



## 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: Columbia Heights Public Schools ISD 13** District's Integration Status: Racially Isolated District (RI)

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### Racially Identifiable Schools (RIS)

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

1. Enter text here.

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

**Collaborating Districts** Racially isolated districts must partner with adjoining districts on cross-district student integration activities (Minn. Rule 3535.0170). List your collaborating districts here, adding lines as needed. If your integration collaborative has a name, enter it here:  
Collaborative name.

1. **St. Anthony New Brighton**  
A - Adjoining
2. **N. Suburban Post Secondary Success Consortium V** - Voluntary

### Submitting This Plan

Submit this completed plan template as a word document to MDE by March 15, 2017 for review and approval (Minn. Stat. § 124D.861 Subd. 4). Email it to [MDE.integration@state.mn.us](mailto:MDE.integration@state.mn.us). Scan the signed coversheet and attach that to your email as a separate PDF.

### School Board Approval (Minn. Stat. § 124D.861 Subd. 4)

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

Superintendent: Kathy Kelly  
Signature:

Date Signed:

School Board Chair: John Larkin  
Signature:

Date Signed:

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

**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: Input was provided for the Columbia Heights Public School Achievement and integration plan in three ways. First, the World's Best Workforce Committee provided input. Members of this committee include:

Shari Alexon- Parent, Victoria Campoverde-Parent, Lenny Austin-Community Member, Rebecca Dickson-Parent, Chuck Cooke-Parent, Jennifer Laine-Parent, Rhonda Heryla-Parent, Orlando Rodriguez-Parent, Dan Thompson-Community Member, Tanya Moore-Parent, Kathy TwoBears-Parent, Carla Anderson-Teacher, Tara Thukral- Curriculum Coordinator  
Jennifer Hauswirth- Teacher, Zena Stenvik- Director of Teaching and Learning

The second venue for input on the plan involved Columbia Heights and the adjoining district of St. Anthony New Brighton. Two of the parents on the World's Best Workforce Committee had children participate in the collaborative summer student programs and they gave input along with the superintendent's from both districts, teachers from both districts, and district staff.

The third venue for gaining input was through the multi-district North Suburban Post Secondary Success Consortium which includes the following school districts: Fridley, Spring Lake Park, Mounds View, Roseville and Columbia Heights.

**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 (Minn. Stat. § 124D.861 Subd. 3 (b)). Please provide the URL where your district's Achievement and Integration plan is posted.

<https://mn02204243.schoolwires.net/Page/608>

**Plan Goals** This plan must contain goals for reducing disparities in academic achievement among all students and specific categories of students (excluding the categories of gender, disability, and English learners), and for increasing racial and economic integration (Minn. Stat. § 124D.861 Subd.2 (c)).

**GOAL # 1:** To increase access and opportunity to academic programming that will prepare students to be college and career ready, resulting in an increase in academic achievement from

36% to 60% in Reading by June of 2020 as measured by the Minnesota Comprehensive Assessments.

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

**Objective 1.1:** To provide college and career programming and support for students.

**Objective 1.2:** To provide Professional Development opportunities focused on achievement of all students.

**Objective 1.3:** To create efficiencies by working with other districts.

**Objective 1.4:** To provide well rounded student support beyond the classroom, school day, and school year.

**GOAL # 2:** To Decrease the overall Columbia Heights Public Schools achievement gap on the Reading Minnesota Comprehensive Assessment between white and non-white students by 20% from 19.6% to 15.6%. by June 2020.

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

**Objective 2.1:** To establish culturally relevant school practices

**Objective 2.2:** To provide effective family engagement opportunities

To add goals and objectives, copy and paste the text above.

## INTERVENTIONS

**Directions** Eligible districts may use AI revenue to pursue racial and economic integration and student achievement through interventions listed in the *Type of Intervention* drop-down menus below (Minn. Stat. § 124D.861 Subd. 2). Provide the information requested for each intervention.

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

Copy and paste the text below for each intervention. In your annual AI budget use the intervention names below in the budget narrative for expenditures supporting that intervention.

