

## Achievement and Integration Plan

July 1, 2020 to June 30, 2023

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

**District Integration Status:** Racially Isolated District  
(RI)

**Superintendent:** Dr. Mike Redmond  
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**Plan submitted by:** Ray Betton

Title: Equity Supervisor

Phone: (952) 496-5148

Email: mredmond@shakopee.k12.mn.us

**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. **Prior Lake #719 A** - Adjoining
2. **Jordan #717 A** - Adjoining
3. Enter text here. Choose district status.
4. Enter text here. 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: Kristi Peterson  
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 in the [Achievement and Integration Plan Guide](#), and see the [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:** Ray Betton, Dee Buros, Chad Williams (Jordan), Kevin Schuttinger (Prior Lake)

**Community Collaboration Council for Racially Identifiable School(s):** Enter text here.

## 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](mailto: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 (Goal #1).
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 (Goal #4).
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)) (Goal #2).

**Goal #1:** Black students' enrollment discrepancy in accelerated and concurrent credit courses in grades 6 – 12 will decrease from 4.8% in spring of 2020 to 2.8% by spring 2023. Hispanic students' enrollment discrepancy in accelerated and concurrent credit courses in grades 6 – 12 will decrease from 7.8% in spring 2020 to 5% by spring of 2023.

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

**Goal type:** Achievement Disparity

## Strategies

**Strategy Name and #** AVID – Strategy #1

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

- |   |   |
|---|---|
| <input checked="" 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 checked="" type="checkbox"/> Provides school enrollment choices.   | <input checked="" type="checkbox"/> Increases graduation rates.                   |
|   | <input type="checkbox"/> Increases access to effective and diverse teachers.      |

### **Narrative description of this strategy.**

Advancement Via Individual Determination (AVID) is a college readiness system that prepares students for college eligibility and success. AVID is one of the most successful college readiness systems in the country. Regardless of their life circumstances, AVID students overcome obstacles and achieve success. They graduate and attend college at higher rates, but more importantly, they can think critically, collaborate, and set high expectations to confidently conquer the challenges that await them.

AVID students are able to take on rigorous curriculum and the AVID class gives them the support they need to achieve their goals. It provides students with a supportive team and family environment made up of teachers, counselors, fellow students, their families, and AVID tutors. It also redefines the teacher's role as that of student advocate and transforms schools by creating a college-going culture not just in the AVID class but throughout an entire school, impacting all students.

Student criteria to be considered for AVID

- Must have at least 2.0 GPA
- Must be a hard worker, have a positive attitude, and work collaboratively with others
- Have good attendance and good citizenship
- Must be willing to take at least one rigorous course each year while in AVID
- Usually underserved or underrepresented in colleges and universities
- May be first a generation college-goer, first in family to attend college
- May have socioeconomic needs or other special circumstances

Expansion: Last year, Shakopee West had one section of AVID 7 and one section AVID 8. In fall 2020, because of growing interest among students and families and the number of student applicants that are a good fit for the class, it is adding one more section of AVID 8. Shakopee East might also add another section in the following year or two, depending on the number of students who apply to be in the class and who are selected to be a good fit for the class.

Expansion: At the high school, there are currently three sections of AVID 9, two sections of AVID 10, two sections of AVID 11, and one section of AVID 12. Next year, as the current students move up in grade, there will be three sections of AVID 9, three sections of AVID 10, two sections of AVID 11, and two sections of AVID 12.

Location of services: East and West Middle Schools, and Shakopee High School.

### **Strategy Name and #** Young Scholars – Strategy #2

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

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|---|---|
| <input checked="" 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 checked="" type="checkbox"/> Provides school enrollment choices.   | <input checked="" type="checkbox"/> Increases graduation rates.                   |
|   | <input type="checkbox"/> 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. Young Scholars is one of eight nationally recognized programs which demonstrate clear evidence of successfully supporting diverse high-ability learners.

Young Scholars will expand from a K-5 model to a K-6 model, starting in the fall of 2020. This will include, in the summer of 2020, a summer enrichment camp for YS students grades 4th and 5th for math and science. To continue the success of the elementary K-5 YS program, we will add Young Scholars to 6th grade. This will close the gap in programming between Young Scholars only being K-5 and AVID, being 7-12 to better meet students' social/emotional needs, and help students transition to the Middle School level.

We will continue YS summer Enrichment camp, which focuses on building student leadership and growth mindset skills. Additionally, students will have voice and choice in choosing from a variety of STEM activities to learn and apply their growth mindset in the fields of Math and Science. Students attending this 4-day experience will have bussing provided, breakfast and lunch. Trained YS and equity staff will be on hand to support students in their endeavors throughout the week and work closely with them.

Location of services: All five elementary schools and both middle schools.

### **Strategy Name and #** Cross-District Caring and Committed Conversations - Strategy #3

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

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

Increases graduation rates.

Increases access to effective and diverse teachers.

**Narrative description of this strategy.**

The purpose of Caring and Committed Conversations is to increase real and authentic student voice around things happening inside and outside our schools and communities and to help students build relationships with each other through smaller group discussions. These conversations are facilitated by teachers and other adults from our districts, but they are led by students.

