

Achievement and Integration Plan

July 1, 2020 to June 30, 2023

District ISD# and Name: #728: Elk River Area
District Integration Status: Adjoining District (A)
Superintendent: Dr. Daniel Bittman
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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. Enter text here.
2. Enter text here.
3. Enter text here.
4. Enter text here.
5. Enter text here.
6. Enter text here.

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: **Northwest Suburban Integration School District.**

1. #11 Anoka RI - Racially Isolated
2. #279 Osseo RI - Racially Isolated
3. #877 Buffalo A - Adjoining
4. #286 Bkln Ctr RI - Racially Isolated
5. #14 Fridley RI - Racially Isolated
6. #883 Rockford A - Adjoining

School Board Approval

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

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

Superintendent: Dr. Daniel Bittman

Signature:



Date Signed:

3/9/2020

School Board Chair: Shane Steinbrecher

Signature:



Date Signed:

3/9/2020

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, 3535.0170, subp. 3).

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: ISD 728 district participates in a Multi-District Collaborative Council which includes the following: 1) Dr. Jennifer Cherry, Director of Student Support Services with the Anoka-Hennepin School District, 2) Jena Carlson, Director of Teaching and Learning and Michelle Ford, Director of Assessment with the Brooklyn Center School District, 3) Nancy Eiyneck, Diversity Coordinator and Pam Miller, Director of Teaching and Learning with the Buffalo-Hanover-Montrose School District, 4) John Piotrashke, Director of Teaching and Learning and Susan Samaha, Equity Coordinator with the Fridley School District, 5) Tricia Sanford and Kristin Hall, Curriculum Specialists with ISD 728, 6) Dr. Rev Hillstrom, Director of Equity and Inclusion with the Osseo School District, and 7) Kevin Keller, Director of Teaching and Learning with the Rockford School District. We meet on a monthly basis to address issues, share successes, and explore ways to support integration efforts. Through our Northwest Suburban MDCC, we offer an array of integration opportunities including magnet schools, professional development, and student opportunities.

Community Collaboration Council for Racially Identifiable School(s): Not applicable.

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.

Directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

Achievement and Integration Goal #1

Goal #1: To increase by 1% annually the number of students and staff who report an increased level of cultural competence as a result of participating in integrated Inter-District Partnership activities.

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

Goal type: Integration

Goal 1 Strategies and Key Indicators of Progress

Strategy #1 Magnet Schools

ISD 728 will use the Minnesota open enrollment process and desegregation transportation legislation to promote racial integration across the NWSISD collaborative using the NWSISD magnet school system.

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

Integrated Learning Environments:

- 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: NWSISD magnet schools are free public pre-k – 12 grade schools of choice operated by the collaborative districts. The magnet schools are designed to provide opportunities for students to learn in an integrated environment that provides rigorous course work for all students. The magnet school’s curriculum is aligned to one of the three themes: Arts, International Baccalaureate, or STEM/STEAM. The NWSISD magnet schools do not have entrance criteria; eligibility is based on a student’s interest in the thematic area resulting in students from a wide array of backgrounds enrolled in the magnet schools. The NWSISD magnet system is unique in that it uses both racially identified schools and non-racially identified schools to move students across district boundaries seeking racial integration.

ISD #728 students are predominantly white and middle class. Districtwide, only 3.2% of our students are African American. While this percentage is higher at our magnet schools (5.4%) it is still far below desired levels.

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
Total number of student applications for magnet schools will remain at or above 300 each year	≥300	≥300	≥300
Student retention at ISD 728 magnet schools will exceed 95%	>95%	>95%	>95%
The percentage of African American students enrolled in ISD 728 magnet schools will increase by 1% each year	6.4%	7.4%	8.4%
The percentage of students and staff reporting an increased level of cultural competence as a result of their experience in a magnet school will increase by 1% each year	Baseline Established	Baseline +1%	Baseline +1%

Strategy #2 Inter-District Professional Learning

ISD 728 will participate in a variety of professional learning opportunities provided by NWSISD for district staff members using a variety of delivery models and topics based on district needs and requests.

