



## 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: ISD 623 Roseville** District’s Integration Status: Racially Isolated District (RI)

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### Racially Identifiable Schools (RIS)

If you have been notified by MDE that your district has a racially identifiable school, please list each of those schools below, adding additional lines as needed.

1. Central Park Elementary

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.

**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: Equity Alliance MN.

1. Enter text here. 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. Aldo Sicoli  
Signature:

Date Signed: Enter date.

School Board Chair: Mark Traynor  
Signature:

Date Signed: Enter date.

**Detailed directions and support for completing this plan are provided in the Achievement Integration Plan Guide available on the MDE Achievement and Integration page.**

**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.

Jake Vondelinde- Assistant Director Teaching and Learning	Tamy Reese-Early Childhood Manager
Elementary/Secondary Principals	District Lead Team
Miles Lawson-Teacher	Huda Yusuf-Parent
Angie McGaster-Woods-Secondary Principal	Carol Fogarty - Parent
Becky Berkas- Elementary Principal	Roy Adams - Parent
Allison Waukau- American Indian Liaison	Nyia Harris-Parent
Kristina Robertson- EL/Cultural Liaison/ Administrator	Marquita Stephens-Community Member
Juanita Hoskins- Director of Educational Equity	

The effort was led by the Director of Educational Equity. The initial meeting was a time to listen to the WebEx from the MDE with the school leaders. After the viewing, we talked about what was currently in the plan and the direction we thought we should take going forward. We discussed things that need to stay and things that needed to be removed. We looked at graduation data for the different groups in our schools. We discussed the importance of the A and I budget to the plan. We aligned possible goal areas with the expectations in the plan document. The development of the plan was discussed at the next District Lead Team meeting. A draft of the plan was brought to the Educational Equity Advisory Council for their input. This council is made up of community members, students, teachers, an administrator, a school board member and the Director of Educational Equity. The draft plan was also shared with school principals and the district leadership team. The document was shared with the American Indian advisory group for their input.

Multi-District Collaboration Council: Members of Equity Alliance met to discuss the development of our equity plans and to share thoughts and ideas of how the A and I dollars are being used in districts. We discussed ways we could partner with each other.

Community Collaboration Council for the RIS: School Principal, American Indian Cultural Liaison, EL/Cultural Liaison Director, Director of Educational Equity

We talked about what was currently in the plan and the direction we thought we should take going forward. We discussed things that need to stay and things that needed to be removed. We looked at graduation data for the different groups in our schools. We discussed the importance of the A and I budget to the plan. We aligned possible goal areas with the expectations in the plan document.

**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. <https://www.isd623.org/file/910>

**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:** To increase the graduation rate for all students and specifically Black males to 90% by 2020.

**Aligns with WBWF area:** All students graduate from high school.

**Objective 1.1:** Prepare and provide students with postsecondary access

**Objective 1.2:** Increase the number of students from the academic middle that enroll in college credit bearing courses

**Objective 1.3:** Accelerate under-achieving students into more rigorous courses

## 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 (Minn. Stat. § 124D.861 Subd. 2). Provide the information requested for each intervention.

**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).

Copy and paste the text below for each intervention. In your annual AI budget use the intervention names below in the budget narrative for expenditures supporting that intervention.

**Intervention #1** Increase the participation of African American students, particularly African American males, in AVID classes.

**This intervention supports the following goal objective: 1:2 and 1:3**

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

**Intervention #2** Participate in the AVID Summer Credit-bearing classes with students from the district's adjoining AI districts

**This intervention supports the following goal objective: 1.2**

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

**Intervention #3** To train educators in proven practices for academic success

**This intervention supports the following goal objective: 1:2 and 1:3**

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

**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.** This intervention will increase the number of African American males graduating from high school and being prepared to go into the college and careers after graduating.

