



**Achievement and Integration Plan
July 1, 2017 to June 30, 2020**

This document reflects Achievement and Integration requirements included in Minnesota Statutes, sections 124D.861 and 124D.862 as well as Minnesota Rules 3535.0100-0180.

District ISD# and Name: ISD 624 White Bear Lake Area Schools District's Integration Status:
Choose status.

Superintendent: Michael Lovett
Phone: Enter phone number.
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Plan submitted by: Sara Paul, James Barnett
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Racially Identifiable Schools (RIS)

If you have been notified by MDE that your district has a racially identifiable school, please list each of those schools below, adding additional lines as needed.

1. Willow Lane Elementary

Plans for racially identifiable schools will include the same information and follow the same format as that provided for district-wide plans. The RIS plan section starts on page twelve of this document.

Collaborating Districts Racially isolated districts must partner with adjoining districts on cross-district student integration activities (Minn. Rule 3535.0170). List your collaborating districts here, adding lines as needed. If your integration collaborative has a name, enter it here:
Collaborative name.

1. Equity Alliance MN
 - Forest Lake Area School District
 - Inver Grove Heights Community Schools
 - Peprich Center/Crosswinds School
 - Roseville Area Schools
 - South St. Paul Public Schools
 - Spring Lake Park Schools
 - Stillwater Area Schools
 - West St. Paul - Mendota Heights - Eagan School District
 - White Bear Lake Area Schools

Submit this completed plan template as a word document to MDE by March 15, 2017 for review and approval (Minn. Stat. § 124D.861 Subd. 4). Email it to MDE.integration@state.mn.us. Scan the signed coversheet and attach that to your email as a separate PDF.

School Board Approval (Minn. Stat. § 124D.861 Subd. 4)

We certify that we have formally approved and will implement the attached Achievement and Integration plan as part of our district's comprehensive World's Best Workforce plan and in compliance with applicable federal, state, and local laws and regulations.

Superintendent: Dr. Michael Lovett

Signature:

Date Signed: Enter date.

School Board Chair: Janet Newberg

Signature:

Date Signed: Enter date.

Detailed directions and support for completing this plan are provided in the [Achievement Integration Plan Guide](#) available on the [MDE Achievement and Integration page](#).

Plan Input

Willow Lane Elementary School Community Collaboration Council (RIS)

PTO

- Amy Bachmaier
- Sarah Fuhrman

Leadership Team

- Chris Streiff,
- Leigh Anderson
- Kelly DeSmet
- Julie Law
- Deb Hibbard
- Cha Yang
- Barb Basse
- Carissa Youngquist
- Beth Lilija
- Josh Maloy
- Lubna Abu-Sharkh

- Karen Brabenec

White Bear Lake Area School District (WBLAS)

White Bear Lake Area Schools followed the recommended Minnesota Department of Education (MDE) protocol for the needs assessment and data collection. Below are the dates associated with White Bear Lake Area Schools carrying out the recommended protocols in support of this plan:

School Site Visits

- Tuesday, October 25, 2016
- Wednesday, October 26, 2016

Leadership Team Meeting Dates

- Thursday, August 11, 2016
- Monday, May 1, 2017

World's Best Workforce Committee Meeting Dates

- September 21, 2016
- November 3, 2016
- February 2, 2017
- April 17, 2017

School Board Presentations regarding World's Best Workforce

- September 26, 2016
- October 10, 2016

Multi-District Collaboration Council

The Superintendents, Integration leaders, and Curriculum Directors of all Equity Alliance MN districts meet monthly to discuss their equity and integration work and create future work. Districts plans were discussed and reviewed as part of these collaborative meetings.

Post to District Website

<http://www.isd624.org/Files/teachingandlearning/achievementandintegrationplannarrative.pdf>

AI Plan Goals

WBLAS GOAL # 1: Increase from _90% to _96% the number of students who graduate from high school by 2020.

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

Objective 1.1: Improve attendance by providing support to students and families who are chronically absent

Objective 1.2: Increase classroom engagement by reducing the number of students who receive disciplinary action that warrants extended time out of class

Objective 1.3: Reduce the number of students who earn D and F in a middle school or high School course by supporting student transition between grades

Intervention #1: High Level Engagement

This intervention supports the following goal objective: 1.1

Type of Intervention: Family engagement initiatives to increase student achievement.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention. Enter narrative here.

