



**Achievement and Integration Plan**  
**July 1, 2014 – June 30, 2017**

**District ISD# and Name:** ISD 742 St. Cloud Area Schools  
**District Status:** (RI/RIS) Racially Isolated District and Schools  
**Name of Collaborative:** St. Cloud MDCC

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**Racially Identifiable Schools (RIS) within a District**

1. Talahi Community School
2. Discovery Community School

**Board Approval Date:**

**Integration Collaborative Member Districts**  
(RI = Racially Isolated; A = Adjoining)

1. RI St. Cloud
2. A Annandale
3. A Becker
4. A Foley
5. A Holdingford
6. A Kimball
7. A Rocori
8. A Sauk Rapids-Rice

## Planning process

*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 creates 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.*

### Achievement Goal One

**Goal Statement:** The proficiency GAP between the white and non-white and FRP and non-FRP students enrolled the full academic year for all grades tested within ISD742 on all state Reading accountability tests (MCA, MOD, MTAS) will **DECREASE** as follows within our District (see table B), by **INCREASING** the proficiency of non-white and FRP student groups as follows within our District (see table A):

#### A. Reading **Proficiency INCREASE:**

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
ISD 742	RI/RIS					
<i>All students</i>		47.7%	60.8%	67.3%	73.9%	26.2%
<i>Protected Class</i>						
<i>American Indian</i>		35.7%	51.8%	59.8%	67.9%	32.2%
<i>Asian</i>		46.3%	59.7%	66.4%	73.2%	26.9%
<i>Hispanic</i>		31.3%	48.5%	57.1%	65.7%	34.4%
<i>Black</i>		18.2%	38.7%	48.9%	59.1%	40.9%
<i>White</i>		58.3%	68.7%	73.9%	79.2%	20.9%
<i>Non-FRP</i>		65.6%	74.2%	78.5%	82.8%	17.2%
<i>FRP</i>		31.2%	48.4%	57%	65.6%	34.4%

#### B. Reading **GAP DECREASE:**

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
ISD 742	RI/RIS					
<i>Protected Class</i>						
<i>American Indian</i>		22.6%	16.9%	14.1%	11.3%	11.3%
<i>Asian</i>		12%	9%	7.5%	6.0%	6%
<i>Hispanic</i>		27%	20.3%	16.9%	13.5%	13.5%
<i>Black</i>		40.1%	30.1%	25.1%	20.1%	20.1%
<i>FRP</i>		34.4%	25.8%	21.5%	17.2%	17.2%

**Goal Statement:** The proficiency GAP between the white and non-white and FRP and non-FRP students enrolled the full academic year for all grades tested within ISD742 on all state Math accountability tests (MCA, MOD, MTAS) will **DECREASE** as follows within our District (see table D), by **INCREASING** the proficiency of non-white and FRP student groups as follows within our District (see table C):

**C. Math Proficiency INCREASE:**

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
ISD 742	RI/RIS					
<i>All students</i>		51.1%	67.4%	71.5%	75.6%	24.5%
<i>Protected Class</i>						
<i>American Indian</i>		28.8%	52.5%	58.5%	64.4%	15.6%
<i>Asian</i>		59.0%	72.7%	76.1%	79.5%	20.5%
<i>Hispanic</i>		31.6%	54.4%	60.1%	65.8%	34.2%
<i>Black</i>		18.7%	45.8%	52.6%	59.4%	40.7%
<i>White</i>		59.9%	73.3%	76.6%	80%	20.1%
<i>Non-FRP</i>		67.2%	78.1%	80.9%	83.6%	16.4%
<i>FRP</i>		34.7%	56.5%	61.9%	67.4%	32.7%

**D. Math GAP DECREASE:**

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
ISD 742	RI/RIS					
<i>Protected Class</i>						
<i>American Indian</i>		29.2%	21.9%	18.3%	14.6%	14.6%
<i>Asian</i>		16.3%	12.2%	10.2%	8.2%	8.2%
<i>Hispanic</i>		30.4%	22.8%	19.0%	15.2%	15.2%
<i>Black</i>		31.3%	23.5%	19.6%	15.7%	15.7%
<i>FRP</i>		30.4%	22.8%	19.0%	15.2%	15.2%

## **Achievement Goal One: Strategies and Activities**

### **Activity 1**

Training teachers and administrators

*Activity Details:* Professional development resources and training for improving achievement of all students.

