

**Achievement and Integration Plan**

**July 1, 2017 to June 30, 2020**

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

**District ISD# and Name: 833-South Washington County**

District's Integration Status: Adjoining District (A)

Superintendent: Dr. Keith Jacobus  
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**Collaborating Districts** Racially isolated districts must partner with adjoining districts on cross-district student integration activities (Minn. Rule 3535.0170). List your collaborating districts here, adding lines as needed. If your integration collaborative has a name, enter it here:  
Collaborative name.

1. **ISD# 625-St. Paul Public Schools:** RI - Racially Isolated
2. **ISD# 196-Rosemount, Apple Valley, Eagan** RI - Racially Isolated

**Submitting This Plan**

Submit this completed plan template as a word document to MDE by March 15, 2017 for review and approval (Minn. Stat. § 124D.861 Subd. 4). Email it to [MDE.integration@state.mn.us](mailto:MDE.integration@state.mn.us). Scan the signed coversheet and attach that to your email as a separate PDF.

**School Board Approval** (Minn. Stat. § 124D.861 Subd. 4)

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

Superintendent: Dr. Keith Jacobus  
Signature: 

Date Signed: Enter date.  
3-23-17

School Board Chair: Katie McElwee-Stevens

Signature: 

Date Signed: Enter date.  
3-31-17

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

Multi-District Collaboration Council: Kristine Schaefer, ISD 833, Cohnna Classon ISD, 833, Joyce Beaird, ISD 833, Aimee Mediger, ISD 625, Jayne Williams, ISD 625, Carita Green ISD 196. Meetings were held with members from both collaborating districts to look at needs of both districts and how we could work together to collaborate and meet needs our all of our students.

**Post to District Website** Prior to your district's annual AI and World's Best Workforce meeting, you must post this plan to the district website (Minn. Stat. § 124D.861 Subd. 3 (b)). Please provide the URL where your district's Achievement and Integration plan is posted:

<http://www.sowashco.org/academics/educational-equity-and-integration>

**Plan Goals** This plan must contain goals for reducing disparities in academic achievement among all students and specific categories of students (excluding the categories of gender, disability, and English learners), and for increasing racial and economic integration (Minn. Stat. § 124D.861 Subd.2 (c)).

**GOAL # 1: : We will increase the percentage of students meeting spring state proficiency targets in reading, in third grade from 71.2% in the Spring of 2015 to 79% in the Spring of 2020, a total increase of 7.8% and an annual increase of 2.6%.**

**Aligns with WBWF area:** All 3rd graders can read at grade level.

**Objective 1.1:** To decrease the achievement gap in reading of black males, compared to white males, from 18.2% in spring 2016 to 10% in spring 2020, as measured by MCA Reading, grades 3-8 and 10.

**Objective 1.2:** To increase positive climate and culture for all students.

**Objective 1.3:** To train all of teachers to increase their skills at engaging, communicating, and building effective relationships with parents and students from diverse socio-economic and cultural groups.

**Objective 1.4:** To build effective relationships with families and students by June, 2020 through culturally responsive practices and communication



**GOAL # 2: The percentage of students in District 833, who meet the ACT Reading College Ready Benchmark of 22 will increase from 53% in the Class of 2016 to 65% in the Class of 2020, an annual increase of 3%.**

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

**Objective 2.1:** To decrease the achievement gap in reading, of black males compared to white males, from 18.2% in spring 2016 to 10% in spring 2020, as measured by MCA reading, grades 3-8 and 10.

**Objective 2.2:** To increase positive climate and culture for all students.

**Objective 2.3:** To train all of teachers to increase their skills at engaging, communicating, and building effective relationships with parents and students from diverse socio-economic and cultural groups.

**Objective 2.4:** To build effective relationships with families and students by June, 2020 through culturally responsive practices and communication.

