

Achievement and Integration Plan

July 1, 2020 to June 30, 2023

District ISD# and Name: ISD 832 Mahtomedi

Public Schools

District Integration Status: Choose status.

Superintendent: Barb Duffrin

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Plan submitted by: Courtney McCormick

Title: Teaching and Learning Coordinator

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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. Enter text here.
2. Enter text here.
3. Enter text here.
4. Enter text here.
5. Enter text here.
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: **Education Equity Alliance**.

1. **ISD 622: N. St. Paul, Maplewood, Oakdale A - Adjoining**
2. Enter text here. Choose an item.
3. Enter text here. Choose district status.
4. Enter text here. 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: Barb Duffrin

Signature:

Date Signed: February 27, 2020

School Board Chair: Lucy Payne

Signature:

Date Signed: **February 27, 2020**

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.

Multidistrict Collaboration Council: Christine Tucci Osario, Kim Cavallaro, Michelle Yener, Lisa Sayles-Adams, Sean Cotheman, Bridget Bruner, Shawn Bromeland, Sally Glick, Lisa Thao, Barb Duffrin, Gretchen Brunner, Kevin Donovan, Mike Neubeck, Amy Anderson, Courtney McCormick, Lynne Viker.

The planning process began with meetings between leadership from both districts to identify current collaboration strengths and areas of growth. The advisory council met to identify strategies to support the collaboration. All voices were heard and cross-district connections were made to develop relationships to support collaborative professional development for all staff including administration, teaching, and non-licensed staff. In addition, opportunities were identified for collaborative student learning including student voice conferences, summer programming, and youth leadership experiences.

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.

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: The MCA Reading economic-based proficiency gap at Mahtomedi Public Schools for students in grades 3-8 and 11 will decrease from 27.2 % in 2019 to 20 % in 2023.

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

Goal type: Achievement Disparity

Strategies

Strategy Name and # 1. Balanced Literacy with Heterogeneous Instruction and Strategic Reading Intervention

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. Balanced Literacy stresses the essential dimensions of reading through explicit teaching of phonics, phonemic awareness, fluency and expressiveness, vocabulary, and comprehension. Daily read-a-louds, independent reading time, reading workshop, writing workshop, and systematic word study instruction are key features of the approach. Teachers demonstrate the habits and strategies of effective reading and writing through a variety of structures: read-aloud, guided reading, shared reading, interactive writing, and mini lessons in reading and writing. All students in grades K-5 will engage in core literacy instruction in heterogeneous classrooms without ability grouping. Individual student needs will be supported through differentiation and individualized instruction. Strategic Interventions may include, but are not limited to, in-class instructional support, out-of-class instructional support, co-teaching support, and technology assisted instruction.

Location of services: Wildwood Elementary and O.H. Anderson Elementary

Key Indicators

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
The MCA Reading economic-based proficiency gap for students in grades 3-8 and 11 will decrease decrease by 2-3% each year.	25%	23%	20%
Enter KIP.			
Enter KIP.			

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

Strategy Name and # 2. Racial Equity Professional Development

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

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. District leaders will utilize resources inside and outside of the district to bring relevant, up-to-date professional development to adults in the district. Emphasis will include all staff, not just classroom teachers. Focus can include culturally and linguistically responsive teaching, critical race theory, poverty, trauma, restorative justice, intercultural competence, implicit bias, culturally responsive pedagogy, and racial identity development. Third party consultants that provide equity related professional development can include local businesses and non-profit organizations or out-of-state contractors. Instructional materials and supplies will be vetted by district personnel for appropriateness and impact. The partnered districts will create a menu of offerings between districts and utilize combined resources to train teachers and staff.

Location of services: ISD 832 and ISD 622

Key Indicators

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
Walkthrough data will show evidence of teacher critical awareness and culturally responsive pedagogy. Baseline will be set in 2021 and increase 10% each year.	50%	60%	70%
A collaborative structure and process between ISD 832 and ISD 622 will be in place to communicate shared PD opportunities.	developed	refined	full implementation
Enter KIP.			

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

Strategy Name and # 3. Outreach and Family Engagement

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

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. District social work staff will serve as a conduit to families to ensure all students and families are supported and connected to the school community. Outreach activities include, but are not limited to, back to school events at high density housing facilities to ensure all students are ready for school and home visits throughout the school year to remove barriers to engagement with school. The social work staff will also support weekend backpack and snack distribution to support food insecure families.

Location of services: District Wide

Key Indicators

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
The number of structured family engagement activities will increase each year from a starting point of 2.	2	3	4
Economic based consistent attendance disparities will decrease by 2% each year from a starting point of 12%.	10%	8%	6%
Enter KIP.			

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

Goal #2: The MCA Math race-based proficiency gap at Mahtomedi Public Schools for students in grades 3-8, and 11 will decrease from 14.1% to 10% or less in 2023.

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

Goal type: Achievement Disparity

Strategies

Strategy Name and # 4.Strategic Math Intervention

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. All students in grades K-12 engage in core math instruction in heterogeneous classrooms without ability grouping through grade 3. Analysis of current grouping practices beyond 3rd grade will be done. Individual student needs will be supported through differentiation and individualized instruction. Strategic Interventions may include, but are not limited to, in-class instructional support, out-of-class instructional support, co-teaching support, and technology assisted instruction.

