



## Achievement and Integration Plan July 1, 2020 to June 30, 2023

**District ISD# and Name:** ISD 623 Roseville Area Schools

**District Integration Status:** Racially Isolated District /Racially Identifiable School (RI/RIS)

**Superintendent:** Dr. Aldo Sicoli  
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**Plan submitted by:** Dr. Michael Favor

Title: Assistant Superintendent

Phone: 651-724-6462

Email: Michael.favor@isd623.org

### 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. Central Park Elementary | 4. Enter text here. |
| 2. Edgerton Elementary     | 5. Enter text here. |
| 3. Harambee Elementary     | 6. Enter text here. |

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: EMID.

- |  |   |
|--|---|
| 1. <b>ISD #199 Inver Grove V - Voluntary</b> | 3. <b>Stillwater V - Voluntary</b>                              |
| 2. <b>South St. Paul V - Voluntary</b>       | 4. <b>White Bear Lake A - Adjoining</b> Choose district status. |

### 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: Dr. Aldo Sicoli  
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.

### American Indian Parent Advisory Council Members:

- |     |                      |   |
|-----|----------------------|---|
| 1.  | Shannon Geshick      | Chairperson   |
| 2.  | Karen Rice           | Secretary   |
| 3.  | Rhonda Rousseau      | Vice- Chairperson                                   |
| 4.  | Micha Pahsetopah     | Student Representative                              |
| 5.  | Jamie Becker-Finn    | General Representative (Representative Becker-Finn) |
| 6.  | Nicole Martin-Rogers | General Representative                              |
| 7.  | Ursula Pankonin      | General Representative (Roseville District Teacher) |
| 8.  | Cary Waubanashum     | General Representative                              |
| 9.  | Vicotria Soulia      | General Representative                              |
| 10. | Andrea Oliyias       | General Representative                              |
| 11. | Lena Vasquez         | General Representative                              |
| 12. | Tara Bruening        | General Representative                              |
| 13. | Curtis Johnson       | Roseville School Board                              |
| 14. | Dr. Michael Favor    | Roseville Asst. Superintendent                      |

### 2019-20 Meeting Dates: Held at RAMS/Fairview 5:30-7:00 pm

September 25 - cancelled	March 25
October 23 - cancelled	April 22
November 27	May 27
January 27	June 24
February 26	July 22

**Multidistrict Collaboration Council:** EMID—Forest Lake, Inver Grove Heights Community Schools, Roseville, South St. Paul Schools, White Bear Lake

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

**Educational Equity Advisory Council (EEAC) members:**

Anthony Anderson  
Becky Berkas  
Teresa Chavez  
Clare Verbeten  
Corey Culver  
Corrin Duque  
Hassan Halimo

### Harambee PTO

Emily Garzon  
Corey Culver  
Theresa Nordenstam  
Tara Bruening  
Anastasia Kramlinger  
Mai Xiong  
Clare Rodrigues-Henderson  
Michelle Moore  
Brian Ruis  
Martha Uppendahl  
Karen Jones  
Jessica Garcia  
Julie Benick  
Kelia Lemus/Zemus  
Cara and Joel Christopherson  
Heather Brenhofer

#### **Staff:**

Principal Delon Smith  
Danielle Beck  
Denise Dzik  
Jessica Prenzlów-Morgan

### Edgerton PTA:

Rachel Coleman  
Jessica Rust  
Erinn Letts  
Kara McGuire

### Central Park PTO

Chris Krook-Magnuson (president)  
Jen and Keith Endres (Keith is treasurer, Jen is secretary)  
Sarah Zielinski (vice president)  
Scott Zielinski

#### **Staff:**

Becky Berkas  
Karla Rhodes  
Amber Drummer-Woods  
Berri Reiser

Huda Yusuf  
Matthew Brandt  
April Thompson  
Shvonne Johnson  
Kitty Gogins  
Dr. Michael Favor

Tara Schalow  
Wesley Haut  
Loren Foster  
Sheena Sims  
Breanna Jones  
Emily Seibel  
Phil Seibel  
Zada McCray  
Megan Edgington  
Sari Gunderson  
DeeDee Casimir  
Marquetta Richardson  
Blaise O'Connor  
Navid Amini  
Pamela Carter

Michael Deppe  
Heather Musich  
Sara Stimple  
Lindsay Most  
Sherry Slocum

Sara Montgomery  
Josh Morris  
Mary Magill Tribbett

## 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](#).

## 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:** Increase the graduation rate for Hispanic students from 75.34% in 2019 to 90.0% by 2023.