## **INTERVENTIONS**

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

### **Intervention #1: Family and Community Engagement activities.**

**Priority Area:** Family and Community Partnerships

**Objective this intervention aligns with:** 1.1, 1.2, 2.1, 2.2

**Type of Intervention:** Family Engagement Initiatives to increase student achievement.

**Narrative description of the critical features of the intervention:** Throughout the school year we will have several different types of family/ community engagement activities. The All pro dad program invites fathers, father figures and male role models into school for a breakfast and program. The students and their guest participate in interactive activities designed to strengthen their relationships and deliver useful fatherhood tips. The Parent Institute for Quality Education "creates partnerships between parents, students and educators to further students' academic success." The program is designed to provide home to school collaboration to support student academic goals while allowing for families to productively engage with the school system. Training will be provided on effective communications and cross cultural understanding to build trust between and among parents and educators. This will further promote a welcoming school environment.

**Grade levels to be served:** Pre-K-12

**Location of services:** Various sites district wide

**Formative assessment(s) used to inform instructional decision-making:** Post-workshop evaluations and/or feedback forms.

**Evidence of Research-base:** Indicate the rigorous, objective research analysis that explains why this intervention is critical to improving student achievement.

U.S. Department of Education's Dual Capacity-Building Framework for Family-School Partnerships <http://www2.ed.gov/documents/family-community/frameworks-resources.pdf>

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Families attending family engagement programs will express a greater sense of community within schools.	70%	80%	90%
Families attending family engagement programs will express increased awareness of student progress and effective responses to problems.	70%	80%	90%
Families attending family engagement programs will express greater self-confidence in guiding students through school	70%	80%	90%

*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5). supporting that intervention.*

**Intervention #2: Academic Success coaches**

**Priority Area:** Instruction and Assessment

**Objective this intervention aligns with:** 1.1, 1.2, 1.3

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

**Narrative description of the critical features of the intervention:** The Academic Success Coach will work collaboratively with the Coordinator of Educational Equity in accelerating student learning and increasing academic performance for students currently not meeting proficiency. The Academic Success Coach will provide direct student services while providing professional development resources and opportunities for teachers and connecting with families on ways to support their children's academic success. The academic success coach will work in one on one with at risk students, providing them with academic support, social/ emotional support and behavioral support to increase attendance to school and increase student achievement.

**Grades:** Pre-K -5

**Locations:** Elementary schools in 833

**Formative Assessments:** Classroom observations, attendance data and MAP assessments.



**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Students working with an academic success coach will increase proficiency on math MCA assessments by 3% each year.	3%	6%	9%
Students working with an academic success coach will increase proficiency on MCA reading assessment by 3% each year.	3%	6%	9%
Increase the number of parents/caregivers at the sites with an academic success coach, who indicate that their school environment is welcoming and inclusive	50%	60%	70%

**Intervention #3: Professional Development for Staff**

**Priority Area:** Climate

**Objective this intervention aligns with 1.1, 1.2, 1.3**

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

**Narrative description of the critical features of the intervention:** Provide on-going training and support to increase student engagement and achievement in school. Staff will be trained in culturally responsive teaching and develop an understanding of the student's backgrounds and communities. Dr. Sharroky Hollie will provide staff development and in classroom coaching for staff district wide. Dr. Keith Mayes will also provide training and coaching that will include skills to engage, communicate and build relationships with parents and caregivers of students from diverse socio-economic and cultural backgrounds. Using critical self-reflection, book talks and facilitated conversations in PLC's, teachers and staff will examine their own implicit biases and initiate changes in those policies and procedures that may not be allowing some children equitable access to a high quality education. As part of this intervention, staff will research and invest in culturally relevant classroom materials and culturally relevant materials for media centers, district wide.

South Washington County Schools will work with Equity Alliance (Formerly EMID) and purchase services from their collaborative. The collaborative is designed to meet the intended outcomes of closing the achievement gap and working towards integration.

