

2015 – 2017 MPS Achievement & Integration Plan

AMENDMENT 10.21.15

Prepared for:
Office of Equity and Innovation
Minnesota Department of Education

By:
Minneapolis Public Schools
Special District No. 1 (MPS)
1250 W. Broadway
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Racially Isolated District with Racially Identifiable Schools
Member of the West Metro Education Program (WMEP)

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MPS Racially Identifiable Schools¹

1. Andersen Community
2. Bethune Elementary
3. Bryn Mawr Elementary
4. Green Central Park Elementary
5. Hall International
6. Henry Senior High
7. Hmong International Academy
8. Jenny Lind Elementary
9. Lucy Laney @ Cleveland Park Elementary
10. Nellie Stone Johnson Elementary
11. North Academy Arts/Communication
12. North Senior High
13. Olson Middle
14. Sheridan Elementary
15. Sullivan Elementary
16. Folwell Arts Magnet
17. Jefferson Elementary
18. Wellstone International High
19. Pillsbury Elementary
20. Anishinabe Academy Elementary
21. Anwatin Middle School
22. Cityview Community School

Integration Collaborative Member Districts

1. Brooklyn Center (RI)
2. Columbia Heights (RI)
3. Eden Prairie (A)
4. Edina (A)
5. Hopkins (RI)
6. Minneapolis (RI)
7. Richfield (RI)
8. Robbinsdale (RI)
9. St. Anthony-New Brighton (A)
10. St. Louis Park (A)
11. Wayzata (RI)

¹ MDE reported Racially Identifiable Schools for 2014-2015.

MDE Achievement and Integration Framework

MPS Integration Plan 2015-2017 utilizes programs, strategies, and activities that are in alignment with the MDE Achievement and Integration framework for use of revenue to pursue academic achievement and racial and economic integration through: (1) integrated learning environments that prepare all students to be effective citizens and enhance social cohesion; (2) policies and curricula and trained instructors, administrators, school counselors, and other advocates to support and enhance integrated learning environments, including through magnet schools, innovative, research-based instruction, differentiated instruction, and targeted interventions to improve achievement; and (3) rigorous career and college readiness programs for underserved student populations; integrated learning environments to increase student academic achievement; cultural fluency, competency, and interaction; graduation and educational attainment rates; and parent involvement. The MPS Integration Plan 2015-2017 contains goals for reducing disparities in academic achievement among all students and underserved student populations; and, increasing racial and economic integration in schools and districts.

In order to achieve these outcomes, MPS has set both an academic achievement goal and integration goal, along with programs and strategies to assist in achieving those goals. Each of our programs or strategies aligns with the **MDE Achievement and Integration Framework** and supports at least one of the required plan components from that framework.

Purpose, Goals and Priorities of the MPS Achievement and Integration Plan

The Minneapolis Public School District (MPS) recognizes that a racially and culturally integrated academic environment contributes to the holistic learning experience of students. Learning in an integrated, diverse environment teaches our students about other cultures, provides opportunities for interracial and intercultural friendships, and reduces biases. The goal of integration is to equalize student outcomes such as graduation rates, suspension rates and enrollment in advance courses within integrated learning environments.

The Minneapolis Public School District has an opportunity to capitalize on its diversity. The District has a valuable asset in its diverse population with 68% students of color and 32% white students. There are over 90 different languages collectively spoken by students and families representing many different countries across the globe. To this end, Minneapolis Public Schools continues to make efforts to encourage inter-racial interaction via intentional intra-district strategies. Additionally, Minneapolis Public Schools demonstrates its commitment to regional integration via inter-district partnership with the West Metro Education Program (WMEP). MPS inter-district integration partnership goal reflects commitment to enrolling students in WMEP magnet schools.

As required by MN Statutes 124D.681, and to advance our district mission toward equitably and excellently educating all of our students MPS has amended the supplemental achievement and integration plan in an opportunity to continue to emphasize MPS' focus of meeting the academic needs and increasing integrated school options for students currently attending a racially identifiable school.

The Amended 2015-2017 MPS Achievement & Integration plan includes the original 3-years of SMART goals for academic achievement, student attendance, and 4 year graduation rates. These goals are reflected in the World's Best Workforce planning through MPS Strategic Plan: Acceleration 2020.

A. 2015 – 2017 MPS District Academic Achievement Goals

MPS District Academic Achievement Goal: MPS student achievement goal is that by 2017 the percent of students who are proficient on the target measures in math and in reading will have increased for all students while the difference or gaps in the percent of students who are proficient on the target measures between the specified demographic groups will be at least half of what they are currently to reduce disparities for specific student groups.

Gap Reduction Projections for District	Mathematics			Reading		
	2011	2017 Target	Close Gap by 50%	2013	2017 Target	Close Gap by 50%
1. White	69.7%	84.9%		75.7%	87.9%	
2. American Indian	20.2%	60.1%	24.8%	22.7%	61.4%	26.5%
American Indian/White GAP	49.5%	24.8%		53.0%	26.5%	
3. Asian	41.6%	70.8%	14.1%	39.4%	69.7%	18.2%
Asian/White GAP	28.1%	14.1%		36.3%	18.2%	
4. Hispanic	24.7%	62.4%	22.5%	23.8%	61.9%	26.0%
Hispanic/White GAP	45.0%	22.5%		51.9%	26.0%	
5. Black	19.7%	59.9%	25.0%	24.1%	62.1%	25.8%
Black/White GAP	50.0%	25.0%		51.6%	25.8%	
6. Free or Reduced Price Lunch	22.1%	61.1%	24.0%	23.9%	62.0%	27.1%
FRP/Non-FRP GAP	48.1%	24.0%		54.1%	27.1%	
7. All students	38.8%	69.4%	30.6%	43.1%	71.6%	28.5%

The proficiency GAP between white and non-white students enrolled in full academic year will decrease by increasing the proficiency of all student groups as follows:

Math proficiency SMART Goals by protected class and academic year			
	2015	2016	2017
White	74.8%	79.8%	84.9%
American Indian	33.5%	46.8%	60.1%
Asian	51.3%	61.1%	70.8%
Hispanic	37.3%	49.8%	62.4%
Black	33.1%	46.5%	59.9%
FR/RL	35.1%	48.1%	61.1%
Reading proficiency SMART Goals by protected class and academic year			
	2015	2016	2017
White	79.8%	83.8%	87.9%
American Indian	35.6%	48.5%	61.4%
Asian	49.5%	59.6%	69.7%
Hispanic	36.5%	49.2%	61.9%
Black	36.8%	49.4%	62.1%
FR/RL	36.6%	49.3%	62.0%

Achievement Strategies/Programs

1. **Professional Development— A/I Plan Component:** Training teachers and administrators → Professional development resources and training for improving achievement of all students
 - a. **Interdistrict Professional Development:** Membership in WMEP Regional Equity Partners (WREP) provides opportunities for professional development for MPS staff in the areas of reducing gaps in achievement, educational racial equity, culturally relevant teaching and creating integrated learning environments. This professional development is provided at the individual and network levels including teacher cohorts and principals, and in a variety of formats and modes through regional action.

Key Indicators of Progress:

 - Communicate, facilitate and document enrollment in all professional development opportunities to MPS staff
 - Follow up with participants (via survey, interview, and/or observations) to determine the impact of these professional development opportunities
 - Participate in WREP planning for WMEP professional development opportunities
 - b. **Equity Initiatives Conferences:** Support professional development opportunity internally and externally to enhance equity, diversity, and inclusion leadership and teaching to reduce disparities in academic achievement among all students and underserved populations.

Key Indicators of Progress:

 - Communicate, facilitate and document enrollment in all professional development opportunities to MPS staff
 - Follow up with participants (via survey, interview, and/or observation) to determine the impact of these PD activities
 - c. **Minneapolis Ethnic Studies:** Provide professional development opportunity in an interdisciplinary learning process designed to enhance teachers' ability to implement ethnic studies course content, instructional practices and critical pedagogy through coaching, teacher mentoring, and instructional support.

Key Indicators of Progress:

 - Survey of overall program impact on teachers
 - Reflective meetings with coaches and program planners about infrastructure, design, and implementation
 - Report of program by educational partners University of Minnesota, Minnesota Education Equity Partnership, and MPS student leadership team
 - d. **Equity Initiatives Professional Development:** Provide site-based coaching to school leaders and administration in the development and implementation of equity professional development. Examines patterns of consistency and disproportionality in enrollment, achievement, attendance, discipline, program identification, home language and gender based on student characteristics at elementary and secondary schools.

