



Achievement and Integration Plan July 1, 2014 – June 30, 2017

This plan reflects requirements included in the current achievement and integration statutes and desegregation/integration rule (Minn. Stat. § 124D.861, Minn. Stat. § 124D.862, Minn. R. 3535.0100-0180).

District ISD# and Name: **ISD 279**

Osseo Area Schools

District Status: (RI/RIS) Racially Isolated District and School

Name of Collaborative: Northwest Suburban Integration School District (NWSISD)

Superintendent's Name: Dr. Kate Maguire

Phone: 763-391-7000

E-mail: maguirek@district279.org

District Office Address:

Street Address: 11200 93rd Avenue North

City, State, ZIP: Maple Grove, MN. 55369

Document prepared by:

Name: Tony Hudson

Title: Director of Educational Equity

Phone: 763-391-7000

E-mail: hudson@district279.org

Board Approval Date: April 15, 2014

Integration Collaborative Member Districts

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

Note: If your district is eligible for this program solely because you have one or more racially identifiable schools within your district, you are not currently required to participate in an integration collaborative and may delete the text boxes below.

1. RIS Anoka-Hennepin
2. RI Brooklyn Center, Fridley
3. RI/RIS Osseo
4. A Buffalo-Hanover-Montrose, Elk River, Mounds View, Rockford

Racially Identifiable Schools (RIS) within a District

If you have been notified by MDE that your district has one or more racially identifiable schools, please list each of those schools below:

1. Birch Grove Elementary
2. Crestview Elementary
3. Fair Oaks Elementary
4. Garden City Elementary
5. Palmer Lake Elementary
6. Park Brook Elementary
7. Zanewood Community School
8. Brooklyn Junior High
9. North View Junior High
10. Park Center Senior High

Plans for racially identifiable schools will follow the same format provided for districts within an integration collaborative. The RIS plan section starts on the final page

Achievement Goal A

Key: A1.1= Achievement Goal A; Goal Statement 1; Activity 1.

Directions: Complete the goal statement below by entering information in the sections marked *Click here to enter text* or *Choose an item*. Next, fill in the two data tables for reading and/or math by using the baseline achievement data. If you are working on collaborative achievement goals, please add additional rows to include the achievement data of these member districts within your integration collaborative.

Districts may focus on proficiency rate increases, achievement gap decreases, or both. Also, goals can be created for math, reading, or for both content areas. For each additional achievement goal, copy and paste the goal statement and data tables, creating one set per content area.

ISD 279 Osseo Area Schools Achievement Goal

District Achievement Goal Statement A1: The 2013 MCA III reading proficiency gap for students in ISD 279 Osseo Area Schools will decrease by 50% by the end of the 2016-2017 school year.

A. Reading **GAP DECREASE:**

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
ISD 279 Osseo Area Schools	RI/RIS	2013 MCA III				
<i>All</i>		57%	60%	67%	79%	
<i>Black</i>		36%	51%	56%	68%	50%
<i>Am Indian</i>		44%	52%	62%	72%	50%
<i>Asian</i>		46%	43%	53%	73%	50%
<i>Hispanic</i>		35%	47%	57%	67%	50%
<i>English Learner</i>		12%	36%	46%	56%	50%
<i>Special Education</i>		32%	46%	56%	66%	50%
<i>FRPL</i>		29%	44%	54%	64%	50%

Achievement Goal A: Strategies and Activities

Directions: Use the drop down menus below to identify the strategies or activities that will enable you to meet your achievement goal. Next, include a narrative description of each activity. Copy and paste this page as needed to list additional activities, changing the activity number for each additional page.

Activity A1.1 Equity Staff

Training Teachers and Administrators

Activity details:

Professional development resources and training for improving achievement of all students.

Narrative Description of Strategies/Activities:

Educators at every level of our system are able to access equity focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.

Equity Teachers, and Equity Specialists are certified affiliates in Pacific Educational Group's *Beyond Diversity/Courageous Conversations About Race training (Singleton and Linton, 2005)*. Equity Teachers and Equity Specialists will provide monthly training to at least 90 educators in the two day Beyond Diversity/Courageous Conversations About Race Training.

Equity Teachers and Equity Specialists will also provide coaching and training for racial equity and cultural relevancy to classroom teachers, site staff development, large group system staff development, and one on one leadership coaching for principals and teacher leaders.

Equity Teachers will gain National Urban Alliance (NUA) certification as coaches for culturally relevant instruction.