*Narrative Description of Strategy/Activity:* St. Cloud Area Schools will continue to train teachers in Culturally and Linguistically Responsive (CLR) Instruction 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.

### **Key Indicators of Progress**

- 1) *SMART Goal for this Strategy/Activity:* The St. Cloud Area School District Equity Services will provide funding to increase the number of licensed teachers trained in CLR by 30% no later than June 30, 2017.
- 2) *Measures to Track Implementation and Progress:* Total number of licensed teachers trained in CLR.
- 3) *Baseline data:* 80 teachers trained in 2013-2014.

*Year 1:* 80 additional teachers trained

*Year 2:* 80 additional teachers trained

*Year 3:* 80 additional teachers trained for a total of 240 teachers trained district-wide

### **Activity 2**

Family Engagement program

*Activity Details:* FE program designed to increase student achievement.

*Narrative Description of Strategy/Activity:* St. Cloud Area Schools has developed a parent engagement survey to gauge the involvement of our parents and their students. The intent of this survey is to gather baseline data that can be used to enhance the district's effort in increasing engagement. This survey will also help to identify some of the barriers that keep parents from getting more involved in the academic career of their student.

### **Key Indicators of Progress**

- 1) *SMART Goal for this Strategy/Activity:* The St. Cloud Area School District Equity Services will distribute parent surveys to all parents of color with a successful rate of at least 40% no later than June 30, 2017.
- 2) *Measures to Track Implementation and Progress:* percentage of surveys returned.

### **Activity 3**

Family Engagement program

*Activity Details:* FE programs designed to increase student achievement.

*Narrative Description of Strategy/Activity:* St. Cloud Area Schools uses the framework from Parent Institute for Quality Education (PIQE) that is designed to create partnerships among students, parents, and educators to further students' academic success.

### **Key Indicators of Progress**

- 1) *SMART Goal for this Strategy/Activity:* The St. Cloud Area School District Equity Services will increase the number of parents participating in Parents in Action by 50 participants each year no later than June 30, 2017.
- 2) *Measures to Track Implementation and Progress:* Track number of parents graduating.

*Baseline date:* 90 parents graduated during the fall of 2013, with another anticipated 90 to graduate in the spring of 2014.

*Year 1:* 200 parents graduate

*Year 2:* 250 parents graduate

*Year 3:* 300 parents graduate

### **Activity 4**

College and Career readiness for underserved students

*Activity Details:* Increased participation in rigorous programs by underrepresented students and students enrolled in Area Learning Centers.

*Narrative Description of Strategy/Activity:* St. Cloud Area Schools will implement AVID, Advancement Via Individual Determination, beginning the 2014-2015 school

year. AVID is a college readiness system for elementary through higher education that is designed to increase school wide learning and performance.

### **Key Indicators of Progress**

- 1) *SMART Goal for this Strategy/Activity:* The St. Cloud Area School District Equity Services will provide support for AVID to include all fifth grade, sixth grade, and seventh grade no later than June 30, 2017.
- 2) *Measures to Track Implementation and Progress:* Track number of students participating in AVID classes.

### **Activity 5**

Research Based Intervention  
Family Engagement Program

*Activity Details:* 50% Research based interventions that include formative assessment practices. 50% Family engagement programs designed to increase student achievement.

*Narrative Description of Strategy/Activity:* District 742 will continue to fund the position of Cultural Navigators. The Cultural Navigator position 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. The Cultural Navigators will be trained to serve as mentors and advocate for the successful achievement and development of protected students throughout the District. 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 rates, increase attendance, persistence in school, credits accrued, school completion, and also have a positive impact on literacy. Another major piece to Check and Connect is to partner with the family, school, and community on behalf of the students. Half of their time will be spent working with students one-on-one. The other half of their time will be spent communicating and working with staff and families on how to be creative in raising achievement scores for protected students.