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

**Goal type:** Achievement Disparity

**Strategy #1** Advancement Via Individual Determination (AVID) Program

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

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

AVID is a college-readiness program designed to help students develop the skills they need to be successful in college. Students who participate in the AVID program are most typically from groups underrepresented on college campuses, including those from low-income families or first-generation college-bound students. Roseville Area Schools has offered AVID programming for several years at multiple school sites. Per the AVID website, the program “offers a variety of classroom activities, lesson plans, professional learning videos, and timely articles that are relevant to students” by equipping teachers and students with strategies that improve student engagement and academic success. Students are invited to participate in AVID programming based on their eligibility for a federal lunch subsidy. Teachers in the AVID program receive ongoing training and support on program implementation from AVID. AVID teachers meet monthly with individual students to review grades and completion of AVID activities. Additionally, student academic and behavior data will be frequently monitored to ensure AVID students receive appropriate supports as demonstrated by need.

**Location of services:** Roseville Area Middle School, Roseville Area High School, Fairview Alternative 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
Increase the percentage of 7th-8th grade Hispanic student groups enrolled in AVID cohorts.	22	24	26

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 9th-12th grade Hispanic student groups enrolled in AVID cohorts	42	45	48

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

## **Strategy #2** Cultural Liaisons & Dual Language Immersion (DLI) Teachers

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

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Cultural Liaisons and DLI teachers will work with families and students to develop Individual Growth Plans. At Little Canada, approximately 50% of students are from Spanish speaking homes and 50% are from English speaking homes. At Roseville Middle School, DLI and Cultural Liaison programming is being expanded based on student needs. DLI Teachers will be trained on how to differentiate instruction by including student voice/absent narratives. All students will participate in What I Need- (W.I.N.) groups during the school day to receive extra support based on their individual needs.

The Cultural Liaisons will work collaboratively with the DLI teachers to engage families from racially and economically diverse backgrounds to ensure more effective communication and to ensure more family/student voice in the W.I.N. process. The interventions/activities will help enhance all students' self-awareness, social unity, cultural understandings, and interaction with each other. These interventions will help reduce academic disparities. The addition of the .25 DLI Coordinator will support teachers by providing professional development to share best practice strategies to help close the achievement gap.

**Location of services:** All Roseville Area Schools sites (Cultural Liaisons), Roseville Middle School & Little Canada Elementary (Dual Language Immersion)

### **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
Decrease the achievement gap between Hispanic and white students at all Roseville Area Schools' sites.	Baseline data year	Decrease by 10% from baseline	Decrease by 20% from baseline
Decrease the achievement gap between Hispanic and white students at Little Canada from XX% to XX%	Baseline data year	Decrease by 10% from baseline	Decrease by 20% from baseline

**Goal #2:** Roseville Area Schools' students will self-report an increase from 2020 baseline year data to a 10% increase in 2023 (numbers to be reported after students take the survey in the 2020-21 school year) in their level of comfort initiating and maintaining positive relationships with students from diverse backgrounds (e.g., racial/ethnic, socio-economic)

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

**Goal type:** Integration

**Strategy #3** Cross-District integration activities

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

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

This strategy utilizes Equity Alliance MN to facilitate cross district integration activities that bring together students from diverse racial, cultural, ethnic and socioeconomic backgrounds. Activities include, but are not limited to:

- Offer AVID Health and Physical Education Summer credit-bearing classes for students from both Roseville Area Schools and Inver Grove Heights Community School.
- Continue the Youth Executive Board (YEB), a multi-district group of high school students who meet weekly to build relationships through team-building activities, learn how to use their power in positive ways to influence change and build their leadership and academic potential. YEB students participate in a culminating event along with students of Native Leadership Council (NYLC).
- Utilize AmeriCorps Promise Fellows and Vista volunteers, in collaboration with the MN Alliance with Youth, to provide both inter- and cross-district integration service learning opportunities for RAS 6-12 grade students

**Location of services:** Roseville Area Middle School, Roseville Area 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
Increase the percentage of racially and economically diverse student groups participating in the AVID Health & Physical Education Summer credit-bearing classes. Baseline data = 90% in 2019	95%	98%	100%
Increase student understanding of the impact of race and poverty on health-related issues through the use of a culturally responsive curriculum.	Baseline Data Year	Increase baseline by 5%	Increase baseline by 10%
Increase service-learning opportunities for all Roseville Area Schools' 6 <sup>th</sup> -12 <sup>th</sup> grade students in collaboration with the Minnesota Humanities Center & AmeriCorps. NEW	25	35	45
Increase the number of Roseville Area Schools' White students who serve on the Youth Executive Board	3	4	5
Increase the number of Roseville Area Schools' Black, Hispanic and American Indian students who serve on the Youth Executive Board	14	15	16
Increase students' level of comfort initiating and maintaining positive relationships with students from diverse backgrounds (e.g., racial/ethnic, socio-economic) using a cultural competency survey.	Baseline Data Year	Increase baseline by 5%	Increase baseline by 10%

**Strategy #4** Civil Rights and a Native American Tour

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). 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.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

We will design a Native American Tour and Civil Rights Tour for 10<sup>th</sup>-12<sup>th</sup> grade Roseville Area Schools' students, as well as students from EMID collaborative districts. The goal of these tours will be to increase cultural competency and understanding of the Civil Rights Movement and American Indian Movement. Enrollment will be handled in collaboration with other EMID districts in order to ensure racially and economically diverse student representation.

**Location of services:** Roseville Area High School, Fairview Alternative 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
To increase the percentage of Roseville Area Schools 10th-12th grade students of color participating in the Civil Rights Tour	Baseline data year	Increase baseline by 10%	Increase baseline by 20%
To increase the percentage of Roseville Area Schools 10th-12th grade white students participating in the Civil Rights Tour	Baseline data year	Increase baseline by 10%	Increase baseline by 20%
To increase the percentage of Roseville Area Schools 10th-12th grade white students participating in the Native American Tour	Baseline data year	Increase baseline by 10%	Increase baseline by 20%
To increase the percentage of Roseville Area Schools 10th-12th grade white students participating in the Native American Tour	Baseline data year	Increase baseline by 10%	Increase baseline by 20%
To increase the NUMBER of Roseville Area Schools Kindergarten-12th grade racially and economically diverse student and parent groups participating in the American Indian Education Program	35 total students and parents	50 total students and parents	60 total students and parents
Increase student participants' level of comfort initiating and maintaining positive relationships with students from diverse backgrounds (e.g., racial/ethnic, socio-economic) using a cultural competency survey.	Baseline data year using Cultural Competence Self-Assessment Awareness Checklist	Increase from baseline by 5%	Increase from baseline by 10%

**Goal #3:** Increase Roseville Area Schools students' access to the number of racially and ethnically diverse teachers from 11% in 2019 to 17% in 2023.

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

**Goal type:** Teacher Equity

**Strategy #5** Metro State Teacher Collaborative

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

According to the Learning Policy Institute (2018), research indicates “teachers of color help close achievement gaps for students of color and are highly rated by students of all races – a fact that is all the more relevant in light of persistent gaps between students of color and students from low income families and their peers who are White or from more affluent families.”

The goal of this collaboration with Metropolitan State University’s School of Urban Education is to serve as a host site for practicum and student teaching placements at Roseville Area Schools. Additionally, district leadership will collaborate with the School of Urban Education leadership to increase access to job vacancies in Roseville for practicum students and student teachers, as well as offer professional learning for students in that program regarding district-specific employment opportunities and preparedness.

