

## Achievement and Integration Plan

July 1, 2020 to June 30, 2023

**District ISD# and Name:** #001 Minneapolis Public

**District Integration Status:** RI/RIS

**Superintendent:** Ed Graff

Phone: Enter phone number.

Email: Enter email.

**Plan submitted by:** Kandace Logan

Title: Director Equity, Integration & Social  
Emotional Learning

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### Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

- |                                     |                                      |
|-------------------------------------|--------------------------------------|
| 1. Andersen Open                    | 12. Henry Senior High School         |
| 2. Anishinabe Academy               | 13. Heritage Academy                 |
| 3. Anwatin Middle School            | 14. Hmong International Academy      |
| 4. Bethune Elementary               | 15. Jefferson Elementary             |
| 5. BrynMawr Elementary              | 16. Jenny Lind Elementary            |
| 6. Cityview Community School        | 17. Lucy Laney Elementary            |
| 7. Emerson Spanish Immersion School | 18. Nellie Stone Johnson Elementary  |
| 8. Folwell Arts Magnet              | 19. North Academy Arts/Communication |
| 9. Franklin Middle School           | 20. Olson Middle School              |
| 10. Green Central Park Elementary   | 21. Sheridan Elementary              |
| 11. Hall Elementary                 | 22. Sullivan Elementary              |

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

**Partnering Districts** Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: Enter name.

#### 1. ISD#281 Robbinsdale School District

### School Board Approval

- We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan (Minn. Stat. § 124D.861, subd. 4).
- We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent

Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: **Enter name.**

Signature:

Date Signed: **Enter date.**

School Board Chair: **Enter name.**

Signature:

Date Signed: **Enter date.**

## Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

**American Indian Parent Advisory Committee** Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

**Multidistrict Collaboration Council:** MPS convened a multidistrict collaboration council with Robbinsdale school district to discuss future strategies on Thursday, November 21st, 2019. This meeting focused on ways to collaborate more deeply and improve the student equity leadership programming in future years including deepening the literacy focus.

### Stakeholder Groups:

**Achievement and Integration Advisory Committee:** The Advisory Committee met throughout the fall of 2019 for five sessions (10/9/19, 11/7/19, 11/20/19, 12/18,19 and 1/15/20). The group consisted of teachers, principals, parents, community members and district staff and included a representative from the American Indian Parent Advisory Committee. The Achievement and Integration Advisory Committee was convened as a regular input group during the months of stakeholder engagement and goal alignment in the plan. Their responsibilities included reviewing and providing insights to academic and climate district data, integrating stakeholder perspectives into shifts needed in the 2020-2023 plan, engaging in challenging discussions about needed change in the district, providing feedback for plan elements and budget.

Other Stakeholders consulted on their experiences of Achievement and Integration include:

- District Parent Advisory Committee (representatives from each PAC group including American Indian [Title VI] PAC, Black PAC, Latinx PAC, Somali PAC, Hmong PAC, Special Education PAC)
- MPS Citywide Student Government Board (Student representative from across the district High Schools)
- American Indian Parent Advisory Committee
- Achievement & Integration Program Leads (Internal and External Leaders who have received A & I funding)
- Department leadership from Teaching and Learning, Career & College Readiness, Research-Evaluation-Assessment, Teacher Development

Each of these groups identified key shifts they felt were necessary in the 2020-2023 plan including: 1) ensuring magnet school transportation funding is resulting in integration, 2) increasing focus on Youth Participatory Evaluation and Parent Participatory Evaluation, 3) increasing and improving focus on school climate, behavior policies and restorative practices, 4) addressing teacher racial bias, and low expectations and negative stigmas for students of color, 5) increasing support for Grow Your Own and other teacher diversity programming, 6) increasing focus on cultural competency and the belief gap, 7) creating programs to retain diverse staff through mentoring and increasing courageous leadership for equity.

**Community Collaboration Council for Racially Identifiable School(s):** Each Racially Identifiable Site convened a community collaboration council, or site council, to give feedback on their Achievement & Integration strategies and goals. Schools gathered input on their specific plans and made adjustments.

## Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to [MDE.integration@state.mn.us](mailto:MDE.integration@state.mn.us).

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

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## Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

**Goal #1:** Decrease the number of Racially Identifiable Sites from 22 in 2020 to 11 in 2023.

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

**Goal type** Increasing racial and economic integration

Choose one.

**Goal #2:** Increase 3rd grade reading proficiency for students of color from 26% in 2019 to 36% in 2023.

**Aligns with WBWF area:** All third-graders can read at grade level.

**Goal type:** Reducing the disparities in academic achievement

**Goal #3:** Reduce achievement gap between students of color and white students on MCA reading from 51 points in 2019 to 41 points in 2023.

Reduce achievement gap between students of color and white students on MCA math from 53 points in 2019 to 43 points in 2023.

**Aligns with WBWF area:** Achievement gaps closed

**Goal type:** Reducing the disparities in academic achievement

**Goal #4: Increase 4-year graduation rate for students of color from 62% in 2019 to 72% in 2023.**

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

**Goal type:** Reducing the disparities in academic achievement

**Goal #5: Increase average ACT score for MPS students of color from 11% in 2019 to 21% in 2023.**

**Aligns with WBWF area:** All students are ready for career and college

**Goal type:** Reducing the disparities in academic achievement

**Goal #6:** Reduce disproportionality of suspensions for students of color, such that the percent of students of color who have been suspended at least once will decrease from 10% in 2018-19 to 5% in 2022-23.

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

**Goal type:** Reducing the disparities in academic achievement

**Goal #7:** Increase percent teachers of color employed in MPS from 17% to 23% by 2023.

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

**Goal type:** Reducing the disparities in equitable access to effective and more diverse teachers

To add goals, copy the two lines directly above and paste them below the strategies supporting Goal #1.

## Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

**Integration Requirement** At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Copy and paste the strategy section below for each additional strategy.

**NOTE:** If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

## Strategy Name and # 1 Magnet Schools

**Type of Strategy:** *Innovative and integrated pre-K through grade 12 learning environments*

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- 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.
- Increases access to effective and diverse teachers.

### Narrative description of this strategy.

Magnet schools are defined as schools with thematic instruction designed to draw students from other parts of the district for purposes of greater student racial and economic integration. MPS will shift, focus and improve its magnet school offerings in order to desegregate MPS schools and offer families school choice. By centralizing magnet schools, families will be more likely to choose MPS magnet schools that desegregate previously racially identifiable schools. Magnet themes will be focused on those most favored by families including Arts, STEM/ STEAM, Dual Spanish Immersion, and Montessori. Magnet schools will also be offered in more middle schools in order to create enrollment choice pathways that maintain integrated learning environments throughout the k-8 student experience. This process will begin in 2020-21 with full implementation of the new magnets in 2021-22.

Funding will support the additional programming, enrichment offerings and professional development necessary to sustain strong magnet schools that improve academic achievement and attract families from outside of their home attendance zone. MPS conducted a large scale Equity Diversity Impact Assessment of the placement policies and practices and identified a variety of ways to improve the recruitment process to support families of color and support racial and economic integration. Targeted student placement staff and recruiters will also be hired to support the placement process and recruitment at these sites.

Due to the increased attendance zones at new centralized magnets the district will incur additional transportation costs. Funding will also support these increased transportation zones at magnet sites.

Location of services: Hall, Sullivan, Bethune, Marcy, Franklin, Jefferson, Sheridan, Emerson, Andersen, Seward

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Demographics of student population at magnet schools will become more representative of district demographics from 68% students of color in 2019-20 to 65% students of color in 2022-23.	65%	65%	65%

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
Increase the percentage of students who feel connected to their school. [Note: MPS School Climate survey is undergoing revisions so 2020-21 will serve as the baseline year for this metric.]	TBD	TBD	TDB

## Strategy Name and #2 Inter-district Partnership for Student Equity Leadership

**Type of Strategy:** chose *Innovative and integrated pre-K through grade 12 learning environments*

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

### Narrative description of this strategy.

The partnership with Robbinsdale school districts will include collaborative learning activities with students from schools in Robbinsdale and MPS.