<http://checkandconnect.umn.edu>

### **Key Indicators of Progress**

- 1) *SMART Goal for this Strategy/Activity:* The St. Cloud Area School District Equity Services will utilize Check and Connect through the placement of Cultural Navigators in its buildings to increase student scores of protected students on reading and math achievement tests in reading by no less than 21% and math by no less than 15%, no later than June 30, 2017.

- 2) *Measures to Track Implementation and Progress:* Achievement data for reading and math. (see pages 2-3)

## **Integration Goal One: Strategies and Activities**

### **Activity 1**

#### Integrated Learning Environments

##### *Activity Details:*

Increased cultural fluency, competency, and interaction.

##### *Narrative Description of Strategy/Activity:*

1. District 742 will continue to increase the number of classroom collaborative partnerships and increase the frequency of meetings within these partnerships. These are opportunities for students in St. Cloud Schools to collaborate with students in adjoining districts who share common academic requirements. Each collaborative is standards based and will have a minimum of five opportunities for contact between districts with a minimum of one face-to-face collaborative meeting.

2. District 742 will also continue to facilitate the Art Collaborative project that involves students from high schools including Becker, Foley, Tech and Apollo. They will be working together alongside SCSU students to produce a photography exhibit. Apollo and Tech will be choosing minority students to be a part of the program as a way of offering them a new experience and giving them a visual voice.

3. District 742 9<sup>th</sup> grade students will participate in Respect Retreats with Kimball Area High School. These retreats focus on inspiring students to respect themselves more, to respect others and to stand up for respect in their school. They also strive to remind students that they matter, and that there is a supportive community of educators, mentors and classmates around them. These retreats challenge students to stand up for the value of respect in hallways, lunch lines, and classrooms. Participation in the retreat results in cognitive, attitudinal and behavioral shifts that decrease students' distractions to learning and build a positive school community.

District	Class/Topic	Grade Level	# of Classes	# of Students	Partnership School
Becker (A)	Art class (Chalk Talk)	High School	1	20	Tech, Apollo
Annandale (A)	Art class	Middle School	1	27	South
Annandale (A)	Science	8th Grade	1	TBD	TBD
Annandale (A)	Literacy	6-7th Grade	planning stage	TBD	TBD
Sauk Rapids - Rice (A)	One District One Book	Elementary	5	60	Madison Elementary
Sauk Rapids - Rice (A)	Community Celebration of Culture	High School	TBD	TBD	planning stage
Sauk Rapids - Rice (A)	Classroom Partnerships	Elementary	3	60	Madison
Sauk Rapids - Rice (A)	Common Ground	High School	N/A	12	Tech, Apollo
Sauk Rapids - Rice (A)	Diversity Leadership Group/Pen Pals	TBD	TBD	TBD	TBD
Sauk Rapids - Rice (A)	Odyssey Magnet	Middle/High School	TBD	TBD	Middle and High Schools
Kimball (A)	Classroom Partnerships	TBD	TBD	TBD	Talahi
Kimball (A)	Respect Retreat	9 <sup>th</sup> grade	N/A	350	Tech or Apollo
Kimball (A)	Kindness Retreat	Elementary	TBD	TBD	Discovery
Foley (A)	Arts Class	High School	TBD	TBD	Tech, Apollo
Foley (A)	Literacy Exchange	2 <sup>nd</sup> Grade	TBD	TBD	Discovery
Foley (A)	Literacy/American Indian Exchange	3 <sup>rd</sup> Grade	TBD	TBD	Discovery
Foley (A)	Art Class	9-12 <sup>th</sup> grade	N/A	60	Tech, Apollo
Foley (A)	Common Ground	High School	N/A	12	Tech, Apollo
Holdingford (A)	We Day	Middle School	TBD	TBD	North
Holdingford (A)	Science, Social, Phy Ed, Art Collaboratives	Middle School	TBD	TBD	North
Holdingford (A)	Anti-Bullying Campaign	Middle School	TBD	TBD	North