Indian Education Teachers are primarily funded through other state and federal programs, however, they will be partially funded through the Achievement and Integration revenue to provide additional staff development, beyond the scope of full time equivalency provided by the Success for The Future and Title VII grants, on racial equity and cultural relevancy in the context of Native American students and Native American history. In addition, Indian Education Teachers will be trained as certified Affiliates (trainers) in the Pacific Educational Group's two day Beyond Diversity/Courageous Conversations About Race seminar. The Indian Education Teachers will assist (beyond the scope of funds provided by Success for the Future and Title VII dollars) the Equity Department in training all employees in the Courageous Conversations About Race model.

Annual It's Time to Talk About Race Events. Achievement and Integration revenue will be used to compensate Educational Equity Department staff to serve as lead trainers to ISD 279 Osseo Area Schools (ISD 279 hereafter) teachers, administrators, superintendents, and other educators who volunteer to be trained as talking circle leaders to host a large learning community conversation about race. Teachers and administrators from across our school system have, and will continue to participate in this event where they learn more about applying the Courageous Conversations About Race protocol to community engagement. This event

provides another opportunity for teachers and administrators to receive training in the Courageous Conversations About Race protocol; teachers and administrators learn to lead the protocol as circle facilitators, and/or learn more about the protocol as participants. This learning opportunity is different as the aim is to learn to use the protocol to enhance community engagement around racial and socio-economic integration.

The Department of Educational Equity in partnership with the Department of Community Engagement will host annual It's Time To Talk About Race events for the ISD 279 community. The event is patterned after the YWCA's annual It's Time to Talk About Race event held in Minneapolis.

In 2014, during the Martin Luther King holiday, the Department of Educational Equity engaged approximately 200 participants, including: teachers, principals, superintendents, school board members, parents, students, and residents of the ISD 279 learning community in training and engagement around the beginning elements (compass, agreements, initial conditions) of the Courageous Conversations About Race protocol.

Our ISD 279 teachers, principals, superintendents, led and participated in training that openly engaged Courageous Conversations About Race with other teachers, administrators, employees, students, and parent/community members. The 2014 event was attended by approximately 200 community members that included students, parents, the Mayor of Brooklyn Park, Chair of the ISD 279 School Board, ISD 279 Superintendents and community leaders. In addition, the event steering committee, co-chaired by the Director of Educational Equity and the Director of Community Engagement for ISD 279, included staff from the Department of Educational Equity, Assistant Superintendents, and representatives from local colleges, non-profit organizations, the City of Brooklyn Park and Faith Based organizations.

Key Indicators of Progress (KIP) Activity A1.1

1) SMART goal for this strategy/activity:

Starting in the summer of 2014 and continuing through 2017, the Department of Educational Equity will maintain a monthly data dashboard including quantitative and qualitative measures of our engagement activities in the areas of staff development.

2) Measures to track implementation and progress:

The Department of Educational Equity will provide a follow up survey to Beyond Diversity training participants that will measure participants' perspectives and learning achieved after completing the training.

The Department will survey It's Time to Talk About Race participants for their learning, engagement, and satisfaction with the annual event.

Activity A1.2 District Equity Leadership Training (DELT)

Training Teachers & Administrators: Professional development resources and training for improving achievement of all students.

Narrative Description of Strategies/Activities:

District executive leadership team, administrators, and school board members will receive anti-racist leadership development training from the Director of Educational Equity and a consultant from the Pacific Educational Group responsible for Courageous Conversations About Race and systemic equity transformation training tools.

Key Indicators of Progress (KIP) Activity A1.2

SMART goal for this strategy/activity:

District leaders will describe their growth in practice of the Courageous Conversations About Race protocol qualitatively (with guidance from the Courageous Conversations About Race developmental scale) from 2013 pre-training level baseline of awareness to post training levels in 2015, 2016, and 2017 beyond application level.

List yearly progress targets:

We will use the Courageous Conversations About Race developmental scale for leaders to self-report their growth in understanding and use of the Courageous Conversations About Race protocol.

Year 1: (2015) 70% of DELT and LEADS participants will report that they have achieved an awareness level of Courageous Conversations About Race protocol.

Year 2: (2016) 70% of DELT and LEADS participants will report that they have achieved a comprehension level of cognition with the Courageous Conversations About Race protocol.

Year 3: (2017) 70% of DELT and LEADS participants will report that they have achieved at the analysis level with the Courageous Conversations About Race protocol.

Activity A1.3 Equity Staff

College and Career Readiness for Underserved: Increased participation in rigorous programs by underrepresented students and students enrolled in Areal Learning Centers.

