

**Achievement and Integration Plan
July 1, 2014 – June 30, 2017
Amended February 8, 2016**

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 196, Rosemount-Apple Valley-Eagan

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

Name of Collaborative: Choose an item.

Superintendent's Name: Jane Berenz

Phone: 651-423-7723

E-mail: jane.berenz@district196.org

District Office Address: 3455 153rd St. W.

City, State, ZIP: Rosemount, MN 55068

Document prepared by:

Name: Stacy Wells (updated by Carita Green 02/2016)

Title: Integration & Educational Equity Coordinator

Phone: 651-423-7914

E-mail: carita.green@district196.org

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. Cedar Park Elem STEM*, Echo Park Elem, Oak Ridge Elem

*When this plan was originally created and approved in the spring of 2014, Cedar Park was a RIS. As of July 30, the Minnesota Department of Education has determined that based on fall 2014 enrollment data, CP no longer qualifies as a RIS. According to MDE, CP may remain in the plan until the end of the three-year term, which ends on June 30, 2017.

Timeline Note:

- Board approval date for original 2014-17 three-year AI plan – April 14, 2014; Submitted to MDE – April 14, 2014
- Received notification of two additional RIS schools – November 2014
- Received notification of designation as RID district – January 2015
- Received notification that Cedar Park STEM Elementary was no longer RIS – July 2015
- Board approved change to AI plan and '15-16 budget to reflect planning year for Echo Park/Oak Ridge – Sept. 2015
- Began MCC planning in fall 2015 with goal of an eventual second amendment to existing AI plan

Achievement Goals (District-wide)

Goal Statement: The proficiency GAP between the American Indian/Alaskan Native students and white students enrolled the full academic year for all grades tested within ISD 196 on all state Reading accountability tests (MCA, MOD, MTAS) will **DECREASE** as follows within our District (see table B), by **INCREASING** the proficiency of American Indian/Native American student groups as follows within our District (see table A):

Goal Statement: The proficiency GAP between the Hispanic students and white students enrolled the full academic year for all grades tested within ISD 196 on all state Reading accountability tests (MCA, MOD, MTAS) will **DECREASE** as follows within our District (see table B), by **INCREASING** the proficiency of Hispanic student groups as follows within our District (see table A):

Goal Statement: The proficiency GAP between the Black students and white students enrolled the full academic year for all grades tested within ISD 196 on all state Reading accountability tests (MCA, MOD, MTAS) will **DECREASE** as follows within our District (see table B), by **INCREASING** the proficiency of Black student groups as follows within our District (see table A):

A. Choose an item. Proficiency INCREASE:

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Rosemount-Apple Valley-Eagan	RI/RIS	MCA				
<i>All students</i>		67.5%	70.8%	71.2%	74.1%	6.6%
<i>American Indian/Alaskan Native</i>		56.1%	58.4%	64.2%	70.0%	13.9%
<i>Hispanic</i>		43.8%	43.5%	52.2%	60.9%	17.1%
<i>Black</i>		44.5%	45.3%	53.6%	61.8%	17.3%
<i>White</i>		72.9%	73.8%	76.5%	78.9%	6%

B. Choose an item. GAP DECREASE:

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
Rosemount-Apple Valley-Eagan	RI/RIS	MCA				
<i>American Indian/Alaskan Native</i>		16.8%	15.4%	12.3%	8.9%	7.9%
<i>Hispanic</i>		29.1%	30.3%	24.3%	18%	11.1%
<i>Black</i>		28.4%	28.5%	22.9%	17.1%	10.7%

Achievement Goals (Racially Isolated Schools):

Goal Statement: The proficiency of Non-White and Free & Reduced Lunch students enrolled the full academic year for all grades tested within Cedar Park Elementary on all state Reading accountability tests (MCA, MOD, MTAS) will increase (see table A):

A. Reading *Proficiency INCREASE:*

Name of District	Status	Baseline data 2013-14	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Rosemount-Apple Valley-Eagan	RI/RIS	MCA				
<i>Cedar Park STEM</i>	RIS	61.2%	60.4%	64.4%	68.0%	6.8%
<i>Non-White Students</i>		52.4%	53.7%	60.5%	67.2%	14.8%
<i>Free & Reduced Lunch Students</i>		45.3%	38.6%	49.3%	60.1%	14.8%

Goal Statement: The proficiency of Non-White and Free & Reduced Lunch students enrolled the full academic year for all grades tested within Echo Park Elementary on all state Reading accountability tests (MCA, MOD, MTAS) will increase (see table B):

