DEPARTMENT OF EDUCATION

2018-19 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

District or Charter Name: Robbinsdale Area Schools

Grades Served: PreK-12

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Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?
<u> X </u> Yes   <u>   </u> No

[List of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.](#)

This report has three parts:

> **WBWF**: Required for all districts/charters.

> **Achievement and Integration:** Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2018-19 SY. No charter schools should complete Part B.

> **Racially Isolated School:** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2018-19 SY. No charter schools should complete Part B.

Please ensure the World's Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

World's Best Workforce

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
- Provide the direct website link to the A&I materials

Annual Public Meeting

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2018-19 school year.

District Advisory Committee

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2018-19 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Megan Van Epern	Parent, substitute teacher	
Danaya Franke	Parent	
Angela Dirks	Parent	
Cedrick Frazier	Parent	
Patrick Brown	Curriculum & Instruction Team	
Fowsiya Dahir	Parent, FACE Team	
Edgar Aguilarolivar	Parent, FACE Team	
Tamuriel Grace	Parent, A&I Director	X
Mary Jane Adams	Parent, Administrator	
Ahn Tran	Administrator	
Tonya Allen	Supt. Intern, Administrator	
Peter Eckhoff	RFT President	
Cheryl Videen	Research, Evalution & Assessment Director	
Trudy Kaiser	EA	
Billie Pace-Graczyk	Teacher	
Wilbur Winkelman	Administrator	
Nichol Sutton	Parent, Ex. Assistant	

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Dr. Lowell Holtz	Operations & Safety Director	
Marti Voight	Ex. Dir. Student Services	X
Carla Reeck	Curriculum & Instruction Director	
Kristine Wehrkamp	Ex. Dir. Community Education	
Dr. Richard McGregory	Parent, Ex. Dir. Strategic Communications & Achievement Accountability	
Dr. Stephanie Burrage	Assistant Superintendent	
Dr. Carlton Jenkins	Superintendent	X

Equitable Access to Excellent and Diverse Educators

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.

- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.

- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term "equitable access gap" refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the "achievement gap" (how groups of students perform academically); rather, "equitable access gap" is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of "effectiveness" such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Respond to the questions below. Limit response to 400 words.

- Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

  o How did the district examine equitable access data? What data did you look at? How frequently do you review the data?
  o Who was included in conversations to review equitable access data?
  o What equitable access gaps has the district found?
  o What are the root causes contributing to your equitable access gaps?
  o What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
  o What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

DISTRICT RESPONSE

Throughout Robbinsdale Area Schools (RAS), many stakeholder groups are involved in conversations about equitable access to high quality teachers including WBWF Committee; Curriculum Cabinet; Human Resources; Robbinsdale Area Principals Association; and Robbinsdale Federation of Teachers. All students in RAS have equitable access to highly qualified teachers.

According to data from our Human Resources Department, our teachers overwhelmingly meet the state definition of highly qualified and only a few of our teachers have required RAS to request a variance. As a highly diverse district, our hiring standards have ensured appropriate licensure for our teaching staff. The chart below illustrates the experience levels of our highly qualified teachers:

Experience	2017-2018	2019-2020
Less than 3 Years	4.4%	20.3%
3-10 Years	29.4%	25.6%
More than 10 Years	66.2%	54.10%

Although RAS teachers meet the standards of being highly qualified, the district has continued working to address the challenge of giving our students access to teachers who reflect the diversity of enrolled students in our district. The table below illustrates the racial/ethnic background of RAS students and teachers:

Race/Ethnicity	17-18 Students	18-19 Students	17-18 Non-Licensed Staff	End of 18-19 Non-Licensed Staff	17-18 Licensed Staff	End of 18-19 Licensed Staff
African American/Black	29.5%	29.8%	17.5%	18.7%	3.8%	3.0%
American Indian	0.6%	0.6%	0.3%	0.7%	0.1%	0.2%
Asian/Pacific Islander	6.6%	6.4%	2.0%	2.6%	1.8%	1.6%
Hispanic/Latino	14.8%	15.1%	3.6%	3.5%	2.0%	1.9%
White	40.0%	39.1%	76.6%	74.5%	92.3%	93.3%
Two or More Races	8.4%	9.1%	n/a	n/a	n/a	n/a