Location of services: Wildwood Elementary, O.H. Anderson Elementary, Mahtomedi Middle School, Mahtomedi High School

Key Indicators

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
The Mahtomedi Public Schools Math MCA race-based proficiency gap for students in grades 3-8, and 11 will decrease by 1-2% each year.	12%	11%	10%
Enter KIP.			
Enter KIP.			

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

Strategy Name and # 2. Racial Equity Professional Development

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
Walkthrough data will show evidence of teacher critical awareness and culturally responsive pedagogy. Starting point will be determined in 2021.	50%	60%	70%
A collaborative structure and process between ISD 832 and ISD 622 will be in place to communicate shared PD opportunities.	developed	refined	full implementation
Enter KIP.			

Strategy Name and # 3. Outreach and Family Engagement

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
The number of structured family engagement activities will increase each year from a starting point of 2.	2	3	4
Economic based consistent attendance disparities will decrease by 2% each year from a starting point of 12%.	10%	8%	6%
Enter KIP.			

Goal #3: Mahtomedi students in grades 8, 9, and 11 answering “extremely or almost always” to the statement “I accept people who are different from me” from the MN Student Survey will increase from 59% in 2019 to 75 % in 2023.

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

Goal type: Integration

Strategy Name and # 5. Restorative Practices Implementation

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. Restorative practices is a framework for a broad range of restorative justice approaches that proactively build a school community based on cooperation, mutual understanding, trust and respect, and respond to conflict by including all people impacted by a conflict in finding solutions that restore relationships and repair the harm done to the school community. Implementation includes, but is not limited to, staff training and coaching in restorative practices, restorative practice specialists and support staff to facilitate repair to harm conferences and build positive student to student and student to staff relationships, cultural liaisons to support all students, and outreach to families to build strong school to home relationships.

Location of services: Wildwood Elementary, O.H. Anderson Elementary, Mahtomedi Middle School, Mahtomedi High School.

Key Indicators

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
Mahtomedi students in grades 8,9, and 11 answering “extremely or almost always” to the statement “I accept people who are different from me” will increase by 5% each year.	64%	69%	75%
Economic based consistent attendance disparities will decrease by 2% each year from a starting point of 12%.	10%	8%	6%
Enter KIP.			

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

Strategy Name and # 6. Cross-District Learning

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. Intentional, measureable, and meaningful programming that brings together students, families, and staff from ISD 622 and ISD 832. Using structured formats such as student workshops about wellness and racial equity, EEA Board meetings, student voice events, student leadership skill building events, or established academic structures like Teacher’s College to provide opportunities for learners from different cultures and backgrounds to engage in dialogue and permanent growth. The scope of cross-district learning will include refinement of current cross-district student programming and teacher professional development as well as exploration of initiatives that serve the needs of both districts. The two districts will also engage in creating opportunities for students to attend classes between ISD 622 and ISD 832 to expand academic learning opportunities available to students in both districts.

Location of services: ISD 832 and ISD 622

Key Indicators

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
The number of students engaging in cross-district learning will increase by 10% each year.	10% increase from 2019-2020	20% increase from 2019-2020	30% increase from 2019-2020
Students participating in cross-district learning will report positive impact on cultural awareness.	50%	75%	100%
Enter KIP.			

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

Goal #4: Mahtomedi Public Schools will increase the racial diversity of their teaching staff from 0.9% in 2020 to 2% in 2023. **Aligns with WBWF area:** Choose a WBWF goal area.

Goal type: Teacher Equity

Strategy Name and # 7. Recruitment and Retention of Racially Diverse Teachers.

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. Recruitment and retention practices will be enhanced to increase racially diverse candidates to ensure students see themselves reflected in the teaching staff. Strategies may include but are not limited to: implicit bias training for all members of hiring teams, culturally responsive leadership training for administrators, audit of recruiting practices, enhancement of staff mentoring and onboarding program, and affinity groups for diverse staff.

Location of services: Districtwide

Key Indicators

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
Administrators will be trained in culturally responsive leadership and hiring practices	100%	100%	100%
The racial diversity of staff will increase .5% in the second two years of the plan.		1.4%	2.0%
Enter KIP.			

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

Strategy Name and # 2. Racial Equity Professional Development

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
Walkthrough data will show evidence of teacher critical awareness and culturally responsive pedagogy.	Evidence present in 50% of walkthroughs	Evidence present in 60% of walkthroughs	Evidence present in 70% of walkthroughs
A collaborative structure and process between ISD 832 and ISD 622 will be in place to communicate shared PD opportunities.	developed	refined	full implementation
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)). The alignment of the Achievement and Integration goals to the district World's Best Workforce goals creates an opportunity to have a unified approach to reducing academic achievement disparities in reading. In addition, the cross-district collaboration around professional development between ISD 832 and ISD 622 will create efficiencies in ensuring staff in both districts have access to high quality professional development to support all learners. The investigation into shared high school courses will support creating efficiencies and eliminating duplicative programs while creating an integrated learning environment between ISD 832 and ISD 622.

Enter text.