



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

This plan reflects requirements included in the current achievement and integration statutes and desegregation/integration rule (Minn. Stat. § 124D.861, Minn. Stat. § 124D.862, Minn. R. 3535.0100-0180).

**District ISD# and Name: 281
Robbinsdale Area Schools**

District Status: (RI/RIS) Racially Isolated
District and School

Name of Collaborative: West Metro
Education Program (WMEP)

Superintendent's Name: Dr. Aldo Sicoli
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District Office Address:
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**Racially Identifiable Schools
(RIS) within a District**

If you have been notified by MDE that your district has one or more racially identifiable schools, please list each of those schools below:

1. Meadowlake
2. Northport
3. [Click here to enter text.](#)

Plans for racially identifiable schools will follow the same format provided for districts within integration collaborative. The RIS plan section starts on the final page

Board Approval Date: March 17th, 2014

Integration Collaborative Member Districts

List all districts in your integration collaborative and their integration status: RI=racially isolated district, RIS=racially isolated school, RI/RIS=racially isolated district and racially isolated school, A=adjoining district, V=voluntary district.

Note: If your district is eligible for this program solely because you have one or more racially identifiable schools within your district, you are not currently required to participate in integration collaborative and may delete the text boxes below.

1. A Edina Public Schools 0273
2. RI Minneapolis Public Schools 001
3. A Eden Prairie Public Schools 0272
4. A Wayzata Public School 0284
5. A St. Antony Public Schools 0282
6. RI Colombia Heights Public School 013
7. RI Hopkins Public School 0270
8. A St. Louis Park Public School 0283
9. RI Brooklyn Center Public School 0286
10. RI Richfield Public School 0280

Achievement Goal One

Goal Statement: The proficiency GAP between the White students enrolled the full academic year for all grades tested within Robbinsdale Area Schools on all state Reading accountability tests (MCA, MOD, MTAS) will **DECREASE** as follows within our District (see table B), by **INCREASING** the proficiency of Students of color student groups as follows within our District (see table A):

A. Choose an item. Proficiency INCREASE:

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Robbsindale Area Schools	Select					
<i>Students of color</i>		32.4%	43.7%	54.9%	66.2%	33.8
<i>White</i>		69.6%	74.7%	79.7%	84.8%	15.2

Delete table rows for student groups not included in your goal statement.

B. Choose an item. GAP DECREASE:

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
Robbsindale Area Schools	Select					
<i>Students of color</i>		37.2	31.0	24.8	18.6	18.6

Delete table rows for student groups not included in your goal statement.

Achievement Goal One: Strategies and Activities

Directions: Use the drop down menus below to identify the strategies or activities that will enable you to meet your achievement goal. Next, include a narrative description of each activity. Copy and paste this page as needed to list additional activities, changing the activity number for each additional page.

Activity 1

Family Engagement program

District-wide Family Community Engagement Specialist position- District 281 will be creating a position to increase the level of and engagement with district families, communities' members.

Activity details:

FE programs designed to increase student achievement

Narrative Description of Strategies/Activities:

1) *SMART goal for this strategy/activity:*

Our Family Engagement Specialist (FES) will gather 2014-2015 baseline data of students of color families and increase parent/ community engagement by 20% with a 10% increase in years 2016-2017. FES will work closely with Equity Specialist to connect with families and family initiatives.

Increase parent informational sessions during parent teacher conferences
increased individual building parental efforts
increased parent community forums district-wide

2) *Measures to track implementation and progress:*

Attendance and Evaluation forms for the events listed above

Activity 2

College Career readiness for underserved students

Activity details:

Increased participation in rigorous programs by underrepresented students and students enrolled in Area Learning Centers

Narrative Description of Strategies/Activities:

Advancement via Individual Determination (AVID) - AVID, Advancement Via Individual Determination, is a college readiness system for elementary through higher education that is designed to increase school-wide learning and performance. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change (AVID, 2014).

AVID in district 281 will operate in two elementary schools and all our secondary schools. This approach will create a continuum of transitional success for students that participate within the program. Strategies learned by teachers will be shared throughout the district.