Key Indicators of Progress:

 - Develop and establish a district model for Equity Professional Development
 - Identify outside professional development opportunity for teachers and principals
 - Conduct annual survey to measure progress

- e. **Grown Your Own:** Create a pipeline to licensure that will diversify the teaching corps in a way that is responsive to student, community, and district needs. A collaborative effort in partnership with the University of Minnesota and the Minneapolis Federation of Teachers and ESPs Local 59 to create a licensure program to prepare effective teachers and increase the number of teachers of color and bilingual teachers. Prepare residents to be effective urban teachers through a rich clinical experience aligned to high-quality contextualized coursework. Educate elementary school students through co-teaching of integrated coursework.

Key Indicators of Progress:

- Report of successful coursework and instructional coaching support of residents and teachers
- Survey of teacher candidates and cooperating teachers about performance, training and the partnership
- Evidence of growth in both student achievement and student engagement
- Increased diversity of teaching workforce

B. 2015 – 2017 MPS District Integration Goals

MPS is a WMEP Regional Equity Partners (WREP) member district as part of a cross-district collaborative that enrolls students in FAIR K-12 arts focus regional integration magnet schools.

Baseline Data: In 2013/2014 MPS enrolled 500 students grades K-12 and represented 41% of students enrolled in downtown FAIR School.

SMART goal: MPS will maintain current levels of enrollment in downtown FAIR School and contribute to a diverse student body within FAIR schools, providing an integrated learning environment for the MPS and Collaborative Member Districts students.

MPS Students Enrolled in downtown FAIR School Total participation: 500 students per academic year.		
2015	2016	2017
500	500	500

Integration Strategies/Programs

- 2. **A/I Plan Component:** Integrated Learning Environments → Magnet programs to support academic & enrollment disparities
 - a. **Interdistrict FAIR School Downtown:** In the 2015 legislative session the downtown FAIR School was conveyed to MPS. MPS intends to run the downtown FAIR school as a cross-district integration magnet school. MPS demonstrates its commitment to regional integration via an inter-district partnership with the West Metro Education Program (WMEP). MPS is committed to enrolling and providing support for students within the FAIR magnet schools. Students enrolled in the FAIR school are provided an academic program aimed at consistently growing academic achievement within an integrated learning environment. FAIR schools are arts schools with an integration lens for students and staff, providing learning performance which is “above the race and income demographics” with instructional and cultural practices studied and transferred to member districts.

Key Indicators of Progress:

- Number of students from Minneapolis participating in FAIR schools
- Number of students from Collaborative Member Districts participating in FAIR School Downtown

Interdistrict Collaborative Member Districts: Brooklyn Center (RI), Columbia Heights (RI), Eden Prairie (A),

Edina (A), Hopkins (RI), Minneapolis (RI), Richfield (RI), Robbinsdale (RI), St. Anthony-New Brighton (A), St. Louis Park (A), Wayzata (RI)

INCENTIVE REVENUE

Incentive Revenue: Incentive Revenue will be used to fund this qualifying enrollment activity that reduces racial and economic enrollment disparities between a racially isolated district and its adjoining or voluntary districts to by offering open enrollment options for students of MPS and WMEP Integration Collaborative Member Districts to enroll into a cross-district integration magnet school.

2015 – 2017 MPS Racially Identifiable School (RIS) Integration Plan AMENDMENT

MPS has set both an academic achievement goal and integration goal for each Racially Identifiable School (RIS), along with programs and strategies to assist in achieving those goals. In addition to the overarching district achievement and integration goals, you can find the achievement and integration goals for each RIS from the original MPS Integration Plan set forth herein.

- Each RIS set an academic goal that increases the percentage of students who meet or exceed proficiency on MCA reading tests.
- Each RIS set an integration goal that was focused on improving school climate and student behavior, reducing suspensions and/or increasing student attendance.
- Additionally, the RIS High Schools set goals to increase graduation rates.

Strengthening the academic success and improving student climate and school participation at all RIS are essential areas of focus in the overall district integration plan. Strengthening the RIS schools, ensures high quality educational options for all students in the district and reduces the disparities among schools, making each school attractive to a broad base of students and families. The following programs and strategies are designed to provide opportunities for increased interracial interaction along with strengthening existing RIS schools. Each of our programs or strategies aligns with the **MDE Achievement and Integration Framework** and supports at least one of the required plan components from that framework.

C. District Suspension Integration SMART Goals by protected class and academic year			
	2015	2016	2017
White	1.3%	1.1%	0.9%
American Indian	7.9%	6.6%	5.3%
Asian	1.2%	1.0%	0.8%
Hispanic	2.2%	1.8%	1.5%
Black	9.5%	7.9%	6.3%
FR/RL	6.8%	5.7%	4.6%
D. 4 YR Graduation SMART Goals by protected class and academic year			
	2015	2016	2017
White	72.8%	78.2%	83.7%
American Indian	34.8%	47.9%	60.9%
Asian	68.7%	74.9%	81.2%
Hispanic	45.3%	56.3%	67.2%
Black	46.7%	57.3%	68.0%
FR/RL	48.7%	58.9%	69.2%

MPS RIS Achievement Strategies/Programs

3. Family Engagement Programs— A/I Plan Component: → Family Engagement programs designed to increase student achievement

- a. **Office of Student, Family and Community Engagement:** Engage families in culturally responsive ways through family and community outreach initiatives and workshops. Focus on school and district wide family inclusion efforts that increase student academic and social emotional success across ethnic and economic lines encouraging inter-economic and cultural exchange and inclusion. Support families and students at school sites and district level via: Family and School advocate program, Cultural and Community Facilitators that further establish parent affinity advisory councils to enable inter-cultural and economic participation, School level interventions and evaluation that aim to increase student success through increased family inclusion and participation, quality school and district-wide student enrichment, and professional development to build capacity at the school level to include and engage families from ethnically diverse backgrounds building connections across economic lines.
- b. Student Transportation Mileage and travel are for students and families to attend programs and events at schools or in the community and district-wide or national competitions and conferences. This is via taxi and buses and planes (if national and not regional).
- c. Student Admissions State Student Government and National Student Government leagues required for students to attend conferences and have access to academic enhancing opportunities across all ethnic and economic backgrounds.
- d. Family and Student Memberships specific to facilitate participation of students and families in family programming opportunities and learning ensuring that families are coming together and have opportunity to participate from diverse racial and economic backgrounds such as National Partnership School Network, International Association for Public Participation, National Association for Family and Community Involvement.
- e. Procure an initial purchase of hardware equipment to facilitate and improve registration and participation rates of families especially across racially and economically diverse lines

Key Indicators of Progress:

- Number of students that earn high grades and test scores, and enroll in higher-level programs
- Number of students promoted, pass their classes, and earn credits
- Number of students attend school regularly, have increased social skills, show improved behavior, and adapt well to school
- Number of students graduate and attend post-secondary education
- Number of parents that feel welcome at students school and understand options for engagement

This strategy/program is designed to have a positive academic impact for students and families in all RIS: Andersen, Anwatin, Anishinabe, Cityview, Pillsbury, Bethune, Bryn Mawr, Green Central, Hall, Henry, Hmong International, Jenny Lind, Lucy Laney, Nellie Stone Johnson, North Academy, North Senior, Olson Middle, Sheridan Elementary, Folwell, Jefferson, Wellstone and Sullivan Elementary.

- b. **Check and Connect:** Promote academic engagement, performance and enrichment of at-risk and disengaged students through cognitive behavioral intervention, mentorship, family-centered collaboration, and continual outreach to increase graduation and educational attainment rates.

Key Indicators of Progress:

- Number of contacts with families and community organizations

- Number increased of students retained
- Number improved of student average daily attendance and reduce dropout rates
- Number of increased credits accrued and reduced course failure

This strategy/program is available and utilized by students in RIS: Andersen, Anwatin, Anishinabe, Cityview, Pillsbury, Green Central, Sullivan, Nellie Stone Johnson, Hmong International, Folwell, Jefferson, Henry, Lucy Laney, North, Wellstone and Olson Middle.

4. Professional Development— A/I Plan Component: Training teachers and administrators → Professional development resources and training for improving achievement of all students

- a. Equity Initiatives Professional Development and Conferences:** Provide site-based coaching to school leaders and administration in the development and implementation of equity professional development. Examines patterns of consistency and disproportionality in enrollment, achievement, attendance, discipline, program identification, home language and gender based on student characteristics at elementary and secondary schools.

Key Indicators of Progress

- Communicate, facilitate and document enrollment in all professional development opportunities to MPS staff (i.e. National Urban Alliance)
- Survey of staff impact from participation in conferences (i.e. Summit for Courageous Conversations, Overcoming Racism Leadership Institute, Racial Equity Institute)

These strategies/programs are designed to have positive academic impacts for students in all RIS: Andersen, Anwatin, Anishinabe, Cityview, Pillsbury, Bethune, Bryn Mawr, Green Central, Hall, Henry, Hmong International, Jenny Lind, Lucy Laney, Nellie Stone Johnson, North Academy, North Senior, Olson Middle, Sheridan Elementary, Sullivan Elementary, Folwell, Jefferson, and Wellstone.