B. Reading *Proficiency INCREASE:*

Name of District	Status	Baseline data 2014-15	Year 1 2016-17 goal*	Year 2 2017-18 goal	Year 3 2018-19	Total Increase
Rosemount-Apple Valley-Eagan	RI/RIS	MCA				
<i>Echo Park</i>	RIS	51.1%	60.5%	76.6%		25.5%
<i>Non-White Students</i>		43.6%	62.5%	71.9%		28.3%
<i>Free & Reduced Lunch Students</i>		36.2%	58.3%	69.4%		33.2%

*As per discussion with MDE, year one will not begin until 2016-17 as that will be the first year for this school as a "magnet school".

Goal Statement: The proficiency of Non-White and Free & Reduced Lunch students enrolled the full academic year for all grades tested within Oak Ridge Elementary on all state Reading accountability tests (MCA, MOD, MTAS) will increase (see table A):

C. Reading *Proficiency INCREASE:*

Name of District	Status	Baseline data 2014-15	Year 1 2016-17 goal*	Year 2 2017-18 goal	Year 3 2018-19	Total Increase
Rosemount-Apple Valley-Eagan	RI/RIS	MCA				
<i>Oak Ridge</i>	RIS	58.2%	66.2%	74.1%		15.9%
<i>Non-White Students</i>		52.0%	62.9%	68.4%		16.4%

Name of District	Status	Baseline data 2014-15	Year 1 2016-17 goal*	Year 2 2017-18 goal	Year 3 2018-19	Total Increase
<i>Free & Reduced Lunch Students</i>		51.6%	62.1%	67.3%		15.7%

Achievement Goal: Strategies and Activities

Activity 1 - College Career readiness for underserved students

Activity details:

Increased participation in rigorous programs by underrepresented students and students enrolled in Area Learning Centers

Strategies/Activities:

Young Scholars (elementary)

Advancement Via Individual Determination (secondary)

Narrative Description of Strategies/Activities: The Young Scholars Program is designed to find and nurture gifted potential in elementary students from historically underrepresented/ underserved populations, not currently in out Gifted and Talented classes and ultimately to prepare them for advanced academic coursework. 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. Young Scholars is modeled after the program at Fairfax County Schools, VA.

www.district196.org/district/departments/giftedtalented/youngscholars

Advancement Via Individual Determination (AVID) is a college readiness system that accelerates student learning for typically underserved, first generation college students. Ultimately, AVID is designed to increase school wide learning and performance. www.avid.org

<http://blogs.scientificamerican.com/streams-of-consciousness/2012/11/02/where-are-the-gifted-minorities/>

SMART goal for this strategy/activity:

The number of students from the focus groups enrolled in advanced academic programming in 2016/17 will increase by 10% over the 2013/14 enrollments.

2) Measures to track implementation and progress: Enrollment in elementary GT programs and secondary advanced academics.

Activity 2 - Pre-K to Grade 12 Enrollment Choices

Activity details:

Increased participation in rigorous programs by underrepresented students and students enrolled in Area Learning Centers

Strategies/Activities:

Vertical articulation of STEM programming including professional development and support for curriculum planning

Narrative Description of Strategies/Activities: Currently ISD 196 has three magnet schools, including Cedar Park Elementary STEM School, our racially isolated school. We are developing a STEM Pathway on the Westside of the district, which is our most diverse area. Inquiry based learning has been a key element for the success of the CP STEM program and we intend to continue supporting the professional development of the teachers at Valley Middle School and Apple Valley High School. These our currently our most diverse high schools and offering a robust STEM program will provide increase rigor for the students currently in attendance and hopefully attract a variety of students from across the district to open enroll in these schools.

The use of magnet schools to increase specific school diversity is central to our efforts to increase racial balance. Each magnet school have specialist staff allocated to them that correlate to their specific theme and go above and beyond the regular specialist allocation the schools traditionally receive. Currently over 800 students are transported to magnet schools outside of the attendance area of the magnet school. We are also required to provide transportation to families within the Cedar Park STEM attendance area to a non-racially identifiable school, which is Southview Elementary. To ensure as many families as possible have access to school choice information, translation, postage, and printing of magnet school/school choice information is included in the integration budget. All salaries are inclusive of contractual benefits.

Inquiry based PD along with Equity training particularly around STEM programming will be offered in partnership with the Science House and the U of MN. Stipends or sub time will be paid for teachers to participate in curriculum planning.

