



**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: 0014-01 Fridley Public Schools**

District's Integration Status: Racially Isolated District (RI)

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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.

Fridley School District has no racially identifiable schools.

**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: Peggy Flathmann  
Signature:

Date Signed: February 21, 2017

School Board Chair: Marcia Lindblad  
Signature:

Date Signed: February 21, 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: Northwest Suburban Integration School District (NWSISD)

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. <b>0011-01 Anoka Hennepin School District V</b> - Voluntary</li> <li>2. <b>0268-01 Brooklyn Center Public Schools RI</b> - Racially Isolated</li> <li>3. <b>0877-01 Buffalo-Hanover-Montrose School District V</b> - Voluntary</li> <li>4. <b>0728-01 Elk River Area Schools V</b> - Voluntary</li> </ol> | <ol style="list-style-type: none"> <li>5. <b>0014-01 Fridley Public Schools RI</b> - Racially Isolated</li> <li>6. <b>0279-01 Osseo Area Schools RI</b> - Racially Isolated</li> <li>7. <b>0883-01 Rockford Area Schools V</b> - Voluntary</li> <li>8. <b>Enter text here. Choose district status.</b></li> </ol> |
|---|---|

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:** Fridley School District participates in the NWSISD process with representatives on the NWSISD Superintendent Advisory Group, Equity Leader meetings and Joint Powers Board to ensure that district and cross-district goals and activities are aligned and address the needs of the students in the Fridley Schools community. Northwest Suburban Integration School District has several opportunities for collaborative development of integration goals and activities. Integration goals are created based on the feedback from the eight schools districts that make up NWSISD which include: 1) Anoka-Hennepin District #11, 2) Brooklyn Center Community Schools #286, 3) Buffalo-Hanover-Montrose #877, 4) Elk River Area #728, 5) Fridley #14, 6) Mounds View #621, 7) Osseo Area #279, and 8) Rockford #883. NWSISD convenes a monthly Superintendent Advisory Group and Equity Leader meetings for the purpose of collaboration regarding Achievement and Integration goals and activities and to monitor progress of those goals. The districts previously listed represent both groups. The integration goals developed become the Strategic Action Plan of the NWSISD and approved by the Joint Powers Board also represented by each school district previously listed. Fridley Schools also works with the Fridley District Advisory Committee staff, parent and community members to review goals and progress from the current AI plan, examine the needs assessment data, and develop goals and interventions. This group met three times in the plan development process, October 26, 2016, January 23, 2017, and February 13, 2017. February meeting included a subgroup meeting of those parents representing American Indian Committee. Because Fridley participates in a consortium of three districts (the other two districts are not part of the NWSISD) for the American Indian Education Program, the members attending the Fridley DAC did not include the entire three-district consortium committee,

only those associated with the Fridley School District.

District Advisory Members 2016-17

Keri Hinnenkamp–parent

Lori Andler–parent

Molly Papillon–parent

Heshima Selassie–parent

Leslie Benson–parent

Gina Paton–parent

Paul Diederich–parent

Terrell Johnson–parent

Amanda and Ross Meisner–parents

Samuel Payne–Equity Coordinator

Carol Nielson–IB Coordinator (MYP)

Kirsten Wickman–IB Coordinator (PYP)

Matthew Boucher–middle school principal

John Piotraschke–elementary principal

Laura Seifert-Hertling–Director of Special Services

Jael McLemore–Communications Coordinator

Imina Oftedahl-Director of Educational Services

**Community Collaboration Council for the RIS:** Fridley School District has no racially identifiable schools.

### **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. <http://www.fridley.k12.mn.us/page.cfm?p=2703>

### **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:** Reduce achievement gap in reading and mathematics:

Decrease the proficiency gap in reading between students free/reduce lunch eligible and student not free/reduce lunch eligible from 27.7% to 20.5% as measured by state testing scores (MCA and MTAS) by spring 2020.

Decrease the proficiency gap in mathematics between students free/reduce lunch eligible and student not free/reduce lunch eligible from 28.3% to 21.5% as measured by state testing scores (MCA and MTAS) by spring 2020.

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

**Objective 1.1:** Increase reading and mathematics proficiency for all students

**Objective 1.2:** Create culturally responsive classrooms

**Objective 1.3:** Increase participation in rigorous coursework

**Intervention #1:** Teacher professional development in literacy and mathematics best practices

**Priority Area:** Student Engagement and Outcomes

**This intervention supports the following goal objective: 1.1**

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

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

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

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

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

**Narrative description of the critical features of the intervention.** Professional development focused on literacy for PK-5 teachers and 6-12 reading intervention teachers to include: 1) research-based core literacy instruction; 2) comprehensive and targeted interventions (delivered classwide and small groups); 3) assessment and progress monitoring for instructional decision-making; 4) classroom content coaching; and 5) curriculum development and mapping. Professional development will be differentiated to better meet needs of new teachers, reading intervention teachers, classroom teachers, and special education teachers. Professional development focused on mathematics for PK-4 teachers and 5-12 math teachers to include: 1) research-based core math instruction; 2) support implementation of the 8 researched mathematical practices through strategies such as Number Talks; 3) assessment and progress monitoring for instructional decision-making; 4) targeted interventions (delivered in

small groups) and differentiated instruction (classwide); 5) classroom content coaching; and 6) curriculum development and mapping. Professional development will be differentiated to better meet needs of new teachers, math intervention teachers, classroom teachers, and special education teachers.

