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 279 Osseo Area Schools
District’s Integration Status: Racially Isolated District /Racially Identifiable School (RI/RIS)

Superintendent’s Name: Dr. Kate Maguire
Phone: 763-391-7000
E-mail: maguirek@district279.org

Plan submitted by:
Name: Dr. Rev Hillstrom
Title: Director of Educational Equity
Phone: 763-391-7124
E-mail: hillstromr@district279.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.

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

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. Kate Maguire
Signature: Date Signed: Enter date.

School Board Chair: Enter name here.
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: North West Suburban Integration School District

1. Anoka-Hennepin RI - Racially Isolated
2. Brooklyn Center RI - Racially Isolated
3. Osseo 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: North West Suburban Integration School District
Community Collaboration Council for the RIS: Enter text here.

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://www.district279.org/teach-learn/educational-equity

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.
GOAL # 1: As part of the NWSISD Collaborative Osseo Area Schools will participate in programming seeking racial and economic integration and achievement gap closure for Osseo Area Schools students from FY 2018 - 2020.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Objective 1.1: We will provide magnet school programming within the district designed to reduce academic and enrollment disparities based upon students racial, ethnic and economic status.
Objective 1.2: We will provide the opportunity for educators within our district to participate in inter and intra-district professional development learning opportunities.
Objective 1.3: We will provide both inter and intra-district student programs which promote college and career readiness.

GOAL # 2: The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Math accountability test (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2018 - 2020.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Objective 2.1: Increase math proficiency goal by 1% annually for students of color / American Indian students.
Objective 2.2: Increase rate of growth in math for students of color and American Indian students.

GOAL # 3: The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Osseo Area Schools on all state Reading accountability test (MCA, MOD, MTAS) will decrease for all Osseo Area Schools students from FY 2018 - 2020.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Objective 3.1: Increase reading proficiency by 2% annually for students of color / American Indian students.
Objective 3.2: Increase rate of growth in reading for students of color / American Indian students.

GOAL # 4: Increase American Indian student attendance at all grade levels for all Osseo Area Schools American Indian students from FY 2018 - 2020.
Achievement and Integration Plan

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

Objective 4.1: Decrease chronic absenteeism of American Indian Secondary Students by 2% annually.

Objective 4.2: Increase district license staff knowledge and skill to understand and educated American Indian students.

INTERVENTIONS

Intervention 1 Racial Equity and Educational Achievement Development

Priority Area: Instruction and Assessment

Objective this intervention supports: 2.1, 3.1, & 4.1

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. All of Osseo Area Schools will receive professional development in the CLEAR Model and National Urban Alliance strategies as part of a district wide response to the need for culturally responsive instruction:

Cultural- emphasizes the human purpose of what is being learned and its relationship to the students’ own culture.
Learning- encourages students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.
Equitable- respectful learning environments in which students’ racial and ethnic diversity is valued and contributes to successful academic outcomes.
Achievement- includes multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.
Responsive- through positive relationships, rigorous learning experiences are created involving higher order thinking and critical analysis used to address relevant, real(ness) world issues in an action-oriented manner.

Educators at every level of our system are able to access equity focused educators/colleagues from the Department of Educational Equity who provide research based and nationally recognized staff development.
These professional development opportunities may include but are not limited to:

The Innocent Classroom:

This is a professional development experience for educators who are searching for ways to strengthen relationships with their students. The Innocent Classroom experience consist of six intensive sessions / workshops which focus on impacting how teachers think about and engage with their students, especially students of color. The Innocent Classroom aligns with the C, E, and R of the CLEAR model. This training will allow for both practical and tactical application of strategies connected to real world examples that work to developing both context and skills leading to more effective relationships between student and teachers.

E3 – Education, Excellence, and Equity:

- Professional Development along with student assessments and support tools from E3 help to enable equitable student achievement by:
  - Helping to determine the most effective engagement strategies for each child.
  - Providing extensive training and on-going practical classroom tools and support for teachers.
  - Providing implementation guidance for strengths-based programing increasing student success, especially for emerging multi-lingual learners and students of color.

Equity Teachers, and Equity Specialists are certified affiliates in Pacific Educational Group’s Beyond Diversity/Courageous Conversations About Race training (Singleton and Linton, 2005). Equity Teachers and Equity Specialists will provide training to all Osseo Area Schools staff in the two day Beyond Diversity/Courageous Conversations About Race Training.

Department of Educational Equity staff will provide coaching and training for racial equity and cultural responsive pedagogy to classroom teachers, site staff development, large group system staff development, and one on one leadership coaching for principals and teacher leaders.

Achievement and Integration revenue will be used to support and host our community form on race. Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race. Teachers and administrators from across our school system have, and will continue to participate in this event where they learn more about applying the system tools to community engagement.

District executive leadership team, administrators, and school board members will receive anti-racist leadership development training from the Director of Educational Equity and a consultants regarding systemic equity transformation training tools.

Formative assessment(s) used to inform instructional decision-making: The district has developed both pre and post evaluations to measure levels of participation from attendees.
Key Indicators of Progress (KIPS)

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<thead>
<tr>
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Intervention 2 Comprehensive District Wide Math Instruction and Support

Priority Area: Instruction and Assessment

Objective this intervention supports: 2.1 & 2.2

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.
Achievement and Integration Plan

**Narrative description of the critical features of the intervention.**

### Pre-K - 5 Staff Development Focus 2018-2020

Monthly System Staff Development Meeting: Mathematical Mindsets based on the work of Dr. Jo Boaler Stanford University and Principles to Action; Ensuring Mathematical Success for All from National Council of Teachers of Mathematics. Monthly Topics: Literacy and Math Connections; Productive Struggle; Depth, Not Spread; Visual Representation; Rich Tasks; Purposeful Questioning and Discourse; Everyone Can Learn More at High Levels, Number Talks System Staff Development Days: Grade level and content specific sessions along with choice sessions focused on: culturally responsive instruction, differentiated instruction, digital learning, literacy instruction and standards based instruction. Ongoing access to dedicated Curriculum, Instruction and Educational Standards to provide support with data teams, instructional practices, implementation of instructional materials and digital learning.

### Core Math Instruction: Instructional materials K-5: Math Expression

### Math Interventions Grades 2-5 Math Foundations, a research based math intervention that focusses on developing math sense through the use of concrete, representational and abstract model. Not a drill model of intervention.

### Secondary (Grades 6-12)

Secondary Professional Development and Support

- **Regular Professional Learning Team/Collaboration Time**
  - Common planning time in content alike groups to develop instruction, analyze data, develop common formative and summative assessments.

- **60 minutes of professional learning provided each month for all licensed secondary staff.**
  - Provides differentiated staff development focused on high operational practices (HOP) to elicit high intellectual performance (HIP).
  - Makes purposeful connections with, and model, the following: culturally responsive instruction, differentiated instruction, digital learning, interdisciplinary instruction and standards based instruction.
  - Provides professional learning through a variety of formats, including the following:
    - “Priming, Processing, and Retaining” (learning around specific strategies with application time)
    - Opportunity to learn from colleagues
    - Online/blended options

- **14 hours of professional learning provided throughout the school year for all licensed secondary staff.**
  - Includes:
    - Content specific topics facilitated by content teacher leaders
    - Choice sessions focused on: culturally responsive instruction, differentiated instruction, digital learning, interdisciplinary instruction and standards based instruction.
Achievement and Integration Plan

- Ongoing access to dedicated Curriculum, Instruction and Educational Standards staff including:
  content teacher leaders, differentiation specialists, instructional coaches and staff development assessment specialists

6-12 Core Math Instruction occurs in the following courses:

- Foundations of Algebra
- Pre-Algebra
- Linear Algebra
- Non-Linear Algebra
- Algebra 1
- Geometry
- Algebra 2
- Pre-Calculus
- Calculus

6-12 Math Interventions: (MCA, NWEA and course grades along with staff recommendation determine placement)

- Math Achievers
  - Provides support for middle school students not at grade level in math. This is a second math course, taken in addition to the core grade level course. Enrollment is flexible and students may exit the course.
- Collaborative Math
  - Provides either EL or SPED support for middle school student. The course is co-taught by either an EL and a Math teacher or SPED and Math teacher.
- EL Academic Skills course
  - Middle school EL students in this course focus on math content vocabulary.
- Algebra Explorations
  - Students who failed at least two trimester of Linear Algebra are enrolled in this course. The format of the course focuses on re-teaching/re-learning fundamentals Linear Algebra learning outcomes before taking Non-Linear Algebra.
- Math Learning Lab
  - Designed for primarily for 9th grade Non-Linear Algebra students who struggle with content and taught by a licensed math teacher. Provides more time and support to demonstrate proficiency in the learning outcomes/targets.
  - Designed primarily for students in grades 11-12 and taught by a licensed math teacher. Students are identified by counselors as being in jeopardy for not graduating on time. Provides more time and support to demonstrate proficiency in the learning outcomes/targets.
- Math Intervention
  - Provides additional math instruction and reassessment opportunities during weekly Advisory (68 minutes). Staffed by licensed math teachers.
- Exploratory Math
  - This course provides instruction in Geometry and Algebra 2. The format provides extended time for instruction (from two years to three years).
- Co-Taught courses
Achievement and Integration Plan

- A licensed math teacher and SPED teacher collaboratively plan and co-teach the following courses for high school students: Non-Linear Algebra, Geometry, Algebra 2 (required for graduation).

- **Student Teachers of Color or Native American Student Teachers**
  - Working through Metropolitan State’s Urban Educator Program, student teachers of color or Native American student teachers will be working with the cooperating teacher to increase students’ math skills.

- **Non-Linear Algebra**
  - (Same standards as all other NLA classes, instructional strategies and pace are different)
  - Students are selected for this course based on 8th grade math data, specifically end of course grades (C/D). Students are assigned the same licensed math teacher for the entire school year. Power standards are identified and the focus is on depth and rigor.

- **Homework Help Center**
  - Tuesday, Wednesday, Thursday each week from 2-4pm in the Media Center staffed by licensed content staff.

Equity Specialists will deliver the Minnesota Higher Education Services Office’s *Get Ready!* for College program (www.getready.state.mn.us) for lower income and students of color to help ensure their success in International Baccalaureate and Standards Plus (S+) advanced courses (S+ courses are limited enrollment to students by exam, interest survey. Achievement and Integration revenue will assist with materials and field trips to expose students to local colleges.

AVID programing is currently being piloted at Edinbrook Elementary, Northview Middle School, and Osseo Senior High School. AVID is a national college-readiness system designed to increase the number of students who enroll in four-year colleges. AVID focuses on the least served students in the academic middle.

AVID elective teachers support AVID students by providing academic training, managing their tutorials, working with faculty and parents, and by helping students develop long-range academic and personal plans.

Achievement and Integration revenue may be used to support current programing and expand AVID to other racial isolated sites to support proficiency development in both math and reading.

Grade levels to be served: PK -12

Location of services: District wide

**Formative assessment(s) used to inform instructional decision-making:** We use NWEA / MAP test. District approved standards based assessments.

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Dr. Jo Boaler Stanford University and Principles to Action; Ensuring Mathematical Success for All from National Council of Teachers of Mathematics.
Key Indicators of Progress (KIPS)

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Intervention 3 Comprehensive District Wide Reading Instruction and Support

Priority Area: Instruction and Assessment

Objective this intervention supports: 3.1 & 3.2

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.

PK -5

Core Reading Instruction
Balanced Literacy with the use of Benchmark Literacy materials

Reading Interventions
Weekly progress monitoring using TIES CBM assessment.
Multiple Interventions to meet the specific literacy needs of the students:

- First Grade: Phoneme Blending, Phoneme Segmenting, Letter Tracing Book, Letter Sound Correspondence, Word Building, Blending Words, Newscaster, First Grade PALS, Great Leaps K-2, G.A.T.E, Repeated Read Aloud, LLI Green,
Achievement and Integration Plan

- Second Grade: Word Building, Read Naturally, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, G.A.T.E, Great Leaps K-2, Early Success Level 2
- Third Grade: Word Building, Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, Read Naturally, Soar to Success Level 3

Fourth and Fifth Grade: Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, Read Naturally, PALS 2-5, Great Leaps, Soar to Success Level 4 and 5

Secondary (Grades 6-12)

6-12 Core Reading Instruction:

- Reading instruction is integrated into core English course instruction in grades 6-12.

6-12 Reading Interventions: (MCA, NWEA and course grades along with staff recommendation determine placement)

- Co-Taught courses
  - A content teacher (English, science, social studies) and a licensed reading teacher co-teach a core content course. Provides support for students not reading at grade level. The reading teacher provides additional reading instructional strategies and resources to support content and reading learning.
- Reading Lab
  - Provides support for students not reading at grade level. This is an elective course, taken in addition to the core grade level English course. Enrollment is flexible and students may exit the course. A variety of strategies and resources are utilized, including READ 180 and System 44.
- English/Reading
  - Core grade level English course and standards with a focus on integrated reading instruction.
- Full time Literacy Coach
  - Supports all teachers and students in the building. Works with: students one-on-one, teachers to design literacy focused scaffolding/reading intervention in their content areas, Reading Lab teachers to design curriculum, etc. Provides building level staff development and works with Equity Specialist to help teachers design culturally relevant curriculum.
- Aligned English Skills (SPED) course with English curriculum
  - Provides rigorous learning opportunities for all students aligned to the standards and curriculum that is being taught in regular non-SPED English classes.
- Homework Help Center
  - Tuesday, Wednesday, Thursday each week from 2-4pm in the Media Center staffed by licensed content staff.
- SPED Co-Taught courses
  - A licensed English teacher and SPED teacher collaboratively plan and co-teach the required English 9-12 courses.
- Student Teachers of Color or Native American Student Teachers
Achievement and Integration Plan

- Working through Metropolitan State’s Urban Educator Program, student teachers of color or Native American student teachers will be working with the cooperating teacher to increase students’ reading skills.

Achievement and Integration revenue will continue to support the National Children’s Defense Fund’s research based culturally relevant literacy program Freedom Schools. This program will serve as a lab for culturally relevant K-6 literacy has been found to eliminate the summer reduction in literacy achievement and increase a love for literacy and improvement on character and behavior measures.

Equity Specialists will deliver the Minnesota Higher Education Services Office’s Get Ready! for College program (www.getready.state.mn.us) for lower income and students of color to help ensure their success in International Baccalaureate and Standards Plus (S+) advanced courses (S+ courses are limited enrollment to students by exam, interest survey. Achievement and Integration revenue will assist with materials and field trips to expose students to local colleges.

AVID programing is currently being piloted at Edinbrook Elementary, Northview Middle School and Osseo Senior High School. AVID is a national college-readiness system designed to increase the number of students who enroll in four-year colleges. AVID focuses on the least served students in the academic middle.

AVID elective teachers support AVID students by providing academic training, managing their tutorials, working with faculty and parents, and by helping students develop long-range academic and personal plans.

Achievement and Integration revenue may be used to support current programing and expand AVID to other racial isolated sites to support proficiency development in both math and reading.

Grade levels to be served: PK-12

Location of services: Multiple locations

**Formative assessment(s) used to inform instructional decision-making:** We use NWEA / MAP test. District approved standards based assessments.

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. : Phoneme Blending, Phoneme Segmenting, Letter Tracing Book, Word Building, KPALS, Great Leaps K-2, Repeated Read Aloud, LLI Orange, Incremental Rehearsal

**Key Indicators of Progress (KIPS)**

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Achievement and Integration Plan

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.

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**Intervention 4** American Indian Education: An overview from Policy to Pedagogy.

**Priority Area:** Continous Improvement and Inquiry

**Objective this intervention supports:** 2.1 & 3.1

**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.** Osseo Area Schools staff will receive professional development surrounding American Indian Educations policy and pedagogy.