To assist our district's efforts to have teacher demographics more accurately reflect our student demographics, RAS successfully wrote Grow Your Own grant proposals during the last two academic years. These grants provide resources for RAS to partner with the University of Minnesota in engaging diverse non-licensed staff in an organized cohort model for teacher licensure. Moreover, a portion of funds in these grants provided resources for diverse non-licensed staff to complete prerequisites which enable them to be eligible to participate in the teacher license cohort program.

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers *and* data on all student access to racially and ethnically diverse teachers.

For this 2018-19 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

___X___ District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

___X___ District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

All Students Ready for School

Goal	Result	Goal Status
Provide the established SMART goal for the 2018-19 school year. (a) 100% of students will receive their appropriate screenings in Kindergarten. (b) Students will achieve an average of a five-fold increase from Fall to Spring in the average words correct per minute score on the Letter Sound Fluency subtest of FAST.	*Provide the result for the 2018-19 school year that directly ties back to the established goal.* (a) 96.1% (818/851) of Fall 2018 Kindergarten students completed screenings within the first 30 days of school. (b) Kindergarten students in the district increase from an average of 7.5 words correct per minute in Fall 2018 to 48.4 words per minute in Spring 2019, on the Letter Sound Fluency subtest of FAST.	*Check one of the following:* __ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) __ Goal Not Met (one-year goal) __ Met All (multiple goals) _X_ Met Some (multiple goals) __ Met None (multiple goals) __ District/charter does not enroll students in kindergarten

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

FAST data has been used to identify district needs in this area. Data is disaggregated by race/ethnicity, gender, free and reduced lunch status, English learner status, and Special Education status. To improve results, Robbinsdale Area Schools is utilizing high-yielding reading strategies which align with the elements of Balanced Literacy. In addition, the district invested in LETRS training for K-1 teachers and Benchmark ELA curricular resources for K-5 teachers in 2019-2020.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
Provide the established SMART goal for the 2018-19 school year. The percentage of students enrolled in third grade who score proficient on the MCA Reading exam will increase by 10 percentage points.	*Provide the result for the 2018-19 school year that directly ties back to the established goal.* The percentage of students enrolled in third grade who scored proficient on the MCA Reading exam increased from 48.6% to 48.8%, an increase of 0.2 percentage points.	***Check one of the following:*** __ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) _X_ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals) __ District/charter does not enroll students in grade 3

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

MCA data, disaggregated by racial/ethnic group, Special Education status, English Learner status, Gender, and Gifted/Talented identified status, was used to identify needs in this goal area. Based on elementary reading data, district has narrowed its instructional focus for the next three years to concentrate on high-yielding reading strategies aligned with Balanced Literacy. In addition, the district invested in Benchmark ELA curricular resources for K-5 teachers in 2019-2020.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
Provide the established SMART goal for the 2018-19 school year. The achievement gap between district SOC and White students enrolled will decrease by 10 percentage points from 2018 to 2019.	*Provide the result for the 2018-19 school year that directly ties back to the established goal.* The MCA Reading gap decreased from 33.3 percentage points in 2018 to 31.9 percentage points in 2019. The MCA Math gap decreased from 34.5 percentage points in 2018 to 28.3 percentage points in 2019. The MCA Science gap decreased from 36.8 percentage points in 2018 to 32.2 percentage points in 2019.	*Check one of the following:* __ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) __ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) _X_ Met None (multiple goals)

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

MCA data, disaggregated by racial/ethnic group, Special Education status, English Learner status, Gender, and Gifted/Talented identified status, was used to identify needs in this goal area. To support this goal, the school board passed an Equity Policy in July 2018. As such, district staff were charged with using an equity lens in reviewing all policies and practices, including the ongoing implementation and refinement of its three strategic pillars: Balanced Literacy; Multi-tiered System of Supports; and Safe and Civil Schools. Additionally, the district made the decision to invest in LETRS training to assist teachers in providing explicit instruction in phonics and phonemic awareness, strategies which particularly impact the ability of underrepresented and low-income students to become proficient in reading.