1) *SMART goal for this strategy/activity:*

We will increase students of color enrollment by 30% over 2014-2017 with a 10% increase per year. We will also increase building wide AVID strategies by 50% by 2017.

2) *Measures to track implementation and progress:*

Course enrollment data
Student/ Staff surveys

Activity 3

Training teachers & administrators

Activity details:

Professional development resources and training for improving achievement of all students

Narrative Description of Strategies/Activities:

National Urban Alliance (NUA) is national research based organization that works hand and hand with districts to increase the teacher, administrator, and district competencies to gift every child of learning. They focus on high intellectual ability, brain cognition, and culturally relevant instruction, and curriculum as strategies to increase the learning of all students.

1) *SMART goal for this strategy/activity:*

We will increase the level of classroom practice of NUA strategies to 100% district-wide based off baseline data collected in 2014-2015.

2) *Measures to track implementation and progress:*

Student Surveys

Teacher Surveys

Equity Specialist

Principal Specialist

Instructional Specialist

Activity 4

Research based interventions that include formative assessment practices to reduce achievement disparities by race as measured by student progress and growth on state reading and math assessments and aligned with Worlds Best Workforce (Sec. 29, subd.2(b))

Activity details:

Research based interventions that include formative assessment practices to reduce achievement disparities by race as measured by student progress and growth on state reading and math assessments and aligned with Worlds Best Workforce (Sec. 29, subd. 2(b))

Narrative Description of Strategies/Activities:

Equity Specialist

1) *SMART goal for this strategy/activity:*

Equity Specialist will work with buildings to establish educational, experiential learning opportunities cross district. Equity Specialist will be responsible for visiting classrooms and co-teaching about the multicultural world we live in. Equity specialist will also be responsible for training staff around racial, cultural, social, and academic development of students of color. Equity Specialist will be responsible to help the building and district acculturate students into the district and the racially identifiable schools versus assimilating them. Below, you will see the percentage of the job description for Equity Specialist.

Kansas research and the web for SIM will be used in triangulation with National Urban Alliance educational strategies.

Educational Strategies that will be Deployed in that Classroom Include:

NUA Strategies:

- Thinking Maps
- Mediated Learning Community
- Keyword Notes
- Final Word (textbook discussion strategy)
- Jigsaw (Textbook discussion)
- Gallery walk social interaction/critical discussion
- Think, pair, share (promoting thinking among peers and sharing)
- A-Z Taxonomy increasing vocabulary related to a concept
- Read, draw, talk, write a comprehension strategy involving non-linguistic and writing strategy
- Key word prediction (pre-reading strategy for drawing conclusion about a text based on vocabulary)
- Anticipation guide (strategy for activating prior knowledge before reading)
- Four Corners (community builder/content review)
- Non-linguistic representation
- Symbolic representation of content or ideas
- Talking tokens (speaking and thinking reflecting strategy)
- Writing and oral speaking frames (scaffolding strategy for using academic language)

SIM Strategies:

Strategies for reading

- Word Identification Strategy
- Self-Questioning Strategy
- Visual Imagery Strategy
- Inference Strategy
- Fundamentals of Paraphrasing and Summarizing
- Paraphrasing Strategy
- Word Mapping Strategy

Strategies for studying & remembering information

- FIRST-Letter Mnemonic Strategy
- Paired Associates Strategy
- LINC'S Vocabulary Strategy
- Listening and Note-Taking

Strategies for writing

- Sentence Writing Strategy (Fundamentals)
- Sentence Writing Strategy (Proficiency)
- Paragraph Writing Strategy
- Theme Writing (Fundamentals)
- Error Monitoring Strategy
- InSPECT Strategy (for word-processing spellcheckers)

➤ EDIT Strategy

60% direct student contact I.E. (facilitation of inter-racial, racial, social, and academic.) Student achievement advocate within the school. We will be utilizing the research based Strategic Instruction Model (SIM).

