

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: **282, St. Anthony New Brighton**

District Status: **A- Adjoining District**

Name of Collaborative: **West Metro Education Program (WMEP)**

Superintendent's Name: **Bob Laney**

Phone: **612-706-1150**

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District Office Address:

Street Address: **3303 33rd St. NE**

City, State, ZIP: **St. Anthony, MN, 55418**

Document prepared by:

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Board Approval Date: **April 7, 2015**

Integration Collaborative Member Districts

List all districts in your integration collaborative and their integration status:

1. Brooklyn Center, RI
2. Columbia Heights, RI
3. Eden Prairie, A
4. Edina, A
5. Hopkins, RI
6. Minneapolis, RI
7. Richfield, RI
8. Robbinsdale, RI
9. St. Louis Park, A
10. Wayzata, RI

Please return this completed plan by March 15, 2014 to mde.integration@state.mn.us.

Electronic submission is required.

Address general questions on the data or plan submission process to Kari-Ann Ediger, Office of Equity and Innovation, 651-582-8269, Kari-Ann.Ediger@state.mn.us

Achievement Goal:

Directions: Complete the goal statement below by entering information in the sections marked. Next, fill in the two data tables for reading and/or math by using the baseline achievement data. If you are working on collaborative achievement goals, please add additional rows to include the achievement data of these member districts within your integration collaborative.

Districts may focus on proficiency rate increases, achievement gap decreases, or both. Also, goals can be created for math, reading, or for both content areas. For each additional achievement goal, copy and paste the goal statement and data tables, creating one set per content area.

Goal Statement #1 (Reading): The proficiency GAP between **students of color and white students** enrolled the full academic year for all grades tested within **St. Anthony New Brighton** on all state **reading** accountability tests will **decrease** as follows within our **district** (see table B), by **increasing** the proficiency of **students of color and white students** a follows within our **district** (see table A).

A. Reading Proficiency INCREASE:

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
St. Anthony New Brighton Schools	A					
<i>All students</i>		75.7%	81.8%	84.8%	87.9%	12.2%
<i>All Students of Color</i>		57.9%	68.5%	73.7%	79.0%	21.0%
<i>White</i>		81.1%	85.8%	88.2%	90.6%	9.5%

B. Reading GAP DECREASE:

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
St. Anthony New Brighton Schools	A					
<i>All Students of Color</i>		23.2%	17.4%	14.5%	11.6%	11.6%

Goal Statement #2 (Math): The proficiency GAP between **students of color and white students** enrolled the full academic year for all grades tested within **St. Anthony New Brighton** on all state **math** accountability tests will **decrease** as follows within our **district** (see table B), by **increasing** the proficiency of **students of color and white student** groups a follows within our **district** (see table A).

A. Math Proficiency INCREASE:

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
St. Anthony New Brighton Schools	A					
<i>All students</i>		65.9%	79.1%	81.0%	83.0%	17.1%
<i>All Students of Color</i>		53.7%	67.4%	72.1%	76.8%	23.2%
<i>White</i>		69.3%	82.6%	83.6%	84.7%	15.4%

B. Math GAP DECREASE:

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Gap Decrease
St. Anthony New Brighton Schools	A					
<i>All Students of Color</i>		15.6%	15.2%	11.5%	7.8%	7.8%

Achievement Goal (Reading): 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

- *College Career readiness for underserved students*

Details:

- *Increase participation in rigorous programs by underrepresented students and students enrolled in Area Learning Centers.*

Narrative Description of Strategies/Activities:

Provide an *Advocate for Students* at the secondary level to increase the number of underrepresented students in rigorous courses; this will improve the College and Career Readiness for underserved students as well as all students. By properly identifying, recruiting, promoting, and providing academic and emotional support to all students and also to underrepresented students, more students will take and be successful in rigorous courses. This strategy will encourage more students to tackle more advanced course work. The Advocate for Students will provide support (i.e. interpreters for some families) to the student and family to make them aware of academic opportunities and to build resilience. In addition, the Advocate for Students will provide support to staff in working with underrepresented students successfully.