5. Rigorous Programs-A/I Plan Component: College and career readiness for underserved students → Increased participation in rigorous programs by underrepresented students and students enrolled in Area Learning Centers

- a. ACT Assessment Support:** Supports students who qualify for free/reduced lunch to take an ACT prep course by removing barriers related to college access for students who have been traditionally underrepresented in higher education.

Key Indicators of Progress:

- Number of increased percentage of underserved students taking the ACT
- Number of increased percentage of underserved students meeting college readiness benchmarks.
- Number of increased underserved students participating in test preparation programs
- Classroom sets of ACT practice texts provided for AVID 11th grade classes
- Creation of college readiness activities for non-ACT testing students

- b. Jobs for America’s Graduates (JAG):** Research based curriculum provides rigorous college and career readiness for underserved students. Prevent student dropout and focus on pathways to career, life and college readiness among young people who face significant barriers to academic and career success.

Key Indicators of Progress:

- Number of students that earn high grades and test scores, and enroll in higher-level programs
- Number of students promoted, pass their classes, and earn credits

- Number of students attend school regularly, have increased social skills, show improved behavior, and adapt well to school
- Number of students graduate and attend post-secondary education
- Conduct community listening sessions at each area meeting and in collaboration with community partners
- Number of families trained

These strategies/programs are available and utilized by students at RIS in grades 9-12: Henry, North Academy, North Senior, Wellstone as well as Area Learning Centers

- c. **GEMS/STEM/GISE:** An academic STEM extended learning and summer school program for k-8 students. Facilitate measurable gains for girls and boys in the areas of science and mathematics with emphasis on underrepresented ethnic groups and free and reduced lunch students based on identified educational needs of enrolled students.

Key Indicators of Progress:

- Increased academic achievement at or beyond grade level of students enrolled
- Number of increase in participation of underserved students
- Reduction of achievement gaps between and within student groups

This strategy/program is available and utilized by students at RIS: Andersen, Anwatin, Anishinabe, Cityview, Pillsbury, Bethune, Bryn Mawr, Jenny Lind, Nellie Stone Johnson, and Sullivan, Jefferson, Folwell and Olson.

- d. **Learning Works at Blake:** This challenging academic enrichment program is offered to motivated, high potential MPS middle school students throughout MPS together in a single program where integration and academic excellence are the top two goals, setting them on a path to enter rigorous high school programs. Learning Works at Blake is a rigorous summer academic opportunity that supports student preparation for college and career readiness opportunities such as AP, IB, CTE, and/or PSEO courses, all in an integrated environment. Direct student support services providing students with individualized attention for growth in math and reading. MPS contributes to transportation of students over the summer.

Key Indicators of Progress:

- Number of students participating documented
- Demonstrate measurable growth in math and reading skills, as measured by RenStar or a comparable diagnostic testing tool
- Number of students graduated from high school
- GPA and attendance documented
- Identify areas of necessary growth for students
- Number of students that enroll in college after high school graduation

This strategy/program is available and utilized by RIS middle schools: Andersen, Anwatin, Anishinabe, Cityview, Pillsbury, Follwell, Jefferson, Nellie Stone Johnson, Olson Middle, Sullivan Elementary, Green Central, and Hmong International.

6. **A/I Plan Component: Recruitment and Retention of Staff** → Initiatives designed to increase and sustain hiring and retention of a racially and ethnically diverse staff

- a. **Office of Human Capital:** Innovatively staff schools in ways that reflect the diversity of student body.

Develop, plan and implement strategies that attract and retain high impact, diverse principals, teachers and staff.

Key Indicators of Progress:

- Number of racially and ethnically diverse employees hired increase by 5%
- Number of satisfaction of the candidate pool by school leaders by 80%
- Number of current racially and ethnically diverse staff retained

- b. **Office of Research, Evaluation & Assessment-** Provides program evaluation that supports accountability to funders and program effectiveness allowing for data based decision making in the allocation of resources and program implementation to reduce disparities in academic achievement and increase racial and economic integration in the district and RIS schools.

Key Indicators of Progress:

- Evaluate integration funded programs for allocation of resources
- Establish criteria for data collection and monitor data collection process quarterly
- Baseline data provided to integration funded program
- Measure effectiveness of strategies that attract and retain high impact diverse staff

This strategy/program supports students at all RIS: Andersen, Anwatin, Anishinabe, Cityview, Pillsbury, Bethune, Bryn Mawr, Green Central, Hall, Henry, Hmong International, Jenny Lind, Lucy Laney, Nellie Stone Johnson, Olson Middle, Sullivan Elementary, North, Sheridan, Folwell, Jefferson, and Wellstone.

- b. **Grown Your Own:** Educate elementary school students through co-teaching of integrated coursework. Create a pipeline to licensure that will diversify the teaching corps in a way that is responsive to student, community, and district needs. A collaborative effort in partnership with the University of Minnesota and the Minneapolis Federation of Teachers and ESPs Local 59 to create a licensure program to prepare effective teachers and increase the number of teachers of color and bilingual teachers. Prepare residents to be effective urban teachers through a rich clinical experience aligned to high-quality contextualized coursework. We will attend and host recruitment events to attract diverse teacher candidates creating a digital database of potential candidates during which we will provide water. We will promote direct access for candidates to coordinator via a cell phone. We will intentionally reach out to and be in consultation with diverse media outlets over and beyond current district practices.

Key Indicators of Progress:

- Report of successful coursework and instructional coaching support of residents and teachers
- Survey of teacher candidates and cooperating teachers about performance, training and the partnership
- Evidence of growth in both student achievement and student engagement
- Increased diversity of teaching workforce

This strategy/program is designed to have a positive academic impact for students RIS: Hall, Cityview, Lucy Laney.

7. **A/I Plan Component: Pre-K to Grade 12 Enrollment Choices** → Innovative programs that will increase racial and economic integration within the targeted school or district

- a. **Expanded School Choice:** Provides underserved students who qualify for free or reduced price lunch an opportunity to attend a high performing school outside of their attendance area with

transportation provided.

Key Indicators of Progress:

- Number increased of students enrolling through Expanded School Choice
- Number increased of family awareness and utilization of Expanded School Choice
- Number increased of student educational attainment rate

This strategy/program is available and utilized by students in RIS: Green Central, Bethune, Lucy Laney, Nellie Stone Johnson, Henry, and North, and Wellstone.

- b. **Pre-K Summer School:** Preschool opportunity for incoming Kindergarteners to have additional 6 weeks of high-quality school readiness instruction.

Key Indicators of Progress:

- Serve 300 existing High Five students and children who are referred from Early Childhood Screening who have no or limited preschool experience

This strategy/program supports students in RIS: Andersen, Bethune, Bryn Mawr, Folwell, Green Central, Hall, Hmong International, Jefferson, Jenny Lind, Lucy Laney, Nellie Stone Johnson, Sheridan, Sullivan, Pillsbury, Anishinabe, Cityview.

8. **A/I Plan Component:** → Increased Graduation Rates

- a. **Behavior Standards Initiative:** Implement research-based strategies that address academic disparities between student groups, close achievement gaps, and positively impact student behavior reducing out of class time. Assists in reducing disproportionality of behavior related suspensions and expulsions through increased cultural fluency, competency, and interaction within MPS. This will lead to increased classroom time and academic participation for students who would be suspended or expelled. By decreasing suspensions and increasing attendance at MPS schools, MPS aims to decrease the racial identification of schools by improving the overall climate, address racial disparity in disciplinary practice and outcomes.

Key Indicators of Progress:

Number of reduced disproportionality of students suspended or expelled

This strategy/program is designed to have a positive academic impact for students and families in all RIS: Andersen, Anwatin, Anishinabe, Cityview, Pillsbury, Bethune, Bryn Mawr, Green Central, Hall, Henry, Hmong International, Jenny Lind, Lucy Laney, Nellie Stone Johnson, North Academy, North Senior, Olson Middle, Sheridan Elementary, Folwell, Jefferson, Wellstone and Sullivan Elementary.

MPS RIS Integration Strategies/Programs

9. Integrated Learning Environments— A/I Plan Component: → Increased Graduation Rates

- a. **Project SUCCESS:** Assist in the transition of 8th grade students becoming freshmen by impacting student acclimation and offering monthly supports to middle and high schools emphasizing goal setting and school orientation experiences to increase graduation and educational attainment rates.

