



Robbinsdale Area Schools School Board Meeting Agenda

Monday, February 6, 2012 at 6:00 PM

Work Session

Education Service Center Boardroom, 4148 Winnetka Avenue North,
New Hope, Minnesota

1. **Closed Meeting for Negotiations Strategy Regarding Bus Driver/Custodian Contract, Pursuant to Minn. Stat. 179A.14, Subd.3**
Presenter: Chair Van Heel
Time: 6:00 - 7:00 p.m.
2. **Break**
Time: 7:00 - 7:15 p.m.
3. **Budget Adjustments 2012-2013, including Transportation Services** 2
Presenter: Jeff Priess
Time: 7:15 - 8:00 p.m.
4. **Update on Science, Technology, Engineering, Arts and Math (STEAM) Magnet School** 12
Presenter: Lori Simon/Kim Hiel
Time: 8:00 - 8:15 p.m.
5. **Four-Year Integration Plan and Budget** 13
Presenter: Lori Simon/Kenneth Turner
Time: 8:15 - 8:45 p.m.
6. **Break**
Time: 8:45 - 9:00 p.m.
7. **Closed Meeting for Negotiations Strategy Regarding Teachers Collective Bargaining Agreement, Pursuant to Minn. Stat. 179A.14, Subd. 3**
Presenter: Chair Van Heel
Time: 9:00 p.m.



TO: Members of the School Board
Dr. Aldo Sicoli, Superintendent

FROM: Jeff Priess, Executive Director of Business Services

DATE: February 6, 2012

RE: Budget Adjustments (2012-13)

DISCUSSION:

I have attached updated information on the recommended budget adjustments for the 2012-13 school year. The budget summary provides the projected revenue and expenditure budget for the General and Transportation funds. The summary includes the budget adjustments that have been previously approved by the Board. Included in the attachments are the remaining budget assumptions under consideration. These include budget reductions in the amount of \$2,010,681, budget enhancements in the amount of \$1,607,363 and non-recurring budget adjustments in the amount of \$1,029,200. Also attached is updated information regarding the projected savings from privatizing our transportation operation. Using contractor daily route costs from our requests for proposal, we show a first year operational savings of \$1,477,562 and a capital expense savings of \$937,753.

QUESTIONS:

For questions please contact Jeff Priess at 763-504-8037 or jeff_priess.rdale.org

STRATEGIC PLAN:

Maximize Resources and Demonstrate Financial Accountability

6-Feb-12

FY13 General and Transportation Fund Preliminary Projections:

Projected Revenue	134,810,605	
Projected Expenditures		135,323,932
Projected Surplus/(Deficit)		(513,327)

Projected Fund Balance	13,786,673
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Preliminary Revenue and Expenditure projections include budget adjustments that have been approved by the School Board:

STEAM

*Restructure Middle School Day
Implementation of SEE program*

Budget Adjustments Under Consideration:

Budget Reductions		(2,010,681)
Budget Additions		1,607,363
Non-recurring		1,029,200

BENEFITS/IMPACTS	Expenditure Increase	Expenditure Reduction
<p>Schools for Energy Efficiency (SEE Program)</p> <p>The SEE program is designed to save energy and budget dollars.</p> <p>The program will provide the district with low cost/no cost energy efficiency strategies.</p> <p>The program will instill energy-wise habits in students and staff.</p>	182,500	

Schools for Energy Efficiency (SEE Program)

The SEE program is designed to save energy and budget dollars.

The program will provide the district with low cost/no cost energy efficiency strategies.

The program will instill energy-wise habits in students and staff.

STEM Magnet

STEM is a very rigorous program with strong support at the state and federal level. 1,202,358

STEM would create more choice for families, and for students at all grade levels in elementary engineering, and mathematics, as well as vertical alignment for Project Lead the Way and Gateway to technology at the secondary level.

Professional development for STEM would strengthen STEM professional development across the district.

A STEAM magnet creates more professional opportunities for our current district staff.

Potential STEM grants could offset start-up costs and benefit programming opportunities.

Restructure Middle School Day

500,000

All middle school students will receive the benefit of more instructional time in tested areas by slightly increasing time in most classes.

Students will receive increased instructional time since they will no longer be in a study hall. Approximately 1,084 students would have a seventh class rather than a study hall.

Students will receive the help they need in reading and math since resources will be devoted to more "double-dosing" in those curricular areas. More than half of all middle school students may benefit. Adds a MS ALC component.

FY13 Proposed Budget Expenditure Reductions

	BENEFITS/IMPACTS	Expenditure Reduction
Printing and postage costs: Option 6- Reduce from three to one the leased facilities for storage and warehouse functions	Operational savings redirect expenditures into the classroom.	26,136
Transportation Services: Reduce transportation costs by privatizing the current District owned model. -This does not include cost savings realized in the capital expenditure fund	Operational savings redirect expenditures into the classroom.	1,477,562
Reduce transportation costs through routing efficiencies, balancing bus capacities and adjusting school start times	Operational savings redirect expenditures into the classroom.	312,750/ 417,000
Special Education Programs: Special Ed- Reduce FTE of one or both Assistant Director positions	Reduction of FTE will align with calendar for Elementary Principals. Will mean less availability to address responsibilities.	21,848
Area Learning Centers: Option 2 - Explore cost saving opportunities, including program elimination, within district managed daytime ALC programs (TASC)	The redesign of TASC will provide expanded opportunities for students to complete their assignments in a hybrid-type online environment.	75,000
Option 4 - Consider adopting fiscal management for all ALC programs-	District fiscal management for all ALC programs will provide significant savings with negligible effects to the ALC programs. Current fiscal management is provided by Intermediate District 287.	108,260
TOTALS \$312,750 is used for the transportation efficiencies		2,010,681

Expenditure
Increase

BENEFITS/IMPACTS

Proposed Budget Enhancements

Hybrid Course Development- Develop hybrid high school courses, combining online and face-to-face instruction. Up to five new courses planned for development in 2012-13.

Hybrid courses benefit students by offering more class options which combine face-to-face instruction with online learning. These courses are designed to engage students with a rich online experience, match their learning style and better fit their schedule. Offering high quality instruction using 21st century tools for delivery will attract and retain students in the future.

15,000.00

Expand Compass Odyssey as an online learning supplemental resource in regular education classrooms for math acceleration in all elementary grade 3-5 classrooms. Additional Compass Odyssey annual expense (Support, Licenses and Fees)

All students in grades 3-5 will benefit. Compass will be used to challenge students who excel in math as an effective way to deliver high-quality differentiated instruction.