**Grades:** Pre-K-12

**Locations:** All school sites district wide.

**Formative assessments:** Classroom walkthrough and feedback forms

**Evidence of Research-base:**

<http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1116767>

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Increase number of teachers and staff that report positive relationships and effective cross cultural communication with parents and caregivers as a result of training and coaching as measured by a staff survey.	10%	25%	60%

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Increase number of staff trained in culturally relevant teaching strategies.	70%	80%	90%

#### **Intervention #4: Cultural Liaisons**

**Priority Area:** Climate

**Objective this intervention aligns with:** 1.1,1.2,1.3, 1.5

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

**Narrative Description of the critical features of the intervention:** The Cultural Liaisons will work collaboratively with the Coordinator of Educational Equity to support the academic and social-emotional needs of students while engaging with the families to develop and maintain positive relationships with the school community. Liaisons are members of cultural communities with skills necessary to bridge the cultural needs of many of the diverse communities served by our district. They serve all students directly and provide training to families on school engagement and academic support for their students. Liaisons also provide professional development to district staff. They are a resource to all schools and programs in the district and provide consistent support our most diverse sites. Liaisons will support students, families and staff in schools to promote success of students, focusing on protected student populations but working with all students.

**Grade levels to be served:** Pre-K-12

**Location of services:** All school sites district wide.

**Formative assessments:** Student engagement surveys

**Evidence of Research-base:** <http://files.eric.ed.gov/fulltext/EJ794797.pdf>

#### **Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each.	Target 2018	Target 2019	Target 2020
Increase student engagement of students of color as measured by increase in attendance in all secondary schools.	25%	50%	75%
Increase the number of parents/caregivers who indicate that their school environment is welcoming and inclusive.	50%	60%	70%



**Intervention #5: Young Scholars Program****Priority Area:** Instruction and Assessment**Objective this intervention aligns with:** 1.1, 1.2, 1.3**Type of Intervention:** Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

**Narrative description of the critical features of the intervention:** The Young Scholars Program is designed to find and nurture gifted potential elementary students from historically underrepresented/underserved populations, not currently in our Gifted and Talented program and ultimately to prepare them for advanced academic coursework. This program does include students of all racial and economic backgrounds. Students are identified for inclusion by teacher observation, work samples, and test scores. Young Scholars helps to integrate and provide academic enrichment to students in a manner that prepares them for Gifted /Talented identification and enrollment in Honors and Advanced Placement Courses. Young Scholar specialists provide whole class enrichment to all students.

**Grades:** K-2**Locations:** Elementary schools in 833**Formative Assessments:** NWEA & CoGAT assessments**Evidence of research-base:** <http://journals.sagepub.com/doi/full/10.1177/1076217514556532>**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Increase number of students recommended for CogAT testing from target schools.	20%	30%	40%
Increase number of students identified with high ability/achiever learning needs in 833 from target schools.	20%	30%	40%
Increase number of students identified as gifted learners in 833 from target schools.	20%	30%	40%

**Intervention #6: Be the Dream Program****Priority Area:** Instruction and Assessment**Objective this intervention aligns with:** 1.1, 1.2, 1.3**Type of Intervention:** Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

**Narrative description of the critical features of the intervention:** This program is designed to provide opportunities for students to reach their full potential through empowerment and building a sense of belonging so they can become an engaged learner. The goal is to be intentional in outreach to students who are historically underserved. A partnership has been forged with Equity Alliance, in which students participate in Equity Alliance sponsored student leadership retreats where students engage in a series of academic and culturally enriching experiences that support student leadership across Equity Alliance member districts. Be the Dream is a college and career readiness after school high school program that is intentional in meeting the needs of historically underserved students. A core team of teachers work with the students in an after school two hour program to explore college and career readiness, build a sense of community and explore social justice issues. Highlights of our programmatic activities have included: a college fair with a diverse group of community resource professionals, two college visits and retreats.