Professional development will be ongoing extending over the three years (and beyond) to ensure researched-based practices are supported through training, coaching, and consistently implemented. Professional development will occur as part of the district/building staff development schedule and job-embedded staff development (Q Comp).

Grade levels to be served: Pre K-12

Location of services: Fridley Schools

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): 1) FastBridge CBM and aReading assessments evaluated by subgroups 2) NWEA MAP Reading assessment evaluated by subgroups 3) FastBridge aMath evaluated by subgroups 4) NWEA MAP Mathematics assessment evaluated by subgroups

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Yoon, Kwang Suk, et al. "Reviewing the Evidence on How Teacher Professional Development Affects Student Achievement. Issues & Answers. REL 2007-No. 033." *Regional Educational Laboratory Southwest (NJ1)* (2007).

Birman, Beatrice F., et al. "Designing professional development that works." *Educational leadership* 57.8 (2000).

Kennedy, Eithne. "Improving Literacy Achievement in a High-Poverty School: Empowering Classroom Teachers Through Professional Development." *Reading Research Quarterly* 45.4 (2010).

Fisher, Douglas, Nancy Frey, and John Nelson. "Literacy achievement through sustained professional development." *The Reading Teacher* 65.8 (2012).

Zepeda, Sally J. *Professional development: What works*. Eye on education, 2012.

### **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
Achievement gap based on reading MCA proficiency between FRL and non FRL students	25.5%	23.5%	20.5%
Achievement gap based on mathematics MCA proficiency between FRL and non FRL students	26.5%	24.5%	21.5%
Enter KIP.			

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

**Intervention #2:** Provide access to extended school day for grades K-8 with transportation

**Priority Area:** Student Engagement and Outcomes

**This intervention supports the following goal objective: 1.1**

**Type of Intervention:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

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

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

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

**Narrative description of the critical features of the intervention.** Fridley offers an extended school day program which focuses on students who need additional instruction in reading and math. Students are taught in small groups by the licensed teachers who work with the students during the school day program. The program is offered at each elementary and at Fridley Middle School. The primary funding source for program services is through Targeted Services. However, integration funds are used to supplement the program and pay for after school transportation for the students participating in this program. Both resident and students open enrolled in the magnet school program have access this transportation.

Grade levels to be served: Grades K-8

Location of services: Stevenson  
Elementary, Hayes Elementary, Fridley  
Middle School

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): 1) FastBridge CBM progress monitoring assessments evaluated by subgroups 2) District/PRESS literacy progress monitoring tools 3) attendance and participation data

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

NEA Education Policy and Practice Department. Closing the Gap through Extended Learning Opportunities. Policy Brief. Washington, D.C.: Center for Great Public Schools, 2008.  
[http://www.nea.org/assets/docs/HE/mf\\_PB04\\_ExtendedLearning.pdf](http://www.nea.org/assets/docs/HE/mf_PB04_ExtendedLearning.pdf)

ECONorthwest. A Review of Research on Extended Learning Time in K-12 Schools. Report. Seattle, WA: ECONorthwest, 2010.  
<http://chalkboardproject.org/sites/default/files/Extended-Learning-Time-1210.pdf>

### **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
Achievement gap based on reading MCA proficiency between FRL and non FRL students.	25.5%	23.5%	20.5%
Achievement gap based on mathematics MCA proficiency between FRL and non FRL	26.5%	24.5%	21.5%
Enter KIP.			

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

### **Intervention #3: International Baccalaureate Magnet School Implementation**

**Priority Area:** Instruction and Assessment

**This intervention supports the following goal objective: 1.1, 1.3**

**Type of Intervention:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

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

**Narrative description of the critical features of the intervention.** Because the magnet school program created by NWSISD consists of magnet schools based in and run by each member district, Fridley has staff members who coordinate the IB magnet programs (PYP, MYP and DP) in the district. IB Coordinators provide instruction and support students in the essential elements of the IB Framework including IB Learner Profile, research, process, and reflection for the Exhibition, Personal Project and Extended Essay. Staff also work with small groups and individuals on goal setting, community and service projects and reflection, DP testing, and learning portfolios. Our magnet schools are International Baccalaureate schools. Every student in each school (Stevenson Elementary, Hayes Elementary, Fridley Middle School, and Fridley

High School) participates in the IB magnet program including students who open enroll through NWSISD. The purpose of the magnet schools is to encourage voluntary integration to reduce racial and economic disparities. The staff members who coordinate the IB magnet schools are responsible for insuring that the IB program is implemented with fidelity so that students are held to high standards and the program is attractive to students from adjoining districts.