Grade levels to be served: 6 - 12

Location of services: School Building

Students actively engaged in their learning is a key factor for students successfully graduating from high school. To help support our students who face challenges with attendance and behavior, will partner with MN Alliance with Youth to host up to 10 Promise Fellows a year to provide direct student support and contact to 6 – 12 grade students who struggle with regular attendance. Promise Fellows will go through training and receive regular professional development from the alliance to learn to use an array of research-based approaches, develop innovative ways to deliver the fundamental resources that young people need to be successful. Serving at least of 30 youth in grades 6-10, Promise Fellows help young people overcome challenges with attendance, behavior and core academics (the ABC's).

- Attendance
 - o Provide attendance coaching, call home if students miss class, organize field trips or other special events to make learning and being at school more engaging and relevant.
- Behavior
 - o Coordinate a lunchtime mentoring program, promote youth leadership development through a student-led peer mediation program, connect youth with community and civic opportunities, provide avenues for increased youth engagement in school and the broader community.
- Course Performance
 - o Provide before, during and after school academic support for individuals and small groups, connect after-school service-learning projects with classroom instruction, connect students with a mentor or tutor, incorporate math/reading games into after-school programming.

While ACT/SAT scores matter for college access, grades (GPAs) are much more predictive of college success. In fact, strong grades—earning As and Bs in high school—are the strongest indicator of college readiness and are much more predictive of college graduation than any test score.”

“Freshmen who are on track to graduate are four times more likely than their peers to graduate from high school.”

“Course performance in the ninth grade is more predictive of a student’s odds of graduating high school than all other factors, including race, gender, socioeconomic status, and prior academic achievement, combined.”

“High grades are so inextricably tied to graduation, the research found, that freshmen who end the year with a B average have a 95 percent chance of graduating in four years. Grades, in turn, are much more strongly tied to attendance than previously realized. Freshmen who miss two or more weeks of school per semester flunk, on average, at least two classes—even if they arrive at high school with top test scores.“

An essential effort to ensure better outcomes for students graduating from High School, we will targeted effort to ensure fewer students earn Ds and Fs in their freshman year. This will be achieved through two efforts. Our partnership with the Minnesota Alliance with Youth to provide more support to target groups of students who have earned a D or F last school year. We will also provide teachers AVID professional development to create more culturally relevant and inclusive classrooms.

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): A pre and post assessment of each student’s’ attendance will be recorded to assess progress from previous school year

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous,

objective research analysis that provides evidence this intervention is proven to improve student achievement.

- <http://www.naesp.org/resources/2/Principal/2010/M-Jp46.pdf>,
- http://new.every1graduates.org/wp-content/uploads/2012/05/FINALChronicAbsenteeismReport_May16.pdf,
- <http://www.insidesources.com/chronic-absenteeism-ailing-schools/>,
- <https://consortium.uchicago.edu/press/freshman-grades-attendance-striking-predictors-later-graduation-chicago-high-school-students>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Targ et 2018	Targ et 2019	Target 2020
Decrease the number of students considered chronically absent by	10%	15%	20%
Decrease the number of student referrals by	5%	12%	17%
Reduce the number of students with D's or F's by	5%	10%	15%

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

Intervention #2: Student Engagement and Outcomes

This intervention supports the following goal objective: 1.1

Type of Intervention: Family engagement initiatives to increase student achievement.

Narrative description of the critical features of the intervention. Enter narrative here.

Grade levels to be served: k - 12

Location of services: All School Building

In partnership with Parent Institute for Quality Education, PIQE, we will train 4 Cultural Liaisons on the PIQE parent engagement program to learn parent engagement strategies that support increasing parent involvement in their own child’s education and ensure that their student(s) graduate from high school. WBLAS district staff will create opportunities for staff, families, and students to collaborate and access quality programs and services through the work of cultural liaisons. Cultural liaisons will play a key role connecting our understanding of students needs and interests to ensure all students are served according to their unique needs and interest. They will work to engage and empower students, parents, and educators by facilitating ISI, Intentional Social Interaction, events up to seven times each school.

When conducting our needs assessments, in the area of Climate and Environment, more than 50% our parents responded “not at all true” or “mostly true” to the following questions:

Q6 How true is each of the following statements for you and/or your school?

- *I feel respected and supported in and by my school.*
- *I can express my feelings, desires and opinions in my school without fear of retaliation.*
- *My voice and perspectives are valued and treated with dignity in my school*

Our Cultural Liaisons facilitating ISI events at our different schools locations several times a

year we will create a space for students, parents, and teachers to engage and build understanding of student needs, and create a more welcoming environment for parents in our schools.

