

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: 622 North St Paul, Maplewood, Oakdale

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

Superintendent's Name: Christine Osorio

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Plan submitted by:

Name: Bee Kong

Title: Coordinator, Office of Educational Equity

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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.

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| 6. Enter text here. | 12. Enter text here. |

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: Christine Osorio

Signature:

Date Signed: Enter date.

School Board Chair: Amy Coborn

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: **Educational Equity Alliance**

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Adjoining 2. Enter text here. Choose
district status. 3. Enter text here. Choose
district status. 4. Enter text here. Choose
district status. | <ol style="list-style-type: none"> 5. Enter text here. Choose
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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: Allison Lehner, Amy Coborn, Billie Jo Shoen, Carrie Eicher, Cheryl Lien, Christine Osorio, Gilvanete Surine, Gretchen Brunner, Ingrid Sougstad, Jud Marshall, Kevin Donovan, Mark Larson, Pamela Winter, Robert Pontious, Sarah Glick, Tracy Jackson, Bee Kong, Jeff Cavett

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.isd622.org/Domain/27>

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: By 2020, the district will reduce its race-based gaps on MCA III Reading scores to 11 percentage points or less at each tested grade level.

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

Objective 1.1: In grades K-5, to develop students' ability to identify strengths and weaknesses by engaging students in standards based instruction, remediation, or enrichment.

Objective 1.2: In grades 6-12, to provide structure for students to set goals and create plans to achieve their goals by engaging students in consistent building-wide expectations, strategies, and practices.

GOAL # 2: By 2020, the 4-year high school graduation rates for students of color will increase by at least 5 percentage points, with no racial sub-group below a 70 percent graduation rate.

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

Objective 2.1: In grades 9-12 in HS, to foster learning environments where students use skills from multiple subject areas to address challenges at the individual and system level via college and career pathways.

GOAL # 3: By 2020, the percentage of district-wide discipline referrals for Black students will be within four percentage points of the percentage of Black student enrollment district-wide.

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

Objective 3.1: Prior to the start of each school year, to refine district-wide staff development for a focus on cultural and linguistic responsiveness, student engagement, understanding diverse learners, and growth mindsets by prioritizing the needs of the learning community.

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

INTERVENTIONS

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

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

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

Intervention 1 Young Scholars / Growing Scholars

Priority Area: Instruction and Assessment

Objective this intervention supports: 1.1

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. Young Scholars (622) and Growing Scholars (832) provides differentiated instruction opportunities for elementary students who are traditionally underserved in gifted/talented cohorts due to systemic access barriers like standardized tests, behavior, language, teacher expectations, or family background. Trained instructors facilitate small group instruction through the year to promote divergent and outside-of-box strategies. Additionally, an annual Young Scholars Summer Camp provides cross-district opportunities for 832 students to join 622 students in learning communities. This program is well established in regards to leadership and structure and is an evolution of several years of implementation.

Grade levels to be served: Elementary

Location of services: Carver, Castle, Cowern, Eagle Point, Oakdale, Richardson, Skyview, Weaver, Webster

Formative assessment(s) used to inform instructional decision-making: Student enrollment demographics data, district common assessments math/reading, FastBridge data, MCA, BAS reading score, discipline referrals, student surveys, family surveys, teacher surveys, attendance, push-in exploration lessons.

Evidence of research-base: Instructional strategies that emphasize metacognition in supporting new standards have a solid record of success, according to educational research. In a meta-analysis of 91 studies, Wang, Haertel, and Walberg (1993) determined that metacognition is the number one shared characteristic of high academic achievers. On a more recent list of 150 factors that influence student achievement, metacognitive strategies were ranked 15th; by comparison, student socioeconomic status (which is often assumed to be a major influence on students' learning potential) was ranked 45th (Hattie, 2012). "Strong learners can explain which strategies they used to solve a problem and why, while less competent students monitor their own thinking sporadically and ineffectively and offer incomplete explanations" (Pellegrino & Hilton, 2012, p. 92). The encouraging conclusion is that the gap between high achievers and struggling students can be closed by guiding the latter to develop a metacognitive approach to learning. *Donna Wilson and Marcus Conyers, Teaching Students to Drive Their Brains (2016)*

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
Widest gap is 29% or less between race-based student groups	29%		
Widest gap is 19% or less between race-based student groups		19%	

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
Widest gap is 11% or less between race-based student groups			11%