Grade levels to be served: PK-12

Location of services: Stevenson  
Elementary, Hayes Elementary, Fridley  
Middle School, Fridley High School

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

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

<http://www.ibo.org/research/>

Bergeron, L. (2015). [Diploma Programme students' enrollment and outcomes at US postsecondary institutions 2008-2014](#)

Caspary, K. (2011). [Postsecondary enrollment patterns of IB certificate and diploma candidates from U.S. high schools. Research Brief](#). Menlo Park, CA: SRI International.

**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
Achievement gap based on reading MCA proficiency between FRL and non FRL students	25.5%	23.5%	20.5%
Achievement gap based on mathematics MCA proficiency between FRL and non FRL	26.5%	24.5%	21.5%
Enter KIP.			

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

**Intervention #4:** International Baccalaureate magnet school technology integration

**Priority Area:** Instruction and Assessment

**This intervention supports the following goal objective: 1.1**

**Type of Intervention:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

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

**Narrative description of the critical features of the intervention.** Effective technology integration is achieved when it supports curricular goals. It supports four key components of learning: active engagement, collaboration, frequent interaction and feedback, and connection to real-world experts. Fridley has a licensed staff person who oversees technology integration into the classroom as a tool to improve student achievement. This staff person designs and delivers technology, research, and cyber-citizenship skills to students at all levels in addition to providing instruction in multiple technology tools to support extended learning for Exhibition, Personal Project, Extended Essay, DP portfolios, and CAS projects and portfolios. This is a significant component of our magnet school program. Our magnet schools are International Baccalaureate schools. Every student in each school participates in the IB magnet program including students who open enroll through NWSISD. The purpose of the magnet schools is to encourage voluntary integration to reduce racial and economic disparities. The staff members who coordinate the IB magnet schools are responsible for insuring that the IB program is implemented with fidelity so that students are held to high standards and the program is attractive to students from adjoining districts.

Grade levels to be served: PK-12

Location of services: Stevenson Elementary, Hayes Elementary, Fridley Middle School, Fridley High School

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): student progress assessments on media literacy/technology integration standards; ATL skills scores

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

<http://www.ibo.org/research/>

Bergeron, L. (2015). [Diploma Programme students' enrollment and outcomes at US postsecondary institutions 2008-2014](#)

Caspary, K. (2011). [Postsecondary enrollment patterns of IB certificate and diploma candidates from U.S. high schools. Research Brief](#). Menlo Park, CA: SRI International.

**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
Achievement gap based on reading MCA proficiency between FRL and non FRL students	25.5%	23.5%	20.5%

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
Achievement gap based on mathematics MCA proficiency between FRL and non FRL students	26.5%	24.5%	21.5%
Enter KIP.			

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

**Intervention #5** Professional Development for teachers and non-licensed staff in cultural responsiveness

**Priority Area:** Climate

**This intervention supports the following goal objective: 1.2, 2.1**

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

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

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

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

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

**Narrative description of the critical features of the intervention.** All staff, licensed and non-licensed will participate in ongoing professional development to build each individual's capacity to build an environment that is culturally and linguistically responsive. This professional development will include presentations from Dr. Sharokky Hollie, feedback, reflection and action plans based on building and classroom walkthroughs facilitated by equity specialists, and ongoing classroom coaching with trained equity instructional coaches. Principles of cultural and linguistic responsiveness will be applied to instruction, curriculum, and behavior management. Over the course of three years, each teacher will participate in a year-long coaching cohort with trained external culturally responsive coaches providing training sessions, classroom observations, and individual coaching/feedback sessions. Additional training will included educational access and equity classroom strategies as well as training for QComp Instructional Leaders to build capacity for the integration of culturally responsive instruction with the Framework for Teaching.

Grade levels to be served: Grades PK-12

Location of services: Stevenson

Elementary, Hayes Elementary, Fridley

Middle School, Fridley High School, Fridley Area Learning Center

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): data collection from building and classroom walkthroughs, participation rates in classroom coaching cohorts, behavior referral and suspension data

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

Brown, Monica R. "Educating all students: Creating culturally responsive teachers, classrooms, and schools." *Intervention in school and clinic* 43.1 (2007).

Gay, Geneva. *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press, 2010.

Ladson-Billings, Gloria. "Toward a theory of culturally relevant pedagogy." *American educational research journal* 32.3 (1995).