- Our high schools will collaborate around Social Justice Day, an event that takes place in MPS and Robbinsdale high schools; students will work together across buildings to prepare for a day of learning together and getting to know each other. Robbinsdale Area Schools will hold the Social Justice Activities at Hennepin Technical College and Minneapolis High Schools will bring students to lead workshops. This exchange is critical as students learn to navigate life experiences and exchange of information from different backgrounds and perspectives. This intervention aligns with career and college readiness as well as amplifying student voice. The Social Justice Day activities are in direct correlation with the Ethnic Studies class and the Civil Rights Tour.
- MPS will host the Middle School Equity Leadership Series which will provide an opportunity for middle school students from Robbinsdale and MPS to interact and learn together over the course of two years. The focus of the learning will be on personal identity, race, social justice, media literacy and leading action in their schools. A racially and economically diverse group of students will be selected by each school based on their likelihood of benefitting from the program.

Location of services: All MPS Middle Schools, Henry High School, Edison High School

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Percent students of color participating in inter-district partnership programs will mirror district	65%	65%	65%
Increase percentage of participants reporting a positive program experience. (Developing a common program experience survey- baseline to be calculate in 2020- 2021 school year)	TBD	TBD	TBD
Percent of students participating increasing their cultural competency and sense of identity	TBD	TBD	TDB

## Strategy Name and #3 Multi-Tiered Systems of Support (MTSS)

## Type of Strategy : College and Career Readiness for Underserved Students

### Narrative description of this strategy.

Multi-Tiered Systems of Support (MTSS) is a school-wide, multi-level framework of instructional design that supports all students. Through school-wide data review, students who need targeted or intensive instruction are identified. MTSS is an evidence-based, best practice framework intended to accelerate student achievement by providing inclusive and equitable educational practices ultimately aimed at minimizing the opportunity gap and leading to equitable student outcomes. The goal is to provide students with appropriate scaffolding and supports to ultimately prevent students from entering special education unless absolutely necessary - which is why it is often referred to as a prevention framework.

The intensive instruction will address the areas of attendance, behavior, social emotional skills and engagement. Targeted support is given to schools that show a need of support reviewing and refining protocols around behavior and engagement. The MPS MTSS framework will also be expanded to include the social emotional indicators of student success.

Tier 1 Core Component Development: Continue development of Tier 1 toolkit with including more culturally-sustaining curriculum and instruction. Publish Tier 1 tool kit to an online platform that allows all teachers access to professional development. Increasing access to materials and resources that allows students to have access to strong, core differentiated instruction such as literacy and math supplementary materials. Continued Professional Development for building leaders and teachers.

Currently a lack of research based and fully implemented Tier 2 interventions is preventing students from getting the support they need to fill in academic and social emotional skill gaps. Support for Tier 2 will include planning, designing and implementing a Tier 2 intervention toolkit. Staff will publish a toolkit to an online platform that allows all teachers access to professional development. Funding will also support Tier 2 intervention in literacy and math through and professional development around these interventions. Given the number of students of color currently below grade level, improving tier 2 interventions will improve academic outcomes of students of color.

Location of services: District-Wide

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Demographics of students who qualify for special education will become more representative of the district demographics; the percentage of students of color who qualify for special education will decrease from 75% in 2019-20 to 65% in 2022-23.	65%	65%	65%
Increase the percentage of students meeting expected growth (fall to winter) on FAST reading from 56% in 2019-20 to X% in 2022-23.	59%	62%	65%
Increase the percentage of students meeting expected growth (fall to winter) on FAST math from 52% in 2019-20 to X% in 2022-23.	55%	58%	61%

## Strategy Name and #4 College and Career Preparation Supports

### Type of Strategy: College and Career Readiness

## Narrative description of this strategy.

Through internal and external partnerships, MPS will increase access to college and career preparation support for students of color and American Indian students in its middle and high schools. In particular, these supports will be aimed at ensuring students of color have equal access to college and career preparation support regardless of their race, socioeconomic zip code or school. In the 2020-21 school year these supports will include:

- ACT Prep support will provide targeted funding for each high school and Alternative Learning Center to provide ACT prep workshops during or after school. Funding will be targeted at sites with the highest percent students of color. Students will be selected based on academic need.
- BARR Coordinator pilot- This will fund half of a BARR Coordinator position at two high schools (Patrick Henry and South) in order to develop a BARR program that provides 9<sup>th</sup> Grade On Track Support.
- Project Success- contract with external partner will provide programming in 90% of MPS schools (middle and high) including English Language Arts Workshops, theater experience for all 9th Graders and college visits for participating students. College visits will include HBCUs and Tribal Colleges and Universities. Enrichment academic opportunities will also include POC Science Museum Partnership Computer Science Workshops and outdoor experiences.

Location of services: MPS High Schools

## Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Increase the percentage of students of color participating in ACT prep to X% by 2022-23. [Note: Because some of the programs are new, a baseline number will be set in 2020-21.]	TBD	TBD	TBD
Increase the percentage of students of color participating in Project Success program identified as On Track from 53% (district average) in 2018-19 to X% by 2022-23.	56%	59%	62%
Increase the percentage of students of color participating in BARR program identified as On Track from 53% (district average) in 2018-19 to X% by 2022-23.	56%	59%	62%
Increase the percentage of students of color who score 21 or higher on the ACT from 11% in 2018-19 to X% in 2022-23.	16%	21%	26%

## Strategy Name and #5 Ethnic Studies and Curriculum Transformation

**Type of Strategy: College and Career Readiness** Choose the type of strategy.

**Narrative description of this strategy.** After initial implementation of Ethnic Studies in our 2018-20 plan, this strategy seeks to expand the scope and impact of ethnic studies. The Ethnic Studies courses are offered at all MPS high schools and provide students an opportunity to enroll in the following courses (dependent on school): African American Studies, Asian American Studies, Chicana/Latina Studies, First Nations Studies, Somali Studies, and Race and Identity Studies. The goal is for students to gain a critical understanding of one of these topics; to develop analytical thinking and dialogic skills to examine struggles for citizenship, struggles for democracy, and social inequities; and gain exposure to community-based resources that are engaged in civic solutions to remedy social inequities. Students engage in explicit exploration of identity and intersectionality, learn about history and the current role of race, racism and anti-racist work and have an opportunity to co-construct and apply their learning to

real world challenges. The program also provides professional development for social studies teachers on the Ethnic Studies core content, instructional practices, and critical ethnic studies pedagogy.

The work of ethnic studies is now being used as a revamp other areas of the curriculum, starting with social studies, in order to not silo the cultural sustaining work of ethnic studies to one class period. Using a similar focus of culturally relevant and sustaining pedagogy, MPS will begin a cycle revamp the foundation curriculum documents of the core content areas. This process of restoring narratives and centering justice-centered content will be co-created with students and families. As part of that process, the MPS Teaching and Learning department will work with teachers, students, families and community leaders in transforming the curriculum. Funding will support stipends for staff time and consultants to support this process.