We will offer classes for aspiring teachers at Roseville Area High School through collaboration with Metro State and other universities that emphasizes our priority in practicum and student teaching placements for Roseville Area Schools students, in addition to communicating our hiring preferences of former Roseville Area Schools’ students. **We will utilize AVID tutors to incentivize students from Metropolitan State University’s School of Urban Education in completing their practicum and student teaching experiences in Roseville Area Schools by hiring them as AVID tutors during their schooling at Metro State.**

**Location of services:** All Roseville Area Schools 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
Increase the number of practicum and student teaching placements from Metropolitan State University’s School of Urban Education.	Baseline data year		
Increase the percentage of teachers of color employed in the district.	13%	15%	17%

**Strategy #6** Enhanced Focus program for racially/ethnically diverse staff.

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

As mentioned in the previous strategy above, “teachers of color help close achievement gaps for students of color and are highly rated by students of all races – a fact that is all the more relevant in light of persistent gaps between students of color and students from low income families and their peers who are White or from more affluent families” (Learning Policy Institute, 2018). However, according to national research, teachers of color leave the profession at higher rates than their white peers (Learning Policy Institute, 2018). The FOCUS program will attract and retain teachers of color by providing opportunities to build relationships and increase collaboration amongst all staff. **As part of this strategy, Roseville will also continue to access resources offered by Equity Alliance MN (formerly EMID) which supports our**

integration collaborative made up of other A&I districts in the area. To help recruit and retain American Indian staff and staff of color we will participate in principal/staff development opportunities and student activities offered through Equity Alliance MN.

**Location of services:** All Roseville Area Schools 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
Increase (and retain) the percentage of teachers of color employed in the district.	13%	15%	17%
Increase the number of teachers of color participating in the FOCUS program.	35	40	50
Increase the percentage of teachers of color who self-report an overall positive experience working at Roseville Area Schools in collaboration with Equity Alliance.	Baseline	Increase from baseline by 5%	Increase from baseline by 10%

**Strategy #7** Minnesota Humanities Center Professional Development Programs

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

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Per the Minnesota Humanities Center website, increase Engagement through Absent Narratives is an all-day workshop designed for educators, school administrators, and business, community, and organizational leaders who want to build relationships with their students, colleagues, clients and/or partners.

Workshop participants will use personal stories, conversations, and guided reflections to practice strategies that help engage others with respect and empathy, while also exploring four key concepts: Building and Strengthening Relationships, Recognizing the Power of Story and the Danger of Absence, Introduction to Epistemology, and Community Solutions.

The goal of this strategy is to increase cultural competence of all staff. Keeping student achievement as the focus, licensed staff will build their capacity to understand themselves and their students and help them be more effective. We will engage our parent and family community as partners in this professional development.

**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
Increase the percentage of licensed staff who participate in equity-centered professional learning offerings from the MN Humanities Center trainings.	Baseline Data Year	Increase baseline by 10%	Increase baseline by 20%
Expand the number of equity-centered professional learning offerings from the MN Humanities Center.	2	4	6

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
Roseville Area Schools' staff will increase their understanding of how their culture informs their judgment (from Cultural Competence Self-assessment Awareness Checklist).	Baseline Data Year	Increase from baseline by 5%	Increase from baseline by 10%

## 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 Achievement & Integration Plan and subsequent funding will provide our district with opportunities to improve both academic and social/emotional outcomes and eliminate racial, ethnic and economic disparities through strategic and intentional focus on: using data-based decision-making to improve academic achievement, providing equity-centered professional learning opportunities for all staff, amplifying student voice through unique research projects such as Civil Rights and Native American tours, and increasing parent engagement as part of a 3 year plan. This plan will also expand opportunities for cross-district integration through collaboratives such as EMID, as well as focus schools to address racial, ethnic and economic enrollment disparities within the district. We will increase support for identified racially isolated schools through AmeriCorps and Vista program staff. Those staff will provide direct student support, progress monitoring of data, and facilitating inter and intra- district collaboration.