**Grade levels to be served:** PK -12

**Location of services:** Educational Service Center

**Formative assessment(s) used to inform instructional decision-making:** The district has developed both pre and post evaluations to measure levels of participation from attendees. In addition the district will be targeting a reduction in chronic absenteeism of American Indian High School students.

**Evidence of research-base:** This training has been offered through the MNASCD and at MIEA based upon the overwhelming request of schools districts and educators throughout the state who are in need of engaging American Indian students.  
https://cnayblog.wordpress.com/2016/11/30/native-american-youth-drawing-strength-from-our-cultures/

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Intervention 5 Family Engagement and Empowerment

Priority Area: Family and Community Partnerships

Objective this intervention supports: 2.1 & 3.1

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.

Department of Educational Equity Staff will engage families in cultural identity support and development through monthly culture / language tables. The culture / language tables also provide a format to culturally address parent leadership and system navigation skills to help families navigate and transform the school system for equity.

Through the language / culture tables Department of Educational Equity Staff will work with parents to develop a District Equity Leadership Team Advisory (DELTA). This parent group will collaborate with the District Equity Leadership Team (DELT) as an advisory on matters directly related to securing racial equity and cultural relevancy in ISD 279.

Bi-lingual Assistants will continue their work to support of bi-lingual families of color enrolled in the district. The Bi-lingual Assistants will not supplant the work of the English Language Learners Department. Staff will assist in translation, interpretation and outreach to reduce language, racial, and cultural barriers faced by our families and students at schools. Bi-lingual Assistants will work directly with students, families, and community members to assist them as they seek to communicate directly with teachers and administrators at the school sites.

Grade levels to be served: PK -12

Location of services: Multiple locations

Formative assessment(s) used to inform instructional decision-making: The district has developed surveys to measure levels of participation from attendees. In addition data will be collected on number of attendees to events.

Evidence of research-base: Epstein model and the Yoso model.
**Key Indicators of Progress (KIPS)**

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**Intervention 6 Magnet School Programing**

**Priority Area:** Continuous Improvement and Inquiry

**Objective this intervention supports:** 2.1 & 3.1

**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.**

Due to our partnership with NWSISD we are able to offer Magnet Schools to students to any of our students in any of the eight NWSISD member districts.

Five KG-12 strands of magnet schools are offered.
International Baccalaureate (IB)
The International Baccalaureate (IB) schools infuse a core curriculum with a world focus that can help young people understand their role as responsible world citizens. Emphasis is on changing technology, world languages and cultures. Students are encouraged to inquire, think, communicate, take risks, achieve, be principled, caring open-minded, well-balanced and reflective.

Visual, Performing, Literary and New Media Arts
An arts magnet provides a strong academic core with opportunities for students to create at many levels. Teaching through the arts helps students experience concepts rather than merely discussing or reading about them. The study of the arts has been linked to students’ increased critical and creative thinking skills, self-esteem, willingness to take risks and ability to work with others.

Science, Technology, Engineering and Mathematics (STEM)
A Science, Technology, Engineering and Mathematics (STEM) magnet immerses students in a series of learning experiences that foster interaction and investigation. Students use technology and virtual studies to solve problems in new ways. Partnerships with organizations like the Science Museum of Minnesota and programs like Project Lead the Way help to provide an innovative and creative framework for a sound and deeply engaging education.

Science, Technology, Engineering, Arts and Mathematics (STEAM)
A Science, Technology, Engineering, Arts and Mathematics (STEAM) magnet immerses students in a series of learning experiences that foster interaction and investigation. Students use technology, arts and virtual studies to solve problems in new ways. Partnerships with organizations like the Science Museum of Minnesota and programs like Project Lead the Way help to provide an innovative and creative framework for a sound and deeply engaging education. Teaching through the arts helps students experience concepts rather than merely discussing or reading about them.

Health Science
Students can explore or advance their education and training to prepare for successful health care careers. Students can apply their learning in community settings by participating in the Opportunities in Emergency Care program or by earning nursing assistant clinical hours in local health care facilities. Outstanding course offerings combine rigor and relevance and allow students to demonstrate achievement in academic and technical knowledge, skills and abilities. Elective classes in Emergency Medical Responder, Nursing Assistant and Pharmacy Technician provide the opportunity for students to earn industry certification and college credit. Additional class options include Exploring Health Careers, Medical Terminology, Anatomy and Physiology, and Bioethics.

Grade levels to be served: K-12
Location of services: Multiple locations

Formative assessment(s) used to inform instructional decision-making: The district has developed surveys to measure levels of participation from attendees. In addition data will be collected on number of attendees to events.

Evidence of research-base: Integrated Magnet Schools: Outcomes and Best Practices, Institute on Metropolitan Opportunity. This research paper reviews the evolution, benefits, best practices, and characteristics of the nation’s top magnet schools. Myron Orfield, January 2013
a Review of the Research on Magnet Schools, Miami Dade County Public Schools
The bulk of this report focuses on studies that have compared the academic achievement of
magnet school students to those attending traditional public schools. Studies examining the
following three issues are also summarized: ethnic and economic composition of schools; high
school graduation rates; and students’ academic attitudes and behaviors.

Magnet Schools Provide Academic and Social Benefits, Study Reports, University of
Connecticut Neag School of Education. Both white and minority children in Connecticut’s
magnet schools showed stronger connections to their peers of other races than students in their
home districts, and city students made greater academic gains than students in non-magnet city
schools, Casey Cobb and a team of colleagues found in this research commissioned by the
state of Connecticut.

### Key Indicators of Progress (KIPS)

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<thead>
<tr>
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**Intervention 7:** District will participate in NWSISD sponsored student service opportunities

**Priority Area:** Student Engagement and Outcomes

**Objective this intervention supports: 1.3**

**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:
Achievement and Integration Plan

- 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:
Student programs provided through NWSISD focuses on four educational concepts: Aspirations, Expectations, Opportunities, and Achievement. Students experience activities which focus on introspection, learning how culture shapes expectations, setting goals and understanding expectations for what it means to be college or career ready. Specific examples of activities which are included in this intervention are: college field trips, career exploration, service learning, team building, and guest speakers. College field trips may be provided for elementary, middle and high schools. Programs such as educators rising and AVID often benefit from this programming directly. In addition, other college and or career fairs or conferences may be part of this intervention.

Grade levels to be served: 6-12

Location of services: Multiple sites

Formative assessment(s) used to inform instructional decision-making: Student and staff feedback surveys and participation numbers.

Evidence of research-based: Indicate the rigorous, objective research analysis that provides evidence this intervention is proved to improve student achievement.

NWSISD mentorship programs are modeled after the work of Ford and Whiting from Vanderbilt University. Ford and Whiting hope to raise consciousness as well as offer solutions.

Key indicators of Progress (KIPS)

<table>
<thead>
<tr>
<th>List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.</th>
<th>Target 2018</th>
<th>Target 2019</th>
<th>Target 2020</th>
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<tr>
<td>Participation in college visit experiences will increase.</td>
<td>1050</td>
<td>1070</td>
<td>1090</td>
</tr>
<tr>
<td>Our district’s participation in the college visit experiences will increase or maintain at current.</td>
<td>145</td>
<td>147</td>
<td>150</td>
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**Intervention 8 College and Career Readiness**

**Priority Area:** Student Engagement and Outcomes

**Objective this intervention supports:** 2.1, 3.1, & 4.1

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

**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.** Consistent with Minnesota Statue 120B.128 All Osseo Area Schools students by no later than grade 9 will explore their college and career interests and aspirations and develop a plan for smooth and successful transition to postsecondary education or employment. All students’ plan must be designed to meet 8 tenants of the legislation: RAMP UP TO READINESS CURRICULUM, MINNESOTA CAREER INFORMATION SYSTEMS (MCIS), and Rigorous Career and technical Education programs of study were instituted to

1. Emphasizes Academic rigor and high expectations.
2. Help students identify personal learning styles that may affect their postsecondary education and employment choices.
3. Integrate strong academic content into career-focused courses and integrate relevant career-focused courses into strong academic content.
4. Help students and families identify and gain access to appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship.
5. Help students and families identify collaborative partnerships from kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and employers that support students’.
6. Provide students with experiential learning opportunities; and
7. Ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

**Location of services:** Multiple locations
Achievement and Integration Plan

Formative assessment(s) used to inform instructional decision-making: The district has developed both pre and post evaluations to measure levels of participation from attendees.

Evidence of research-base: Having conducted a wide-ranging survey of the existing research on high school course taking patterns, academic performance, and college outcomes, Johns Hopkins University sociologist Robert Balfanz predicts that the majority of today’s college bound students are likely to struggle when they get to campus. The evidence suggests that “somewhere between a third and a half of high school graduates leave high school prepared with a reasonable chance to succeed in college”.

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Key Indicators of Progress (KIPS)

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<tr>
<td>American Indian Secondary</td>
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Intervention 9: Racial Equity and Educational Achievement Programing

Priority Area: Student Engagement and Outcomes

Objective this intervention supports: 2.1 & 3.1

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:
Achievement and Integration Plan

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:**

**REAL Talk** (Racial Education Awakening Liberation) is an inter-racial student leadership group that creates space for students to develop and understand their own cultural and racial identity, as well as learn about cultures and races different from their own. REAL Talk creates a space where student voice can be amplified and valued. This allows for students to become anti-racist leaders who create transformational change in their school and community. We are intentional about beginning the process of (re)creating a student’s relationship with education and allowing room for seeing themselves in both the curriculum and structures of our education system.

Liberation (Our Definition): Racial education will serve as truth and reconciliation for students of color and white students so that their racial identities will be realized in the most authentic way possible. The end result being a multi-racial coalition of anti-racist leaders.

REAL Talk will involve families through family empowerment nights in which students will have an opportunity to share

Grade levels to be served: 6 -12

Location of services: Multiple Locations

**Formative assessment(s) used to inform instructional decision-making:** The district has developed both pre and post evaluations to measure levels of participation from attendees.

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Multiple case studies including Eden Prairie MN, Bridgeport CT, and Albany NY show significant growth in academic proficiency.

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<tr>
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Achievement and Integration Plan

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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)).

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

Multi-District Collaboration Council:

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

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

A community collaborative council for our Racially Identifiable School District exists and provides guidance on Achievement and Integration Programming and budget. This group is called our District Equity Leadership Team Advisory (DELTA). In addition DELTA provides advisory on the progress of our efforts toward eliminating educational disparities.
Racially Identifiable School(s)
If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools (RIS), include achievement and integration goals and strategies for each Racially Identifiable School within your district.

If MDE has not notified your district that one of your sites is an RIS, please delete this section.

Birch Grove Elementary

RIS Goal # 1 The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Birch Grove Elementary on all state Math accountability test (MCA, MOD, MTAS) will decrease for Birch Grove Elementary students from FY 2018 - 2020.

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

RIS Objective 1.1: Increase math proficiency goal by 1% annually for students of color / American Indian students.
RIS Objective 1.2: Increase rate of growth in math for students of color and American Indian students.

RIS Goal # 2 The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Birch Grove Elementary on all state Reading accountability test (MCA, MOD, MTAS) will decrease for Birch Grove Elementary students from FY 2018 - 2020.

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

RIS Objective 2.1: Increase reading proficiency by 2% annually for students of color / American Indian students.
RIS Objective 2.2: Increase rate of growth in reading for students of color / American Indian students.

RIS Goal # 3 As part of the NWSISD Birch Grove Elementary will participate in programing seeking racial and economic integration and achievement gap closure for Birch Grove Elementary students from FY 2018 - 2020.

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

RIS Objective 3.1: Increase racial and economic integration at Birch Grove Elementary.
RIS Objective 3.2: We will provide magnet school programming within the district designed to reduce academic and enrollment disparities based upon students racial, ethnic and economic status.

Requirement: At least one RIS objective shall be to increase racial and economic integration at that school.

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

RIS INTERVENTIONS

Directions Racially identifiable schools may use Al revenue for the 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.

RIS Intervention 1 Racial Equity and Educational Achievement Development

Priority Area: Instruction and Assessment

Objective this intervention supports: 1.1, 2.1, 3.1, & 4.1

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.
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- ☐ Increases graduation rates.

Narrative description of the critical features of the intervention.

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

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

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

Birch Grove Elementary will receive professional development in the CLEAR Model and National Urban Alliance strategies as part of a district wide response to the need for culturally responsive instruction:

**Cultural**- emphasizes the human purpose of what is being learned and its relationship to the students’ own culture.

**Learning**- encourages students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.

**Equitable**- respectful learning environments in which students’ racial and ethnic diversity is valued and contributes to successful academic outcomes.

**Achievement**- includes multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.

**Responsive**- through positive relationships, rigorous learning experiences are created involving higher order thinking and critical analysis used to address relevant, real(ness) world issues in an action-oriented manner.

Staff at every level will be able to access equity focused training from the Department of Educational Equity who will provide research based and nationally recognized staff development.

Department of Educational Equity staff will provide coaching and training for racial equity and cultural responsive pedagogy to classroom teachers, site staff development, large group system staff development, and one on one leadership coaching for principals and teacher leaders.

Because Birch Grove is a magnet school the principal and teacher leaders will continue in training provided focused on effective magnet school instructional leadership.

Grade levels to be served: PK -5

Location of services: Multiple Locations

**Formative assessment(s) used to inform instructional decision-making**: The district has developed both pre and post evaluations to measure levels of participation from attendees.

**Evidence of research-base**: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Multiple case studies including Eden Prairie MN, Bridgeport CT, and Albany NY show significant growth in academic proficiency.

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**RIS Intervention 2:** Comprehensive Math Instruction and Support

**Priority Area:** Instruction and Assessment

**Objective this intervention supports:** 2.1 & 2.2

**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.**

**Pre-K - 5 Staff Development Focus 2018-2020** Monthly System Staff Development Meeting: Mathematical Mindsets based on the work of Dr. Jo Boaler Stanford University and Principles to Action; Ensuring Mathematical Success for All from National Council of Teachers of Mathematics. Monthly Topics: Literacy and Math Connections; Productive Struggle; Depth, Not Spread; Visual Representation; Rich Tasks; Purposeful Questioning and Discourse; Everyone Can Learn More at High Levels, Number Talks System Staff Development Days: Grade level and content specific sessions along with choice sessions focused on: culturally responsive instruction, differentiated instruction, digital learning, literacy instruction and standards based instruction. Ongoing access to dedicated Curriculum, Instruction and Educational Standards to provide support with data teams, instructional practices, implementation of instructional materials and digital learning.

**Core Math Instruction:** Instructional materials K-5: Math Expression

**Math Interventions** Grades 2-5 Math Foundations, a research based math intervention that focusses on developing math sense through the use of concrete, representational and abstract model. Not a drill model of intervention.
Equity Specialists will deliver the Minnesota Higher Education Services Office’s *Get Ready!* for College program (www.getready.state.mn.us) for lower income and students of color to help ensure their success. Achievement and Integration revenue will assist with materials and field trips to expose students to local colleges.

Grade levels to be served: PK - 5

Location of services: Multiple locations.

**Formative assessment(s) used to inform instructional decision-making:** We use NWEA / MAP test. District approved standards based assessments.

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Dr. Jo Boaler Stanford University and Principles to Action; Ensuring Mathematical Success for All from National Council of Teachers of Mathematics.

**Key Indicators of Progress (KIPS)**

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**RIS Intervention 3** Comprehensive Reading Instruction and Support

**Priority Area:** Instruction and Assessment

**Objective this intervention supports:** 3.1 & 3.2

**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.
Achievement and Integration Plan

Narrative description of the critical features of the intervention.