Rocori (A)	Classroom Partnership (History)	Middle School	2	27	North, South
Rocori (A)	Common Ground	High School	N/A	12	Tech, Apollo

**Key Indicators of Progress**

- 1) *SMART Goal for this Strategy/Activity:* The St. Cloud Area School District, school staff, and students will develop and nurture a welcoming, culturally proficient environment that is respectful, inclusive, and inviting for all, through increased and sustained inter-racial contacts; measured by an increase of 10% no later than June 30, 2017.
  
- 2) *Measures to Track Implementation and Progress:* Track number of classroom partnerships/integration activities and number of students participating in partnerships/integration activities with adjoining districts.

Talahi Community School

**Goal Statement:** The proficiency GAP between the white and non-white and FRP and non-FRP students enrolled the full academic year for all grades tested within Talahi Community School on all state Reading accountability tests (MCA, MOD, MTAS) will **DECREASE** as follows within Talahi Community School (see table B), by **INCREASING** the proficiency of non-white and FRP student groups as follows within Talahi Community School (see table A):

**A. Reading Proficiency INCREASE:**

Name of School	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Talahi Community School	RI/RIS					
<i>All students</i>		22.9%	42.2%	51.8%	61.5%	38.6%
<i>Protected Class</i>						
<i>American Indian</i>		0.0%	33.3%	41.7%	50.5%	50.5%
<i>Asian</i>		37.5%	53.1%	60.9%	68.8%	31.3%
<i>Hispanic</i>		28.6%	46.5%	55.4%	64.3%	35.7%
<i>Black</i>		9.5%	32.1%	43.4%	54.8%	45.3%
<i>White</i>		45.8%	59.4%	66.1%	72.9%	27.1%
<i>Non-FRP</i>		54.5%	65.9%	71.6%	77.3%	22.8%
<i>FRP</i>		18.5%	38.9%	49.1%	59.3%	40.8%

**B. Reading GAP DECREASE:**

Name of School	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
Talahi Community School	RI/RIS					
<i>Protected Class</i>						
<i>American Indian</i>		45.8%	34.4%	28.6%	22.9%	22.9%
<i>Asian</i>		8.3%	6.2%	5.2%	4.2%	4.2%
<i>Hispanic</i>		17.2%	12.9%	10.8%	8.6%	8.6%
<i>Black</i>		36.3%	27.2%	22.7%	18.2%	18.2%
<i>FRP</i>		36.0%	27.0%	22.5%	18.0%	18.0%

**Goal Statement:** The proficiency GAP between the white and non-white and FRP and non-FRP students enrolled the full academic year for all grades tested within Talahi Community School on all state Reading accountability tests (MCA, MOD, MTAS) will **DECREASE** as follows within Talahi Community School (see table D), by **INCREASING** the proficiency of non-white and FRP student groups as follows within Talahi Community School (see table C):

**C. Math Proficiency INCREASE:**

Name of School	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Talahi Community School	RI/RIS					
<i>All students</i>		25.2%	50.1%	56.4%	62.6%	37.4%
<i>Protected Class</i>						
<i>American Indian</i>		0.0%	33.3%	41.7%	50.0%	50.0%
<i>Asian</i>		50.0%	66.7%	70.8%	75.0%	25.0%
<i>Hispanic</i>		14.7%	43.1%	50.2%	57.4%	42.7%
<i>Black</i>		9.0%	39.3%	46.9%	54.5%	45.5%
<i>White</i>		50.5%	67.0%	71.1%	75.3%	24.8%
<i>Non-FRP</i>		61.1%	74.1%	77.3%	80.6%	19.5%
<i>FRP</i>		17.5%	45%	51.9%	58.8%	41.3%