## 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.*

**Goal #1:** Increase our overall reading proficiency rates as measured by the MCA-III reading test while also reducing the academic achievement gap between white students and students of color in reading achievement as measured by the MCA-III. The achievement gap in reading for Edgerton, Harambee, and Central Park will be reduced from 28.6% in 2019 to 14.3% in 2023.

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

**Goal type:** Achievement Disparity

### Strategy #1 Student Individual Learning Plans

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). 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.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Individual Learning Plans will be created for students at Central Park, Edgerton and Harambee scoring below proficiency on universal screening measures to ensure correctly targeted interventions are put into place and closely monitored. Each of our sites (Central Park, Harambee, and Edgerton) will be supported by a PLC coordinator who provides progress monitoring data for eliminating racial and economic achievement gaps, integration activities, planning for essential learning that demonstrates cultural fluency and increases access to effective and diverse teachers by interventions and enrichment activities through individual learning plans, and student assessments. Develop and support recruitment strategies through individual learning plans, and student assessments. Develop and support recruitment strategies to improve enrollment that eliminates racial isolation.

**Location of services:** Harambee, Central Park, Edgerton

**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
Decrease the achievement gap between students who qualify for free and reduced meals and for students who do not qualify at Harambee Elementary as measured by the MCA-III Reading.	16%	11%	6%
Decrease the achievement gap between all African American and White students attending Harambee Elementary as measured by the MCA-III Reading.	10%	5%	0%
Decrease the achievement gap between American Indian and White students attending Harambee Elementary as measured by the MCA-III Reading.	Cell Size is too small at this time		
Decrease the achievement gap between Latinx and White students attending Harambee Elementary as measured by the MCA-III Reading.	10%	5%	0%
Decrease the achievement gap between students who qualify for free and reduced meals and for students who do not qualify at Central Park Elementary as measured by the MCA-III Reading.	31%	26%	21%
Decrease the achievement gap between all African American and White students attending Central Park Elementary as measured by the MCA-III Reading.	28%	23%	18%
Decrease the achievement gap between American Indian and White students attending Central Park Elementary as measured by the MCA-III Reading.	Cell Size is too small at this time		
Decrease the achievement gap between Latinx and White students attending Central Park Elementary as measured by the MCA-III Reading.	30%	25%	20%
Decrease the achievement gap between students who qualify for free and reduced meals and for students who do not qualify at Edgerton Elementary as measured by the MCA-III Reading.	18%	13%	8%
Decrease the achievement gap between all African American and White students attending Edgerton Elementary as measured by the MCA-III Reading.	30%	25%	20%
Decrease the achievement gap between American Indian and White students attending Edgerton Elementary as measured by the MCA-III Reading.	Cell Size is too small at this time		
Decrease the achievement gap between Latinx and White students attending Edgerton Elementary as measured by the MCA-III Reading.	30%	25%	20%

## Strategy #2 Cultural Fluency Instruction

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). 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.
- Increases cultural fluency, competency, and interaction.
- Provides school enrollment choices.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Support each of our Racially Identifiable Schools through a Professional Learning Community (PLC) coordinator. Each of our sites (Central Park, Harambee, and Edgerton) will be supported by a PLC coordinator who provides progress monitoring data for eliminating racial and economic achievement gaps, integration activities, planning for essential learning that demonstrates cultural fluency and increases access to effective and diverse teachers by interventions and enrichment activities through individual learning plans, and student assessments. Develop and support recruitment strategies through individual learning plans, and student assessments. Develop and support recruitment strategies to improve enrollment that eliminates racial isolation.