**PK -5**

**Core Reading Instruction**
Balanced Literacy with the use of Benchmark Literacy materials

**Reading Interventions**
Weekly progress monitoring using TIES CBM assessment.
Multiple Interventions to meet the specific literacy needs of the students:

- **Kindergarten:** Phoneme Blending, Phoneme Segmenting, Letter Tracing Book, Word Building, KPALS, Great Leaps K-2, Repeated Read Aloud, LLI Orange, Incremental Rehearsal
- **First Grade:** Phoneme Blending, Phoneme Segmenting, Letter Tracing Book, Letter Sound Correspondence, Word Building, Blending Words, Newscaster, First Grade PALS, Great Leaps K-2, G.A.T.E, Repeated Read Aloud, LLI Green,
- **Second Grade:** Word Building, Read Naturally, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, G.A.T.E, Great Leaps K-2, Early Success Level 2
- **Third Grade:** Word Building, Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, Read Naturally, Soar to Success Level 3

Fourth and Fifth Grade: Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, Read Naturally, PALS 2-5, Great Leaps, Soar to Success Level 4 and 5

Achievement and Integration revenue will continue to support the National Children’s Defense Fund’s research based culturally relevant literacy program Freedom Schools. This program will serve as a lab for culturally relevant K-6 literacy has been found to eliminate the summer reduction in literacy achievement and increase a love for literacy and improvement on character and behavior measures.

Equity Specialists will deliver the Minnesota Higher Education Services Office’s Get Ready! for College program (www.getready.state.mn.us) for lower income and students of color to help ensure their success. Achievement and Integration revenue will assist with materials and field trips to expose students to local colleges.

Grade levels to be served: PK-5

Location of services: Multiple locations

**Formative assessment(s) used to inform instructional decision-making:** We use NWEA / MAP test. District approved standards based assessments.

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. : Phoneme Blending, Phoneme Segmenting, Letter Tracing Book, Word Building, KPALS, Great Leaps K-2, Repeated Read Aloud, LLI Orange, Incremental Rehearsal
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**RIS Intervention 4** Community Forum on Race

**Priority Area:** Family and Community Partnerships

**Objective this intervention supports:** 1.1

**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.**

Achievement and Integration revenue will be used to support and host our Community forum on Race. Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race. Families from various racial and social economic groups from across our community will participate in this event.

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**RIS Intervention 5** Magnet School Programing

**Priority Area:** Continous Improvement and Inquiry

**Objective this intervention supports:** 2.1 & 3.1

**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.**

Due to our partnership with NWSISD we are able to offer Magnet Schools to students in any of our students in any of the eight NWSISD member districts.

Birch Grove offers the following magnet strand:

**Visual, Performing, Literary and New Media Arts**

An arts magnet provides a strong academic core with opportunities for students to create at many levels. Teaching through the arts helps students experience concepts rather than merely discussing or reading about them. The study of the arts has been linked to students’ increased critical and creative thinking skills, self-esteem, willingness to take risks and ability to work with others.

Grade levels to be served: PK - 5

Location of services: Birch Grove Elementary

**Formative assessment(s) used to inform instructional decision-making:** The district has developed surveys to measure levels of participation from attendees. In addition data will be collected on number of attendees to events.
Evidence of research-base: Integrated Magnet Schools: Outcomes and Best Practices, Institute on Metropolitan Opportunity. This research paper reviews the evolution, benefits, best practices, and characteristics of the nation's top magnet schools. Myron Orfield, January 2013

A Review of the Research on Magnet Schools, Miami Dade County Public Schools
The bulk of this report focuses on studies that have compared the academic achievement of magnet school students to those attending traditional public schools. Studies examining the following three issues are also summarized: ethnic and economic composition of schools; high school graduation rates; and students' academic attitudes and behaviors.

Magnet Schools Provide Academic and Social Benefits, Study Reports, University of Connecticut Neag School of Education. Both white and minority children in Connecticut’s magnet schools showed stronger connections to their peers of other races than students in their home districts, and city students made greater academic gains than students in non-magnet city schools, Casey Cobb and a team of colleagues found in this research commissioned by the state of Connecticut.

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Crestview Elementary

**RIS Goal # 1** The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Crestview Elementary on all state Math accountability test (MCA, MOD, MTAS) will decrease for Crestview Elementary students from FY 2018 - 2020.

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

**RIS Objective 1.1:** Increase math proficiency goal by 1% annually for students of color / American Indian students.

**RIS Objective 1.2:** Increase rate of growth in math for students of color and American Indian students.

**RIS Goal # 2** The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Crestview Elementary on all state Reading accountability test (MCA, MOD, MTAS) will decrease for Crestview Elementary students from FY 2018 - 2020.

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

**RIS Objective 2.1:** Increase racial and economic integration at Crestview Elementary

**RIS Objective 2.2:** Increase reading proficiency by 2% annually for students of color / American Indian students.

**RIS Objective 2.3:** Increase rate of growth in reading for students of color / American Indian students.

**Requirement:** At least one RIS objective shall be to increase racial and economic integration at that school.

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

**RIS INTERVENTIONS**

**Directions** Racially identifiable schools may use AI revenue for the 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.

**Intervention 1** Racial Equity and Educational Achievement Development

**Priority Area:** Instruction and Assessment

**Objective this intervention supports:** 1.1, 2.1, 3.1, & 4.1
**Achievement and Integration Plan**

**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.**

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

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

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

Crestview Elementary will receive professional development in the CLEAR Model and National Urban Alliance strategies as part of a district wide response to the need for culturally responsive instruction:

- **Cultural** - emphasizes the human purpose of what is being learned and its relationship to the students’ own culture.
- **Learning** - encourages students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.
- **Equitable** - respectful learning environments in which students’ racial and ethnic diversity is valued and contributes to successful academic outcomes.
- **Achievement** - includes multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.
- **Responsive** - through positive relationships, rigorous learning experiences are created involving higher order thinking and critical analysis used to address relevant, real(ness) world issues in an action-oriented manner.

Staff at every level will be able to access equity focused training from the Department of Educational Equity who will provide research based and nationally recognized staff development.
Department of Educational Equity staff will provide coaching and training for racial equity and cultural responsive pedagogy to classroom teachers, site staff development, large group system staff development, and one on one leadership coaching for principals and teacher leaders.

Grade levels to be served: PK - 5

Location of services: Multiple Locations

**Formative assessment(s) used to inform instructional decision-making:** The district has developed both pre and post evaluations to measure levels of participation from attendees.

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Multiple case studies including Eden Prairie MN, Bridgeport CT, and Albany NY show significant growth in academic proficiency.

### Key Indicators of Progress (KIPS)

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#### Math Proficiency

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**RIS Intervention 2:** Comprehensive Math Instruction and Support

**Priority Area:** Instruction and Assessment

**Objective this intervention supports:** 2.1 & 2.2

**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:
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☐ Provides school enrollment choices.
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☐ Increases graduation rates.

Narrative description of the critical features of the intervention.

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**Math Interventions** Grades 2-5 Math Foundations, a research based math intervention that focusses on developing math sense through the use of concrete, representational and abstract model. Not a drill model of intervention.

Equity Specialists will deliver the Minnesota Higher Education Services Office’s *Get Ready!* for College program (www.getready.state.mn.us) for lower income and students of color to help ensure their success. Achievement and Integration revenue will assist with materials and field trips to expose students to local colleges.

Grade levels to be served: PK -5

Location of services: Multiple locations.

**Formative assessment(s) used to inform instructional decision-making:** We use NWEA / MAP test. District approved standards based assessments.

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Dr. Jo Boaler Stanford University and Principles to Action; Ensuring Mathematical Success for All from National Council of Teachers of Mathematics.

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Achievement and Integration Plan

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**RIS Intervention 3** Comprehensive Reading Instruction and Support

**Priority Area:** Instruction and Assessment

**Objective this intervention supports:** 3.1 & 3.2

**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:

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- ☐ Provides school enrollment choices.
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- ☐ Increases graduation rates.

**Narrative description of the critical features of the intervention.**

**PK -5**

**Core Reading Instruction**

Balanced Literacy with the use of Benchmark Literacy materials

**Reading Interventions**

Weekly progress monitoring using TIES CBM assessment.

Multiple Interventions to meet the specific literacy needs of the students:

- First Grade: Phoneme Blending, Phoneme Segmenting, Letter Tracing Book, Letter Sound Correspondence, Word Building, Blending Words, Newscaster, First Grade PALS, Great Leaps K-2, G.A.T.E, Repeated Read Aloud, LLI Green,
- Second Grade: Word Building, Read Naturally, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, G.A.T.E, Great Leaps K-2, Early Success Level 2
- Third Grade: Word Building, Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, Read Naturally, Soar to Success Level 3
Fourth and Fifth Grade: Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, Read Naturally, PALS 2-5, Great Leaps, Soar to Success Level 4 and 5.

Achievement and Integration revenue will continue to support the National Children’s Defense Fund’s research based culturally relevant literacy program Freedom Schools. This program will serve as a lab for culturally relevant K-6 literacy has been found to eliminate the summer reduction in literacy achievement and increase a love for literacy and improvement on character and behavior measures.

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Grade levels to be served: PK-5

Location of services: Multiple locations

Formative assessment(s) used to inform instructional decision-making: We use NWEA / MAP test. District approved standards based assessments.

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. : Phoneme Blending, Phoneme Segmenting, Letter Tracing Book, Word Building, KPALS, Great Leaps K-2, Repeated Read Aloud, LLI Orange, Incremental Rehearsal

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</tbody>
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RIS Intervention 4 Community Forum on Race

Priority Area: Family and Community Partnerships

Objective this intervention supports: 1.1

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.

Achievement and Integration revenue will be used to support and host our Community Forum on Race. Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race. Families from various racial and social economic groups from across our community will participate in this event.

**Key Indicators of Progress (KIPS)**

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<th>Reading Proficiency</th>
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<th>Target 2020</th>
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<td>17.4%</td>
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</tbody>
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Edinbrook Elementary

**RIS Goal # 1** The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Edinbrook Elementary on all state Math accountability test (MCA, MOD, MTAS) will decrease for Edinbrook Elementary students from FY 2018 - 2020.

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

**RIS Objective 1.1:** Increase math proficiency goal by 1% annually for students of color / American Indian students.

**RIS Objective 1.2:** Increase rate of growth in math for students of color and American Indian students.

**RIS Goal # 2** The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Edinbrook Elementary on all state Reading accountability test (MCA, MOD, MTAS) will decrease for Edinbrook Elementary students from FY 2018 - 2020.

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

**RIS Objective 2.1:** Increase racial and economic integration at Edinbrook Elementary.

**RIS Objective 2.2:** Increase reading proficiency by 2% annually for students of color / American Indian students.

**RIS Objective 2.3:** Increase rate of growth in reading for students of color / American Indian students.

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

**RIS INTERVENTIONS**

**Directions** Racially identifiable schools may use AI revenue for the 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.

**RIS Intervention 1** Racial Equity and Educational Achievement Development

**Priority Area:** Instruction and Assessment

**Objective this intervention supports:** 1.1, 2.1, 3.1, & 4.1

**Type of Intervention:** Professional development opportunities focused on academic achievement of all students.
Achievement and Integration Plan

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.

Prior to the 2014-2015 school year, schools were not required to have goals in their School Improvement Plans that directly addressed how to achieve equitable student achievement. Beginning in the 2014-2015 school year each of the racially identifiable schools must have an Equitable Student Achievement goal and plan in their School Improvement Plans. Our district has defined Equitable Student Achievement as a goal that results in the following:
(1.) Increased academic achievement for all students while,
(2.) Eliminating racial predictability, and
(3.) Closing gaps between our highest and lowest performing groups i.e. students qualifying for free and reduced lunch, students receiving English Language Services, and students receiving Special Education services.

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

Edinbrook Elementary will receive professional development in the CLEAR Model and National Urban Alliance strategies as part of a district wide response to the need for culturally responsive instruction:

Cultural- emphasizes the human purpose of what is being learned and its relationship to the students’ own culture.
Learning- encourages students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.
Equitable- respectful learning environments in which students’ racial and ethnic diversity is valued and contributes to successful academic outcomes.
Achievement- includes multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.
Responsive- through positive relationships, rigorous learning experiences are created involving higher order thinking and critical analysis used to address relevant, real(ness) world issues in an action-oriented manner.

Staff at every level will be able to access equity focused training from the Department of Educational Equity who will provide research based and nationally recognized staff development.

Department of Educational Equity staff will provide coaching and training for racial equity and cultural responsive pedagogy to classroom teachers, site staff development, large group system staff development, and one on one leadership coaching for principals and teacher leaders.
Achievement and Integration Plan

Grade levels to be served: PK - 5

Location of services: Multiple Locations

**Formative assessment(s) used to inform instructional decision-making:** The district has developed both pre and post evaluations to measure levels of participation from attendees.

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Multiple case studies including Eden Prairie MN, Bridgeport CT, and Albany NY show significant growth in academic proficiency.

**Key Indicators of Progress (KIPS)**

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**RIS Intervention 2:** Comprehensive Math Instruction and Support

**Priority Area:** Instruction and Assessment

**Objective this intervention supports:** 2.1 & 2.2

**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.
增加文化流利度，熟练程度和互动。

Narrative description of the critical features of the intervention.
干预的关键特征的叙述性描述。

Pre-K - 5 Staff Development Focus 2018-2020 Monthly System Staff Development Meeting: Mathematical Mindsets based on the work of Dr. Jo Boaler Stanford University and Principles to Action; Ensuring Mathematical Success for All from National Council of Teachers of Mathematics. Monthly Topics: Literacy and Math Connections; Productive Struggle; Depth, Not Spreed; Visual Representation; Rich Tasks; Purposeful Questioning and Discourse; Everyone Can Learn More at High Levels, Number Talks System Staff Development Days: Grade level and content specific sessions along with choice sessions focused on: culturally responsive instruction, differentiated instruction, digital learning, literacy instruction and standards based instruction. Ongoing access to dedicated Curriculum, Instruction and Educational Standards to provide support with data teams, instructional practices, implementation of instructional materials and digital learning.

Pre-K - 5 员工发展重点 2018-2020 每月系统员工发展会议：基于乔·鲍勒 (Jo Boaler) 斯坦福大学的工作和《行动原则》；确保所有数学的成功。每月主题：读写和数学连接；有效挣扎；深度，不是快速；视觉表示；丰富的任务；有目的的问题提出和讨论；每个人都能在高水平上学习更多，数字学习。系统员工发展日：根据年级和内容的具体课程以及选择课程，重点集中在：文化响应式教学、差异化教学、数字学习、读写教学和基于标准的教学。持续获取专门的课程、教学和教育标准，以提供数据团队、教学实践、实施教学材料和数字学习的支持。

Core Math Instruction: Instructional materials K-5: Math Expression
核心数学教学：K-5 教学材料：Math Expression

Math Interventions Grades 2-5 Math Foundations, a research based math intervention that focusses on developing math sense through the use of concrete, representational and abstract model. Not a drill model of intervention.
数学干预：2-5 年级数学基础，基于研究的数学干预，通过使用具体、代表性和抽象的模型来发展数学感。不是一个打靶模型的干预。

Equity Specialists will deliver the Minnesota Higher Education Services Office's Get Ready! for College program (www.getready.state.mn.us) for lower income and students of color to help ensure their success. Achievement and Integration revenue will assist with materials and field trips to expose students to local colleges.
公平专家将提供明尼苏达州高等教育服务办公室的“为大学做好准备”项目 (www.getready.state.mn.us)，帮助低收入和有色人种学生，以确保他们成功。成就和整合收入将帮助提供材料和实地考察，让学生成为本地大学的体验。

Grade levels to be served: PK -5
提供服务的年级：PK -5

Location of services: Multiple locations.
服务地点：多个地点。

Formative assessment(s) used to inform instructional decision-making: We use NWEA / MAP test. District approved standards based assessments.
形成性评估(用于指导教学决策)：我们使用 NWEA / MAP 测试。经学校批准的标准基线评估。

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Dr. Jo Boaler Stanford University and Principles to Action; Ensuring Mathematical Success for All from National Council of Teachers of Mathematics.
证据研究基础：说明严格的、客观的研究分析，证明此干预已证明可以提高学生成就。乔·鲍勒 (Jo Boaler) 斯坦福大学和《行动原则》；确保所有数学的成功。全国数学教师协会。

Key Indicators of Progress (KIPS)
关键进步指标 (KIPS)

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<td>Hispanic</td>
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</table>
RIS Intervention 3 Comprehensive Reading Instruction and Support

Priority Area: Instruction and Assessment

Objective this intervention supports: 3.1 & 3.2

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.