**Intervention #1** College and Career Student Programming: AVID  
**This intervention supports the following goal objective:** 1.1, 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.** Students from low income families traditionally have not had equitable access to college. The mission of Columbia Heights Public Schools is to create worlds of opportunity for every learner. This includes providing career and college readiness programs to students. This intervention has been successful in Columbia Heights through Advancement Via Individual Determination (AVID) programs starting with elementary students who learn about college at an early age and begin preparing for college. Students are supported with AVID throughout middle school and high school across the school with school-wide organizational and academic strategies. Middle school and high school students are supported with an academic counselor whose time is split between the two schools. The counselor's role is to confer with students in the program, or who will enter the program, to ensure they are on the path of college and career readiness.

In addition, as part of objective 1.3 to create efficiencies by working with other districts, Columbia Heights is a member of the North Suburban Postsecondary Success Consortium which is a collaborative partnership between Columbia Heights, Mounds View, Fridley, Spring Lake Park and Roseville school districts. The consortium intends to initiate and/or supplement activities, programs, including AVID, and services in partnership with the members to maximize programs, services and activities to students and staff to promote post-secondary success for students; Financial efficiency and the leveraging of resources in order to implement programs and offer services and activities that meet the needs and goals of individual Members; and to partially or fully satisfy the requirements for the Members' Achievement and Integration Plans.

Grade levels to be served: K-12

Location of services: Columbia Heights  
Public Schools

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b)): Initial evaluation, quarterly meetings and classroom walk throughs.

**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. 1. **The School Counselor's Role in Addressing the Advanced Placement Equity and Excellence Gap for African American Students** Davis, P., Davis, M. P., & Mobley, J. A. (2013). *Professional School Counseling*, 17 (1), 32-39. doi: 10.5330/ PSC.n.2013-17.32 Abstract: This study describes the collaboration among a school counselor, a school counselor intern, an Advanced Placement Psychology teacher, and a counselor educator to improve African American access to Advanced Placement (AP) coursework and increase

success on the AP Psychology national examination. The team initiated a process that recruited African American students into AP Psychology and supported them through group and individual counseling to create an achievement-minded cohort that emphasized peer relationships and academic success. Take-away: Intentional efforts by school counselors can help reduce the racial disparities in proportions of students taking Advanced Placement courses.

**2. AVID:** Watt, Powell, Mendiola, and Cossio (2006) over a 4-year period evaluated 10 high schools in four Texas school districts and found unanimous accountability improvement. Additionally, AVID participants had reduced dropout rates and higher college entrance rates when compared to non-AVID school programs. AVID students, with higher minority concentrations than the general school population, showed greater improvement on standardized tests, grade point averages and had better than average attendance than their non-AVID peers (Watt, Yanez & Cossio, 2003). According to the research, "The most frequently cited benefits of interdistrict collaborative programs and services are improvements in efficiency, quality and/or equity" (Public Management Associates, 2008).

**3.** Another research review (Eggers et al., 2005) suggests that cooperatives help member districts do the following: standardize processes, attract more highly qualified staff via pooled resources, achieve efficiencies without relinquishing their independence manage the risk associated with fluctuations in enrollments. Eggers, Wavra, Snell, & Moore, 2005; Galton & Hargreaves, 1995; Nachtigal & Parker, 1990; Peed & Wyant, 2007

### **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
% graduating students enrolled in higher education	70%	72%	75%
MCA Math Proficiency	48%	54%	60%
MCA Reading Proficiency	48%	54%	60%

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

**Intervention #2** College and Career Student Programming: Early College Programming  
**This intervention supports the following goal objective:** 1.1, 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.** Students from low income families traditionally have not had equitable access to college. Data from the needs assessment indicates that the free and reduced lunch, or poverty rate, among Columbia Heights students is

nearly 80%. The mission of Columbia Heights Public Schools is to create worlds of opportunity for every learner. This includes providing career and college readiness programs to students. Beginning in 2018, eleventh and twelfth grade, students will have the new opportunity to take concurrent enrollment courses through Anoka Ramsey Community College without having to leave the high school campus. By taking college level courses at their home high school, low income students have access to transportation to school, breakfast, lunch and the support of counseling. Students begin preparing for concurrent enrollment courses beginning in 9th grade by taking a college prep math elective and a 10th grade college prep English elective course. Middle school and high school students are supported with an academic counselor whose time is split between the two schools. The counselor's role is to confer with students in the program, or who will enter the program, to ensure they are on the path of college and career readiness. In addition, as part of objective 1.3 to create efficiencies by working with other districts, Columbia Heights is a member of the North Suburban Postsecondary Success Consortium which is a collaborative partnership between Columbia Heights, Mounds View, Fridley, Spring Lake Park and Roseville school districts. The consortium intends to initiate and/or supplement activities, programs, including concurrent enrollment, and services in partnership with the members to maximize programs, services and activities to students and staff to promote post-secondary success for students; Financial efficiency and the leveraging of resources in order to implement programs and offer services and activities that meet the needs and goals of individual Members; and to partially or fully satisfy the requirements for the Members' Achievement and Integration Plans.

