



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

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

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
4. Buffalo-Hanover-Montrose, Elk River, Mounds View, Rockford A - Adjoining

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.

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 educate 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, especial 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)

	Target 2018	Target 2019	Target 2020
Reading Proficiency			
American Indian	54%	56%	58%
Asian Pacific Islander	55.9%	57.9%	59.9%
Black	42%	44%	46%
Hispanic	45.5%	47.5%	49.5%

Key Indicators of Progress (KIPS)

	Target 2018	Target 2019	Target 2020
Math Proficiency			
American Indian	48.4%	49.4%	50.4%
Asian Pacific Islander	56.8%	57.8%	58.8%
Black	34.4%	35.4%	36.4%
Hispanic	39.5%	40.5%	41.5%

Key Indicators of Progress (KIPS)

	Target 2018	Target 2019	Target 2020
Chronic Absenteeism Reduction			
American Indian Secondary	41%	39%	37%

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.

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.

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.

- 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

- 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)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
American Indian	48.4%	49.4%	50.4%
Asian Pacific Islander	56.8%	57.8%	58.8%
Black	34.4%	35.4%	36.4%
Hispanic	39.5%	40.5%	41.5%

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:

- 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

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

- o 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)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
American Indian	54%	56%	58%
Asian Pacific Islander	55.9%	57.9%	59.9%

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Black	42%	44%	46%
Hispanic	45.5%	47.5%	49.5%

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

Priority Area: Continuous 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/>

Key Indicators of Progress (KIPS)

Chronic Absenteeism Reduction	Target 2018	Target 2019	Target 2020
American Indian Secondary	41%	39%	37%

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)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	54%	56%	58%
Asian Pacific Islander	55.9%	57.9%	59.9%
Black	42%	44%	46%
Hispanic	45.5%	47.5%	49.5%

Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	48.4%	49.4%	50.4%
Asian Pacific Islander	56.8%	57.8%	58.8%
Black	34.4%	35.4%	36.4%
Hispanic	39.5%	40.5%	41.5%

Intervention 6 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 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)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	54%	56%	58%
Asian Pacific Islander	55.9%	57.9%	59.9%
Black	42%	44%	46%
Hispanic	45.5%	47.5%	49.5%

Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	48.4%	49.4%	50.4%
Asian Pacific Islander	56.8%	57.8%	58.8%
Black	34.4%	35.4%	36.4%
Hispanic	39.5%	40.5%	41.5%

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:

- 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)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Participation in college visit experiences will increase.	1050	1070	1090
Our district's participation in the college visit experiences will increase or maintain at current.	145	147	150

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 Statute 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 CURRICULLUM, 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”.

Key Indicators of Progress (KIPS)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	54%	56%	58%
Asian Pacific Islander	55.9%	57.9%	59.9%
Black	42%	44%	46%
Hispanic	45.5%	47.5%	49.5%

Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	48.4%	49.4%	50.4%
Asian Pacific Islander	56.8%	57.8%	58.8%
Black	34.4%	35.4%	36.4%
Hispanic	39.5%	40.5%	41.5%

Key Indicators of Progress (KIPS)

Chronic Absenteeism Reduction	Target 2018	Target 2019	Target 2020
American Indian Secondary	41%	39%	37%

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:

- 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.

Key Indicators of Progress (KIPS)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	54%	56%	58%
Asian Pacific Islander	55.9%	57.9%	59.9%
Black	42%	44%	46%

Reading Proficiency	Target 2018	Target 2019	Target 2020
Hispanic	45.5%	47.5%	49.5%

Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	48.4%	49.4%	50.4%
Asian Pacific Islander	56.8%	57.8%	58.8%
Black	34.4%	35.4%	36.4%
Hispanic	39.5%	40.5%	41.5%

Key Indicators of Progress (KIPS)

Chronic Absenteeism Reduction	Target 2018	Target 2019	Target 2020
American Indian Secondary	41%	39%	37%

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 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 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.

