

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: 742 St. Cloud Area School District

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

Superintendent: Willie Jett
Phone: 320-253-9333
E-mail: willie.jett@isd742.org
[Website Link: AI Plan](#)

Plan submitted by: Sebastian Witherspoon
Title: Director of Equity Services
Phone: 320-202-6841
E-mail: Sebastian.witherspoon@isd742.org

Racially Identifiable Schools (RIS)

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

1. Talahi Community School
2. Discovery Community School

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

Collaborating Districts Racially isolated districts must partner with adjoining districts on cross-district student integration activities (Minn. Rule 3535.0170). List your collaborating districts here, adding lines as needed. If your integration collaborative has a name, enter it here:

1. Annandale A - Adjoining
2. Becker A - Adjoining
3. Foley A - Adjoining
4. Holdingford A – Adjoining
5. Kimball A – Adjoining
6. ROCORI A – Adjoining
7. Sauk Rapids/Rice A - Adjoining

St. Cloud's Multi District Collaborative Council engaged in a series of meetings over the course of the fall to outline our purpose and goals. We met three times to establish intended outcomes and activities to meet these goals. The Community Collaborative Councils for Talahi and Discovery met throughout the school year to review data, interventions and outcomes specific to these sites. These groups set goals related to achievement integration to be met during the next three years.

Submitting This Plan

Submit this completed plan template as a word document to MDE by March 15, 2017 for review and approval (Minn. Stat. § 124D.861 Subd. 4). Email it to MDE.integration@state.mn.us. Scan the signed coversheet and attach that to your email as a separate PDF.

School Board Approval (Minn. Stat. § 124D.861 Subd. 4)

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

Superintendent: Willie Jett II

Signature:

Date Signed: 04/12/2017

School Board Chair: Al Dahlgren

Signature:

Date Signed: 04/12/2017

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

Plan Input Minnesota School Desegregation/Integration Rule 3535.0170 Subp. 2 requires racially isolated and adjoining districts to establish a multidistrict collaboration council (MDCC) to provide input on integration goals and to identify cross-district strategies to improve integration.

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

Plan Goals This plan must contain goals for reducing disparities in academic achievement among all students and specific categories of students (excluding the categories of gender, disability, and English learners), and for increasing racial and economic integration (Minn. Stat. § 124D.861 Subd.2 (c)).

GOAL # 1: Reading and Math Achievement: Increase the STAR Reading Student Growth Percentile (SGP) from 49 to 65 by June 30, 2020 for protected students. Increase the STAR Math Student Growth Percentile from 52 to 65 by June 30, 2020 for protected students.

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

Objective 1.1: To model and support teaching strategies that help identify and develop students' academic potential through a cultural lens.

Objective 1.2: To provide differentiated activities for historically underserved students.

Objective 1.3: To provide students with critical thinking, math and literacy skills across all content areas.

GOAL # 2: Behavior Referrals: Decrease the percentage of major behavior referrals given to protected class students from 78% to 48%.

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

Objective 2.1: To model and support practices that increase students' sense of belonging with peers, staff and broader school communities.

Objective 2.2: To teach students and staff the skills necessary to manage emotions and develop positive relationships.

GOAL # 3: Access and Opportunity: Increase 4 year graduation rates, as indicated in the chart below, for each protected class by June 30, 2020.

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

Objective 3.1: To provide students with the skills and supports needed to enroll in and successfully complete rigorous college and career preparatory courses.

Objective 3.2: To provide opportunities for students and families to engage with the school community to support their academic and social successes.

INTERVENTIONS

Intervention #1: Young Scholars

This intervention supports the following goal objective: 1.2, 3.1

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

Narrative description of the critical features of the intervention. The goal of the Young Scholars program is to identify students who may not be considered for advanced academic programming. Without this opportunity, protected students would be less likely to pursue advanced levels of learning. Because this program involves identification of students beginning in kindergarten, it provides opportunity to develop potential at an early age. These students will be prepared to engage in challenging subject matter and rigorous courses through their educational career.

Grade levels to be served: K-5

Location of services: Discovery, Madison, Talahi, Lincoln

Formative assessment(s) used to inform instructional decision-making: Teacher Observation Protocol.