Key Indicators of Progress (KIP)

Directions: Please enter an **Activity 1** SMART goal below and identify the measures you will use to track progress and implementation. If yearly targets are detailed data for your district's key indicators of progress are available now, you may include it in the table below

1. SMART goal for this strategy/activity:
 - a. The St. Anthony-New Brighton School District will increase the percentage of our students of color, successfully completing 10th grade Honors English, from 15.2% of the total number of students enrolled in the course in 2013-2014 to 25% of the total number of students enrolled in the course in 2016-2017. This percentage, 25%, reflects the demographics of the school.
2. Measures to track implementation and progress:
 - a. Infinite Campus (student information system) will be used (by academic dean and Advocate for Students) at semester breaks to examine the number of students of color scheduled in 10th grade Honors English.
 - b. Infinite Campus will also be used to determine successful completion of 10th grade Honors English (grade of either an A or B)
3. Optional: List yearly progress targets

Yearly Targets: 2013-17

Name of District/Status/Year	Baseline 2013-2014	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Total Increase
St. Anthony New Brighton Schools					
<i>All Students of Color</i>	15.2%	18.5%	21.8%	25.1%	9.8%
<i>White</i>	84.8%	81.5%	78.2%	74.9%	n/a

Activity 2

- Training teachers and administrators.

Details:

- Professional development resources and training for improving achievement of all students.

Narrative Description of Strategies/Activities:

Use of the Data Coaching model as a framework for collaborative inquiry with the goal of improving teaching and learning. Professional learning communities will be led by a trained data coach that will use an approach that has data teams (PLCs) set agreements about how they will work with each other, how they are mutually accountable, and how to discuss the "undiscussibles". With established group norms teams will analyze demographically disaggregated data with collaborative inquiry. Changes in instructional practices will occur based on analysis of disaggregated student formative assessment data.

Key Indicators of Progress (KIP)

Directions: Please enter an **Activity 2** SMART goal below and identify the measures you will use to track progress and implementation. If yearly targets are detailed data for your district's key indicators of progress are available now, you may include it in the table below

1. SMART goal for this strategy/activity:
 - a. *By the 2016-2017 school year St. Anthony New Brighton schools will have established, and operating with fidelity, data coaching teams (PLCs) at each school level. The elementary school will have teams at grades 3, 4, and 5. The middle school and the high school will have data teams for Language Arts and Math departments.*
2. Measures to track implementation and progress:
 - a. Lead Data Coach will meet monthly with data coach facilitators.
 - b. The Lead Data Coach will conduct fidelity checks quarterly.
3. Optional: List yearly progress targets

Name of District/Status/Year	Baseline 2013-2014	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017
St. Anthony New Brighton Schools	# of Data Coach Teams	# of Data Coach Teams	# of Data Coach Teams	# of Data Coach Teams
<i>Elementary</i>	1 (4 th Grade)	1 (Continue grade 4)	2 (Continue grade 4 add grade 3)	Ensure fidelity for 2 teams
<i>Middle School</i>	2 (Math and Language Arts)	2 (Continue Math and Language Arts)	3 (Continue Math, Language Arts and Social Studies)	Ensure fidelity for 3 teams
<i>High School</i>	0	0	1 (Language Arts)	Ensure fidelity for 1 teams
<i>District</i>	0	1 (EL)	1 (Continue EL)	Ensure fidelity for 1 team

Activity 3

- *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 assessment and aligned with Worlds Best Workforce (Sec. 29, subd.29(b)).*

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 assessment and aligned with Worlds Best Workforce (Sec. 29, subd.29(b)).*

Narrative Description of Strategies/Activities:

St. Anthony New Brighton will use a Response to Instruction model. AIMSWeb will be used to universally screen all students K-5. Students who show need, will be given WiggleWorks (<http://teacher.scholastic.com/products/wiggleworks/index.htm>) and Read180 (<http://read180.scholastic.com/>) as their intervention while continuing to be progress monitored with AIMSWeb. AIMSWeb will be used as formative assessments to guide intervention instruction. Students in grades 6-8 will be universally screened using NWEA MAP tests, students who show need will be given Read180 as their intervention and all students in Read180 will be progress monitored (formatively assessed) using AIMSWeb.

An Elementary Intervention Specialist will be used to ensure the process to properly identify students for research-based interventions is followed. Each month the Intervention Specialist will attend grade-level meetings to determine if current interventions (determined by AIMSWeb progress monitoring) are being implemented with fidelity. In addition, the Intervention Specialist will attend monthly Level 3 meetings to discuss students who have been receiving interventions for at least six weeks and progress monitoring determines the intervention is not working. Furthermore, and more importantly, the Intervention Specialist will provide research-based interventions (www.wilshirepark.weebly.com) for students who do not fit the specific need with either Wiggleworks or Read180. For example, some students, based on their Universal Screening using AIMSWeb, are performing at level too low for them to access either Read180 or Wiggleworks interventions. Also, the Intervention Specialist will be used to respond to students who enroll in the school during the school year and are determined to need an intervention prior to access into Read180 or Wiggleworks.