Topics of Caring and Committed conversations can include “Should we learn hard history?” Before the conversation ends, each table summarizes the discussion from their table and creates three truths that they took away from the conversation. These statements can create change, whether in curriculum, understanding, or mindset.

We will have at least one cross-district Caring and Committed Conversation, and each district will also carry on the work in their own contexts throughout the years.

Location of services: Shakopee High, Prior Lake and Jordan

**Strategy Name and #** Family Engagement Nights – Strategy #4

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

- 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.**

When it comes to family engagement in the Shakopee Public Schools, our Equity department will implement the ABC’s of family engagement. The “A” stands for Awareness and Advocacy. Awareness meaning we want all of our families to be aware of structures and systems regarding their child’s education, attendance, homework, parent/teacher conferences, and skills to navigate their child’s school. Having an awareness of the school district, will allow our families to better advocate for their child’s educational opportunities.

Building trust is a key consideration for working with families in general, but it is crucial for establishing relationships with families from groups that have been historically marginalized by schools, which includes families of language learners. We want a safe, welcoming and inclusive environment for each of our families.

Communication will exist between families and schools, and we will be focused on using parent-friendly language when communicating orally or in writing with families.

We will host multiple events at each school with equity specialists and cultural liaisons presenting to make information available to all. Learning at these events will include but not be limited to enrollment in advanced courses, how to operate technology like Canvas, grading policies, policies and procedures at each level, importance of attendance, credit attainment and other graduation requirements.

Location of services: All schools.

**Strategy Name and #** Culturally Responsive Teaching Professional Development – Strategy #5

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

- 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.**

Culturally Responsive Teaching recognizes the importance of including students’ cultural references in all aspects of learning, enriching classroom experience and keeping students engaged. In partnering with Equity Alliance Minnesota, one of our needs that came back from our summary report was to become more culturally responsive, which means that teachers, as well as students, will need to negotiate new standards and norms that acknowledges the differences and similarities between individuals and groups. Teachers play a critical role in mediating the social and academic curriculum. Our Teaching/Learning/Equity department partnered with Equity Alliance Minnesota, will implement professional development for all staff focused on Culturally Responsive Teaching.

Location of services: District-Wide

**Key Indicators**

**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
Black student accelerated course enrollment disparity. Baseline = 4.8 percentage points in 2019-2020.	4.1	3.5	2.8
Hispanic student accelerated course enrollment disparity. Baseline = 7.8 percentage points in 2019-2020.	7.0	6.0	5.0
In the fall semester of 2019, Black and Hispanic students in our AVID program earned a C or higher in 76% of their classes. By Spring of 2023, this rate will increase to 81%.	78%	79%	81%
By Spring of 2023, 16 of our Black or Hispanic sixth graders who participated in the Young Scholars program will be enrolled in at least one accelerated course. 2019 – 2020 enrollment is 4.	8	12	16
Participation at our annual cross district Listening and Learning session will increase from 20 to 40.	30	35	40
Participation at our annual Family Engagement Night for black and Hispanic students and families to focus on registering students for advanced courses at the high school will be at least 50 families by Spring of 2023. We have not implemented this strategy yet.	20	40	50
All staff at Shakopee Schools will be trained in Culturally Responsive Teaching. So far, we have had some targeted CRT Professional Development in the district.	33%	67%	100%

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

**Goal #2:** Shakopee schools will increase the graduation rate for Hispanic students from 63.8% for the 2019 cohort to 73% by the spring of 2023.

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

**Goal type:** Achievement Disparity

## Strategies

**Strategy Name and #** AVID – Strategy #1

See Goal #1

**Strategy Name and #** Cross-District Caring and Committed Conversations – Strategy #3

See Goal #1

**Strategy Name and #** Family Engagement Nights – Strategy #4

See Goal #1

**Strategy Name and #** Culturally Responsive Teaching Professional Development – Strategy #5

See Goal #1

**Strategy Name and #** Check and Connect grades 6-12 – Strategy #6

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

- 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.**

Shakopee Schools is using Check and Connect as an intervention used with students who show warning signs of disengagement with school and who are at risk of dropping out. The “check” component refers to the process where mentors systematically monitor student performance variables like absences, truancy, and behavioral referrals. The “connect” component refers to mentors providing personalized, timely interventions to help students solve problems, build skills, and enhance competence.

Location of services: East and West Middle Schools, Shakopee High

## Key Indicators

**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
In the fall semester of 2019, Hispanic students in our AVID program earned a C or higher in 76% of their classes. By Spring of 2023, this rate will increase to 81%.	78%	79%	81%
Hispanic students participating in our Check and Connect Program will each improve their attendance rate or maintain an attendance rate above 90%. All three (100%) Hispanic students participating in C&C this year improved their attendance rate.	100%	100%	100%
Participation at our annual cross district Listening and Learning session will increase from 20 to 40.	30	35	40
Participation at our annual Family Engagement Night for Hispanic students and families to focus on registering students for advanced courses at the high school will increase from 0 to 25.	15	20	25
All staff at Shakopee Schools will be trained in Culturally Responsive Teaching.	33%	67%	100%
Hispanic student 4-year graduation rate for the 2018 cohort was 63.8%.	68%	71%	73%

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

**Goal #3:** Participation at our annual Family Engagement Nights for black and Hispanic students and families will increase from 0 to 50 participants.

