

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

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

**District ISD# and Name: ISD47 Sauk Rapids-Rice Schools**

District's Integration Status: A.

Superintendent's Name: Dr. Daniel Bittman  
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Plan submitted by:  
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**Racially Identifiable Schools (RIS) within District**

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

- |                     |                      |
|---------------------|----------------------|
| 1. Enter text here. | 8. Enter text here.  |
| 2. Enter text here. | 9. Enter text here.  |
| 3. Enter text here. | 10. Enter text here. |
| 4. Enter text here. | 11. Enter text here. |
| 5. Enter text here. | 12. Enter text here. |
| 6. Enter text here. |                      |
| 7. Enter text here. |                      |

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

**School Board Approval**

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

Superintendent: Dr. Daniel Bittman

Signature:

Date Signed: 02/27/2017



School Board Chair: Mark Hauck

Signature:

Date Signed: 02/27/2017



### Integration Collaborative Member Districts

If your district belongs to one, list the districts in your collaborative and their integration status. Add additional lines as needed.

Name of Collaborative: St Cloud Area Multi-District Collaborative Council

- |   |  |
|---|--|
| 1. St. Cloud Area Schools,<br>Racially Isolated District    | 5. Kimball Public Schools,<br>Adjoining District   |
| 2. Sauk Rapids-Rice Schools,<br>Adjoining District          | 6. ROCORI Public Schools,<br>Adjoining District    |
| 3. Foley Public Schools,<br>Adjoining District              | 7. Annandale Public Schools,<br>Adjoining District |
| 4. Becker Adjoining District<br>Schools, Adjoining District | 8.   |

**Detailed directions and support for completing this plan are provided in the Achievement Integration Plan Guide.**

### Plan Input

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

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

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

Multi-District Collaboration Council: Sebastian Witherspoon, ISD742; Jessica Ellingson, Annandale; Erica Deyo, Foley; Jim Wagner and Erik Widvey, Kimball; Malea Bergson and Scott Staska, ROCORI; Linda Snowberg, Sauk Rapids-Rice

**Post to District Website**

Prior to your district's annual AI and World's Best Workforce meeting, you must post this plan to the district website. Please provide the URL where your district's Achievement and Integration plan is posted. Enter text here.

**Submitting This Plan**

Submit this completed plan template as a word document to MDE by March 15, 2017 for review and approval. Email it to [MDE.integration@state.mn.us](mailto:MDE.integration@state.mn.us). Scan the page with board chair and superintendent signatures and attach that to your email as a separate PDF.

**GOAL # 1: Decrease racial and economic achievement gaps by 10%, while maintaining overall growth as measured by MCA Reading and Math test results.**  
(insert table)

MCA Math Proficiency	2014	2015	2016	2017	2018	2019	2020
White	67.5%	65.6%	59.9%	65%	75%	80%	85%
Non-White	50.4%	51.7%	48.2%	55%	69%	74%	85%
Gap	17.1%	13.9%	11.7%	10%	6%	4%	0%

MCA Reading Proficiency	2014	2015	2016	2017	2018	2019	2020
White	67.4%	63.3%	58.1%	65%	75%	80%	85%
Non-White	55.6%	54.2%	47.7%	55%	69%	74%	85%
Gap	11.8%	9.1%	10.4%	10%	6%	4%	0%

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

**Objective 1.1:** Remove barriers to equal access

**Objective 1.2:** Increase staff understanding and use of culturally responsive instructional practices

**Objective 1.3:** Increase academic support for students performing below grade-level expectations

**GOAL # 2: Increase by 10% the number students who participate in activities designed to build cultural competence.**

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

**Objective 2.1:** Prepare students to learn and lead in a diverse world.

## INTERVENTIONS

**Directions** Eligible districts may use AI revenue to pursue racial and economic integration and student achievement through interventions listed in the *Type of Intervention* drop-down menus below. Provide the information requested for each intervention.