Narrative Description of Strategies/Activities:

Equity Teachers and Equity Specialists will deliver the High Achievers Program. The High Achievers Program will focus on acceleration and retention of underserved students into the most rigorous courses. Equity Specialists and Equity Teachers will partner with teachers at sites to provide culturally relevant academic support and anti-racist youth leadership development to help underserved students to succeed as we increase racial and socio-economic integration in our most advanced learning spaces. Achievement and Integration funds will be used to provide staffing for licensed teachers to provide subject specific (math or reading) culturally relevant tutoring in collaboration with the coaching and support of an Educational Equity Department staff member. The pay for the time of the teacher will specifically be for time working in the High Achievers Program, and not and regular teaching assignments funded by district general education, or other revenue.

Equity Specialists will deliver the Minnesota Higher Education Services Office's Get Ready! for College program (www.getready.state.mn.us) in collaboration with our High Achievers Program (HAP supports middle schools students that are lower income and of color in ensuring their success in International Baccalaureate and Standards Plus (S+) advanced courses (S+ courses

are limited enrollment to students by exam, interest survey, NWEA scores, and parent signature to participate in advanced coursework at the junior high level). The Achievement and Integration revenue will assist with materials and field trips to expose students to local colleges.

The Get Ready! for College program assists indirectly with our reading goal as well as the curriculum is aligned to the state reading standards. The Achievement and Integration revenue will assist with materials and field trips to local colleges.

The *Get Ready!* program helps prepare students from low-income families and those from groups traditionally underrepresented in college with college planning information, academic tutoring and information on career and higher education options. The program is administered by the Minnesota Office of Higher Education and is funded primarily through a federal GEAR UP (Gaining Early Awareness and Readiness for Undergraduate Programs) grant. Get Ready is a GEAR UP program.

Key Indicators of Progress (KIP) Activity A1.3

1) SMART goal for this strategy/activity:

1. All High Achievers Program teachers will participate in least three coaching for racial equity and cultural relevancy staff development trainings per year led by the department of Educational Equity (this does not include the requirement for them to complete the Beyond Diversity seminar). This is an improvement from zero trainings on racial equity and cultural relevancy expected beyond Beyond Diversity in year prior.
2. All Get Ready! Program student participants will achieve the Get Ready! Program basic outcomes upon completing the first Get Ready! Program course: a.) name the six ways to pay for college, and b.) name the different types of colleges that exist. This is an improvement in program assessment.

2) Measures to track implementation and progress:

1. The staff development completion of HAP program teachers will be measured using training attendance evidence (CEU documents, sign-in sheets, or agendas).
2. The Get Ready! Program student participants will complete an end of program assessment; the results will be kept electronically in the Department of Educational Equity data dashboard.

Activity A1.3 Equity Staff

Research based interventions that include formative assessment practices to reduce achievement disparities.

Narrative Description of Strategies/Activities:

Beginning summer of 2014 Equity Specialists And Equity Teachers will start two Children's Defense Fund Freedom School summer programs in the city of Brooklyn Park, labeled by the Metropolitan Council as racially concentrated areas of poverty.

Implementation of the National Children's Defense Fund's research based culturally relevant literacy program. This program will serve as a lab for culturally relevant K-6 literacy instruction and has been found to eliminate the summer reduction in literacy achievement and increase a love for literacy and improvement on character and behavior measures.

If you selected the option above for *Research based interventions that include formative assessment practices*, please give the name of the intervention, any website information, and attach a PDF copy of the research article the strategy is based on.

See Appendix A for 2013 National Freedom Schools Assessment and Evaluation Results

The intervention is the summer Freedom Schools literacy program. As stated above, Freedom Schools has been found to eliminate summer reading loss that exacerbates the achievement and opportunity gaps in reading, and it also increased student literacy achievement. The Freedom Schools program is an intervention nationally proven, with literacy and assessment practices, that result in more than 90% of participants eliminating summer reading loss and increasing reading achievement.

Key Indicators of Progress (KIP) Activity A1.4

Directions: Please enter an Activity 1 SMART goal statement below and identify measure(s) for tracking progress and implementation

1) SMART goal for this strategy/activity:

By the end of the 2017 90% of summer Freedom School reading program participants will maintain, or gain in instructional reading level and avoid summer reading loss that exacerbates the achievement gap.

