligned to Goal 3

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.
- Increases access to effective and diverse teachers.

Narrative description of this strategy.

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

Additionally, the Young Scholars program targets students in specific population groups due to their historic underrepresentation in High Potential (HP) services, Gifted & Talented (GT) services and advanced course programming.

Location of services: Red Oak Elementary, Eagle Creek Elementary, Sweeney Elementary, Sun Path Elementary, Jackson Elementary

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 2020 | Target 2021 | Target 2022 |
|--|-------------|-------------|-------------|
| As measured by student perception survey of growth mindset, students enrolled in Young Scholars in grades 1, 2, 3 will grow from 50% of students who have a growth mindset to 75% of students who have a growth mindset. | 75% | | |
| Hispanic students make up 2.7% of our elementary High Potential students. Hispanic students are 13.8% of our overall population. By 2022 we will increase our elementary High Potential Hispanic students from 2.7% in 2018-19 to 5.2% by 2021-22. | 3.5% | 4.3% | 5.2% |

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

Strategy #2: AVID - 7th – 12th Grades: Goal 2 and 3

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

Narrative description of this strategy.

AVID stands for 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.

AVID is for all students and targets those in the academic middle who can be under-served. It is systematic approach is designed to support students and educators as they increase school-wide/district-wide learning and performance.

AVID’s mission is to close the achievement gap by preparing all students for college readiness and success in a global society. It is designed to ensure all students, especially the least served students who are in the academic middle to:

- * Succeed in rigorous curriculum
- * Complete a rigorous college preparatory path
- * Enter mainstream activities of the school
- * Enroll in college
- * Become educated and responsible participants and leaders in their communities and our society

Location of services: East Middle School, West Middle School and Shakopee 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 2020 | Target 2021 | Target 2022 |
|--|-------------|-------------|-------------|
| Of the 7th and 8th grade students enrolled in AVID, 90% will maintain a C average or better in rigorous/accelerated course work. | 90% | | |
| Of the AVID students who graduate in four years, 90% will be accepted into one or more colleges. | 90% | | |
| Of the 7th – 12th grade students enrolled in AVID, 90% will be considered consistent attenders as defined by ESSA. | 90% | | |

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

Strategy #3: Check and Connect: Goal 2, 3, 4

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

Narrative description of this strategy.

Check & Connect is an intervention used with K-12 students who show warning signs of disengagement with school and who are at risk of dropping out. At the core of *Check & Connect* is a trusting relationship between the student and a caring, trained mentor who both advocates for and challenges the student to keep education salient. Students are referred to *Check & Connect* when they show warning signs of disengaging from school, such as poor attendance, behavioral issues, and/or low grades.

Implementation Plan:

Spring of 8th grade: Meet with East and West to identify 10 students per building. Students would be chosen based upon their current attendance in classes during the school day and behavior referrals.

Spring of 2019: Family Informational Session

Fall of 9th grade year: Mentors assigned, time commitments set with 1-time student meeting per week, 1-time family communication per week, and minimum of 1-time data entry per week.

Commitment: 2 years (9th and 10th grades)

Staff needed: 1 Coordinator/Supervisor and 3 Mentors (minimum)

Professional Development: Coordinator/Supervisor and Mentors

Location of services: Shakopee High School – 9th and 10th grade

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 2020 | Target 2021 | Target 2022 |
|--|-------------|-------------|-------------|
| The overall attendance rate for students selected for Check and Connect will be 85% or higher. | 85% | | |
| The overall suspension rate for students selected for Check and Connect will be 0%. | 0% | | |

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

Strategy #4: Professional Development Opportunities: Focused on Cultural Relevant Teaching: Aligned to Goal 1

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:

- 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.

District leaders will create an Equity plan that guides the work within each of their buildings. Districts 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 be considered to 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 leadership for appropriateness and cultural awareness.

This includes the new Summer Equity Institute 2019. In June, there will be 3 days of PD (which will provide opportunities for Shakopee staff to engage in PD with Teaching for Tolerance and other professional development topics around equity, diversity and cultural responsiveness).