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

Narrative description of this strategy: Professional learning is provided to improve student academic achievement by building capacity in district staff to work with diverse groups of students and their families. Learning opportunities focus on increasing knowledge, developing quality instructional skills, and providing methods to increase parent engagement. Topics may include but are not limited to: 1) Inquiry based instruction, 2) Cultural Fluency, 3) Magnet-themed instructional strategies 4) Authentic cultural experiences, and 5) Use of the NWSISD Multicultural Resource Center including cultural artifacts, kits and lesson plans.

Key Indicators of Progress

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
The number of staff participating in Inter-District Professional Learning opportunities will remain at or above 25 each year	25	25	25
The percentage of participants in Inter-District Professional Learning opportunities who indicate that they achieved or exceeded the integration outcomes and increased their level of cultural competence will remain consistently at or above 90%	90%	90%	90%
Items checked out from the Multicultural Resource Center will increase by ten each school year	450	460	470

Strategy #3 Inter-District Student Opportunities

ISD 728 will participate in NWSISD sponsored student opportunities promoting integrated learning environments and practices to reduce academic and enrollment disparities based on students' racial, ethnic, and economic backgrounds.

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

Narrative description of this strategy: NWSISD provides multiple opportunities for students to develop career and college readiness skills, including mentorship programs, college and career conferences, Educators Rising clubs, and college/career field trips. Mentorship programs focus on the four educational concepts of Aspirations, Expectations, Opportunities, and Achievement. Services are located across the seven school districts, at the NWSISD office, on college campuses, and with community partners.

ISD 728 will also have students participate in North Hennepin Community College's program which provides an up close and immersive experience of events, places, people, and systems throughout the United States that help shape and define cultural backgrounds and experiences. These experiences allow students to explore social organization, customs, religion, arts, and literature.

Key Indicators of Progress

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.	Target 2021	Target 2022	Target 2023
The total number of students participating in Step-Up or Essence will remain at or above the current level	85	85	85
The percentage of students reporting an increased level of cultural competence and comfort initiating and maintaining positive relationships with diverse students as a result of Step-Up or Essence will increase by 2% each year	Baseline Established	Baseline +2%	Baseline +4%
The number of students participating in college visit experiences will remain at or above current level	190	190	190
The percentage of students reporting an increased level of cultural competence and comfort initiating and maintaining positive relationships with diverse students as a result of college and career visits will increase by 2% each year	Baseline Established	Baseline +2%	Baseline +4%
The number of students participating in Educators' Rising will increase	34	40	45
The percentage of students reporting an increased level of cultural competence and comfort initiating and maintaining positive relationships with diverse students as a result of participating in Educators Rising will increase by 2% each year	Baseline Established	Baseline +2%	Baseline +4%

Achievement and Integration Goal 2

Goal 2.1 By June of 2023, ISD 728 will narrow the reading achievement gap for students of color from 8.9% to 7.4% as measured by the results on the MCA Reading Accountability Tests, which are administered annually in grades 3-8 and 10.

Goal 2.2 By June of 2023, ISD 728 will narrow the reading achievement gap for students eligible for federal lunch subsidies from 19.3% to 16.3% as measured by the results on the MCA Reading Accountability Tests, which are administered annually in grades 3-8 and 10.

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

Goal type: Achievement Disparity

Goal 2 Strategies and Key Indicators of Progress

Strategy #4 Academic Preparation for College

ISD 728 will close the achievement gap by preparing students for college readiness and success in a global society through the implementation of the AVID (Advancement Via Individual Determination) college readiness system.