PK -5

Core Reading Instruction
Balanced Literacy with the use of Benchmark Literacy materials

Reading Interventions
Weekly progress monitoring using TIES CBM assessment.
Multiple Interventions to meet the specific literacy needs of the students:

- First Grade: Phoneme Blending, Phoneme Segmenting, Letter Tracing Book, Letter Sound Correspondence, Word Building, Blending Words, Newscaster, First Grade PALS, Great Leaps K-2, G.A.T.E, Repeated Read Aloud, LLI Green,
- Second Grade: Word Building, Read Naturally, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, G.A.T.E, Great Leaps K-2, Early Success Level 2
- Third Grade: Word Building, Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, Read Naturally, Soar to Success Level 3

Fourth and Fifth Grade: Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, Read Naturally, PALS 2-5, Great Leaps, Soar to Success Level 4 and 5

Achievement and Integration revenue will continue to support the National Children’s Defense Fund’s research based culturally relevant literacy program Freedom Schools. This program will serve as a lab for culturally relevant K-6 literacy has been found to eliminate the summer
Achievement and Integration Plan

reduction in literacy achievement and increase a love for literacy and improvement on character and behavior measures.

Equity Specialists will deliver the Minnesota Higher Education Services Office’s Get Ready! for College program (www.getready.state.mn.us) for lower income and students of color to help ensure their success. Achievement and Integration revenue will assist with materials and field trips to expose students to local colleges.

Grade levels to be served: PK-5

Location of services: Multiple locations

**Formative assessment(s) used to inform instructional decision-making:** We use NWEA / MAP test. District approved standards based assessments.

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

- Phoneme Blending, Phoneme Segmenting, Letter Tracing Book, Word Building, KPALS, Great Leaps K-2, Repeated Read Aloud, LLI Orange, Incremental Rehearsal

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<th>Key Indicators of Progress (KIPS)</th>
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**RIS Intervention 4** Community Forum on Race

**Priority Area:** Family and Community Partnerships

**Objective this intervention supports:** 1.1

**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.

Achievement and Integration revenue will be used to support and host our Community Forum on Race. Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race. Families from various racial and social economic groups from across our community will participate in this event.

Key Indicators of Progress (KIPS)

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Fair Oaks Elementary

**RIS Goal # 1** The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Fair Oaks Elementary on all state Math accountability test (MCA, MOD, MTAS) will decrease for Fair Oaks Elementary students from FY 2018 - 2020.

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

**RIS Objective 1.1:** Increase math proficiency goal by 1% annually for students of color / American Indian students.

**RIS Objective 1.2:** Increase rate of growth in math for students of color and American Indian students.

**RIS Goal # 2** The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Fair Oaks Elementary on all state Reading accountability test (MCA, MOD, MTAS) will decrease for Fair Oaks Elementary students from FY 2018 - 2020.

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

**RIS Objective 2.1:** Increase racial and economic integration at Fair Oaks Elementary.

**RIS Objective 2.2:** Increase reading proficiency by 2% annually for students of color / American Indian students.

**RIS Objective 2.3:** Increase rate of growth in reading for students of color / American Indian students.

**Requirement:** At least one RIS objective shall be to increase racial and economic integration at that school.

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

**RIS INTERVENTIONS**

**Directions** Racially identifiable schools may use AI revenue for the 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.

**RIS Intervention 1** Racial Equity and Educational Achievement Development

**Priority Area:** Instruction and Assessment

**Objective this intervention supports:** 1.1, 2.1, 3.1, & 4.1
Achievement and Integration Plan

**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.**

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

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

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

Fair Oaks Elementary will receive professional development in the CLEAR Model and National Urban Alliance strategies as part of a district wide response to the need for culturally responsive instruction:

**Cultural**- emphasizes the human purpose of what is being learned and its relationship to the students’ own culture.

**Learning**- encourages students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.

**Equitable**- respectful learning environments in which students’ racial and ethnic diversity is valued and contributes to successful academic outcomes.

**Achievement**- includes multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.

**Responsive**- through positive relationships, rigorous learning experiences are created involving higher order thinking and critical analysis used to address relevant, real(ness) world issues in an action-oriented manner.

Staff at every level will be able to access equity focused training from the Department of Educational Equity who will provide research based and nationally recognized staff development.
Department of Educational Equity staff will provide coaching and training for racial equity and cultural responsive pedagogy to classroom teachers, site staff development, large group system staff development, and one on one leadership coaching for principals and teacher leaders.

Grade levels to be served: PK -5

Location of services: Multiple Locations

**Formative assessment(s) used to inform instructional decision-making:** The district has developed both pre and post evaluations to measure levels of participation from attendees.

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Multiple case studies including Eden Prairie MN, Bridgeport CT, and Albany NY show significant growth in academic proficiency.

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**RIS Intervention 2:** Comprehensive Math Instruction and Support

**Priority Area:** Instruction and Assessment

**Objective this intervention supports:** 2.1 & 2.2

**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.

Pre-K - 5 Staff Development Focus 2018-2020

Monthly System Staff Development Meeting: Mathematical Mindsets based on the work of Dr. Jo Boaler Stanford University and Principles to Action; Ensuring Mathematical Success for All from National Council of Teachers of Mathematics. Monthly Topics: Literacy and Math Connections; Productive Struggle; Depth, Not Spread; Visual Representation; Rich Tasks; Purposeful Questioning and Discourse; Everyone Can Learn More at High Levels, Number Talks System Staff Development Days: Grade level and content specific sessions along with choice sessions focused on: culturally responsive instruction, differentiated instruction, digital learning, literacy instruction and standards based instruction. Ongoing access to dedicated Curriculum, Instruction and Educational Standards to provide support with data teams, instructional practices, implementation of instructional materials and digital learning.

Core Math Instruction: Instructional materials K-5: Math Expression

Math Interventions Grades 2-5 Math Foundations, a research based math intervention that focusses on developing math sense through the use of concrete, representational and abstract model. Not a drill model of intervention.

Equity Specialists will deliver the Minnesota Higher Education Services Office’s Get Ready! for College program (www.getready.state.mn.us) for lower income and students of color to help ensure their success. Achievement and Integration revenue will assist with materials and field trips to expose students to local colleges.

Grade levels to be served: PK -5

Location of services: Multiple locations.

Formative assessment(s) used to inform instructional decision-making: We use NWEA / MAP test. District approved standards based assessments.

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Dr. Jo Boaler Stanford University and Principles to Action; Ensuring Mathematical Success for All from National Council of Teachers of Mathematics.

Key Indicators of Progress (KIPS)

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### RIS Intervention 3 Comprehensive Reading Instruction and Support

**Priority Area:** Instruction and Assessment

**Objective this intervention supports:** 3.1 & 3.2

**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.**

#### PK -5

**Core Reading Instruction**  
Balanced Literacy with the use of Benchmark Literacy materials

**Reading Interventions**  
Weekly progress monitoring using TIES CBM assessment.

Multiple Interventions to meet the specific literacy needs of the students:

- First Grade: Phoneme Blending, Phoneme Segmenting, Letter Tracing Book, Letter Sound Correspondence, Word Building, Blending Words, Newscaster, First Grade PALS, Great Leaps K-2, G.A.T.E, Repeated Read Aloud, LLI Green,
- Second Grade: Word Building, Read Naturally, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, G.A.T.E, Great Leaps K-2, Early Success Level 2
- Third Grade: Word Building, Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, Read Naturally, Soar to Success Level 3

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Fourth and Fifth Grade: Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, Read Naturally, PALS 2-5, Great Leaps, Soar to Success Level 4 and 5.

Achievement and Integration revenue will continue to support the National Children’s Defense Fund's research based culturally relevant literacy program Freedom Schools. This program will serve as a lab for culturally relevant K-6 literacy has been found to eliminate the summer reduction in literacy achievement and increase a love for literacy and improvement on character and behavior measures.

Equity Specialists will deliver the Minnesota Higher Education Services Office’s Get Ready! for College program (www.getready.state.mn.us) for lower income and students of color to help ensure their success. Achievement and Integration revenue will assist with materials and field trips to expose students to local colleges.

Grade levels to be served: PK-5

Location of services: Multiple locations

**Formative assessment(s) used to inform instructional decision-making:** We use NWEA / MAP test. District approved standards based assessments.

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Phoneme Blending, Phoneme Segmenting, Letter Tracing Book, Word Building, KPALS, Great Leaps K-2, Repeated Read Aloud, LLI Orange, Incremental Rehearsal

**Key Indicators of Progress (KIPS)**

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**RIS Intervention 4** Community Forum on Race

**Priority Area:** Family and Community Partnerships

**Objective this intervention supports:** 1.1

**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:
Achievement and Integration Plan

☐ 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.

Achievement and Integration revenue will be used to support and host our Community Forum on Race. Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race. Families from various racial and social economic groups from across our community will participate in this event.

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Garden City Elementary

RIS Goal # 1 The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Garden City Elementary on all state Math accountability test (MCA, MOD, MTAS) will decrease for Garden City Elementary students from FY 2018 - 2020.

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

RIS Objective 1.1: Increase math proficiency goal by 1% annually for students of color / American Indian students.
RIS Objective 1.2: Increase rate of growth in math for students of color and American Indian students.

RIS Goal # 2 The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Garden City Elementary on all state Reading accountability test (MCA, MOD, MTAS) will decrease for Garden City Elementary students from FY 2018 - 2020.

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

RIS Objective 2.1: Increase racial and economic achievement at Garden City Elementary.
RIS Objective 2.2: Increase reading proficiency by 2% annually for students of color / American Indian students.
RIS Objective 2.3: Increase rate of growth in reading for students of color / American Indian students.

Requirement: At least one RIS objective shall be to increase racial and economic integration at that school.

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

RIS INTERVENTIONS

Directions Racially identifiable schools may use AI revenue for the 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.

RIS Intervention 1 Racial Equity and Educational Achievement Development

Priority Area: Instruction and Assessment

Objective this intervention supports: 1.1, 2.1, 3.1, & 4.1
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.

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

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

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

Garden City Elementary will receive professional development in the CLEAR Model and National Urban Alliance strategies as part of a district wide response to the need for culturally responsive instruction:

Cultural- emphasizes the human purpose of what is being learned and its relationship to the students' own culture.
Learning- encourages students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.
Equitable- respectful learning environments in which students’ racial and ethnic diversity is valued and contributes to successful academic outcomes.
Achievement- includes multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.
Responsive- through positive relationships, rigorous learning experiences are created involving higher order thinking and critical analysis used to address relevant, real(ness) world issues in an action-oriented manner.

Staff at every level will be able to access equity focused training from the Department of Educational Equity who will provide research based and nationally recognized staff development.
Department of Educational Equity staff will provide coaching and training for racial equity and cultural responsive pedagogy to classroom teachers, site staff development, large group system staff development, and one on one leadership coaching for principals and teacher leaders.

Grade levels to be served: PK -5

Location of services: Multiple Locations

**Formative assessment(s) used to inform instructional decision-making:** The district has developed both pre and post evaluations to measure levels of participation from attendees.

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Multiple case studies including Eden Prairie MN, Bridgeport CT, and Albany NY show significant growth in academic proficiency.

### Key Indicators of Progress (KIPS)

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**RIS Intervention 2:** Comprehensive Math Instruction and Support

**Priority Area:** Instruction and Assessment

**Objective this intervention supports:** 2.1 & 2.2

**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.

Pre-K - 5 Staff Development Focus 2018-2020 Monthly System Staff Development Meeting: Mathematical Mindsets based on the work of Dr. Jo Boaler Stanford University and Principles to Action; Ensuring Mathematical Success for All from National Council of Teachers of Mathematics. Monthly Topics: Literacy and Math Connections; Productive Struggle; Depth, Not Spred; Visual Representation; Rich Tasks; Purposeful Questioning and Discourse; Everyone Can Learn More at High Levels, Number Talks System Staff Development Days: Grade level and content specific sessions along with choice sessions focused on: culturally responsive instruction, differentiated instruction, digital learning, literacy instruction and standards based instruction. Ongoing access to dedicated Curriculum, Instruction and Educational Standards to provide support with data teams, instructional practices, implementation of instructional materials and digital learning.

Core Math Instruction: Instructional materials K-5: Math Expression

Math Interventions Grades 2-5 Math Foundations, a research based math intervention that focusses on developing math sense through the use of concrete, representational and abstract model. Not a drill model of intervention.

Equity Specialists will deliver the Minnesota Higher Education Services Office’s Get Ready! for College program (www.getready.state.mn.us) for lower income and students of color to help ensure their success. Achievement and Integration revenue will assist with materials and field trips to expose students to local colleges.

Grade levels to be served: PK -5

Location of services: Multiple locations.

Formative assessment(s) used to inform instructional decision-making: We use NWEA / MAP test. District approved standards based assessments.

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Dr. Jo Boaler Stanford University and Principles to Action; Ensuring Mathematical Success for All from National Council of Teachers of Mathematics.
Key Indicators of Progress (KIPS)

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RIS Intervention 3 Comprehensive Reading Instruction and Support

Priority Area: Instruction and Assessment

Objective this intervention supports: 3.1 & 3.2

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.

PK -5

Core Reading Instruction

Balanced Literacy with the use of Benchmark Literacy materials

Reading Interventions

Weekly progress monitoring using TIES CBM assessment.

Multiple Interventions to meet the specific literacy needs of the students:


- First Grade: Phoneme Blending, Phoneme Segmenting, Letter Tracing Book, Letter Sound Correspondence, Word Building, Blending Words, Newscaster, First Grade PALS, Great Leaps K-2, G.A.T.E, Repeated Read Aloud, LLI Green,
Achievement and Integration Plan

- Second Grade: Word Building, Read Naturally, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, G.A.T.E, Great Leaps K-2, Early Success Level 2
- Third Grade: Word Building, Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, Read Naturally, Soar to Success Level 3

Fourth and Fifth Grade: Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, Read Naturally, PALS 2-5, Great Leaps, Soar to Success Level 4 and 5.

Achievement and Integration revenue will continue to support the National Children’s Defense Fund’s research based culturally relevant literacy program Freedom Schools. This program will serve as a lab for culturally relevant K-6 literacy has been found to eliminate the summer reduction in literacy achievement and increase a love for literacy and improvement on character and behavior measures.

Equity Specialists will deliver the Minnesota Higher Education Services Office’s Get Ready! for College program (www.getready.state.mn.us) for lower income and students of color to help ensure their success. Achievement and Integration revenue will assist with materials and field trips to expose students to local colleges.

Grade levels to be served: PK-5

Location of services: Multiple locations

**Formative assessment(s) used to inform instructional decision-making:** We use NWEA / MAP test. District approved standards based assessments.

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. : Phoneme Blending, Phoneme Segmenting, Letter Tracing Book, Word Building, KPALS, Great Leaps K-2, Repeated Read Aloud, LLI Orange, Incremental Rehearsal

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**RIS Intervention 4** Community Forum on Race

**Priority Area:** Family and Community Partnerships
Objective this intervention supports: 1.1

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.

