Minnesota Department of

Education

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: Enter text here. District's Integration Status: Choose status.

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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. NA

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 six 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. **831 Forest Lake Area Schools** V - Voluntary
2. **199 Inver Grove Heights Community Schools** V - Voluntary
3. **623 Roseville Area Schools** RI - Racially Isolated
4. **006 South St. Paul Public Schools** A - Adjoining
5. **834 Stillwater Public Schools** A - Adjoining
6. **624 White Bear Lake Public Schools** RI - Racially Isolated
7. **1001 Perpich Center/ Crosswinds School** RI - Racially Isolated

Submitting This Plan
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.

COVERSHEET

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. Dave Webb
Signature: Date Signed: Enter date.

School Board Chair: Chris Walker
Signature: Date Signed: Enter date.

Detailed directions and support for completing this plan are provided in the <u>Achievement Integration Plan Guide</u> available on the MDE Achievement and Integration page.

Plan Input Minnesota School Desegregation/Integration Rule 3535.0170 Subp. 2 requires racially isolated and adjoining districts to establish a multidistrict collaboration council (MDCC) to provide input on integration goals and to identify cross-district strategies to improve integration.

The rule also requires districts with a racially identifiable school (RIS) to convene a community collaboration council (CCC) to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the RIS (Minn. Rules 3535.0160 Subp. 2).

List council members below and briefly describe the community planning process used for your district's plan and for your Racially Identifiable School (RIS), as applicable.

Multi-District Collaboration Council: Enter text here.
Community Collaboration Council for the RIS: Enter text here.

Post to District Website Prior to your district's annual AI and World's Best Workforce meeting, you must post this plan to the district website (Minn. Stat. § 124D.861 Subd. 3 (b)). Please provide the URL where your district's Achievement and Integration plan is posted. Enter text here.

Plan Goals This plan must contain goals for reducing disparities in academic achievement among all students and specific categories of students (excluding the categories of gender, disability, and English learners), and for increasing racial and economic integration (Minn. Stat. § 124D.861 Subd.2 (c)).

GOAL # 1: All racial and economic student groups' reading achievement will be at least 70% proficient) as measured by the spring MCA Reading assessment.

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

Objective 1.1: To build effective relationships with families by June, 2020 through culturally responsive practices and communication focused on student achievement.

Objective 1.2: To train all teachers K-5 and core area teachers 6-12 to increase methodologies that develop students critical thinking, literacy and math skills, and across all content areas to support students in developing skills and behaviors for academic success using AVID strategies and IB standards and practices.

Objective 1.3: To train all administrators and educational leaders to implement strategies of Culturally Responsive Leadership through equity coaching.

Objective 1.4: To increase participation of high risk preschoolers in high quality Preschool Programming.

GOAL # 2: All racial and economic student groups' reading achievement will be no more than 10% from expected targets (i.e., at least 70% proficient) as measured by the spring MCA Reading assessment.

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

Objective 2.1: To increase access to integrated programming for students grade 9-12 from racially isolated (West St. Paul/Mendota Heights/Eagan) and adjoining district (Inver Grove Heights.)

Objective 2.2: To identify, enroll and support missing students in challenging college preparatory courses by supporting academic motivation and achievement of students of color who are ready but who may be overlooked.

Objective 2.3: To increase elementary classroom (K-5) partnerships to join teachers and students in utilizing culturally responsive instruction, and integrated learning opportunities.

Objective 2.4: To increase student participation (Gr 4-12) in integrated learning, after school programs focusing on cultural understanding and leadership**.**

INTERVENTIONS

Directions Eligible districts may use AI revenue to pursue racial and economic integration and student achievement through interventions listed in the *Type of Intervention* drop-down menus below (Minn. Stat. § 124D.861 Subd. 2). Provide the information requested for each intervention.

Requirement for this section: At least one intervention must be designed and implemented to bring together students from the racially isolated district and students from that district's adjoining AI districts (Minn. Rule 3535.0170).

Copy and paste the text below for each intervention. In your annual AI budget use the intervention names below in the budget narrative for expenditures supporting that intervention.

Intervention # Parent Engagement
This intervention supports the following goal objective: 1.1

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

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. This project will build partnerships with families, community organizations and resources to support raising the level of academic proficiency of all students. Support for providing Parent Institute for Quality Education (PIQE) classes for preschool to grade 12 parents. In addition, 360 Communities Family Support Workers: Partners for Success, Cultural Liaisons, Literacy Coaches and Home Visiting support will be dedicated to partnering with families in accessing quality programming and resources.

Grade levels to be served: PreK-12   Location of services: District school buildings, community

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)**:** Pre and post cohort course surveys, anecdotal/surveys from sessions. Progress monitoring, curriculum based, local and state assessments of student progress.