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

Narrative description of this strategy: *“AVID, Advancement Via Individual Determination, is a school-wide transformation effort focused on leadership, systems, instruction, and culture, and is designed to increase the number of students who enroll and succeed in higher education and in their lives beyond high school. AVID-trained educators teach students academic and social skills to help them develop the habits and behaviors needed to succeed in rigorous curriculum. The AVID College Readiness System is a catalyst for developing a school culture that closes the achievement, expectation, and opportunity gaps many students face, and it prepares all students for success in a global society.”*

Source: *What is AVID? Brochure* retrieved from http://www.avid.org/dl/about/brochure_whatisavid.pdf

In ISD 728, we offer the AVID program in five of our middle schools and at three high schools. In addition to implementing AVID school-wide, AVID Elective classes are also offered to students who desire support to achieve their goal of attending post-secondary education and training. Many of these students will be the first in their families to attend post-secondary education and training, and many are students of color and/or eligible for federal lunch subsidies. In addition to sustaining the elective courses, we are continually expanding the impact of AVID schoolwide by providing the professional development and leadership necessary to ensure that all students have access to highly rigorous coursework and are equipped with the skills necessary to succeed at the post-secondary level.

The District Director is responsible for overseeing the entire program process from the initial planning/implementation phase to the sustaining/enhancing phase. Evaluating, promoting, and funding the program are ongoing responsibilities of the District Director.

AVID coordinators understand and coordinate the AVID system at the building level by leading and actively participating in the AVID site teams and student activities. They oversee and are responsible for data collection, gathering evidence for the annual certification process, advocating for students in the AVID program, and supporting equity and access for all students. Serving as a liaison between the students, site team, principal, and AVID District Director, the AVID coordinators are strong advocates for professional learning regarding AVID methodologies.

Now that ISD 728 has implemented AVID at our traditional secondary schools, we are exploring the costs and benefits of introducing AVID at our ALC and at the elementary level. Principals, along with the Assistant Superintendent and the AVID District Director, have been learning about the AVID Elementary program and evaluating whether it will help us achieve our district goals.

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.	Target 2021	Target 2022	Target 2023
Maintain enrollment in the AVID Elective	8%	8%	8%
Maintain percentage of students eligible for federal lunch subsidies who are enrolled in AVID	23%	23%	23%
Increase the percentage of students of color who are enrolled in AVID	27%	28%	29%

Increase the Percentage of AVID high school seniors enrolled in an Advanced Placement course	42%	44%	46%
Increase the percentage of secondary teachers who have been AVID trained	55%	57%	59%
Increase the percentage of secondary teachers who embed AVID critical reading, vocabulary, and note-taking strategies into their instruction based on AVID walk-through data collected by principals or AVID coordinators	Establish Baseline	Baseline +2%	Baseline +4%

Strategy #5 Advanced Opportunities for All

ISD 728 students will participate in rigorous, high quality educational experiences that prepare them for post-secondary success.

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

Narrative description of this strategy: When it comes to preparing students for college and career, one size does not fit all. It is critical that we are continually evaluating the needs of our students and responding by offering relevant educational experiences and ensuring underrepresented groups have access to these experiences.

While we have long offered Advanced Placement courses and dual enrollment programs (i.e., College in the Schools and Articulated College Credits/CTE) we need to continue working to ensure that underserved populations are represented in these courses. Leadership will influence changes in systems, instruction, and culture to expand access to rigorous courses. Disaggregated data will be shared and discussed with stakeholders and used in decision-making. Part of this will involve developing the capacity of leaders and staff to differentiate instruction and increase rigor for all learners. Professional development will be facilitated district-wide. While the ISD 728 Educational Services team can and will continue to provide high quality professional development, working with a consultant or nationally-recognized expert would introduce new possibilities and challenge us to grow.

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.	Target 2021	Target 2022	Target 2023
Students of color who enroll in rigorous programs of study (Advanced Placement, Dual Enrollment, CTE Certification and Articulated Courses) will mirror the demographics of their school	2% gap	1% gap	No gap
Students eligible for federal lunch subsidies who enroll in rigorous programs of study (Advanced Placement, Dual Enrollment, CTE Certification and Articulated College Courses) will mirror the demographics of their school	4% gap	3% gap	2% gap
Percentage of students of color who meet the ACT Reading readiness standard will mirror the percentage of white students who meet the standard	12% gap	11% gap	10% gap

Percentage of students eligible for federal lunch subsidies who meet the ACT Reading readiness standard will mirror the percentage of non-eligible students who meet the standard	8% gap	7% gap	6% gap
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Strategy #6 College and Career Planning

ISD 728 students will graduate from high school with a personalized plan that includes an assessment of their career-related interests and abilities, an identification of good-fit careers, and an evaluation of relevant post-secondary education and training options.

