

**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: Isd194 Lakeville Area Public Schools

District's Integration Status: Racially Isolated District (RI)

Superintendent's Name: Dr. Lisa Snyder

Phone: 952-232-2000

E-mail: lisa.snyder@isd194.org

Plan submitted by:

Name: Dr. Julie Beddow-Schubert

Title: Director of Teaching and Learning

Phone: 952-232-2000

E-mail: Julie.beddow-schubert@isd194.org

Racially Identifiable Schools (RIS) within 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, adding additional lines as needed.

Plans for racially identifiable schools will include the same information and follow the same format as that provided for district-wide plans. The RIS plan section starts on page six of this document.

School Board Approval

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

Superintendent: Dr. Lisa Snyder

Signature:

Date Signed: March

School Board Chair: Michelle Volk

Signature:

Date Signed: **Enter date.**

Integration Collaborative Member Districts

If your district belongs to one, list the districts in your collaborative and their integration status. Add additional lines as needed.

Name of Collaborative: **Multidistrict Collaboration Council (ISD194 and 191)**

1. ISD194 Lakeville Area Public Schools A - Adjoining
2. ISD191 Burnsville, Eagan, Savage School District RI - Racially Isolated

Detailed directions and support for completing this plan are provided in the [Achievement Integration Plan Guide](#).

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.

The rule also requires districts with a racially identifiable school (RIS) to convene a community collaboration council (CCC) to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the RIS (Minn. Rules 3535.0160 Subp. 2).

List council members below and briefly describe the community planning process used for your district's plan and for your Racially Identifiable School (RIS), as applicable.

Multi-District Collaboration Council: Emily McDonald, Julie Beddow-Schubert, Bruce Maeda, Regina Smith, Lydia Lindsoe, Kim Elsen, Marilyn Smith, Jilie Kohn, Saddiyo Abdullahi, Becky Madison, Huda Ali, Hugo Munez, Stacie Stanley, Renee Branchner, Racchel Gorton, Gordy, Wintercin, Cindy Amoron, Hoyt Wall, Olivia Shonaker, Jodie Sheets, Jullie Ritter, Bethany Van Osdel, Mariana Quintana, Dominic Good Buffalo, Thor Howe, Lidas Rider, Kristing Black, Jacob Vatierra

Equity Advisory Council (EAC). The Lakeville Equity Advisory Council (EAC) convened on October 27, 2016 to review current equity programming and determine what supports they believed students, families, staff and community members need to close the achievement gap. The EAC comprised of students, parents, community members, teachers and administrators engaged in focused small group discussions to identify needs as well as prioritize those needs based upon both systems data (survey) and outcome data (proficiency, graduation, etc.). These identified and prioritized needs was collected and shared with our integration partner, ISD191.

The findings of the activities included identification of four specific supports:

- Develop cultural awareness for students and teachers
- Establishing and becoming more comfortable with mentor relationships
- Increased opportunities for academic support before, during and after school
- Increased access to tutoring in school.

After completing this activity, it became evident the last three items really are similar in scope.

American Indian Advisory Council. The American Indian Parent Advisory Council met on January 26, 2017 to review the American Indian Resolution and make suggestions for the Achievement and Integration Plan. The findings of the activities include:

- Improve student support services
- Increase opportunities for academic support
- Increase opportunities for sharing culture/heritage.

Equity Department Summary. The equity department conducted an in depth review of the key performance indicators from the previous plan including graduation data, achievement gap data, exclusionary disciplinary actions, and the use of our school success liaisons. Areas of concern include exclusionary discipline data and the achievement gap. The school success liaisons indicated a willingness to work with schools to assist in developing building leadership's understanding of culturally responsive practices and build relationships with family.

Community Collaboration Council for the RIS:

Multi-District Collaborative Council (MDCC). Our MDCC team convened on November 29, 2016. This meeting was facilitated by Dr. Stacie Stanley, ISD191, and Dr. Julie Beddow-Schubert, ISD194. Multiple collaborative activities including establishing a shared definition of integration, identification of the purpose of the Achievement and Integration Program and a review of the 2014-2017 collaborative goals occurred.

Data from the collaborative activities was distributed and shared. A World Cafe activity focused on the following questions in relationship to the 2014-2017 collaborative goals:

- To what extent if any were you aware of this goal?
- To what extent if any were you engaged in this goal? If so, what were your experiences?
- If there is data at your table, what noticings or wonderings do you have? (NOTE: Systems and outcome data from both districts was reviewed in this process.)

The findings from this activity include:

- ISD 191 and ISD 194 are in different states of readiness with respect to leading culturally responsive schools.
- A need to be more transparent with summer programming opportunities including student selection, marketing of program and communication protocols.
- School readiness is an ongoing area of focus with improvements needed in the area of communication, parent engagement and robust opportunities co-designed and delivered in both districts.