Grade levels to be served: Grades 7-12

Location of services: Secondary School Sites

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): first generation to attend college, underserved in 4-year colleges qualifies for free or reduced lunch and special circumstances (ex. death of a parent –living with grandparents)

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. [http://www.avid.org/abo\\_research.html](http://www.avid.org/abo_research.html), Yvette Jackson and Veronica McDermott. *Aim High, Achieve More: How to Transform Urban Schools Through Fearless Leadership* (2012)

**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 the percentage of Black students, particularly males, who are in 7th and 9th grade AVID cohort.	50%		
Increase the percentage of Black students, particularly males, who remain continuously enrolled in AVID through the completion of their senior year.	83%		
Enter KIP.			

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

**GOAL # 2:** To increase the number of racially and ethnically diverse teachers from 10% to 15% by 2020.

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

**Objective 2.1:** To provide an opportunity for equitable access to effective and more diverse teachers.

**Objective 2.2:** To support and collaborate with the district Teacher of Color FOCUS Group for the purpose of empowering and retaining staff of color and American Indian staff

**Objective 2.3:** To participate in the advocacy work of the Coalition to Increase Teachers of Color and American Indian Teachers in Minnesota to increase racial, cultural and linguistic diversity in the teaching force.

**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 (Minn. Stat. § 124D.861 Subd. 2). Provide the information requested for each intervention.

**Intervention # 1** To collaborate with metro districts to address the recruitment and retention of diverse staff

**This intervention supports the following goal objective: 2:1**

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

**Intervention # 2** Provide differentiated professional development opportunities focused on needs of teachers of color and American Indian teachers

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

**This intervention supports the following goal objective: 2:2**

**Narrative description of the critical features of the intervention.** This intervention is intended to help with retention and recruitment of teachers of color and American Indian teachers. It is an attempt to create community for these teachers so that they will not feel alone. Many of them are the only teachers in their buildings. The MDE and EdMN both recently recognized the importance of having a diverse staff. The teachers will be given the opportunity to meet several times during the year to work on culturally relevant staff development that fits their needs. One of the features of the intervention also intends to connect these teachers with other teachers in our collaborative.

Grade levels to be served: PreK-12

Location of services: school sites

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): Use the data from Keep Certified data collection system to collect the percentage of teachers of color and American Indian Teachers involved in the professional development opportunities.

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. [www.ascd.org/ascd-express/vol10/1013-bristol.aspx](http://www.ascd.org/ascd-express/vol10/1013-bristol.aspx), [www.tocaimn.com](http://www.tocaimn.com)

**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 the percentage of staff of color and American Indian teachers in the district.	12%		
Increase the number of staff of color and American Indian teachers attending the differentiated professional development opportunities.	35		
Enter KIP.			

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

**GOAL # 3:** To reduce the achievement gap between White and Black students in reading from 31.5% to 21.5% at Harambee Community Cultures and Environmental Science Elementary School and from 23.7% to 13.7% at the Dual Language Immersion Program at Little Canada Elementary School in the district by 2020.

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

**Objective 3.1:** to build relationships with students and families across cultural differences

**Objective 3.2:** to utilize cross-district partnerships that allows all students to achieve excellence and equity

## 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 (Minn. Stat. § 124D.861 Subd. 2). Provide the information requested for each intervention.

**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).

Copy and paste the text below for each intervention. In your annual AI budget use the intervention names below in the budget narrative for expenditures supporting that intervention.

**Intervention # 1** Differentiated instruction and targeted intervention designed to increase student achievement.

**This intervention supports the following goal objective: 3.2**

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

**Intervention # 2** Build relationships with students and families across cultural differences

**This intervention supports the following goal objective: 3:1**

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

**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. This intervention is intended to increase the racial and economic integration in our district. It is also intended to give families choices for where they go to school. It is also intended to bring student voice into their learning.

Grade levels to be served: K-6

Location of services: School sites

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b)): progress monitoring using FAST assessment, Optional Local Performance Assessment (OLPA), curriculum based assessments, reflection sciences, monitoring office referral data

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

**Partnering with Parents to Ask the Right Questions: A Powerful Strategy for Strengthening School-Family Partnerships** by Luz Santana, Dan Rothstein and Agnes S. Bain, <http://www.nctsn.org>/Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services, “Response to Intervention for Behavior” by Jeffrey R. Sprague, Institute of Violence and Destructive Behavior, University of Oregon, Beyond the Bake Sale: The Essential Guide to Family/School Partnerships – Anne T. Henderson, PBIS, <http://reflectionsociences.com/>

**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
Decrease the achievement gap between black and white students from 31.5% to 21.5% at Harambee.	28.1		
Decrease the achievement gap between black and white students at Little Canada from 23.7% to 13.7%.	19.1		
Enter KIP.			