20,800.00

Restore Prior Year (FY12) Reduction in Curriculum Resources

250,000

Teaching and Learning Additional Support (2.0 FTE)

156,000

This addition restores the Teaching and Learning support to school administration and to teachers that was reduced during FY11 and FY12, and will result in improved service to school administration and licensed staff in the areas of curriculum, instruction, assessment and professional development, as well as all areas of the District Vision and Implementation Plan, and Priorities 1, 2 and 3 of the Strategic Plan.

Restore Elementary Art Specialists

250,000

Continue Programs that are currently funded with the discontinued SLC grant- EA Support (1.5 FTE for each HS)

90,000

Provide academic support and work directly with students in small groups or individual settings; provide flexibility needed to make RtI successful at HS

Classroom subs and extra duty pay

50,000

Provide time for PLCs to meet with Coaches; extra duty pay supports teachers on the RtI team & AP/IB study sessions

Academic Coaches (.4/HS)	Math coach supports Algebra interventions; Literacy Coach (AHS) facilitates the Writing Center & works with teachers to improve cross-curricular literacy instruction	64,414
ATL teachers (.8/HS)	ATL (Approaches to Learning) is an intervention class for grade 9 Algebra and English students	128,945
College and Career Counselors (1.0/HS)	Meets with students and parents re-college prep and selection/application process. Supports Naviance, advisory, college network, PLAN testing, college fieldtrips	182,261
AVID support (.3/HS)	Supports 3 sections of AVID 9	43,019
Technology Additional Support (2.0 FTE)	More district technology support staff to maintain reliable technology equipment, systems and networks was identified as a key finding within the Needs Assessment process of our District Technology planning process. 17% of district technology support staff had been reduced through budget cuts in FY07, FY08 and FY11. During this same time period the amount of technology equipment, systems and networks has increased. Adding back some of the support FTE that has been reduced will help keep equipment, systems and networks operating more reliably.	106,924
Provide Additional Staff Development Opportunities	Additional Staff Development Opportunities would include: Administration and reporting results of the IDI - Provide follow-up interpretation of the IDI results- Provide one full day of NUA training for all Middle School teachers- Provide one full day of PLC time to prepare learning targets, assessment maps, formative assessments aligned to each target, and common assessments for at least 2 priority benchmarks for all classroom teachers- Provide 2 additional days of PLC time for HS math, English/language arts, social studies and science teachers to prepare progress monitoring tools and a plan for systematic Response to Intervention- Provide 2 additional days of PLC time for 176 middle school and high school core teachers to continue work on RtI-	250,000

TOTALS

1,607,363

FY13 Proposed Budget Adjustments-(Non-recurring)

BENEFITS/IMPACTS	Expenditure Increase
<p>All students in grades 3-5 will benefit. Compass will be used to challenge students who excel in math as an effective way to deliver high-quality differentiated instruction.</p>	<p>100,000 289,000 40,200</p>
<p>Expand Compass Odyssey as an online learning supplemental resource in regular education classrooms for math acceleration in all elementary grade 3-5 classrooms Math Courseware licenses for all elementary schools Equipment including (4) computers for every grade 3-5 classroom Infrastructure costs including electrical, low voltage, switches, etc.</p>	
<p>District-wide Tech Education Improvements</p>	<p>100,000</p>
<p>This one-time adjustment will provide an engineering program for the students at Cooper High School, similar to the program currently existing at Armstrong High School, and consistent with state and federal expectations to provide STEM education throughout the K-12 educational program.</p>	
<p>Install a district-wide wireless access network</p>	<p>500,000</p>
<p>Installing and maintaining wireless network access is a major strategy in the District Technology Plan. Wireless access is foundational to many instructional technologies, administrative efficiencies and added services the District would like to implement. Installing the complete wireless network infrastructure up-front as a capital project will lead to a more uniform, equitable and cohesive implementation of the dependent technologies that the District plans to implement.</p>	
<p>TOTAL</p>	<p>1,029,200</p>

In-House vs Contractor cost comparison

Using FY11 Audited Actual Cost

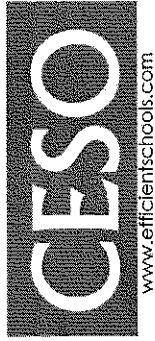
	In-house	Contracted	
Fund 03 FY11 Actual less (crs 304) (obj 361/365)	5,093,932	3,836,037	
District Transportation Management	652,616	326,308	
Expected Inflation from Base Year	71,859	0	
Eliminate Split Shift -for FT drivers	-120,000	NA	
Eliminate Guaranteed Minimum for Standby Drivers	-58,500	NA	
Total cost	5,639,907	4,162,345	
Year 1 Operational Savings			1,477,562
YEAR 2 COST District 2% -Contractor 1%	5,752,705	4,203,968	
YEAR 3 COST	5,867,759	4,246,008	
YEAR 4 COST	5,985,114	4,288,468	
RFP provides for contractor to increase rates 1% for years 2-4			
TOTAL 4-YEAR OPERATIONAL COSTS	23,245,484	16,900,789	
TOTAL 4-YEAR OPERATIONAL SAVINGS			6,344,695
Anticipated Capital Expense for new School Buses:			
Year 1	979,000	41,247	
Year 2	445,000	71,107	
Year 3	712,000	120,492	
Year 4	623,000	120,492	
Total 4-year Anticipated Capital Expenditures	2,759,000	353,338	
ANTICIPATED SAVINGS FOR CAPITAL EXPENSE:			2,405,662
Sale of fleet after 4th year of contract (Estimated)			1,500,000
TOTAL SAVINGS AFTER 4 YEARS INCLUDING SALE OF FLEET			10,250,357

This total cost analysis shows the cost of operation with the Robbinsdale school district maintaining the fleet for the first 4 years of the contract. At the end of this contract, the district could sell the fleet for approximately 1.5 million, or could decide to maintain the fleet and lease the vehicles to the contractor. The cost past the 4th year of the contract would depend on if the district or the contractor owns the buses.