Intervention 2 MS-HS College/Career Pathways

Priority Area: Instruction and Assessment

Objective this intervention supports: 1.2, 2.1

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. Transitions at the secondary level are oftentimes difficult, especially for students who come from family backgrounds that have less experience navigating school systems. This results in a variety of opportunity and achievement gaps that impact student success. This intervention supports an overall district initiative to provide a substantive reform of course options based on student interests and needs for college/career destinations as well as personal development and identity reflection (race, ethnicity, gender, SES, culture) as described by the Learner Profile. This includes options in STEM and other academic subjects in core content and electives. Support will also focus on systems change that creates opportunities for staff to adopt a regular, case load style system of mentoring students through discussion, formative questioning, monitoring, and feedback before, during, or after regular school hours.

Grade levels to be served: secondary

Location of services: John Glenn, Maplewood, Skyview, North, Tartan, Harmony, Next Step

Formative assessment(s) used to inform instructional decision-making: Course enrollments, course offerings, enrollment demographics, GPA, grades, student surveys, family surveys, dropout rates, and graduation rates.

Evidence of research-base: Curricular Alignment, Articulation, and Dual Enrollment. Aligning high school and college curricula across educational sectors and career requirements is a hallmark of a career pathway. Pathways should allow students to take high school courses that connect to their future postsecondary coursework and also prepare them for entry into the job market, preferably by offering students the opportunity to earn an industry credential soon after high school graduation. One common way to align high school and college coursework in technical areas is to create articulation agreements through which high school electives serve as the first step toward a college major. Students who successfully complete articulated courses are awarded college credits that can be applied toward a

degree if the student completes additional coursework at the college. Unfortunately, these arrangements have not been as uniformly successful as intended (Bragg, 2001). Hence, dual enrollment is emerging as a popular alternative to articulated courses. Dual enrollment students take actual college courses, with credit recorded on a college transcript. *Community College Research Center (2006)*

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
Gap 15% or less between students of color and district graduation percentage	15%		
Gap 9% or less between students of color and district graduation percentage		9%	
Gap 3% or less between students of color and district graduation percentage			3%

Intervention 3 Advancement Via Individual Determination (AVID)

Priority Area: Instruction and Assessment

Objective this intervention supports: 2.1

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. AVID provides differentiated instruction opportunities for students who are traditionally underserved in Honors/Advanced Placement/College in Schools cohorts due to systemic access barriers like standardized tests, prerequisites, GPA, teacher expectations, or family background. Trained AVID Site Teams organize, implement, and refine the AVID system in each secondary building. Twice a week students engage in small group tutorial opportunities where they develop skills in collaborative learning. AVID Elective teachers utilize a national curriculum that reinforces college-career readiness and actions steps for students. Building-wide AVID strategies in writing, inquiry, collaboration, organization, and reading are promoted and supported by the Site Teams. This program is well established in regards to leadership and structure and is an evolution of several years of implementation.

Grade levels to be served: secondary

Location of services: John Glenn, Maplewood, Skyview, North, Tartan

Formative assessment(s) used to inform instructional decision-making: Course enrollments, course offerings, enrollment demographics, GPA, grades, student surveys, family surveys, dropout rates, and graduation rates.

Evidence of research-base: *In regards to AVID tutorials:* Reciprocal teaching is a multicomponent approach that combines four strategies into one cohesive structure of increasing comprehension of text: predicting, clarifying, questioning, and summarizing (Takala, 2006). This approach helps teachers to explicitly scaffold learning to help students become more metacognitive about their reading and learning. Further, it helps students become more active, reflective, and strategic readers. Reciprocal teaching can be successfully implemented within both general education and special education classrooms. Direct instruction procedures and reciprocal teaching formats are effective within inclusion settings for all learners (Gajria, Jitendra, Sood, & Sacks, 2007). *Joan Baker and Lisa Emerson, School of Education Training & Technical Assistance Center (2014)*

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
Gap 15% or less between students of color and district graduation percentage	15%		
Gap 9% or less between students of color and district graduation percentage		9%	
Gap 3% or less between students of color and district graduation percentage			3%

Intervention 4 Cultural and Racial Awareness Professional Development

Priority Area: Leadership and Governance

Objective this intervention supports: 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. District leaders will utilize resources inside and outside of the district to bring relevant, up-to-date professional development to adults in the district. Emphasis will include all staff, not just classroom teachers. Focus can include culturally and linguistically responsive teaching, critical race theory, poverty, trauma, restorative justice, intercultural competence, relationships, mindsets, and LGBTQ awareness. Third party consultants that provide equity related professional development can include local businesses and non-profit organizations or out-of-state contractors. Instructional materials and supplies will be vetted by district personnel for appropriateness and impact. Cross-district participation will be promoted and offered.