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. Parent Institute for Quality Education Research Studies: http://piqe.org/research-studies/   360 Communities Family Support Workers: Partners for Success: https://www.360communities.org/school-success/partners-success/partners-for-success-program-developments/ Cultural Liaisons: https://www2.ed.gov/admins/comm/parents/parentinvolve/report_pg19.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.	Target 2018	Target 2019	Target 2020
Increase yearly PIQE parent participation.	80	120	160
Increase percent of family members and caregivers that report positive, parent- teacher trust using 5Es Parent Survey Results annually.	10%	15%	20%
Increase yearly attendance rates for all families involved in Partners for Success program by:	5%	10%	12%

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

Intervention # AVID
This intervention supports the following goal objective: 1.2

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

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. Expansion of Advancement Via Individual Determination (AVID) K-12, including the development of elective courses, and support for school wide implementation through teacher training, student support, schedule design and AVID defined parent involvement practices.

Grade levels to be served: K-12   Location of services: District school buildings

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)**:** Accountability assessments, NWEA, MCA

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. AVID: http://www.avid.org/research-basis.ashx

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.	Target 2018	Target 2019	Target 2020
Grade level expansion beyond grades 3-6.	3-8	2-10	K-12
Development of AVID Elective	Gr 9	Gr 10	Gr 11
Increased average district wide student achievement	2%	4%	6%

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

Intervention # Professional Development
This intervention supports the following goal objective: 1.3

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. Professional development resources and training for improving achievement of all students. Part time equity coaches work internally with teaching staff to create inclusive school environments for adults and children. Culturally Responsive Leadership support for administrators and teacher leaders through ongoing work with Jamie Almanzan and Equal Opportunity Schools.

Grade levels to be served: Prek-12   Location of services: District school buildings

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)**:** Pre and post cohort surveys, teacher self-assessment and goal setting (IGDPs)

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. Jamie Almanzan: https://us.corwin.com/en-us/nam/equity-academic-language-conference-speakers Equal Oportunity Schools: http://eoschools.org/successes/

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.	Target 2018	Target 2019	Target 2020
5Es Survey: Annual increase in district wide Supportive Environment ratings	5%	10%	15%
5Es Survey: Annual increase in district wide Effective Leaders ratings	5%	10%	15%
5Es Survey: Annual increase in district wide Ambitious Instruction ratings	5%	10%	15%

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

Intervention # Increase participation of high risk preschoolers
This intervention supports the following goal objective: 1.4

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

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. Through increased outreach, community engagement in early learning, collaboration with county services, ECFE and ECSE to provide access for all student to high quality pre-kindergarten programs, raising the level of proficiency in all of our kindergarten settings and beyond.

Grade levels to be served: PreK   Location of services: District Elementary Buildings

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)**:** FASTBridge – KEP, IGDIs

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. Early Learning: https://www2.ed.gov/about/inits/ed/earlylearning/research.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.	Target 2018	Target 2019	Target 2020
Participation in SSP Community Preschool	240	260	280
Increased percentage of students Kindergarten ready annually	10%	15%	20%
Enter KIP.			

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

Intervention # TriDistrict Career and College Readiness Initiative
This intervention supports the following goal objective: 2.1

Type of Intervention: 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)). 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. *The TriDistrict (South St. Paul, Inver Grove Heights and West St. Paul/Mendota Heights/Eagan) Career and College Readiness Initiative focuses on improving and increasing Career and College Readiness for all students. As a part of this larger, overarching goal the project also seeks to significantly increase the racial, ethnic, and socioeconomic diversity of students enrolled in rigorous courses, career and technical courses, and post-secondary programs while in high school. In the TriDistrict Career and College Pathways Project, we intend to develop career pathways in each district that are also open to students across the TriDistrict area. We are aware of no other school districts that offer or are pursuing this kind of inter-district opportunity. While many districts compete for students, we strive to link and leverage our assets.   The TriDistrict defines a pathway as "A career-focused, sequential series of courses that build upon each other, contain a value-added aspect (e.g., accreditation, certification, concurrent enrollment, internship/other immersive experience), and incorporate collaboration with a business or community partner to enhance and deepen the authenticity of the learning experience. In addition to courses to expose students to various career options, these sequences of courses will be outlined for those wanting to complete a certification or make progress towards an Associate's Degree while concurrently earning their high school diploma.*

Grade levels to be served: 9-12   Location of services: Secondary building, community, and district partners

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

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. College and Career Readiness: http://www.ccrscenter.org/ & http://education.state.mn.us/MDE/dse/wbwf/.