RFP RATES
RFP COST ANALYSIS - 4 YEARS

FIRST STUDENT

	HRS	BASE #	DAYS	EXCESS #	FIRST STUDENT
REG TO FROM					
	4.75	51	170	0	\$ 1,767,379.50
	5.00	10	170	1	\$ 364,786.00
	5.25	7	170	2	\$ 268,118.90
	5.50	2	170	3	\$ 80,253.60
	5.75	1	170	4	\$ 41,950.90
REG MIDDAY					
	1.50	24	170	0	\$ 224,440.80
	1.75	2	170	1	\$ 21,821.20
SPED					
	4.75	14	170	0	\$ 504,560.00
	5.25	2	170	2	\$ 79,668.80
	6.00	1	170	5	\$ 45,526.00
SPED MID					
	1.50	5	170	0	\$ 46,758.50
	1.75	1	170	1	\$ 10,910.60
	2.00	3	170	2	\$ 37,408.50
	2.25	1	170	3	\$ 14,028.40
	3.00	1	170	6	\$ 18,705.10
	3.50	1	170	8	\$ 21,822.90
BUS AIDES					
	4.75	4	170	0	\$ 61,370.00
	5.25	2	170	0	\$ 33,915.00
					\$ 3,643,424.70
SUMMER SCHOOL					
REG					
	4	14	15		\$ 32,106.38
	4.25	10	20		\$ 30,577.50
	3.5	3	20		\$ 9,173.25
SPED					
	4	11	20		\$ 34,980.00
	4	4	20		\$ 12,720.00
BUS AIDE					
	4	11	20		\$ 12,540.00
					\$ 132,097.13
A/S ACT					
	1	12	136		\$ 84,015.36
PERF BOND					
					\$ (23,500.00)
YEAR 1 COSTS:					\$ 3,836,037.19
% INCREASE 2013-14					1.00%
% INCREASE 2014-15					1.00%
% INCREASE 2015-16					1.00%



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January 30, 2012

Jeff Priess
Robbinsdale Area Schools
4148 Winnetka Avenue North
New Hope, MN 55427-1288

Re: Results of RFP for Transportation Services

Dear Jeff,

As you know, we received quotes from (5) School Bus Contractors to provide services to the Robbinsdale School district. Of these proposals, First Student provided the best cost for this service. After the proposals were opened, we negotiated the final service provisions with First Student. The changes that were made during this negotiation include:

- Before being assigned to their positions, the management staff at First Student must have approval of the School District.
- Language will be included in the contract where the district will have the right to re-assign vehicles to other contractors if the school district determines that First Student is not meeting the needs of the Robbinsdale School District.
- The Robbinsdale School District will continue to own the School Bus fleet for each year of the 4-year contract.
- If new buses are required, First Student has provided a price to operate vehicles that will be provided by the contractor.
- Contract cost will increase 1% for each year of the 4-year contract.

The total operational savings over the first 4-years of the contract amounts to \$6,344,969. Additional capital outlay savings is estimated at \$2,405,662. This equates to a total of \$8,750,357 over the four year contract period. If the district were to sell the fleet of school buses after the 4th year, the district could expect an additional 1.5 million from the sale.

Please let me know if there is any additional information that you need at this time.

Sincerely,

Chuck Corliss



MEMO

DATE: 2-1-12

TO: Members of the School Board
Aldo Sicoli, Superintendent of Schools

FROM: Lori Simon, Executive Director of Educational Services

RE: STEAM

The board will hear an overview of the updates of the work of the STEAM magnet school design committee. The updates will include discussion of:

- Staffing information and time lines
- Program design
- Recruitment efforts/promotional materials
- February 13 STEAM Family Information Night

The presenters will be Lori Simon, Executive Director of Educational Services; and Kim Hiel, Principal of the School of Engineering and Arts at Olson Elementary (SEA).



MEMO

DATE: 2-1-12

TO: Members of the School Board
Aldo Sicoli, Superintendent of Schools

FROM: Lori Simon, Executive Director of Educational Services

RE: Integration Plan and Budget

The board will hear a presentation of the district's revised Integration and Equity Plan, and the aligned budget for the 2012-2013 school year as recommended by the District Equity Advisory Council (DEAC). A brief budget narrative is included, as required by the Minnesota Department of Education. Some of the updates to the plan include:

- The newly designed science, technology, engineering, and mathematics (STEM) programs at Meadow Lake Elementary and Northport Elementary
- The transition from basic skills teachers to intervention teachers
- An additional Hispanic home school liaison
- Increased parent involvement efforts
- Increased focus on culturally competent staff and a multicultural curriculum
- The reinstatement of funding for equity grants for schools currently not served in the Integration budget

The presenters will be Lori Simon, Executive Director of Educational Services; and Kenneth Turner, Program Director for Integration and Equity.

ROBBINSDALE AREA SCHOOLS
INTEGRATION AND EQUITY PLAN

June 2012
Draft

Approved by:
Robbinsdale Area Schools District Equity Advisory Council
Date:

Approved by:
Robbinsdale Area Schools Board of Education
Date:

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I. Introduction

Robbinsdale Area Schools enrolled 11,821 students in the 2011-2012 school year. Located northwest of the city of Minneapolis, the district includes all or part of seven municipalities including Brooklyn Center, Brooklyn Park, Crystal, Golden Valley, New Hope, Plymouth and Robbinsdale. The district's eastern boundary is adjacent to the north side of Minneapolis, which is the most economically disadvantaged area of the city and the area with the highest population of students of color. Many students from north Minneapolis choose to attend the Robbinsdale Area Schools using open enrollment or "The Choice is Yours" option.

Typical of most first-ring suburban school districts, Robbinsdale Area Schools has experienced a dramatic expansion of the cultural, ethnic and economic diversity of its students. During the current 2011-2012 school year, the district has 2,046 students enrolled with home languages other than English or who learned English outside of the United States. These students represent households from over 50 different language backgrounds. Of these 2,046 students, 1307 students are identified as limited English proficient and receive support services through the district's program for English language learners. Compared to the 378 students identified as limited English proficient in 1998, there has been a 290 percent increase in the number of limited English proficient students in the district in the past ten years.

In addition, the number of students who are eligible for free and reduced-price lunch has also increased as follows:

- 22% in the year 2000, the first year of the original integration plan
- 34.2% during the 2003-2004 school year
- 36.5% during the 2010-11
- 46.0% during the current school year.

Since the last plan was written in 2004, enrollment by students of color has increased, from 28.8% in 2003 to the current 49.5% district-wide. The district has two racially identifiable elementary schools. The racially identifiable schools are at 73% and 76.7% students of color. It is even more compelling to note that seven of the nine elementary schools are more than 40% students of color. The current percentage of students of color district-wide is 47.3%.

The district has always been committed to addressing the issues of race, culture, and economic diversity. All schools have a building equity team and there is also a district equity team known as the District Equity Leadership Team (DELT). Central to achieving educational equity is the development of and strong support for school and district leaders who serve as the guiding coalition to ensure successful systemic transformation. DELT team members participate in significant professional learning focused on deepening their understanding of race and equity, as well as how to develop and then guide the implementation of the district equity transformation. DELT examines district policies, practices, programs, structures, climate, and culture that may be barriers to equity and excellence; and leads systemic change efforts that result in high levels of achievement for all students. DELT members will provide leadership in the district to assure that the goals of the district equity plans are met.