Achievement and Integration revenue will be used to support and host our Community Forum on Race. Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race. Families from various racial and social economic groups from across our community will participate in this event.

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Palmer Lake Elementary

**RIS Goal # 1** The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Palmer Lake Elementary on all state Math accountability test (MCA, MOD, MTAS) will decrease for Palmer Lake Elementary students from FY 2018 - 2020.

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

**RIS Objective 1.1:** Increase math proficiency goal by 1% annually for students of color / American Indian students.

**RIS Objective 1.2:** Increase rate of growth in math for students of color and American Indian students.

**RIS Goal # 2** The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Palmer Lake Elementary on all state Reading accountability test (MCA, MOD, MTAS) will decrease for Palmer Lake Elementary students from FY 2018 - 2020.

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

**RIS Objective 2.1:** Increase racial and economic integration at Palmer Lake Elementary.

**RIS Objective 2.2:** Increase reading proficiency by 2% annually for students of color / American Indian students.

**RIS Objective 2.3:** Increase rate of growth in reading for students of color / American Indian students.

**Requirement:** At least one RIS objective shall be to increase racial and economic integration at that school.

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

**RIS INTERVENTIONS**

**Directions** Racially identifiable schools may use AI revenue for the 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.

**RIS Intervention 1** Racial Equity and Educational Achievement Development

**Priority Area:** Instruction and Assessment

**Objective this intervention supports:** 1.1, 2.1, 3.1, & 4.1
Achievement and Integration Plan

**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.**

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

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

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

Palmer Lake Elementary will receive professional development in the CLEAR Model and National Urban Alliance strategies as part of a district wide response to the need for culturally responsive instruction:

- **Cultural**- emphasizes the human purpose of what is being learned and its relationship to the students' own culture.
- **Learning**- encourages students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.
- **Equitable**- respectful learning environments in which students’ racial and ethnic diversity is valued and contributes to successful academic outcomes.
- **Achievement**- includes multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.
- **Responsive**- through positive relationships, rigorous learning experiences are created involving higher order thinking and critical analysis used to address relevant, real(ness) world issues in an action-oriented manner.

Staff at every level will be able to access equity focused training from the Department of Educational Equity who will provide research based and nationally recognized staff development.
Department of Educational Equity staff will provide coaching and training for racial equity and cultural responsive pedagogy to classroom teachers, site staff development, large group system staff development, and one on one leadership coaching for principals and teacher leaders.

Grade levels to be served: PK - 5

Location of services: Multiple Locations

**Formative assessment(s) used to inform instructional decision-making:** The district has developed both pre and post evaluations to measure levels of participation from attendees.

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Multiple case studies including Eden Prairie MN, Bridgeport CT, and Albany NY show significant growth in academic proficiency.

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**RIS Intervention 2:** Comprehensive Math Instruction and Support

**Priority Area:** Instruction and Assessment

**Objective this intervention supports:** 2.1 & 2.2

**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.

Pre-K - 5 Staff Development Focus 2018-2020 Monthly System Staff Development Meeting: Mathematical Mindsets based on the work of Dr. Jo Boaler Stanford University and Principles to Action; Ensuring Mathematical Success for All from National Council of Teachers of Mathematics. Monthly Topics: Literacy and Math Connections; Productive Struggle; Depth, Not Spread; Visual Representation; Rich Tasks; Purposeful Questioning and Discourse; Everyone Can Learn More at High Levels, Number Talks System Staff Development Days: Grade level and content specific sessions along with choice sessions focused on: culturally responsive instruction, differentiated instruction, digital learning, literacy instruction and standards based instruction. Ongoing access to dedicated Curriculum, Instruction and Educational Standards to provide support with data teams, instructional practices, implementation of instructional materials and digital learning.

Core Math Instruction: Instructional materials K-5: Math Expression

Math Interventions Grades 2-5 Math Foundations, a research based math intervention that focusses on developing math sense through the use of concrete, representational and abstract model. Not a drill model of intervention.

Equity Specialists will deliver the Minnesota Higher Education Services Office’s Get Ready! for College program (www.getready.state.mn.us) for lower income and students of color to help ensure their success. Achievement and Integration revenue will assist with materials and field trips to expose students to local colleges.

Grade levels to be served: PK -5

Location of services: Multiple locations.

Formative assessment(s) used to inform instructional decision-making: We use NWEA / MAP test. District approved standards based assessments.

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Dr. Jo Boaler Stanford University and Principles to Action; Ensuring Mathematical Success for All from National Council of Teachers of Mathematics.
Achievement and Integration Plan

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RIS Intervention 3 Comprehensive Reading Instruction and Support

Priority Area: Instruction and Assessment

Objective this intervention supports: 3.1 & 3.2

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.

PK -5

Core Reading Instruction
Balanced Literacy with the use of Benchmark Literacy materials

Reading Interventions
Weekly progress monitoring using TIES CBM assessment.
Multiple Interventions to meet the specific literacy needs of the students:

- First Grade: Phoneme Blending, Phoneme Segmenting, Letter Tracing Book, Letter Sound Correspondence, Word Building, Blending Words, Newscaster, First Grade PALS, Great Leaps K-2, G.A.T.E, Repeated Read Aloud, LLI Green,
- Second Grade: Word Building, Read Naturally, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, G.A.T.E, Great Leaps K-2, Early Success Level 2
• Third Grade: Word Building, Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, Read Naturally, Soar to Success Level 3
• Fourth and Fifth Grade: Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, Read Naturally, PALS 2-5, Great Leaps, Soar to Success Level 4 and 5.

Achievement and Integration revenue will continue to support the National Children’s Defense Fund’s research based culturally relevant literacy program Freedom Schools. This program will serve as a lab for culturally relevant K-6 literacy has been found to eliminate the summer reduction in literacy achievement and increase a love for literacy and improvement on character and behavior measures.

Equity Specialists will deliver the Minnesota Higher Education Services Office’s Get Ready! for College program (www.getready.state.mn.us) for lower income and students of color to help ensure their success. Achievement and Integration revenue will assist with materials and field trips to expose students to local colleges.

Grade levels to be served: PK-5

Location of services: Multiple locations

Formative assessment(s) used to inform instructional decision-making: We use NWEA / MAP test. District approved standards based assessments.

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. : Phoneme Blending, Phoneme Segmenting, Letter Tracing Book, Word Building, KPALS, Great Leaps K-2, Repeated Read Aloud, LLI Orange, Incremental Rehearsal

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RIS Intervention 4 Community Forum on Race

Priority Area: Family and Community Partnerships

Objective this intervention supports: 1.1

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.

Achievement and Integration revenue will be used to support and host our Community Forum on Race. Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race. Families from various racial and social economic groups from across our community will participate in this event.

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Park Brook Elementary

RIS Goal # 1 The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Park Brook Elementary on all state Math accountability test (MCA, MOD, MTAS) will decrease for Park Brook Elementary students from FY 2018 - 2020.

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

RIS Objective 1.1: Increase math proficiency goal by 1% annually for students of color / American Indian students.

RIS Objective 1.2: Increase rate of growth in math for students of color and American Indian students.

RIS Goal # 2 The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Park Brook Elementary on all state Reading accountability test (MCA, MOD, MTAS) will decrease for Park Brook Elementary students from FY 2018 - 2020.

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

RIS Objective 2.1: Increase racial and economic integration at Park Brook Elementary.

RIS Objective 2.1: Increase reading proficiency by 2% annually for students of color / American Indian students.

RIS Objective 2.2: Increase rate of growth in reading for students of color / American Indian students.

Requirement: At least one RIS objective shall be to increase racial and economic integration at that school.

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

RIS INTERVENTIONS

Directions Racially identifiable schools may use AI revenue for the 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.

RIS Intervention 1 Racial Equity and Educational Achievement Development

Priority Area: Instruction and Assessment

Objective this intervention supports: 1.1, 2.1, 3.1, & 4.1
**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.
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- ☐ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.

**Narrative description of the critical features of the intervention.**

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

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

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

Park Brook Elementary will receive professional development in the CLEAR Model and National Urban Alliance strategies as part of a district wide response to the need for culturally responsive instruction:

- **Cultural-** emphasizes the human purpose of what is being learned and its relationship to the students' own culture.
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- **Equitable-** respectful learning environments in which students’ racial and ethnic diversity is valued and contributes to successful academic outcomes.
- **Achievement-** includes multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.
- **Responsive-** through positive relationships, rigorous learning experiences are created involving higher order thinking and critical analysis used to address relevant, real(ness) world issues in an action-oriented manner.

Staff at every level will be able to access equity focused training from the Department of Educational Equity who will provide research based and nationally recognized staff development.
Department of Educational Equity staff will provide coaching and training for racial equity and cultural responsive pedagogy to classroom teachers, site staff development, large group system staff development, and one on one leadership coaching for principals and teacher leaders.

Grade levels to be served: PK -5

Location of services: Multiple Locations

**Formative assessment(s) used to inform instructional decision-making:** The district has developed both pre and post evaluations to measure levels of participation from attendees.

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Multiple case studies including Eden Prairie MN, Bridgeport CT, and Albany NY show significant growth in academic proficiency.

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**RIS Intervention 2:** Comprehensive Math Instruction and Support

**Priority Area:** Instruction and Assessment

**Objective this intervention supports:** 2.1 & 2.2

**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.

Pre-K - 5 Staff Development Focus 2018-2020 Monthly System Staff Development Meeting: Mathematical Mindsets based on the work of Dr. Jo Boaler Stanford University and Principles to Action; Ensuring Mathematical Success for All from National Council of Teachers of Mathematics. Monthly Topics: Literacy and Math Connections; Productive Struggle; Depth, Not Speed; Visual Representation; Rich Tasks; Purposeful Questioning and Discourse; Everyone Can Learn More at High Levels, Number Talks System Staff Development Days: Grade level and content specific sessions along with choice sessions focused on: culturally responsive instruction, differentiated instruction, digital learning, literacy instruction and standards based instruction. Ongoing access to dedicated Curriculum, Instruction and Educational Standards to provide support with data teams, instructional practices, implementation of instructional materials and digital learning.

Core Math Instruction: Instructional materials K-5: Math Expression

Math Interventions Grades 2-5 Math Foundations, a research based math intervention that focusses on developing math sense through the use of concrete, representational and abstract model. Not a drill model of intervention.

Equity Specialists will deliver the Minnesota Higher Education Services Office’s Get Ready! for College program (www.getready.state.mn.us) for lower income and students of color to help ensure their success. Achievement and Integration revenue will assist with materials and field trips to expose students to local colleges.

Grade levels to be served: PK -5

Location of services: Multiple locations.

Formative assessment(s) used to inform instructional decision-making: We use NWEA / MAP test. District approved standards based assessments.

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Dr. Jo Boaler Stanford University and Principles to Action; Ensuring Mathematical Success for All from National Council of Teachers of Mathematics.
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### RIS Intervention 3 Comprehensive Reading Instruction and Support

**Priority Area:** Instruction and Assessment

**Objective this intervention supports:** 3.1 & 3.2

**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:

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- ☐ Provides school enrollment choices.
- ☐ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.

**Narrative description of the critical features of the intervention.**

### PK -5

**Core Reading Instruction**

Balanced Literacy with the use of Benchmark Literacy materials

**Reading Interventions**

Weekly progress monitoring using TIES CBM assessment.

Multiple Interventions to meet the specific literacy needs of the students:

- First Grade: Phoneme Blending, Phoneme Segmenting, Letter Tracing Book, Letter Sound Correspondence, Word Building, Blending Words, Newscaster, First Grade PALS, Great Leaps K-2, G.A.T.E, Repeated Read Aloud, LLI Green,
- Second Grade: Word Building, Read Naturally, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, G.A.T.E, Great Leaps K-2, Early Success Level 2
• Third Grade: Word Building, Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, Read Naturally, Soar to Success Level 3

Fourth and Fifth Grade: Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, Read Naturally, PALS 2-5, Great Leaps, Soar to Success Level 4 and 5.

Achievement and Integration revenue will continue to support the National Children’s Defense Fund’s research based culturally relevant literacy program Freedom Schools. This program will serve as a lab for culturally relevant K-6 literacy has been found to eliminate the summer reduction in literacy achievement and increase a love for literacy and improvement on character and behavior measures.

Equity Specialists will deliver the Minnesota Higher Education Services Office's Get Ready! for College program (www.getready.state.mn.us) for lower income and students of color to help ensure their success. Achievement and Integration revenue will assist with materials and field trips to expose students to local colleges.

Grade levels to be served: PK-5

Location of services: Multiple locations

**Formative assessment(s) used to inform instructional decision-making:** We use NWEA / MAP test. District approved standards based assessments.

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. : Phoneme Blending, Phoneme Segmenting, Letter Tracing Book, Word Building, KPALS, Great Leaps K-2, Repeated Read Aloud, LLI Orange, Incremental Rehearsal

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**RIS Intervention 4 Community Forum on Race**

**Priority Area:** Family and Community Partnerships

**Objective this intervention supports:** 1.1

**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:

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☐ Provides school enrollment choices.
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☐ Increases graduation rates.

Narrative description of the critical features of the intervention.

Achievement and Integration revenue will be used to support and host our Community Forum on Race. Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race. Families from various racial and social economic groups from across our community will participate in this event.

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Zanewood Community School

**RIS Goal # 1** The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Zanewood Elementary on all state Math accountability test (MCA, MOD, MTAS) will decrease for Zanewood Elementary students from FY 2018 - 2020.

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

**RIS Objective 1.1:** Increase math proficiency goal by 1% annually for students of color / American Indian students.

**RIS Objective 1.2:** Increase rate of growth in math for students of color and American Indian students.

**RIS Goal # 2** The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Zanewood Elementary on all state Reading accountability test (MCA, MOD, MTAS) will decrease for Zanewood Elementary students from FY 2018 - 2020.

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

**RIS Objective 2.1:** Increase racial and economic integration at Zanewood Elementary.

**RIS Objective 2.1:** Increase reading proficiency by 2% annually for students of color / American Indian students.

**RIS Objective 2.2:** Increase rate of growth in reading for students of color / American Indian students.

**Requirement:** At least one RIS objective shall be to increase racial and economic integration at that school.

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

**RIS INTERVENTIONS**

**Directions** Racially identifiable schools may use AI revenue for the 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.

**RIS Intervention 1** Racial Equity and Educational Achievement Development

**Priority Area:** Instruction and Assessment

**Objective this intervention supports:** 1.1, 2.1, 3.1, & 4.1
Achievement and Integration Plan

**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.**

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

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

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

Zanewood Elementary will receive professional development in the CLEAR Model and National Urban Alliance strategies as part of a district wide response to the need for culturally responsive instruction:

- **Cultural**- emphasizes the human purpose of what is being learned and its relationship to the students' own culture.
- **Learning**- encourages students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.
- **Equitable**- respectful learning environments in which students’ racial and ethnic diversity is valued and contributes to successful academic outcomes.
- **Achievement**- includes multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.
- **Responsive**- through positive relationships, rigorous learning experiences are created involving higher order thinking and critical analysis used to address relevant, real(ness) world issues in an action-oriented manner.

Staff at every level will be able to access equity focused training from the Department of Educational Equity who will provide research based and nationally recognized staff development.
Department of Educational Equity staff will provide coaching and training for racial equity and cultural responsive pedagogy to classroom teachers, site staff development, large group system staff development, and one on one leadership coaching for principals and teacher leaders.

Grade levels to be served: PK -5

Location of services: Multiple Locations

**Formative assessment(s) used to inform instructional decision-making:** The district has developed both pre and post evaluations to measure levels of participation from attendees.

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Multiple case studies including Eden Prairie MN, Bridgeport CT, and Albany NY show significant growth in academic proficiency.