Location of services: District Wide

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Increase the students enrolling in Ethnic Studies courses from 29% of all 9th grade students in 2018-19 to X% of all 9th grade students by 2022-23.	32%	35%	38%
Increase the perceptions of school climate among students [Note: MPS School Climate survey is currently undergoing revisions so baseline number will be set in 2020-21.]	TBD	TBD	TBD
Increase the perceptions of cultural relevancy of curriculum among students [Note: MPS School Climate survey is currently undergoing revisions so baseline number will be set in 2020-21.]	TBD	TBD	TBD

### Strategy Name and #6 Advancement Via Individual Determination (AVID)

#### Type of Strategy: College/Career Readiness

**Narrative description of this strategy.** Advancement Via Individual Determination (AVID) is a national model that aims to increase student achievement, engagement, college readiness, and college success, for traditionally under-represented students. AVID programming in MPS includes the traditional middle and high school elective program. Students from the academic middle of their school are encouraged to apply to be part of the elective. AVID programming includes professional development for teachers and staff from sites implementing the program.

**Location of services:** 21 sites, including RIS sites: Folwell, Andersen, Jefferson, Sullivan, Olson, Anwatin, Henry, North, Hmong International Academy

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Increase the percentage of AVID students who are On Track from 52% in 2018-19 to X% in 2022-23.	42%	52%	62%
Increase percentage of students who score 21 or higher on the ACT from 7% in 2018-19 to X% in 2022-23.	57%	62%	67%

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
	12%	17%	22%

**Strategy Name and #7 Girls in Engineering, Math and Science (GEMS) & Guys in Science and Engineering (GISE)**

**Type of Strategy: College and Career Readiness**

**Narrative description of this strategy.** GEMS & GISE consists of single-gender afterschool and summer programs focused on STEM (Science, Technology, Engineering, and Mathematics) for students in grades Kindergarten through 8th grade. Students from all racial and economic backgrounds are encouraged to attend. The goal of GEMS & GISE is to provide students with opportunities for success to break down barriers of belief around math and science skills. GEMS & GISE also aims to increase access and opportunity for GEMS/GISE programming for students of color. GEMS & GISE afterschool program has both fall and spring sessions that run 2 hours twice a week. The program is project- and problem-based, with the goal of building competencies in STEM content and process. The fall unit is always focused on robotics. The STEM Summer Academy is a six-week program that runs six hours a day from Monday-Thursday. During the Summer Academy, students participate in integrated learning environments.

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Increase the percentage of students of color participating in GEMS & GISE from 59% in 2018-19 to 64% in 2022-23.	62%	63%	64%
Increase percentage of participants reporting a positive program experience. <i>(Developing a common program experience survey- baseline to be calculate in 2020- 2021 school year)</i>	TBD	TBD	TBD

**Strategy Name and # 8 Summer Academic Enrichment Programs**

**Type of Strategy: College and Career Readiness**

**Narrative description of this strategy.**

1. LearningWorks is a tuition-free, college preparatory academic enrichment program. LearningWorks keeps high potential middle school students on the path to college by offering enrichment to students during those times when the achievement gap typically widens - during the summer and on the weekends. The program offers small class sizes, personal attention and mentorship from diverse college students, and exposure to learning objectives they'll face in the coming school year. Funding from MPS provides lunches in the summer and transportation year-round.
2. Fast Track Scholars is an integrated learning camp experience during the summer for students transitioning from 8th to 9th grade. Fast Track Scholars provides an opportunity for students to prepare for high school level coursework and get a jump-start on earning high school credit. In the program, students have the

opportunity to earn up to four quarter high school credits in various courses. They also have the opportunity to meet new high school classmates before starting 9th grade in the fall. The curriculum includes identify plants and animals, Earth and physical science, outdoor skills, and arts activities. Students also participate in a 3-day camping trip. Students that are identified as having an academic need and/or are AVID participants are invited to attend.

Location of services: Enter location.

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
<b>Increase percent of students of color participating in LearningWorks from 66% in 2018-19 to X% in 2022-23.</b>	66%	66%	66%
<b>Increase percentage of FAST Track participants who are On Track from 13% in 2018-19 to X% in 2022-23.</b>	18%	23%	28%
<b>Increase percentage of participants reporting a positive program experience. (Developing a common program experience survey- baseline to be calculate in 2020- 2021 school year)</b>	TBD	TBD	TBD

**Strategy Name and # 9 Check and Connect**

**Type of Strategy: Rigorous Coursework and College and Career Readiness for Underserved Students**

**Narrative description of this strategy.** Check and Connect uses evidence-based early warning indicators to identify students who are at-risk for dropout or failure to graduate on-time. The model pairs identified students with trained mentors, who work with those students one-on-one both during and outside of the school day. Check and Connect is a long-term intervention, designed to promote and maintain students’ engagement with school, targeted to youth who have an extended history of absences, course failure, suspensions, and a sense of alienation from school. Key features of the model include: relationship building, routine monitoring or alterable indicators, individualized and timely intervention, following students and families if they transfer within the district, problem-solving, and promoting an affiliation with school and learning. Check and Connect serves both middle and high school students.

Location of services: 22 sites, including RIS sites: Wellstone, North, Henry, Olson, Anwatin, Hmong International Academy, Andersen, Anishinabe, Folwell, Jefferson, Sullivan

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
<b>Increase percentage of Check &amp; Connect students who are consistently attending (90% or higher) from 39% in 2019-20 to 65% in 2022-23.</b>	45%	55%	65%
<b>Increase percentage of Check &amp; Connect students who are On Track from 13% in 2018-19 to 70% in 2022-23.</b>	35%	50%	70%
<b>Increase perceptions of school climate. [Note: MPS School Climate survey is currently undergoing revisions so baseline for this metric will be set in 2020-21.]</b>	TBD	TBD	TBD

## Strategy Name and # 10 Climate Framework and Social Emotional Learning

### Type of Strategy: Professional Development

#### Narrative description of this strategy.

MPS will roll out a systemic school climate framework beginning in fall 2020. This climate framework will focus on deepening educators and leaders understanding of school climate practices focused on a relationship-focused approach to social emotional learning, school climate and a restorative approach when harm has occurred. This strategy will provide a climate team to support schools in establishing consistent systems and structures through professional development, coaching, modeling and direct support of students.

In conjunction with the climate framework, MPS staff will continue to engage in learning about and implementing Social Emotional Learning district wide. This engagement includes teaching staff, principals and central office staff as we all learn about and act upon the five CASEL competencies. The first two cohorts of schools (10 cohort 1 and 14 cohort 2) will continue to focus on developing adult social emotional learning, explicit SEL instruction programming and integrated SEL instruction. Funded staff will support schools in the roll out of SEL & Equity standards and adult SEL development. The work will include refining school wide practices and policies that support SEL as well as engage families and professional learning around direct instruction programs to include Responsive Classroom, Developmental Designs for Middle School, Caring School Communities.

Location of services: All schools

#### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Increase percent of educators that report SEL professional development had positive impact on their practice (baseline will be set in 2020-21.)	TBD	TBD	TBD
Decrease percentage of students of color who were suspended from 11% in 2018-19 to 5% in 2022-23.	9%	7%	5%
Improve perceptions of school climate for students of color. [Note: MPS School Climate survey is undergoing revisions so baseline will be set in 2020-21.]	TBD	TBD	TBD
Increase the percentage of students of color who are consistently attending (90% or higher) from 73% in 2018-19 to 83% in 2022-23.	76%	79%	83%

## Strategy Name and # 11, Student Equity Leadership & Voice

### Type of Strategy: Innovative and Integrated Learning Environments

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- 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.

- Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Empowering students with tools to get involved in their school community and to take ownership in their educational experiences and future opportunities, results in a more motivated and engaged learner. Minneapolis provides several student leadership and engagement programs focused around students learning about and advocating for equity issues within their schools.

**Dare 2 Be Real** - Dare 2 Be Real is a student leadership development program that brings together students of all races to empower them to improve their schools and build more racially equitable school communities and improve student achievement. Support will be provided to expand Dare 2 Be Real programs across High Schools in 2020-21 and Middle and High Schools in 2021-22.