The building equity teams (E-Team), consist of 8-10 equity leaders (principal, teachers, cultural liaison, and other school staff). They participate in significant professional learning focused on deepening their understanding of race and equity, and they learn how to develop and then guide the implementation of the school's equity transformation plan. E-Teams examine their school's policies, practices, programs, structures, climate, and culture to identify barriers to equity and excellence. They lead systemic change efforts that results in high levels of achievement for all students.

The district has implemented a 5-Year Strategic Plan. This reorganization includes strategies and clear-cut goals that strongly support the integration goals of this plan. Both the district Integration Plan and the district Strategic Plan have a focus of closing the *achievement gap*.

II. Robbinsdale Area Schools District Equity Advisory Council

The Robbinsdale Area Schools District Equity Advisory Council was formed in June 2000. In keeping with Minnesota's Permanent Rules Relating to Desegregation 3535.0160. Subpart 2, the council's primary responsibility is to work as an advisory group to the schools and district leadership in the areas of integration and equity. The council assists with identifying ways to create increased opportunities for interracial contact, ways to address the achievement gap, and they work to develop strategies to implement these objectives.

The council assists in plan development, implementation, and evaluation. The council oversees the budget and they operate in a collaborative manner.

The council is an active and integral partner with the school district in carrying out the purposes and goals of the plan. There is broad representation from diverse populations within the school district. While it has been an ongoing challenge to include a high level of parent representation from the racially identifiable schools, the council continues to actively recruit. The district Indian Education Parent Committee chairperson serves on this council.

The District Equity Advisory Council (DEAC) meets monthly. The council is committed to the goals of an integrated learning environment, providing a variety of support and services to close the achievement gap in our district schools, and to provide support for the racially identifiable schools. The DEAC has defined an integrated learning environment as one in which district students are provided the academic and social skills needed to live in a pluralistic society. Racially balanced schools have been defined by Minnesota's Permanent Rules Relating to Desegregation (Minnesota Rules 3535.0100 to 3535.0180) as increased interaction of protected students and white students within schools and between districts consistent with the purposes of parts 3535.0100 to 3535.0180. These goals are closer when children of diverse race, culture, and income succeed in school and achieve at high levels, and when school and classroom climate is improved for all students and staff.

A list of the Robbinsdale Area Schools Desegregation Community Collaboration Council members and their organizational affiliation is as follows:

- Pam Treichel, Parent
- Helen Bassett, School Board
- Darren Moose, Chair, Indian Education Parent Committee/Parent
- Shaun Hamilton, Parent
- Marion Helland, Community Member
- John Cook, Principal
- Kim Hiel, Principal
- David Maggitt, Community Member
- John Neumann, Staff Person
- Nichole Rens, Principal
- Patrick Smith, Principal
- Tracy Mena, Teacher
- Lisa Rye, Teacher
- Stephanie Crosby, Exec. Director of Human Resources
- Sherry Tyrrell, School Board
- Aldo Sicoli, Superintendent
- Lori Simon Exec. Director of Educational Services
- Kenneth O. Turner, Jr., Program Director for Integration and Equity

III. Inter-District Integration/Budget Goal 1

In order to assist in reducing the racial isolation of adjoining Minneapolis Public Schools, Robbinsdale Area Schools will participate in collaborative efforts to enroll students from Minneapolis, participate in available cross-district magnet programs, and collaborative inter-district planning.

According to Minnesota Rule, 3535.0170, racially isolated school districts and their adjoining districts must participate in cross-district planning; must establish a multidistrict collaboration council, or alternatively, create a joint powers board to serve this purpose; and identify ways of creating increased opportunities for interracial contact and establish goals for meeting these objectives.

Minneapolis School District and its contiguous districts are part of the West Metro Education Program (WMEP) that meets the requirements of the rule. Robbinsdale Area Schools collaborates with the inter-district integration efforts of WMEP. In addition, one member of the DEAC serves on the required multidistrict collaboration council.

Robbinsdale Area Schools, along with other school districts, were bound by the terms of the settlement agreement that was negotiated following the lawsuit filed by the NAACP on September 19, 1995. The terms and conditions of that lawsuit settlement have expired.

This plan continues to address the following inter-district initiatives.

a. The Choice is Yours

The Choice is Yours (CIY) program, established as a result of a desegregation case filed by the NAACP and a number of minority parents, was first implemented in the Robbinsdale Area Schools during the 2001-2002 school year. During the program's first year, 187 students were enrolled. As of October 1, 2011, there were 724 students enrolled in Robbinsdale Area Schools from Minneapolis, and 597 of those students participate in the Choice is Yours program. In addition, there are 387 students enrolled in Robbinsdale Area Schools who are residents of other suburban school districts and who have chosen to open enroll in the district. These numbers reflect the capacity of Robbinsdale Area Schools to attract and retain students who have traditionally been underrepresented. Robbinsdale Area Schools has always met and exceeded their original commitment to attract 127 Choice is Yours students annually.

b. FAIR School

The Fine Arts Interdisciplinary Resource (FAIR) School, a WMEP inter-district school is located in the Robbinsdale school district. Robbinsdale Area Schools students participate and attend FAIR in the numbers allotted to the district. Currently, 77 district students attend FAIR.

c. FAIR School Downtown

FAIR School Downtown, a WMEP inter-district school is located in the Minneapolis School District. Robbinsdale Area Schools students participate and attend FAIR School Downtown in the numbers allotted to the district. Currently, 65 district students attend FAIR School Downtown.

d. WMEP Participation

Robbinsdale Area Schools is the largest partner of the suburban member districts in WMEP. The district is a charter member of WMEP and was part of the planning process when the inter-district initiative was CIIP, the Cooperative Inter-district Integration Project. District staff continues to be involved in the WMEP professional development activities (Cultural Collaborative), and the district participates as collaboration partner at the various meetings. The district also works in collaboration with WMEP because WMEP is the fiscal agent for the Choice is Yours program.

Students in the Minneapolis attendance area attended Robbinsdale Area Schools prior to the lawsuit settlement; numbers have increased as a result of the availability of CIY transportation. Many other Minneapolis students who are not eligible for CIY also attend Robbinsdale Schools. Similarly, numbers of students who live in the Robbinsdale attendance area have always opted to attend Minneapolis schools under Open Enrollment provisions. Some level of enrollment reciprocity has always existed although it has not been part of formal agreements. The district respects the decisions made by families to exercise their options and attend schools that best meet the needs of their students.