### Key Indicators of Progress (KIPS)

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#### Math Proficiency

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**RIS Intervention 2:** Comprehensive Math Instruction and Support

**Priority Area:** Instruction and Assessment

**Objective this intervention supports:** 2.1 & 2.2

**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.

Pre-K - 5 Staff Development Focus 2018-2020 Monthly System Staff Development Meeting: Mathematical Mindsets based on the work of Dr. Jo Boaler Stanford University and Principles to Action; Ensuring Mathematical Success for All from National Council of Teachers of Mathematics. Monthly Topics: Literacy and Math Connections; Productive Struggle; Depth, Not Speed; Visual Representation; Rich Tasks; Purposeful Questioning and Discourse; Everyone Can Learn More at High Levels, Number Talks System Staff Development Days: Grade level and content specific sessions along with choice sessions focused on: culturally responsive instruction, differentiated instruction, digital learning, literacy instruction and standards based instruction. Ongoing access to dedicated Curriculum, Instruction and Educational Standards to provide support with data teams, instructional practices, implementation of instructional materials and digital learning.

Core Math Instruction: Instructional materials K-5: Math Expression

Math Interventions Grades 2-5 Math Foundations, a research based math intervention that focusses on developing math sense through the use of concrete, representational and abstract model. Not a drill model of intervention.

Equity Specialists will deliver the Minnesota Higher Education Services Office’s Get Ready! for College program (www.getready.state.mn.us) for lower income and students of color to help ensure their success. Achievement and Integration revenue will assist with materials and field trips to expose students to local colleges.

Grade levels to be served: PK - 5

Location of services: Multiple locations.

Formative assessment(s) used to inform instructional decision-making: We use NWEA / MAP test. District approved standards based assessments.

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Dr. Jo Boaler Stanford University and Principles to Action; Ensuring Mathematical Success for All from National Council of Teachers of Mathematics.
Key Indicators of Progress (KIPS)

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RIS Intervention 3 Comprehensive Reading Instruction and Support

Priority Area: Instruction and Assessment

Objective this intervention supports: 3.1 & 3.2

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.

PK -5

Core Reading Instruction

Balanced Literacy with the use of Benchmark Literacy materials

Reading Interventions

Weekly progress monitoring using TIES CBM assessment.

Multiple Interventions to meet the specific literacy needs of the students:

- First Grade: Phoneme Blending, Phoneme Segmenting, Letter Tracing Book, Letter Sound Correspondence, Word Building, Blending Words, Newscaster, First Grade PALS, Great Leaps K-2, G.A.T.E, Repeated Read Aloud, LLI Green,
- Second Grade: Word Building, Read Naturally, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, G.A.T.E, Great Leaps K-2, Early Success Level 2
• Third Grade: Word Building, Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, PALS 2-5, Read Naturally, Soar to Success Level 3

Fourth and Fifth Grade: Syllasearch, Newscaster, Duet Reading, Repeated Reading with Comprehension Strategies, Read Naturally, PALS 2-5, Great Leaps, Soar to Success Level 4 and 5

Achievement and Integration revenue will continue to support the National Children’s Defense Fund’s research based culturally relevant literacy program Freedom Schools. This program will serve as a lab for culturally relevant K-6 literacy has been found to eliminate the summer reduction in literacy achievement and increase a love for literacy and improvement on character and behavior measures.

Equity Specialists will deliver the Minnesota Higher Education Services Office’s Get Ready! for College program (www.getready.state.mn.us) for lower income and students of color to help ensure their success. Achievement and Integration revenue will assist with materials and field trips to expose students to local colleges.

Grade levels to be served: PK-5

Location of services: Multiple locations

Formative assessment(s) used to inform instructional decision-making: We use NWEA / MAP test. District approved standards based assessments.

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. : Phoneme Blending, Phoneme Segmenting, Letter Tracing Book, Word Building, KPALS, Great Leaps K-2, Repeated Read Aloud, LLI Orange, Incremental Rehearsal

**Key Indicators of Progress (KIPS)**

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**RIS Intervention 4** Community Forum on Race

**Priority Area:** Family and Community Partnerships

**Objective this intervention supports:** 1.1

**Type of Intervention:** Family engagement initiatives to increase student achievement.
Achievement and Integration Plan

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.

Achievement and Integration revenue will be used to support and host our Community Forum on Race. Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race. Families from various racial and social economic groups from across our community will participate in this event.

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Brooklyn Middle School

RIS Goal # 1 The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Brooklyn Middle School on all state Math accountability test (MCA, MOD, MTAS) will decrease for Brooklyn Middle School students from FY 2018 - 2020.

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

RIS Objective 1.1: Increase math proficiency goal by 1% annually for students of color / American Indian students.
RIS Objective 1.2: Increase rate of growth in math for students of color and American Indian students.

RIS Goal # 2 The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Brooklyn Middle School on all state Reading accountability test (MCA, MOD, MTAS) will decrease for Brooklyn Middle School students from FY 2018 - 2020.

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

RIS Objective 2.1: Increase reading proficiency by 2% annually for students of color / American Indian students.
RIS Objective 2.2: Increase rate of growth in reading for students of color / American Indian students.

RIS Goal # 3 As part of the NWSISD, Brooklyn Middle School will participate in programing seeking racial and economic integration and achievement gap closure for Brooklyn Middle School students from FY 2018 - 2020.

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

RIS Objective 3.1: Increase racial and economic integration at Brooklyn Middle School.
RIS Objective 3.2: We will provide magnet school programing within the district designed to reduce academic and enrollment disparities based upon students racial, ethnic and economic status.

Requirement: At least one RIS objective shall be to increase racial and economic integration at that school.

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

Directions  Racially identifiable schools may use AI revenue for the 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.

RIS Intervention 1  Racial Equity and Educational Achievement Development

Priority Area:  Instruction and Assessment

Objective this intervention supports:  1.1, 2.1, 3.1, & 4.1

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.

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

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

Equity staff will work with Brooklyn Middle School to align equity focused staff development for increasing student achievement by eliminating racial achievement and opportunity gaps.

Brooklyn Middle School will receive professional development in the CLEAR Model and National Urban Alliance strategies as part of a district wide response to the need for culturally responsive instruction:
Achievement and Integration Plan

Cultural - emphasizes the human purpose of what is being learned and its relationship to the students' own culture.

Learning - encourages students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.

Equitable - respectful learning environments in which students' racial and ethnic diversity is valued and contributes to successful academic outcomes.

Achievement - includes multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.

Responsive - through positive relationships, rigorous learning experiences are created involving higher order thinking and critical analysis used to address relevant, real(ness) world issues in an action-oriented manner.

Staff at every level will be able to access equity focused training from the Department of Educational Equity who will provide research based and nationally recognized staff development.

Department of Educational Equity staff will provide coaching and training for racial equity and cultural responsive pedagogy to classroom teachers, site staff development, large group system staff development, and one on one leadership coaching for principals and teacher leaders.

Because Brooklyn Middle School is a magnet school the principal and teacher leaders will continue in training provided focused on effective magnet school instructional leadership.

Location of services: Multiple Locations

Formative assessment(s) used to inform instructional decision-making: The district has developed both pre and post evaluations to measure levels of participation from attendees.

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Multiple case studies including Eden Prairie MN, Bridgeport CT, and Albany NY show significant growth in academic proficiency.

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Achievement and Integration Plan

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**RIS Intervention 2:** Comprehensive Math Instruction and Support

**Priority Area:** Instruction and Assessment

**Objective this intervention supports:** 2.1 & 2.2

**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.**

**Secondary (Grades 6 - 8)**

Secondary Professional Development and Support

- Regular Professional Learning Team/Collaboration Time
  - Common planning time in content alike groups to develop instruction, analyze data, develop common formative and summative assessments.
- 60 minutes of professional learning provided each month for all licensed secondary staff.
  - Provides differentiated staff development focused on high operational practices (HOP) to elicit high intellectual performance (HIP).
  - Makes purposeful connections with, and model, the following: culturally responsive instruction, differentiated instruction, digital learning, interdisciplinary instruction and standards based instruction.
  - Provides professional learning through a variety of formats, including the following:
    - “Priming, Processing, and Retaining” (learning around specific strategies with application time)
    - Opportunity to learn from colleagues
    - Online/blended options
- 14 hours of professional learning provided throughout the school year for all licensed secondary staff.
  - Includes:
Achievement and Integration Plan

- Content specific topics facilitated by content teacher leaders
- Choice sessions focused on: culturally responsive instruction, differentiated instruction, digital learning, interdisciplinary instruction and standards based instruction.
- Ongoing access to dedicated Curriculum, Instruction and Educational Standards staff including: content teacher leaders, differentiation specialists, instructional coaches and staff development assessment specialists

6 – 8 Core Math Instruction occurs in the following courses:

- Foundations of Algebra
- Pre-Algebra
- Linear Algebra
- Non-Linear Algebra
- Algebra 1
- Geometry

6-8 Math Interventions: (MCA, NWEA and course grades along with staff recommendation determine placement)

- Math Achievers
  - Provides support for middle school students not at grade level in math. This is a second math course, taken in addition to the core grade level course. Enrollment is flexible and students may exit the course.
- Collaborative Math
  - Provides either EL or SPED support for middle school student. The course is co-taught by either an EL and a Math teacher or SPED and Math teacher.
- EL Academic Skills course
  - Middle school EL students in this course focus on math content vocabulary.
- Math Learning Lab
  - Designed for primarily for 9th grade Non-Linear Algebra students who struggle with content and taught by a licensed math teacher. Provides more time and support to demonstrate proficiency in the learning outcomes/targets.
  - Designed primarily for students in grades 11-12 and taught by a licensed math teacher. Students are identified by counselors as being in jeopardy for not graduating on time. Provides more time and support to demonstrate proficiency in the learning outcomes/targets.
- Math Intervention
  - Provides additional math instruction and reassessment opportunities during weekly Advisory (68 minutes). Staffed by licensed math teachers.

Grade levels to be served: 6-8

Location of services: Multiple locations.

Formative assessment(s) used to inform instructional decision-making: We use NWEA / MAP test. District approved standards based assessments.
Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Dr. Jo Boaler Stanford University and Principles to Action; Ensuring Mathematical Success for All from National Council of Teachers of Mathematics.

Key Indicators of Progress (KIPS)

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RIS Intervention 3 Comprehensive Reading Instruction and Support

Priority Area: Instruction and Assessment

Objective this intervention supports: 3.1 & 3.2

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.

Secondary (Grades 6-8)

6-8 Core Reading Instruction:
- Reading instruction is integrated into core English course instruction in grades 6-8.

6-8 Reading Interventions: (MCA, NWEA and course grades along with staff recommendation determine placement)
- Reading Lab
  - Provides support for students not reading at grade level. This is an elective course, taken in addition to the core grade level English
Achievement and Integration Plan

course. Enrollment is flexible and students may exit the course. A variety of strategies and resources are utilized, including READ 180 and System 44.

- Full time Literacy Coach
  - Supports all teachers and students in the building. Works with: students one-on-one, teachers to design literacy focused scaffolding/reading intervention in their content areas, Reading Lab teachers to design curriculum, etc. Provides building level staff development and works with Equity Specialist to help teachers design culturally relevant curriculum.

- Aligned English Skills (SPED) course with English curriculum
  - Provides rigorous learning opportunities for all students aligned to the standards and curriculum that is being taught in regular non-SPED English classes.

Grade levels to be served: 6-8

Location of services: Multiple locations

**Formative assessment(s) used to inform instructional decision-making:** We use NWEA / MAP test. District approved standards based assessments.

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. : Phoneme Blending, Phoneme Segmenting, Letter Tracing Book, Word Building, KPALS, Great Leaps K-2, Repeated Read Aloud, LLI Orange, Incremental Rehearsal

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**RIS Intervention 4** Community Forum on Race

**Priority Area:** Family and Community Partnerships

**Objective this intervention supports: 1.1**

**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.

Achievement and Integration revenue will be used to support and host our Community forum on Race. Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race. Families from various racial and social economic groups from across our community will participate in this event.

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**RIS Intervention 5 Magnet School Programing**

**Priority Area:** Continuous Improvement and Inquiry

**Objective this intervention supports:** 2.1 & 3.1

**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.

Due to our partnership with NWSISD we are able to offer Magnet Schools to students to any of our students in any of the eight NWSISD member districts.

Brooklyn Middle School offers the following magnet strand:

Science, Technology, Engineering, Arts and Mathematics (STEAM)

A Science, Technology, Engineering, Arts and Mathematics (STEAM) magnet immerses students in a series of learning experiences that foster interaction and investigation. Students use technology, arts and virtual studies to solve problems in new ways. Partnerships with organizations like the Science Museum of Minnesota and programs like Project Lead the Way help to provide an innovative and creative framework for a sound and deeply engaging education. Teaching through the arts helps students experience concepts rather than merely discussing or reading about them.

Grade levels to be served: 6-8

Location of services: Brooklyn Middle School

Formative assessment(s) used to inform instructional decision-making: The district has developed surveys to measure levels of participation from attendees. In addition data will be collected on number of attendees to events.

Evidence of research-base: Integrated Magnet Schools: Outcomes and Best Practices, Institute on Metropolitan Opportunity. This research paper reviews the evolution, benefits, best practices, and characteristics of the nation’s top magnet schools. Myron Orfield, January 2013

A Review of the Research on Magnet Schools, Miami Dade County Public Schools

The bulk of this report focuses on studies that have compared the academic achievement of magnet school students to those attending traditional public schools. Studies examining the following three issues are also summarized: ethnic and economic composition of schools; high school graduation rates; and students' academic attitudes and behaviors.

Magnet Schools Provide Academic and Social Benefits, Study Reports, University of Connecticut Neag School of Education. Both white and minority children in Connecticut’s magnet schools showed stronger connections to their peers of other races than students in their home districts, and city students made greater academic gains than students in non-magnet city schools, Casey Cobb and a team of colleagues found in this research commissioned by the state of Connecticut.

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### RIS Intervention 6: District will participate in NWSISD sponsored student service opportunities

**Priority Area:** Student Engagement and Outcomes

**Objective this intervention supports:** 1.3

**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.
- [x] Increases cultural fluency, competency, and interaction,
- [ ] Increases graduation rates.

**Narrative description of the critical features of the intervention:**

Student programs provided through NWSISD focuses on four educational concepts: Aspirations, Expectations, Opportunities, and Achievement. Students experience activities which focus on introspection, learning how culture shapes expectations, setting goals and understanding expectations for what it means to be college or career ready. Specific examples of activities which are included in this intervention are: college field trips, career exploration, service learning, team building, and guest speakers. College field trips may be provided for elementary, middle and high schools. Programs such as educators rising and AVID often benefit from this programing directly. In addition, other college and or career fairs or conferences may be part of this intervention.

Grade levels to be served: 6-12
Achievement and Integration Plan

Location of services: Multiple sites

Formative assessment(s) used to inform instructional decision-making: Student and staff feedback surveys and participation numbers.

Evidence of research-based: Indicate the rigorous, objective research analysis that provides evidence this intervention is proved to improve student achievement.

NWSISD mentorship programs are modeled after the work of Ford and Whiting from Vanderbilt University. Ford and Whiting hope to raise consciousness as well as offer solutions.