Grade levels to be served: EC to 12

Location of services: district-wide

Formative assessment(s) used to inform instructional decision-making: Site Improvement Plan, MTSS referrals, PBIS data, SPED data, discipline referrals, attendance, absences, GPA, grades, student surveys, family surveys, teacher surveys, parent group input, advisory council input, community partnerships, administrator evaluations, enrollment, dropout rates, and graduation rates.

Evidence of research-base: Everyone, almost, agrees that teachers are the key element in the education of children in school. As the McKinsey reports[2]observe, the only way to improve student outcomes is to improve the quality of classroom teaching across an entire system. The best-performing systems around the world go to great lengths to ensure that all their teachers are well qualified and well prepared in the subjects they teach and have access to high-quality, ongoing professional learning opportunities. High quality performance data, teachers and school accountability, appropriate financing and organization structure and pedagogy models are required for schools to move from ‘fair’ to ‘good’. and further advances – from good to great – require teaching and school leadership and appropriate career structures like those in medicine and law. Last, in achieving excellence the focus is on peer-based learning, system-wide interaction, innovation and experimentation. *Best Teaching Part 1: How teachers make a difference – John Hattie (2003)*

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
Referrals for Black students not greater than 16 percentage points different than enrollment (20% of population, no greater than 36% of referrals).	16%		
Referrals for Black students not greater than 8 percentage points different than enrollment (21% of population, no greater than 29% of referrals).		8%	
Referrals for Black students not greater than 4 percentage points different than enrollment (22% of population, no greater than 26% of referrals).			4%

Intervention 5 Site-Based Equity Liaison Support**Priority Area:** Environment and Resources**Objective this intervention supports:** 1.1, 2.1, 2.2, 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. The important work of the Office of Educational Equity cannot be done in isolation. The term “many hands make light work” comes to mind when trying to influence our system at the district level. Therefore, strategic staff members will be selected at each site by lead principal for year-long site equity liaison work. Equity Liaisons work directly with the OEE to share information, resources, facilitate equity related conversations, conduct community outreach, consult about inclusive building events, and share professional development opportunities with their respective staff/building. In addition, equity allotments (Direct Student Services LINE 48) will be divided among the sites in the district. These "mini-grant" dollars will be managed by the Equity Liaisons in each building and will be screened by OEE staff to ensure proper alignment with AI guidelines. Moves away from "one size fits all" models of intervention and allows buildings leeway when addressing specific student needs. Instructional supplies may include culturally responsive material and resources that are currently unavailable through traditional curriculum like literature, artwork, artifacts, posters, organization tools, enrichment tools, remedial tools. It is difficult to give exact descriptions due to nature of varying needs across 18 sites.

Grade levels to be served: EC to 12

Location of services: district-wide

Formative assessment(s) used to inform instructional decision-making: Site Improvement Plan, MTSS referrals, PBIS data, SPED data, discipline referrals, attendance, absences, GPA, grades, student surveys, family surveys, teacher surveys, administrator evaluations, enrollment, dropout rates, and graduation rates.

Evidence of research-base: While we are still investigating these qualities, our research and experience suggest that changemaking cultures are characterized by a focus on outcomes, transparency, authenticity, collaboration and partnership, racial equity and inclusion, continuous learning and improvement, and openness to risk and change. When the work of a foundation’s staff is aligned with the values of the organization and those values are evident in relationships with the grantees, networks, and communities necessary to create change, trust and loyalty are established. Only then can the authentic collaboration that is required to achieve transformational change occur. *Amy Celep et al, The Foundation Review (2016)*

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
Widest gap is 29% or less between race-based student groups	29%		
Widest gap is 19% or less between race-based student groups		19%	
Widest gap is 11% or less between race-based student groups			11%

Intervention 6 Cross District Learning

Priority Area: Student Engagement and Outcomes

Objective this intervention supports: 1.1, 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. Intentional, measurable, and meaningful programming that brings together students, families, and staff from 622 and 832. Using structured formats such as **Intentional Social Interactions (IZI)**, EEA Board meetings, or established academic structures like Teacher's College to provide opportunities for learners from different cultures and backgrounds to engage in dialogue and permanent growth. Scope will include refinement of current cross-district student programming (**Positive Peers, and Youth Leadership Council**) and teacher professional development as well as exploration of initiatives that serve the needs of both districts. Cross district interactions also provides opportunities to identify staff, student, and community leaders, creating space to develop leadership qualities and abilities in others to build internal capacity and sustainability.