Content Enhancement is a way of teaching an academically diverse group of students in which four conditions prevail:

1. Both group and individual needs are valued and met.
 2. The integrity of the content is maintained.
 3. Critical features of the content are selected and transformed in a way that promotes learning for all students.
 4. Instruction is carried out in a partnership with students.
- 20% indirect student contact (student progress, professional development, facilitating students/staff mediations, helping to NUA strategies and (Positive Behavior Intervention Systems).
 - 15% direct family engagement (coordination of family nights, parent academies and host parent listening sessions).
 - 5% direct community relations focused on bringing in community resources to support student, families, and the school.

Researched Based Strategies utilized by the position to obtain optimal student achievement:

- National Urban Alliance
- Strategic Instruction Model
- Positive Behavior Intervention Support

Researched based sites:

- <http://www.nuadc.org/>
- <http://www.ku-crl.org/sim/strategies.shtml>

Publications:

- <http://www.nuadc.org/articles/pdf/Afterword.pdf>
- http://www.nuadc.org/articles/eric/pdf/effects_race_poverty_equal_opportunity_america.pdf
- Miller, M., Fenty, N., & Scott, T. M. (in press). An examination of the effects of social skills instruction in the context of small group reading. *Preventing School Failure*.

Internal building equity professional development Attendance sheets

MCS'a

Map Data

Parent Surveys

WMEP Ties Enrollment

Key Indicators of Progress (KIP)

Activities 1,2,3,4 providing service are inclusive of all: all students for services based on proficiency and achievement will receive services. Data reported will be on Students of Color.

Primary Grades

1) *SMART goal for this strategy/activity:*

The percent of elementary students (kindergarten-grade 2) in the selected group (Students of Color) making growth toward the FAST early Reading composite score benchmark or the FAST CBM benchmark will increase five percentage points from 2013-2014 to 2014-2015. (The baseline percentages will be added once the spring 2014 assessments have been administered and analyzed)

2) *Measures to track implementation and progress:*

FAST: early Reading and CBM: fall, winter and spring scores

Elementary (grades 3-5)

1) *SMART goal for this strategy/activity:*

The percent of elementary students (grades 3-5) in the selected group (students of color) making growth toward proficiency (1.5 times or more of typical growth from fall to spring) will increase five percentage points from 2013-2014 to 2014-2015. (The baseline percentages will be added once the spring 2014 assessments have been administered and analyzed)

2) *Measures to track implementation and progress:*

MAP: grade 3-5 Fall to Winter growth

MAP: grade 3-5 Fall to Spring growth

Middle School

1) *SMART goal for this strategy/activity:*

The percent of middle school students (grades 6-8) in the selected group (students of color) making growth toward proficiency (1.5 times or more of typical growth from fall to fall) in reading will increase five percentage points from 2013-2014 to 2014-2015. (The baseline percentages will be added once the spring 2014 assessments have been administered and analyzed)

2) *Measures to track implementation and progress:*

MAP: grade 6-8 Fall to Winter growth

MAP: grade 6-8 Fall to Fall growth

High School

1) *SMART goal for this strategy/activity:*

The percent of high school students in the selected group (students of color) making progress toward graduation (receiving a C or better in core classes) within the current school year will increase five percentage points from 2013-2014 to 2014-2015 (the baseline percentages will be added once the spring 2014 grades have been completed and analyzed)

2) *Measures to track implementation and progress:*

Grades in core classes

Integration Goal One

List any relevant targets for **each** member district in your collaborative

Public School Districts	Status	AMI#	Asian#	Hispanic#	Black#	WHT#	FRP#	Total # Students of color	All Students
Minneapolis	RI/RIS	1682	2663	5106	12455	12481	22604	21906	34387
Robbinsdale	RI/RIS	203	972	1480	3442	5887	5881	6097	11984
Brooklyn Center	RI/A	42	294	393	821	603	1610	1550	2153
Columbia Heights	RI/A	99	160	784	1105	815	2343	2148	2963
Hopkins	RI/A	37	517	592	1471	4325	2487	2617	6942
Richfield	RI/A	85	354	1598	916	1360	2803	2953	4313
Wayzata	RI	34	1495	363	882	7759	1626	2774	10533
Edina	A	26	761	311	467	6758	695	1565	8323
St. Anthony-New Brighton	A	23	147	113	135	1344	371	418	1762
St. Louis Park	A	46	267	427	994	2751	1552	1734	4485
Eden Prairie	V	28	1095	442	1209	6370	1748	2774	9144
Collaborative Total		2305	8725	11609	23897	50453	43720	46536	96989