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

Narrative description of this strategy: With the expertise and leadership of a College and Career Readiness Specialist at each high school, ISD 728 will ensure that all students graduate from high school with a plan for their future. Completing a Personalized Learning Plan using the online Minnesota Career Information System (MCIS) will compel students to complete career assessments and identify career-related interests and abilities. During advisory period, students will be guided to research potential careers and post-secondary education options, and then develop a plan for their future. The Career and College Readiness Specialists will facilitate the process and provide professional development for advisory teachers as needed.

In addition to creating a culture that promotes future readiness, Career and College Readiness Specialists will work to ensure that students have access to information and opportunities so that they can explore a variety of careers and post-secondary education options. Information will be available online through The Minnesota Career Information System (MCIS) as well as face-to-face via career centers and counseling offices within their high schools. Opportunities may include, but aren't limited to: career and college fairs, job boards, visits with representatives from a variety of two- and four-year colleges and the military, and career speakers.

The College and Career Readiness Specialists will also provide needed information to families and the community. Sessions will cover topics related to post-secondary opportunities that could include, but are not limited to: career exploration strategies, labor market information, the college application process, preparing for entrance exams, and career pathways. Information will also be provided on the school's website for those parents unable to attend the sessions.

Students will participate in activities that will prepare them for post-secondary training and employment. Each student will learn to fill out a job application and create a resume. Experiential learning opportunities such as eMentorships, job shadowing, and mock interviews will be made available. Advisory teachers will be provided with lessons that address employability skills.

As a system, we will communicate career pathways in a variety of fields. Selecting courses within these pathways will allow students to begin pursuing a career while still in high school. Many of these pathways will enable students to earn college credits or industry certifications.

Key Indicators of Progress

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.	Target 2021	Target 2022	Target 2023
All high school students will develop a Personal Learning Plan that is reviewed and refined over the course of their high school career	100%	100%	100%
The percentage of graduates who enroll in post-secondary education or training based on National Student Clearinghouse (NSC) data will increase	69%	71%	73%
Scaffolded career and college exploration activities will be embedded at each grade level	7-12th	6-12th	5-12th

Strategy #7 Family, Community, and Business Partnerships

ISD 728 will build relationships with families and create partnerships with business and community members that result in increased student engagement and achievement.

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

Narrative description of this strategy:

Building relationships with families and creating partnerships with business and community members has been shown to increase student achievement. Establishing and maintaining those connections requires consistent, ongoing, and varied efforts. We will continue to strengthen already established outreach efforts (CTE Advisory Committees, Title 1 Parent Nights, Multicultural Potlucks, American Indian Parent Advisory Committee, World’s Best Workforce Committee, Special Education Parent Advisory, Building Parent Nights, etc.) while at the same time creating and leveraging new opportunities to engage families and our community in ways that will increase student achievement.

Key Indicators of Progress

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.	Target 2021	Target 2022	Target 2023
Scores on the <i>Family and Community Partnership</i> section of the MDE Achievement Integration Rubric will reflect an increase in the number of “accomplished” and “exemplary” ratings	1/7	2/7	3/7

Strategy #8 Equity and Inclusiveness

ISD 728 will continually expand equitable educational opportunities by providing access, engaging participation, optimizing representation, and increasing positive outcomes.