### **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
Achievement gap based on reading MCA proficiency between FRL and non FRL students	25.5%	23.5%	20.5%
Achievement gap based on mathematics MCA proficiency between FRL and non FRL students	26.5%	24.5%	21.5%
Enter KIP.			

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

**Intervention #6:** Implement and expand opportunities for student participation in AVID program in grades 5-12

**Priority Area:** Student Engagement and Outcomes

**This intervention supports the following goal objective: 1.3**

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

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

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

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

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

**Narrative description of the critical features of the intervention.** AVID, Advancement via Individual Determination, is a college readiness system for elementary through higher education that is designed to increase school wide learning and performance. AVID is available as an elective course and with professional development for all teachers at Fridley High School and is being expanded at Fridley Middle School with an elective course at each grade level and professional development for teachers to implement school-wide use of WICOR strategies. AVID is a research based intervention that includes formative assessment practices to reduce achievement disparities. Expansion and assurance of implementation with fidelity will require ongoing training for AVID elective teachers, AVID coordinators, AVID tutors, building administrators and site team during the school year and the required AVID Summer Institute each year. Staff training will also include training for teachers at the Middle School and High School during weekly job-embedded professional development time available through the Q Comp program.

Grade levels to be served: PK-12

Location of services: Fridley Middle School,  
Fridley High School

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): internal and external annual AVID program evaluation; graduation rates, enrollment in post-secondary institutions

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

Mehan, H., Villanueva, I., Hubbard, L., & Lintz, A. (1996). *Constructing school success: The consequences of untracking low-achieving students*. New York, NY: Cambridge University Press.

Black, A.C., Little, C.A., McCoach, D.B., Purcell, J.H., & Siegle, D. (2008). Advancement Via Individual Determination: Method Selection in Conclusions About Program Effectiveness. *The Journal of Educational Research*.

Huerta, J.J., Watt, K.M., & Butcher, J.T. (2013). Examining Advancement Via Individual Determination (AVID) and its Impact on Middle School Rigor and Student Preparedness. *American Secondary Education*.

**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
Achievement gap based on reading MCA proficiency between FRL and non FRL students	25.5%	23.5%	20.5%
Achievement gap based on mathematics MCA proficiency between FRL and non FRL	26.5%	24.5%	21.5%
Enter KIP.			

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

**Intervention #7:** Use Minnesota open enrollment process and desegregation transportation to promote racial integration across the NWSISD collaborative through the NWSISD magnet school system.

**Priority Area:** Student Engagement and Outcomes

**Objective this intervention supports: 1.3**

**Type of Intervention:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** 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.** As part of the NWSISD collaborative we provide a preK-12 magnet school programming opportunity for our students across the member districts. NWSISD magnet schools are free public elementary and secondary schools of choice operated by the collaborative districts. These magnet schools are designed to provide opportunities for students to learn in an integrated environment that provides rigorous coursework for all students. The magnet school's curriculum is aligned to one of the three themes including the Arts, International Baccalaureate, or STEM/STEAM. These magnets use an approach to learning that is inquiry or performance/project based. The NWSISD magnet schools do not have entrance criteria, eligibility is based on a students interest in the thematic area resulting in students from a wide array of back grounds enrolled in the magnet schools. Additionally, NWSISD magnet students receive free transportation as long as they live within the collaborative district boundaries. In addition to inter-district enrollment opportunities, high school magnet programs are providing opportunities for students to enroll in credit-bearing courses during the regular school day. These opportunities include, but are not limited to, International Baccalaureate Career Certificate courses, Project Lead the Way, concurrent enrollment, and certificate programming within the health career industry. Grade levels to be served: PreK-12

Location of services: NWSISD member districts and Hayes Elementary, Stevenson Elementary, Fridley Middle School, Fridley High School

**Formative assessment(s) used to inform instructional decision-making:** Assessments aligned to the district assessment plan include, but not limited to: ACT, FASTBridge, NWEA, MCA

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.  
<http://www.magnet.edu/resources/research-and-studies>

**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
Within the multi-district collaborative we will maintain or increase our capacity for magnet school students placed through the application process.	5300	5350	5400
Fridley will maintain or increase capacity for incoming magnet school students.	320	320	320

**Intervention #8** Utilize Americorps volunteers to work with students to support academics

**Priority Area:** Continuous Improvement and Inquiry

**This intervention supports the following goal objective: 1.1, 1.3**

**Type of Intervention:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

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

**Narrative description of the critical features of the intervention.** AmeriCorps Volunteers working as tutors and student support assistants will work directly with students to improve student reading, writing, math and study skills. These trained volunteers will provide reading and math interventions to identified students and administer progress monitoring assessments. Others will also serve as tutors during before and after school sessions. These volunteers will participate in professional development in social-emotional learning, culturally responsive classrooms, and AVID WICOR strategies.