IV. Inter-District Integration/Budget Goal 2

In order to support Inter-district integration, increased opportunities for inter-racial contact will be provided through a variety of support programs and services that are educationally justifiable and provide options for inter-district integration within the district.

Robbinsdale Area Schools continues to provide support to students and families who exercise their choice options to attend schools in the district through the Choice is Yours program in the following ways.

- Cultural liaisons work with students, families and district staff to assure that student participants of the Choice is Yours program experience school success. In addition, cultural liaisons provide opportunities for interracial contact and encourage participation in rigorous courses.
- While transportation is funded directly from the state, district staff serves in a supporting role in assisting families to access this service.
- Intervention Teachers supplement classroom instruction with reading and math intervention and support at the two racially identifiable schools, as well as at each middle school, with the goal of closing the achievement gap.

V. Racially Identifiable School(s) Integration/Budget Goal 1

In order to achieve racial balance in the school district, three special programs have been established at the elementary level to reduce the racial concentration at the two racially identifiable schools, Meadow Lake and Northport Elementary Schools.

Robbinsdale Area Schools currently has two racially identifiable schools within the district. Both Meadow Lake Elementary and Northport Elementary have enrollments of protected students that exceed 20 percentage points above the enrollment of protected students in the entire district for the grade levels served.

Two theme-based programs have been developed and implemented at the racially identifiable schools and the following information will show the initiatives that have been developed in accordance with state rule to support the district racially identifiable schools.

Northport Elementary provides after school enrichment for our students through a program called IDEA Zone. We changed the focus of this program to support and reflect our STEM program (Science, Technology, Engineering and Math) which is run during the school day. The name change from Kid Zone to IDEA Zone shows a focus on Inquiry, Discovery, Exploration, and Achievement (I.D.E.A.).

The enrichment classes are offered three days a week after school and focus on some area of STEM or literacy. Students are recording their experiences in science notebooks, in order to build upon inquiry based learning. Enrichment classes are offered in grade level pairings: K/1, 2/3 & 4/5. This allows for the curriculum to be tied to grade level standards. Students also are given the opportunity to work in mentoring roles as sometimes the younger students are partnered with older students in doing experiments and activities. We also have implemented the use of technology such as: computers, SMART Boards & SMART Tables to provide a hands-on learning environment for the students who attend. This has allowed students to think in a very different way which creates a powerful learning experience. The students love this experience and find it very rewarding.

The IDEA Zone program impacts the learning of the entire Northport community. There are multiple sessions offered throughout the year in order to provide many opportunities for all students to get involved. The impact on their learning is priceless!

Meadow Lake Elementary School replaced the School- wide Enrichment Model (SEM), developed by Joe Renzulli with a science, technology, engineering and math program in the fall of 2010. This change took place after the school completed a school-wide needs assessment where the results reflected the need for Meadow Lake students to have more of a concentration in the area of math and science. The STEM model allows students to learn firsthand about the connections between science, technology, engineering and math. Classroom teachers work with the science enrichment coordinator to team-teach science lessons where the students will participate in hands-on, meaningful science lessons rich in critical thinking and inquiry. Residencies, which are like in-school field trips, are provided by science and engineering experts at each grade level. These residences help engage all learners in the area of STEM. Students will have access to STEM projects on a consistent basis, thus enriching each student's science background knowledge. The activities and curriculum are aligned with new state science standards which integrate engineering into each grade level. This program allows for diverse learners to have the opportunity to increase their skills in the area of science, technology, engineering and math, therefore increasing their chances for success on Minnesota Comprehensive Assessment (MCA), as well as in life. STEM has become a critical component of the district integration plan.

The following points are critical to this discussion:

- The permanent rules relating to desegregation, 3535.0100 to 3535.0180 require the district to address racial balance when racially identifiable schools exist in a district.
- Research indicates that high concentration of poverty inhibits a school's potential to enable all students to have opportunities to achieve academic success.
- Recognizing that factors such as housing, jobs and transportation may continue to inhibit the district's ability to fully address issues of racial balance, it will be necessary to continue to provide high quality programming in racially identifiable schools.

Research indicates that

- Efforts should be made to give all students opportunities to show their potential for accelerated learning. Once they do, challenging programs should be made available to them with continuing support.
- For inclusive forms of education to work, regular education teachers and specialist professionals must be equipped with expertise to take on new or altered roles. Newly emerging practices that effectively respond to student diversity, such as specialty programs, must be incorporated in continuing professional development of the school staff. Professional development programs that integrate the disciplines of psychology, sociology and cultural anthropology, and increase the valuing and understanding of learning in urban contexts (e.g., effects of culture and poverty on the acquisition of knowledge and skills) are critical.
- Inclusive and instructionally powerful learning environments can be used as a strategy for reducing the achievement gap, by providing programming that ensures inclusion and opportunity to learn, content coverage and emphasis, and quality instruction for all students.
- According to the National Education Association (NEA), parent involvement in their child's education show students do better in school. Children go farther in school when their parents are involved in school. The sooner the parental involvement starts, the more powerful the effects. Parent involvement strengthens student achievement, reduces absenteeism and results in improved behavior.

This plan will lead to the closing of the Achievement Gap:

- Develop additional strategies and programs to address racial balance throughout the district following the completion of the strategic planning effort and decisions by the school board and superintendent.
- Duplicating programs that have demonstrated success in improving student learning at schools that are racially identifiable.
- Continue to monitor and evaluate current theme-based programming to assure that the programs are of high quality, meet academic needs and provide enriched opportunities for students attending racially identifiable schools.
- Providing greater support services and more extracurricular opportunities at racially identifiable schools as compared to schools that are not racially identifiable or schools with a higher concentration of low-income students.
- Developing strategies for attracting and retaining staff who serve as role models.
- Providing programs promoting instruction about different cultures including options uniquely relevant to American Indian students.

- V. Racially Identifiable School(s) Integration/Budget Goal 2
In order to provide an integrated learning environment in the district and at the racially identifiable schools, a variety of options and services for intra-district integration will be offered that are educationally justifiable.

The Robbinsdale Area Schools Integration Equity Plan/ Logic model identifies six topical areas that form the basis for focusing on the overall purposes of an integrated learning environment and racially balanced schools which focus on academic achievement and closing the achievement gap:

1. Increased Cultural Understanding

Increased cultural understanding will lead to an integrated learning environment by focusing, long term, on students of different cultures and income levels getting along with one another. This begins with staff and students openly confronting issues of racism and prejudice, and becoming knowledgeable about and understanding their different respective cultures. Over time, this will lead to a reduction in inter-group harassment, a reduction in conflict and an improvement in classroom climate.