**D. Math GAP DECREASE:**

Name of School	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
Talahi Community School						
<i>Protected Class</i>						
<i>American Indian</i>		50.5%	33.7%	29.5%	25.3%	25.3%
<i>Asian</i>		.5%	.3%	.3%	.3%	.3%
<i>Hispanic</i>		35.8%	23.9%	20.9%	17.9%	17.9%
<i>Black</i>		41.5%	27.7%	24.2%	20.8%	20.8%
<i>FRP</i>		43.6%	29.5%	25.4%	21.8%	21.8%

## **Achievement Goal One: Strategies and Activities**

### **Activity 1**

Family Engagement program

*Activity Details:* FE programs designed to increase student achievement.

*Narrative Description of Strategy/Activity:* St. Cloud Area Schools uses the framework from Parent Institute for Quality Education (PIQE) that is designed to create partnerships among students, parents, and educators to further students' academic success.

### **Key Indicators of Progress**

- 1) *SMART Goal for this Strategy/Activity:* The St. Cloud Area School District Equity Services will increase the number of parents participating in Parents in Action at Talahi Community School by 15 participants each year no later than June 30, 2017.
- 2) *Measures to Track Implementation and Progress:* Track number of parents graduating.

*Baseline date:* 50 parents participated and graduated during the spring of 2013.

*Year 1:* 65 parents graduate

*Year 2:* 80 parents graduate

*Year 3:* 95 parents graduate

### **Activity 2**

Pre-K to Grade 12 Enrollment Choices

*Activity Details:* Innovative programs that will increase racial and economic integration within the targeted school or district.

*Narrative Description of Strategy/Activity:* Talahi Community School is in the second year of its implementation process of becoming a STEM School. STEM is curriculum based on the idea of educating students in four specific disciplines — science, technology, engineering and mathematics — in an interdisciplinary and applied approach. Rather than teach the four disciplines as separate and discrete subjects, STEM integrates them into a cohesive learning paradigm based on real-world applications. Talahi will be using STEM to prepare 21-century students and to help racially balance the school.

## Key Indicators of Progress

- 1) *SMART Goal for this Strategy/Activity:* Talahi will continue to implement its STEM programming to increase scores of protected students on reading and math achievement tests in reading by no less than 21% and math by no less than 15%, no later than June 30, 2017.
- 2) *Measures to Track Implementation and Progress:* achievement data for reading and math (see pages 10-11)

### Activity 3

Research Based Intervention  
Family Engagement Program  
Training teachers and administrators

*Activity Details:* 60% Research based interventions that include formative assessment practices. 35% Family engagement programs designed to increase student achievement. 5% Professional development resources and training for improving achievement of all students.

*Narrative Description of Strategy/Activity:* District 742 will implement new District positions titled Cultural Liaisons. The Cultural Liaisons' main job duty will be to serve as mentors and advocate for the successful achievement and development of protected students throughout Talahi. 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 rates, increase attendance, persistence in school, credits accrued, school completion, and also have a positive impact on literacy. Another major piece to Check and Connect is to partner with the family, school, and community on behalf of the students. Cultural Liaisons will also be responsible for providing professional development for staff within their assigned building. In addition to the implementation of Check and Connect, Cultural Liaisons will promote the District 742 vision and strategic plan through integrating relevant multi-cultural learning experiences for students.

<http://checkandconnect.umn.edu>

## **Key Indicators of Progress**

- 1) *SMART Goal for this Strategy/Activity:* The St. Cloud Area School District Equity Services will utilize Check and Connect through the creation and implementation of Cultural Liaison positions to increase student scores of protected students at Talahi on reading and math achievement tests in reading by no less than 21% and math by no less than 15%, no later than June 30, 2017.
- 2) *Measures to Track Implementation and Progress:* Achievement data for reading and math (see pages 10-11)

## **Integration Goal One: Strategies and Activities**

### **Activity 1**

#### Integrated Learning Environments

*Activity Details:* Increased cultural fluency, competency, and interaction.