Key indicators of Progress (KIPS)

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<th>Participation in college visit experiences will increase.</th>
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<td>Our district’s participation in the college visit experiences will increase or maintain at current.</td>
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RIS Intervention 7 College and Career Readiness

Priority Area: Student Engagement and Outcomes

Objective this intervention supports: 2.1, 3.1, & 4.1

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

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. Consistent with Minnesota Statue 120B.128 All Osseo Area Schools students by no later than grade 9 will explore their college and career interests and aspirations and develop a plan for smooth and successful transition to postsecondary education or employment. All students’ plan must be designed to meet 8 tenants of the legislation: RAMP UP TO READINESS CURRICULUM, MINNESOTA CAREER INFORMATION SYSTEMS (MCIS), and Rigorous Career and technical Education programs of study were instituted to
1. Emphasizes Academic rigor and high expectations.
2. Help students identify personal learning styles that may affect their postsecondary education and employment choices.
3. Integrate strong academic content into career-focused courses and integrate relevant career-focused courses into strong academic content.
4. Help students and families identify and gain access to appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship.
5. Help students and families identify collaborative partnerships from kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and employers that support students’.
6. Provide students with experiential learning opportunities; and
7. Ensure that the student’s course-taking schedule keeps the student making adequate progress to meet state and local high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

Location of services: Multiple locations

Formative assessment(s) used to inform instructional decision-making: The district has developed both pre and post evaluations to measure levels of participation from attendees.

Evidence of research-base: Having conducted a wide-ranging survey of the existing research on high school course taking patterns, academic performance, and college outcomes, Johns Hopkins University sociologist Robert Balfanz predicts that the majority of today’s college bound students are likely to struggle when they get to campus. The evidence suggests that “somewhere between a third and a half of high school graduates leave high school prepared with a reasonable chance to succeed in college”.

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RIS Intervention 8: Racial Equity and Educational Achievement Programing

Priority Area: Student Engagement and Outcomes

Objective this intervention supports: 2.1 & 3.1

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.

REAL Talk (Racial Education Awakening Liberation) is an inter-racial student leadership group that creates space for students to develop and understand their own cultural and racial identity, as well as learn about cultures and races different from their own. REAL Talk creates a space where student voice can be amplified and valued. This allows for students to become anti-racist leaders who create transformational change in their school and community.

We are intentional about beginning the process of (re)creating a student’s relationship with education and allowing room for seeing themselves in both the curriculum and structures of our education system.

Liberation (Our Definition): Racial education will serve as truth and reconciliation for students of color and white students so that their racial identities will be realized in the most authentic way possible. The end result being a multi-racial coalition of anti-racist leaders.

REAL Talk will involve families through family empowerment nights in which students will have an opportunity to share

Grade levels to be served 6-12

Location of services: Multiple Locations

Formative assessment(s) used to inform instructional decision-making: The district has developed both pre and post evaluations to measure levels of participation from attendees.
Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Multiple case studies including Eden Prairie MN, Bridgeport CT, and Albany NY show significant growth in academic proficiency.

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North View Middle School

RIS Goal # 1 The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within North View Middle School on all state Math accountability test (MCA, MOD, MTAS) will decrease for North View Middle School students from FY 2018 - 2020.

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

**RIS Objective 1.1:** Increase math proficiency goal by 1% annually for students of color / American Indian students.

**RIS Objective 1.2:** Increase rate of growth in math for students of color and American Indian students.

RIS Goal # 2 The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within North View Middle School on all state Reading accountability test (MCA, MOD, MTAS) will decrease for North View Middle School students from FY 2018 - 2020.

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

**RIS Objective 2.1:** Increase reading proficiency by 2% annually for students of color / American Indian students.

**RIS Objective 2.2:** Increase rate of growth in reading for students of color / American Indian students.

RIS Goal # 3 As part of the NWSISD North View Middle School will participate in programing seeking racial and economic integration and achievement gap closure for North View Middle School students from FY 2018 - 2020.

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

**RIS Objective 3.1:** Increase racial and economic integration at North View Middle School.

**RIS Objective 3.2:** We will provide magnet school programing within the district designed to reduce academic and enrollment disparities based upon students racial, ethnic and economic status.

**Requirement:** At least one RIS objective shall be to increase racial and economic integration at that school.

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

Directions Racially identifiable schools may use AI revenue for the 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.

RIS Intervention 1 Racial Equity and Educational Achievement Development

Priority Area: Instruction and Assessment

Objective this intervention supports: 1.1, 2.1, 3.1, & 4.1

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.

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

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

Equity staff will work with North View Middle School to align equity focused staff development for increasing student achievement by eliminating racial achievement and opportunity gaps.

North View Middle School will receive professional development in the CLEAR Model and National Urban Alliance strategies as part of a district wide response to the need for culturally responsive instruction:
Cultural- emphasizes the human purpose of what is being learned and its relationship to the students’ own culture.
Learning- encourages students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.
Equitable- respectful learning environments in which students’ racial and ethnic diversity is valued and contributes to successful academic outcomes.
Achievement- includes multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.
Responsive- through positive relationships, rigorous learning experiences are created involving higher order thinking and critical analysis used to address relevant, real(ness) world issues in an action-oriented manner.

Staff at every level will be able to access equity focused training from the Department of Educational Equity who will provide research based and nationally recognized staff development.

Department of Educational Equity staff will provide coaching and training for racial equity and cultural responsive pedagogy to classroom teachers, site staff development, large group system staff development, and one on one leadership coaching for principals and teacher leaders.

Because North View Middle School is a magnet school the principal and teacher leaders will continue in training provided focused on effective magnet school instructional leadership.

Location of services: Multiple Locations

Formative assessment(s) used to inform instructional decision-making: The district has developed both pre and post evaluations to measure levels of participation from attendees.

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Multiple case studies including Eden Prairie MN, Bridgeport CT, and Albany NY show significant growth in academic proficiency.

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Achievement and Integration Plan

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**RIS Intervention 2:** Comprehensive Math Instruction and Support

**Priority Area:** Instruction and Assessment

**Objective this intervention supports:** 2.1 & 2.2

**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.**

**Secondary (Grades 6 - 8)**

Secondary Professional Development and Support

- Regular Professional Learning Team/Collaboration Time
  - Common planning time in content alike groups to develop instruction, analyze data, develop common formative and summative assessments.
- 60 minutes of professional learning provided each month for all licensed secondary staff.
  - Provides differentiated staff development focused on high operational practices (HOP) to elicit high intellectual performance (HIP).
  - Makes purposeful connections with, and model, the following: culturally responsive instruction, differentiated instruction, digital learning, interdisciplinary instruction, and standards based instruction.
  - Provides professional learning through a variety of formats, including the following:
    - “Priming, Processing, and Retaining” (learning around specific strategies with application time)
    - Opportunity to learn from colleagues
    - Online/blended options
- 14 hours of professional learning provided throughout the school year for all licensed secondary staff.
  - Includes:
Achievement and Integration Plan

- Content specific topics facilitated by content teacher leaders
- Choice sessions focused on: culturally responsive instruction, differentiated instruction, digital learning, interdisciplinary instruction and standards based instruction.
- Ongoing access to dedicated Curriculum, Instruction and Educational Standards staff including:
  content teacher leaders, differentiation specialists, instructional coaches and staff development assessment specialists

6 – 8 Core Math Instruction occurs in the following courses:

- Foundations of Algebra
- Pre-Algebra
- Linear Algebra
- Non-Linear Algebra
- Algebra 1
- Geometry

6-8 Math Interventions: (MCA, NWEA and course grades along with staff recommendation determine placement)

- Math Achievers
  - Provides support for middle school students not at grade level in math. This is a second math course, taken in addition to the core grade level course. Enrollment is flexible and students may exit the course.
- Collaborative Math
  - Provides either EL or SPED support for middle school student. The course is co-taught by either an EL and a Math teacher or SPED and Math teacher.
- EL Academic Skills course
  - Middle school EL students in this course focus on math content vocabulary.
- Math Learning Lab
  - Designed primarily for 9th grade Non-Linear Algebra students who struggle with content and taught by a licensed math teacher. Provides more time and support to demonstrate proficiency in the learning outcomes/targets.
  - Designed primarily for students in grades 11-12 and taught by a licensed math teacher. Students are identified by counselors as being in jeopardy for not graduating on time. Provides more time and support to demonstrate proficiency in the learning outcomes/targets.
- Math Intervention
  - Provides additional math instruction and reassessment opportunities during weekly Advisory (68 minutes). Staffed by licensed math teachers.

AVID programing is currently being piloted at Northview Middle School. AVID is a national college-readiness system designed to increase the number of students who enroll in four-year colleges. AVID focuses on the least served students in the academic middle.

AVID elective teachers support AVID students by providing academic training, managing their tutorials, working with faculty and parents, and by helping students develop long-range academic and personal plans.
Achievement and Integration revenue may be used to support current programing and expand AVID to other racial isolated sites to support proficiency development in both math and reading.

Grade levels to be served: 6-8

Location of services: Multiple locations.

**Formative assessment(s) used to inform instructional decision-making:** We use NWEA / MAP test. District approved standards based assessments.

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Dr. Jo Boaler Stanford University and Principles to Action; Ensuring Mathematical Success for All from National Council of Teachers of Mathematics.

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**RIS Intervention 3** Comprehensive Reading Instruction and Support

**Priority Area:** Instruction and Assessment

**Objective this intervention supports:** 3.1 & 3.2

**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.**

**Secondary (Grades 6-8)**
6-8 Core Reading Instruction:

- Reading instruction is integrated into core English course instruction in grades 6-8.

6-8 Reading Interventions: (MCA, NWEA and course grades along with staff recommendation determine placement)

- Reading Lab
  - Provides support for students not reading at grade level. This is an elective course, taken in addition to the core grade level English course. Enrollment is flexible and students may exit the course. A variety of strategies and resources are utilized, including READ 180 and System 44.
- Full time Literacy Coach
  - Supports all teachers and students in the building. Works with: students one-on-one, teachers to design literacy focused scaffolding/reading intervention in their content areas, Reading Lab teachers to design curriculum, etc. Provides building level staff development and works with Equity Specialist to help teachers design culturally relevant curriculum.
- Aligned English Skills (SPED) course with English curriculum
  - Provides rigorous learning opportunities for all students aligned to the standards and curriculum that is being taught in regular non-SPED English classes.

Grade levels to be served: 6-8

Location of services: Multiple locations

Formative assessment(s) used to inform instructional decision-making: We use NWEA / MAP test. District approved standards based assessments.

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Phoneme Blending, Phoneme Segmenting, Letter Tracing Book, Word Building, KPALS, Great Leaps K-2, Repeated Read Aloud, LLI Orange, Incremental Rehearsal

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RIS Intervention 4 Community Forum on Race

Priority Area: Family and Community Partnerships
Priority Area: Family and Community Partnerships

Objective this intervention supports: 1.1

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.
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☐ Increases graduation rates.

Narrative description of the critical features of the intervention.

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.

Achievement and Integration revenue will be used to support and host our Community forum on Race. Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race. Families from various racial and social economic groups from across our community will participate in this event.

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RIS Intervention 5 Magnet School Programing

Priority Area: Continuous Improvement and Inquiry

Objective this intervention supports: 2.1 & 3.1

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.

Due to our partnership with NWSISD we are able to offer Magnet Schools to students to any of our students in any of the eight NWSISD member districts.

North View Middle School offers the following magnet strand:

International Baccalaureate (IB)
The International Baccalaureate (IB) schools infuse a core curriculum with a world focus that can help young people understand their role as responsible world citizens. Emphasis is on changing technology, world languages and cultures. Students are encouraged to inquire, think, communicate, take risks, achieve, be principled, caring open-minded, well-balanced and reflective.

Grade levels to be served: 6-8

Location of services: North View Middle School

Formative assessment(s) used to inform instructional decision-making: The district has developed surveys to measure levels of participation from attendees. In addition data will be collected on number of attendees to events.
Evidence of research-base: Integrated Magnet Schools: Outcomes and Best Practices, Institute on Metropolitan Opportunity. This research paper reviews the evolution, benefits, best practices, and characteristics of the nation's top magnet schools. Myron Orfield, January 2013

A Review of the Research on Magnet Schools, Miami Dade County Public Schools
The bulk of this report focuses on studies that have compared the academic achievement of magnet school students to those attending traditional public schools. Studies examining the following three issues are also summarized: ethnic and economic composition of schools; high school graduation rates; and students' academic attitudes and behaviors.

Magnet Schools Provide Academic and Social Benefits, Study Reports, University of Connecticut Neag School of Education. Both white and minority children in Connecticut’s magnet schools showed stronger connections to their peers of other races than students in their home districts, and city students made greater academic gains than students in non-magnet city schools, Casey Cobb and a team of colleagues found in this research commissioned by the state of Connecticut.

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RIS Intervention 6: District will participate in NWSISD sponsored student service opportunities

Priority Area: Student Engagement and Outcomes

Objective this intervention supports: 1.3

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:**

Student programs provided through NWSISD focuses on four educational concepts: Aspirations, Expectations, Opportunities, and Achievement. Students experience activities which focus on introspection, learning how culture shapes expectations, setting goals and understanding expectations for what it means to be college or career ready. Specific examples of activities which are included in this intervention are: college field trips, career exploration, service learning, team building, and guest speakers. College field trips may be provided for elementary, middle and high schools. Programs such as educators rising and AVID often benefit from this programming directly. In addition, other college and or career fairs or conferences may be part of this intervention.

Grade levels to be served: 6-12

Location of services: Multiple sites

**Formative assessment(s) used to inform instructional decision-making:** Student and staff feedback surveys and participation numbers.

**Evidence of research-based:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proved to improve student achievement.

NWSISD mentorship programs are modeled after the work of Ford and Whiting from Vanderbilt University. Ford and Whiting hope to raise consciousness as well as offer solutions.

**Key indicators of Progress (KIPS)**

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RIS Intervention 7 College and Career Readiness

Priority Area: Student Engagement and Outcomes

Objective this intervention supports: 2.1, 3.1, & 4.1

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

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. Consistent with Minnesota Statue 120B.128 All Osseo Area Schools students by no later than grade 9 will explore their college and career interests and aspirations and develop a plan for smooth and successful transition to postsecondary education or employment. All students’ plan must be designed to meet 8 tenants of the legislation: RAMP UP TO READINESS CURRICULUM, MINNESOTA CAREER INFORMATION SYSTEMS (MCIS), and Rigorous Career and technical Education programs of study were instituted to

1. Emphasizes Academic rigor and high expectations.
2. Help students identify personal learning styles that may affect their postsecondary education and employment choices.
3. Integrate strong academic content into career-focused courses and integrate relevant career-focused courses into strong academic content.
4. Help students and families identify and gain access to appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship.
5. Help students and families identify collaborative partnerships from kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and employers that support students’.
6. Provide students with experiential learning opportunities; and
7. Ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

Location of services: Multiple locations
Formative assessment(s) used to inform instructional decision-making: The district has developed both pre and post evaluations to measure levels of participation from attendees.

Evidence of research-base: Having conducted a wide-ranging survey of the existing research on high school course taking patterns, academic performance, and college outcomes, Johns Hopkins University sociologist Robert Balfanz predicts that the majority of today’s college bound students are likely to struggle when they get to campus. The evidence suggests that “somewhere between a third and a half of high school graduates leave high school prepared with a reasonable chance to succeed in college”.

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**RIS Intervention 8** Racial Equity and Educational Achievement Programing

**Priority Area:** Student Engagement and Outcomes

**Objective this intervention supports:** 2.1 & 3.1

**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.
- [x] Increases cultural fluency, competency, and interaction.
- [ ] Increases graduation rates.
Achievement and Integration Plan

Narrative description of the critical features of the intervention.

REAL Talk (Racial Education Awakening Liberation) is an inter-racial student leadership group that creates space for students to develop and understand their own cultural and racial identity, as well as learn about cultures and races different from their own. REAL Talk creates a space where student voice can be amplified and valued. This allows for students to become anti-racist leaders who create transformational change in their school and community. We are intentional about beginning the process of (re)creating a student’s relationship with education and allowing room for seeing themselves in both the curriculum and structures of our education system.

Liberation (Our Definition): Racial education will serve as truth and reconciliation for students of color and white students so that their racial identities will be realized in the most authentic way possible. The end result being a multi-racial coalition of anti-racist leaders.