Key Indicators of Progress:

- Number increased of student attendance rates in 9th grade
- Number increased of students retained
- Number increased of on-time graduation rates and reduced dropout rates
- Survey of students pre- and post-year to assess attitude towards school, self-esteem, mindsets, arts programming participation, and school connectedness.

This strategy/program is available and utilized by students in RIS: Anwatin, Anishinabe, Cityview, Jefferson, Nellie Stone Johnson, Henry, North, Olson Middle, and Sullivan.

- b. **Fast Track Scholars:** A blend of 8th grade students throughout the district participate in an integrated learning camp experience for students transitioning from 8th to 9th grade. Direct student support services are provided to help students transition to high school. Students are able to earn high school credit during the summer before their 9th grade year. Students develop equity leadership skills and inter-racial relationships.

Key Indicators of Progress:

- Document students high school credits earned
- Number increased of students retained
- Number improved of average daily attendance and reduced dropout rates

This strategy/program is available and utilized by students in RIS: Andersen, Anwatin, Anishinabe, Cityview, Folwell, Green Central, Hmong International, Jefferson, Lucy Laney, Nellie Stone Johnson, Olson Middle, and Sullivan.

10. Integrated Learning Environments— A/I Plan Component: → Differentiated instruction and targeted interventions designed to increase student achievement

- a. **Spring Break/Winter Break Institute:** During school breaks, provide students from throughout the district in K-8 in an integrated setting an opportunity to accelerate academic progress and increase classroom time for students who have been disproportionately impacted by suspensions or out of class time discipline.

Key Indicators of Progress:

- Demonstrated student achievement improved on standardized tests by test preparation and academic intervention
- Assess impact of teaching student behavior and conflict resolution by number reduced of students removed from class and suspended for behavior issues
- Number increased of students demonstrating post-secondary readiness
- Number increased of student academic time in class

This strategy/program is available and utilized by students in RIS: Andersen, Anwatin, Anishinabe, Cityview, Pillsbury, Bethune, Bryn Mawr, Green Central, Hall, Hmong International, Jenny Lind, Lucy Laney, Nellie Stone

Johnson, Olson Middle, Sheridan, Sullivan, Jefferson, and Folwell.

- b. **Summer College Courses Academy:** Create pathways for college and career readiness by having underserved students attend a college or university setting to close the achievement gap. Conduct six week summer college institute in partnership with colleges.

Key Indicators of Progress:

- Number of students who will earn college credits
- College guidance and support for FAFSA and college applications
- Number of students who visits partnering universities and colleges
- Number improved of average daily attendance and reduced dropout rates

This strategy/program supports students in RIS: Henry, North, Wellstone.

11. Integrated Learning Environments— A/I Plan Component: → Increased Cultural Fluency, Competency, and Interaction

- a. **School Based Equity Awards:** An opportunity for student focused equity organizations to effectively partner with MPS to address mutual equity concerns for historically under-represented populations, promote racial consciousness, and community engagement. This program trains students to become equity leaders gaining knowledge in cultural fluency and competence. Helps students to become informed and understand the multicultural and multi-racial makeup of MPS. Competitive awards process focused on providing opportunities for RIS school-based and non-RIS school partnerships or partnerships between RIS schools and community based organizations to support effective interracial student interaction. These grants encourage innovative projects that prepare all students to be effective citizens and enhance social cohesion, while closing the achievement gap.

Key Indicators of Progress:

- Survey of families for data of increase in students and families who feel welcome in MPS
- Number reduced of race related incidents
- Assess impact of academic engagement, performance, and enrichment of at-risk and disengaged students through cognitive behavioral intervention, mentorship, and family centered collaboration.
- Technical support provided
- Number of programs funded that demonstrate racial and economic integration
- Evaluation of funded programs demonstration of positive integration impact

- b. **Equity Initiatives Social Justice Fellows:** Support student development and leadership to enhance equity, diversity, and inclusion to reduce disparities in academic achievement among all students through national and local historical site visits and academic cultural competency. Students receive elective credit in partnership with St. Thomas and University of Minnesota.

Key Indicators of Progress:

- Number of students participate in Social Justice Fellows for student leadership and community engagement
- Number of students complete coursework on impact and future social justice engagement
- Number of students participating in college visits documented

These strategies/programs impact students in all RIS: Andersen, Anwatin, Anishinabe, Cityview, Pillsbury, Bethune, Bryn Mawr, Green Central, Hall, Hmong International, Jenny Lind, Lucy Laney, Nellie Stone Johnson, Olson Middle, Sheridan, North, Henry, and Sullivan, Jefferson, Folwell, and Wellstone.

- c. **Interdistrict Student Programs:** Interdistrict collaborative membership provides opportunities for student engagement, achievement, and career and college readiness through cross-district collaborative. Direct student support services are provided through Elders Wisdom Children’s Song, WMEP Civil Rights Research, Dare2BReal, Freedom School, Young Publishers, Student Equity Leadership Institute, Emerging Leaders, Future Teachers of Color, Absent Narratives, and Potential Young Journalist.

Key Indicators of Progress:

- Communicate, facilitate and document student participation in student programs
- Follow up with participants (via survey, interview, and/or observations) to determine the impact of these student development opportunities
- Participate in planning for WREP student educational opportunities

This strategy/program supports students in RIS: Andersen, Anwatin, Anishinabe, Cityview, Pillsbury, Bethune, Bryn Mawr, Green Central, Hall, Henry, Hmong International, Jenny Lind, Lucy Laney, Nellie Stone Johnson, North Academy, North Senior, Olson Middle, Sheridan Elementary, Folwell, Jefferson, Wellstone and Sullivan Elementary.

- d. **Minneapolis Ethnic Studies:** Educate students in national and local ethnic history to develop analytical thinking and dialogic skills to examine struggles for citizenship and democracy, social inequities. Expose students to community-based resources that are engaged in civic solutions to remedy social inequities. Build connections with parents and community members supporting lifelong education goals of adult learners.

Key Indicators of Progress:

- Curriculum design for African American History, Asian American History, Chicano/Latino History, Indigenous Nations History and Contemporary Africa: Local, National and Global
- Survey of overall program impact on students
- Report of program by educational partners University of Minnesota, Minnesota Education Equity Partnership, and MPS student leadership team

This strategy/program supports students in RIS: Henry, North Academy, North Senior, and Wellstone

- e. **Office of Superintendent:** Achievement and Integration Coordinator supports and coordinates district-wide equity, diversity, and inclusion through culturally competent program development, resource support and community partnership.

Key Indicators of Progress:

- Number of technical support provided to integration funded programs
- Coordinate competitive School Based Equity Awards
- Monitor progress of Equity Professional Development
- Monitor evaluation and accountability measures for MPS Achievement & Integration Plan and individual programs
- Coordinate Social Justice Fellows

These strategies/programs impact students in all RIS: Andersen, Anwatin, Anishinabe, Cityview, Pillsbury, Bethune, Bryn Mawr, Green Central, Hall, Hmong International, Jenny Lind, Lucy Laney, Nellie Stone Johnson, Olson Middle, Sheridan, North, Henry, Sullivan, Jefferson, Folwell, and Wellstone.

- f. **Multi-cultural College Tours:** Students visit multi-cultural colleges, universities, and historical sites to build on their belief that all students are college and career ready. Students develop historical knowledge. Students engagement at sites make curriculum culturally relevant. Students have the opportunity to earn social studies credit.

Key Indicators of Progress:

- Increase in number of students registering to attend college
- Decrease in number of students deficient in social studies credit toward graduation
- Number of students increase in attendance and GPA
- Increase number of students participating in college readiness programs

These strategies/programs impact students in all RIS: North Academy, North Senior, Folwell.

- g. **Multi-cultural Saturday Summits:** Summit workshops with speakers from community based organizations will support student development in Building Lives Acquiring Cultural Knowledge (B.L.A.C.K.) course and City Wide Student Government. Students build a networking base across the city and form intradistrict relationships to expose them to social justice, service learning, and leadership development opportunities.

Key Indicators of Progress:

- Number of students develop a positive self-image reflected in achievement
- Number of students develop network base across the city with community partners
- Number of student create and complete a service learning project
- Impact 200 students who participate monthly

These strategies/programs impact students in all RIS: North Academy, North Senior, Folwell.

12. Integrated Learning Environments— A/I Plan Component: → Programs to support academic and enrollment disparities

- a. **Office of New Schools:** Support meaningful collaboration efforts with high performing charter schools and contract alternatives. Through these partnerships, discovering academic and integration best practice and development of quarterly assessments aligned to Minnesota standards to implement targeted interventions to improve achievement in MPS high schools including summer enrichment activities designed to prepare students for advanced coursework, and academic credit toward graduation.