In addition to the World Cafe activity, we conducted an Affinity Diagram process to collect feedback on how ISD191 and ISD194 might collaborate on the Achievement and Integration purposes:

- Pursue Racial & Economic Integration,
- Increase student Achievement,
- Create equitable educational opportunities, and

- Reduce predictability academic disparities based on students' diverse racial, ethnic, and economic backgrounds.

This Affinity activity was guided by the essential question "What opportunities might our district use to fulfill the achievement and integration collaborative purposes?"

The findings from this activity brought about four themes with multiple suggestions for activities and systems improvements to be considered. These four themes included:

- Creating equitable educational opportunities
- Pursue racial and economic integration
- Reduce predictability of academic disparity based on racial, ethnic and economic backgrounds
- Increase student achievement

Within these four broad areas multiple subgroups emerged including:

- 1.) improved district systems
- 2.) effective liaison programs
- 3.) improved family engagement
- 4.) increase school readiness through early childhood and equity programming
- 5.) improve culturally responsive practices through professional development
- 6.) continuous improvement of the ISD194 and ISD 191 collaborative work

Building and Classroom Walkthrough Summary. Mr. Bruce Maeda, Equity and Innovation Specialist for ISD194, conducted district wide building and classroom walkthroughs as a part of the systems data collection. Mr. Maeda visited 10 of the 13 district buildings and three classrooms within each of those building. He utilized the observation tools provided by MDE. A summary of his findings is listed below. This information was provided to ISD 194's EAC. In addition, each building principal was provided the district summary and a copy of the building's specific findings.

Building and classroom walkthroughs conducted December 12, 2016 - January 27, 2017 revealed the following. None of the schools is outwardly unwelcoming to families, but there were few signs or pictures that showed people of color in common areas. Signage was limited to assist visitors in finding their way around the schools, especially non-English speaking visitors. Images of diverse people is lacking. Many times those displayed are in stereotypical ways. Experiences of historically underrepresented groups are rare. Student work is displayed inside and outside of many of the classrooms. Where it is displayed, all students are reflected.

Instructional practices include differentiation strategies being employed, though it is generally around academic growth and not interests, funds of knowledge or assets. There is little evidence seen to show a variety of strategies are used to stimulate student's interests and motivation, nor is instruction connected to all students' community and cultural experiences. There are some instances of instruction promoting critical thinking and high expectations for all students.

When all findings were reviewed and discussed, ISD 191 and ISD194 determined our collaborative focus would include:

- Continued development of quality school readiness programming
- Continued development of AVID summer programming
- Continued development of STEAM summer programming

In addition, ISD 194 would focus on improved systems and outcome data by focusing on the following areas:

- Use of culturally responsive practices
- Improved equitable academic opportunities and supports
- Improved family and student engagement

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. Please provide the URL where your district's Achievement and Integration plan is posted. <http://isd194.org/academics/equity-services-a/>

Submitting This Plan

Submit this completed plan template as a word document to MDE by March 15, 2017 for review and approval. Email it to MDE.integration@state.mn.us. Scan the page with board chair and superintendent signatures and attach that to your email as a separate PDF.

Theme One: Culturally Responsive Practices

GOAL # 1: By June 2020, increase the percentage of staff implementing culturally responsive instructional practices from 10% to 80% as measured by equity walk-throughs.

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

Objective 1.1: To increase culturally responsive teaching practices by June 2020 through staff, teacher and administrator professional development

Objective 1.2: To improve culturally responsive teaching practices by June 2020 through instructional coaching/mentoring.

Objective 1.3: To develop and implement personalized learning practices--as defined by district WBWF, Future Ready, and Strategic Plan--for underserved students by June 2020.

Objective 1.4: To increase culturally responsive teaching practices by June 2020 by utilizing stakeholder survey data to investigate improvement to current teacher development systems.

Objective 1.5: To investigate the need for reviewing teacher and administrator observation documents through an equity lens.

Theme Two: Equitable academic opportunities and supports

GOAL # 2: By June 2020, close the achievement gap for racially, ethnically and economically segregated students by 14% (reading) and 12.5% (math) as measured by Minnesota Comprehensive Assessments. (NOTE: The WBWF goals are 4.68% and 4.12% respectively by June 2017)

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

Objective 2.1: To develop and implement personalized learning practices--as defined by district WBWF, Future Ready, and Strategic Plan--for underserved students by June 2020.

Objective 2.2: To develop and implement support programs and services--as defined by district WBWF, Future Ready, and Strategic Plan--for underserved students by June 2020.

Objective 2.3: To build effective relationships with PK12 families by June 2020 through culturally responsive practices and improved communication (verbal and written home language, timeliness).