Within this area the District Equity Advisory Council has established five objectives addressed by various activities described in the action plan of the next section.

- Staff and students confront issues of racism and prejudice through direct courageous conversation and exploration of these issues.
- More students are knowledgeable about and embrace different cultures.
- Fewer students are involved in inter-group harassment or bullying.
- Classroom climate is improved and school tension is reduced.
- Students embrace others of different cultures/incomes.

These strategies will be utilized in order to have children of diverse race, culture and income succeed in school and achieve at high levels:

- Cultural liaisons will provide students, parents, and staff the tools needed to help students achieve at high levels.
- Cultural enrichment activities will be supported for various groups of ethnicity/culture that will increase cultural understanding throughout the community. These activities will also help to promote inter-racial opportunities among students.
- Inter-racial opportunities will be supported in order to develop respect and understanding among students and staff.
- Staff members will be provided with staff development opportunities that address cultural understanding, race, and achievement.
- School climate will be addressed through direct student support and staffing.

2. Culturally Competent Teachers & Multicultural Curriculum

Increased culturally competent teachers and a multicultural curriculum that will contribute to an integrated learning environment by focusing long term on teachers and staff working effectively with students of diverse cultures, incomes and ability levels. This begins with designing a cohesive K-12 curriculum that is inclusive and multicultural, and creating school and classroom environments reflecting the diverse cultures, values and traditions of the students and their families. This also involves, in tandem, teachers and staff learning to work with diverse students so they enforce norms and rules without regard to race, culture, or income and hold high expectations for all students.

The objectives are as follows:

- Design cohesive K-12 curriculum that is inclusive and multicultural and is academically engaging.
- School and classroom environment reflect diverse cultures, values and traditions.
- Teachers enforce norms and rules without regard to race, culture or income.
- Teachers hold high expectations for all students and build authentic relationships.
- Teachers and staff work well with students of diverse cultures, incomes and ability levels.

These strategies will be utilized in order to have children of diverse race, culture and income succeed in school and achieve at high levels:

- The district Teaching and Learning team will continue to work on a curriculum for K-12 that is inclusive, well developed and cohesive. Strategies will include curriculum mapping, a strong scope and sequence for each discipline with an inclusive approach to teaching and learning, and staff development for instructional staff in researched-based strategies for delivering this curriculum.
- District buildings will be supported in their efforts to address equity issues and practices, through the work of the district equity leadership team and building equity teams.
- Professional development will be provided to staff in working well with students of diverse cultures, incomes and ability level.

3. Equity in Access & Opportunity

Increased equity in access and opportunity begins with providing all children with equal access to educational resources, opportunities and alternatives, as well as creating a school environment, in which children of diverse backgrounds feel welcome, respected and accepted.

The objectives are as follows:

- Children of diverse race, culture and income have equal access to educational resources, opportunities and alternatives.
- Schools create a welcoming environment for diverse students and families.
- Children of diverse racial, cultural and economic backgrounds feel respected and validated.
- Increased academic achievement for children of diverse race, culture and income.

These strategies that will be utilized in order to have children of diverse race, culture and income succeed in school and achieve at high levels:

- Racially identifiable schools, schools with populations of students of color that are significantly higher than the district average and/or that serve populations of students from the Choice is Yours program, will be provided with support services that promote student academic success.
- Programs that have demonstrated success in improving student learning will be provided. These include but are not limited to extended learning opportunities, enrichment programs and locally developed programs.
- Programs that promote instruction about different cultures, including options uniquely relevant to American Indian students will be provided.
- Resources will be provided to students in poverty that will allow them to participate in extracurricular opportunities, co-curricular opportunities and pre-collegiate programs. This will have the impact on increasing inter-racial contact.
- Professional development opportunities will be provided to staff that will assist them in ways that address the success of all students.

4. Racially Balanced Schools & Diverse Staff

One of the challenges in pursuing this goal is the dynamic environment of changing district demographics.

Increased staff diversity, modeling, and mentoring will contribute to racially balanced schools by supporting the recruitment, retention, and distribution of students and staff throughout the schools in numbers that reflect the racial and cultural composition of the district's student body. Under such conditions students will have mentors and role models of similar heritage and some, may, as a result, find the support and encouragement to pursue careers in teaching within the area.

The objectives are as follows:

- The racial and cultural composition of schools and school district staff reflects that of the student body in a way that is racially balanced.
- Children have mentors and role models of similar backgrounds.
- Students are mentored and encouraged to pursue teaching careers.

The strategies to address these objectives are as follows:

- Robbinsdale Area Schools is committed to increasing diversity in its workforce. To that end, the district will continue to work to increase the number of staff of color, and retain and support those who are currently employed in the district.
- The district will affirmatively act to assure that staff hired under auspices of this plan reflects the racial and cultural composition of the student body.
- Cultural liaisons will continue to serve as mentors and role models to students of similar heritage.
- Specific efforts will be directed to the development and implementation of student mentorship programs that address the needs of the diverse student population including Choice is Yours participants.

- Efforts will continue to support staff of color and students who wish to pursue teaching careers.
- Efforts will continue to support parent choice that will narrow the range of levels of diversity and income in district schools.
- Schools that are racially identifiable will be provided programs that have demonstrated success in improving student learning.
- Professional development opportunities will be provided to staff at racially identifiable buildings that support student success and improved cultural understanding.

5. Increased Parental Involvement & Empowerment

With increased parental involvement and empowerment, we will contribute long term to racially balanced schools and an integrated learning environment, by engaging parents of diverse cultures and incomes in decisions affecting their children's schools and decisions affecting district policy and resource allocation. To arrive at this outcome, the district will focus on parents feeling welcome when visiting schools and classrooms, and talking with teachers and administrators. If parents of diverse backgrounds feel welcome, and if they understand the benefits of integrated schools for their children, then they are more likely to become involved in school and district activities and committees including those that influence policy.

The objectives are as follows:

- Parents feel welcome visiting schools and classrooms and comfortable talking to teachers and administrators.
- Provide resources to address the many barriers that affect the parents in the community.
- Parent's values support and promote integrated schools
- Parents of different cultures and incomes participate in school and district activities and committees.
- Parents of different cultures and incomes influence school and district policy decisions and resource allocation.