National research shows that low-income students are at risk to lose two-three months of reading ability during the summer. This loss is cumulative and, as a result, low-income youth are less likely to graduate from high school or enter college. In 2013, CDF administered a national pre-post test assessment using the Basic Reading Inventory. The results indicated that most children (90.3%) maintained or gained in instructional reading level and did not experience summer learning loss. These findings support that participation in the CDF *Freedom Schools* programs avert summer learning loss in reading achievement.

<http://www.childrensdefense.org/programs-campaigns/freedom-schools/documents/protected/2013-National-Assessment-Results.pdf>

2) Measures to track implementation and progress:

Basic Reading Inventory (BRI, 11th Ed).

BRI is an individually administered reading inventory which assess students' oral reading ability across three subtests: the Graded Word List, Graded Reading Passages, and Oral Reading Comprehension questions that accompany each passage. The BRI yields

information regarding children's independent, instructional, and frustration reading levels. In this study, we focus on students' instructional level, which is the most meaningful indicator of academic reading ability.

(<http://www.childrensdefense.org/programs-campaigns/freedom-schools/documents/protected/2013-National-Assessment-Results.pdf>)

In addition, the Department of Educational Equity will maintain a monthly data dashboard including quantitative and qualitative measures of our engagement activities in the areas of staff development, student engagement, parent engagement and community.

Activity A1.5 Equity Staff

Family Engagement Programs:

Family engagement programs designed to increase student achievement.

Narrative Description of Strategies/Activities:

Equity Specialists will engage families in parent leadership development to help them navigate and transform the school system for equity through the *Families Inspired to Reach for Excellence* (FIRE) program. The FIRE program consists of a series of courses for parents designed to increase parent engagement in navigating the system and advocating for their students.

Equity Specialists will work with parents to develop a *District Equity Leadership Team Advisory (DELTA)*. *This parent group will collaborate with the District Equity Leadership Team (DELT) as an advisory on matters directly related to securing racial equity and cultural relevancy in ISD 279.*

Bi-lingual Support Staff will be hired to assist with the achievement and integration of an increased number of bi-lingual families of color enrolling in the district. Families of Osseo Area Schools who speak a home language other than English are almost exclusively (94%) families of color. The Bi-lingual Support Staff will not work for, nor supplant, the work of the English Language Learners Department. Staff will assist in translation, interpretation and outreach to reduce language, racial, and cultural barriers faced by our families and students at schools. Bi-lingual Support Staff will work directly with students, families, and community members to assist them as they seek to communicate directly with teachers and administrators at the school sites.

If you selected the option above for *Research based interventions that include formative assessment practices*, please give the name of the intervention, any website information, and attach a PDF copy of the research article the strategy is based on.

Key Indicators of Progress (KIP) Activity A1.5

Directions: Please enter an Activity 1 SMART goal statement below and identify measure(s) for tracking progress and implementation

1) SMART goal for this strategy/activity:

By 2017 at least 100 parents a year will complete parent leadership development for equitable schools through the Families Inspired to Reach for Excellence (F.I.R.E.) program, or other parent leadership development trainings conducted by the Equity Staff.

2) Measures to track implementation and progress:

The Department of Educational Equity will maintain a monthly data dashboard that will include tracking of parent participation the FIRE program or other parent leadership for school equity programming led by the Equity Department.

Activity A1.6 Equity Staff

Activities designed to recruit and retain a racially diverse staff.

Activity details:

Initiatives designed to increase and sustain hiring and retention of a racially and ethnically diverse staff.

Narrative Description of Strategies/Activities:

The Department of Educational Equity and the Department of Human Resources will partner to recruit and retain local and national Freedom School college students as future ISD 279 employees. In addition, Human Resources will seek to recruit and retain current Department of Educational Equity Freedom School college students as future ISD 279 employees.

Achievement and Integration funds will be used to pay for time for college students outside of their Freedom School program employment duties to spend time participating in training and recruitment and retention activities with Human Resources. In addition, Human Resources representative(s) may attend Freedom School national training to directly recruit from the base of approximately 2,500 future educators of color that attend a large annual training event with the Children's Defense Fund. These innovative activities are above and beyond the current efforts of the Human Resources department to recruit and retain racial and gender diversity in the workforce.

This latter effort will serve as a pipeline for recruitment and retention of educators for our district to better reflect the racial diversity of our student population. Our student population is currently 50% students of color in 2014 in comparison to our employee population which is 97% White in 2014.

The Children's Defense Fund Freedom Schools program provide local site partners access to a network of approximately 2,000 college students of color that work at Freedom School sites across the country. The majority of Freedom School Interns are between their sophomore and senior year in college, and many are enrolled in teachers' colleges across the United States.