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b):

- A pre and post assessment of each student's attendance, class removals, student suspension will be recorded to assess progress from previous school year
- End of year climate and environment survey

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement

- <https://www2.ed.gov/documents/family-community/frameworks-resources.pdf>,
- http://piqe.org/pdf/revised_sdsu_study.pdf

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Targ et 2018	Targ et 2019	Target 2020
Increase the number of parents/caregivers from diverse backgrounds participating in PIQE training with our Cultural Liaisons.	16	24	32
Increase the number of parents/caregivers from diverse backgrounds participating in ISI training with our Cultural Liaisons.	20	35	50
Increase the percent of parent and caregivers that report feeling welcomed in schools and have positive relationships and effective cross-cultural communication with district and school staff as measured by the AI parent and caregiver survey to.	70%	80%	90%

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

WBLAS GOAL # 2: Close the achievement gap in both reading and math by 15%

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

Objective 2.1: Provide teachers with AVID PATH professional development training through our collaborative district partnership

Objective 2.2: Provide targeted support to students who have one or more D or F

Objective 2.3: Provide teachers with professional development on data driven practice to inform academic planning in response to student needs

Intervention #1: Professional Development

This intervention supports the following goal objective: 1.1

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

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention. Enter narrative here.

Grade levels to be served: 6 - 12

Location of services: School Building

Objective 2.1: Through a partnership with Equity Alliance and AVID, teachers will participate in two-day path trainings focused on Critical Reading, Culturally Relevant Teaching, English Language Arts, English Language Learners, and Math. Trainings will be led by WBL AVID District Director and AVID leaders as part of the collaborative.

The AVID Path series features a rigorous curriculum that promotes student achievement at the highest levels; it lays out a pathway to student success. Based on the teacher-developed, classroom-proven AVID Program, the series offers guides and materials for teachers, administrators, academic counselors, career center advisors, and anyone else who wants to help students fulfill their potential and successfully prepare for college.

AVID Center provides two-day workshops for content teachers in English, mathematics, science, and history/social science, as well as workshops designed for teachers of English language learners, Student Success Path training for teachers of non-core subjects, and Implementation Middle Level/High School training for new AVID Elective Teachers. All workshops use AVID's Path materials.

Participants will become familiar with AVID methodologies and learn what to anticipate when a school focuses on reorganizing its structures, processes, protocols, and systems to strategically give purpose to efforts to improve performance of all students.

Objective 2.2: An essential effort to ensure better outcomes for students graduating from High School, we will targeted effort to ensure fewer students earn Ds and Fs in their freshman year. This will be achieved through two efforts. Our partnership with the Minnesota Alliance with Youth to provide more support to target groups of students who have earned a D or F last school year. We will also provide teachers AVID professional development to create more culturally relevant and inclusive classrooms.

WBLAS GOAL # 3: Increase the number of underserved students Career/college ready and enrolled in and rigorous coursework, including students enrolled in alternative learning centers

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

Objective 3.1 Support underrepresented students during course selection to inform them of career pathways opportunities and courses offering opportunity to earn college credit

Objective 3.2: Provide teachers with professional development in AVID Essential Academic Skills for College Readiness

Objective 3.3: Provide families and stakeholders with parent involvement support improve their child's readiness for school

Intervention # 1 Authentic College and Career Awareness, Readiness, and Preparation

This intervention supports the following goal objective: Objective number 3.1.

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

Narrative description of the critical features of the intervention.

White Bear Lake Area Schools has a multi-tiered systems of supports in our elementary schools, as well as standards based report cards. At the secondary level, we have AVID programming in place, as well as a rich offering of Advanced Placement and College in the Schools, and Project Lead the Way courses. WBLAS has been working closely with Century College to dramatically reduce the needs for remedial coursework after graduation. In addition, we are offering career pathway courses in the areas of construction, manufacturing, IT and health care to ensure students are "apprenticeship ready" when graduating from high school and positioned to access low cost, livable wage, post-secondary educational opportunities. Our foundation has positioned us to increase student participation in rigorous coursework by underserved students. Research identifies 12 credits of concurrent enrollment (3 classes) as being strongly correlated to post-secondary success; therefore, this intervention is designed to increase participation that mirror the demographics of our district in college level courses before graduating from WBLAS.

Intervention #2

This intervention supports the following goal objective: Objective number 3.1.

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

Narrative description of the critical features of the intervention.

In partnership with Equal Opportunity Schools (EOS), a district analysis was conducted to determine our gaps in student enrollment in rigorous courses. Along with the district analysis, a student survey conducted to generate student “Insight cards” comprised with key information on student academic and career interest, as well as identified a trusted adult that students can use to consult them through the course enrollment process and throughout their time their course.