**Youth Participatory Evaluation (YPE)**—Youth learn about evaluation tools and build their skills to address school issues that matter to them. They collect data to represent the student body voice in an effort to influence district decisions and accountability. Students with a history of school engagement challenges are recruited to participate in the program. All high schools and middle schools are invited to participate in the program that culminates with a spring summit where students present their evaluation efforts to other schools and district staff.

**Civil Rights Experience-** Students that have significant experience in racial identity development and leadership through their participation in Ethnic Studies or Dare2BeReal will have the opportunity to attend a week-long Civil Rights tour that includes academic enrichment, leadership development, and service learning activities that align with overall tour learning objectives and the Arts Us Civil Rights Research program theme and focus. Students will also participate in a five week ethnic studies institute which provides background knowledge and perspectives as well as support for a follow up research Capstone project.

Location of services: RIS sites: Anwatin, Olson, Sullivan, Andersen, Folwell, Hmong International Academy, Jefferson, Henry and North. District wide: Northeast, Sanford, Anthony, Marcy Open, Sullivan, Justice Page, Franklin, Field, Lake Harriet Upper, Seward, FAIR, Washburn, Southwest, Edison, Heritage, Roosevelt, South, Keewaydin and Harrison.

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Increase percentage of participants reporting a positive program experience in Dare2BeReal. (Developing a common program experience survey- baseline to be calculate in 2020- 2021 school year)	TBD	TBD	TBD
Increase percentage of participants reporting a positive program experience in Youth Participatory Evaluation. (Developing a common program experience survey- baseline to be calculate in 2020- 2021 school year)	TBD	TBD	TBD
Increase percentage of participants reporting a positive program experience in Civil Rights Experience (Developing a common program experience survey- baseline to be calculate in 2020- 2021 school year)	TBD	TBD	TBD
Improve perceptions of school climate for students of color. [Note: MPS School Climate survey is undergoing revisions so baseline will be set in 2020-21.]	TBD	TBD	TBD

**Strategy Name and # 12 Retention/Recruitment Staff of Color**

**Type of Strategy:** Recruit and Retention of Staff of Color

**Narrative description of this strategy.**

MPS Human resources will continue its systematic efforts to maximize recruitment results for diverse and bilingual candidates for both licensed and non-licensed positions and increase staff retention through two Recruitment and Retention specialists. These staff will implement the long term plan developed from the findings of the Equity Diversity Impact Assessment on the district’s recruitment and retention of staff of color. This plan includes a deep commitment to community-focused recruitment partnerships to tap into the rich diversity of the Minneapolis and broader community. Changes to the teacher licensure system also provide an opportunity for our Recruitment Coordinators, in conjunction with the broader HR team, to conduct out-of-state recruitment, specifically at HBCUs and tribal colleges.

A & I will support expanding the MPS Grow Your Own offerings by creating a high school educator pipeline program which allows MPS students to earn free college credits towards teacher licensure that can be applied to their teacher preparation once they begin college. In February 2020, we are also submitting an application to the state of Minnesota to become our own teacher licensing unit, making MPS the first district in the state to take advantage of this opportunity under recently passed legislation.

Finally, MPS will launch and grow an affinity group program to support staff of color and other staff with marginalized identities. While the aim of the groups is to provide a space for staff to gain support from colleagues that share identity, groups will also have the opportunity to participate in shared learning and projects. Groups will be given funding for facilitators, food and outside speakers.

**Location of services: District-Wide**

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Increase percent of new teachers hired that are people of color	30%	30%	30%
Increase the district retention rate of teachers of color	91%	92%	93%

**Strategy Name and # 13 Practice & Systems Change Equity Framework**

**Type of Strategy:** Innovative and integrated pre-K through grade 12 learning environments

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- 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.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Staff will participate in ongoing professional learning throughout the year on racial identity awareness, unconscious bias, mindset and its implications for classroom instruction.

These professional development opportunities may include but are not limited to:

- **Equity Coaching-** Coach school leadership teams toward achieving equity-related goals and implementing more culturally relevant instruction. Coaches will co-design and co-lead critical conversations and professional development about systems of oppression and their intersection as root causes of educational inequity (e.g. racism, sexism, classism, linguicism, religious oppression, white supremacy, patriarchy)
- **Seeking Educational Equity and Diversity (SEED)**—a peer-led professional development program that creates conversational communities to drive personal, organizational, and societal change toward greater equity and diversity. This is a year-long seminar that engages staff in personal reflection and testimony as well as learning experientially and collectively. Will support training for teacher leaders and support for groups at over 14 sites.
- **District-led PD**—professional learning opportunities will be provided throughout the year to school staff through equity coaches and online toolkits.

**Location of services: District-Wide**

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Increase the number of staff participating in SEED Equity seminars from 120 in 2020 to 300 by 2023	175	250	300
Increase the number of schools that have been supported by MPS Equity coaches from 35 in 2020 to 60 in 2023	45	55	60
Increase staff reports that they were able to apply learnings from equity professional development into their practice	TBD	TBD	TBD

**Strategy Name and # 14 Equity and Diversity Impact Assessment**

**Type of Strategy:** *Innovative and integrated pre-K through grade 12 learning environments*

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- |  |  |
|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input checked="" type="checkbox"/> Provides school enrollment choices.  | <input type="checkbox"/> Increases graduation rates.   |
|  | <input checked="" type="checkbox"/> Increases access to effective and diverse teachers       |

**Narrative:**

Per District Policy 1304, MPS is committed to identify and correcting practices and policies that perpetuate the achievement gap and institutional racism in all forms. The MPS Accountability Department evaluates policies, practices, and procedures that significantly impact student learning and resource allocation. The EDIA is a reflective process and guide process that utilizes various methods such as policy analysis, evaluation, and resource to evaluate policies, practices, and procedures that impact students. There are six key phases involved in the EDIA which include (1)

Determining a need to conduct an EDIA which are directed by the Board of Education; (2) Completing an initial impact assessment and/or (3) Completing a full impact assessment which gathers information and data from existing sources and engages with stakeholders (such as MPS staff, students, families, and community) to gain understanding of the context, understand what is contributing to the problems/inequities, identifying what is working well to mitigate the problems/inequities, and understanding who is impacted; (4) Present summarized findings to the Board of Education; (5) Develop and implement an action plan to address the findings; and (6) Progress monitor for continuous improvement. Additionally, MPS partners with an EDIA Committee which consists mostly of community-based organization members, MPS staff, and MPS parents/guardians. The EDIA Committee serves as a voluntary committee and provides equity considerations and recommendations to MPS to improve policies, practices, and procedures.

**Location of services: District-Wide**

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Percentage of implementation of action plans that address findings from the EDIA studies	Exploration / Installation	Initial Implementation	Initial/ Full Impl.

**Key Indicators**

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

## 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)).

This plan has identified several areas where the MPS school district will be able to create efficiencies and eliminate duplicative programs. In terms of student programming, this is reflected above by prioritizing strategies that address the outcomes of the work above individual programs. This outcome focus accounts for some of the shifts from our previous plan where individual (and in some cases minimally funded) programs were named as full strategies. The expected benefits of this approach are in cooperative planning and implementation, communication and engagement of stakeholders, and progress monitoring of KPIs.

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## Racially Identifiable School(s) (RIS)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools, include goals and strategies for each Racially Identifiable School within your district. *If MDE has not notified your district that one of your sites is racially identifiable, delete this section.*

### Achievement and Integration Goals – RIS Sites

**Goal #1:** Decrease the number of Racially Identifiable Sites from 22 in 2020 to 11 in 2023.

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

**Goal type:** Increasing racial and economic integration

**Goal 2:** Increase 3rd grade reading proficiency for students of color at RIS schools from 16% in 2019 to 26% in 2023.

**Aligns with WBWF area:** All third-graders can read at grade level.

**Goal type:** Reducing the disparities in academic achievement

**Goal 3:** Reduce achievement gap between students of color and white students at RIS schools on MCA reading from 38 points in 2019 to 28 points in 2023.