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

**Goal type:** Achievement Disparity

## Strategies

**Strategy Name and #** Family Engagement Nights – Strategy #4

See Goal #1

**Strategy Name and #** Welcome Center Update #7

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

- 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.

We currently have a welcome center at our district offices. We will be working on improving this service by having better access for families to cultural liaisons throughout the summer. We will also be working to make our cultural liaisons more readily available to our families who are registering their student for classes or who come in to ask questions during the school year. This space will be used to promote programs in our district including, but not limited to our Family Engagement Nights. Most importantly, we want this space to be as welcoming as possible by making it a visually appealing place to be and increasing the ease of access for families.

Location of services: District Office

## Key Indicators

### 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
Participation at our annual Family Engagement Nights for black and Hispanic students and families to focus on orientation and engagement for each school will increase from 0 to 50.	20	40	50
Welcome Center update full implementation and orientation modules.	Phase 1	Phase 2	Full

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

**Goal #4:** Shakopee will increase the percentage of teachers of color from 1.7% in Fall 2019 to 4.5% in Spring of 2023.

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

**Goal type:** Achievement Disparity

## Strategies

**Strategy Name and #** Culturally Responsive Teaching Professional Development – Strategy #6

See Goal #2

**Strategy Name and #** Teacher Fair – Strategy #8

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

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

**Narrative description of this strategy.**

The 2020 Minnesota Education Job Fair will be held on April 1st, 2020 at the Minneapolis Convention Center from 10am-3pm. This fair gives our human resource department a chance to talk to educators about our district, apply for current openings, and potentially recruit new teachers, specifically teachers of color.

Location of services: District-Wide

**Strategy Name and #** Grow Your Own Inspired Program – Strategy #9

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

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

**Narrative description of this strategy.**

Grow Your Own is a program that we plan on implementing for our Human Services Academy that hopes to address our lack of teacher diversity in Shakopee Public Schools. Grow Your Own (GYO) is a student-centered strategy used to recruit and retain teachers of color. Shakopee’s program emphasizes equitable approaches and critical perspectives that combine the powerful roles of “homegrown” teachers, culturally-relevant curriculum and social justice pedagogy addressing achievement and opportunity gaps. We will assess our success on this strategy by looking at our enrollment in the Exploring Education course at the High School.

Location of services: Shakopee High School

**Strategy Name and #** Professional Development for Affinity Group – Strategy #10

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

- 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.**

An affinity group is a group of people with common interests, background, and experience that come together to support each other. Affinity groups for people of color can be magical places in a historically elite and exclusive independent school system. Participants of both adult and student affinity groups often find it to be a place of encouragement and a way to increase their sense of belonging in their institution.

Location of services: District-Wide

**Strategy Name and #** Intercultural Development Inventory – Strategy #11

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

- 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.**

Theory based assessment of intercultural competence which measures open-mindedness and flexibility. The IDI allows you to see an individual’s or group’s progression along a continuum of cross-cultural competence. The IDI also provides in-depth insights on how individuals and groups make sense of cultural differences and how they respond to cultural differences. The IDI measures both the individuals’ mindset and skill set.

Location of services: District-Wide

**Key Indicators**

**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
Shakopee will increase the percentage of teachers of color from 1.7% in Fall 2019 to 4.5% in Spring of 2023.	2.2%	3.5%	4.5%
All staff at Shakopee Schools will be trained in Culturally Responsive Teaching.	33%	67%	100%
Human Resources and Equity will attend at least one teacher job fair to increase our teachers of color from 12 in Fall of 2019 to 25 by Spring of 2023.	15	20	25
The number of students of color enrolled in “Exploring Education” at the High School will increase from 10 in the 2019-2020 school year to 20 in the 2022-2023 school year.	12	15	20
Shakopee Schools will implement professional development designed specifically to meet the needs of our teachers of color.	Plan	Year 1	Year 2

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
All licensed staff in Shakopee Schools will take the IDI to learn our district result and give us guidance on next steps in our cultural competence. So far, approximately 5% of our licensed staff have completed the IDI.	25%	50%	100%

*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)).

Shakopee public schools will create efficiencies and eliminate duplicate programs with this plan by implementing the following:

- Collaborate and coordinate recruitment efforts within Shakopee Public Schools Human Resources Department to increase our staff of color and culturally proficient workforce.
- Utilize Culturally Responsive Teaching to enhance professional learning for staff regarding inclusive learning environments and inclusive school environments.
- Utilize existing culturally inclusive resources and curriculum.
- Coordinate professional learning opportunities for our Listening and Learning Sessions with Prior Lake and Jordan Public Schools.
- Merge Equity Department with the Teaching & Learning Department.