Summer College Credit Course Bootcamp:

Students taking college level courses will have the opportunity to get an early start on preparing for the rigors of college level classes. teachers leading these courses will be facilitating a day long “Boot Camp” for each core content area we offer (Math, Science, Social Studies, English Language Arts). The goal is to give students a jump start learning key skills and procedures, introduce them to their course material and the exams, and practice the habits needed to be successful in their early college course.

Our boot camp opportunity for students taking college level courses for the first time. This boot camp opportunity is being offered at no cost. For each workshop, the students will receive high level overview of the keys to a successful experience. The focus of workshop sessions will be to strengthen students’ academic foundations and refine their advance learning skills in general. The idea is to prepare students as if they are taking an college level course for the first time in their high school career.

Intervention #3

This intervention supports the following goal objective: Objective number 3.2.

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

Narrative description of the critical features of the intervention. Provide teachers with professional development in AVID Essential Academic Skills for College Readiness. Led by our district AVID director, and with the support our 4 site coordinators, teachers and staff will participate in professional development to make AVID schoolwide. Professional development will have 3 core focus areas; Preparing students with AVID essential academic skills for college readiness, Critical Reading, and creating a culturally relevant classroom.

Intervention #4

This intervention supports the following goal objective: Objective number 3.3.

Type of Intervention: Provide families and stakeholders with parent involvement support improve their child’s readiness for school.

Narrative description of the critical features of the intervention.

Parents are an essential component to the education of their children and their engagement is vital to leading students to a path of success in education. Research overwhelmingly shows that without parents being involved, a child's chance of academic success decreases dramatically. Our partnership with PIQE's programs, through the work of our cultural liaisons, will empower parents to become advocates for their children in order to ensure they receive a quality education and the chance to attend college, or pursue a career path that aligns with their desires.

Along with hosting ISI events, Cultural liaisons will use their PIQE training to lead a series of family engagement workshops title "Parent University". Workshops will be open to all parents to attend, but targeted to parents of traditionally underrepresented and under resourced backgrounds with students entering grades PreK, 3, 5, 8, and 11. Workshops will cover topics covering Academic preparation, Health And Wellness, Social and Emotional, all related to their child's development.

Grade levels to be served: 6 - 12

Location of services: Location

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b):

- Student academic performance in college credit courses will be monitored bi-weekly and reported to teachers and parents. Targeted interventions will be applied to respond to student needs.
- Parent Engagement Survey will be done after each Parent University session to gather parent feedback to inform the next session

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

- <https://edtrust.org/resource/finding-americas-missing-ap-and-ib-students/>.
- http://piqe.org/pdf/research/Joanne_Martin_PIQE_Impact_080801.pdf
- <https://www2.ed.gov/documents/family-community/frameworks-resources.pdf>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Targ et 2018	Targ et 2019	Target 2020
Gap Closed for underrepresented students enrolled in College Credit Courses, (Advanced Placement, College In the School, Project Lead the Way) by	15%	25%	35%
Students identified through the district analysis as "missing" from college credit courses will earn at least a C- or better in their course	70%	75%	80%
Parents participating in the Parent University series will report time	75%	80%	85%

Racially Identifiable School- Willow Lane Elementary

RIS Goal # 1

- *To increase reading proficiency on MCA assessments for Willow Lane students from 51.7% to 70.8%.*

Aligns with WBWF area: *All 3rd graders can read at grade level / All students can read at grade level*

- *All racial and economic achievement gaps are closed*

RIS Goal # 2

- Increase integrated learning experiences from three to six annually between students from Willow Lane Elementary and Otter Lake Elementary Schools.

RIS Objective 1.1: Tamarack Nature Center with Otter Lake Elementary School - STEM programming to increase student engagement and ultimately increase student achievement in reading, math, and science

RIS Objective 1.2: Increase classroom engagement by reducing the number of students who receive disciplinary action that warrants extended time out of class

RIS Objective 1.3: Increase racial and economic integration at that school (Minn. Rule 3535.0160).

RACIALLY IDENTIFIABLE SCHOOL INTERVENTIONS

RIS Intervention #1: Tamarack Nature Center

This intervention supports the following goal objectives: 1.1, 1.3.

Type of Intervention: Integration with a non-racially isolated school in White Bear Lake.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention. Tamarack Integrated Learning.