Grade levels to be served: PK-12

Location of services: Hayes Elementary, Stevenson Elementary, Fridley Middle School, Fridley High School

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): FastBridge CBM progress monitoring assessments for reading and math; NWEA MAP reading and mathematics assessments

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

Americorps Tutoring Outcomes Study

[http://www.abtassociates.com/reports/tutoring\\_0201.pdf](http://www.abtassociates.com/reports/tutoring_0201.pdf)

**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
Achievement gap based on reading MCA proficiency between FRL and non FRL students	25.5%	23.5%	20.5%
Achievement gap based on mathematics MCA proficiency between FRL and non FRL students	26.5%	24.5%	21.5%
Enter KIP.			

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

**GOAL # 2:** Decrease the disproportionality rate in suspensions/dismissals (in school and out of school) for African-American students from 28.2 in 2015-16 school year to 3.6 in the 2019-20 school year.

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

**Objective 2.1:** Create a socially, emotionally welcoming and equitable school environment where students feel safe and valued and families are supported partners in the education of their children.

**Objective 2.2:** Create and sustain a welcoming school environment and increase the number of students who report they feel safe and welcomed in their schools

**Objective 2.3:** Increase parent engagement by developing and implementing parent engagement and training programs

**Intervention #5** Professional development for teachers and non-licensed staff in cultural responsiveness

**Priority Area:** Climate

**This intervention supports the following goal objective: 2.1, 1.2**

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

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

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

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

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

**Narrative description of the critical features of the intervention.** All staff, licensed and non-licensed will participate in ongoing professional development to build each individual's capacity to build an environment that is culturally and linguistically responsive. This professional development will include presentations from Dr. Sharokky Hollie, feedback, reflection and action plans based on building and classroom walkthroughs facilitated by equity specialists, and ongoing classroom coaching with trained equity instructional coaches. Principles of cultural and linguistic responsiveness will be applied to instruction, curriculum, and behavior management. Over the course of three years, each teacher will participate in a year-long coaching cohort with trained external culturally responsive coaches providing training sessions, classroom observations, and individual coaching/feedback sessions. Additional training will included educational access and equity classroom strategies as well as training for QComp Instructional

Leaders to build capacity for the integration of culturally responsive instruction with the Framework for Teaching.

Grade levels to be served: Grades PK-12

Middle School, Fridley High School, Fridley Area Learning Center

Location of services: Stevenson

Elementary, Hayes Elementary, Fridley

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): data collection from building and classroom walkthroughs, participation rates in classroom coaching cohorts, behavior referral and suspension data

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

Brown, Monica R. "Educating all students: Creating culturally responsive teachers, classrooms, and schools." *Intervention in school and clinic* 43.1 (2007).

Gay, Geneva. *Culturally responsive teaching: Theory, research, and practice*. Teachers College Press, 2010.

Ladson-Billings, Gloria. "Toward a theory of culturally relevant pedagogy." *American educational research journal* 32.3 (1995).

### **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
Decrease disproportionality rate in suspensions/dismissals for African-American students from 28.2 in 2015-16.	14.2	7.0	3.6
Enter KIP.			

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

**Intervention #9:** Participate in professional learning opportunities provided by NWSISD for district staff members using a variety of delivery models and topics based on district needs.

**Priority Area:** Continuous Improvement and Inquiry

**Objective this intervention supports: 2.1**

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

**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.** Professional learning is provided to improve student academic achievement by building capacity in district staff to work with diverse groups of students and their families, increasing knowledge and skills in high quality instruction, and providing methods to increase parent engagement. Topics may include but are not limited to: 1) Inquiry based instruction, 2) cultural fluency, 3) magnet themed instruction strategies, 4) authentic cultural experiences, and 5) use of the NWSISD Multicultural Resource Center cultural artifacts, culture kits, and lesson plans.

Grade levels to be served: PreK-12

Location of services: NWSISD office or culturally significant locations

**Formative assessment(s) used to inform instructional decision-making:** satisfaction surveys and reflection

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. NWSISD guides their professional learning using the Standards for Professional Learning by Learning Forward <https://learningforward.org/standards>

***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
Fridley's number of participants in the NWSISD sponsored professional learning opportunities will maintain or increase from current level.	11	13	15
Number of participants as a collaborative in the NWSISD sponsored professional learning opportunities will increase from current level.	174	184	194
Total number of items checked out from the Multicultural Resource Center for the collaborative will increase from current level.	2301	2347	2393
Fridley's number of items checked out from the Multicultural Resource Center will maintain or increase from current level.	356	356	356

**Intervention #10:** Increase opportunities for and participation in student character/leadership development programs.

**Priority Area:** Climate

**This intervention supports the following goal objective: 2.1**

**Type of Intervention:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

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

**Narrative description of the critical features of the intervention.** We want to decrease the rate and number of suspensions of African American students over the next three years by implementing programs that focus on prevention instead of intervention. We will continue to recruit students for the Step Up program through NWSISD and look for opportunities to expand programming to both boys and girls who may not qualify for Step Up but can benefit from mentoring, social and leadership building skills. Opportunities that allow and encourage students to facilitate their own learning growth and facilitate their own sharing of experiences will be preferred. Students will conduct research on topics that affect them and provide a solution in a group format.