**Grades:** 9-12

**Locations:** Woodbury High School

**Formative Assessments:**

**Evidence of research-base:** <http://www.equityalliancemn.org/customized-afterschool-programs.html>

List the key indicators of progress for this intervention and how your district will measure the yearly target for each.	Target 2018	Target 2019	Target 2020
Increase number of students graduating from high school.	96%	98%	100 %
Increase the percent of students accepted to some form of college.	70%	80%	90%

### **Intervention #7: Be Your Dream: Wolfriders Program**

**Priority Area:** Climate

**Objective this intervention aligns with:** 1.1, 1.2, 1.3

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

**Narrative description of the critical features of the intervention:** The Be Your Dream/College Readiness program, also termed "Wolf riders" is a performance based team built with a partnership with Equity Alliance. The team engages in peer tutoring, college visits and volunteer activities. A partnership has been forged with Equity Alliance, in which students participate in Equity Alliance



sponsored student training where students engage in a series of academic and culturally enriching experiences that support student leadership across Equity Alliance member districts. The team provides performances and participates in metro-wide competitions. The groups meets on Tuesdays, Thursdays and Saturdays to practice and work on the college based/team building curriculum. The team participates in and support high school drives including the 10 Days of Giving/Holiday Train and Feed My Starving Children.

**Grades:** 9-12

**Locations:** Park High School

**Formative Assessments:**

**Evidence of research-base:** <http://www.equityalliancemn.org/customized-afterschool-programs.html>

List the key indicators of progress for this intervention and how your district will measure the yearly target for each.	Target 2018	Target 2019	Target 2020
Increase number of students graduating from high school.	96%	98%	100 %
Increase the percent of students accepted to some form of college.	70%	80%	90%

### **Intervention #8: Youth Advisory Council**

**Priority Area:** Instruction and Assessment

**Objective this intervention aligns with:** 1.1, 1.2, 1.3

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

**Narrative description of the critical features of the intervention:** The Youth Executive Board (YEB) is a multi-district group of high school students who meet weekly to build bonds through teambuilding activities, learn how to use their power in positive ways to influence change, and work to fulfill their leadership and academic potential. Members learn about social and political advocacy, create yearlong service-learning projects to address the achievement gap, demonstrate positive leadership to other Equity Alliance afterschool program participants, and have FUN connecting with their peers across the Equity Alliance member and participating districts.

**Grades:** 9-12

**Locations:** District 833 High Schools

**Formative Assessments:**

**Evidence of research-base:** <http://www.equityalliancemn.org/youth-executive-board1.html>

List the key indicators of progress for this intervention and how your district will measure the yearly target for each.	Target 2018	Target 2019	Target 2020
Increase number of students graduating from high school.	96%	98%	100%
Increase the percent of students accepted to some form of college.	70%	80%	90%

**Intervention #9: Recruitment of Culturally Diverse staff**

**Priority Area:** Climate

**Objective this intervention aligns with:** 1.1, 1.2, 1.3, 1.4, 1.5

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

**Narrative Description of the critical features of the intervention:** A team of District 833 diverse staff, which includes human resources, will develop a recruitment and retention plan for existing and new staff. Our focus will be to increase the number of diverse staff to mirror our population of students. We will develop relationships with colleges and universities and attend job fairs. We will also get feedback from diverse families and community members on recruitment initiatives. We will also develop a process to support current staff of color, by affinity groups or mentors.

**Grade levels to be served:** Pre-K-12

**Location of services:** All of District 833

**Formative assessments:** Human Resource data on percentages of diverse staff.

**Evidence of Research-base:** <http://journals.sagepub.com/doi/full/10.3102/0034654309355994>

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each.	Target 2018	Target 2019	Target 2020
Increase the percentage of diverse staff district wide.	8%	10%	12%
Increase the number of connections with colleges and universities.	2	4	6



**Intervention #10: AVID**

**Priority Area:** Achievement and College/Career readiness

**Objective this intervention aligns with:** 1.1, 1.2, 1.3, 1.5

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

**Narrative Description of the critical features of the intervention:** AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. AVID is a program that supports students who are not typically college bound. It provides skills and opportunities for success in AP courses, IB courses, and the world of higher education. The research supports the benefit of this approach, especially with first-generation college bound students.

The AVID program is a research based effective practice for closing the achievement gap. A review of the AVID research brief is included for your review and includes numerous summaries and key findings from studies.