Key Indicators of Progress (KIP)

Directions: Please enter an **Activity 3** SMART goal below and identify the measures you will use to track progress and implementation. If yearly targets are detailed data for your district's key indicators of progress are available now, you may include it in the table below

4. SMART goal for this strategy/activity:
 - a. St. Anthony-New Brighton School District students will *make yearly-expected growth* measured by the *NWEA MAP Test*. Expected growth will be determined, per student, each Fall based on RIT score. Students of color who are *below grade level on Fall MAP RIT score will be expected to grow up to two-years* of growth by the Spring MAP administration. For example:
 - i. A 4th grade student who scores 200 on Fall MAP Reading will be expected to grow 7 points to have a 207 MAP 4th grade Spring RIT Score (College and Career Ready Benchmark).
 - ii. A 4th grade student who scores 190 (below grade level) on Fall MAP Reading will be expected to grow 17 points to have a 207 MAP 4th grade Spring RIT Score (College and Career Ready Benchmark).
 - iii. These growth/benchmarks correspond with our Worlds Best Workforce plan.
5. Measures to track implementation and progress:

- a. Viewpoint (student data warehouse system) will be used to track student MAP scores to determine if students are on target to make designated benchmarks.
 - b. Benchmark NWEA data sets created to show the types of growth needed to be College and Career ready.
 - c. AIMSWeb progress monitoring tool (online system that also feeds into Viewpoint).
6. Optional: List yearly progress targets
- a. Table 1 is an example of how we will track students' growth per year. We cannot show specific group progress targets since it will need to be done individually, per student.
 - b. Table 2 – is the benchmark data for College and Career Ready standards.
 - c. AIMSWeb data analysis. We will use the four-point decision rule and a trend line analysis

Table 1

Student	Fall RIT - Reading	MCA Expected Growth	College and Career Ready Growth	Spring RIT-Reading	Actual Growth	On Target?
St. Anthony New Brighton Schools						
<i>Smith, John (Grade 3)</i>	193	12	15	208	15	Yes
<i>Johnson, Sally (Grade 3)</i>	193	12	15	195	2	No
<i>Lee, James (Grade 3)</i>	178	27	30	193	15	No

Table 2 MAP RIT Targets by subject, grade and season for various college and career readiness studies.

	Reading						Math					
	NWEA Median	MCA Proficiency ¹	2-year Open College	College Eligible	ACT College Ready Benchmarks	Select College	NWEA Median	MCA Proficiency	2-year Open College	College Eligible	ACT College Ready Benchmarks	Select College
1- Fall	160	164	150	161	171	183	163	159	150	163	171	190
1- Sp	177	182	165	178	188	203	179	178	167	179	187	204
2- Fall	176	180	165	176	189	203	178	174	165	179	186	204
2- Sp	190	195	179	190	200	215	191	190	179	192	200	216
3- Fall	190	194	179	191	199	216	192	188	180	192	204	217
3- Sp	199	205	189	200	208	224	203	201	190	203	216	234
4- Fall	200	205	190	201	208	225	204	201	192	204	213	228
4- Sp	207	214	197	208	215	231	213	214	200	213	224	240
5- Fall	207	211	198	209	214	231	213	216	200	213	225	241
5- Sp	212	217	203	214	220	235	221	229	208	221	236	253
6- Fall	212	218	204	214	220	236	220	226	207	220	235	252
6- Sp	216	223	208	218	224	239	226	234	213	225	242	258
7- Fall	216	224	209	217	223	239	226	232	212	225	238	254
7- Sp	220	228	212	220	227	241	231	239	217	230	244	260
8- Fall	219	229	212	220	227	241	230	238	217	230	243	259
8- Sp	222	231	215	223	230	244	235	242	221	234	249	265
9- Fall	221	230	216	222	229	244	234	242	222	234	246	262
9- Sp	223	231	217	224	232	246	236	244	224	236	251	268
10- Fall	223	232	218	224	232	246	234	243	225	235	250	265
10- Sp	224	232	219	225	234	248	237	246	227	237	254	271
11- Fall	223	234	220	225	236	252	236	246	226	236	255	270
11- Sp	224	234	221	225	237	254	238	248	229	238	258	275

¹ MAP Reading RIT scores predicting MCA proficiency revised in 2013 following release of MCA-III assessment.