*Narrative Description of Strategy/Activity:* District 742 will continue to increase the number of classroom collaborative partnerships and increase the frequency of meetings within these partnerships. These are opportunities for students in St. Cloud Schools to collaborate with students in adjoining districts who share common academic requirements. Each collaborative is standards based and will have a minimum of five opportunities for contact between districts with a minimum of one face-to-face collaborative meeting.

## **Key Indicators of Progress**

- 1) *SMART Goal for this Strategy/Activity:* The St. Cloud Area School District, school staff, and students will develop and nurture a welcoming, culturally proficient environment that is respectful, inclusive, and inviting for all, through increased and sustained inter-racial contacts; measured by an increase of 10% no later than June 30, 2017.
- 2) *Measures to Track Implementation and Progress:* Track number of classroom partnerships and students participating in partnerships at Talahi.

## **Activity 2**

### **Integrated Learning Environment**

*Activity Details:* Magnet programs to support academic and enrollment disparities.

*Narrative Description of Strategy/Activity:* Talahi Community School is in the second year of its implementation process of becoming a STEM School. STEM is curriculum based on the idea of educating students in four specific disciplines — science, technology, engineering and mathematics — in an interdisciplinary and applied approach. Rather than teach the four disciplines as separate and discrete subjects, STEM integrates them into a cohesive learning paradigm based on real-world applications. Talahi will be using STEM to prepare 21-century students and to help racially balance the school.

### **Key Indicators of Progress**

- 1) *SMART Goal for this Strategy/Activity:* Beginning in 2014-2015 Talahi Community School will increase the number of white students enrolled by 15% by June 2017.
- 2) *Measures to Track Implementation and Progress:* Track number of students open enrolling to Talahi Community School.

## **Activity 3**

### **Integrated Learning Environments**

*Activity Details:* Increase cultural fluency, competency, and interaction.

*Narrative Description of Strategy/Activity:* St. Cloud Area Schools will fund the position of Academic Achievement Coordinator and Support. Their primary job function will be to work with district and racially isolated schools to establish programs that enhance protected students' abilities around social/emotional, achievement, and integration opportunities.

### **Key Indicators of Progress**

- 1) *SMART Goal for this Strategy/Activity:* The Achievement and Academic Coordinator will work with protected students to help reduce the number of ODRs by 20% and increase the attendance of protected students by 25% no later than June 30, 2017.
- 2) *Measures to Track Implementation and Progress:* ODRs, school attendance.

## Discovery Community School

**Goal Statement:** The proficiency GAP between the white and non-white and FRP and non-FRP students enrolled the full academic year for all grades tested within Discovery Community School on all state Reading accountability tests (MCA, MOD, MTAS) will **DECREASE** as follows within Discovery Community School (see table B), by **INCREASING** the proficiency of white and non-white and FRP and non-FRP student groups as follows within Discovery Community School (see table A):

### A. Reading **Proficiency INCREASE:**

Name of School	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Discovery Community School	Select					
<i>All students</i>		30.2%	47.7%	56.4%	65.1%	34.9%
<i>Protected Class</i>						
<i>American Indian</i>		0.0%	25.0%	37.5%	50.0%	50.0%
<i>Asian</i>		30.8%	48.1%	56.8%	65.4%	34.6%
<i>Hispanic</i>		15.8%	36.9%	47.4%	57.9%	42.1%
<i>Black</i>		9.5%	32.1%	43.4%	54.8%	45.3%
<i>White</i>		47.1%	60.3%	66.9%	73.6%	26.5%
<i>Non-FRP</i>		56.4%	67.3%	72.8%	78.2%	21.8%
<i>FRP</i>		23.1%	42.3%	51.9%	61.6%	38.5%

### B. Reading **GAP DECREASE:**

Name of School	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
Discovery Community School	Select					
<i>Protected Class</i>						
<i>American Indian</i>		47.1%	35.3%	29.4%	23.6%	23.6%
<i>Asian</i>		16.3%	12.2%	10.2%	8.2%	8.2%
<i>Hispanic</i>		31.3%	23.5%	19.6%	15.7%	15.7%
<i>Black</i>		37.6%	28.2%	23.5%	18.8%	18.8%
<i>FRP</i>		33.3%	25.0%	20.8%	16.7%	16.7%