Key Indicators of Progress (KIPS)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	4%	6%	8%
Asian Pacific Islander	44.5%	46.5%	48.5%
Black	47.3%	49.3%	51.3%
Hispanic	46.1%	48.1%	50.1%

Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	35.3%	36.3%	37.3%
Asian Pacific Islander	56.1%	57.1%	58.1%
Black	42.2%	43.2%	44.2%
Hispanic	63.1%	64.1%	65.1%

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)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	35.3%	36.3%	37.3%
Asian Pacific Islander	56.1%	57.1%	58.1%
Black	42.2%	43.2%	44.2%
Hispanic	63.1%	64.1%	65.1%

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:

- 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

Key Indicators of Progress (KIPS)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	4%	6%	8%
Asian Pacific Islander	44.5%	46.5%	48.5%
Black	47.3%	49.3%	51.3%
Hispanic	46.1%	48.1%	50.1%

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)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	4%	6%	8%
Asian Pacific Islander	44.5%	46.5%	48.5%
Black	47.3%	49.3%	51.3%
Hispanic	46.1%	48.1%	50.1%

Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	35.3%	36.3%	37.3%
Asian Pacific Islander	56.1%	57.1%	58.1%
Black	42.2%	43.2%	44.2%
Hispanic	63.1%	64.1%	65.1%

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 to 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.

Key Indicators of Progress (KIPS)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	4%	6%	8%
Asian Pacific Islander	44.5%	46.5%	48.5%
Black	47.3%	49.3%	51.3%
Hispanic	46.1%	48.1%	50.1%

Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	35.3%	36.3%	37.3%
Asian Pacific Islander	56.1%	57.1%	58.1%
Black	42.2%	43.2%	44.2%
Hispanic	63.1%	64.1%	65.1%

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

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)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	4%	6%	8%
Asian Pacific Islander	13.5%	15.5%	17.5%
Black	21.1%	23.1%	25.1%
Hispanic	25.4%	27.4%	29.4%

Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	2%	3%	4%
Asian Pacific Islander	27%	28%	29%
Black	17.9%	18.9%	19.9%
Hispanic	17.4%	18.4%	19.4%

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 focuses 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)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	2%	3%	4%
Asian Pacific Islander	27%	28%	29%

Math Proficiency	Target 2018	Target 2019	Target 2020
Black	17.9%	18.9%	19.9%
Hispanic	17.4%	18.4%	19.4%

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:

- 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

Key Indicators of Progress (KIPS)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	4%	6%	8%
Asian Pacific Islander	13.5%	15.5%	17.5%
Black	21.1%	23.1%	25.1%
Hispanic	25.4%	27.4%	29.4%

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)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	4%	6%	8%
Asian Pacific Islander	13.5%	15.5%	17.5%
Black	21.1%	23.1%	25.1%
Hispanic	25.4%	27.4%	29.4%

Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	2%	3%	4%
Asian Pacific Islander	27%	28%	29%
Black	17.9%	18.9%	19.9%
Hispanic	17.4%	18.4%	19.4%

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.

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.

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)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	64%	66%	68%
Asian Pacific Islander	55.9%	57.9%	59.9%
Black	39.5%	41.5%	43.5%
Hispanic	54%	56%	58%

Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	77%	78%	79%
Asian Pacific Islander	65.1%	66.1%	67.1%
Black	45.5%	46.5%	47.5%
Hispanic	52%	53%	54%

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)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	77%	78%	79%
Asian Pacific Islander	65.1%	66.1%	67.1%
Black	45.5%	46.5%	47.5%
Hispanic	52%	53%	54%

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:

- 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

Key Indicators of Progress (KIPS)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	64%	66%	68%
Asian Pacific Islander	55.9%	57.9%	59.9%
Black	39.5%	41.5%	43.5%
Hispanic	54%	56%	58%

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)

	Target 2018	Target 2019	Target 2020
Reading Proficiency			
American Indian	64%	66%	68%
Asian Pacific Islander	55.9%	57.9%	59.9%
Black	39.5%	41.5%	43.5%
Hispanic	54%	56%	58%

Key Indicators of Progress (KIPS)

	Target 2018	Target 2019	Target 2020
Math Proficiency			
American Indian	77%	78%	79%
Asian Pacific Islander	65.1%	66.1%	67.1%
Black	45.5%	46.5%	47.5%
Hispanic	52%	53%	54%

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

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.

Key Indicators of Progress (KIPS)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	24%	26%	28%
Asian Pacific Islander	34.2%	36.2%	38.2%
Black	32.8%	34.8%	36.8%
Hispanic	41.1%	43.1%	45.1%

Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	52%	53%	54%
Asian Pacific Islander	36.1%	37.1%	38.1%
Black	23.1%	24.1%	25.1%
Hispanic	33.8%	34.8%	35.8%

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)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	52%	53%	54%

Math Proficiency	Target 2018	Target 2019	Target 2020
Asian Pacific Islander	36.1%	37.1%	38.1%
Black	23.1%	24.1%	25.1%
Hispanic	33.8%	34.8%	35.8%

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:

- 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

Key Indicators of Progress (KIPS)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	24%	26%	28%
Asian Pacific Islander	34.2%	36.2%	38.2%
Black	32.8%	34.8%	36.8%
Hispanic	41.1%	43.1%	45.1%

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)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	24%	26%	28%
Asian Pacific Islander	34.2%	36.2%	38.2%
Black	32.8%	34.8%	36.8%
Hispanic	41.1%	43.1%	45.1%

Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	52%	53%	54%
Asian Pacific Islander	36.1%	37.1%	38.1%
Black	23.1%	24.1%	25.1%
Hispanic	33.8%	34.8%	35.8%

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)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	37.3%	39.3%	41.3%
Asian Pacific Islander	28.5%	30.5%	32.5%
Black	32.6%	34.6%	36.6%
Hispanic	29%	31%	33%

Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	68.7%	69.7%	70.7%
Asian Pacific Islander	41.2%	42.2%	43.2%
Black	23.1%	24.1%	25.1%
Hispanic	30.1%	31.1%	32.1%

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)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	68.7%	69.7%	70.7%
Asian Pacific Islander	41.2%	42.2%	43.2%
Black	23.1%	24.1%	25.1%
Hispanic	30.1%	31.1%	32.1%

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:

- 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

Key Indicators of Progress (KIPS)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	37.3%	39.3%	41.3%
Asian Pacific Islander	28.5%	30.5%	32.5%
Black	32.6%	34.6%	36.6%
Hispanic	29%	31%	33%

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)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	37.3%	39.3%	41.3%
Asian Pacific Islander	28.5%	30.5%	32.5%
Black	32.6%	34.6%	36.6%
Hispanic	29%	31%	33%

Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	68.7%	69.7%	70.7%
Asian Pacific Islander	41.2%	42.2%	43.2%
Black	23.1%	24.1%	25.1%
Hispanic	30.1%	31.1%	32.1%

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

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.

Key Indicators of Progress (KIPS)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	4%	6%	8%
Asian Pacific Islander	46%	48%	50%
Black	40.5%	42.5%	44.5%
Hispanic	48.4%	50.4	52.4%

Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	2%	3%	4%
Asian Pacific Islander	46.9%	47.9%	48.9%
Black	32.7%	33.7%	34.7%
Hispanic	40.5%	41.5%	42.5%

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)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	2%	3%	4%
Asian Pacific Islander	46.9%	47.9%	48.9%
Black	32.7%	33.7%	34.7%
Hispanic	40.5%	41.5%	42.5%

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:

- 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

Key Indicators of Progress (KIPS)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	4%	6%	8%
Asian Pacific Islander	46%	48%	50%
Black	40.5%	42.5%	44.5%
Hispanic	48.4%	50.4	52.4%

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)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	4%	6%	8%
Asian Pacific Islander	46%	48%	50%
Black	40.5%	42.5%	44.5%
Hispanic	48.4%	50.4	52.4%

Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	2%	3%	4%
Asian Pacific Islander	46.9%	47.9%	48.9%
Black	32.7%	33.7%	34.7%
Hispanic	40.5%	41.5%	42.5%

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.
- 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 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.

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)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	54%	56%	58%
Asian Pacific Islander	40.8%	42.8%	44.8%
Black	30.8%	32.8%	34.8%
Hispanic	40.4%	42.4%	44.4%

Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	52%	53%	54%
Asian Pacific Islander	56.5%	57.5%	58.5%
Black	42.4%	43.4%	44.4%
Hispanic	57.6%	58.6%	59.6%

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)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	52%	53%	54%
Asian Pacific Islander	56.5%	57.5%	58.5%
Black	42.4%	43.4%	44.4%
Hispanic	57.6%	58.6%	59.6%

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:

- 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

Key Indicators of Progress (KIPS)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	54%	56%	58%
Asian Pacific Islander	40.8%	42.8%	44.8%
Black	30.8%	32.8%	34.8%
Hispanic	40.4%	42.4%	44.4%

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)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	54%	56%	58%
Asian Pacific Islander	40.8%	42.8%	44.8%
Black	30.8%	32.8%	34.8%
Hispanic	40.4%	42.4%	44.4%

Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	52%	53%	54%
Asian Pacific Islander	56.5%	57.5%	58.5%
Black	42.4%	43.4%	44.4%
Hispanic	57.6%	58.6%	59.6%

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

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)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	4%	6%	8%
Asian Pacific Islander	50.2%	52.2%	54.2%
Black	24%	26%	28%
Hispanic	22.4%	24.4%	26.4%

Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	2%	3%	4%
Asian Pacific Islander	61.5%	62.5%	63.5%
Black	30.8%	31.8%	32.8%
Hispanic	27.7%	28.7%	29.7%

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)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	2%	3%	4%
Asian Pacific Islander	61.5%	62.5%	63.5%
Black	30.8%	31.8%	32.8%
Hispanic	27.7%	28.7%	29.7%

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:

- 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

Key Indicators of Progress (KIPS)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	4%	6%	8%
Asian Pacific Islander	50.2%	52.2%	54.2%
Black	24%	26%	28%
Hispanic	22.4%	24.4%	26.4%

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)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	4%	6%	8%
Asian Pacific Islander	50.2%	52.2%	54.2%
Black	24%	26%	28%
Hispanic	22.4%	24.4%	26.4%

Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	2%	3%	4%
Asian Pacific Islander	61.5%	62.5%	63.5%
Black	30.8%	31.8%	32.8%
Hispanic	27.7%	28.7%	29.7%

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:

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.

Key Indicators of Progress (KIPS)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	34.8%	36.8%	38.8%
Asian Pacific Islander	53.3%	55.3%	57.3%
Black	46.2%	48.2%	50.2%
Hispanic	43.4%	45.4%	47.4%

Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	40.5%	41.5%	42.5%
Asian Pacific Islander	52.5%	53.5%	54.5%
Black	42.2%	43.2%	44.2%

Math Proficiency	Target 2018	Target 2019	Target 2020
Hispanic	31.3%	32.3%	33.3%

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:

- 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)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	40.5%	41.5%	42.5%
Asian Pacific Islander	52.5%	53.5%	54.5%
Black	42.2%	43.2%	44.2%
Hispanic	31.3%	32.3%	33.3%

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

Key Indicators of Progress (KIPS)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	34.8%	36.8%	38.8%
Asian Pacific Islander	53.3%	55.3%	57.3%
Black	46.2%	48.2%	50.2%
Hispanic	43.4%	45.4%	47.4%

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)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	34.8%	36.8%	38.8%
Asian Pacific Islander	53.3%	55.3%	57.3%
Black	46.2%	48.2%	50.2%
Hispanic	43.4%	45.4%	47.4%

Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	40.5%	41.5%	42.5%
Asian Pacific Islander	52.5%	53.5%	54.5%
Black	42.2%	43.2%	44.2%
Hispanic	31.3%	32.3%	33.3%

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 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.

Key Indicators of Progress (KIPS)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	34.8%	36.8%	38.8%
Asian Pacific Islander	53.3%	55.3%	57.3%
Black	46.2%	48.2%	50.2%
Hispanic	43.4%	45.4%	47.4%

Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	40.5%	41.5%	42.5%
Asian Pacific Islander	52.5%	53.5%	54.5%
Black	42.2%	43.2%	44.2%
Hispanic	31.3%	32.3%	33.3%

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 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

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)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Participation in college visit experiences will increase.	1050	1070	1090
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 CURRICULLUM, 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".

Key Indicators of Progress (KIPS)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	34.8%	36.8%	38.8%
Asian Pacific Islander	53.3%	55.3%	57.3%
Black	46.2%	48.2%	50.2%
Hispanic	43.4%	45.4%	47.4%

Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	40.5%	41.5%	42.5%
Asian Pacific Islander	52.5%	53.5%	54.5%
Black	42.2%	43.2%	44.2%

Math Proficiency	Target 2018	Target 2019	Target 2020
Hispanic	31.3%	32.3%	33.3%

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.

Key Indicators of Progress (KIPS)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	34.8%	36.8%	38.8%
Asian Pacific Islander	53.3%	55.3%	57.3%
Black	46.2%	48.2%	50.2%
Hispanic	43.4%	45.4%	47.4%

Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	40.5%	41.5%	42.5%
Asian Pacific Islander	52.5%	53.5%	54.5%
Black	42.2%	43.2%	44.2%
Hispanic	31.3%	32.3%	33.3%

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.

Key Indicators of Progress (KIPS)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	37.3%	39.3%	41.3%
Asian Pacific Islander	37%	39%	41%
Black	30.9%	32.9%	34.9%
Hispanic	22.8%%	24.8%	26.8%

Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	27%	28%	29%
Asian Pacific Islander	46.6%	47.6%	48.6%
Black	26.9%	27.9%	28.9%

Math Proficiency	Target 2018	Target 2019	Target 2020
Hispanic	23.3%	24.3%	25.3%

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:

- 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.

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 programming 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.

Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	27%	28%	29%
Asian Pacific Islander	46.6%	47.6%	48.6%
Black	26.9%	27.9%	28.9%
Hispanic	23.3%	24.3%	25.3%

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

Key Indicators of Progress (KIPS)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	37.3%	39.3%	41.3%
Asian Pacific Islander	37%	39%	41%
Black	30.9%	32.9%	34.9%
Hispanic	22.8%%	24.8%	26.8%

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

Key Indicators of Progress (KIPS)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	37.3%	39.3%	41.3%
Asian Pacific Islander	37%	39%	41%
Black	30.9%	32.9%	34.9%
Hispanic	22.8%%	24.8%	26.8%

Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	27%	28%	29%
Asian Pacific Islander	46.6%	47.6%	48.6%
Black	26.9%	27.9%	28.9%
Hispanic	23.3%	24.3%	25.3%

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 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.

Key Indicators of Progress (KIPS)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	37.3%	39.3%	41.3%
Asian Pacific Islander	37%	39%	41%
Black	30.9%	32.9%	34.9%
Hispanic	22.8%%	24.8%	26.8%

Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	27%	28%	29%
Asian Pacific Islander	46.6%	47.6%	48.6%
Black	26.9%	27.9%	28.9%
Hispanic	23.3%	24.3%	25.3%

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)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Participation in college visit experiences will increase.	1050	1070	1090
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 CURRICULLUM, 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".

Key Indicators of Progress (KIPS)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	37.3%	39.3%	41.3%
Asian Pacific Islander	37%	39%	41%
Black	30.9%	32.9%	34.9%
Hispanic	22.8%%	24.8%	26.8%

Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	27%	28%	29%
Asian Pacific Islander	46.6%	47.6%	48.6%
Black	26.9%	27.9%	28.9%
Hispanic	23.3%	24.3%	25.3%

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.

Key Indicators of Progress (KIPS)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	37.3%	39.3%	41.3%
Asian Pacific Islander	37%	39%	41%
Black	30.9%	32.9%	34.9%
Hispanic	22.8%%	24.8%	26.8%

Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	27%	28%	29%
Asian Pacific Islander	46.6%	47.6%	48.6%
Black	26.9%	27.9%	28.9%
Hispanic	23.3%	24.3%	25.3%

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.

Key Indicators of Progress (KIPS)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	80.1%	82.1%	84.1%
Asian Pacific Islander	63.1%	65.1%	67.1%
Black	45.6%	47.6%	49.6%
Hispanic	44.4%	46.4%	48.4%

Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	27%	28%	29%
Asian Pacific Islander	31.4%	32.4%	33.4%
Black	13.4%	14.4%	15.4%

Math Proficiency	Target 2018	Target 2019	Target 2020
Hispanic	23.1%	24.1%	25.1%

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:

- 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)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	27%	28%	29%
Asian Pacific Islander	31.4%	32.4%	33.4%
Black	13.4%	14.4%	15.4%
Hispanic	23.1%	24.1%	25.1%

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

Key Indicators of Progress (KIPS)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	80.1%	82.1%	84.1%
Asian Pacific Islander	63.1%	65.1%	67.1%

Reading Proficiency	Target 2018	Target 2019	Target 2020
Black	45.6%	47.6%	49.6%
Hispanic	44.4%	46.4%	48.4%

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)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	80.1%	82.1%	84.1%
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Black	45.6%	47.6%	49.6%
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Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	27%	28%	29%
Asian Pacific Islander	31.4%	32.4%	33.4%
Black	13.4%	14.4%	15.4%
Hispanic	23.1%	24.1%	25.1%

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 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.

Key Indicators of Progress (KIPS)

Reading Proficiency	Target 2018	Target 2019	Target 2020
American Indian	80.1%	82.1%	84.1%
Asian Pacific Islander	63.1%	65.1%	67.1%
Black	45.6%	47.6%	49.6%
Hispanic	44.4%	46.4%	48.4%

Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	27%	28%	29%
Asian Pacific Islander	31.4%	32.4%	33.4%
Black	13.4%	14.4%	15.4%
Hispanic	23.1%	24.1%	25.1%

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)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Participation in college visit experiences will increase.	1050	1070	1090
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 CURRICULLUM, 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".

Key Indicators of Progress (KIPS)

Reading Proficiency	Target 2018	Target 2019	Target 2020
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Black	45.6%	47.6%	49.6%
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Key Indicators of Progress (KIPS)

Math Proficiency	Target 2018	Target 2019	Target 2020
American Indian	27%	28%	29%
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Hispanic	23.1%	24.1%	25.1%

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.

Key Indicators of Progress (KIPS)

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