REAL Talk will involve families through family empowerment nights in which students will have an opportunity to share

Grade levels to be served 9-12

Location of services: Multiple Locations

Formative assessment(s) used to inform instructional decision-making: The district has developed both pre and post evaluations to measure levels of participation from attendees.

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Multiple case studies including Eden Prairie MN, Bridgeport CT, and Albany NY show significant growth in academic proficiency.

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Park Center Senior High School

RIS Goal # 1 The proficiency gap between students of color / American Indian and White students enrolled the full academic year for all grades tested within Park Center Senior High School on all state Math accountability test (MCA, MOD, MTAS) will decrease for Park Center Senior High School students from FY 2018 - 2020.

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

RIS Objective 1.1: Increase math proficiency goal by 1% annually for students of color / American Indian students.
RIS Objective 1.2: Increase rate of growth in math for students of color and American Indian students.

RIS Goal # 2 The proficiency gap between students of color / American Indian students and White students enrolled the full academic year for all grades tested within Park Center Senior High School on all state Reading accountability test (MCA, MOD, MTAS) will decrease for Park Center Senior High School students from FY 2018 - 2020.

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

RIS Objective 2.1: Increase reading proficiency by 2% annually for students of color / American Indian students.
RIS Objective 2.2: Increase rate of growth in reading for students of color / American Indian students.

RIS Goal # 3 As part of the NWSISD Park Center Senior High School will participate in programing seeking racial and economic integration and achievement gap closure for Park Center Senior High School students from FY 2018 - 2020.

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

RIS Objective 3.1: Increase racial and economic integration at Park Center Senior High School.
RIS Objective 3.2: We will provide magnet school programing within the district designed to reduce academic and enrollment disparities based upon students racial, ethnic and economic status.

Requirement: At least one RIS objective shall be to increase racial and economic integration at that school.

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

Directions Racially identifiable schools may use AI revenue for the 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.

RIS Intervention 1 Racial Equity and Educational Achievement Development

Priority Area: Instruction and Assessment

Objective this intervention supports: 1.1, 2.1, 3.1, & 4.1

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.

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

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

Equity staff will work with Park Center Senior High School to align equity focused staff development for increasing student achievement by eliminating racial achievement and opportunity gaps.

Park Center Senior High School will receive professional development in the CLEAR Model and National Urban Alliance strategies as part of a district wide response to the need for culturally responsive instruction:
Cultural- emphasizes the human purpose of what is being learned and its relationship to the students’ own culture.
Learning- encourages students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.
Equitable- respectful learning environments in which students’ racial and ethnic diversity is valued and contributes to successful academic outcomes.
Achievement- includes multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.
Responsive- through positive relationships, rigorous learning experiences are created involving higher order thinking and critical analysis used to address relevant, real(ness) world issues in an action-oriented manner.

Staff at every level will be able to access equity focused training from the Department of Educational Equity who will provide research based and nationally recognized staff development.

Department of Educational Equity staff will provide coaching and training for racial equity and cultural responsive pedagogy to classroom teachers, site staff development, large group system staff development, and one on one leadership coaching for principals and teacher leaders.

Because Park Center High School is a magnet school the principal and teacher leaders will continue in training provided focused on effective magnet school instructional leadership.

Location of services: Multiple Locations

Formative assessment(s) used to inform instructional decision-making: The district has developed both pre and post evaluations to measure levels of participation from attendees.

Evidence of research-base: Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Multiple case studies including Eden Prairie MN, Bridgeport CT, and Albany NY show significant growth in academic proficiency.

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Achievement and Integration Plan

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**RIS Intervention 2:** Comprehensive Math Instruction and Support

**Priority Area:** Instruction and Assessment

**Objective this intervention supports:** 2.1 & 2.2

**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.**

**Secondary (Grades 9-12)**

Secondary Professional Development and Support

- Regular Professional Learning Team/Collaboration Time
  - Common planning time in content alike groups to develop instruction, analyze data, develop common formative and summative assessments.
- 60 minutes of professional learning provided each month for all licensed secondary staff.
  - Provides differentiated staff development focused on high operational practices (HOP) to elicit high intellectual performance (HIP).
  - Makes purposeful connections with, and model, the following: culturally responsive instruction, differentiated instruction, digital learning, interdisciplinary instruction and standards based instruction.
  - Provides professional learning through a variety of formats, including the following:
    - “Priming, Processing, and Retaining” (learning around specific strategies with application time)
    - Opportunity to learn from colleagues
    - Online/blended options
- 14 hours of professional learning provided throughout the school year for all licensed secondary staff.
  - Includes:
Achievement and Integration Plan

- Content specific topics facilitated by content teacher leaders
- Choice sessions focused on: culturally responsive instruction, differentiated instruction, digital learning, interdisciplinary instruction and standards based instruction.
- Ongoing access to dedicated Curriculum, Instruction and Educational Standards staff including: content teacher leaders, differentiation specialists, instructional coaches and staff development assessment specialists

9-12 Core Math Instruction occurs in the following courses:

- Non-Linear Algebra
- Algebra 1
- Geometry
- Algebra 2
- Pre-Calculus
- Calculus

9-12 Math Interventions: (MCA, NWEA and course grades along with staff recommendation determine placement)

- Algebra Explorations
  - Students who failed at least two trimester of Linear Algebra are enrolled in this course. The format of the course focuses on re-teaching/re-learning fundamentals Linear Algebra learning outcomes before taking Non-Linear Algebra.
- Math Learning Lab
  - Designed for primarily for 9th grade Non-Linear Algebra students who struggle with content and taught by a licensed math teacher. Provides more time and support to demonstrate proficiency in the learning outcomes/targets.
  - Designed primarily for students in grades 11-12 and taught by a licensed math teacher. Students are identified by counselors as being in jeopardy for not graduating on time. Provides more time and support to demonstrate proficiency in the learning outcomes/targets.
- Exploratory Math
  - This course provides instruction in Geometry and Algebra 2. The format provides extended time for instruction (from two years to three years).
- Co-Taught courses
  - A licensed math teacher and SPED teacher collaboratively plan and co-teach the following courses for high school students: Non-Linear Algebra, Geometry, Algebra 2 (required for graduation).
- Non-Linear Algebra
  - (Same standards as all other NLA classes, instructional strategies and pace are different)
  - Students are selected for this course based on 8th grade math data, specifically end of course grades (C/D). Students are assigned the same licensed math teacher for the entire school year. Power standards are identified and the focus is on depth and rigor.
- Homework Help Center
  - Tuesday, Wednesday, Thursday each week from 2-4pm in the Media Center staffed by licensed content staff.
Grade levels to be served: 9-12

Location of services: Multiple locations.

**Formative assessment(s) used to inform instructional decision-making:** We use NWEA / MAP test. District approved standards based assessments.

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Dr. Jo Boaler Stanford University and Principles to Action; Ensuring Mathematical Success for All from National Council of Teachers of Mathematics.

### Key Indicators of Progress (KIPS)

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**RIS Intervention 3** Comprehensive Reading Instruction and Support

**Priority Area:** Instruction and Assessment

**Objective this intervention supports:** 3.1 & 3.2

**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.**

**Secondary (Grades 9-12)**

**9-12 Core Reading Instruction:**

- Reading instruction is integrated into core English course instruction in grades 9-12.
9-12 Reading Interventions: (MCA, NWEA and course grades along with staff recommendation determine placement)

- **Co-Taught courses**
  - A content teacher (English, science, social studies) and a licensed reading teacher co-teach a core content course. Provides support for students not reading at grade level. The reading teacher provides additional reading instructional strategies and resources to support content and reading learning.

- **Reading Lab**
  - Provides support for students not reading at grade level. This is an elective course, taken in addition to the core grade level English course. Enrollment is flexible and students may exit the course. A variety of strategies and resources are utilized, including READ 180 and System 44.

- **English/Reading**
  - Core grade level English course and standards with a focus on integrated reading instruction.

- **Full time Literacy Coach**
  - Supports all teachers and students in the building. Works with: students one-on-one, teachers to design literacy focused scaffolding/reading intervention in their content areas, Reading Lab teachers to design curriculum, etc. Provides building level staff development and works with Equity Specialist to help teachers design culturally relevant curriculum.

- **Aligned English Skills (SPED) course with English curriculum**
  - Provides rigorous learning opportunities for all students aligned to the standards and curriculum that is being taught in regular non-SPED English classes.

- **Homework Help Center**
  - Tuesday, Wednesday, Thursday each week from 2-4pm in the Media Center staffed by licensed content staff.

- **SPED Co-Taught courses**
  - A licensed English teacher and SPED teacher collaboratively plan and co-teach the required English 9-12 courses.

Grade levels to be served: 9-12

Location of services: Multiple locations

**Formative assessment(s) used to inform instructional decision-making:** We use NWEA / MAP test. District approved standards based assessments.

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. : Phoneme Blending, Phoneme Segmenting, Letter Tracing Book, Word Building, KPALS, Great Leaps K-2, Repeated Read Aloud, LLI Orange, Incremental Rehearsal

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RIS Intervention 4  Community Forum on Race

Priority Area: Family and Community Partnerships

Objective this intervention supports: 1.1

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.

Achievement and Integration revenue will be used to support and host our Community forum on Race. Department staff will serve as lead trainers to teachers, administrators, superintendents, and other educators who volunteer to be trained as leaders to host a large learning community conversation about race. Families from various racial and social economic groups from across our community will participate in this event.

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RIS Intervention 5 Magnet School Programing

Priority Area: Continuous Improvement and Inquiry

Objective this intervention supports: 2.1 & 3.1

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.

Due to our partnership with NWSISD we are able to offer Magnet Schools to students to any of our students in any of the eight NWSISD member districts.

Park Center Senior High School offers the following magnet strand:

International Baccalaureate (IB)
The International Baccalaureate (IB) schools infuse a core curriculum with a world focus that can help young people understand their role as responsible world citizens. Emphasis is on changing technology, world languages and cultures. Students are encouraged to inquire, think, communicate, take risks, achieve, be principled, caring open-minded, well-balanced and reflective.

Grade levels to be served: 6-8

Location of services: Park Center Senior High School

Formative assessment(s) used to inform instructional decision-making: The district has developed surveys to measure levels of participation from attendees. In addition data will be collected on number of attendees to events.

Evidence of research-base: Integrated Magnet Schools: Outcomes and Best Practices, Institute on Metropolitan Opportunity. This research paper reviews the evolution, benefits, best practices, and characteristics of the nation’s top magnet schools. Myron Orfield, January 2013

A Review of the Research on Magnet Schools, Miami Dade County Public Schools
The bulk of this report focuses on studies that have compared the academic achievement of magnet school students to those attending traditional public schools. Studies examining the following three issues are also summarized: ethnic and economic composition of schools; high school graduation rates; and students' academic attitudes and behaviors.
Magnet Schools Provide Academic and Social Benefits, Study Reports, University of Connecticut Neag School of Education. Both white and minority children in Connecticut’s magnet schools showed stronger connections to their peers of other races than students in their home districts, and city students made greater academic gains than students in non-magnet city schools, Casey Cobb and a team of colleagues found in this research commissioned by the state of Connecticut.

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**RIS Intervention 6:** District will participate in NWSISD sponsored student service opportunities

**Priority Area:** Student Engagement and Outcomes

**Objective this intervention supports:** 1.3

**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.
- [x] Increases cultural fluency, competency, and interaction,
- [ ] Increases graduation rates.
Narrative description of the critical features of the intervention:
Student programs provided through NWSISD focuses on four educational concepts: Aspirations, Expectations, Opportunities, and Achievement. Students experience activities which focus on introspection, learning how culture shapes expectations, setting goals and understanding expectations for what it means to be college or career ready. Specific examples of activities which are included in this intervention are: college field trips, career exploration, service learning, team building, and guest speakers. College field trips may be provided for elementary, middle and high schools. Programs such as educators rising and AVID often benefit from this programming directly. In addition, other college and or career fairs or conferences may be part of this intervention.

Grade levels to be served: 6-12

Location of services: Multiple sites

Formative assessment(s) used to inform instructional decision-making: Student and staff feedback surveys and participation numbers.

Evidence of research-based: Indicate the rigorous, objective research analysis that provides evidence this intervention is proved to improve student achievement.

NWSISD mentorship programs are modeled after the work of Ford and Whiting from Vanderbilt University. Ford and Whiting hope to raise consciousness as well as offer solutions.

Key indicators of Progress (KIPS)

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| Our district’s participation in the college visit experiences will increase or maintain at current. | 145 | 147 | 150 |

RIS Intervention 7 College and Career Readiness

Priority Area: Student Engagement and Outcomes

Objective this intervention supports: 2.1, 3.1, & 4.1

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

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. Consistent with Minnesota Statue 120B.128 All Osseo Area Schools students by no later than grade 9 will explore their college and career interests and aspirations and develop a plan for smooth and successful transition to postsecondary education or employment. All students’ plan must be designed to meet 8 tenants of the legislation: RAMP UP TO READINESS CURRICULUM, MINNESOTA CAREER INFORMATION SYSTEMS (MCIS), and Rigorous Career and technical Education programs of study were instituted to

1. Emphasizes Academic rigor and high expectations.
2. Help students identify personal learning styles that may affect their postsecondary education and employment choices.
3. Integrate strong academic content into career-focused courses and integrate relevant career-focused courses into strong academic content.
4. Help students and families identify and gain access to appropriate counseling and other supports and assistance that enable students to complete required coursework, prepare for postsecondary education and careers, and obtain information about postsecondary education costs and eligibility for financial aid and scholarship.
5. Help students and families identify collaborative partnerships from kindergarten through grade 12 schools, postsecondary institutions, economic development agencies, and employers that support students'.
6. Provide students with experiential learning opportunities; and
7. Ensure that the student's course-taking schedule keeps the student making adequate progress to meet state and local high school graduation requirements and with a reasonable chance to succeed with employment or postsecondary education without the need to first complete remedial course work.

Location of services: Multiple locations

Formative assessment(s) used to inform instructional decision-making: The district has developed both pre and post evaluations to measure levels of participation from attendees.

Evidence of research-base: Having conducted a wide-ranging survey of the existing research on high school course taking patterns, academic performance, and college outcomes, Johns Hopkins University sociologist Robert Balfanz predicts that the majority of today’s college bound students are likely to struggle when they get to campus. The evidence suggests that “somewhere between a third and a half of high school graduates leave high school prepared with a reasonable chance to succeed in college”.
Achievement and Integration Plan

Key Indicators of Progress (KIPS)

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RIS Intervention 8  Racial Equity and Educational Achievement Programing

Priority Area: Student Engagement and Outcomes

Objective this intervention supports: 2.1 & 3.1

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.

REAL Talk (Racial Education Awakening Liberation) is an inter-racial student leadership group that creates space for students to develop and understand their own cultural and racial identity, as well as learn about cultures and races different from their own. REAL Talk creates a space where student voice can be amplified and valued. This allows for students to become anti-racist leaders who create transformational change in their school and community.
We are intentional about beginning the process of (re)creating a student’s relationship with education and allowing room for seeing themselves in both the curriculum and structures of our education system.

Liberation (Our Definition): Racial education will serve as truth and reconciliation for students of color and white students so that their racial identities will be realized in the most authentic way possible. The end result being a multi-racial coalition of anti-racist leaders.

REAL Talk will involve families through family empowerment nights in which students will have an opportunity to share

Grade levels to be served 9-12

Location of services: Multiple Locations

**Formative assessment(s) used to inform instructional decision-making:** The district has developed both pre and post evaluations to measure levels of participation from attendees.

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Multiple case studies including Eden Prairie MN, Bridgeport CT, and Albany NY show significant growth in academic proficiency.

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