In addition, Equity Teachers and Specialists will serve on the ISD 279 Priority Results Team committee focused on our system priority strategy of hiring for improved racial and gender diversity. Equity staff have, and will continue to participate in hiring strategy in collaboration with Human Resources i.e. During the 2013-14 school year, the Equity Staff worked in collaboration

with the Human Resources Department to conduct a Job Fair that equitably advertised to potential candidates of color. For example, During the 2013-2014 school year, the Equity staff assisted in the re-crafting of teacher and administrator interview questions to intentionally include questions focused on achieving racial equity in student achievement.

If you selected the option above for *Research based interventions that include formative assessment practices*, please give the name of the intervention, any website information, and attach a PDF copy of the research article the strategy is based on.

Key Indicators of Progress (KIP) Activity A1.6

1) SMART goal for this strategy/activity:

By the end of the 2015 school year, the Human Resources Department will develop a plan for activities, events, and mentoring to recruit and retain Freedom School college student as future ISD 279 employees.

2) Measures to track implementation and progress:

Human Resources Department meeting agendas/minutes from hiring and retention of employees of color committee meetings.

Racially Identifiable Schools Achievement Goal

Racially Identifiable Schools Goal Statement A2:

The 2013 MCA III reading proficiency gap for students in ISD 279 will decrease by half by the end of the 2016-2017 school year.

A. Reading GAP DECREASE:

Name of School	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
Birch Grove School for the Arts	RI	2013 MCA III				
<i>Black</i>		40%	61%	71%	81%	50%
<i>Am. Indian</i>		-	-	-	-	-
<i>Asian/Pacific Islander</i>		37%	48%	58%	68%	50%
<i>Hispanic</i>		54%	56%	66%	77%	50%
<i>English Learner</i>		20%	40%	50%	60%	50%
<i>Special Education</i>		29%	34%	40%	44%	50%
<i>FRPL</i>		37%	48%	58%	68%	50%
Name of School	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
Crestview Elementary	RI	2013 MCA III				
<i>Black</i>		39%	30%	40%	56%	50%
<i>Am. Indian</i>		-	-	-	-	-

Name of School	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
<i>Asian/Pacific Islander</i>		15%	37%	47%	57%	50%
<i>Hispanic</i>		20%	40%	50%	60%	50%
<i>English Learner</i>		10%	35%	45%	55%	50%
<i>Special Education</i>		10%	35%	45%	55%	50%
<i>FRPL</i>		15%	37%	47%	57%	50%
Name of School	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
Fair Oaks Elementary	RI	2013 MCA III				
<i>Black</i>		34%	54%	60%	67%	50%
<i>Am. Indian</i>		-	-	-	-	-
<i>Asian/Pacific Islander</i>		8%	34%	44%	54%	50%
<i>Hispanic</i>		12%	36%	46%	56%	50%
<i>English Learner</i>		12%	36%	46%	56%	50%
<i>Special Education</i>		27%	43%	53%	63%	50%
<i>FRPL</i>		27%	43%	53%	63%	50%
Name of School	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
Garden City Elementary	RI	2013 MCA III				
<i>Black</i>		25.5%	46%	56%	63%	50%
<i>Am. Indian</i>		-	-	-	-	-
<i>Asian/Pacific Islander</i>		31%	45%	55%	65%	50%
<i>Hispanic</i>		22%	41%	51%	61%	50%
<i>English Learner</i>		10%	35%	45%	55%	50%
<i>Special Education</i>		25%	42%	52%	62%	50%
<i>FRPL</i>		26%	43%	53%	63%	50%
Name of School	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
Palmer Lake Elementary	RI	2013 MCA III				
<i>Black</i>		31%	51%	61	66	50%
<i>Am. Indian</i>		-	-	-	-	-
<i>Asian/Pacific Islander</i>		33%	46%	56%	66%	50%
<i>Hispanic</i>		40%	50%	60%	70%	50%
<i>English Learner</i>		7%	33%	43%	53%	50%
<i>Special Education</i>		18%	39%	49%	59%	50%
<i>FRPL</i>		31%	45%	55%	65%	50%
Name of School	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
Park Brook Elementary	RI	2013 MCA III				
<i>Black</i>		38.8%	59%	69%	70%	50%
<i>Am. Indian</i>		-	-	-	-	-
<i>Asian/Pacific Islander</i>		20%	40%	50%	60%	50%
<i>Hispanic</i>		40%	50%	60%	70%	50%
<i>English Learner</i>		13%	36%	46%	56%	50%
<i>Special Education</i>		52%	54%	66%	76%	50%