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.	Target 2018	Target 2019	Target 2020
5Es Survey: Annual increase in Academic Personalization	5%	10%	15%
Student enrollment data across districts, baseline to be developed	base	10%	20%
4-Year Graduation rate increase	3%	5%	6%

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

Intervention # Increase academic pathways and rigorous expectations for all students.
This intervention supports the following goal objective: 2.2

Type of Intervention: Choose intervention type.

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. Working with Equal Opportunity Schools, identify missing students of color who could/should be enrolled in advanced International Baccalaureate courses. Enrollment in these courses should reflect our student body with all groups represented. This project works on exam pass rates, and includes related strategies of leadership, deep data, focused commitment and capacity building for teachers and students.

Grade levels to be served: 9-12   Location of services: Secondary Building

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)**:** Equal Opportunity School baseline assessment and analysis

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. Equal Oportunity Schools: http://eoschools.org/successes/

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.	Target 2018	Target 2019	Target 2020
Enrollment data from IB Courses by subgroup increase	50%	75%	100%
Increase in number of students completing IB Exams	%by group	%by group	%by group
Increase in number of students graduation with full IB Diploma	%by group	%by group	%by group

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

Intervention # Integrated learning, classroom partnerships
This intervention supports the following goal objective: 2.3

Type of Intervention: 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)). 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. A classroom partnership is a collaborative K-5 student programming model that joins teachers and students from partner districts and utilizes culturally responsive instruction to advance both teachers and students' cultural knowledge and understanding. The classroom partnerships support and compliments standards-based academics, includes innovative technology integration, utilizes student voice in learning, and develops student problem solving and critical thinking skill through the completion of small group rotations. This partnership reflects activities that are intended to provide for classroom experiences across districts, including racially isolated district and voluntary districts in shared learning experiences.

Grade levels to be served: PreK-5   Location of services: Elementary buildings, partner schools, community

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)**:** Pre and post surveys from teachers, pre and post surveys from students.

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. Classroom partnerships: https://www.edutopia.org/article/community-business-partnerships-resources

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.	**Target 2018**	**Target 2019**	**Target 2020**
Increase in number of classrooms participating in partnerships	8	10	15
Annual increase in building average student achievement	3%	3%	3%
Enter KIP.			

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

Intervention # Integrated learning, after school programs
This intervention supports the following goal objective: 2.4

Type of Intervention: 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)). 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. Increase the after school program options for students of color for integrated student/youth leadership opportunities, involvement in Equity Alliance Youth Executive Board.

Grade levels to be served: 4-12   Location of services: District school buildings, community

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)**:** Pre and post cohort surveys

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. Activity Involvement: https://www.nfhs.org/articles/the-case-for-high-school-activities/

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.	Target 2018	Target 2019	Target 2020
5Es Survey: Annual increase in Supportive Environment area of Peer Support	5%	10%	15%
5Es Survey: Annual increase in Supportive Environment area of Safety	5%	10%	15%
Enter KIP.			

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

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.

If MDE has not notified your district that one of your sites is an RIS, please delete this section.

RIS Plan Goals The plan must contain goals for reducing the disparities in academic achievement among all students and specific categories of students (excluding the categories of gender, disability, and English learners), and for increasing racial and economic integration (Minn. Stat. § 124D.861 Subd.2 (c)).

Requirement for this section: At least one RIS objective shall be to increase racial and economic integration at that school (Minn. Rule 3535.0160).

RIS Goal # 1 Enter goal statement here

Aligns with WBWF area: Choose an item.

RIS Objective 1.1: Click here to enter RIS Objective 1.1

RIS Objective 1.2: Click here to enter RIS Objective 1.2

RIS Objective 1.3: Click here to enter RIS Objective 1.3

RIS Goal # 2 Enter goal statement here

Aligns with WBWF area: Choose an item.

RIS Objective 2.1: Click here to enter RIS Objective 2.1

RIS Objective 2.2: Click here to enter RIS Objective 2.2

RIS Objective 2.2: Click here to enter RIS Objective 2.3

To add goals and objectives, copy and paste the text above.

RACIALLY IDENTIFIABLE SCHOOL INTERVENTIONS

Directions Racially identifiable schools may use AI revenue for the interventions listed in the *Type of Intervention* drop-down menus below (Minn. Stat. § 124D.861 Subd. 2). Provide the information requested for each intervention.

Copy and paste the text below for each RIS intervention. In your annual AI budget use the intervention names below in the budget narrative for expenditures supporting that intervention.

RIS Intervention #: Name of intervention.

This intervention supports the following goal objective: Objective number.

Type of Intervention: Choose intervention type.

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: Grades   Location of services: Location

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

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. Enter research citation.

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.	Target 2018	Target 2019	Target 2020
Enter KIP.			
Enter KIP.			
Enter KIP.			

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)). Enter text here.