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:

- 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:

Equity assumed a focal position in ISD 728 as one of three district-wide goals. This prominence positions ISD 728 to build common language and understanding across the entire school district, essential if we are to succeed in reducing (*eliminating*) barriers across our school district community. The Equity Specialist team will support this strategy as they provide services throughout the school district working primarily with students, families, and staff members to close the achievement gap at all levels. Equity Specialists will construct partnerships between families, communities and schools to facilitate cultural exploration, increase understanding of social issues, access resources and opportunities. Working to reduce communication barriers, Interpreters will support communication when language is a barrier. These adults will mediate experiences across the district and foster an asset-based, affirming climate conducive to engaging the voice and perspective of all constituents. The Multicultural Clubs will promote diversity through understanding, appreciation and acceptance of many different cultures. Students will engage in discussions and activities that strengthen relationships, provide opportunities, and expand students’ voices and worldviews. Across the entire school district, the united focus is on optimizing representation in our schools, driven by the ISD 728 Strategic Action Plan and supported by the work of the Equity Specialists.

Key Indicators of Progress

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.	Target 2021	Target 2022	Target 2023
Surveys will indicate an increase in “applying” and “exemplary” ratings on Representation* criteria on the MDE Achievement Integration Rubric *School culture, climate, staff, curriculum as inclusive, culturally relevant, and representative of the diversity of the students and the school community	22%	24%	26%
Students in underserved populations will indicate an increase in engagement and connectedness to the school community based on student survey results	Establish Baseline	Baseline +2%	Baseline +4%
There are images of diverse people (e.g. race, ethnicity, gender, gender expression, dis/ability, etc.) displayed throughout our schools in non-stereotypical ways based on data collected during building walk-throughs. The percentage of walk-throughs that report “applying” or “exemplary” levels will increase	45%	50%	55%

Achievement and Integration Goal 3

Goal #3: Students’ access to highly effective educators who have been trained in culturally relevant curriculum, responsive instruction, and/or restorative practices will increase from 10% in 2019 to 60% in 2023.

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

Goal type: Achievement Disparity

Strategies and Key Indicators of Progress for Goal 3

Strategy #9 Professional Development

ISD 728 will develop the capacity of teachers to deliver culturally relevant curriculum and responsive instruction using a multi-tiered approach to professional development.

Narrative description of this strategy:

Professional development is one strategy we will use to facilitate continual development of knowledge and accumulation of professional practices. Professional development on culturally relevant curriculum and instruction will include exploration of our own values, biases, and assumptions, as well as examination of actions to ensure they reflect greater inclusivity and contribute to productive school experiences for all students. Topics will align with areas that support fostering stronger student engagement. Topics may include but are not limited to 1) Culturally-Sustaining Pedagogies, 2) Curriculum as a Window and a Door, 3) Systemic Oppression and Marginalization.

The development of teacher capacity occurs continually and in varied formats. Professional development will be presented through a variety of formats (face-to-face, online, and a hybrid of both) and will include effective strategies including active engagement, application, reflection, and ongoing support. The content will focus on topics directly and indirectly. The learning outcomes of direct models will align with culturally relevant practices that interrupt patterns of inequity. Indirect models will integrate culturally relevant practices with learning outcomes for other topics, providing embedded modeling of culturally relevant practices.

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.	Target 2021	Target 2022	Target 2023
Number of teachers who have participated in one or more of the following ISD 728 On Demand Professional Development sessions: Native Knowledge 360, EDGE, Curriculum as Windows and Mirrors, Cultural Competency, Restorative Practices, AVID Culturally Relevant Teaching	120	160	200
Number of ISD 728 professional development opportunities that develop the capacity of teachers to deliver culturally relevant curriculum and responsive instruction	10	12	14
Number of teachers who have completed at least 8 hours of professional development in the area of cultural competency	280	380	480

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)).

Our district's Achievement and Integration Plan creates efficiencies by implementing a multi-district collaborative for planning and implementing integration activities. Utilizing a single outside entity of NWSISD #6078 to provide integration activities for the entire region reduces redundancy in the development and implementation of the magnet, student services and professional development programs and eliminates duplicative programs within the region.

Additionally, efficiencies are created through linking the Achievement and Integration Plan directly to our ISD 728 Strategic Action Plan. The strategies within the Achievement and Integration Plan align with strategies included in other district initiatives such as World's Best Workforce, American Indian Education, Title I, AVID, Teacher Development and Evaluation, and Perkins. By intentionally supplementing each of these initiatives, we avoid duplication while increasing efficiencies and effectiveness.