Evidence of research-base: <http://journals.sagepub.com/doi/pdf/10.1177/1076217514556532>

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
% of students in Young Scholars who enroll in honors in grade 6	15%	35%	50%
% of students making a minimum of one year's growth in math and reading as measured by STAR	50%	80%	100%

Intervention #2: Teacher professional development and support in Culturally and Linguistically Responsive Instruction

This intervention supports the following goal objective: 1.1, 2.1, 2.2

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

Narrative description of the critical features of the intervention. St. Cloud Area Schools will continue to train teachers in Culturally and Linguistically Responsive (CLR) Instructional Strategies. CLR includes strategies that help teachers identify students' academic potential through a cultural lens. Adjoining districts Foley, ROCORI, Annandale, and Sauk Rapids will participate in this training along with St. Cloud Area Schools.

Grade levels to be served: Pre-K - 12

Location of services: District wide

Formative assessment(s) used to inform instructional decision-making: Equity Walks, Stakeholder feedback surveys.

Evidence of research-base: <http://www.culturallyresponsive.org>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
# of sites participating in CLR professional development	9	12	15
% of cadre teachers demonstrating growth from fall to spring as measured through the CLR Coaching process	80%	80%	80%

Intervention #3: AVID

This intervention supports the following goal objective: 1.3

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

Narrative description of the critical features of the intervention. St. Cloud Area Schools will continue to implement and expand AVID, Advancement Via Individual Determination. AVID is a college readiness system for elementary through higher education that is designed to increase school wide learning and performance.

Grade levels to be served: 4 - 12

Location of services: District wide

Formative assessment(s) used to inform instructional decision-making: AVID Site Certification, AVID site teams, Recruiting and Application Rubrics.

Evidence of research-base: [AVID](#)

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
% of 9-12 protected class students participating in AVID elective	Establish baseline data	Increase by % yet to be identified by DELT	
% of protected class students participating in AVID who show accelerated growth in reading and math as measured by the STAR assessment	Establish baseline data	Increase by % yet to be identified by DELT	

Intervention #4: Student Support Coordinator

This intervention supports the following goal objective: 2.1, 2.2, 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 (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

Narrative description of the critical features of the intervention. The Student Support Coordinator will work with students, families and staff throughout the district and in racially isolated schools to help bridge the gap between home, community and school. This position will establish programs to enhance social and emotional learning, academic achievement, and integration opportunities in addition to facilitating communication between families and school staff. The effectiveness of this intervention will be assessed through attendance, office discipline referrals and grades of participating students. The Student Support Coordinator will be located at a building site and will travel throughout the district.

Grade levels to be served: 3-12

Location of services: District wide

Formative assessment(s) used to inform instructional decision-making: Students are identified through the multi-tiered systems of support process.

Evidence of research-base: <http://checkandconnect.umn.edu/>, <http://education.state.mn.us/MDE/dse/safe/clim/prac/index.htm>

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
% of students who show improved attendance over three years	60%	80%	100%
% of students worked with show a reduction in behavioral incidents referrals	60%	80%	100%

Intervention #5: Educational Equity Outreach Coordinator

This intervention supports the following goal objective: 2.1, 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 (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

Narrative description of the critical features of the intervention. Serve as mentors and advocate for the successful achievement and development of protected students throughout Discovery. Their primary method of working with students will be through the use of research-based intervention Check and Connect. Check and Connect is designed to reduce truancy, behavior referrals, and dropout.

Grade levels to be served: K-5

Location of services: Discovery, Talahi, Madison, Lincoln

Formative assessment(s) used to inform instructional decision-making: Students are identified through the multi-tiered systems of support process.

Evidence of research-base: <http://checkandconnect.umn.edu/>, <http://education.state.mn.us/MDE/dse/safe/clim/prac/index.htm>

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
% of students worked with show a reduction in major behavioral referrals building wide	50%	75%	100%
Decrease the # of out of school suspensions for protected students from 82 to:	70	60	50

Intervention #6: Kool in School

This intervention supports the following goal objective: 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 (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

Narrative description of the critical features of the intervention. STAY KOOL in SCHOOL is an intensive program for students ages 12-15 years of age. It helps students to appreciate their own cognitive process and understand the cycle of anger and its destructive costs, and the short-term gains vs. the long-term consequences of negative anger outbursts. Students will also learn tools to get needs met in ways that are not detrimental to self or harmful to others.

Grade levels to be served: 6-12

Location of services: South, North, Kennedy, McKinley

Formative assessment(s) used to inform instructional decision-making: Students are identified through the multi-tiered systems of support process.

Evidence of research-base:

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
% of students worked with who will show a reduction in major behavior referrals	60%	80%	100%
% of students worked with who will show an increase in attendance	60%	80%	100%

Intervention #7: Courageous Institute

This intervention supports the following goal objective: 2.1

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

Narrative description of the critical features of the intervention. The purpose of the Institute for Courageous Building Leadership is to build the cultural agility of principals to provide effective leadership in their increasingly diverse school communities.