Grade levels to be served: Grades 1 - 5

Location of services: Willow Lane

Elementary & Tamarack Nature Center

In our partnership with Ramsey County, Willow Lane Elementary School (racially identified designation) students attend Tamarack Nature Center three times per year with students from Otter Lake Elementary School (non-racially identified). Each class attends with a class from Otter Lake. Over the course of three years, teachers have participated in staff development to move from just attending the lessons together to fully integrating the students. We have worked with the Equity Alliance to have staff from both schools learn activities to do with students to get them interacting before each visit and throughout the year. Some examples include: letter writing, buddies and google hangout sessions with their students. Each visit begins with a social interaction to get the students reacquainted as they will be with the same students throughout the school year.

RIS Intervention #2: Cultural Liaison

This intervention supports the following goal objectives: 1.2

Type of Intervention: Integration with a non-racially isolated school in White Bear Lake.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention. Tamarack Integrated Learning.

Grade levels to be served: Grades 1 - 5

Location of services: Willow Lane

Elementary & Tamarack Nature Center

Willow Lane will have a designated Cultural Liaison to support teachers, and student and parent engagement efforts. Their work will consist of leading efforts to proactively build relationships with Students and Families. Intentionally focusing on new families transitioning into Willow to support their integration and inclusion process. Supports students individually and in small groups by teaching, modeling and practicing social skills and regulation strategies. And,

implementing a system of conflict resolution and mediation using restorative practices

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b):

- Monthly student exclusionary discipline incident data will track and monitor the number of student incidents resulting in a classroom removal, and extended time out of class to assess impact of interventions.

Students are assessed after each lesson to measure students' understanding of the content presented. Student interaction is observed throughout the lessons and students are coached on social skills.

- **Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.
<http://www.healthiersf.org/RestorativePractices/Resources/documents/RP%20Curriculum%20and%20Scripts%20and%20PowerPoints/Classroom%20Curriculum/Teaching%20Restorative%20Practices%20in%20the%20Classroom%207%20lesson%20Curriculum.pdf>,
- <http://www.cehd.umn.edu/ssw/RJP/Training/mindfulness.html>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Targ et 2018	Targ et 2019	Targ et 2020
MCA III Assessments	61%	66%	71%
Cohort Meeting/Exceeding MCA Growth Targets	62%	67%	72%
Reduce the number of student referrals by	7%	13%	18%

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

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)).

Through the Equity Alliance MN collaborative, we are able to save \$100,000 per year due to internal trainers for AVID PATH training being provided and avoiding travel costs. Equity Alliance MN collaborative coordinates the after-school programming in our district, ensuring our students will be working with trained, qualified staff who are culturally competent with a relevant curriculum. Our district is able to participate in professional development and equity projects with national partners with the support from Equity Alliance MN collaborative.

Our efforts to increase student achievement outcomes has led to a variety of initiatives that responded to the needs of students. Over the course of conducting our needs assessment and analysis, we recognize that some trends regarding student engagement efforts can be predicted

and we believe that by focusing our efforts on employing cultural liaisons with a diverse set of skills to meet the needs of our families and students will be able to streamline our work and resources.

Continuing our partnership with the Minnesota Alliance allows us to utilize their expertise and serve students with challenges in attendance, behavior, and course completion. This is been an effective partnership for us as our students, teachers, and have enjoyed having added support in the building for students who have had struggles in these areas. In the past have had struggles aligning our interventions across our secondary school. By focusing on one partnership with the Minnesota Alliance with Youth, through the work of our Promise Fellows, we are able to ensure that consistent best practices are shared throughout our school sites by creating one team by creating one team that works districtwide.

Our investment in partnership with the Equal Opportunity Schools organization will allow us to better focus our resources on serving students by utilizing their proven strategies and resources for identifying students who are qualified but "missing" from rigorous courses. Utilizing the tools we can ensure that our students ready for concurrent enrollment courses are identified and given the necessary information to enroll. We will also follow protocols to monitor their progress and ensure that they have the necessary supports to be successful. We are also able to identify students earlier in middle school, which improves our ability to provide students opportunity, and support needed, to participate in rigorous courses at their instructional level. By having a more sound approach to identifying students, the efforts that were once made by staff at multiple levels to identify the students can be transition to provide a direct support and interventions.

By conducting the needs assessment, we were able to identify areas of success and opportunities for growth across our district. Reflecting on the outcome of the needs assessment guided us in a direction that allowed us to revisit practices and procedures, leading us to develop ways of improvement. Our new approach will allow us to better monitor and evaluate the effectiveness of our interventions and have a more real-time approach to responding to what we are observing.