These strategies will be utilized in order to have children of diverse race, culture and income succeed in school and achieve at high levels:

- Resources will be provided to support parent participation in their child's education. These activities include but are not limited to transportation and child care for school activities, African American Parent Day, and parent involvement activities.
- District committees and task forces will affirmatively act to support the involvement of parents of color and parents from various economic levels.
- Groups such as the District Equity Advisory Council and the Indian Education Parent Committee will be provided opportunities for input on policy decisions and resource allocations that affect the students for whom they advocate.

6. Community Understanding & Support

With increased community understanding and support we will be able to allow the community to be aware of what Robbinsdale Area Schools is doing around the areas of equity and academic achievement for all students.

The objectives are as follows:

- Develop an outreach initiative to include community and local business.
- Expand on ways for the community to respond and be engaged.
- Community and local business support the vision for integrated schools, its students and parents.

Planned strategies to address this issue include:

- The Robbinsdale District Equity Advisory Council includes broad representation from the district at large. Efforts will be increased to recruit community members who are not district employees to serve on the council as voting members.
- A communication plan will be developed and implemented that increases the knowledge of the community about outcomes and results of integration efforts.
- The school board and cabinet will be knowledgeable about the project goals, objectives and implementation so that a positive vision and broad range of support will continue.

VI. Evaluation Design

The four-year evaluation design includes internal and external components.

Internal Design

The internal design is formative in nature, reveals progress on the major initiatives or activities conducted throughout the school year, and emphasizes ongoing program improvement. An evaluation timeline will be developed in collaboration with the DEAC with assistance from the district Research and Evaluation department. If external evaluation is requested by the DEAC it will be added and reflected in a future budget. If an external evaluator is used, they will be selected on the following criteria: technical expertise, knowledge and experience with diversity programs, and formal academic training in evaluation procedures. External evaluators will meet with district staff and the evaluation subcommittee as appropriate.

Any final report generated internally or externally will be submitted to the superintendent and the District Equity Advisory Council and forwarded to the Department of Education as requested. Evaluative reports will be submitted or presented to the District Equity Advisory Council by the individual(s) most directly responsible for the outcomes of the initiative and will remain on file with the Integration and Equity Program Director. Reports will be submitted to the Department of Education upon request.

The evaluation tasks will include:

- Nature of activities planned and implemented
- Purpose of services / activities (why)
- Description of services / activities (what and how)
- Location of services / activities (where)
- Days, times, duration (when and how long)
- Eligible populations (who)
- Staffing
- Expenditures
- Implementation status (progress)
- Participation data
 - Characteristics of participants vs. eligible non-participants
 - Nature of participation (services received/activities participated)
 - Existing, expanded, or new service/activity

VII. Integration Revenue Budget

All accounts, records and other evidence pertaining to costs incurred by the Integration plan will be made available on a regular basis and upon request to the Robbinsdale Area Schools District Equity Advisory Council. Robbinsdale Area Schools will submit all fiscal and other reports as requested by the Department of Education.

Description	Estimate Budget 2012/13	Alt Attendance Note	Notes
Administration and Coordination			
Administration 5% of Max Aid/Levy Rev	102,526		No change in %
Integration and Equity Program Director	117,720		
Administrative Assistant (cost shared)	36,136		Cost shared with Admin
Operational Costs	12,000		Estimated Actual
<i>Subtotal Administration and Coordination</i>	268,382		
District Equity Advisory Council			
Clerical assistance and meeting costs	2,500		No change
WMEP Purchased Services at \$19.00 per projected WADM	265,050		No change in rate
<i>Subtotal Community Collaboration Council</i>	267,550		
K-12 Initiatives to Address the Achievement Gap, and Ensure Equity and Academic Success			
Cultural Liaisons			
<i>Indian Education Liaison (Cost Shared) (.2 of three Native American Liaisons)</i>	10,000		No change
<i>Bi-Lingual Hispanic Services</i>	11,000		No change
<i>Hispanic Cultural Liaison 1.0</i>	49,387		No change
<i>Hispanic Liaison (Est)</i>	54,000		New -TBD
<i>Elementary African American Liaisons (3.0)</i>	163,579		No change
<i>Elementary African American Liaison (.5)</i>	27,910		Sonnesyn/TBD
<i>Middle School African American Liaisons (1.0 PMS, 1.0 RMS)</i>	111,643		No change
<i>High School African American Liaisons (1.2 CHS)</i>	60,221		No change
<i>subtotal</i>	487,740		
Staffing at Racially Identifiable Schools for Special Programs			
<i>Meadow Lake 1.0 FTE Science Coordinator (STEM)</i>	88,131		No change
<i>Northport 1.0 FTE Science/Technology (STEM)</i>	85,941		No change
<i>subtotal</i>	174,072		

Programming at Racially Identifiable Schools			
	<i>Meadow Lake STEM Programming (Enrichment)</i>	30,000	No Change
	<i>Northport STEM Programming (Extended Day)</i>	35,000	No Change
	<i>Northport Student Busing (Extended Day)</i>	15,000	No Change
	<i>STEM/STEAM Staff Dev</i>	2,200	Increase \$700
	<i>subtotal</i>	82,200	
NUA			
	<i>PMS .2 FTE</i>	17,932	No change
	<i>RMS .2 FTE</i>	18,003	No change
	<i>subtotal</i>	35,935	
AVID			
	<i>AVID PMS .6 FTE</i>	45,329	No Change
	<i>AVID RMS .6 FTE</i>	41,451	No Change
	<i>AVID AHS .4 FTE</i>	34,785	No Change
	<i>AVID CHS .4 FTE</i>	32,523	No Change
	<i>AVID Tutors</i>	34,282	No Change
	<i>AVID Training</i>	39,798	No Change
	<i>subtotal</i>	228,168	
Intervention Teachers to address the Achievement Gap			
	<i>Elementary (1.0 FTE Meadow Lake)</i>	83,287	No change
	<i>Elementary (1.0 FTE Northport)</i>	91,832	No change
	<i>Middle School (1.0 FTE, PMS)</i>	82,737	No change
	<i>Middle School (1.5 FTE, RMS)</i>	120,511	No change
	<i>subtotal</i>	378,367	
K-12 Initiatives to Address the Achievement Gap/Equity			
	<i>Family Involvement Events and Initiatives</i>	10,000	New Category
	<i>Homework assistance programs at AHS & CHS</i>	20,000	Increase - \$5000
	<i>Clerical assistance enrollment & summer school</i>	20,000	No Change
	<i>Supplemental Transportation, Intra-District Open Enrollment & Activities</i>	2,000	No Change
	<i>Funding for College Visits for High School Students-(Boys to Men and Ladies of Distinction Programs)</i>	6,000	Increase - \$2000
	<i>District-wide Professional Development, Workshop Week, Equity</i>	3,500	No Change