Grade levels to be served: 8-12

Location of services: Columbia Heights  
Public Schools

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): Initial evaluation, quarterly meetings and classroom walk throughs.

**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. **1. The Impact of Dual Enrollment on College Degree Attainment: Do Low-SES Students Benefit?** (2013. Brian P. An, University of Iowa) <http://www.nacep.org/> This peer-reviewed study utilized a quasi-experimental research design known as propensity score matching to compare students who took dual enrollment with those who did not, accounting for student demographic characteristics and prior academic performance. Using a nationally representative sample of students who began postsecondary education in 2003, the study showed that students who took dual enrollment courses were 10% more likely to complete a Bachelor's degree than the comparison group. The benefits were even greater (12%) for students whose parents never attended college. Additional analysis using an older dataset (students who graduated high school in 1992) found similar results overall and for parental education variables, and also documented that benefits were greater for students who earned 6 college credits through dual enrollment (12% compared to all students, 19% compared to students who took neither Advanced Placement nor dual enrollment). **2. The School Counselor's Role in Addressing the Advanced Placement Equity and Excellence Gap for African American Students** Davis, P., Davis, M. P., & Mobley, J. A. (2013). *Professional School Counseling*, 17 (1), 32-39. doi: 10.5330/PSC.n.2013-17.32 Abstract: This study describes the collaboration among a school counselor, a school counselor intern, an Advanced Placement Psychology teacher, and a counselor educator to improve African American access to Advanced Placement (AP) coursework and increase success on the AP Psychology national

examination. The team initiated a process that recruited African American students into AP Psychology and supported them through group and individual counseling to create an achievement-minded cohort that emphasized peer relationships and academic success. Take-away: Intentional efforts by school counselors can help reduce the racial disparities in proportions of students taking Advanced Placement courses. **3.** According to the research, "The most frequently cited benefits of interdistrict collaborative programs and services are improvements in efficiency, quality and/or equity" (Public Management Associates, 2008). Another research review (Eggers et al., 2005) suggests that cooperatives help member districts do the following: standardize processes, attract more highly qualified staff via pooled resources, achieve efficiencies without relinquishing their independence manage the risk associated with fluctuations in enrollments. Eggers, Wavra, Snell, & Moore, 2005; Galton & Hargreaves, 1995; Nachtigal & Parker, 1990; Peed & Wyant, 2007

### **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
% of participating 11th and 12th grade students earning dual credit	80%	85%	90%
Average scores on college entrance exams (ACT or SAT) will increase by	2%	7%	7%

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

### **Intervention #3 Summer Seminar Writing Course**

**This intervention supports the following goal objective:** 1.1, 1.3, 1.4, 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.** **Summer Seminar** is a collaborative program between Columbia Heights and St. Anthony New Brighton Public Schools. During Summer Seminar teachers and students entering 9th grade from both districts come together for an intensive five week writing course with the overarching themes of self-identity, community, equity and integration. Each week students participate in a field experience that correlates to the themes taught in the course, and then write about their experiences. The course culminates with students presenting their final composition to parents and other invited guests.

Grade levels to be served: Students entering 9<sup>th</sup> grade  
 Location of services: Columbia Heights Public Schools, and off campus field