<http://www.edudemic.com/inquiry-based-learning-stem/>

SMART goal for this strategy/activity:

The number of students from the focus groups enrolled in advanced academic programming in 2016/17 will increase by 10% over the 2013/14 enrollments.

Measures to track implementation and progress: Enrollment in elementary GT programs and secondary advanced academics.

Activity 3

Training teachers & administrators

Activity details:

Professional development resources and training for improving achievement of all students

Strategies/Activities:

Professional development to improve the achievement gap for identified groups and assist staff in becoming more culturally and linguistically responsive.

Narrative Description of Strategies/Activities: ISD 196 will contract with Dr. Sharroky Hollie for a series of sessions that span the entire district so that every teacher in every school learns to become more culturally responsive and can be part of the solution to closing the achievement gap created by hidden biases and cultural discrimination. These efforts will include support staff and other district employees.

In addition district and building level administrators will engage in additional professional development to determine how our leadership can provide the right kind of accountability and support for becoming a culturally responsive district.

District Equity teams will be used to guide and continue the work at the building level by leading building level data discussions, examining current practices and policies, book groups, and other building appropriate activities.

List yearly progress targets:

Year 1: Administration will participate in 3 workshops. Focus on secondary staff and district wide learning leaders.

Year 2: Focus on elementary staff.

Year 3: Follow up with district and building level leaders. Buildings will continue the work with book studies and conversations.

SMART goal for this strategy/activity:

All staff will participate in a minimum of one session with Dr. Sharrocky Hollie from 2014/15 until 2016.

Integration Goal One

Continued efforts will be made to increase racial balance within the district. All Cedar Park students will have opportunities to engage in meaningful, integrated, multicultural exchanges during their district experience. These academic and social opportunities will be focused on helping them develop dispositions and skills that will help them learn from, and work with, people who are different from them. In the 2016/17 school year, our magnet school options will include Echo Park and Oak Ridge. This will offer additional opportunities to increase racial balance at these schools, as well as across the district.

Activity 1 - Integrated Learning Environments

Innovative programs that will increase racial and economic integration within the targeted school or district

Narrative Description of Strategies/Activities: It is critical to continue sustaining and supporting the current magnet school programming (Cedar Park Elementary School of STEM, Diamond Path School of International Studies, and Glacier Hills School of Arts & Science) by providing the necessary support to

staff to design, embed and implement innovative, interdisciplinary curriculum based on current research and national education standards. Increase partnerships that enrich the academic environment, and provide professional development and instructional resources to support the themes and culturally responsive training needs. Along with this, we will establish a process to explore the feasibility and sustainability of additional magnet schools and/or programs that impact access to opportunity and racial balance.

Key Indicators of Progress (KIP)

A written report provided to school board with information regarding transportation trends, review of attendance areas, and academic data at magnet schools.

Professional development plan with evaluation data.

List yearly progress targets:

Year 1: Review attendance areas and the feasibility of additional magnet schools and/or programs to continue to increase racial and economic integration.

Identify a minimum of two partnerships (i.e. business, non-profit, government, higher ed) that benefit each magnet school

Year 2: Survey Community for interest in additional magnet schools and attendance area adjustments

Year 3: Formalize a plan for the to expand magnet schools/programming or adjust attendance areas

In response to the identification of Echo Park Elementary and Oak Ridge Elementary as racial identifiable schools, these schools will transition to magnet schools during the 2015/16 school year. Given the success of our current magnet schools, to improve racial balance, it was determined this was the best course of action. During this planning year, each school will select a magnet leadership team. These teams will help lead the process of refining the theme and school name, and begin providing theme based professional development for teachers. Echo Park and Oak Ridge will be included in the magnet school application and enrollment process for 2016-17.

The school board approved a theme of Engineering and Technology and Leadership for Echo Park, and a theme of Leadership and Environmental and Health Sciences for Oak Ridge. These themes were recommended based on a number of factors, including a district-wide school-choice survey and staff and community meetings (CCC) held this past spring.

Activity 2 - Family Engagement Program and Cultural Family Advocates

Narrative Description of Strategies/Activities:

- A) Engagement events will be planned that are focused on a variety of curriculum themes that will provide opportunities for families to learn more about what is happening in our schools and how they can partner for student success. These events will also allow the district to get feedback from families about how to best meet the needs of their students. The goals of the events are to build relationships and engage in cross cultural dialogue with families and staff. Family Engagement events will be held monthly at the Pre-K and elementary level, quarterly district wide.