Achievement Goal Two (Math): 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

- *College Career readiness for underserved students*

Details:

- *Increase participation in rigorous programs by underrepresented students and students enrolled in Area Learning Centers.*

Narrative Description of Strategies/Activities:

Provide an *Advocate for Students* at the secondary level to increase the number of underrepresented students in rigorous courses; this will improve the College and Career Readiness for underserved students as well as all students. By properly identifying, recruiting, promoting, and providing academic and emotional support to all students and also to underrepresented students, more students will take and be successful in rigorous courses. This strategy will encourage more students to tackle more advanced course work. The Advocate for Students will provide support (i.e. interpreters for some families) to the student and family to make them aware of academic opportunities and to build resilience. In addition, the Advocate for Students will provide support to staff in working with underrepresented students successfully.

Key Indicators of Progress (KIP)

Directions: Please enter an Activity 1 SMART goal below and identify the measures you will use to track progress and implementation. If yearly targets are detailed data for your district's key indicators of progress are available now, you may include it in the table below

1. SMART goal for this strategy/activity:
 - a. The St. Anthony-New Brighton School District will increase the percentage of our students of color, successfully completing 8th grade Advanced Algebra, from 15.4% of the total number of students enrolled in the course in 2013-2014 to 25% of the total number of students enrolled in the course in 2016-2017. This percentage, 25%, reflects the demographics of the school.
2. Measures to track implementation and progress:
 - a. Infinite Campus (student information system) will be used (by academic dean and Advocate for Students) at semester breaks to examine the number of students of color scheduled in 8th grade Advanced Algebra.
 - b. Infinite Campus will also be used to determine successful completion of 8th grade Advanced Algebra (grade of either an A or B)
3. Optional: List yearly progress targets
 - a. Below is the current baseline data for student participation in rigorous coursework in the upper math track at grades 6 and 7 (Table A). We need to increase participation at grades 6 and 7 to see an increase in the number of 8th grade students taking Advanced Algebra. Table B shows the yearly progress needed to reach 25% students of color in 8th grade Advanced Algebra.

Table A. Baseline Year: 2013-14 (*Advanced classes taken by students Grades K-5*)

Name of District/Status/Year	Grade 6 Pre-Algebra	Grade 7 Algebra	Grade 8 Adv. Algebra	Total Increase
St. Anthony New Brighton Schools				
<i>All Students of Color</i>	8.5%	12.8%	15.4%	9.6%
<i>White</i>	91.5%	87.2%	84.6%	n/a

B. Yearly Targets: 2013-17 (*Advanced classes – Advanced Algebra Grade 8*)

Name of District/Status/Year	Baseline 2013-2014	Year 1 2014-2015	Year 2 2015-2016	Year 3 2016-2017	Total Increase
St. Anthony New Brighton Schools					
<i>All Students of Color</i>	15.4%	18.6%	21.8%	25.0%	9.6%
<i>White</i>	84.6%	81.4%	78.2%	75.0%	n/a

Activity 2

- *Training teachers and administrators.*

Details:

- Professional development resources and training for improving achievement of all students.

Narrative Description of Strategies/Activities:

This is the same as the Reading Activity 2

Key Indicators of Progress (KIP)

This is the same as the Reading Activity 2

Activity 3

- *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 assessment and aligned with Worlds Best Workforce (Sec. 29, subd.29(b)).*

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 assessment and aligned with Worlds Best Workforce (Sec. 29, subd.29(b)).*

Narrative Description of Strategies/Activities:

Use of evidence based interventions for math. We will use a Response to Instruction model, with AIMSWeb as our formative assessment, and co-teaching, guided small group work, as well as ALEKS Math, as our intervention processes. Math interventions will improve student preparedness in math. Including the goal of increased participation of students of color in rigorous math courses, we will provide co-teachers in math classes. This strategy will give students more support in math classes. It will potentially give students two different instructional perspectives. It will also give teachers a colleague to help collaborate regarding student strengths as well as their areas of improvement. Co-teachers will also be part of data coaching to collaborate regarding potential instructional adjustments to address student-learning needs. Additionally, we will provide double math opportunities (two math classes in one day). This allows students more time on task to accelerate their learning.