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

**Intervention 1:** Inclusive signage, displays, and communications

**Priority Area:** Climate

**Objective this intervention supports:** 1.1 Remove barriers to equal access

**Type of Intervention:** Innovative and integrated pre-K to grade 12 learning.

**Integrated Learning Environments** Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

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

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

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

**Narrative description of the critical features of the intervention.**

We will improve signage and displays in buildings to represent mission and rules in a way that celebrates multiple languages, while providing clarity and encouraging positive behaviors. Our building Walk-Throughs revealed that building signage is inconsistent and not inclusive. Signs reinforcing positive behaviors are present in our elementaries and middle school, but they are worn-out and monolingualistic. We will also provide materials to increase displays showing current students and student work, and increase the number of parent information materials that are translated into home languages. The cost of this project would include materials for displays, cost of sign/banner creation, and translation services.

Grade levels to be served: K-12

Location of services: 3 elementary, 1 middle, and 1 high school

**Formative assessment(s) used to inform instructional decision-making:** N/A

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Caldarella, P., Shatzer, R. H., Gray, K. M., Young, K. R., & Young, E. L. (2011). The Effects of School-Wide Positive Behavior Support on Middle School Climate and Student Outcomes. *RMLE Online: Research In Middle Level Education*, 35(4), 1-14.

O'Malley, M., Voight, A., Renshaw, T. L., & Eklund, K. (2015). School Climate, Family Structure, and Academic Achievement: A Study of Moderation Effects. *School Psychology Quarterly*, 30(1), 142-157

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Building Walk-Through Survey Results (percent of respondents marking "True" for all parts Q7 and part 1 of Q11)	75%	85%	95%

**Intervention 2: Multicultural Parent Network**

**Priority Area:** Family Engagement Initiatives

**Objective this intervention supports:** 1.1 Remove barriers to equal access.

**Type of Intervention:** Family Engagement Initiatives

**Narrative description of the critical features of the intervention.** We will work to revitalize our Multicultural Parent Network in order to provide a safe place for parents to share issues and concerns related to their child’s educational opportunities and the school climate.

Grade levels to be served: K-12

Location of services: Sauk Rapids-Rice Middle School

**Formative assessment(s) used to inform instructional decision-making:** Parent feedback form after each meeting.

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

*Gleason, S. C., & Gerzon, N. (2014). High-Achieving Schools Put Equity Front and Center. Journal Of Staff Development, 35(1), 24-26.*

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Number of group participants (Individuals attending 1 or more meetings)	20	25	30

**Intervention 3: Staff training in Culturally Linguistically Responsive Instruction**

**Priority Area:** Instruction

**Objective this intervention supports:** 1.2

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

**Narrative description of the critical features of the intervention.** Staff members from each building will participate in summer training in CLR presented by Dr. Sharroky Hollie and bring that information back to their building teams.

Grade levels to be served: K-12

Location of services: TBD

**Formative assessment(s) used to inform instructional decision-making:** Post-training survey of participants

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Mayfield, V. M., & Garrison-Wade, D. (2015). Culturally Responsive Practices as Whole School Reform. *Journal Of Instructional Pedagogies*, 16.

Gleason, S. C., & Gerzon, N. (2014). High-Achieving Schools Put Equity Front and Center. *Journal Of Staff Development*, 35(1), 24-26.

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Discipline disproportionality	1.75 ratio	1.5 ratio	1.25 ratio
MCA Reading Proficiency (Gap)	60% (15%)	65% (10%)	70% (8%)
MCA Math Proficiency (Gap)	65% (8%)	70% (5%)	75% (3%)

**Intervention 4:** Increased support for students performing significantly below grade-level expectations

**Priority Area:** Instruction and Assessment

**Objective this intervention supports:** 1.3

**Type of Intervention:** Innovative and integrated pre-K-12 learning environments

**Integrated Learning Environments** Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

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

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

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

**Narrative description of the critical features of the intervention.** Students in grades K-5 who score below the 33rd%ile for Reading on NWEA/MAP or FASTbridge/aReading assessments will participate in a group during WIN (What I Need) time. Teachers will receive additional support to help them tailor interventions to student needs.