**Aligns with WBWF area:** Achievement gaps closed

**Goal type:** Reducing the disparities in academic achievement

**Goal 4:** Reduce achievement gap between students of color and white students at RIS schools on MCA math from 32 points in 2019 to 22 points in 2023.

**Aligns with WBWF area:** Achievement gaps closed

**Goal type:** Reducing the disparities in academic achievement

**Goal 5:** Increase 4-year graduation rate for students of color at RIS sites from 70% in 2019 to 80% in 2023.

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

**Goal type:** Reducing the disparities in academic achievement

**Goal 6:** Increase % of students of color at RIS schools scoring a 21 or higher on the ACT, from 6% in 2019 to 16% in 2023.

**Aligns with WBWF area:** All students are ready for career and college

**Goal type:** Reducing the disparities in academic achievement

**Goal 7:** Reduce disproportionality of suspensions for students of color at RIS, such that the percent of students of color at RIS sites who have been suspended at least once will decrease from 12% in 2018-19 to 6% in 2022-23.

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

**Goal type:** Reducing the disparities in academic achievement

**Goal #7:** Increase percent teachers of color employed within the Racially Identifiable Sites from 26.5% to 30% by 2023.

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

**Goal type:** Reducing the disparities in equitable access to effective and more diverse teachers

## Racially Identifiable School Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

**Integration Requirement** Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

Copy and paste the strategy section below for each additional strategy.

### RIS Strategy # 1 Andersen School

**Type of Strategy:** *Integrated learning environment*

#### Narrative description of this strategy.

Andersen will hire a full time psychologist and bilingual interventionist to support MTSS Tier 1, 2 and 3 interventions. The psychologist will meet monthly with the interventionist to review progress and develop greater interventions for the 30 students she serves on a daily basis. In addition, the psychologist will meet every six weeks with teacher teams to review and develop class-wide Tier one intervention and Tier 2 interventions. We will know this has been implemented by reviewing the meeting notes following each meeting and attending the meetings. The psychologist will help to develop greater skill of all classroom teachers and interventionists. Students pre-k-8 will be impacted. Progress will be monitored every 6 weeks at a minimum. Teachers will monitor success on a weekly basis using Lexia and or FAST CBMs.

#### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
Increase the percentage of students meeting expected growth targets (fall to winter) on FAST Reading from 46% in 2019-20 to 54% in 2022-23	49%	51%	54%
Increase percentage of students meeting proficiency on the Reading MCA from 22% in 2018-19 to 31% in 2022-23.	25%	28%	31%

## RIS Strategy #2 Anishinabe Academy

Type of Strategy: Integrated Learning Environments

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- 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.
- Increases access to effective and diverse teachers.

### Narrative description of this strategy.

Anishinabe will hire a .5 FTE Ojibwe language teacher who will teach Ojibwe as a Specialist class for grade High 5 through grade two. Also will provide professional development for our language AEs in order to have more Ojibwe language in the classroom everyday and throughout the day. Our classroom teachers and support staff will learn and integrate Ojibwe language in the classes that have an Ojibwe focus. Our school has one Dakota track and one Ojibwe track in Pre K through grade 5. Our students will receive Ojibwe language instruction 2-3 days each week and will participate in Ojibwe cultural activities each week.

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
<b>Increase number of Ojibwe cultural activities that are implemented each week.</b> (Baseline 2020-21)	TBD	TBD	TBD
Increase the percentage of students meeting proficiency on MCA Reading from 12% in 2018-19 to 45% in 2022-23.	25%	35%	45%
Increase the percentage of students meeting fall to winter growth targets on FAST Reading from 27% in 2019-20 to 57% in 2022-23.	37%	47%	57%

## RIS Strategy #3 Anwatin Middle School

Type of Strategy: **Integrated learning environment**

### Narrative description of this strategy

Anwatin will continue the work of its SEL and Equity Specialist who will focus on attendance, behavior, and student achievement. When students are struggling with daily routines and SEL skills the SEL specialist will work with them 1:1 and also will pull small groups. She also provides coaching for classroom teachers around SEL and equity strategies. In addition, resources will support Restorative Practices professional development for all staff. Anwatin will also support a Spanish and Somali speaking AE(s). This strategy will support students

when they are struggling with daily routines and academic skills the academic AE will work with them 1:1 or in a small group within their classroom.

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
Increase number of students supported by SEL specialist	TBD	TBD	TBD
By 2021 the percent of students proficient on the MCA Reading assessment will increase for all students from 30% in 2019 to 55% in 2023.	45%	50%	55%
By 2021, the number if suspensions and removals from school will decrease from currently 138 to 100.	100	95	90

### RIS Strategy #4 Bethune Elementary

Type of Strategy: **Integrated learning environment**

**Narrative description of this strategy.** Bethune will provide social work time to support general education students' with significant trauma and mental health issues. This position will also provide additional support for the MTSS process. The students that would participate in the program are students who require tier 1 and tier 2 interventions. Student support will be logged as an intervention in CFS. The students that participate in this program receive SEL support from the social worker. Students who receive this support will receive direct instruction in SEL from a social worker. The intervention information will be logged and documented as the student progresses through the intervention. The goal is to support students of color with SEL direct instruction to help facilitate achievement and growth in their general education class. Students receiving SEL support would show an increase in academic achievement and growth through FAST data from the beginning of the intervention through the end (Fall to Winter, Winter to Spring).

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
Out of the number of students who will receive direct SEL instruction from the social worker, the percentage of students who will show academic growth in the FAST for both math and reading will increase by 5% each year.	25%	30%	35%
Increase the percentage of students meeting growth targets (fall to winter) on FAST math from 41% in 2019-20 to 56% in 2022-23.	46%	51%	56%
Increase the percentage of students meeting growth targets (fall to winter) on FAST reading from 34% in 2019-20 to 49% in 2022-23	39%	44%	49%

### RIS Strategy #5 Bryn Mawr Elementary

**Type of Strategy:** *Integrated learning environment*

**Narrative description of this strategy.**

Bryn Mawr will contract with local organizations to support social emotional learning and leadership opportunities for students. Welcome and Keep will support the social emotional needs of Bryn Mawr students and in turn affect the student achievement as well. Welcome and Keep will provide mentoring, small group support and build family connections. Students will be recommended by staff through the social workers. All students will be eligible K-5. This program will impact the students’ social emotional skills and directly relate to their student achievement. The long term impact is the social skills our students have gained as well as their academic achievement. Funding will also support materials for staff to increase their equity lens and improve their understanding of equitable social emotional skills development.