Grade levels to be served: Grades 6-12

Location of services: Fridley Middle School,  
Fridley High School

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): student participation rates; discipline referral rates

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

Association for Middle Level Education. (n.d.). Teaching Student Leadership in an Inner-City School. Retrieved January 17, 2017, from <https://www.ample.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/136/Teaching-Student-Leadership-in-an-Inner-City-School.aspx>

Dempster, Neil, and Alf Lizzio. "Student leadership: Necessary research." *Australian Journal of Education* 51.3 (2007).

Komives, Susan R., et al. *The handbook for student leadership development*. John Wiley & Sons, 2011.

### **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
Decrease disproportionality rate in suspensions/dismissals for African American student from 28.2 in 2015-16.	14.2	7.0	3.6
Enter KIP.			
Enter KIP.			

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

**Intervention #11:** Participate in the NWSISD sponsored student support service opportunities promoting integrated learning environments and practices to reduce academic and enrollment disparities based on students' racial, ethnic and economic backgrounds.

**Priority Area:** Student Engagement and Outcomes

**Objective this intervention supports: 2.1**

**Type of Intervention:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** 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.** Student programs provided by NWSISD are the Step-Up: Mentorship for Young Men and Essence: Mentorship for Young Women. The mentorship programs target middle school and high school students with a focus on the four educational concepts: Aspirations, Expectations, Opportunities, and Achievement. Students experience activities which are focused on introspection, learning how culture shapes expectations, setting goals for their high school careers and beyond. Examples of specific activities are college field trips, career exploration, service learning, team building and guest speakers. In addition to support for the specific mentorship programs, NWSISD provides college experiences for middle school and high school students who may be in AVID, Educators Rising, as well as in collaboration with the college and career centers. NWSISD offers college and career conferences.

Grade levels to be served: 5-12

Location of services: NWSISD member districts with Fridley Middle School and Fridley High School

**Formative assessment(s) used to inform instructional decision-making:** student and staff feedback surveys and participation numbers

**Evidence of research-base:** Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. NWSISD used these best practices as a model for the Step-Up mentorship program and then used the key components to support and organize our work with the Essence mentorship groups. [Whiting, Gilman W., et al. "Multicultural issues: Considerations for conducting culturally responsive research in gifted education." \*Gifted Child Today\* 31.3 \(2008\).](#)

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Enrollment in Step-Up and/or Essence mentorship cohorts will increase or maintain at current level for the entire collaborative.	562	572	582
Fridley's student enrollment in Step-Up and/or Essence mentorship cohorts will increase or maintain at current level.	74	74	74
Participation in the college visit experiences will increase or maintain at current level for the entire collaborative.	1050	1070	1090
Fridley's student participation in the college visit experiences will increase or maintain at current.	74	74	74

**Intervention #12:** Provide scholarships for after school activities

**Priority Area:** Student Engagement and Outcomes

**This intervention supports the following goal objective: 2.1**

**Type of Intervention:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

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

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

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

**Narrative description of the critical features of the intervention.** Scholarships are provided for students who cannot afford the activity fees needed to participate in after-school activities including, but not limited to athletics. The purpose of these scholarships is not to entice student athletes from adjoining districts to enroll in the district to participate in various sports, but to provide students who are already enrolled in the district, including resident, open enrolled and open enrolled through NWS magnet program, an opportunity to participate in extra-curricular activities if they cannot afford activity fees. Research supports a significant correlation between both athletic involvement and extended school day programs and the academic success indicators of graduation rates, dropout rates, average daily attendance and average GPA.

Grade levels to be served: K-12

Location of services: Hayes Elementary, Stevenson Elementary, Fridley Middle School, Fridley High School

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): graduation rates, dropout rates, attendance, and GPA

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

U.S. Department of health and Human Services  
Centers for Disease Control and Prevention  
National Center for Chronic Disease Prevention and Health Promotion  
Division of Adolescent and School Health  
July 2010  
[http://www.cdc.gov/healthyouth/health\\_and\\_academics/pdf/pa-pe](http://www.cdc.gov/healthyouth/health_and_academics/pdf/pa-pe)

Slashing Sports: A national Study Examining the correlation Between Athletic Involvement and Academic success. Dr. Anthony G. Price, Jr. July 2013

**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
Decrease disproportionality rate in suspensions/dismissals for African-American students from 28.2 in 2015-16	14.2	7.0	3.6
Enter KIP.			
Enter KIP.			