Public School Districts	Status	AMI%	Asian%	Hispanic%	Black%	WHT%	FRP%	Total % Students of color	All Students
Minneapolis	RI/RIS	4.9%	7.7%	14.8%	36.2%	36.3%	65.7%	63.7%	34387
Robbinsdale	RI/RIS	1.7%	8.1%	12.3%	28.7%	49.1%	49.1%	50.9%	11984
Brooklyn Center	RI/A	2.0%	13.7%	18.3%	38.1%	28.0%	74.8%	72.0%	2153
Columbia Heights	RI/A	3.3%	5.4%	26.5%	37.3%	27.5%	79.1%	72.5%	2963
Hopkins	RI/A	0.5%	7.4%	8.5%	21.2%	62.3%	35.8%	37.7%	6942
Richfield	RI/A	2.0%	8.2%	37.1%	21.2%	31.5%	65.0%	68.5%	4313
Wayzata	RI	0.3%	14.2%	3.4%	8.4%	73.7%	15.4%	26.3%	10533
Edina	A	0.3%	9.1%	3.7%	5.6%	81.2%	8.4%	18.8%	8323
St. Anthony-New Brighton	A	1.3%	8.3%	6.4%	7.7%	76.3%	21.1%	23.7%	1762
St. Louis Park	A	1.0%	6.0%	9.5%	22.2%	61.3%	34.6%	38.7%	4485
Eden Prairie	V	0.3%	12.0%	4.8%	13.2%	69.7%	19.1%	30.3%	9144
Collaborative Total		2.4%	9.0%	12.0%	24.6%	52.0%	45.1%	48.0%	96989

Integration Goal One: Strategies and Activities

Activity 1

Pre-K to Grade 12 Enrollment Choices

Activity details:

Innovative programs that will increase racial and economic integration within the targeted school or district

Narrative Description of

Strategies/Activities: District 281 is a part of the West Metro Education Partnership (WMEP); this partnership provides direct service and professional development for all WMEP participating members.

1) SMART goal for this strategy/activity:

WMEP will increase the enrollment amount exemplary of the district averages for English Language Learners and highly mobile students within the district at the FAIR school. Currently, FAIR has a racial balance of 50% students of color and 50% White students. There is a continued focus on diversifying the student body to mirror the consortium student population at the FAIR school. Increasing the population by being intentional during the selection process to recruit students who are highly mobile and those receiving English Language services is one of the strategies over the next three year.

Activity 2

Pre-K to Grade 12 Enrollment Choices

Activity details:

Innovative programs that will increase racial and economic integration within the targeted school or district

Narrative Description of Strategies/Activities:

The Choice is Yours (CIY) program, established as a result of a desegregation case filed by the NAACP and a number of minority parents, was first implemented in the Robbinsdale Area Schools during the 2001-2002 school year. During the program's first year, 187 students were enrolled. As of October 1, 2013, there were 815 students enrolled in Robbinsdale Area Schools from Minneapolis, and 711 of those students participate in the Choice is Yours program. In addition, there are 462 students enrolled in Robbinsdale Area Schools who are residents of other suburban school districts and who have chosen to open enroll in the district. These numbers reflect the capacity of Robbinsdale Area Schools to attract and retain students who have traditionally been underrepresented. Robbinsdale Area Schools has always met and exceeded their original commitment to attract 127 Choice is Yours students annually. This program includes busing for Minneapolis students to and from school, and this includes an activity bus for students to participate in extracurricular activities. For student successful acculturation into the district, Equity Specialist will closely monitor the successful maturation of CIY students in each building.

1) *SMART goal for this strategy/activity:*

A retention rate of 95% of students who don't move out of the state or WMEP/ Robbinsdale attendance boundaries.