Location of services: Bryn Mawr

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
<b>Increase number of students participating in Welcome and Keep Program</b> (baseline 2020-21)	TBD	TBD	TBD
Increase MCA reading proficiency for African American/Black students from 13% in 2018-19 to 41% in 2022-23.	21%	31%	41%
Increase MCA reading proficiency for Asian/Pacific Islander students from 22% in 2018-19 to 50% in 2022-23.	30%	40%	50%
Increase MCA reading proficiency for Somali students from 25% in 2018-19 to 53% in 2022-23.	33%	43%	53%

Increase MCA math proficiency for African American/Black students from 9% in 2018-19 to 37% in 2022-23.	17%	27%	37%
Increase MCA math proficiency for Asian/Pacific Islander students from 22% in 2018-19 to 50% in 2022-23.	30%	40%	50%
Increase MCA math proficiency for Hispanic/Latinx students from 20% in 2018-19 to 48% in 2022-23.	28%	38%	48%
Increase the percentage of African American/Black students consistently attending (90% or more) from 69% in 2018-19 to 96% in 2022-23.	76%	86%	96%

**RIS Strategy #6 Cityview Community School**

**Type of Strategy: Integrated Learning Environments**

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- 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.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.**

Arts-based strategies will be used to support student academic achievement, attendance, and growth. Students will continue to participate in visual thinking strategies lesson (VTS). Flocabulary will be used to support cultural relevant teaching strategies. This allows students to be engaged with lessons that meets a variety of learning styles and the interest of students. This learning is taking outside of the classroom where students are able to practice what they are learning with hands-on experiences. The Arts-based strategies provide opportunities for our parents to be involved both in school and out of school learning activities. Artist residencies provide an opportunity to connect the arts to state standards, provide students the opportunity to engage in learning in non-traditional ways and to share their learning with families, friends, and community. Cityview will continue to use the Equity framework to support students and staff. We will provide the necessary resources and training to support our staff with their equity lens. This will lead to more equitable practices for all students so that can develop as individual. We will continue to use MPS Equity Toolkit to support our growth.

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
<b>Increase number of students participating in arts-based strategies each month.</b>	TBD	TBD	TBD
Increase percentage of students consistently attending (90% or higher) from 57% in 2018-19 to 72% in 2022-23.	62%	67%	72%
Increase percentage of students meeting growth targets (fall to winter) on FAST reading from 47% in 2019-20 to 62% in 2022-23.	52%	57%	62%

**RIS Strategy #7 Emerson Spanish Immersion School**

Type of Strategy: **Integrated learning environment**

**Narrative description of this strategy.**

Emerson will fund a new position of Student Support role that will work with students surrounding Social Emotional learning curriculum and Restorative practices. They will also fund a Healthy Living teacher that will focus on Social Emotional learning skills. All students will have access to the Healthy Living class as one of their specialist rotations.

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
Decrease percentage of students receiving referrals from 1% in 2018-19 to 0% in 2022-23.	0%	0%	0%
Decrease in the disproportionality of referrals from our students of color from 100% in 2018-19 to 87% in 2022-23	95%	90%	87%

## RIS Strategy #8 Folwell Arts Magnet

### Type of Strategy: Integrated Learning Environments

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- 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.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Folwell will implement arts-integrated curriculum throughout the building/all grade levels. We will have a TOSA (teacher on special assignment) dedicated to leading, supporting, and implementing Arts Integration professional development, curriculum, and learning opportunities. All students will participate. Funding will also support supplies/materials for arts integration-related PD, materials, curriculum, and resources

Folwell will implement E3 and Equity-focused instruction throughout the building/all grade levels. We will have a TOSA (teacher on special assignment) dedicated to leading, supporting, and implementing E3 professional development, curriculum, and learning opportunities. All students will participate.

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
Increase Integration of percent of staff integrating the arts into instruction	42%	52%	62%
Increase percent of staff creating GLAD strategies supporting integrated lessons	40%	52%	62%

## RIS Strategy #9 Franklin Middle School

### Type of Strategy: College and Career Readiness

**Narrative description of this strategy.** Franklin will support a literacy Interventionist and math interventionist. The goal is to increase the reading proficiency on the MCA to 25% by 2020-2021 and math proficiency on the MCA to 18% by 2020-2021. The Literacy TOSA/Specialist position will work to support the MTSS implementation at Franklin. This will include delivering PD to staff, as well as supporting and monitoring full implementation of MTSS throughout the building. We believe that the added expertise these individuals will have in their respective content areas will make academic intervention easier for teachers, as they can assist in generating ideas for age and ability appropriate, content-focused classroom interventions. This will ultimately lead to more accurate data on student achievement and progress over time, which will in turn inform a more robust, complete MTSS process, resulting in at least a 3% increase in reading proficiency in the 2019-2020 school year.

The Math TOSA/Specialist positions will work to support the MTSS implementation at Franklin. This will include delivering PD to staff, as well as supporting and monitoring full implementation of MTSS throughout the building. We believe that the added expertise these individuals will have in their respective content areas will make academic intervention easier for teachers, as they can assist in generating ideas for age and ability appropriate, content-focused classroom interventions. This will ultimately lead to more accurate data on student achievement and progress over time, which will in turn inform a more robust, complete MTSS process, resulting in at least a 2% increase in math proficiency in 2020-2021.

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
Increase the reading proficiency on the MCA from 18% in 2018-19 to X% by 2022-2023	25%	28%	32%
Increase math proficiency on the MCA from 9% in 2018-19 to X% by 2022-2023	18%	23%	27%

**RIS Strategy #10 Green Central Park Elementary**

**Type of Strategy:** Professional Development

**Narrative description of this strategy.** Green will support a portion of an Instructional Equity Coach position. This role supports teachers in implementing culturally responsive instruction and differentiated instruction based on student need and data. This coach will lead PLC, Data Dives, Observation/Feedback Cycles, Planning Sessions. Teachers will implement culturally responsive and differentiated instruction.

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
By 2023, the percent of students achieving typical or aggressive growth on the FAST aReading assessment will increase from 46% to 76%.	56%	66%	76%
By 2023, the percent of students achieving typical or aggressive growth on the FAST aMath assessment will increase from 40% to 70%.	50%	60%	70%

## RIS Strategy #11 Hall Elementary

### Type of Strategy: Family Engagement

**Narrative description of this strategy.** Hall will create a full time Family and Community Liaison. Being able to connect with, advocate alongside, and empower our students and families within the context of school and community is a priority. The majority of our A & I funds help to support a full-time Family & Community Liaison who champions family engagement, student leadership and is a part of the team working to support our students and families in removing the barriers which prevent attendance and engagement in school. Funding will also be used in support of family nights, Site Council, and other family engagement activities to support the provision of refreshment/meal, activities, supplies, child care, and transportation. Our family engagement activities will continue to be in large attendance and grow to better align with what our families have expressed is their vision of authentic engagement and partnership with Hall.

Finally, Hall will intentionally increase opportunities to engage and authentically activate student voice in the school culture and community. Leveraging the multitude of assets our Hall students bring to school to further strengthen the collective learning community.

Location of services: Hall Elementary

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
Increase the percentage of student consistently attending (90% or higher) from 59% in 2018-19 to X% in 2022-23	70%	80%	90%
Increase participation in family events	50%	75%	90%
Increase the percentage of students meeting growth targets (fall to winter) on FAST math from 50% in 2019-20 to X% in 2022-23. Increase the percentage of students meeting growth targets (fall to winter) on FAST reading from 41% in 2019-20 to X% in 2022-23.	50%/41 %	63%/58 %	75%/70 %

## RIS Strategy #12 Henry Senior High School

### Type of Strategy: **Integrated learning environment**

**Narrative description of this strategy.** The differentiation specialist will coach teachers on how differentiation work in efforts to create an effective learning environment. Differentiation- Creating Effective Learning Environments (MTSS Long Term Instructional Cycle) This strategy is focused on creating the best academic learning environments possible for all scholars. We will keep this strategy centered on ensuring all our classrooms have engaging, differentiated instruction. The vision for Henry High School core instruction is that teachers will be able to meet the needs of their students and all students will be successful in their classes. Teachers will know their students' ability levels and skill levels, and be able to provide differentiated instruction to their students based on those varying levels. Teachers will feel more confident in their ability to create classroom environments that meet the needs of their learners. Students will feel more engaged in classrooms

because their learning needs will be met. Students will know that they do not need to do the same learning activities or assessments as all their peers because the learning is targeted for them. Families will be more satisfied with their scholars' learning experience because it is meeting their needs successfully.