**Grade levels:** 3rd-12th

**Location of services:** All school sites district wide.

**Formative assessments:** Report card data and GPA

**Evidence of Research-base:** <http://www.avid.org/>

List the key indicators of progress for this intervention and how your district will measure the yearly target for each.	Target 2018	Target 2019	Target 2020
Increase Grade Point Average percentage for students enrolled in the AVID Elective	25%	50%	75%
Increase the percentage of students accepted to some form of college for students enrolled in 12 <sup>th</sup> grade AVID each year.	70%	80%	90%

**Intervention #11: Pre-school Programming: Collaboration with a Racially Isolated District: St. Paul Public Schools.**

**Priority Area:** Integrated PK-12 learning environment

**Objective this intervention aligns with:** 1.1, 1.2, 1.3, 1.5

**Type of Intervention:** Interventions, services and support systems to increase academic achievement of students from diverse socio-economic and cultural groups.

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

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

**Narrative description of the critical features of the intervention:** Using the research-based pre-K programming and staff trained in cross-cultural relationship building, we will work with our integration collaborative districts to provide cross-district programming for up to 16 St. Paul Public Schools students to attend yearlong pre-school programming. Students from St. Paul Public schools will attend Pre-K in District 833 with students at Woodbury Elementary school. We will jointly plan and implement this program to ensure successful Integration of students from both districts.

**Grade levels to be served:** PK

**Location of Services:** Woodbury Elementary School

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b)): Pre-K data.

List the key indicators of progress for this intervention and how your district will measure the yearly target for each.	Target 2018	Target 2019	Target 2020
Increase the percent of pre-K staff that report effective cross cultural relationships between students	15%	30%	75%
Increase number of students ready for kindergarten	50%	75%	90%

**Intervention #12: Nature's Engineer's Summer Camp: Collaboration with a Racially Isolated District: Rosemount, Apple Valley, Eagan.**

**Priority Area:** Integrated PK-12 learning environment

**Objective this intervention aligns with:** 1.1, 1.2, 1.3, 1.5

**Type of Intervention:** Interventions, services and support systems to increase academic achievement of students from diverse socio-economic and cultural groups.



**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

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

**Narrative description of the critical features of the intervention.** Partnership with District 196 in which they will offer a summer camp, titled: "Nature's Engineers" for elementary students, grades 1-4, for one week in June. This camp will have a Science and Nature focus. This is summer camp that has been offered in District 196 for many years, but this will be a new opportunity for district 833 students. At least 30 Elementary students from District 833 will be invited to attend this camp. There will also be students from District 196 attending this camp. Families will be notified of this camp opportunity via email to families and District 833 and 196 websites. This opportunity will provide exposure to extracurricular and academic activities to District 833 students. It will also give District 833 and 196 students an opportunity to build cross cultural relationships.

**Grade levels to be served:** K-4

**Location of Services:** District 196

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b)): Student surveys.

List the key indicators of progress for this intervention and how your district will measure the yearly target for each.	Target 2018	Target 2019	Target 2020
Increase number of students participating in the District 196 summer program.	20	25	30

Increase the percent of staff that report effective cross cultural relationships between students.	15%	30%	75%
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### **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)).

South Washington County schools will work with and purchase services from Equity Alliance (formerly EMID) to provide professional development for staff and students in District 833.

Working with a collaborative will create efficiencies in professional development for staff and students.

The Equity Alliance collaborative is designed to meet the intended outcomes of closing the achievement gap and working towards integration. The development of the Achievement and Integration plan fulfills our requirement and provides a roadmap for intentional efforts that will have an academic value for students in our district through strategies to close the achievement gap that include college and career readiness, family engagement, professional learning, recruitment and retention of staff and inter-district partnerships that address the intent of the revenue. Among the programs and strategies in this area are included summer experiences, AVID facilitation and training, and high school after-school student programs.

District 833 will purchase services from EMID in the area of professional development will be used to support achievement and integration in professional development to provide training to teachers and administrators. Among the programs and strategies in this area are included AVID training, summer teacher and leader institutes, and Culturally Responsive Teaching among others.