Objective 2.4: To implement a disciplinary referral system that results in a reflection of demographic data.

Theme Three: Family and student engagement

GOAL # 3: By June 2020, increase satisfaction of family and student engagement opportunities from *baseline to 95% as measured by yearly survey results. *Baseline data will be collected Spring 2017

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

Objective 3.1: To build effective relationships with PK12 families by June 2020 through development and expansion of support services for underserved students.

Objective 3.2: To build effective relationships with PK12 families by June 2020 through culturally responsive practices and improved communication (verbal and written home language, timeliness).

Objective 3.3: To build effective relationships with PK12 families by June 2020 through building led efforts aligned to the district Achievement and Integration plan and documented in the building school improvement plan.

Copy and paste the text above to add goals and objectives, changing the number for additional goals.

INTERVENTIONS

Directions Eligible districts may use AI revenue to pursue racial and economic integration and student achievement through interventions listed in the *Type of Intervention* drop-down menus below. Provide the information requested for each intervention.

Copy and paste the text below to add interventions. Change the number for each additional intervention.

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

Intervention 1: Professional Development

Priority Area: Instruction and Assessment

Objective this intervention supports: 1.1, 1.2, 1.3, 1.4, 1.5

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

Integrated Learning Environments 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. We will train 100 percent of teaching and administrative staff to implement culturally relevant instructional practices by June 2020. Staff will understand why culturally and linguistically responsive teaching is necessary to close the racial and economic achievement gaps. Staff will implement effective instructional strategies for building academic vocabulary, literacy and language practices while validating and affirming underserved learners across all grade levels and disciplines as evidenced in unit and lesson development. Staff also will implement culturally responsive classroom management practices across all grade levels and disciplines. Our student success liaisons will support the development of the staff's understanding of viewing our work through an equity lens.

We will train 100 percent of teaching and administrative staff in Personalized Learning. Staff will understand the district's working definition of Personalized Learning and implement personalized learning practices as defined by the district's working definition. Operationalizing this work may include Project Based Learning training, Technology Integration training, transition programming, AVID strategy training, and Social/Emotional Learning. This work is not limited to these areas, however.

Next, we will review our current teacher development and evaluation process using an equity lens with administrators and teacher leaders through the instructional support and shared leadership process. This review will be used to collaboratively determine if additional work should commence.

One hundred percent of support staff (custodial, paraprofessional, administrative assistants, food service, etc.) also will receive culturally responsive practices training by June 2020 through our equity services department. This training may be face-to-face or online.

Grade levels to be served: PK12

Location of services: District Wide

Formative assessment(s) used to inform instructional decision-making: Equity Walk-Through, Teacher Survey, Student Survey

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. National Center for Culturally

Responsive Educational Systems; <http://www.nccrest.org> and National Center on Universal Design for Learning <http://udlcenter.org>

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
Percentage of staff trained in Culturally Responsive Strategy training	100%	100%	100%
Implementation of Culturally Responsive Practices as Measured by Equity Walk-Through tools provided by MDE	30%	60%	80%
Percentage of staff trained in Culturally Responsive Strategy training as measured by student survey	30%	45%	60%
Staff trained in Personalized learning	50%	75%	100%
Culturally responsive practice training for support staff	50%	75%	100%

Intervention 2 Equitable Academic Opportunities and Supports

Priority Area: Student Engagement and Outcomes

Objective this intervention supports: 2.1, 2.2, 2.3, 2.4

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments 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. We will implement personalized learning practices by June 2020. Teachers will implement flexible learning environments where the student needs drive the space utilization, time allocation, and learning mode, supporting them in achieving their goals. Competency based progressions will provide opportunities for continuous formative assessments. Teachers will support student growth as students demonstrate mastery. Teachers will utilize up-to-date learner profiles identifying individual strengths, needs, motivations and goals. Finally, teachers will utilize personalized learning paths for each student which adapts based on student progress, motivations and goals resulting in a reduction of office behavioral referrals and an increase in graduation rates.

The percentage of underserved students enrolled in Academies such as MNCAPS, PSEO, Honors, AP, CIS and other rigorous courses will be more reflective of the overall school demographics. In addition, AVID student demographics will be more reflective of school demographics. This will be accomplished by improving the fidelity of implementation with AVID programming. To better support all students, AVID strategies will be implemented

schoolwide in all secondary buildings by June 2020, and will be measured by the new AVID Coaching and Certification Instrument.

This intervention involves collaboration with District 191 during school-year and summer programming. We will implement support programs and services for our underserved students by June 2020. We will provide before, during, after school and summer programming to close academic achievement gaps. We will provide underserved students with targeted college/career readiness skill coursework. In addition, underserved students will receive additional cultural supports from equity department specialists. These supports may include-but are not limited to-transition programming (5th to 6th grade; 8th to 9th grade), mentoring, homework work assistance, etc.