All Students Career- and College-Ready by Graduation

Goal	Result	Goal Status
Provide the established SMART goal for the 2018-19 school year. The percentage of students who score proficient on the 8th Grade MCA Math exam will increase by 10 percentage points from 2018 to 2019.	*Provide the result for the 2018-19 school year that directly ties back to the established goal.* The percentage of students enrolled in third grade who scored proficient on the MCA Reading exam decreased from 35.2% to 33.3%, a decrease of 1.9 percentage points.	*Check one of the following:* __ On Track (multi-year goal) __ Not On Track (multi-year goal) __ Goal Met (one-year goal) _X_ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals)

Narrative is required; 200 word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

MCA data, disaggregated by racial/ethnic group, Special Education status, English Learner status, Gender, and Gifted/Talented identified status, was used to identify needs in this goal area. To support this goal, the school board passed an Equity Policy in July 2018. As such, district staff were charged with using an equity lens in reviewing all policies and practices, including the ongoing implementation and refinement of its three strategic pillars: Balanced Literacy; Multi-tiered System of Supports; and Safe and Civil Schools. Additionally, the district has been engaging in a pilot of the Let's Go Learn diagnostic and learning system since June 2019 to assist middle school students in summer school (as well as middle school students at FAIR Crystal in 2019-2020) improve their skills in reading and math so they can access grade level content and instruction.

All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2018-19 school year. Multi-Year Goal: By 2020, 100% of high school students will graduate in 4 years.	*Provide the result for the 2018-19 school year that directly ties back to the established goal.* The district graduation rate increased from 79.4% in 2017 to 79.7% in 2018.	*Check one of the following:* __ On Track (multi-year goal) _X_ Not On Track (multi-year goal) __ Goal Met (one-year goal) __ Goal Not Met (one-year goal) __ Met All (multiple goals) __ Met Some (multiple goals) __ Met None (multiple goals) __ District/charter does not enroll students in grade 12

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

Although 2019 graduation data is not yet available, the district's four consecutive years of improvement in graduation rates indicates the implementation of the graduation plan is gaining momentum. Each high school has a graduation plan administrative team which monthly monitors the progress of each student, using data on grades, attendance and disciplinary incidents. The team utilizes this data to make recommendations for instructional and non-instructional strategies. This process will be augmented by the implementation of the BARR program in 2019-2020.

Achievement and Integration

This portion is only required for districts with an approved A&I plan during the 2018-19 school year.

View list of participating districts.

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan. Increase the reading MCA scores from 50% to 75% by June 2020.	Check one of the following: _X_ Achievement Goal ___ Integration Goal	Copy the baseline starting point from your 2017-20 plan. 47.9	Provide the result for the 2018-19 school year that directly ties back to the established goal. 48. 8	Check **one** of the following: ___ On Track _X_ Not on Track ___ Goal Met

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

Robbinsdale Area Schools uses building data to identify the needs in this goal area. The data is disaggregated by student groups at the building level as well as the district level. Each building is responsible for creating their own comprehensive plan to work on the reading MCA scores. The Achievement and Integration staff assist by providing intercultural book clubs and literacy circles at the elementary schools. They also provide book club discussions and other literacy-based activities at the secondary level. The Achievement and Integration department also promotes literacy-based interventions by providing multi-cultural multilingual books to students during February which is I love to READ month.