Key Indicators of Progress:

- Conduct 2-3 day site visits at each partnership school
- Report of identified student achievement data and qualitative data
- Conduct national research around various autonomy models

This strategy/program is supportive of students attending RIS: Hall, Sheridan, Henry, and North, Wellstone

- b. **School Within Schools:** Provide resources needed for student achievement, attainment and sense of well-being in our struggling students. Establish within the mainstream school a smaller educational unit with a separate educational program.

Key Indicators of Progress:

- Report of identified student achievement data and qualitative data
- Number increased of students retained
- Number improved of average daily attendance and reduced dropout rates

This strategy/program is supportive of students attending RIS: Henry and Wellstone

Background Information re: Non-racially identifiable school enrollment options with transportation provided for students living within the attendance zone of RIS

Minneapolis Public Schools operates within a community school model that includes magnet school options. Each neighborhood has a community school that families have an option to attend with transportation. Families that live within the neighborhood have priority into their community school. Families also have magnet schools that serve their entire zone that they can select and will include transportation. Students who qualify for free or reduced price lunch have priority into district magnet schools. The district also reserves spaces in high demand magnet schools for late (May-August) enrollment requests, those that come in after the school lottery, but before the enrollment year has started. In response to mobility trends, students living in zone 1a or 1b (North Mpls.) have an additional community school option (Loring Community School) with transportation. Families may also choose to attend FAIR School with transportation. Finally, students who qualify for Open Enrollment program can attend school in neighboring districts with transportation provided. Families may choose any school in the district that has openings available. If the school is not within their transportation zone, they will need to provide their own transportation.

MPS RIS 12/13	Grade Range	% Protected Difference	Non-racially identifiable school options <i>with</i> transportation provided
Andersen	PK-08	23.04	Bancroft, Folwell, Seward, and Sanford for MS. Also FAIR schools and Open Enrollment
Anishinabe			
Anwatin			
Bethune	PK-05	35.04	Marcy, Pierre Bottineau French Emersion, Emerson Spanish Emersion, Also FAIR schools and Open Enrollment
Bryn Mawr	PK-05	25.58	Marcy, Pierre Bottineau French Emersion, Emerson Spanish Emersion, Also FAIR schools and Open Enrollment
Cityview			
Green Central	PK-08	21.17	Barton, Armatage, Windom, Emerson. They have expanded options to Burroughs. Also FAIR schools and Open Enrollment
Folwell Arts Magnet	K-8	22.08	Zone 2 and 3 families have options into non-racially identifiable magnets, Also FAIR schools and Open Enrollment
Hall International	PK-05	28.89	Zone 1 families have options into non-racially identifiable magnets: Marcy, Pierre Bottineau French Emersion, Emerson Spanish Emersion, Also FAIR schools and Open Enrollment
Henry Senior High	09-12	23.79	Those living in 1b have Southwest with Expanded School Options, Edison, South Open, South All Nations, Roosevelt IB CC, Also FAIR schools and Open Enrollment
Hmong International	PK-08	33.56	Lake Harriet Lower and Upper with Expanded School Options, Marcy, Pierre Bottineau French Emersion, Emerson Spanish Emersion, Also FAIR schools and Open Enrollment
Jefferson	Pre-K-8	26.34	Emerson, Whittier, Armatage, Barton, Windom. Also FAIR schools and Open Enrollment
Jenny Lind	PK-05	30.05	Loring as an additional community school. Marcy, Pierre Bottineau French Emersion, Emerson Spanish Emersion, Also FAIR schools and Open Enrollment
Lucy Laney	PK-08	33.25	Loring as an additional community school. Lake Harriet Lower and Upper with Expanded School Options, Marcy, Pierre Bottineau French Emersion, Emerson Spanish Emersion, Also FAIR schools, Open Enrollment
Nellie Stone Johnson	KG-08	25.50	Loring as an additional community school. Lake Harriet Lower and Upper with Expanded School Options, Marcy, Pierre Bottineau French Emersion, Emerson Spanish Emersion, Also FAIR schools, Open Enrollment
North Academy	09	31.58	Those living in 1c have Southwest with Expanded School Options Edison, South Open, South All Nations, Roosevelt IB CC, Also FAIR schools and Open Enrollment
North Senior High	10-12	29.94	Those living in 1c have Southwest with Expanded School Options, Edison, South Open, South All Nations, Roosevelt IB CC, Also FAIR schools and Open Enrollment
Olson Middle	06-08	24.16	NE Middle School, Marcy Open
Pillsbury			
Sheridan	PK-05	21.91	Zone 1 families have options into non-racially identifiable magnets:

			Marcy, Pierre Bottineau French Emersion, Emerson Spanish Emersion, Also FAIR schools and Open Enrollment
Sullivan	PK-08	26.80	Pratt as an additional community school, Bancroft, Folwell, Seward, and Sanford for MS, Also FAIR schools and Open Enrollment
Wellstone	9-12	31.59	South, Edison, Also FAIR schools and Open Enrollment

Integration Plan for Racially Identifiable Schools (RIS)

Every strategy and program funded by this integration plan (even those that are district wide) are aligned with meeting academic needs and/or increasing integrated school options for students attending Racially Identifiable Schools (RIS). Each RIS school has completed a School Improvement Plan (SIP) that addresses a multitude of SMART goals for improvement, along with strategies to achieve those goals. The MPS 2015-2017 Integration plan utilizes existing site based SIP goals to support RIS schools in providing the best academic achievement, student engagement, and school climate outcomes.

School	District % Protected	School % Protected	2015-2017 Academic Achievement Goal(s)	2015-2017 Integration Goal(s)
Andersen PK-08	66.75	95.75	<p>1. The percent of All Students in all grades tested who earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MCA at ANDERSEN UNITED School will increase by 8% each year from 19 % in 2014 to 27% in 2015, to 35% in 2016, and 43% in 2017.</p> <p>2. The percent of All Students in all grades tested who earn achievement levels of Meets the Standards or Exceeds the Standards on the Math MCA at ANDERSEN UNITED School will increase by 8% from 21 % in 2014 to 29 % in 2015, to 37 % in 2016, and to 45% in 2017.</p>	<p>1. The number of All Students who are suspended at <u>ANDERSEN UNITED</u> School will decrease from 101 by 20% each year for the next three years.</p> <p>2. The number of African American who are suspended at <u>ANDERSEN UNITED</u> School will decrease from 46 by 20% each year for the next three years.</p>
Anishinabe PK-08	65.20	96.69	<p>1. The percent of All Students in grades 3-8 who earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MCA at ANISHINABE ACADEMY will increase from 8.6 % in 2015 to 16.8 % in 2016 to 24.8% in 2017.</p> <p>2. The percent of All Students in grades 3-8 who earn achievement levels of Meets the Standards or Exceeds the Standards on the Math MCA at ANISHINABE ACADEMY will increase from 11.6 % in 2015 to 19.6 % in 2016 to 27.6% in 2017.</p>	<p>1. The percentage of ALL Students who are suspended at ANISHINABE ACADEMY will decrease from 11.7% in 2015 to 3.7% in 2016 and to 0% in 2017.</p> <p>2. The percentage of students that attend school 95% of the time or more will increase from 33% in 2015 to 41% in 2016 to 49% in 2017.</p>
Anwatin 06-08			<p>1. The percent of All Students in all grades tested who earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MCA at Anwatin Middle School will increase from 39.48% in 2014 to 41.45% in 2015, to 43.52% in 2016, and to 45.59% in 2017.</p> <p>2. The percent of All Students in all grades tested who earn achievement levels of Meets the Standards or Exceeds the Standards on the Math MCA at Anwatin Middle School will increase from 46.69% in 2014 to 49.02% in 2015, to 51.53% in 2016, and to 54.10% in 2017.</p>	<p>1. The number of All Students who are suspended at Anwatin Middle School will decrease from 107 by 10% each year for the next three years.</p> <p>2. The number of African American Students who are suspended at Anwatin Middle School will decrease from 90 by 10% each year for the next three years.</p> <p>3. The percent of students who attend school 95% of the time at Anwatin Middle School will increase from 48% in 2014 to 52.5% in 2015, to 57% in 2016, and to 61.5% in 2017.</p>
Bethune PK-05	64.88	96.10	<p>1. The percent of All Students in all grades tested who earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MCA at BETHUNE COMMUNITY School will increase from 12.2% in 2014 to 20.2 % in 2015, to 28.2% in 2016, and to 36.2% in 2017.</p> <p>2. The percent of All Students in all grades tested who earn achievement levels of Meets the Standards or Exceeds the Standards on the Math MCA at BETHUNE COMMUNITY School will increase from 18.6 % in 2014 to 26.6% in 2015, to 32.6% in 2016, and to 40.6% in 2017.</p>	<p>1. The number of All Students who are suspended at <u>BETHUNE COMMUNITY</u> School will decrease by 10% in the 2015-2016 school year.</p> <p>2. The percent of students in grades K-5 who attend 95% or more of the time will to 50%.</p>