Location of services: E-12 – 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 2020 | Target 2021 | Target 2022 |
|--|-------------|-------------|-------------|
| Using the Achievement and Integration School Staff survey given to certified staff with the focus on the section; Continuous Improvement and Collaborative Inquiry, staff will identify with “mostly true, true, or very true” on 67% of the data collected. | 67% | | |
| Shakopee Public School leaders will create an Equity vision/framework that will be presented to the school board and made available to all stakeholders in the district by the of Spring 2020. | 100% | | |

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

Strategy #5: Cross District Opportunity Fair and World Café Events: Aligns with Goal 5

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

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

1. The Equity Team will work with our Cross-District Collaborative, and community organizations to co-host the World Café Event for students and staff in Shakopee, Jordan and Prior Lake.
 - The World Café Event will bring students and staff from each district engaging in conversations about educational equity. These listening and learning sessions are to assist Shakopee and our collaborative school districts in Jordan and Prior Lake to achieve integration, educational equity, and excellence. This cross-district integration activity is geared towards reducing the racial and economic enrollment disparities in the Shakopee School District by using a pre and post survey for students and staff in the Shakopee School District working directly with our district's Equity department. Students will have direct contact with our Equity Specialist through multiple activities throughout the school year at the Junior High and High School level.
 - These listening and learning sessions will also reduce racial and economic enrollment disparities by bringing students together from diverse backgrounds, race, ethnicity, and socioeconomic needs. These sessions give students and staff from all backgrounds a chance to hear different perspectives from people from similar and different backgrounds; which will heighten their perspectives of racial and economic disparities and how it impacts educational equity and opportunity.
 - The Shakopee Public School District will use this event to bring information back to share with staff and administration about how students are feeling in regards to equitable practices and the climate/culture of the high school. Currently, students have different feelings of comfort in each classroom with some students not comfortable in each classroom based on sensitive materials that can racially isolate them. Throughout the listening and learning session, students and classroom teachers will have facilitated conversations, based on the discussion topics.
 - The intent of this student/teacher session is to increase the involvement of underrepresented student groups in rigorous courses offered at the high school and to reduce our racial and economic enrollment disparities. The outcome is to support and build the capacity of our students to advocate for themselves when enrolling in advanced courses and modeling for younger students to do the same as they make their way through the education system.

2. The Equity Team will work with our Cross-District Collaborative, and community organizations to co-host the College Fair/Opportunity Fair for students in Shakopee, Jordan and Prior Lake.
 - The College Fair/Opportunity Fair will be comprised of Post-Secondary Schools, Local and Regional Trade Unions, and Job Opportunities one time per year. This provides students with various post-secondary opportunities and information.

Location of services: Co-Hosted between schools in Shakopee, Prior Lake and Jordan

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 2020 | Target 2021 | Target 2022 |
|--|-------------|-------------|-------------|
| All three districts will participate in the 1-day College Fair/Opportunity Fair. | 100% | | |
| All three districts will participate in the 1-day World Café Event. | 100% | | |
| Students will complete an exit survey that captures learning around access to rigorous coursework, and other current event topics addressed at the session(s). | 100% | | |

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

Strategy #6: After School Math Tutoring: Aligned with Goal 3

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

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place. Offer after-school tutoring in Math for our Hispanic and African American students that historically have not been proficient on grade level math standards based on multiple assessments.

The focus for 2019-2020 will be the middle school.

Location of services: East Middle School and West Middle 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 2020 | Target 2021 | Target 2022 |
|--|-------------|-------------|-------------|
| <i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i> | 42% | 52% | 62% |
| Given the After-School Math tutoring program, there will be 75% student attendance. | 75% | | |
| Our Hispanic math achievement gap as measured by MCA testing will decrease from 36.4% in Spring of 2018 to 31.4% in the Spring of 2020 | 31.4% | | |
| Our Black math achievement gap as measured by MCA testing will decrease from 27.4% in Spring of 2018 to 22.4% in the Spring of 2020 | 22.4% | | |

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

Strategy #7 Increase Student and Family Engagement: Aligned with Goal I

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

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what

this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Cultural Liaisons:

Who: 5 Hispanic/Spanish, 1 Somali and 1 Russian

- There has been an increase in the following demographics and we are looking at data to increase the FTEs for Cultural Liaisons
 - Vietnamese, Cambodian, Somali students

Responsibilities:

Provide Support to families whose home language is not English (new student, student needs for academic, behavior and social-emotional)

Provide support to families to complete required forms for the district (new-family registration, MS/HS registration for classes, health/immunization forms, lunch account, activity fees and sign-ups).