Grade levels to be served: Pre K- 12

Location of services: District Wide

Formative assessment(s) used to inform instructional decision-making: Equity Walks, Stakeholder feedback surveys.

Evidence of research-base:

http://ed.mnsu.edu/cel/brochure_institute_courageous_prin_ldrshp.pdf

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Decrease % of major referrals for protected student district wide from 78% to	65%	55%	48.5%

Intervention #8: Parent Institute for Quality Education (Parents in Action)

This intervention supports the following goal objective: 3.2

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

Narrative description of the critical features of the intervention. This program provides direct instruction and support to families at four different schools during the school year. During this program, families acquire knowledge and skills to partner with schools and communities to ensure their children achieve their full potential. The program also focuses on building a college-bound mindset.

Grade levels to be served: Pre K- 8

Location of services: District Wide

Formative assessment(s) used to inform instructional decision-making: Parent Climate Survey

Evidence of research-base: <http://piqe.org>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Increase the % of climate survey responses from parents of protected students from 7.8% to	20%	35%	50%

Intervention #9: Access and Opportunity

This intervention supports the following goal objective: 3.1

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

Narrative description of the critical features of the intervention. The St. Cloud Access and Opportunity Program is a partnership consisting of St. Cloud State University (SCSU), St. Cloud Technical College (SCTC), and the St. Cloud School District (District 742) with the purpose of improving academic achievement and high school graduation rates, increasing rigorous college preparatory course-taking behavior, and increasing two-year and four-year college participation. Funding is provided by the Minnesota State Colleges and Universities (MnSCU). Students were identified by school personnel using guidelines in the grant. Students who could benefit from opportunities to improve their test results, grades, chances of going to college, or earning college credit while in high school were invited to join this program. Students receive services both during regular school hours and in some after-school programs. The program is designed to: help children take classes that prepare them for college, earn college credit while in high school, give additional academic advising, provide tutoring, offer mentoring, keep students on track to graduate, attend test preparation programs, offer academic and cultural enrichment programs, and offer information on college admissions and financial aid.

Grade levels to be served: 9-12

Location of services: District Wide

Formative assessment(s) used to inform instructional decision-making: Students are identified through the multi-tiered systems of support process.

Evidence of research-base: [Access and Opportunity](#)

Intervention # 11: MDCC teacher cross-district teaching practices walkthroughs

This intervention supports the following goal objective: 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 (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

Narrative description of the critical features of the intervention. Participating MDCC member districts will be engaged in cross-district classroom walkthroughs. This will involve observing and sharing of teaching strategies that have been proven to be best practices for underserved students.

Location of services: Various locations

Grade levels to be served: K-12

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)): MDCC representatives will develop a pre and post survey.

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

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Increase number of equity professional learning sessions per year.	2	3	5
Track number of research-based equity topics during MDCC sessions with the intent of bringing them back to individual districts.	3	4	4
Enter KIP.			

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

Intervention #12: Cross-district professional learning network

This intervention supports the following goal objective: 1.1, 1.3

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

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

Narrative description of the critical features of the intervention. St. Cloud Area Schools will train teachers in Culturally and Linguistically Responsive (CLR) Instructional Strategies. This will also take place in partnership with the MDCC. CLR includes strategies that help teachers identify students’ academic potential through a cultural lens. Adjoining districts Foley, RICORI, Annandale, and Sauk Rapids will participate in this training along with St Cloud Area Schools.
Grade levels to be served: Pre-K - 12 Location of services: District wide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Collaborate with MDCC through shared equity walks, stakeholder feedback surveys

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

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
To establish and increase the number of staff from participating collaborative in the cross-district professional learning network as reported by participation count.	15	25	35

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

Intervention #13: Student Enrichment Collaborative

This intervention supports the following goal objective: 1.2

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 (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

Narrative description of the critical features of the intervention. Member districts of the MDCC will work collectively to maintain and establish opportunities for students to increase cultural fluency and competency through shared learning opportunities with students from various racial backgrounds.

Grade levels to be served: k-12

Location of services: Talahi, Discovery, and District wide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): MDCC member representatives will develop student surveys as they pertain to each collaborative.

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

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Increase the number of collaboratives between St. Cloud and participating school districts as measured by number of district collaborations.			
Enter KIP.			
Enter KIP.			