**Location of services:** Harambee, Central Park, Edgerton (RIS)

### 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
Decrease the achievement gap between students who qualify for free and reduced meals and for students who do not qualify at Harambee Elementary as measured by the MCA-III Reading.	16%	11%	6%
Decrease the achievement gap between all African American and White students attending Harambee Elementary as measured by the MCA-III Reading.	10%	5%	0%
Decrease the achievement gap between American Indian and White students attending Harambee Elementary as measured by the MCA-III Reading.	Cell Size is too small at this time		
Decrease the achievement gap between Latinx and White students attending Harambee Elementary as measured by the MCA-III Reading.	10%	5%	0%
Decrease the achievement gap between students who qualify for free and reduced meals and for students who do not qualify at Central Park Elementary as measured by the MCA-III Reading.	31%	26%	21%
Decrease the achievement gap between all African American and White students attending Central Park Elementary as measured by the MCA-III Reading.	28%	23%	18%
Decrease the achievement gap between American Indian and White students attending Central Park Elementary as measured by the MCA-III Reading.	Cell Size is too small at this time		

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
Decrease the achievement gap between Latinx and White students attending Central Park Elementary as measured by the MCA-III Reading.	30%	25%	20%
Decrease the achievement gap between students who qualify for free and reduced meals and for students who do not qualify at Edgerton Elementary as measured by the MCA-III Reading.	18%	13%	8%
Decrease the achievement gap between all African American and White students attending Edgerton Elementary as measured by the MCA-III Reading.	30%	25%	20%
Decrease the achievement gap between American Indian and White students attending Edgerton Elementary as measured by the MCA-III Reading.	Cell Size is too small at this time		
Decrease the achievement gap between Latinx and White students attending Edgerton Elementary as measured by the MCA-III Reading.	30%	25%	20%

**Goal #2:** Reduce racial and economic enrollment disparities at Central Park, Edgerton and Harambee Elementary schools by increasing the enrollment of white students from 18% in 2019 to 23% by 2023.

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

**Goal type:** Integration

### Strategy #3 Harambee Cross-District Integration Program

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). 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.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Harambee is a cross-district integration school site designed to increase racial and economic integration of students. Students at Harambee come from districts across the east metro. Harambee, an environmental studies school, offers year-round programming to help eliminate summer learning loss. The curriculum focuses on the relationship between people and the world we share with all living beings. It encourages understanding of these relationships through consideration of ecological, cultural and social systems. The Harambee approach builds upon students' natural curiosity of animals and plants through investigating the diverse ways life survives in urban, suburban and rural environments.

Enrollment at Harambee is based on a lottery system and is open to students in Roseville Area Schools and selected east metro counties. Transportation is provided both within and across these selected east metro county districts for desegregation and integration purposes.

In order to ensure that Harambee becomes more integrated and racially and economically diverse, changes will be made to the current magnet lottery. A percentage of seats will be reserved for students from less racially and economically diverse schools, both within and outside of the district. Enrollment will be managed through the district enrollment department. Additionally, strategic marketing efforts will take place at the non-RIS schools and across selected east metro county districts to ensure families there receive information about Harambee and families will be made aware that students will receive intra-district transportation. Family information nights will be held each fall/winter at Harambee for families residing in all Roseville Area Schools attendance areas, as well as those in selected east metro county districts.

**Location of services:** Harambee 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
Increase cross-district enrollment of White students from other east metro districts at Harambee.	13%	14%	15%
Increase intra-district enrollment of Roseville Area Schools' White students at Harambee.	29%	30%	31%
Decrease economic enrollment disparities at Harambee Elementary.	26%	21%	16%
Decrease racial/ethnic enrollment disparities at Harambee Elementary.	26%	21%	16%

**Strategy #4** Focus schools offer specialized programming.

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). 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.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

In addition to the specialized programming offered at Harambee Elementary, two additional elementary sites serve as focus schools that offer families unique education programming opportunities and school enrollment choices for integration purposes. Central Park Elementary, a neighborhood and choice school, offers the SPARK program, providing students STEAM-based integrated learning experiences grounded in 21<sup>st</sup> Century skills. Edgerton Elementary offers students the WeCodeK-6 experience where students enhance their technology and 21<sup>st</sup> Century Skills through coding. The goal of these focus schools is to reduce racial and economic enrollment disparities that currently exist at these three school sites by attracting and enrolling a more racially and economically diverse and integrated student body by offering specialized programming.