20% Increase of CIY students in MYP, IB, AP, CTE, Concurrent Enrollment, Pre-AP courses in the secondary classes based off 2013-2014 data of C or better.

2) *Measures to track implementation and progress:*

Student course enrollment data

Student/ Family focus groups, surveys

Graduation rates

In school Equity Specialist monitoring the CIY students' progress

Research-Based Practices

Among other requirements, an eligible district must implement effective, research-based interventions that include formative assessment practices to reduce the disparities in student academic performance among the specific categories of students as measured by student progress and growth on state reading and math assessment (Minn. Stat. § 124D.861, Subd. 2 (b)).

If the activities or strategies you've listed above do not include a research based intervention, please use the space below to describe how your plan will meet this requirement. Please give the name of the intervention, any website information, and attach a PDF copy of the research article. [Click here to enter text.](#)

Creating Efficiencies and Eliminating Duplicative Programs

Please briefly explain how your district and/or collaborative is working to create efficiencies and eliminate duplicative programs and services, which may include forming collaboratives or a single, seven-county metropolitan partnership of eligible districts for this purpose (Minn. Stat. § 124D.861, Subd. 2 (c)). In an effort to maximize resources and to properly train our teaching core to be racially consciousness and gain culturally relevant pedagogical skills, WMEP has heavily invested in the Cultural Collaborative Professional Development Series. This training for the 11 member districts allows for the routine professional development for staff consortium wide to provide enhanced teaching skills to the classroom, enhanced administration equity leadership district-wide.

Some members within the WMEP continues the now statewide defunct Choice is Yours program. Some districts continuing the program have renamed the, but many of the consortium districts provide school choice throughout the consortium for our students and families.

Lastly, many districts participate by sending students to the Fair Schools.

[Click here to enter text.](#) Community Planning

An Achievement and Integration plan shall be developed in a formal community planning process where the isolated school district or racially identifiable school sites are represented by community members who are not district employees and were at least part of the voting membership of the planning body (Minn. Rule 3535.0170, Subp. 3). Please briefly describe the

community process used for the collaborative portion of your district's plan and for your Racially Identifiable Schools, if applicable.

Multi-District Collaboration Council:

West Metro Education Partnership, Joint Powers Board and Partnership Group, World's Best Workforce Advisory Council

was the development of the Achievement and Integration Plan.

February 5th, 2014 5:30-7:30pm

March 11th, 2014 5:30-7:30

Community Collaboration Council for each Racially Identifiable School(s):

Community Collaborative Council Members-

Robbinsdale Area Schools newly assembled World's Best Workforce Advisory Council will serve in a dual capacity for the World's best Workforce plan and the Achievement and Integration plan. Below, you will find the broad internal and external district representation.

Mike Favor
Lori Simon
Andrea Xiong
Helen Bassett
David Maggitt
Kim Lokken
Dan Enna
Luis Vanegas
Kim Hiel
Anh Tran
Robert Ritchie
Judie Bomchill
Latisha Gray
Damon Bassett
Peter Eckhoff
Brenda Jo Peterson
Patricia Peuschold
Nichol Sutton
Nancy Meyerhoff
Kevin Trinh

The World's Best Workforce Advisory Council has met on the following dates. At both meetings, the focus of conversation

Racially Identifiable School(s)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools (RIS), include achievement and integration goals and strategies for *each* Racially Identifiable School within your district. Copy and paste pages two through five of this plan to create at least one achievement goal and at least one integration goal with related activities for each RIS.

If you have not been notified of an RIS within your district, you do not need to complete this section.

Achievement Meadowlake Goal One: Strategies and Activities
Reading MCA Proficiency Rate Charts

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Meadow Lake Elementary	Select					
<i>Students of color</i>		28.9	40.8	52.6	64.5	35.6
<i>White</i>		59.4	66.2	72.9	79.7	20.3

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
Meadow Lake Elementary	Select					
<i>Students of color</i>		30.5	25.4	20.3	15.2	15.3

Activity 1

Training teachers & administrators

Activity details:

Professional development resources and training for improving achievement of all students

Narrative Description of Strategies/Activities: National Urban Alliance (NUA) is national research based organization that works hand and hand with districts to increase the teacher, administrator, and district competencies to gift every child of learning. They focus on high intellectual ability, brain cognition, and culturally relevant instruction, and curriculum as strategies to increase the learning of all students.