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

**Intervention #13:** Provide opportunities for students to participate in multiple school climate events

**Priority Area:** Climate

**This intervention supports the following goal objective: 2.2**

**Type of Intervention:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

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

**Narrative description of the critical features of the intervention.** Student climate retreats focusing on positive school climate will be held at each building. These retreat events will be held during the school day and involve all students in a grade level. The scope and sequence of the events through the grade levels is designed to build personal awareness of the impact of an individual's behavior and attitude on the school climate and culture and build social skills for each student. A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. The positive school climate will support the PBIS and social-emotional learning curriculum.

Grade levels to be served: K-12

Location of services: Hayes Elementary, Stevenson Elementary, Fridley Middle School, Fridley High School

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): SEL progress monitoring assessments including SABERS; discipline referrals rates and number; number of bullying incidents, student surveys

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

Gonder, Peggy Odell, and Donald Hymes. *Improving School Climate & Culture. AASA Critical Issues Report No. 27.* American Association of School Administrators, 1801 N. Moore Street, Arlington, VA 22209-9988 (Stock No. 21-00393). 1994.

MacNeil, Angus J., Doris L. Prater, and Steve Busch. "The effects of school culture and climate on student achievement." *International Journal of Leadership in Education* 12.1 (2009).

Netzel, Dawn M., and Lucille Eber. "Shifting from reactive to proactive discipline in an urban school district: A change of focus through PBIS implementation." *Journal of Positive Behavior Interventions* 5.2 (2003).

Thapa, Amrit, et al. "A review of school climate research." *Review of Educational Research* 83.3 (2013).

### **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
Decrease disproportionality rate in suspensions/dismissals for African-American students from 28.2 in 2015-16	14.1	7.0	3.6
Enter KIP.			
Enter KIP.			

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

**Intervention #14:** Provide oral and written translations at school events and/or school communications/information for families for whom English is not the first language.

**Priority Area:** Family and Community Partnerships

**This intervention supports the following goal objective: 2.2**

**Type of Intervention:** Family engagement initiatives to increase student achievement.

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

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

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

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

**Narrative description of the critical features of the intervention.** In an effort to give greater voice and opportunities for authentic engagement, the school district will provide resources for schools and teachers to translate district, school, classroom, and student-related communications to parents and families for whom English is not the home language. These written and oral translation services will also be provided for parent conferences, academic support events, registration/orientation events, and PTO/advisory group meetings.

Grade levels to be served: Grades PK-12

Location of services: Hayes Elementary, Stevenson Elementary, Fridley Middle School, Fridley High School

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): number of families/parents attending conferences, attendance at family engagement events; family surveys

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

Fan, Xitao, and Michael Chen. "Parental involvement and students' academic achievement: A meta-analysis." *Educational psychology review* 13.1 (2001).

Greenwood, Gordon E., and Catherine W. Hickman. "Research and practice in parent involvement: Implications for teacher education." *The Elementary School Journal* 91.3 (1991).

Swap, Susan McAllister. *Developing Home-School Partnerships: From Concepts to Practice*. Teachers' College Press, Columbia University, New York, NY 10027, 1993.

**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 parents/families reporting that the climate is safe and supportive in district schools as measured by family survey will increase from 76% in fall of 2016.	80%	85%	90%
Enter KIP.			
Enter KIP.			

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

**Intervention #15:** Expand the family/equity liaison positions to provide parent training, promote parent/family advocacy, community partnerships, and support cultural responsiveness in family engagement activities and events.

**Priority Area:** Family and Community Partnerships

**This intervention supports the following goal objective: 2.3**

**Type of Intervention:** Family engagement initiatives to increase student achievement.

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

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

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

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

**Narrative description of the critical features of the intervention.** Expand current family outreach/equity liaison positions in buildings with expertise in culture/ethnic and language demographics represented in the district. In addition to providing support families with advocacy and communication, these liaisons will develop and execute family engagement events that will include parent training sessions that focus on topics identified by family surveys such as raising socially-emotionally healthy children, supporting children’s learning at home, mental health, student achievement, involvement in school decision-making, and college and career readiness. The intent is to break down the walls that exist between families of color and school staff by providing forums that empower parents to express their concerns and encourage them to help staff come up with solutions that benefit all stakeholders.

Grade levels to be served: Grades PK-12

Location of services: Hayes Elementary, Stevenson Elementary, Fridley Middle School, Fridley High School

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): number of parent trainings provided, attendance at family/parent trainings, parent/family satisfaction surveys

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Fan, Xitao, and Michael Chen. "Parental involvement and students' academic achievement: A meta-analysis." *Educational psychology review* 13.1 (2001).