In order to ensure that Harambee, Central Park and Edgerton school sites become more integrated and racially and economically diverse, changes will be made to the current magnet lottery that reserves seats for students from less racially and economically diverse schools within the district. Additionally, strategic marketing efforts will take place at the non-RIS schools to ensure families there receive information about the focus schools. Family information nights will be held each fall/winter at each of these three focus schools and families residing in all Roseville Area Schools attendance areas will be invited to attend.

**Location of services:** Central Park Elementary, Edgerton Elementary, Harambee

**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
Decrease economic enrollment disparities at Central Park.	27%	22%	17%
Decrease racial/ethnic enrollment disparities at Central Park.	24%	19%	14%
Decrease economic enrollment disparities at Edgerton Elementary.	29%	24%	19%
Decrease racial/ethnic enrollment disparities at Edgerton Elementary.	23%	18%	13%

**Strategy #5** Intra-district integration activities

**Goal Alignment: Integration**

**Type of Strategy:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). 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.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

Each RIS (Harambee, Central Park & Edgerton) will be paired with a non-RIS elementary site to provide opportunities for students from non-RIS to attend events and participate in intra-district activities aligned to each of the RIS focus school areas (e.g., environmental studies at Harambee, STEAM at Central Park and coding at Edgerton). Students from RIS will help plan and facilitate the learning at these events.

**Location of services:** Harambee, Central Park & Edgerton

**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
Increase the number of intra-district integration activities and events at Harambee.	Baseline Data Year	Increase by 2 from 2021	Increase by 2 from 2022
Increase the number of intra-district integration activities and events at Central Park.	Baseline Data Year	Increase by 2 from 2021	Increase by 2 from 2022
Increase the number of intra-district integration activities and events at Edgerton.	Baseline Data Year	Increase by 2 from 2021	Increase by 2 from 2022
Increase the cultural competency of students participating in intra-district integration activities at both RIS and non-RIS schools, as measured by self-reported survey results.	Baseline Data Year	Increase by 2 from 2021	Increase by 2 from 2022

**Goal #3:** Increase Roseville Area Schools’ RIS students’ access to teachers with an understanding of racial equity and skills in culturally responsive teaching strategies from 96% in 2019 to 100% by 2023.

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

**Goal type:** Teacher Equity

**Strategy #6** Culturally Responsive Teaching Professional Development

**Type of Strategy:**-Professional development opportunities focused on academic achievement of all students.

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

**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.

Licensed staff at Harambee, Central Park and Edgerton will participate in professional development centered around racial equity and culturally responsive teaching through book studies of titles (one per year) including *How to Be Anti-Racist* by Ibram X. Kendi. A/I funds will be used to purchase copies of selected books for each licensed staff member. District leadership will work collaboratively with building principals at Harambee, Central Park and Edgerton to develop discussion questions that teachers will be required to reflect upon via virtual discussion boards.

**Location of services:** Harambee, Central Park & Edgerton (all RIS)

## 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
Increase the percentage of teachers who complete the racial equity/CRT book studies at Harambee Elementary.	Baseline Data Year	Increase from baseline by 5%	Increase from baseline by 10%
Increase the percentage of teachers who complete the racial equity/CRT book studies at Central Park Elementary.	Baseline Data Year	Increase from baseline by 5%	Increase from baseline by 10%
Increase the percentage of teachers who complete the racial equity/CRT book studies at Edgerton Elementary.	Baseline Data Year	Increase from baseline by 5%	Increase from baseline by 10%
Increase cultural competency of teachers at RIS as self-reported through perception survey data	Baseline Data Year	Increase from baseline by 5%	Increase from baseline by 10%

## 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)). This Achievement & Integration Plan and subsequent funding will provide our district with opportunities to improve both academic and social/emotional outcomes and eliminate racial, ethnic and economic disparities through strategic and intentional focus on: using data-based decision-making to improve academic achievement, providing equity-centered professional learning opportunities for all staff, amplifying student voice through focus schools offering specialized programming including dual language immersion, STEAM, coding and environmental studies, and increasing parent engagement as part of a 3 year plan. This plan will also expand opportunities for cross-district integration through collaboratives such as EMID, as well as focus schools to address racial, ethnic and economic enrollment disparities within the district.