Name of School	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
<i>FRPL</i>		36%	48%	58%	68%	50%
Name of School	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
Zanewood Community School	RI	2013 MCA III				
<i>Black</i>		29.7%	49%	59%	65%	50%
<i>Am. Indian</i>		-	-	-	-	-
<i>Asian/Pacific Islander</i>		-	-	-	-	-
<i>Hispanic</i>		27%	45%	55%	65%	50%
<i>English Learner</i>		15%	37%	47%	57%	50%
<i>Special Education</i>		23%	41%	51%	61%	50%
<i>FRPL</i>		28%	44%	54%	64%	50%
Name of School	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
Brooklyn Junior High Magnet	RI	2013 MCA III				
<i>Black</i>		36.4%	56%	66%	68%	50%
<i>Am. Indian</i>		-	-	-	-	-
<i>Asian/Pacific Islander</i>		41%	50%	60%	70%	50%
<i>Hispanic</i>		44%	52%	62%	72%	50%
<i>English Learner</i>		12%	36%	46%	56%	50%
<i>Special Education</i>		40%	50%	60%	70%	50%
<i>FRPL</i>		36%	48%	58%	68%	50%
Name of School	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
North View Junior High Magnet	RI	2013 MCA III				
<i>Black</i>		23.1%	44%	54%	62%	50%
<i>Am. Indian</i>		-	-	-	-	-
<i>Asian/Pacific Islander</i>		38%	49%	59%	69%	50%
<i>Hispanic</i>		16%	38%	48%	58%	50%
<i>English Learner</i>		5%	32%	42%	52%	50%
<i>Special Education</i>		30%	40%	50%	60%	50%
<i>FRPL</i>		25%	42%	52%	62%	50%
Name of School	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
Park Center Senior High Magnet	RI	2013 MCA III				
<i>Black</i>		36.7%	56%	66%	68%	50%
<i>Am. Indian</i>		-	-	-	-	-
<i>Asian/Pacific Islander</i>		42%	51%	61%	71%	50%
<i>Hispanic</i>		38%	49%	59%	69%	50%
<i>English Learner</i>		8%	34%	44%	54%	50%
<i>Special Education</i>		22%	41%	51%	61%	50%
<i>FRPL</i>		39%	49%	59%	69%	50%

Delete table rows for student groups not included in your goal statement.

Achievement Goal A2: Strategies and Activities

Directions: Use the drop down menus below to identify the strategies or activities that will enable you to meet your achievement goal. Next, include a narrative description of each activity. Copy and paste this page as needed to list additional activities, changing the activity number for each additional page.

Racially Identifiable School Activity A2.1:

Training teachers and administrators:

Professional development resources and training for improving achievement of all students

Narrative Description of Strategies/Activities:

Prior to the 2014-2015 school year, schools were not required to have goals in their School Improvement Plans that directly addressed how to achieve equitable student achievement. Beginning in the 2014-2015 school year each of the racially identifiable schools must have an Equitable Student Achievement goal and plan in their School Improvement Plans. Our district has defined Equitable Student Achievement as a goal that results in the following:

- (1.) Increased academic achievement for all students while,
- (2.) Eliminating racial predictability, and
- (3.) Closing gaps between our highest and lowest performing groups i.e. students qualifying for free and reduced lunch, students receiving English Language Services, and students receiving Special Education services.

Equity staff will work with Racially Identifiable Schools to align equity focused staff development for increasing student achievement by eliminating racial achievement and opportunity gaps.

Key Indicators of Progress (KIP) A2.1

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

100% of Racially Identifiable Schools will maintain an Equitable Student Achievement goal, and plan in their School Improvement Plans.

2) *Measures to track implementation and progress:*

School Improvement Plan documents that are available to the public.

North West Suburban Integration Collaborative Achievement Goal

North West Suburban Integration Collaborative Achievement Goal Statement A2.2:

Training Teachers and Administrators: Professional development resources and training for improving achievement of all students.

Narrative Description of Strategies/Activities:

ISD 279 magnet school Principals and teacher leaders will participate in training provided by the NWSISD focused on effective magnet school instructional leadership.

Key indicators of success:

1. Professional Development provided builds capacity of teachers to work with diverse groups of students, increases knowledge and skills in high quality instruction, and provides methods to increase parent engagement.

Integration Goal B

Key: B1.1= Integration Goal B; Goal Statement 1; Activity 1.