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

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 Plan Goals The plan must contain goals for reducing the disparities in academic achievement among all students and specific categories of students (excluding the categories of gender, disability, and English learners), and for increasing racial and economic integration (Minn. Stat. § 124D.861 Subd.2 (c)).

Requirement for this section: At least one RIS objective shall be to increase racial and economic integration at that school (Minn. Rule 3535.0160).

RIS Goal # 1 Reading and Math Achievement: Increase the STAR Reading Student Growth Percentile (SGP) from 51 to 60 by June 30, 2020. Increase the STAR Math Student Growth Percentile from 58 to 60 by June 30, 2020.

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

RIS Objective 1.1: To model and support teaching strategies that help identify and develop students’ academic potential through a cultural lens.

RIS Objective 1.2: To provide students with critical thinking, math and literacy skills across all content areas.

RIS Goal # 2 Access and Opportunity: Increase reading and math MCA proficiency rates by 7% each year, as indicated in the chart below, for each by June 30, 2020.

Math

	Baseline	2017-18	2018-19	2019-20
Talahi	27.3%	34.3%	41.3%	48.3%
Discovery	32.5%	39.5%	46.5%	53.5%

Reading

	Baseline	2017-18	2018-19	2019-20
Talahi	33.2%	40.2%	47.2%	54.2%
Discovery	28.9%	35.9%	49.9%	53.5%

Aligns with WBWF area: All children are ready for school.

RIS Objective 2.1: To provide opportunities for students and families to engage with the school community to support their academic and social successes.

RIS Objective 2.2: To provide rigorous STEM curriculum to underserved students preparing them with 21st century skills.

RIS Objective 2.3: To provide students within racially isolated schools the same educational opportunities and resources as students within unidentified racially isolated schools.

RACIALLY IDENTIFIABLE SCHOOL INTERVENTIONS

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

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

Intervention #1: Young Scholars

This intervention supports the following goal objective: 1.1, 1.2, 2.2

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

Narrative description of the critical features of the intervention. The goal of the Young Scholars program is to identify students who may not be considered for advanced academic programming. Without this opportunity, protected students would be less likely to pursue advanced levels of learning. Because this program involves identification of students beginning in kindergarten, it provides opportunity to develop potential at an early age. These students will be prepared to engage in challenging subject matter and rigorous courses through their educational career.

Grade levels to be served: K-5

Location of services: Discovery, Talahi,

Formative assessment(s) used to inform instructional decision-making: Teacher Observation Protocol

Evidence of research-base: <http://journals.sagepub.com/doi/pdf/10.1177/1076217514556532>

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
% of students in Young Scholars who enroll in honors in grade 6	15%	35%	50%
% of students making a minimum of one year's growth in math and reading as measured by STAR	50%	80%	100%

Intervention #2: Teacher professional development and support in Culturally and Linguistically Responsive Instruction

This intervention supports the following goal objective: 1.1, 1.2, 2.2

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

Narrative description of the critical features of the intervention. St. Cloud Area Schools will continue to train teachers in Culturally and Linguistically Responsive (CLR) Instructional Strategies. CLR includes strategies that help teachers identify students' academic potential through a cultural lens. Adjoining districts Foley, ROCORI, Annandale, and Sauk Rapids will participate in this training along with St Cloud Area Schools.

Grade levels to be served: Pre-K - 5

Location of services: Talahi, Discovery

Formative assessment(s) used to inform instructional decision-making: Equity Walks, Stakeholder feedback surveys.

Evidence of research-base: <http://www.culturallyresponsive.org>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
% of cadre teachers demonstrating growth from fall to spring as measured through the CLR Coaching process	80%	90%	100%

Intervention #3: AVID

This intervention supports the following goal objective: 1.1, 1.2

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 (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

Narrative description of the critical features of the intervention. St. Cloud Area Schools will continue to implement and expand AVID, Advancement Via Individual Determination. AVID is a college readiness system for elementary through higher education that is designed to increase school wide learning and performance.

Grade levels to be served: 4 - 5

Location of services: Talahi, Discovery

Formative assessment(s) used to inform instructional decision-making: AVID Site Certification, AVID site teams, Recruiting and Application Rubrics

Evidence of research-base: [AVID](#)

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
% of protected class students participating in AVID who show accelerated growth in reading as measured by the STAR assessment from reading 26% to 80%	40%	60%	80%
% of protected class students participating in AVID who show accelerated growth in math as measured by the STAR assessment from math 25% to 80%	40%	60%	80%

Intervention #4: Bilingual Communication Support Specialist

This intervention supports the following goal objective: 2.1, 2.3

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 (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

Narrative description of the critical features of the intervention. The Bilingual Communication Support Specialist is designed to work with students as a link between home and school and also to help make school more relevant by addressing concerns of cultural differences within their school community. These staff are strategically placed at district schools to help protected students and families become better integrated socially, emotionally, and academically within the school environment.