An Elementary Intervention Specialist will be used to ensure the process to properly identify students for research-based interventions is followed. Each month the Intervention Specialist will attend grade-level meetings to determine if current interventions (determined by AIMSWeb progress monitoring) are being implemented with fidelity. In addition, the Intervention Specialist will attend monthly Level 3 meetings to discuss students who have been receiving interventions for at least six weeks and progress monitoring determines the intervention is not working. Furthermore, and more importantly, the Intervention Specialist will provide research-based interventions (www.wilshirepark.weebly.com) for students who do not fit the specific need with either double-math or co-teaching. For example, some students, based on their Universal Screening using AIMSWeb, are performing at level too low for them to access specific pull-out or embedded math interventions. The Intervention Specialist will provide research-based interventions (indicated on the following website based on need: www.wilshirepark.weebly.com) In addition, the Intervention Specialist will be used to respond to students who enroll in the school during the school year and are determined to need an intervention.

Key Indicators of Progress (KIP)

Directions: Please enter an **Activity 3** SMART goal below and identify the measures you will use to track progress and implementation. If yearly targets are detailed data for your district's key indicators of progress are available now, you may include it in the table below

1. SMART goal for this strategy/activity:
 - a. St. Anthony-New Brighton School District students will *make yearly-expected growth* measured by the *NWEA MAP Test*. Expected growth will be determined, per student, each fall based on RIT score. Students of color who are *below grade level on Fall MAP RIT score will be expected to grow up to two-years* of growth by the Spring MAP administration. For example:
 - i. A 4th grade student who scores 201 on Fall MAP Math will be expected to grow 13 points to have a 214 MAP 4th grade Spring RIT Score (College and Career Ready Benchmark).

- ii. A 4th grade student who scores 193 in on the Fall MAP Math will be expected to grow 21 points to have a 214 MAP 4th grade Spring RIT Score (College and Career Ready Benchmark).
 - iii. These growth/benchmarks correspond with our Worlds Best Workforce plan.
2. Measures to track implementation and progress:
- a. Viewpoint (student data warehouse system) will be used to track student MAP scores to determine if students are on target to make designated benchmarks.
 - b. Benchmark NWEA data sets created to show the types of growth needed to be College and Career ready.
 - c. AIMSWeb progress monitoring tools (online system that also feeds into Viewpoint).
3. Optional: List yearly progress targets
- a. Table 2 is the benchmark data we will use to track students growth per year. We cannot show progress targets since it will be done individually per student.
 - b. Table 1 – is a sample spreadsheet with benchmark data we could use.
 - c. AIMSWeb data analysis. We will use the four-point decision rule and a trend line analysis

Table 1

Student	Fall RIT - Math	MCA Expected Growth	College and Career Ready Growth	Spring RIT- Math	Actual Growth	On Target?
St. Anthony New Brighton Schools						
<i>Smith, John (Grade 4)</i>	193	21	31	224	31	Yes
<i>Johnson, Sally (Grade 4)</i>	193	21	31	200	7	No
<i>Lee, James (Grade 4)</i>	185	29	39	200	15	No

Integration Goal:

Directions: If one of the following three options describes your collaborative's integration goal, include that goal in the *narrative goal statement* text box below.

- 1) **Your collaborative's integration strategy involves School Enrollment Choices. List your district's and collaborative's yearly student demographic targets within this section.**
- 2) Your collaborative will be increasing the number of World Language Certificates given to students. List the yearly increase targets.
- 3) Your collaborative will increase the percent in a specific response category for a question in the Minnesota Student Survey relating to *School Safety*, or *Student Engagement and Connection at School*.

Narrative Goal Statement:

We will partner with an adjoining district, Columbia Heights, to create a pre 9th grade culturally responsive writing seminar. The demographic of the students participating in this summer seminar program will match the WMEP demographics. The chart below will describe the demographic make-up of the summer seminar class between Columbia Heights and St. Anthony New Brighton schools. In addition, the students enrolled in the summer seminar program will have teacher support during the school year and be encouraged to enroll in advanced classes.