Social and Emotional Learning in service of racial equity. The Patrick Henry Family (PHfamily) will engage in social emotional learning process to support the work in examining and taking action towards improving racial equity. The Patrick Henry family (PHfamily) will be strong. Relationships between students-students, students-staff, and staff-families are positive and productive. Students, staff, and families are willing to engage in challenging conversations that are culturally responsive and caring and supportive. Opportunities to name race in an authentic way that forces all to reflect on their impact on the Henry PHfamily. All members of the PHfamily are willing participants in uncomfortable conversations about race and willing to accept non-closure. In spite of our willingness to accept non-closure, the PHfamily will take opportunities to move towards action in the service of improving racial equity at Patrick Henry High School.

Henry will also support enrichment arts offerings including a mural arts class, support dance instruction, choir, drumline, theater integration, and student mentorship in order to deepen student-school connections and student engagement.

Location of services: Henry High School

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
Increase the percentage of students who are On Track from 42% in 2018-19 to X% in 2022-23.	55%	60%	65%
Decrease the percentage of students of color receiving referrals from 21% in 2018-19 to X% in 2022-23.	17%	15%	10%

**RIS Strategy #13 Heritage Academy**

**Type of Strategy:** College and Career Readiness

**Narrative description of this strategy.** In order to increase students’ readiness and access to college, Heritage Academy will use funds allocated that would enable us to maintain our current AVID FTE for the 2020/2021 school year. 1. School will develop AVID 9 (15 Students); AVID 10 (15 Students), AVID 11 (15 Students) & AVID 12 (15 Students) courses. 2. Create opportunities for 100% of PSEO students enrolled in AVID to pass their college classes. 3. 1 AVID Teacher - Teacher will teach all 4 AVID Courses and Coordinate the program.

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
Increase graduation rate from 96% for Class of 2018 to 100% for Class of 2022.	100%	100%	100%
Students enrolled in AVID Courses will increase passing rate of their Core Classes	100%	100%	100%
Increase college awareness.	100%	100%	100%

## RIS Strategy #14 Hmong International Academy

**Type of Strategy:** Family Engagement

**Narrative description of this strategy.** Increase school culture and climate through family engagement that is culturally relevant and responsive to the needs of all our students’ families. AE Staff - Hmong Family Liaison will lead family engagement initiatives to increase achievement. This staff member will also support our Hmong magnet and work with our Hmong Coordinator and Hmong programming,

An AE Staff - SSPA will lead HIA’s work to improve school culture and climate through culturally relevant and responsive social emotional learning and restorative practice. In a building that is 100% students of color and high poverty our students come with a great deal of undiagnosed and unresolved trauma that plays out in our classes through behavior, engagement and academic successes. The SSPA will work with staff, students and families to improve the academic success for all students through circle practices, restorative practices from racial and cultural lenses.

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
Decrease the percentage of students receiving referrals from 20% in 2018-19 to 10% in 2022-23.	16%	13%	10%
The percentage of staff and students involved in restorative practices will increase over the next three years by 10%	40%	50%	60%

## RIS Strategy #15 Jefferson Elementary

**Type of Strategy:** Professional Development

**Narrative description of this strategy.** Jefferson will continue to staff a full-time SEL building lead to provide professional development and feedback to our teachers and support staff. The SEL Instructional Specialist is responsible for professional development and coaching around Tier 1 SEL supports. The SEL Instructional Specialist is an active member at the building level MTSS to create and implement systemic supports. Our SEL goal (aligned to our SIP) goal for this year is to provide professional learning and feedback around the use of teacher language, specifically around feedback and engaging academics. We are aligning our SEL SIP goals to

our reading goals of implementing short-term and long-term instructional planning. With the integration of SIP goals, we are supporting planning in weekly PLC's all year long. In addition, we are dedicating staff meeting to professional development around our SEL goals.

Location of services: Jefferson

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
Increase the percentage of students meeting growth targets (fall to winter) in FAST reading from 51% in 2019-20 to 63% in 2022-23.	55%	59%	63%
Increase percentage of students of color meeting proficiency on MCA reading from 21% in 2018-19 to 27% in 2022-23.	23%	25%	27%
Decrease disproportionality in suspensions for African American students from 69% of suspensions in 2018-19 to 38% by 2022-23.	52%	38%	38%

### RIS Strategy #16 Jenny Lind Elementary

Type of Strategy: **Integrated learning environment**

**Narrative description of this strategy.** Due to a significant need for trauma and mental health support in the building, Jenny Link will increase its Psychologist FTEs to support the social and emotional needs of students. In addition, this increase would allow us to further support the work of MTSS. All students, in particular those who need Tier 1 and 2 interventions, would benefit. In conjunction, Jenny Lind will add to the FTEs of a Behavioral Specialist in order to continue with our efforts to provide professional development for all staff on mindset, and core components 1 and 2 in the MPS Equity Toolkit. We will continue to develop ourselves on the equity team via our bi-weekly team meetings even as we lead our colleagues in the work with monthly PD. We expect to see our referral and suspension data decrease for Black/African American boys.

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
<b>Increase % of staff agreeing Equity PD impacted their practice.</b>	<b>TBD</b>	<b>TBD</b>	<b>TBD</b>
Decrease the percentage of students receiving referrals from 9% in 2018-19 to X% in 2022-23.	<b>7%</b>	<b>5%</b>	<b>3%</b>
Increase the percentage of students meeting growth targets (fall to winter) on FAST reading from 45% in 2019-20 to X% in 2022-23. Increase the percentage of students meeting growth targets (fall to winter) on FAST math from 53% in. 2019-20 to X% in 2022-23	<b>48%</b>	<b>51%</b>	<b>55%</b>

### RIS Strategy #17 Lucy Laney Elementary

**Type of Strategy:** College and Career Readiness

**Narrative description of this strategy.** Lucy Laney will create a science specialist position that will allow students to have further opportunities to increase their reading and math growth. The science specialist will co-teach with the classroom teacher to provide differentiated instruction for all students.

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
Increase the percentage of students meeting proficiency on the 5th grade science MCA from 17% in 2018-19 to 47% by 2022-23.	27%	37%	47%
Increase the percentage of students meeting proficiency on the math MCA from 29% in 2018-19 to 59% in 2022-23.	39%	49%	59%

**RIS Strategy #18 Nellie Stone Johnson Elementary**

**Type of Strategy:** Professional Development

**Narrative description of this strategy.** This Position will provide literacy interventions in the area of decoding and reading comprehension. Students selected will be based on fall and winter benchmarks and assessments such as Areading and CBMs. Students are progressed monitored weekly. The curriculum used is either PAF or LLI. Teacher receives weekly feedback and coaching on implementation of PAF. After each benchmark new groups are formed based on data and need.

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
The percentage of students who are enrolled in NSJ on October 1st in grades K-3 who meet grade level CBM expectations will increase by 8% from fall to spring	TBD in fall of 2020	TBD	TBD
Increase percentage of students K-3 meeting growth targets (fall to winter) on FAST reading from 40% in 2019-20 to X% in 2022-23.	TBD in fall of 2020	TBD	TBD

**RIS Strategy #19 North Academy of Arts & Communication**

**Type of Strategy:** Integrated learning environment

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- 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.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.**

19a. North Academy will support staff positions in the arts. Full Budget will go into teacher FTE for the arts - .33 Visual Arts, .33 Dance, .34 Band

19b. North will also become a centralized CTE program

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
Increase the percentage of students who participate in advanced courses from 28% in 2018-19 to 48% in 2022-23	28%	38%	48%
Increase in course requests	40%	50%	60%

**RIS Strategy #20 Olson Middle School**

**Type of Strategy :** College and Career Readiness

**Narrative description of this strategy.**

Olson will offer a focus math class to students selected based on data showing need for skill improvement. Olson will also expand its AVID offering and promote college bound future using AVID instructional strategies. Students will be selected based on AVID Criteria.