We are implementing our strategies fairly well, although there is an ongoing need for improvement in the level of collaboration between the Achievement and Integration and Curriculum departments in these areas. As we transition into Benchmarks and other curricular resources, we will work to keep the programming cohesive and collaborate more on culturally relevant teaching strategies and pedagogy that help all students. We have established partnerships and programs with St. Mary's University that aims to give teachers and support staff a certificate in cultural competence. This program has been gaining momentum among the teaching staff and will continue.

Achievement and Integration Goal 2: Increase the Robbinsdale Area School District Graduation Rate from 74% to 100% by June 2020.

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan. Increase the Robbinsdale Area School District Graduation Rate from 74% to 100% by June 2020.	Check one of the following: X__ Achievement Goal __ Integration Goal	Copy the baseline starting point from your 2017-20 plan. 79.4%	Provide the result for the 2018-19 school year that directly ties back to the established goal. The district graduation rate increased from 79.4% in 2017 to 79.7% in 2018. 2019 graduation data is not yet available.	Check **one** of the following: __ On Track _X_ Not on Track __ Goal Met

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

Although RAS did not reach this goal, the AI department (in conjunction with their building principals and district staff) has made gains in the graduation rate. Staff are working with specific seniors in order to help remove barriers and obstacles that may prevent them from graduating. The Climate and Culture Specialists sit on grade level teams, assist with MTSS, and meet with the school leadership weekly to discuss students who are not on track to graduate and ways that they can receive services and programming to assist them in graduating. We are also working closely to better coordinate our services to those students who may need to participate in the alternative learning program. Students are being referred early to assist them in gaining credits and potentially graduating on time. Each school coordinates their work towards graduation on the Robbinsdale Area School graduation plan, which lays the foundation for buildings to build strong programming that includes all students and ensures every child has an opportunity to graduate and become a productive citizen.

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan. Increase the intercultural student programming at the middle and high school sites from 14% to 100% by June 2020.	Check one of the following: __ Achievement Goal __X Integration Goal	Copy the baseline starting point from your 2017-20 plan. 14%	Provide the result for the 2018-19 school year that directly ties back to the established goal. 75% goal for 18-19 school year met.	Check **one** of the following: __ On Track __ Not on Track __X Goal Met

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

By implementing intercultural programming in our schools, we are integrating our students' perspectives as well as providing access to different worldviews. This allows all students to learn from each other, and not just from a European viewpoint. The students through a variety of intercultural activities and in various capacities are able to better shape their global knowledge and awareness of issues that may not be directly related to them, but they may be able to learn from the lived experiences of others. The intercultural student programs that we have implemented span career and college readiness, cultural awareness, social emotional learning, student councils, and many other aspects of education. Those intercultural areas implemented are: AVID; schoolwide implementation at the middle and high school, ACTNOW! Bootcamp and ACTNOW!, Career and College NOW!, HBCU/ HSI Research Experience, Social Justice Day with Minneapolis Public Schools, 5th grade career and college fair, intercultural student groups, book clubs, literacy circles, student council advisory, middle school leadership summit with Minneapolis Public Schools, implementing Ethnic Studies course, STEMtastic Summer Camp and Camp #SMart.

Please Note: If you have more than two goals, copy and paste additional A&I Goal tables below.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2018-19 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Narrative: Through our partnership with Minneapolis Public Schools, RAS has expanded our Social Justice Day program. We work collaboratively with Minneapolis Public Schools to create breakout sessions and the overall agenda for the day. RAS also hosts a middle school leadership summit, where students meet three times each year. When not meeting, the students were expected to work with their advisors or chaperones on various focus areas, which would be covered at the next meeting. This summit features selected students working with a national expert, Calvin Terrell, around various tenants of self-identity, self-discovery and the appreciation of all people regardless of their backgrounds, demographics, or sexual orientation. This program was piloted in Minneapolis Public Schools and one Robbinsdale Area Schools in 2017-18. In 2018-2019, we added an additional school site.