Grade levels to be served: K-5

Location of services: Discovery, Talahi,

Formative assessment(s) used to inform instructional decision-making: Students are identified through the multi-tiered systems of support process.

Evidence of research-base: <http://checkandconnect.umn.edu/>, <http://education.state.mn.us/MDE/dse/safe/clim/prac/index.htm>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Increase Talahi's MCA math proficiency rates from 27.3% to 48.3%	34.3%	41.3%	48.3%
Increase Talahi's MCA reading proficiency rates from 33.2% to 54.2%	40.2%	47.2%	54.2%

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Increase Discovery's MCA math proficiency rates from 32.5% to 53.5%	39.5%	46.5%	53.5%
Increase Discovery's MCA reading proficiency rates from 28.9% to 53.5%	35.9%	49.9%	53.5%

Intervention #5: Educational Equity Outreach Coordinator

This intervention supports the following goal objective: 2.1, 2.3

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 (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

Narrative description of the critical features of the intervention. Serve as mentors and advocate for the successful achievement and development of protected students throughout Discovery. Their primary method of working with students will be through the use of research-based intervention Check and Connect. Check and Connect is designed to reduce truancy, behavior referrals, and dropout.

Grade levels to be served: K-5

Location of services: Discovery, Talahi

Formative assessment(s) used to inform instructional decision-making: Students are identified through the multi-tiered systems of support process.

Evidence of research-base: <http://checkandconnect.umn.edu/>, <http://education.state.mn.us/MDE/dse/safe/clim/prac/index.htm>

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
% of students worked with show a reduction in major behavioral referrals building wide	50%	75%	100%
Decrease the # of out of school suspensions for protected students from 17 to:	9	5	0

Intervention #6: Parent Institute for Quality Education (Parents in Action)

This intervention supports the following goal objective: 3.2

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

Narrative description of the critical features of the intervention. This program provides direct instruction and support to families at four different schools during the school year. During this program, families acquire knowledge and skills to partner with schools and communities to

ensure their children achieve their full potential. The program also focuses on building a college-bound mindset.

Grade levels to be served: Pre K- 5

Location of services: Talahi, Discovery

Formative assessment(s) used to inform instructional decision-making: Parent Climate Survey

Evidence of research-base: <http://piqe.org>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Increase the % of climate survey responses from parents of protected students from 20% to	40%	60%	80%

Intervention #7: Technology Integrationist

This intervention supports the following goal objective: 1.1, 1.2, 2.2, 2.3

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 (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

Narrative description of the critical features of the intervention. The Technology Integrationist will emphasize project-based learning through interdisciplinary and innovative activities that are aligned with standards. This provides students opportunities for collaboration, cooperation, communication, and creativity. Students of all abilities are included through differentiation. This way of teaching fosters all types of talents, helping all children to grow in their learning no matter where they are in their skill acquisition.

Grade levels to be served: Pre K - 5

Location of services: Talahi, Discovery

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Enter formative assessment.

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

achievement. https://www.ed.gov/stem_bridging_a_digital_divide_that_leaves_schoolchildren_behind

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
% of students making a minimum of one year's growth in math and reading as measured by STAR from	50%	65%	80%

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

Creating Efficiencies and Eliminating Duplicative Programs

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

The MDCC & CCC, the Teaching and Learning Department and the District Equity Leadership Team reviewed the World's Best Workforce Plan and our Achievement Integration Plan to assess overlap and identify areas where this plan can create efficiencies and eliminate duplicative programming. This plan targets areas that other departments are not addressing such as AVID, Access and Opportunity and parent programming. We specifically reviewed Title 1 programming to ensure that this plan does not duplicate any services provided therein.

The Equity Services Department began gathering information from a variety of stakeholders early last year. Committees, staff members, parents, and students were assembled and surveyed. These groups were asked to provide input on how to improve achievement for our district's students. After taking a close look at what has been done over the years relative to protected students, we've come up with a district plan that we think will create great levels of success. Knowing that we are in a high stakes period, we will begin collecting baseline data with most of our new programming this year, hoping to improve upon success and raise achievement scores in coming years.