1) *SMART goal for this strategy/activity:* We will increase the level of classroom practice of NUA strategies to 100% district-wide based off baseline data collected in 2014-2015.

2) *Measures to track implementation and progress:*

- Student Surveys
- Teacher Surveys
- Equity Specialist
- Principal Specialist
- Instructional Specialist

Activity 2

College Career readiness for underserved students

Activity details:

Increased participation in rigorous programs by underrepresented students and students enrolled in Area Learning Centers

Narrative Description of Strategies/Activities: Advancement via Individual Determination (AVID) - AVID, Advancement Via Individual Determination, is a college readiness system for elementary through higher education that is designed to increase school-wide learning and performance. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change (AVID, 2014). AVID in district 281 will operate in two elementary schools and all our secondary schools. This approach will create a continuum for transitional success for students that participate within the program. Strategies learned by teachers will be shared throughout the district.

1) SMART goal for this strategy/activity:

We will increase the building teacher usage of AVID strategies by staff 100% by 2017 based off 2014-2015 baseline data.

2) Measures to track implementation and progress:

Student Surveys

Parent Surveys

Principal Surveys

Teacher Surveys

Equity Specialist Surveys

Activity 3

Integrated Learning Environments

Activity details:

Differentiated instruction and targeted interventions designed to increase student achievement

Narrative Description of Strategies/Activities Intervention: Intervention Teachers will be hired at the Racially Identifiable Schools to work with students to increase reading comprehension, abilities, and test scores for our Students of color population, and they will also share promising techniques with building colleagues and families of students that they work with.

1) *SMART goal for this strategy/activity:*

We will provide reading support for students of color at every grade level performing below reading proficiency to work towards an increase of 1.5% or more growth based of 2014-2015 data.

2) *Measures to track implementation and progress:*

Student list

student measured growth

students test scores

Student/parent surveys

Integration Meadowlake Goal One: Strategies and Activities

Activity 1

Integrated Learning Environments

Activity details:

Professional development resources and training for improving achievement of all students

Narrative Description of Strategies/Activities: Equity Specialist will work with buildings to establish educational, experiential learning opportunities cross district. Equity Specialist will be responsible for visiting classrooms and co-teaching about the multicultural world we live in. Equity specialist will also be responsible for training staff around racial, cultural, social, and academic development of students of color. Equity Specialist will be responsible to help the building and district acculturate students into the district and the racially identifiable schools versus assimilating them.

1) *SMART goal for this strategy/activity:*

Equity Specialist will work with 3 cross district schools to increase cross district interaction service learning activities and Skype pen-pals focused on writing and reading.

2) *Measures to track implementation and progress:*

Starting with baseline data in 2014-2015 we will increase the classroom and grade level participants by 10% over the course of three years.

Robbinsdale has 10 elementary schools 2 being racially isolated. In three years, we will expand this in service learning collaborative integrative learning environment, reading and writing program district-wide.

In person service learning activities
Cross district interracial dialogues

Currently, Meadowlake is at student capacity within the building, thus there is no opportunity for magnet school expansion. Meadow Lake students currently make up 18% of the district magnet school Science Engineering and Arts (SEA) elementary school and 10% of the district Spanish Immersion School.

Achievement Northport Goal One: Strategies and Activities

Directions: Use the drop down menus below to identify the strategies or activities that will enable you to meet your achievement goal. Next, include a narrative description of each activity. Copy and paste this page as needed to list additional activities, changing the activity number for each additional page.