School	District % Protected	School % Protected	2015-2017 Academic Achievement Goal(s)	2015-2017 Integration Goal(s)
Bryn Mawr PK-05	64.88	85.46	<p>1. The percent of All Students in all grades tested who earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MCA at BRYN MAWR COMMUNITY School will increase from 19.5% to 24.4% in 2015, to 29.5% in 2016, to 34.5% in 2017.</p> <p>2. The percent of All Students in all grades tested who earn achievement levels of Meets the Standards or Exceeds the Standards on the Math MCA at BRYN MAWR COMMUNITY School will increase from 35% to 40% in 2015, to 45% in 2016, to 50% in 2017.</p>	<p>1. The number of All students attending Bryn Mawr will decrease from 32, in 2014 by 10% in 2015 and 10% in 2016.</p> <p>2. The number of African American who are suspended at BRYN MAWR COMMUNITY School will decrease from 26 in 2013 by 10 % in 2014 and 10 % in 2015.</p>
Cityview PK-05			<p>1. Proficiency on MCAs The percent of All Students in all grades tested who earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MCA at Cityview Community school will increase from 21% in 2014 to 35% in 2015, to 50% in 2016, and to 70 % in 2017.</p> <p>2. Math Proficiency on MCAs The percent of All Students in all grades tested who earn achievement levels of Meets the Standards or Exceeds the Standards on the Math MCA at Cityview Community school will increase from 13% in 2014 to 25 % in 2015, to 50 % in 2016, and to 70 % in 2017.</p>	<p>1. The number of All Students who are suspended at Cityview Community school will be fifty percent lower than the district average and will decrease by 10% each year for the next three years.</p> <p>2. The number of African American Students who are suspended at Cityview Community school will be fifty percent lower than the district average and will decrease by 10% each year for the next three years.</p>
Folwell Arts K-08	65.72	87.80	<p>1. The percent of ALL STUDENTS in all grades tested who demonstrate a year's growth or more on the Reading MCA at Folwell Arts Magnet School will increase to +5% in 2016, to +5% in 2017, and to +5% in 2018.</p> <p>2. The percent of STUDENTS OF COLOR in all grades tested who demonstrate a year's growth or more on the Reading MCA at Folwell Arts Magnet School will increase to +8% in 2016, to +8% in 2017, and to +8% in 2018.</p>	<p>1. The number of All Students who are suspended at FOLWELL ARTS MAGNET school will decrease by 5% each year for the next three years.</p> <p>2. The number of African American Students who are suspended at FOLWELL ARTS MAGNET school will decrease 8% each year for the next three years.</p>
Green Central PK-08	65.75	94.27	<p>1. The percent of All Students who earn achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA at GREEN CENTRAL PARK COMMUNITY School will increase from 12.3% in 2014 to 20.3% in 2015.</p> <p>2. The percent of students who earn an achievement level of non-proficient and demonstrate high growth on the Reading MCA at GREEN CENTRAL PARK will increase from 22.6% in 2014 to 30.6% in 2015.</p> <p>3. The percent of all students who earn an achievement level of Meets the Standards or Exceeds the Standards on the Math MCA at GREEN CENTRAL PARK will increase from 15.6% in 2014 to 23.6% in 2015.</p> <p>4. The percent of students who earn an achievement level of non-proficient and demonstrate high growth on the Math MCA at GREEN CENTRAL PARK will increase from 17.3% in 2014 to 25.3% in 2015.</p>	<p>1. The number of All Students who are suspended at <u>GREEN CENTRAL PARK ELEMENTARY</u> School will decrease by 10% to less than 105 total suspensions in 2015.</p>

School	District % Protected	School % Protected	2015-2017 Academic Achievement Goal(s)	2015-2017 Integration Goal(s)
Hall International PK-05	64.88	90.49	<p>1. The percent of All Students who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA at HALL INTERNATIONAL School will increase from 19.6 % in 2014 to 24.6% in 2015, to 29.6% in 2016, to 34.6% in 2017.</p> <p>2. The percent of All Students who earn an achievement level of Meets the Standards or Exceeds the Standards on the Math MCA at HALL INTERNATIONAL School will increase from 29.7% in 2014 to 34.7% in 2015, to 39.7% in 2016, to 44.7% in 2017.</p>	<p>1. The percent of all students who attend at HALL INTERNATIONAL who attend school 95% of the time will increase from 49% in 2014 to 55% in 2015, to 61% in 2016, to 65% in 2017.</p>
Henry Senior High 09-12	66.24	90.85	<p>1. The percent of All Students who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA at HENRY HIGH School will increase from 36.8% in 2014 to 41.8% in 2015, to 46.8% in 2016, to 51.8% in 2017.</p> <p>2. The percent of All Students who earn an achievement level of Meets the Standards or Exceeds the Standards on the Math MCA at HENRY HIGH School will increase from 33.3% (based on current enrollment) to 38.3% in 2015, to 43.3% in 2016, to 48.3% in 2017.</p>	<p>1. Patrick Henry will reduce all suspensions of students by 10% for the 2014-15 school year.</p> <p>2. Patrick Henry will reduce its suspensions of African American males by 15% for the 2014-15 school year.</p> <p>3. Patrick Henry will reduce levels one and two referrals (disruptive, defiant, and disorderly) by 10%.</p> <p>4. Patrick Henry will reduce levels one and two referrals (disruptive, defiant, and disorderly) by 15%.</p>
Hmong International PK-08	65.75	97.22	<p>1. The percent of all students who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA at HMONG INTERNATIONAL ACADEMY will increase from 15% in 2014 to 20% in 2015, to 25% in 2016, to 30% in 2017.</p> <p>2. The percent of students who earn an achievement level of non-proficient and demonstrate high growth on the Reading MCA at HMONG INTERNATIONAL ACADEMY will increase from 12.7% in 2014 to 20.7% in 2015, to 28.7% in 2016, to 36.7% in 2017.</p> <p>3. The percent of all students who earn an achievement level of Meets the Standards or Exceeds the Standards on the Math MCA at HMONG INTERNATIONAL ACADEMY will increase from 20.9% in 2014 to 25.9% in 2015, to 30.9% in 2016, to 35.9% in 2017.</p> <p>4. The percent of students who earn an achievement level of non-proficient and demonstrate high growth on the Math MCA at HMONG INTERNATIONAL ACADEMY will increase from 12.2% in 2014 to 20.2% in 2015, to 28.2% in 2016, to 36.2% in 2017.</p>	<p>1. The percent of suspension for 3rd to 8th graders will be reduced by 50% in 2017 for all students at HMONG INTERNATIONAL ACADEMY.</p>

School	District % Protected	School % Protected	2015-2017 Academic Achievement Goal(s)	2015-2017 Integration Goal(s)
Jefferson PK-08	65.75	92.09	<p>1. The percent of all students who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA at JEFFERSON COMMUNITY will increase from 17.1% in 2014 to 22.1% in 2015, to 27.1% in 2016, to 32.1% in 2017.</p> <p>2. The percent of students who earn an achievement level of non-proficient and demonstrate high growth on the Reading MCA at JEFFERSON COMMUNITY will increase from 13.1% in 2014 to 21.1% in 2015, to 29.1% in 2016, to 37.1% in 2017.</p> <p>3. The percent of all students who earn an achievement level of Meets the Standards or Exceeds the Standards on the Math MCA at JEFFERSON COMMUNITY will increase from 18.2% in 2014 to 23.2% in 2015, to 28.2% in 2016, to 33.2% in 2017.</p> <p>4. The percent of students who earn an achievement level of non-proficient and demonstrate high growth on the Math MCA at JEFFERSON COMMUNITY will increase from 9.5% in 2014 to 17.5% in 2015, to 25.5% in 2016, to 33.5% in 2017.</p>	<p>1. The number of All Students who are suspended at Jefferson Community School will decrease from 222 by 10% each year for the next three years.</p> <p>2. The number of African American Students who are suspended at Jefferson Community School will decrease from 109 by 10% each year for the next three years.</p> <p>3. The percent of students who attend school 95% of the time at Jefferson Community School will increase from 44% in 2014 to 52% in 2015, to 60% in 2016, and to 68% in 2017.</p>
Jenny Lind PK-05	64.88	92.32	<p>1. The percent of all students who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA at Jenny Lind School will increase from 15.9% in 2014 to 20.9% in 2015 to 25.9% in 2016 to 30.9% in 2017.</p> <p>2. The percent of students who earn an achievement level of Non-Proficient and demonstrate high growth on the Reading MCA at Jenny Lind school will increase from 24.1% (based on current enrollment) to 32.1% in 2015 to 40.1% in 2016 to 48.1% in 2017.</p> <p>3. The percent of all students who earn an achievement level of Meets the Standards or Exceeds the Standards on the Math MCA at Jenny Lind School will increase from 22% in 2014 to 27% in 2015 to 32% in 2016 to 37% in 2017.</p> <p>4. The percent of students who earn an achievement level of Non-Proficient and demonstrate high growth on the Math MCA at Jenny Lind School will increase from 21.2% in 2014 to 29.2% in 2015 to 37.2% in 2016 to 45.2% in 2017.</p>	<p>1. The number of suspensions for all students at Jenny Lind School will decrease from 210 by 10% each year for the next three years.</p> <p>2. The number of suspensions for African American students at Jenny Lind School will decrease from 192 by 10% each year for the next three years.</p> <p>3. The percent of students who attend school 95% of the time at Jenny Lind School will increase from 58% in 2014 to 68% in 2015, to 78% to 88% in 2017.</p>