Integration SMART goal statement for your collaborative:

The percent of students in the demographic categories of White, Non-white, Free and Reduced Program in the summer seminar program between Columbia Heights and St. Anthony New Brighton Schools will be within 5% of those of the WMEP member districts, by increasing and decreasing the number of students in each category as follows (See table below – the first one is how St. Anthony New Brighton will reach each those targets the following table are specific to Columbia Heights)

List any relevant targets for **each** member district in your collaborative (St. Anthony New Brighton listed below as well as WMEP and all member districts)

Name of District	Status	Summer 2015
St. Anthony New Brighton	A	-
<i>All students</i>	1762	12
<i>White Students</i>	76%	66%
<i>Students of Color</i>	24%	33%
<i>Free/Reduced</i>	21%	66%

Name of District	Status	Summer 2015
Columbia Heights	A	-
<i>All students</i>	3043	13
<i>White Students</i>	28%	31%
<i>Students of Color</i>	72%	69%
<i>Free/Reduced</i>	78%	31%

Integration Goal One: Strategies and Activities

St. Anthony New Brighton schools will actively recruit students to participate in the summer seminar program. Specifically, the program will target students who score between the 34%-65% (national percentile) measured by the NWEA MAP test. In addition, of the 25 students enrolled, St. Anthony will enroll 12 students, with 4 students being students of color and 8 students being white students. This same breakdown will occur for students who qualify for Free and Reduced Lunch. Columbia Heights will enroll 13 students, with 9 students being students of color and 4 white students. With this contribution the composition of students, with these contributions from each district, will be 52% students of color and 48% white students, which matches the WMEP enrollment goals. The WMEP enrollment goals are the collective demographic percentages of all member districts.

Activity 1

- Summer Seminar Enrollment Choices

Details:

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

Narrative Description of Strategies/Activities:

The goal of the summer seminar is to increase student integration with shared culturally responsive experiences. The summer seminar will allow students from both St. Anthony New Brighton and Columbia Heights to attend field trips, read selections of work, and share other experiences. The final product will be to develop a clear coherent piece of writing. The writing emphasis of the class will connect to the English Language Arts State Standards. After students successfully complete the summer seminar program and participate in follow-up session throughout the school year, students will be ready to, not only participate in Advanced Placement classes, but also be successful.

Key Indicators of Progress (KIP)

Directions: Please enter an **Activity 1** SMART goal below and identify the measures you will use to track progress and implementation. If yearly targets are detailed data for your district's key indicators of progress are available now, you may include it in the table below

1. Students enrolled in St. Anthony New Brighton and Columbia Heights' summer seminar program will reflect the average demographic enrollment of the member districts. Students of color will represent 52% of student enrollment and students who receive free or reduced lunch will represent 45% of student enrollment. Key indicators of progress will be utilized by St. Anthony New Brighton to help support the integration of summer seminar.
2. Measures to track implementation and progress:
 - a. Enrollment numbers will be reviewed each semester by the district administrative team at St. Anthony New Brighton schools
 - b. Viewpoint will be used to create a list of students who fall in the target student population (34-65 percentile, measured by NWEA MAP test). From this list invitations will go to students who match enrollment targets.
 - c. With the support of the high school guidance counselor and English Department Chair, summer seminar students will be encouraged to enroll in honors 9th grade English.
 - d. With the use of Infinite Campus, end of quarter 9th grade English grades will be checked for summer seminar students.
 - e. With the support of the high school guidance counselor, track summer seminar students' enrollment in AP classes in grades 10-12.

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.

Accepted Research-Based Activities and Strategies:

Response to Intervention (RTI)

Read180/Wiggleworks

ALEKS Math

Double Math (Two math classes a day, one taught at grade level and one for preteaching and reteaching grade level curriculum)

Co-Teaching

Data Coaching/Professional Learning Communities

Evidence for Activities and Strategies:

Advocate for Students – See Appendix for the following article (starting on page 25): *The Educational Experience of Young Men of Color, A Review of Research, Pathways and Progress* by: John Michael Lee Jr and Tafaya Ransom.

Website for Scholastic Read 180 and Wiggleworks: <http://read180.scholastic.com/> and <http://teacher.scholastic.com/products/wiggleworks/index.htm>

Research for Math and Reading Interventions: www.wilshirepark.weebly.com

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)).

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:

Partner Advisory Group (PAG)

Columbia Heights	Becky Allen, Duane Berkas, Zena Stenvik
Eden Prairie	Nanette Missaghi
Hopkins	Stanley Brown
Minneapolis	Cyrenthia Shaw, James Burroughs, Jason Bucklin
Richfield	Fiona Keel, Kate Trewick
St. Anthony New Brighton	Wayne Terry
St. Louis Park	Kari Ross, Robert Metz
Wayzata	Karla Thompson, Sara Gammack

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

N/A

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. *N/A*