Reading MCA Proficiency Rate Charts

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Northport Elementary	Select					
<i>Students of color</i>		27.9	39.9	51.9	64.0	36.1
<i>White</i>		40.6	50.5	60.4	70.3	29.7

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
Northport Elementary	Select					
<i>Students of color</i>		12.7	10.6	8.5	6.3	6.4

Activity 1

Training teachers & administrators

Activity details:

Innovative, research-based instruction

Narrative Description of Strategies/Activities: National Urban Alliance (NUA) is national research based organization that works hand and hand with districts to increase the teacher, administrator, and district competencies to gift every child of learning. They focus on high intellectual ability, brain cognition, and culturally relevant instruction, and curriculum as strategies to increase the learning of all students.

1) *SMART goal for this strategy/activity:* We will increase the level of classroom practice of NUA strategies to 100% district-wide based off baseline data collected in 2014-2015.

2) *Measures to track implementation and progress:*

Student Surveys

Teacher Surveys

Equity Specialist

Principal Specialist

Instructional Specialist

Activity 2

College Career readiness for underserved students

Activity details:

Increased participation in rigorous programs by underrepresented students and students enrolled in Area Learning Centers

Narrative Description of Strategies/Activities: Advancement via Individual Determination (AVID) - AVID, Advancement Via Individual Determination, is a college readiness system for elementary through higher education that is designed to increase school-wide learning and performance. The AVID College Readiness System (ACRS) accelerates student learning, uses research based methods of effective instruction, provides meaningful and motivational professional learning, and acts as a catalyst for systemic reform and change (AVID, 2014). AVID in district 281 will operate in two elementary schools and all our secondary schools. This approach will create a continuum for transitional success for students that participate within the program. Strategies learned by teachers will be shared throughout the district.

1) *SMART goal for this strategy/activity:*

We will increase the building teacher usage of AVID strategies by staff 100% by 2017 based off 2014-2015 baseline data.

2) *Measures to track implementation and progress:*

Student Surveys

Parent Surveys

Principal Surveys

Teacher Surveys

Equity Specialist Surveys

Activity 3

Integrated Learning Environments

Activity details:

Differentiated instruction and targeted interventions designed to increase student achievement

Narrative Description of Strategies/Activities Intervention: Intervention Teachers will be hired at the Racially Identifiable Schools to work with students to increase reading comprehension, abilities, and test scores for our Students of color population, and they will also share promising techniques with building colleagues and families of students that they work with.

1) *SMART goal for this strategy/activity:*

We will provide reading support for students of color at every grade level performing below reading proficiency to work towards an increase of 1.5% or more growth based off 2014-2015 data.

2) *Measures to track implementation and progress:*

Student list
student measured growth
students test scores
Student/parent surveys

Integration Northport Goal One: Strategies and Activities

Activity 1

Integrated Learning Environments

Activity details:

Increase cultural fluency, competency, and interaction

Narrative Description of Strategies/Activities: Equity Specialist will work with buildings to establish educational, experiential learning opportunities cross district. Equity Specialist will be responsible for visiting classrooms and co-teaching about the multicultural world we live in. Equity specialist will also be responsible for training staff around racial, cultural, social, and academic development of students of color. Equity Specialist will be responsible to help the building and district acculturate students into the district and the racially identifiable schools not assimilate them.

1) *SMART goal for this strategy/activity:*

Equity Specialist will work with 3 cross district school to increase cross district interaction service learning activities and pen-pals focused on writing and reading.

2) *Measures to track implementation and progress:*

1) *SMART goal for this strategy/activity:*

Equity Specialist will work with 3 cross district school to increase cross district interaction service learning activities and Skype pen-pals focused on writing and reading.

2) *Measures to track implementation and progress:*

Starting with baseline data in 2014-2015 we will increase the classroom and grade level participants by 10% over the course of three years.

Robbinsdale has 10 elementary schools 2 being racially isolated. In three years, we will like to expand this service learning, reading and writing program district-wide.

In person service learning activities

Cross district interracial dialogues

Currently, Northport is at student capacity within the building, thus there is no opportunity for magnet school expansion. Northport students currently make up 8.4% of the district magnet school Science Engineering and Arts (SEA) elementary school and 7.3% of the district Spanish Immersion School.