- B) In collaboration with St. Mary's University a half day family/community conference will be held for families in the south suburban area http://educationnorthwest.org/webfm_send/453
- C) Cultural Family Advocates (Home/School Liaisons) support the academic and social-emotional of students while engaging with the families to develop and maintain positive relationships with the school community. The Advocates 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. Advocates also provide professional development to district staff. They are a resource to all schools and programs in the district and provide consistent support to our RIS and our most diverse sites. The advocates help reach out to families and are instrumental in publicizing and promoting broad attendance at the family engagement events.

Key Indicators of Progress (KIP)

A minimum of four district wide family events will be held, each year for the next three years. Brief surveys will be used to measure engagement and track attendance.

A minimum of eight family events will be held at Cedar Park focused on the Pre-K and elementary level, each year for the next three years. Brief surveys will be used to measure engagement and track attendance.

List yearly progress targets:

Year 1: Four/Eight events will be held.

Year 2: Events continue and Parent/Community workshop will be offered.

Year 3: Four/Eight events will be held.

Activity 3

Recruitment and retention of staff (not supported with Integration Revenue)

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

Narrative Description of Strategies/Activities: We will begin to market the education career to our high school students, particularly seeking out diverse students. We will seek a higher education partnership that can provide financial assistance to the students and learning opportunities will provided in the district along with mentors. When students complete their degree and receive teaching credentials, every effort will be made to hire them in one of our schools. <http://www.nea.org/assets/docs/HE/diversityreport.pdf>
<http://www.americanprogress.org/issues/education/report/2011/11/09/10636/increasing-teacher-diversity/>

Key Indicators of Progress (KIP)

SMART goal for this strategy/activity:

A “Grow Our Own” teacher program will be developed by the 2016/17 school year. This will include recruiting a cohort of students, developing a university partnership, and identifying mentor teachers and administrators.

List yearly progress targets:

Year 1: A university partner will be identified.

Year 2: Students will begin to receive materials and informational meetings will be held.

Year 3: First cohort will be formed. Teachers and administrators will be identified as mentors.

Activity 4

Integrated Learning Environments

Innovative programs that will increase racial and economic integration within the targeted school or district

Narrative Description of Strategies/Activities: Diverse student leadership groups will be formed to provide opportunities for students to learn from each other and provide training to teaching staff. Students will also engage in community service projects including mentoring students in elementary and middle school. Focus will be on academics, community service, and identity development.

SURGE Curriculum will be used with female students and Men of Honor will be used with male students. http://educationnorthwest.org/webfm_send/169

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

SMART goal for this strategy/activity:

Student groups will be developed at Cedar Park Elementary STEM School, Southview Elementary School, Echo Park Elementary School, Oak Ridge Elementary School, and Westview Elementary School over the next three years.

Activity 5

Integrated Learning Environment

Summer Bridge program designed to strengthen students’ math and science skills and increase racial and economic integration of students in adjoining school districts.

Narrative Description of Strategies/Activities: Independent School District 196 will enter into a multidistrict collaboration with South Washington County Public Schools for the 2016-17 school year. The collaborative determined that the existing successful Science and Math AVID Summer Bridge Program in South Washington County Public Schools district would be a good fit for our middle school students who are transitioning to 8th grade. South Washington County students in this program have demonstrated improved knowledge and increased success in math and science courses at the high school level. By collaborating with this program, students from District 196 and South Washington County

Public Schools together will experience innovative and integrated learning opportunities. Details regarding the course:

- AVID Summer Bridge Program – science or math focus;
- Four week intense science or math curriculum led by AVID trained teachers;
- Intended audience is focused on a cohort of students transitioning from 7th to 8th grade, which have been traditionally under-represented in college enrollment (i.e. students of color, potential first-generation in college, and students who qualify for free-reduced lunch, etc.);
- Summer Bridge Program is designed to strengthen students’ math and science skills in an effort to prepare students for rigorous math and science courses in high school.

Key Indicators of Progress (KIP)

SMART goal for this strategy/activity:

100% of students enrolled in this course will gain open access to advanced courses in math and/or science upon successful completion of this course.

100% of students will acquire deepen content knowledge in order to establish a solid foundation of the content, prior to their enrollment in subsequent rigorous math and science courses.

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:

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

From October 2013 to January 2014 there were six community meetings held that included representation from Cedar Park Elementary STEM, as well as district wide. Membership of the CCC included parents, students, teachers, administrators, and community members, and was reflective of the diversity of the district. The group had the opportunity to discuss the issues around academic achievement and integration, and they were asked to consider how we educate the whole child.