School	District % Protected	School % Protected	2015-2017 Academic Achievement Goal(s)	2015-2017 Integration Goal(s)
Lucy Laney PK-08	65.75	94.68	<p>1. The percent of all students who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA at Lucy Craft Laney at Cleveland Park School will increase from 10% in 2014 to 20% in 2015, to 30% in 2016, to 40% in 2017.</p> <p>2. The percent of students who earn an achievement level of non-proficient and demonstrate high growth on the reading MCA at Lucy Craft Laney at Cleveland Park School will increase from 17.7% in 2014 to 27.7% in 2015, 37.7% IN 2016, to 47.7 % in 2017.</p> <p>3. The percent of all students who earn an achievement level of Meets the Standards or Exceeds the Standards on the Math MCA at Lucy Craft Laney at Cleveland Park School will increase from 13% in 2014 to 23% in 2015, to 33% in 2016, to 43% in 2017.</p> <p>4. The percent of students who earn an achievement level of non-proficient and demonstrate high growth on the Math MCA at Lucy Craft Laney at Cleveland Park School will increase from 14% in 2014 to 24% in 2015, 34% IN 2016, to 44 % in 2017.</p>	<p>1. The number of all suspensions at Lucy Craft Laney at Cleveland Park School will decrease from 367 in 2014 to 150 in 2015.</p> <p>2. The percent of all student's at Lucy Craft Laney at Cleveland Park School who attend school at least 95% of the time will increase from 52% in 2014 to 62% in 2015, 72% in 2016, to 82% in 2017.</p>
Nellie Stone Johnson KG-08	65.75	96.28	<p>1. The percent of all students who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA at NELLIE STONE JOHNSON will increase from 20% in 2014 to 25% in 2016, to 30% in 2017, to 35% in 2018.</p> <p>2. The percent of students who earn an achievement level of non-proficient and demonstrate high growth on the Reading MCA at NELLIE STONE JOHNSON will increase from 20% in 2014 to 25% in 2016, to 33% in 2016, to 40% in 2017.</p> <p>3. The percent of all students who earn an achievement level of Meets the Standards or Exceeds the Standards on the Math MCA at NELLIE STONE JOHNSON will increase from 26% in 2014 to 31% in 2016, to 36% in 2017, to 41% in 2018.</p> <p>4. The percent of students who earn an achievement level of non-proficient and demonstrate high growth on the Math MCA at NELLIE STONE JOHNSON will increase from 120.4% in 2014 to 28.4% in 2016, to 36% in 2017, to 44% in 2018.</p>	<p>1. The number of All Students who are suspended at Nellie Stone Johnson School will decrease from 103 by 25% each year for the next three years.</p> <p>2. The number of African American Students who are suspended at Nellie Stone Johnson School will decrease from 83 by 25% each year for the next three years.</p>
North Academy of Arts & Communication 09	67.60	99.35	<p>1. The percent of All Students in all grades tested who earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MCA at North Academy of Arts & Communication will increase from 23% in 2014, to 31% in 2015, and 39% in 2016.</p> <p>2. The percent of All Students in grade tested who earned achievement levels Meets or Exceeds Standards on the MCA Math will increase from 5% in 2014 to 13% inn 2015 to 21% in 2016.</p>	<p>1. The percent of All students who attend 95% of the time or more at NAAC will increase from 37% in 2014 to 45% in 2015 and 53% in 2016.</p> <p>2. The percent of all students suspended will decrease from 34% in 2014 to 26 % in 2015 to 18% in 2016.</p>

School	District % Protected	School % Protected	2015-2017 Academic Achievement Goal(s)	2015-2017 Integration Goal(s)
North Senior Academy 12	66.24	91.92	<p>While NSA only has 12th grade classes, thereby not taking the MCA reading or Math assessment, NSA is still committed to students' success in reading. Therefore, have put in place the following PD, Family Involvement and Extended Learning Opportunities strategies in place to support that effort.</p> <ol style="list-style-type: none"> 1. There will be no complaints to administration from parents feeling uninformed about their student failing a course (if letter was sent). 2. 50% of students (whose parents attend a meeting) will receive a "C" or better in the course. 3. Discovery Parent Portal – 100% of teachers will update Discovery weekly as verified by random sample checking by administration. 4. There will be zero complaints to administration regarding timeliness (within 1 workday) of response by teachers to parent concerns. 	<ol style="list-style-type: none"> 1. The percent of All students who attend 95% of the time or more at NSA will increase from 37% in 2014 to 45% in 2015 and 53% in 2016. 2. The percent of all students suspended will decrease from 34% in 2014 to 26 % in 2015 to 18% in 2016.
Olson Middle 06-08	68.08	91.99	<ol style="list-style-type: none"> 1. The percent of All Students in all grades tested who earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MCA at Olson Middle School will increase from 21% in 2015 to 29% in 2016, to 37% in 2017, and to 45% in 2018. 2. The percent of All Students in all grades tested who earn achievement levels of Meets the Standards or Exceeds the Standards on the Math MCA at Olson Middle School will increase from 14% in 2015 to 22% in 2016, to 30% in 2017, and to 38% in 2018. 	<ol style="list-style-type: none"> 1. The number of All Students who are suspended at Olson Middle School will decrease by 10% each year for the next three years.
Pillsbury PK-05			<ol style="list-style-type: none"> 1. The percent of All Students in all grades tested who earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MCA at PILLSBURY COMMUNITY School will increase from 35.8% in 2015 to 45% in 2016 and 55% in 2017. 2. The percent of All Students in all grades tested who earn achievement levels of Meets the Standards or Exceeds the Standards on the Math MCA at PILLSBURY COMMUNITY School will increase from 60% in 2015 to 65 % in 2016 and to 70 % in 2017. 	<ol style="list-style-type: none"> 1. The number of All Students who are suspended at PILLSBURY COMMUNITY School will decrease from 13 in 2015 to 7 in 2016 and 5 in 2017. 2. The disproportionate representation of African Americans suspended at PILLSBURY COMMUNITY School will decrease from 23.57 % in 2015 to 10 % in 2016 to 0 in 2017.