experiences such as college visits, Bdote American Indian site, etc

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

**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. **1.**“Comparing achievement gains separately over the school year and the summer months reveals that much of the achievement gap originates over the summer period, when children are not in school.” Alexander, K. L., Entwisle D. R., and Olson L. S. (2007). Summer learning and its implications: Insights from the Beginning School Study. *New Directions for Youth Development*, 114, 11–32. **2.**“Low-income students continue to perform at considerably lower levels than their higher-income peers in reading and mathematics. Research has shown that students’ skills and knowledge often deteriorate during the summer months, with low-income students facing the largest losses.” McCombs, J. S., Augustine, C. H., Schwartz, H. L., Bodilly, S. J., McInnis, B., Lichter, D. S., and Cross, A. B. (2011). *Making summer count: How summer programs can boost children’s learning*. Santa Monica, CA: The RAND Corporation. **3.**John Hattie conducted a meta-analysis of effect sizes influence on learning and achievement. In the analysis, summer vacation shows a negative effect size whereas several of the component of the Summer Seminar Writing Course was found to have a positive and significant effect size. Examples include: providing feedback, microteaching, intervention, classroom discussion, writing and math programs, teacher-student relationship, and cooperative learning environments. Hattie, John (2012) *Visible learning for teachers*. Routledge (New York & London)

**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
Summative assessment indicates growth in writing proficiency. (% of students)	80%	90%	100%
Students report feeling prepared for 9th grade English.	80%	90%	100%

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

**Intervention #4** AVID Summer Bridge Algebra Readiness Program

**This intervention supports the following goal objective:** 1.1, 1.3, 1.4, 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.** **The AVID Summer Bridge Algebra Readiness Program** is a collaboration between Columbia Heights and St. Anthony New Brighton Public Schools. The program is designed to strengthen math skills for students entering 9th grade. The course will be integrated with students from both districts and co-taught by a teacher from each district. Students will complete 15 units of study that will prepare them for success in high school.

Grade levels to be served: Students entering grade 9

Location of services: Columbia Heights High School

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): Interactive notebooks, weekly progress monitoring

**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. **1.**“Comparing achievement gains separately over the school year and the summer months reveals that much of the achievement gap originates over the summer period, when children are not in school.” Alexander, K. L., Entwisle D. R., and Olson L. S. (2007). Summer learning and its implications: Insights from the Beginning School Study. *New Directions for Youth Development*, 114, 11–32. **2.**“Low-income students continue to perform at considerably lower levels than their higher-income peers in reading and mathematics. Research has shown that students’ skills and knowledge often deteriorate during the summer months, with low-income students facing the largest losses.” McCombs, J. S., Augustine, C. H., Schwartz, H. L., Bodilly, S. J., McInnis, B., Lichter, D. S., and Cross, A. B. (2011). *Making summer count: How summer programs can boost children’s learning*. Santa Monica, CA: The RAND Corporation. **3.**John Hattie conducted a meta-analysis of effect sizes influence on learning and achievement. In the analysis, summer vacation shows a negative effect size whereas several of the component of the Summer Seminar Writing Course was found to have a positive and significant effect size. Examples include: providing feedback, microteaching, intervention, classroom discussion, writing and math programs, teacher-student relationship, and cooperative learning environments. Hattie, John (2012) *Visible learning for teachers*. Routledge (New York & London)

### **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
Summative assessment indicates growth in math proficiency. (% of students)	80%	90%	100%
Students report feeling prepared for 9th grade math.	80%	90%	100%

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

**Intervention #5** Professional development opportunities focused on achievement of all students

**This intervention supports the following goal objective: 1.5**

**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.** Implementing high quality programs that support traditionally underserved students, requires that teachers and other staff are well trained and supported through the implementation process. Professional development aimed at increasing academic achievement and reducing predictable achievement based on race, ethnicity and socioeconomic status will be both embedded, or directly linked to training programs such as (but not limited to) AVID, Early College programming. As part of objective 1.3 to create efficiencies by working with other districts, Columbia Heights collaborates directly with St. Anthony New Brighton Public Schools to offer the Summer Seminar writing course and the AVID Algebra Bridge course. The Summer Seminar Writing course is a collaborative program between Columbia Heights and St. Anthony New Brighton Public Schools. During Summer Seminar teachers and students entering 9th grade from both districts come together for an intensive five week writing course with the overarching themes of self-identity, community, equity and integration. Each week students participate in a field experience that correlates to the themes taught in the course, and then write about their experiences. The course culminates with students presenting their final composition to parents and other invited guests. In Addition, Columbia Heights will utilize offerings from Equity Alliance MN, an organization that offers professional development and student programming geared toward closing the achievement gap. While Columbia Heights School District is not a member of Equity Alliance MN, there are opportunities to utilize and participate in high quality programs for staff and students in order to fulfill the goal of decreasing academic disparities based on income status, race or ethnicity.