Provide support to Early Childhood Screening.

Provide support in navigating the school systems including but not limited to; websites, canvas, counselors, attendance, school calendar, summer school, credit recovery, college and career preparation).

Participate in student/staff groups; SEED, ALAS, Equity Team, others not named.

Equity Team: (Equity Principal: .4, Equity Supervisor: 1.0 Equity Specialist: 3.0)

Assignments: Y/S, AVID, CC, Summer School, After School Math Tutoring, Individual School Assignments

Responsibilities:

1. Provide Support to Identified Students

- A. Meet and consult with students to provide personal, social, and academic support through targeted guidance, outreach, and consultation
- B. Be a resource for students in the discipline process
- C. Advocate/resource for de-escalation of students when needed
- D. Active participation within ELL, Special Education, and AVID programs
- E. Assist students to understand staff expectations on behavior and academics
- F. Create a safe zone for students to feel supported, cared for, and allow safe discussions

2. Bridge the Culture Gap between Schools, Parents/Guardians, and Community

- A. Develop positive and constant communication with parents and guardians
- B. Develop a parent engagement plan to foster parent/guardian involvement in the school community
- C. Be a resource for parents/guardians to go to for academic, social and other needs.
- D. Be constantly communicating with parents/guardians through various channels
- E. Create outreach activities for at-risk students and their families

3. Consult and Collaborate with Principals and Staff to Build Greater Individual and School Capacity for Supporting the Social and Academic Success of Identified Students

- A. Be a resource for administration and staff on cultural competency
- B. Be active in working with staff on building cultural competency
- C. Be a resource for training on “excellence with equity”
- D. Be knowledgeable and able to explain data regarding students of color on achievement, opportunities for extracurricular and advanced classes, graduation, and discipline
- E. Work with college and career counselors on post-secondary planning and awareness

Location of services: District Wide E-12

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 2020 | Target 2021 | Target 2022 |
|--|-------------|-------------|-------------|
| <i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i> | 42% | 52% | 62% |

| 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 2020 | Target 2021 | Target 2022 |
|--|-------------|-------------|-------------|
| Every school (10) will create an event that highlights students and family connection to the school community. | 100% | | |
| Develop baseline attendance and family involvement metrics (yes/no) for use in monitoring family involvement. | Yes | | |

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

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

See the Key Indicators of Progress below each Strategy.

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)). How does partnering with other districts create efficiencies across districts. If partnering with...The Opportunity Fair information should be in this category as well. We are creating efficiencies for our students. What is our benefits

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 Goal # 1 Enter SMART goal here.

Aligns with WBWF area: Choose a WBWF goal area.

Goal type: Choose one.

To add goals, copy the two lines directly above and paste them below the strategies supporting RIS Goal #1.

Racially Identifiable School Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

Copy and paste the strategy section below for each additional strategy.

Strategy # Enter a name and unique number for this RIS strategy.

Type of Strategy: Choose the type of strategy.

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:

- | | |
|--|---|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how will instruction be delivered, and where will this take place.

Add narrative.

Location of services: Enter location.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one key indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

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 2020 | Target 2021 | Target 2022 |
|---|-------------|-------------|-------------|
| <i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percent each year. 2019 response rate is 50 percent.</i> | 75% | 100% | 100% |
| Enter KIP. | | | |
| Enter KIP. | | | |
| Enter KIP. | | | |

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

Copy and paste the strategy section above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one RIS Strategy #1, one RIS Strategy #2, etc.

Remember to copy and paste the goal section above to add additional goals for each of your racially identifiable schools.

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)). Enter text.