**Goal Statement:** The proficiency GAP between the white and non-white and FRP and non-FRP students enrolled the full academic year for all grades tested within Discovery Community School on all state Math accountability tests (MCA, MOD, MTAS) will **DECREASE** as follows within Discovery Community School (see table D), by **INCREASING** the proficiency of white and non-white and FRP and non-FRP student groups as follows within Discovery Community School (see table C):

**C. Math Proficiency INCREASE:**

Name of School	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Discovery Community School	Select					
<i>All students</i>		47.5%	65%	69.4%	73.8%	26.3%
<i>Protected Class</i>						
<i>American Indian</i>		33.3%	55.5%	61.1%	66.7%	33.4%
<i>Asian</i>		66.7%	77.8%	80.6%	83.4%	16.7%
<i>Hispanic</i>		44.4%	62.9%	67.6%	72.2%	27.8%
<i>Black</i>		26.7%	51.1%	57.2%	63.4%	36.7%
<i>White</i>		54.6%	69.7%	73.5%	77.3%	22.7%
<i>Non-FRP</i>		63.5%	75.7%	78.7%	81.8%	18.3%
<i>FRP</i>		41.8%	61.2%	66.1%	70.9%	29.1%

**D. Math GAP DECREASE:**

Name of School	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
Discovery Community School	Select					
<i>Protected Class</i>						
<i>American Indian</i>		21.3%	14.2%	12.4%	10.7%	10.7%
<i>Asian</i>		N/A	N/A	N/A	N/A	N/A
<i>Hispanic</i>		10.2%	6.8%	6.0%	5.1%	5.1%
<i>Black</i>		27.9%	18.6%	16.3%	14.0%	14.0%
<i>FRP</i>		21.7%	14.5%	12.7%	10.9%	10.9%

## **Achievement Goal One: Strategies and Activities**

### **Activity 1**

Family Engagement program

*Activity Details:* FE programs designed to increase student achievement.

*Narrative Description of Strategy/Activity:* St. Cloud Area Schools uses the framework from Parent Institute for Quality Education (PIQE) that is designed to create partnerships among students, parents, and educators to further students' academic success.

### **Key Indicators of Progress**

- 1) *SMART Goal for this Strategy/Activity:* The St. Cloud Area School District Equity Services will increase the number of parents participating in Parents in Action by 50 participants each year no later than June 30, 2017.
- 2) *Measures to Track Implementation and Progress:* Track number of parents graduating.

*Baseline date:* 50 parents participated and graduated during the spring of 2013.

*Year 1:* 65 parents graduate

*Year 2:* 80 parents graduate

*Year 3:* 95 parents graduate

### **Activity 2**

Research Based Intervention

Family Engagement Program

Training teachers and administrators

*Activity Details:* 60% Research based interventions that include formative assessment practices. 35% Family engagement programs designed to increase student achievement. 5% Professional development resources and training for improving achievement of all students.

*Narrative Description of Strategy/Activity:* District 742 will implement new District positions titled Cultural Liaisons. The Cultural Liaisons' main job duty will be to 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

rates, increase attendance, persistence in school, credits accrued, school completion, and also have a positive impact on literacy. Another major piece to Check and Connect is to partner with the family, school, and community on behalf of the students. Cultural Liaisons will also be responsible for providing professional development for staff within their assigned building. In addition to the implementation of Check and Connect, Cultural Liaisons will promote the District 742 vision and strategic plan through integrating relevant multi-cultural learning experiences for students.