Racially Identifiable Schools

If your district's 2017-20 A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

Achievement and Integration Goal 1:

Decrease the racial and economic achievement gaps at **Northport Elementary School.**

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan. Decrease the racial and economic achievement gap at Northport Elementary School RIS Objective 1:1: Dual Language Immersion RIS Objective 1.2: Early career and college readiness programming and intra district and inter district integrated summer programming	Check one of the following: _X_ Achievement Goal _X_ Integration Goal	Copy the baseline starting point from your 2017-20 plan. 2014: 34.9% 2015: 35.9% 2016: 29.3%	Provide the result for the 2018-19 school year that directly ties back to the established goal. 2018-19 Math Gap: 31.7% (Racial); 22.5% (Economic) 2018-19 Reading Gap: 30.6% (Racial); 25.6% (Economic)	Check **one** of the following: __ On Track _X_ Not on Track __ Goal Met

Narrative is required; 200-word limit.
- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

MCA scores in reading and math are being disaggregated by student groups and reviewed by teachers and administrators as well as Achievement and Integration staff. Since 37% of Northport students speak Spanish at home, a dual language program has been implemented to provide school enrollment choices as well as increase cultural fluency/competency. The program will help native Spanish speakers work with native English speakers, as Northport implements an intra-district/integration process to help diversify their students. Also, each summer, Northport students participate in CAMP #smART, which allows two weeks of creativity and learning, while helping combat the summer slide.

Current strategies are being implemented with fidelity. The Robbinsdale Spanish Immersion (RSI) Program has expanded from a 100-student pilot in 1987-88 to a program annually serving over 1200 district students. The educational staff at RSI are working collaboratively with Northport staff to implement and refine the dual language model. Although the programs are relatively new, we have seen small gains in MCA scores of CAMP #smART students. Despite these gains, school-based data do not yet meet the goals outlined in the district priorities or AI key indicators of progress.

Integration (Northport Elementary School)

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2018-19 school year. In what ways have the integration strategies increased racial and economic integration at that site?

Narrative:

Immersion helps close the achievement gap between English Learners and their English only counterparts. Research shows that English Learners have a higher rate of success in Immersion Education versus English mainstream. This is because students have maximum access to the curriculum and the opportunity to develop literacy and academic skills in both their native language and English in an instructional setting that values both languages and cultures. (Genesee and Lindholm-Leary, 2009)

• Native Spanish Speakers (NSS) have a more positive self-concept and are more likely to remain in school, graduate from high school and attend college as compared to English Learners in English mainstream classes. (Thomas and Collier 2002)

• Families are more engaged in the education of their students. There is more connection to the school community. The school is becoming more than an educational institution in the community. Families are now participating in Family nights revolving around immigration and DACA.

 • Through the #SmART summer enrichment program, Northport students are exposed to an intra-district integrated summer program that focuses on arts integration. This summer enrichment program helps reduce the summer slide and increase student learning opportunities. Each class focused on ELA standards while integrating art instructional strategies and art standard. Classes were led by the licensed district teacher as well as instructors from Lyric Arts and musicians Mike Arturi and Al Hagar.

Racially Identifiable Schools

If your district's 2017-20 A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

School Name:

Achievement and Integration Goal 1:
Decrease the racial and economic gaps at Meadow Lake Elementary School

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Copy the SMART goal statement from your 2017-20 plan. Decrease the racial and economic gaps at Meadow Lake Elementary School. RIS Objective 1:1: STEAM integration RIS Objective 1.2. Early career and college readiness programming and intra-district	Check one of the following: __X Achievement Goal __X Integration Goal	Copy the baseline starting point from your 2017-20 plan. 2014: 33.1% 2015: 39.1% 2016: 39.9%	Provide the result for the 2018-19 school year that directly ties back to the established goal. **2017 Reading Gap**: 33.4% (Racial); 42.6% (Economic) **2018 Reading Gap**: 27.7% (Racial); 19.7% (Economic) **2019 Reading Gap:** 30.1% (Racial); 23.2% (Economic) **2017 Math Gap:** 24.1% (Racial); 32.4% (Economic) **2018 Math Gap:** 29.7% (Racial); 27.2% (Economic) **2019 Math Gap:** 9.0% (Racial); 31.5% (Economic)	Check **one** of the following: __ On Track __X Not on Track __ Goal Met