Grade levels to be served: EC to 12

Location of services: district-wide

Formative assessment(s) used to inform instructional decision-making: Student enrollment demographics data, student surveys, family surveys, teacher surveys, attendance, requests, advisory council feedback, community partnerships.

Evidence of research-base: Students noted that interactions involving sharing students' inputs subsequently helped them to learn and broaden their knowledge. Students also perceived that their learning was strongly mediated by questioning and explaining to each other. Students' preparation

prior to and sharing of knowledge during group activities allowed them to learn through questioning and explaining. These interactions helped in confirming and challenging their knowledge and filling the gaps. Students reported that questioning and explaining to other students facilitated and reinforced their understanding. Key processes they used included visualizing, reorganizing, and linking information into a simplified story when teaching or explaining. *Abdulaziz Almajed et al. Interdisciplinary Journal of Problem-Based Learning (2016)*

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
Gap 15% or less between students of color and district graduation percentage	15%		
Gap 9% or less between students of color and district graduation percentage		9%	
Gap 3% or less between students of color and district graduation percentage			3%

Intervention 7 Alternatives to Office Discipline Referrals**Priority Area:** Student Engagement and Outcomes**Objective this intervention supports:** 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. In alignment with the 622 Strategic Plan and the Culture, Climate and Behavior Committee, providing resources for classroom teachers, support staff, and Equity Liaisons to engage all students in positive engagement strategies and expand post-critical incident options. Focus will be non-punitive, non-judgmental relationship building. Strategies may include, but not limited to, Restorative Justice, Responsive Classroom, Adverse Childhood Experiences continuum, Intercultural Development Inventory, Intercultural Conflict Style, sensory stations, and Trauma-Historic Trauma training. In combination with proactive professional development in Intervention 4, this intervention is geared towards a successful, dignified, and intentional plan for re-entry into a classroom *after* a student-teacher conversation but *before* office referrals has been conducted. This intervention will directly and indirectly impact student achievement with Goal 2 and Goal 3.

Grade levels to be served: EC to 12

Location of services: district-wide

Formative assessment(s) used to inform instructional decision-making: Site Improvement Plan, MTSS referrals, PBIS data, SPED data, discipline referrals, attendance, absences, GPA, grades, student surveys, family surveys, teacher surveys, parent group input, advisory council input, community partnerships, administrator evaluations, enrollment, dropout rates, and graduation rates.

Evidence of research-base: The earlier discussion about Restorative Justice theory suggests that a well-implemented program could reduce punitive disciplinary actions and problem behavior over time (Tyler, 2006). All the empirical studies we reviewed report a decrease in exclusionary discipline and harmful behavior (e.g., violence) after implementing some type of RJ program. For example, Armour (2013) reports an 84-percent drop in out-of-school suspensions among sixth graders in one Texas school during the first year RJ was introduced, and a 19-percent drop in all suspensions. These findings dovetail with other studies. For example, Denver schools that implemented restorative circles and conferencing report a 44-percent reduction in out-of-school suspensions. They also report an overall decrease in expulsions across the three-year post-implementation period (Baker, 2009). In Oakland, Cole Middle School experienced an 87-percent drop in suspensions across the first two years of implementation compared to the prior three years; expulsions were eliminated entirely after RJ was put in place.⁸ More recent figures from Oakland suggest continued success, with a 74-percent drop in suspensions and a 77-

percent decrease in referrals for violence during a two-year follow up (Sumner et al., 2010; Davis, 2014).
Trevor Fronius et al, Restorative Justice in U.S. Schools: A Research Review, 2016

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
Referrals for Black students not greater than 16 percentage points different than enrollment (20% of population, no greater than 36% of referrals).	16%		
Referrals for Black students not greater than 8 percentage points different than enrollment (21% of population, no greater than 29% of referrals).		8%	
Referrals for Black students not greater than 4 percentage points different than enrollment (22% of population, no greater than 26% of referrals).			4%