Grade levels to be served: Grades K-5

Location of services: Pleasantview, Mississippi Heights, and Rice Elementaries

**Formative assessment(s) used to inform instructional decision-making:** Students will be progress monitored using FASTBridge CBM-Reading, and aReading and/or NWEA/MAP.

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Iltner, A., Helman, L., Burns, M., & McComas, J. (2015). Data Drive These Coaches: Literacy Project Merges School Goals with Teachers' Learning Needs. *Journal Of Staff Development*, 36(2), 20-22,.

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Percentage of students place in the low WIN group who make at least 1.5 year's growth in Reading	30%	40%	50%

**Intervention 5:** Interdistrict Collaborations

**Priority Area:** Integrated learning environments

**Objective this intervention supports:** 2.1

**Type of Intervention:** Innovative and integrated pre-K-12 learning environments

**Integrated Learning Environments** Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

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

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

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

**Narrative description of the critical features of the intervention.**

Communicating Common Ground - 15-20 Sauk Rapids-Rice High School students along with students from St. Cloud Tech, St. Cloud Apollo, Rocori, and Foley High schools come together to learn ways to build community, create peace, and communicate positively. Conversations are facilitated by students from St. Cloud State's Communications Studies classes, under the directions of Dr. Eddah Mutua.

Arts Collaborative - Students from Sauk Rapids-Rice High School will collaborate on Art projects with students from St. Cloud Tech, St. Cloud Apollo, Becker, and Foley High Schools. This will include seminar-style learning from artists in residence, as well as large group projects such as creating murals for community organizations.

Grade levels to be served: 9-12

Location of services: Sauk Rapids-Rice High School and other sites



**Formative assessment(s) used to inform instructional decision-making:** Post activity survey of participants (Several activities occur in the course of the year.)

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Blankstein, A. M., Noguera, P., Kelly, L., & ASCD. (2016). *Excellence through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student*. ASCD.

*Key Indicators of Progress (KIPS)*

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Number of students participating in collaboratives			

**Intervention 6:** Middle and High School Diversity clubs

**Priority Area:** Integrated Learning Environments

**Objective this intervention supports:** 2.1

**Type of Intervention:** Innovative and integrated pre-K-12 learning environments

**Integrated Learning Environments** Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

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

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

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

**Narrative description of the critical features of the intervention.**

Sauk Rapids-Rice Middle School Diversity Group - Students will meet as a group with an advisor 3-4 times per month. They will participate in activities designed to help them practice discussing differences. They will also plan presentations to help younger students and community members celebrate diversity. They may also plan outings to events that expand their comfort zones.

Sauk Rapids-Rice High School Diversity Group - Students will meet as a group with an advisor 1-2 times per month to discuss ways to celebrate difference and become leaders in a diverse world. They may also plan outings to events that expand their comfort zones.

Grade levels to be served: 6-8 and 9-12

Location of services: SRRMS and SRRHS

**Formative assessment(s) used to inform instructional decision-making:** Mid-year survey

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

*Gleason, S. C., & Gerzon, N. (2014). High-Achieving Schools Put Equity Front and Center. Journal Of Staff Development, 35(1), 24-26.*

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Number of group participants attending at least 3 meetings	35	40	45
Number of outreach activities by groups	2	4	5
Number of group outings to expand comfort zones	2	3	4

**Creating Efficiencies and Eliminating Duplicative Programs**

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, Subd. 2 (c)).

Our MDCC group will meet approximately once each month. As well a working on tasks related to our plans and collaboratives, we will alternate responsibilities for bringing topic and information relative to our equity work. We will also create efficiencies through our shared participation in the CLR training, which is hosted by St. Cloud Area Schools.