Narrative is required; 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?
- How well are you implementing your strategies?
- How do you know whether it is or is not helping you make progress toward your goal?

MCA Reading and Math data, disaggregated by racial/ethnic and economic student groups, is utilized to identify needs in meetings of administrators, teachers, equity team and AI. Meadow Lake staff have joint professional development with the School of Engineering and Arts School (SEA) to implement joint STEM curriculum at both buildings. Camp STEMtastic is held at Meadow Lake in partnership with SEA and other district elementary schools to offer an intra-district integrated summer STEM camp. This program utilizes the latest curriculum and research-based resources to help bridge racial and economic academic gaps between Meadow Lake students.

The current strategies are being implemented with fidelity; teachers have engaged in ongoing professional development and the summer camp has a wait list. Both programs are too new to see the significant gains. Meadow Lake Elementary school will no longer be identified as Racially identifiable in the new Achievement and Integration implementation cycle so moving forward, we will still continue to implement these strategies and programs to see measurable change in that building. There has been measured growth in the data from Meadow Lakes. From 2017-2019, MCA reading scores for all Meadow Lake children improved from 35% to over 49%.

Integration (Meadow Lake Elementary School)

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2018-19 school year. In what ways have the integration strategies increased racial and economic integration at that site?

Narrative:

Camp STEMtastic: Summer program held at Meadow Lake Elementary School (a racially identifiable school) that partnered with SEA and other district elementary schools to offer an intra-district integrated summer STEM camp. This summer camp incorporates hands-on project-based learning that is aligned with the Minnesota state standards. Students have a science fair at the conclusion of the camp.

The staff are also engaged in collaborative planning for the Summer Camp title STEMtastic. Staff from SEA and Meadow Lake engage in professional development together and this collaborative strategy is working as the teachers from SEA which is a National Blue-Ribbon School are working hard to share their best practices strategies with the Meadow Lake staff. Camp STEMtastic is a great example of how the collaboration between both building will start to yield dividends for Meadow Lake.

The staff at Meadow Lake have collaborative staff meetings and professional development with the School of Engineering and Arts School (SEA). The two schools are working together to implement joint STEM curriculum at both buildings.

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2018-19 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Narrative:

Through our partnership with Minneapolis Public Schools, RAS has expanded our Social Justice Day program. We work collaboratively with Minneapolis Public Schools to create breakout sessions and create an agenda for the day. We also added a middle school leadership summit last school year. These students met three times last year. When not meeting, the students were expected to work with their advisors or chaperones, on various focus areas that would be covered at the next meeting. This summit features selected students working with Calvin Terrell around various tenants of self-identity, self-discovery and the appreciation of all people regardless of their backgrounds, demographics, or sexual orientation. We piloted the program with Minneapolis Public Schools and one Robbinsdale Area Schools last school year, and this year added an additional school site.

The A&I plan has increased intercultural student programming in ISD 281 through: hosting Social Justice Day; implementing AVID in secondary schools; recruiting high school students to participate in ethnic studies courses; planning and implementing the HBCU/HSI Research Experience; and hosting intercultural student groups and book clubs at each building. Interventions within this goal include training school counselors and equity specialists on creating Individual Learning Plans as well as creating school site-specific plans for amplifying student voice. These programmatic efforts have positively impact graduation rates and intercultural student programming. The district graduation rate has increased each of the last four years, and more than 75% of students participate in intercultural student programming at the building level.