Integrated Learning Environment: Magnet programs to support academic and enrollment disparities.

Narrative Description of Strategies/Activities:

ISD 279 will offer and participate in magnet school offerings as part of the NWSISD collaborative. Students from ISD 279 and students from the NWSISD collaborative will enter and exit ISD 279 to participate in magnet offerings to promote racial and economic integration.

Key indicators of success:

For this section, please see Appendix B: North West Suburban Integration District Plan

Integration Goal B: Strategies and Activities

Directions: Use the drop-down menus below to identify strategies or activities that will enable you to meet your integration goal(s). Next, include a narrative description of each activity. Copy and paste this page as needed to list additional activities, changing the activity number for each additional page.

Because collaborative integration activities should be listed in this section, include collaborative member district data to create yearly targets. Highlight those activities, data, and yearly targets which represent your own district's efforts. All integration activities should involve the racially isolated district, but may not involve each member district.

See Appendix B. for North West Suburban Integration District goals and district data.

District Activity B1.1 Intra-District Programs

Integrated Learning Environments: Increased cultural fluency competency and interaction.

Narrative Description of Strategies/Activities:

We will engage adjoining districts to start Dare 2 Be Real anti-racist youth leadership groups.

Dare 2 Be Real is a network of over 200 Metro-wide students. White students and students of color engage in anti-racist and multi-cultural youth leadership development in their districts monthly and at an annual state Dare 2 Be Real Summit.

Dare 2 Be Real seeks to create more effective integrated learning spaces where White students and students of color learn to collaborate across racial lines and confront stereotypes and barriers to succeeding in racially and socio-economically integrated school settings.

Experienced Dare 2 Be Real mixed race student groups provide staff development to education leaders on developing racially and culturally inclusive school settings.

The ISD 279 Department of Educational Equity will seek to expand the Dare 2 Be Real program to racially isolated schools, districts, and adjoining districts in the North West Suburban Integration School District. In addition, where schools, or districts in NWSISD adopt Dare 2 Be Real, ISD 279 will develop two annual gatherings of NWSID Dare 2 Be Real groups, in addition to attending the annual state Dare 2 Be Real summit.

Key Indicators of Progress (KIP) Integration Goal B1.1

SMART goal for this strategy/activity:

By 2017 at least two other schools in the North West Suburban Integration District will have a Dare 2 Be Real youth group.

By 2017 the ISD 279 Department of Educational Equity will maintain at least one Dare 2 Be Real Group at each of the three comprehensive high schools, and one Dare 2 Be Real Group in at least two of the four middle level schools.

By 2017 students from at least two districts, in addition to ISD 279, will participate in two Dare 2 Be Real gatherings (i.e. two annual cross district gatherings, and/or one cross district gathering and the statewide Dare 2 BE Real summit.

List yearly progress targets:

Year 1: Two Dare 2 Be Real groups in two ISD 279 schools by 2015. As evidenced by attendance tracking;

Year 2: One Dare 2 Be Real group outside of the ISD 279 in a NWSISD school or system. As evidenced by attendance tracking.

Year 2: At least 3 Dare 2 Be Real groups in ISD 279. As evidenced by attendance tracking.

Year 3: Two Dare 2 Be Real groups in two NWSISD schools or systems.

Year 3: Four Dare 2 Be Real groups in four schools ISD 279 schools.

District Activity B1.2 NWSISD Collaborative & ISD 279 Racially Isolated School Integration

Integrated Learning Environments: Magnet programs to support academic and enrollment disparities.

Narrative Description of Activities:

All students in Racially Isolated Schools within ISD 279 will have priority enrollment to the 22 magnet school choices available to ISD 279 students as part of the Northwest Suburban Integration District collaborative.

The four-year average of students enrolled in magnet programming through NWSISD is 4,200. NWSISD and their collaborative districts will sustain enrollment in magnet programming between 80% and 100% of that four-year average.

Appendix B: Four year magnet enrollment and magnet enrollment by resident district included in attached NWSISD Achievement and Integration plan.

Strategies for achievement include:

1. Continued use of current magnet lottery system.

2. Ongoing marketing and communication of magnet school options.

Key Indicators of Progress (KIP) Integration Goal B1.2

Smart goal for this activity/strategy:

The four-year average of students enrolled in magnet programming through NWSISD is 4,200. NWSISD and their collaborative districts will sustain enrollment in magnet programming between 80% and 100% of that four-year average.

1. The number of magnet applications will stay consistent or grow in number.
2. Review of magnet applications by race/ethnicity or by zip code to evaluate the effectiveness of communication efforts in reaching all subgroups of the population.