Grade levels to be served: Pre-K-12

Center, Anoka Ramsey Community College,

Location of services: Both on and off campus (Ex. Minneapolis Convention

University of Minnesota, etc.)

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): Exit slips and session evaluation forms

**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. **1. John Hattie** conducted a meta-analysis of effect sizes influence on learning and achievement. An effect size of 0.4 is considered to be significant. In the analysis,

professional development had an effect size between .45 and .62. **2. Status of Professional Learning by Learning Forward and Stanford Center for Opportunity Policy in Education** <https://learningforward.org/publications/recent-research-and-reports> Launched in 2008 by NSDC and a team of researchers from the Stanford Center for Opportunity Policy in Education (SCOPE), the three-part Status of Professional Learning research study aims to measure the effectiveness of professional learning in the United States. Funding for the multiyear research effort comes from the Bill & Melinda Gates Foundation. **3.** According to the research, "The most frequently cited benefits of interdistrict collaborative programs and services are improvements in efficiency, quality and/or equity" (Public Management Associates, 2008). Another research review (Eggers et al., 2005) suggests that cooperatives help member districts do the following: standardize processes, attract more highly qualified staff via pooled resources, achieve efficiencies without relinquishing their independence manage the risk associated with fluctuations in enrollments. Eggers, Wavra, Snell, & Moore, 2005; Galton & Hargreaves, 1995; Nachtigal & Parker, 1990; Peed & Wyant, 2007

**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
% of teachers and administrators trained in AVID district-wide	35%	50%	60%
% of trained teachers implementing programs at a standard level	60%	75%	100%

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

**Intervention #6** Well rounded student support beyond the core curriculum, classroom, school day, school year

**This intervention supports the following goal objective:** 1.4, 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.** As part of objective 1.3 to create efficiencies by working with other districts, Columbia Heights will utilize student programming, such as Classroom Partnerships from Equity Alliance MN, an organization that offers professional development and student programming geared toward closing the achievement gap. While Columbia Heights School District is not a member of Equity Alliance MN, there are opportunities to utilize and participate in high quality programs for students in order to fulfill the goal of decreasing academic disparities based on income status, race or

ethnicity. Classroom partnerships is a research-based program that provides and promotes integrated opportunities for students and staff that support academic achievement and expand cultural understanding. The focus for Classroom Partnerships is elementary age students. Columbia Heights classroom teachers will participate in professional development alongside teachers from another district and facilitated by Equity Alliance. Once trained, the teachers from both districts will bring their classes together for an integrated learning experience. The off campus learning experiences have a focus on the arts or science, depending on the classroom. Some examples are a guided visit to the Minneapolis Institute of Art with educational tasks to complete together, participating in a nature center educational program, or learning about sciences and arts from a multicultural perspective, such as from an American Indian elder. Through this program, children from different backgrounds form bonds and friendships and the teachers enhance their professional practices.

In addition, Columbia Heights Public Schools joined the newly formed North Suburban Success Consortium. The Consortium is in the exploration stage for the 2017-18 school year with the task of developing specific strategies for **Higher Education Partnerships**: Identify and implement strategies to enhance higher education partnerships and embedded college opportunities and **AVID**: Identify options to further leverage AVID, practices within and across member districts. This Achievement and Integration plan will be amended as the Consortium solidifies collaborative plans.

Grade levels to be served: K-12

Location of services: Both on and off campus

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): For each workshop or activity, students will complete a culminating assignment to demonstrate and apply their learning.

**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. **1.**The Regional Education Laboratory for the Southeast (SERVE). Making the Most of Out-of-School Time Through Expanded Learning Opportunities. The Vision Magazine, Volume 3, Number 1. (2004). **2.**A 2003 study by Edith Arrington, Diane Hall, and Howard Stevenson examined the variables that lead to success for African-American students in independent schools. Of the students interviewed, 75 percent reported making a special effort to fit into their school communities, 82 percent reported that they had negative school experiences, and 40 percent did not believe the school treated all students the same. The authors concluded that, “for black students, success is best defined by a strong sense of connection to the school community; a positive sense of self across contexts, but especially in the school; social and emotional health; and a racial identity that would serve as a resource as they develop, but particularly when students encounter racism.” **3.**Arts Education Partnership (2016) Preparing Students for the Next America: The Benefits of Arts in Education. This research bulletin offers an evidenced-based snapshot of how the arts support achievement in school while bolstering the skills demanded of a 21st century workforce and enrich the lives of young people and communities. <http://www.aep-arts.org/wp-content/uploads/2013/04/Preparing-Students-for-the-Next-America-FINAL.pdf> Greene, Jay P. Kisida, Brian. Bowen, Daniel H. Education Next “The Educational Value of Field Trips,” *research*, Winter (2014) Research demonstrates that students who have the opportunity to participate in enriching field excursions have increased rates of critical thinking skills, historical empathy and tolerance.