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
Increase the percentage of students meeting growth targets (fall to winter) on FAST math from 36% in 2019-20 to 51% in 2022-23.	41%	46%	51%
Increase the percentage of students meeting growth targets (Fall to Winter) on FAST reading from 47% in 2019-20 to 62% in 2022-23	52%	57%	62%

**RIS Strategy #21 Sheridan Elementary**

**Type of Strategy:** Integrated Learning Environments

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative

description how the different aspects of integrated learning environments listed below are part of your strategy:

- 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.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.** All students in PK-5 will have at least 1 experience toward theater performance. Sheridan will use theatre arts and dance to enrich existing classroom curriculum. Professional teaching artists will take school curriculum goals and craft 30-90 minute sessions allowing students to kinesthetically explore core content through their bodies, voices, and imaginations. All students in 1-5 grade will have an opportunity to extend their learning through the performance arts in after school. Sheridan will have 3-5 community partnerships that will support the performance arts allowing for students to explore and choose their own learning. The partnership will be with agencies that focus on cultural and racial identities within our society. Sheridan will also hire an associate educator who is a talented musician, producer and businessman lead live news casting with K-5 students throughout Sheridan.

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
Increase the percentage of students of color who choose to engage in enrichment and leadership opportunities through the performance arts and newscasting.*	Baseline as deemed by April 6 data	10% increase from year to year	10% increase from year to year
Increase the percentage of students of color who feel connected, empowered, seen & heard as a result of newscasting and performance arts opportunities.	Baseline survey will be provided to students prior to April 6.	Increase of 10% in the categories of feeling connected, empowered, seen and heard each year.	Increase of 10% in the categories of feeling connected, empowered, seen and heard each year.
Parent attendance at arts performances will increase from 30% to 60% by 2021.	40%	50%	60%

**RIS Strategy #22 Sullivan Elementary**

Type of Strategy: **Integrated learning environment**

**Narrative description of this strategy.** We will be transitioning our Restorative Practice Dean to a Restorative Practice/Cultural Dean position next year. The person in this position will start out by working with our Elementary students during their morning meeting time once a week to provide lessons on cultural awareness and understanding. This will also blend the two positions by working with students and teachers to better

understand how certain cultures deal with conflict. This will allow students to come to problem solving circle/mediation with a deeper understanding, not just their own actions by the actions of others. To start, we will have the Cultural Dean working with our K-5 students. We would like to target the Morning Meeting time to hold the cultural discussion as that is the time we set aside for community building and all the students and teachers are together during this time. We will start by having the Dean visit a grade level each day.

We would continue to fund our MTSS lead teacher. We have found that now that we have a teacher leading our MTSS work it has become more consistent with a focus on Core Instruction before jumping to interventions. We did not have a MTSS structure prior to this position, so we were not holding academic conversations around lessons, planning and student work to the extent that we are doing this year. Behavior interventions were happening, but were sporadic and not documented with fidelity. Now we have a system that let's us track behavior data and make decisions on behavior interventions that are helping to keep our students engaged in their class work.

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
The suspension rate for African American/Black students will decrease by 9 students annually from 51 (2019) students to 13 students (2023).	31	22	13
The FAST aMath proficiency rate for African American/Black students will increase by 10% annually from 23% (2019) to 63% (2023).	43%	53%	63%
The FAST a Reading proficiency rate for African American/Black students will increase by 10% annually from 21% 2019 to 61% (2023).	41%	51%	61%

### Strategy Name and #23 Magnet Schools

#### Type of Strategy: Integrated Learning Environments

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- 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.
- Increases access to effective and diverse teachers.

#### Narrative description of this strategy.

Magnet schools are defined as schools with thematic instruction designed to draw students from other parts of the district for purposes of greater student racial and economic integration. MPS will create new magnet

schools at several Racially Identifiable Sites: Hall, Sullivan, Bethune, Franklin, Jefferson, Sheridan, Emerson, Green, Andersen.

Magnet themes will be focused on those most favored by families including Arts, STEM/ STEAM, Dual Spanish Immersion, and Montessori. Magnet schools will also be offered in more middle schools in order to create enrollment choice pathways that maintain integrated learning environments throughout the k-8 student experience. This process will begin in 2020-21 with full implementation of the new magnets in 2021-22.

Targeted student placement staff and recruiters will also be hired to support the placement process and recruitment at these sites.

### Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Demographics of student population at RIS magnet schools will become more representative of district demographics from 92% students of color in 2019-20 to 75% students of color in 2022-23.	90%	80%	75%
Increase the percentage of students at RIS magnet sites who who feel connected to their school. [Note: MPS School Climate survey is undergoing revisions so 2020-21 will serve as the baseline year for this metric.]	TBD	TBD	TDB

### Strategy Name and # 24, RIS Site Student Equity Leadership & Voice

**Type of Strategy:** Innovative and Integrated Learning Environments

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- 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.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Empowering students at Racially Identifiable sites with tools to get involved in their school community and to take ownership in their educational experiences and future opportunities, results in a more motivated and engaged learner. Student leadership and engagement programs will create opportunities for students from Racially Identifiable sites to learn and co-create with students from non-RIS sites and other sites across the difference to learn about and advocate for equity issues.

**Dare 2 Be Real** - Dare 2 Be Real is a student leadership development program that brings together students of all races to empower them to improve their schools and build more racially equitable school communities and improve student achievement. Support will be provided to expand Dare 2 Be Real programs across High Schools in 2020-21 and Middle and High Schools in 2021-22. We will pilot an elementary Dare2BeReal at several elementary schools.

**Youth Participatory Evaluation (YPE)**—Youth learn about evaluation tools and build their skills to address school issues that matter to them. They collect data to represent the student body voice in an effort to influence district decisions and accountability. Students with a history of school engagement challenges are recruited to participate in the program. All high schools and middle schools are invited to participate in the program that culminates with a spring summit where students present their evaluation efforts to other schools and district staff.

**Civil Rights Experience-** Students that have significant experience in racial identity development and leadership through their participation in Ethnic Studies or Dare2BeReal will have the opportunity to attend a week-long Civil Rights tour that includes academic enrichment, leadership development, and service learning activities that align with overall tour learning objectives and the Arts Us Civil Rights Research program theme and focus. Students will also participate in a five week ethnic studies institute which provides background knowledge and perspectives as well as support for a follow up research Capstone project.

Location of services: RIS sites: Anwatin, Olson, Sullivan, Andersen, Folwell, Hmong International Academy, Jefferson, Heritage, Henry and North, Nellie Stone, Lucy Laney, Bryn Mawr, Jenny Lind

**Key Indicators of Progress (KIP)**

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Increase percentage of participants reporting a positive program experience. <i>(Developing a common program experience survey- baseline to be calculate in 2020- 2021 school year)</i>	TBD	TBD	TBD
Improve perceptions of school climate. [Note: MPS School Climate survey is undergoing revisions so baseline will be set in 2020-21.]	TBD	TBD	TBD

**Creating Efficiencies and Eliminating Duplicative Programs**

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)). *Enter text.*

All the RIS sites are building on the work of the district academic plan and comprehensive district design. They are focused on implementing strategies aligned with the district four key priorities of MTSS, Literacy, Equity and Social Emotional Learning that are articulated in the district-wide strategies in addition to new strategies around Magnet schools and family engagement. The resources targeted to these sites will allow for even more intensive focus on these strategies to ensure all students are getting the support they need.

Results from the EDIA process is informing many of the strategies listed in the plan including the student placement work within the magnet school strategy and the efforts to recruit and retain staff of color. Many of these strategies are targeted at the RIS sites as some are converted to magnet schools and others are targeted sites for our recruitment and retention efforts.