Intervention 8 Strategic Reading & Writing Interventions

Priority Area: Instruction and Assessment

Objective this intervention supports: 1.1

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. In alignment with the ISD 622 Strategic Plan and World’s Best Workforce plan, the OEE will assist with strategic reading and writing intervention and enrichment to increase academic achievement for both struggling and advanced students before the completion of Grade 3. The overall emphasis will be to introduce authentic literature that reflects the diverse cultures and backgrounds of students and families. The district currently has reading achievement gaps among its Black and Hispanic students at all grade levels. Interventions and enrichment may include, but are not limited to, in-class instructional support, out-of-class instructional support, co-teaching support, technology assisted instruction, and Culturally and Linguistically Responsive support. Using established district formative assessments to identify differentiated student needs, buildings will collaborate with the Office of Educational Equity to explore avenues of providing resources that are currently unavailable. Requests will be vetted by a building equity team or OEE team, and funds will not be distributed unless equity-related criteria are met.

Grade levels to be served: EC-3, Elementary

Location of services: Carver, Castle, Cowern, Eagle Point, Oakdale, Richardson, Skyview, Weaver, Webster, Beaver Lake, Gladstone

Formative assessment(s) used to inform instructional decision-making: Student enrollment demographics data, district common assessments math/reading, FastBridge data,

MCA, BAS reading score, discipline referrals, student surveys, family surveys, teacher surveys, attendance, push-in exploration lessons.

Evidence of research-base: During the products process Tomlinson (2004) suggests varying assessment methods by a) providing teachers a menu of choices that may include oral responses, interviews, demonstrations and reenactments, portfolios, and formal tests; b) keeping each learner challenged at his or her level of understanding with content at or slightly above his or her current level of functioning; and c) allowing students to have some choices in the means in which they may express what they know- for example, writing a story, drawing a picture, or telling about a real-life experience that involves what is being taught. Tomlinson (2004) argues that the most important element in the differentiated instruction is that it provides the opportunity for the teacher to consider multiple characteristics of the learner simultaneously in choosing an instructional strategy for a particular learner and learning objective. Therefore differentiated instruction is ideally suited for a heterogonous classroom, in which learning histories, learning styles, learner interests, and skills as well as disabilities representing special populations may impair learning. Overall, the goal of differentiated instruction is to give learners alternate paths with which to learn. By varying teaching strategies, teacher makes sure that each student has the opportunity to learn in a manner compatible with his or her own learning strengths and preferences (Borich, 2011). Since not all the learners alike to each other, it can be argued that there are as many methods of differentiated instruction as the number of learners in the classroom. ‘There is no one – size- fits- all model’ says Huebnar (Huebnar, 2010). *Suleyman Celik, Journal of Humanity Sciences (2016)*

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
Widest gap is 29% or less between race-based student groups	29%		
Widest gap is 19% or less between race-based student groups		19%	
Widest gap is 11% or less between race-based student groups			11%

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.

RIS Goal # 1 [Enter goal statement here](#)

Aligns with WBWF area: [Choose an item.](#)

RIS Objective 1.1: [Click here to enter RIS Objective 1.1](#)

RIS Objective 1.2: [Click here to enter RIS Objective 1.2](#)

RIS Objective 1.3: [Click here to enter RIS Objective 1.3](#)

RIS Goal # 2 [Enter goal statement here](#)

Aligns with WBWF area: [Choose an item.](#)

RIS Objective 2.1: [Click here to enter RIS Objective 2.1](#)

RIS Objective 2.2: [Click here to enter RIS Objective 2.2](#)

RIS Objective 2.2: [Click here to enter RIS Objective 2.3](#)

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: Enter name of intervention.

Priority Area: Choose priority area.

Objective this intervention supports: Enter objective number.

Type of Intervention: Choose intervention type.

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. Click here to enter narrative.

Grade levels to be served: Enter grade level.

Location of services: Enter location.

Formative assessment(s) used to inform instructional decision-making: Enter formative assessment.

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

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
Enter KIP.			
Enter KIP.			

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
Enter KIP.			

RIS Intervention 2: Enter name of intervention.

Priority Area: Choose priority area.

Objective the intervention supports: Enter objective number.

Type of Intervention: Choose intervention type.

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Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, Subd. 2 (c)). Enter text here.