This intervention involves collaboration with District 191 during school-year and summer programming. Using research based kindergarten readiness curriculum and staff trained in cross-cultural relationship building, we will provide opportunities for pre-school age children and their families to engage in integrated learning environments with our partner district. These opportunities will focus on both academic and social/emotional skills needed to transition into kindergarten.

Grade levels to be served: PK12

Location of services: Community neighborhoods, Early Childhood Centers, Both District buildings

Formative assessment(s) used to inform instructional decision-making: Survey, student attendance at before, during, after and summer school programming, MCIS participation

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. National Center for Culturally Responsive Educational Systems; <http://www.nccrest.org> and National Center on Universal Design for Learning <http://udlcenter.org>

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 teacher self-identification of providing personalized learning opportunities on a weekly basis through Staff Survey Questions	15% self-identify	30% self-identify	60% self-identify
Increase student self-identification of providing personalized learning opportunities on a weekly basis through Staff Survey Questions	15% self-identify	30% self-identify	60% self-identify
Increase underserved student participation with before school, after school programming (increase 15% per year)	500 students	575 student	660 students
Increase underserved student participation in summer programming (increase 15% per year)	515 students	592 students	680 students

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 the percentage of underserved students in college and career readiness programming as measured by MCIS participation	50%	75%	100%
Increase underserved secondary student participation in Honors, AP and PSEO programming	10%	15%	20%
Increased participation in school readiness programming	35 families	50 families	65 families
Increase utilization of family support liaisons as measured by student, teacher and family interactions (increase 15% per year)	840 contacts	966 contacts	1110 contacts
Increase percentage of Secondary building AVID programs that meet school-wide criteria found in the AVID Coaching and Certification Instrument (CCI)	0%	50%	100%
Exclusionary discipline data will be reflective of district demographics as measured by a gap reduction.	13%	6%	0%
Close graduation rate gap between underserved students and white students	13%	8%	4%

Intervention 3 Family engagement initiatives to increase student achievement

Priority Area: Family and Community Partnerships

Objective this intervention supports: 3.1, 3.2, 3.3

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

Integrated Learning Environments 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. We will utilize our equity department specialists (school success liaisons) to: 1.) improve our staff's cross-cultural awareness when working with underserved populations 2.) further develop positive family/school/community relationships 3.) support individual students based upon their needs

Some duties include, but are not limited to:

- student mentoring,

- supporting building and district programming advocating for cultural responsiveness,
- communication in the form of home visits, phone calls, and emails district and building level advocacy for recognizing cross-cultural beliefs
- facilitating/supporting problem-resolution work,
- advocating for appropriate programming and supports for students, business and community outreach

Lakeville school success liaisons will continue to support targeted services efforts during the school hours by supporting underserved students and families receiving targeted services. The liaisons will also act as consultants during implementation to ensure an equity lens continues to be present throughout the process.

This intervention involves collaboration with District 191. Using research based kindergarten readiness curriculum and staff trained in cross-cultural relationship building, we will provide opportunities for pre-school age children and their families to engage in integrated learning environments with our partner district. These opportunities will focus on both academic and social/emotional skills needed to transition into kindergarten.

Finally, each building creates a School Improvement Plan (SCIP) on a yearly basis. This building plan must be aligned to the district strategic plan and work towards incremental academic progress over a series of years. Buildings with an equity goal aligned to Theme 3- Family engagement activities aimed at improved student achievement-can submit a teacher led initiative funding request that supports improved family engagement within the building. The effectiveness of the teacher led initiative must implement the use of culturally responsive practices as identified by Theme 1 of the Achievement and Integration Plan and must use at least one key indicators of performance found in Theme 1 and Theme 3.

Grade levels to be served: PK12

Location of services: Early Childhood Centers, Neighborhood Gathering Areas, District buildings

Formative assessment(s) used to inform instructional decision-making: Survey data, Equity Advisory Council Feedback

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. U.S. Department of Educations’ 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
Increased participation in school readiness programming	40 families	55 families	70 families
Increased utilization of family support liaisons as measured by student, teacher and family contacts	750 contact	900 contacts	1050 contacts
Increased parental attendance at outreach events	150 parents	200 parents	250 parents

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)). Teaching and Learning, Student Services, Business Services and Human Resources are focused on implementation of the district strategic plan in a streamlined and efficient manner. Each department recognizes how the other supports the strategic plan as well as our World's Best Workforce plan, and we utilize district shared leadership, teaching and learning advisory council, equity and advisory council, Native American parent advisory, administrative cabinet and department meetings to identify how to support critical programming.