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

**GOAL # 4:** 100% of all staff will be given equity training by 2020

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

**Objective 4.1:** Provide district and building level training that will help to eliminate the race-based achievement disparities.

**Objective 4.2:** Work with district staff to identify, support and document changes made to create more educationally equitable policies, practices and structures.

**Objective 4.3:** Provide ongoing professional development to support district leadership to lead system-wide transformational change

**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 (Minn. Stat. § 124D.861 Subd. 2). Provide the information requested for each intervention.

**Intervention # 1** Professional development for staff  
**This intervention supports the following goal objective: 4:1**

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

**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.** This intervention is intended to increase the cultural competence of all of the staff in the district. It is intended to keep student achievement as the main thing. The intervention will give staff knowledge that will help them understand themselves and the students better. It will ground them in what they need to know to work with all students.

Grade levels to be served: prek-12

Location of services: all sites

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): Use the data from Keep Certified data collection system to collect the percentage of staff going through equity training.

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. A. Wade Boykin and Pedro Noguera. *Creating the Opportunity to Learn: Moving from Research to Practice to Close the Achievement Gap* (2011)

*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
The number of staff in the district given equity training	85%		
Enter KIP.			

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

**RIS Goal # 1** To increase the academic achievement of students of color from 27.8% to 37.8% on the reading MCA at Central Park Elementary School by 2020.

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

**RIS Objective 1.1:** Increase racial and economic integration

**RIS Objective 1.2:** Provide a PreK school year program for 22 students and a summer PreK program for 15 students identified as needing additional support to prepare for and transition to kindergarten

## RACIALLY IDENTIFIABLE SCHOOL INTERVENTIONS

**Directions** Racially identifiable schools may use AI revenue for the interventions listed in the *Type of Intervention* drop-down menus below (Minn. Stat. § 124D.861 Subd. 2). Provide the information requested for each intervention.

Copy and paste the text below for each RIS intervention. In your annual AI budget use the intervention names below in the budget narrative for expenditures supporting that intervention.

**RIS Intervention # 1:** Provide STEM magnet option at the school

**This intervention supports the following goal objective: 1:1**

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

**Intervention # 2** Build relationships with students and families across cultural differences

**This intervention supports the following goal objective: 1:2**

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

**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.** One of the critical features of this intervention is to provide an option for children in the district to be exposed to a rigorous curriculum. Teachers at Central Park have been and continue to be trained on how to provide STEM education as the vehicle to do the rigorous course work. Many families are interested in schools with STEM related curriculum. This feature is offered in an attempt to bring families in the schools' attendance area back to the school and to increase the achievement of the students who are in the school.

Grade levels to be served: PreK-6

Location of services: Central Park Elementary School

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): progress monitoring using FAST assessment, Optional Local Performance Assessment (OLPA), curriculum based assessments, reflection sciences, monitoring office referral data

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. <http://visible-learning.org/john-hattie/>, Mindset: The New Psychology of Success by Carol S. Dweck ,<http://reflectionsociences.com/>, <http://www.centerforpubliceducation.org/Main-Menu/Pre-kindergarten/Pre-Kindergarten/Pre-kindergarten-What-the-research-shows.html>

**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 academic achievement for all children of color from 27.8% to 37.8% on MCA	32.8%		
Decrease the achievement gap between black and white students from 15.3% to 5.3%□□	10.2%		

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

**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)). Enter text here.

This plan will create efficiencies and eliminate duplicative programs and services because the components in it are unique. It is part of the larger district plan and is a key part of eliminating opportunity and achievement gaps. It is vertically aligned across the system. It provides better opportunity and service for our least served populations. It is picking up work we are unable to do anywhere else. This plan allows us to do the needed work to ensure that all of our students are reaching their potential.