School	District % Protected	School % Protected	2015-2017 Academic Achievement Goal(s)	2015-2017 Integration Goal(s)
Sheridan PK-05	64.83	86.45	<p>1. The percent of All Students in all grades tested who earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MCA at Sheridan school will increase from 20.3% in 2014 to 25.3% in 2015, to 30.3% in 2016, and to 35.3% in 2017.</p> <p>2. The percent of students who earn an achievement level of non-proficient and demonstrate high growth on the Reading MCA at Sheridan school will increase from 10.3% to 18.3% in 2015, to 26.3% in 2016 and 34.3% in 2017.</p> <p>3. The percent of Students of Color in all grades tested who earn achievement levels of Meets the Standards or Exceeds the Standards on the Reading MCA at Sheridan school will increase from 17% in 2014 to 25% in 2015, to 33% in 2016, and to 41% in 2017.</p> <p>4. The percent of All Students in all grades tested who earn achievement levels of Meets the Standards or Exceeds the Standards on the Math MCA at Sheridan school will increase from 33.6% in 2014 to 38.6% in 2015, to 43.6% in 2016, and to 48.6% in 2017.</p> <p>5. The percent of students who earn an achievement level of non-proficient and demonstrate high growth on the Math MCA at Sheridan school will increase from 8% to 16% in 2015, to 24% in 2016 and 32% in 2017.</p> <p>6. The percent of Students of Color in all grades tested who earn achievement levels of Meets the Standards or Exceeds the Standards on the Math MCA at Sheridan school will increase from 27.6% in 2014 to 34.6% in 2015, to 42.6% in 2016, and to 50.6% in 2017.</p>	<p>1. The number of All Students who are suspended at Sheridan school will decrease from 73 by 10% each year for the next three years.</p> <p>2. The number of African American Students who are suspended at Sheridan school will decrease from 56 by 10% each year for the next three years.</p>
Sullivan PK-08	65.75	92.26	<p>1. The percent of all students who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA at SULLIVAN COMMUNITY will increase from 29.4% in 2014 to 34.4% in 2015, to 39.4% in 2016, to 44.4% in 2017.</p> <p>2. The percent of students who earn an achievement level of non-proficient and demonstrate high growth on the Reading MCA at SULLIVAN COMMUNITY will increase from 26.7% in 2014 to 34.7% in 2015, to 42.7% in 2016, to 50.7% in 2017.</p> <p>3. The percent of all students who earn an achievement level of Meets the Standards or Exceeds the Standards on the Math MCA at SULLIVAN COMMUNITY will increase from 37.1% in 2014 to 42.1% in 2015, to 47.1% in 2016, to 52.1% in 2017.</p> <p>4. The percent of students who earn an achievement level of non-proficient and demonstrate high growth on the Math MCA at SULLIVAN COMMUNITY will increase from 20.1% in 2014 to 28.1% in 2015, to 36.1% in 2016, to 44.1% in 2017.</p>	<p>1. The number of all students who are suspended at Sullivan will decrease from 172 by 10% each year for the next three years.</p> <p>2. The number of African American students who are suspended at Sullivan will decrease from 140 by 10% each year for the next three years.</p>

School	District % Protected	School % Protected	2015-2017 Academic Achievement Goal(s)	2015-2017 Integration Goal(s)
Wellstone 09-12	66.24	97.83	<p>1. The percent of all students who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA at WELLSTONE will increase to 5% in 2015, to 10% in 2016, to 15% in 2017.</p> <p>2. The percent of students who earn an achievement level of non-proficient and demonstrate high growth on the Reading MCA at WELLSTONE will increase to 8% in 2015, to 16% in 2016, to 24% in 2017.</p> <p>3. The percent of all students who earn an achievement level of Meets the Standards or Exceeds the Standards on the Math MCA at WELLSTONE will increase from to 5% in 2015, to 10% in 2016, to 15% in 2017.</p> <p>4. The percent of students who earn an achievement level of non-proficient and demonstrate high growth on the Math MCA at WELLSTONE will increase to 8% in 2015, to 16% in 2016, to 24% in 2017.</p>	<p>1. In 2014, 58% of students attended 95% or more; therefore, the goal for 2015 includes an increase of 3% of overall attendance to that of 61% in order to be at 75% attendance of 95% or more by 2020.</p>

Research-Based Practices

1. A/I Plan Component: Integrated Learning Environments → Innovative, research-based instruction

- a. **Minnesota Urban Debate League**—MUDL is a program of Augsburg College that empowers students to become engaged learners, critical thinkers and active citizens who are effective advocates for themselves and their communities. Students participating in this program attend schools from throughout the region and state, supporting a rigorous academic opportunity in an integrated environment. Minneapolis schools compete, interact, and learn with students locally from adjoining districts (Eden Prairie and St. Louis Park), as well as, with students from all over the state of Minnesota. *The Minnesota Urban Debate League is a thoroughly evaluated, researched based program that is designed with effective, research-based interventions that include formative assessment practices to reduce the disparities in student academic performance.* Research citations are listed below.

Key Indicators of Progress:

- Expand Spanish language and Somali language debate participation
- Number of students participating in weekend debate tournaments and weekly preparation
- Increase in attendance rate and decrease in suspensions documented
- Develop research-based curriculum materials as a pedagogical tool for implementation by debate team coaches
- Increase in academic growth measured by GPAs, test scores, and college-prep classes documented

Research Based Intervention—Citations of Relevant Research

- Impact of participating in a policy debate program on academic achievement: Evidence from the Chicago Urban Debate League. Educational Research and Reviews Vol. 6(9), pp. 622-635, 5 September, 2011 Available online at <http://www.academicjournals.org/ERR> ISSN 1990-3839 ©2011 Academic Journals
- Duffin, Frank, Latitudes in Learning, "Debate Across the Curriculum Results," privately published paper, 2005.
- Greenland, Sam, "More Debates in More Classrooms," Keynote Speech at 3rd International Conference on Argumentation, Rhetoric, Debate and the Pedagogy of Empowerment, Maribor,

Slovenia, October 2010.

- National Association for Urban Debate, Urban Debate Works Evidence Center, 2010.<http://www.urbandebate.org/literature.shtml>

This strategy/program is available and utilized by students at RIS: North, Henry, Nellie Stone Johnson, Lucy Laney, Andersen, and Green Central.

- b. Advancement Via Individual Determination (AVID)**—Enhances academic skills, content knowledge and social adaptability of students traditionally underrepresented in four year colleges and universities. *AVID is a thoroughly evaluated, researched based program that is designed with effective, research-based interventions that include formative assessment practices to reduce the disparities in student academic performance.* Research citations are listed below.

Key Indicators of Progress:

- Increase participation of underserved students
- Monitor expansion of sites for AVID student enrollment
- Develop AVID modeled elective course for underrepresented students entering 9th grade with academic achievement scores in the 20-35% range and GPAs less than 2.0

This strategy/program is available and utilized by students at RIS: Andersen, Anwatin, Folwell, Green Central, Jefferson, Lucy Laney, Nellie Stone Johnson, Olson, Sullivan and Henry.

Research Based Intervention—Citations of Relevant Research

- MPS AVID Technical Support July 2013 Report
- Review of AVID Research http://www.avid.org/dl/res_research/research_review.pdf
- Retention of First-Generation College-Going Senior in the College Preparatory Program AVID <http://www.jstor.org/discover/10.2307/41406129?uid=3739736&uid=2&uid=4&uid=3739256&sid=21103675684643>
- Teachers' Beliefs about Educational Justice in an Advanced via Individual Determination (A.V.I.D) Program <http://www.hrpub.org/download/20140205/UJER13-19502040.pdf>

This strategy/program is available and utilized by students at RIS: Andersen, Henry, Lucy Laney, Nellie Stone Johnson, Olson Middle, and Sullivan.

Community Planning

As required in Minnesota Statute 124D.86 and Minnesota Rule 3535.0160, subp.2 and 3535.0170, subp.3, and in order to draft an integration plan that would be reflective of and responsive to our school community, the Minneapolis Public Schools convened a Community Collaboration Council (CCC). The Community Collaboration Council met during the months of January through March 2014 and February through June 2015 with the purpose of creating and informing the goals, objectives, and strategies of the Minneapolis Public Schools Integration Plan for increased opportunities for interracial contact within the district and integration at each racially identifiable school. The CCC examined multiple sources of information, considered the needs of the students, schools and community, and utilized a variety of perspectives and lenses to prepare their recommendations that identified ways of creating increased opportunities for interracial contact, and established goals for meeting this objective. The CCC included board members, administrators, teachers, parents, students, community members and specialists from within the district. In addition to meeting with the CCC, community outreach preceded the plan with collaborative discussions and invitation for CCC participation at school site councils and district advisory councils with parents and community members at the MPS District Parent Advisory Council, Area A, Area B, and Area C meetings, MPS Faith Based and Community Leader meeting, Special Education Advisory Council meeting, Social Workers meeting, and School Choice Fair. The CCC and community meetings were reasonably representative of the diversity of the district in a multitude of ways including role, gender, age, language and ethnicity. Additionally, MPS has representatives that sit on all boards and planning committees within WMEP, serving a similar role for regional integration planning (WREP).

Creating Efficiencies and Eliminating Duplicative Programs

The Superintendent's Office, Office of Research, Evaluation, and Assessment, Office of Student, Family and Community Engagement, Office of Human Capital, and Office of Student Achievement work collaboratively to reduce duplicative programming and create efficiencies within the district. The departments collaborated to develop and monitor the integration plan and budget, evaluate and recommend removal of barriers to the success of integration and student achievement, engage families and students to realize the integration goals and student achievement, provide support for positions that promote the goals of the integration plan, and implement the programs and activities to accomplish the integration goals and student achievement in racially and economically diverse settings. Also, MPS creates efficiencies and eliminates duplicative programs through its membership in WMEP for magnet F A I R school enrollment options with racially isolated and adjoining districts. Additionally, MPS supports WMEP Regional Equity Partnership professional development opportunities for instructors, administrators, and school counselors to experience state-wide and national curricula training in a more efficient model. Further, MPS is a collaborator and students are engaged in WMEP student equity and leadership programs.