Greenwood, Gordon E., and Catherine W. Hickman. "Research and practice in parent involvement: Implications for teacher education." *The Elementary School Journal* 91.3 (1991).

Swap, Susan McAllister. *Developing Home-School Partnerships: From Concepts to Practice*. Teachers' College Press, Columbia University, New York, NY 10027, 1993.

**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 parents/families reporting that the climate is safe and supportive in district schools as measured by family survey will increase from 76% in fall of 2016.	80%	85%	90%
Enter KIP.			
Enter KIP.			

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

**Intervention #16:** Provide opportunities for and increase participation in family events focused on student achievement/academics, post-secondary opportunities, school and community resources, and advisory groups at sites and the district.

**Priority Area:** Family and Community Partnerships

**This intervention supports the following goal objective: 2.3**

**Type of Intervention:** Innovative and integrated pre-K-12 learning environments. \* If you choose this, complete the Integrated Learning Environments section below.

**Integrated Learning Environments** (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

*Integrated Learning Environments* increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

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

**Narrative description of the critical features of the intervention.** Literacy, math, and cultural celebration events are scheduled during the school year (both during the school day and in the evenings) to share information and strategies to support parents in becoming more active participants in their student's learning. These events give parents and their children helpful guidelines from experienced teachers to support reading, writing, math and language concepts and skills. These events enable the district to support the entire family, foster a sense of community and build a partnership between families and schools. Transportation is provided to increase access in these events as well as attendance at scheduled parent/teacher conferences. Flyers and other materials associated with the events are also translated so all parents have access. Integration funds supplement the district family engagement programs at both the elementary and secondary schools in the district. While the salary costs for conducting parent/teacher conferences and staff events are funded through the general fund, costs for oral and written translations, parent/family transportation, food, and extended time for staff are supported with integration funds.

Grade levels to be served: Grades PK-12

Location of services: Hayes, Elementary, Stevenson Elementary, Fridley Middle School, Fridley High School

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): parent feedback and satisfaction surveys, participation numbers at events

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Epstein, J. L. (2011). *School, Family, and Community Partnerships: Preparing Educators and Improving Schools* (Second Edition). Boulder, CO: Westview Press.

Fan, Xitao, and Michael Chen. "Parental involvement and students' academic achievement: A meta-analysis." *Educational psychology review* 13.1 (2001).

Greenwood, Gordon E., and Catherine W. Hickman. "Research and practice in parent involvement: Implications for teacher education." *The Elementary School Journal* 91.3 (1991).

NEA Education Policy and Practice Department. Center for Great Public Schools. 2008. *Parent, Family, Community Involvement in Education*. Washington, D.C. 20036

Swap, Susan McAllister. *Developing Home-School Partnerships: From Concepts to Practice*. Teachers' College Press, Columbia University, New York, NY 10027, 1993.

### **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 parents/families reporting that the climate is safe and supportive in district schools as measured by family survey will increase from 76% in fall of 2016.	80%	85%	90%

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

## **Creating Efficiencies and Eliminating Duplicative Programs**

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, Subd. 2 (c)). Fridley Public schools is a member of Northwest Suburban Integration School District made up of eight adjoining districts. Together the eight districts have formed a magnet school program which encourages voluntary integration and the reduction or racial disparities. Northwest Suburban Integration School District #6078 (NWSISD) was created in response to the State of Minnesota's Desegregation Rule.

NWSISD was created because Brooklyn Center and Osseo Area school districts were identified as "racially isolated" as defined by the Desegregation Rule. A racially isolated school district is defined by law as "a district where the district-wide enrollment of protected students exceeds the enrollment of protected students of an adjoining district by more than 20 percentage points." In 2011, Fridley Public Schools became racially isolated furthering the work of NWSISD as the demographics of Minnesota continue to change.

The Desegregation Rule requires schools and communities, of identified districts, to work together to design solutions and implement educationally justifiable, effective and voluntary strategies that provide meaningful choices of integrated learning environments for students and their families. If a district or school is identified as racially isolated, the district must work with neighboring districts to create a voluntary desegregation plan.

NWSISD works with districts in the consortium to provide programs and services that promote integrated learning environments and enhance diversity and cultural awareness.

The goals of NWSISD are as follows:

1. NWSISD will assist member districts in creating a culturally inclusive learning environment.
2. NWSISD will help create inter-district interactions among students, staff and parents that improve inter-cultural competency and increase student achievement.
3. NWSISD and member districts will actively recruit candidates from racially diverse backgrounds for member districts.

In order to achieve these goals, NWSISD has worked with its member districts to make several programs available to students living in the eight member school districts including offering IB, Fine Arts, and STEM magnet schools programs at various levels across the collaborative districts rather than each district duplicating the program offerings. This creates a menu of opportunities and choices for students without the ongoing duplication in each district.