<http://checkandconnect.umn.edu>

### **Key Indicators of Progress**

- 1) *SMART Goal for this Strategy/Activity:* The St. Cloud Area School District Equity Services will Utilize Check and Connect through the creation and implementation of Cultural Liaison positions to increase student scores of protected students at Discovery on reading and math achievement tests in reading by no less than 21% and math by no less than 15%, no later than June 30, 2017.
- 2) *Measures to Track Implementation and Progress:* Achievement data for reading and math (see pages 16-17)

### **Integration Goal One: Strategies and Activities**

#### **Activity 1**

##### **Integrated Learning Environments**

*Activity Details:* Increased cultural fluency, competency, and interaction.

*Narrative Description of Strategy/Activity:* District 742 will continue to increase the number of classroom collaborative partnerships and increase the frequency of meetings within these partnerships. These are opportunities for students in St. Cloud Schools to collaborate with students in adjoining districts who share common academic requirements. Each collaborative is standards based and will have a minimum of five opportunities for contact between districts with a minimum of one face-to-face collaborative meeting.

### **Key Indicators of Progress**

- 1) *SMART Goal for this Strategy/Activity:* The St. Cloud Area School District, school staff, and students will develop and nurture a welcoming, culturally proficient environment that is respectful, inclusive, and inviting for all, through increased and sustained inter-racial contacts; measured by an increase of 10% no later than June 30, 2017.

- 2) *Measures to Track Implementation and Progress:* Track number of classroom partnerships and students participating in partnerships at Discovery.

## **Activity 2**

### **Integrated Learning Environments**

*Activity Details:* Increase cultural fluency, competency, and interaction.

*Narrative Description of Strategy/Activity:* St. Cloud Area Schools will fund the position of Academic Achievement Coordinator and Support. Their primary job function will be to work with district and racially isolated schools to establish programs that enhance protected students' abilities around social/emotional, achievement, and integration opportunities.

### **Key Indicators of Progress**

- 1) *SMART Goal for this Strategy/Activity:* The Achievement and Academic Coordinator will work with protected students to help reduce the number of ODRs by 20% and increase the attendance of protected students by 25% no later than June 30, 2017.
- 2) *Measures to Track Implementation and Progress:* ODRs, school attendance.

### *Limiting Duplicative Programs*

*It's important that the district employees and stakeholders understand and be aware of all that is happening within the school district. Throughout the past few years many efforts have been made to ensure that all programs align with the district's new vision. We will continue to take a comprehensive approach at providing the best options for students with an emphasis on student achievement. If programs are believed to be similar in nature, the district will eliminate the one that is less beneficial for its students.*

### *Data Gathering Process*

*As our district serves a diverse population it's vital that we provide a variety of options for all students to achieve academic success. Due to rapid growth in this once completely homogenous city, the district is learning to reach out and utilize community expertise, strategies, and initiatives that can help all students be successful.*

*In preparing the integration plan, the Equity Services Office has utilized a richness of resources such as committees, organizations, and consultants to help shape and create a plan that we believe gives our students the best advantage of becoming successful in the area of academics and social/emotional. To this end, we have relied heavily on*

*Students, Staff, Parents, and the surrounding communities as they have a tremendous amount of influence to the success of the plan. The Equity Services Advisory Council (ESAC), Multi District Collaboration Council (MDCC), and the Integration and Equity Board Committee have also been part of this process.*

***The Equity Services Advisory Council*** is of vital importance to the Equity Services Office because this committee is intended to reflect the demographic makeup of the district. The committee includes community members of the St. Cloud Area School District. The ESAC bears a wealth of knowledge in understanding the social, economical, and educational needs of the children the district serves. This committee is the driving force behind the plan. It wields tremendous influence as to what is needed in all facets as it pertains to Equity Services and its integration plan.

***The MDCC*** meets once a month and generates ideas on how to collaborate in regards to increasing interracial contacts and teaming up for opportunities for professional development between districts.

***The Integration and Equity Board Committee*** consists of current Board Members. The Board Chair designates one Board Member to chair the committee. The general responsibilities of the Integration and Equity Committee are to monitor and advise the Board of Education in fulfilling its function under the Key Work Governance model as it pertains to diversity, equity and excellence, achievement gap, harassment and justice, and other such issues.