<i>Professional Development/Equity</i>	12,000		New, (LS & KT)
<i>Equity Teams</i>	10,000		No Change
<i>Equity/Achievement Gap Mini-Grants</i>	10,000		New
<i>subtotal</i>	93,500		
<i>Subtotal K-12 Initiatives to Address the Achievement Gap, and Ensure Equity and Academic Success</i>	1,479,982		

FY13 BUDGET BOLD SUBTOTALS FROM WORKSHEET	2,015,914
ALL SALARY AND FRINGE x 2.5%	34,601
ESTIMATED BUDGET AS SHOWN	2,050,515
PROJECTED INTEGRATION REVENUE BUDGET FY13	2,050,515
AMOUNT OVER/UNDER BUDGET	(0)

FY12 RATE FORMULA

Projected Aid & Levy based on 13950 x 129 projected APUs (FY12 was 13803)

\$	1,799,550
\$	250,965
\$	2,050,515

Alternative Attendance based on 715 Minneapolis Free/Red x 351.00 (FY12 was 635)

NOTES

* WMEP participation fee at 19.00 per APU (same rate as FY12)

\$	265,050
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* WMEP projected participation fee @ 13950 * 19.00

* District Indirect is 5%

* Added increase of 2.5% salary & fringe

* Projected WADMS (gross) per Jeff P 11/8/2011 are 13754.34+92.60=13837.94

*** No allocations this budget for Fed Choice is Yours**

* PYP at Lakeview not funded by Integration Revenue for FY13, will change to district budget



1/23/2012

DESCRIPTIVE INFORMATION TO SUPPORT THE FY13 INTEGRATION REVENUE BUDGET

In addition to addressing the four goals from the Robbinsdale Area Schools Integration and Equity Plan, this budget also addresses the following goals as per *Minnesota Statutes, Section 124D.86 Subd. 1*.

- Increased and sustained interracial contacts.
- Improved educational opportunities designed to close the achievement gap.

Good to Know

- Budget allocations that are cost-shared have been allocated to the appropriate goals and pro-rated.
- Line items for staffing include salary and fringe in the budgeted amount.
- Where line item descriptions are the same, UFARS codes are different.
- The number of students who receive services from each of the cultural liaisons ranges from 150-250 students. Not all of these students are included in the reported number of student participants.
- Some codes are "TBD" (To Be Determined), because object codes will vary.

Cost-Shared Items

The budget allocations for the following categories and sub-categories support multiple district and state goals and are cost-shared in the budget:

- Administration and Coordination
- District Equity Advisory Council
- Cultural Liaisons
- NUA
- AVID
- Intervention Teachers to Address the Achievement Gap
- K-12 Initiatives to Address the Achievement Gap/Equity

Budget Narrative Details to Support the Budget Worksheets

- **WMEP Participation Fee**, Multi-district collaborative council addresses the racial isolation of the Minneapolis Public Schools, and provides school choice (Choice is Yours), and improved educational opportunities.
- **Cultural Liaisons** work with *Choice is Yours* and protected students and their families to provide a direct link to services and information. In addition to facilitating family involvement they promote academic success and interracial contact. They encourage participation in rigorous courses and improved educational opportunities designed to close the achievement gap.

- **NUA**, this allocation cost-shares the support for a National Urban Alliance coordinator at each of the district middle schools. NUA's focus is on changing teachers' perceptions and expectations of underachieving students in a way that pays particular attention to the cultural dimensions of these differences and provides strategies that address the fact that students and their teachers do not always come from the same racial or cultural backgrounds. <http://nuatc.org/>
- **AVID**, this allocation cost-shares teaching staff, tutors, and staff development for the Advancement Via Individual Determination (AVID) program in the district. AVID targets middle and high school students who are historically underrepresented at four-year institutions and who have academic potential. An AVID elective class provides extra support and assistance. The AVID curriculum is based on rigorous standards and it is driven by analytical writing, inquiry, collaboration and reading. It also focuses on study skills, test taking skills, note taking, research, organization, critical thinking, goal setting, choosing a college, and prepares students for college entrance and placement exams.
- **Intervention Teachers to Address the Achievement Gap**, this allocation provides teacher support for a double-dose of teaching and learning in the core subjects to students in our schools with the greatest need.
- **Family Involvement**, this allocation supports Parents as Partners, African American Parent Day, and initiatives that are organized by the district cultural liaisons and equity teams to reach out and to involve families of our students and the community in the schools.
- **Homework assistance** programs will provide licensed staff to work with *Choice is Yours* and protected high school students after school. Students will receive tutoring in the areas of math, reading, and writing to promote academic success and close the achievement gap.
- **Clerical Assistance/Enrollment/Summer School**, Part-time staffing to assist with open enrollment, *Choice is Yours* bussing requests/changes, transfer forms, mailings, summer school recruitment and registration, and summer school.
- **Intra-district transportation** provides transportation to assist *Choice is Yours* and protected students with transportation needs for special opportunities when other transportation is not available.
- **Funding for College Visits**, this allocation will give *Choice is Yours* and protected student's the opportunity for college visits and will encourage these students to consider college as an option.
- **Professional Development/Equity**, Leadership staff from district schools will attend the 90/90/90 Schools Summit in Minneapolis in July 2012 <http://www.leadandlearn.com/conferences-events/909090-schools-minneapolis> Additional opportunities for professional development for teachers to work on equity, strategies to address the achievement gap, and issues of equity will also be supported.
- **Equity Teams**, district level and building equity teams will continue to meet and work on equity and diversity issues across the district. Equity teams will continue and expand upon the equity-walks in the schools.
- **Equity/Achievement Gap Mini-Grants** to schools are intended to address unforeseen needs and requests from schools to address the achievement gap and/or for opportunities that provide increased and sustained interracial contacts.

Budget Narrative Details to Support the Racially Identifiable Schools

- **Staffing and Programming for the Racially Identifiable Schools,** One FTE is allocated to each of the two racially identifiable schools, Meadow Lake Elementary and Northport Elementary, to support special programming. At Meadow Lake Elementary and Northport Elementary, the STEM, Science Technology Engineering Mathematics model has been implemented. At Northport Elementary School an extended day program offers supplemental STEM/Academic activities and at Meadow Lake, STEM enrichment activities are incorporated into the school day.
- **Cultural Liaisons,** work with protected students and their families at each of the racially identifiable schools to provide a direct link to services and information. In addition to facilitating family involvement they promote academic success, interracial contact, and utilize strategies designed to close the achievement gap.