District Activity B1.3 NWSISD Collaborative & ISD 279 Racially Isolated School Integration

Integrated Learning Environments: Increased cultural fluency competency and interaction.

Narrative Description of Activities:

ISD 279 students will participate in programming offered by NWSISD including:

- **Student Leadership Conference:** This is a culminating year end activity for students who are part of AVID, Future Educator’s Club, and Multicultural clubs across the 8 school districts. Students take part in competitions, attend a college fair, and receive awards for their efforts.
- **Integrated College Field Trips:** NWSISD staff coordinates integrated field trips and Cultural Liaisons collaborate with NWSISD to set up participation.

- **Future Educator’s** club to promote education with students as a field of study in college to increase the diversity of future educators.
- **Multicultural Club Advisors** promote student led programming to influence peer groups in creating inclusive learning environments. The use of peer influence decreases the number of bullying and/or harassment incidence in our schools and communities.

Key Indicators of Progress (KIP) Integration Goal B1.2

Smart goal for this activity/strategy:

1. By 2017 the ISD 279 Department of Educational Equity will collaborate with the North West Suburban Integration School District to develop volunteer opportunities at each ISD 279 Freedom School site for Future Educator’s Club participants. The volunteer opportunities will include one full summer internship at each site.

Research-Based Practices

Among other requirements, an eligible district must implement effective, research-based interventions that include formative assessment practices to reduce the disparities in student academic performance among the specific categories of students as measured by student progress and growth on state reading and math assessment (Minn. Stat. § 124D.861, Subd. 2 (b)).

If the activities or strategies you’ve listed above do not include a research based intervention, please use the space below to describe how your plan will meet this requirement. Please give the name of the intervention, any website information, and attach a PDF copy of the research article.

Two website links were included in the Achievement Goal section that identify research and further information about the program activities and research based results of the summer Children’s Defense Fund Freedom Schools program sites.

The websites provide research based results indicating that student participants eliminated the summer reading achievement regression, improved reading achievement, increased affect toward reading, and improved on several measures of character and school behavior.

Creating Efficiencies and Eliminating Duplicative Programs

Please briefly explain how your district and/or collaborative is working to create efficiencies and eliminate duplicative programs and services, which may include forming collaboratives or a single, seven-county metropolitan partnership of eligible districts for this purpose (Minn. Stat. § 124D.861, Subd. 2 (c)).

1. NWSID oversees the enrollment applications, blind lottery, and transportation coordination for the twenty-two magnet schools across the eight district collaborative.

Community Planning

An Achievement and Integration plan shall be developed in a formal community planning process where the isolated school district or racially identifiable school sites are represented by community members who are not district employees and were at least part of the voting membership of the planning body (Minn. Rule 3535.0170, Subp. 3). Please briefly describe the community process used for the collaborative portion of your district's plan and for your Racially Identifiable Schools, if applicable.

Multi-District Collaboration Council:

The Superintendent, and a board member, of ISD 279 participated in a monthly Multi-District Collaborative Council convened by the North West Suburban Integration School District Executive Director. The purpose of the Multi-District Collaborative Council meetings is to collaboratively implement Achievement and Integration legislation and programming.

Community Collaboration Council for each Racially Identifiable School(s):

A community collaborative council for our Racially Identifiable School District exists and provides guidance on Achievement and Integration Programming and budget. This group is called our District Equity Leadership Team Advisory (DELTA). In addition DELTA provides advisory on the progress of our efforts toward eliminating educational disparities.

Racially Identifiable School(s)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools (RIS), include achievement and integration goals and strategies for *each* Racially Identifiable School within your district. Copy and paste pages two through five of this plan to create at least one achievement goal and at least one integration goal with related activities for each RIS.

If you have not been notified of an RIS within your district, you do not need to complete this section.

See Racially Identifiable Schools Goal A2.

Appendix A:

National 2013 National Assessment and Evaluation Results (*See attached document*):

<http://www.childrensdefense.org/programs-campaigns/freedom>

[schools/documents/protected/2013-National-Assessment-Results.pdf](http://www.childrensdefense.org/programs-campaigns/freedom-schools/documents/protected/2013-National-Assessment-Results.pdf)

Additional research and literature regarding the National Children's Defense Fund Freedom Schools can be located at:

<http://www.childrensdefense.org/programs-campaigns/freedom-schools/about/>

Appendix B

See attached document. North West Suburban Independent School District Achievement and Integration Plan.