**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
Percent of participating students demonstrating academic connections to real world experiences through reflective writing, summative discussion and survey data.	100%	100%	100%

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

**Intervention #7** To establish culturally relevant school practices  
**This intervention supports the following goal objective:** 2.1, 1.3

**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.** Columbia Heights staff will participate in a collaborative method for creating a district-wide framework for effective equity professional development and practices. Opportunities for equity professional development will follow the Developmental Model for Intercultural Sensitivity continuum in order to provide differentiated culturally relevant PD for staff. Therefore, the professional development activities will be delivered using a variety of platforms including keynote speakers, learning communities, online, on and off campus or through a vendor, including but not limited to, Equity Alliance, U of MN Office for Equity and Diversity or AVID. The district equity team will organize, facilitate and monitor equity PD both on campus and through coordination with other districts. (Post-Secondary Success Consortium, St. Anthony New Brighton) Columbia Heights staff will be better equipped to approach students through a culturally relevant lens, and to support resident and open enrolled students through navigating intercultural experiences, social-emotional well-being and along their academic pathway.

Grade levels to be served: Pre-K-12

Location of services: Columbia Heights Public Schools, both on and off campus

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

**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. 1.Gay, G. (2000) *Culturally Responsive Teaching: Theory, Research and*

Practice. NYC: Teachers College Press **2.** Ladson-Billings, G. (1992). "Culturally relevant teaching: the key to making multicultural education work." In C.A. Grant (Ed.), *Research and multicultural education* (pp. 106-121). London: Falmer Press. **3.** Ladson-Billings, G.J. (2011). Asking the right questions: A research agenda for studying diversity in teacher education. In Ball, A. & Tyson, C (Eds.), *Diversity in Teacher Education*, (pp.383-396) **4.** Ladson-Billings, G.J. (2011). Asking the right questions: A research agenda for studying diversity in teacher education. In Ball, A. & Tyson, C (Eds.), *Diversity in Teacher Education*, (pp. 383-396). Lanham, MD: Rowman & Littlefield. **5.** Ladson-Billings, G.J. (in press). Boyz to men? Teaching to restore Black boys' childhood. *Race, Ethnicity and Education*. 14(1), 7-15. **6.** Ladson-Billings, G.J. "Stakes is High:" *Teaching New Century Students*. Manuscript in preparation. **7.** Bennett, M. J. (2004). From ethnocentrism to ethnorelativism . In J.S. Wurzel (Ed.) *Toward multiculturalism: A reader in multicultural education*. Newton, MA: Intercultural Resource Corporation.

### 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
Teacher participation in Culturally Relevant professional development	50%	70%	95%
Percent of trained teachers implementing programs at a standard level	45%	65%	90%

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

**Intervention #8** To provide effective family engagement opportunities  
**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.** Cultural Liaisons welcome families to schools and the district, provides support for registration, access to services and bilingual support. The liaisons also support to families through check-ins with students and contact with parents at our elementary schools. All of the cultural liaisons host and facilitate family workshops and events at the schools. Family engagement programming is overseen by a student services administrator.

Grade levels to be served: K-12

Location of services: Columbia Heights  
Public Schools

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b)): Phone logs, Surveys, Exit slips, engagement with parent portal

**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. Many studies have identified a positive relationship between parent involvement and student academic success (Chistenson, 2004; Delgado-Gaitan, 2004; Drummond, & Stipek, 2004; Epstein, 1994; Fan & Chen, 2001; Zellman & Waterman, 1998). Epstein (1994) found that six types of involvement can guide the development of a balanced, comprehensive program of partnerships, including opportunities for family involvement at school and at home, with potentially important results for students, parents, and teachers. Henderson, A.T., Mapp, K.L., Johnson, V.R., & Davies, D. (2007). *Beyond the bake sale: The essential guide to family-school-partnerships*. New York: The New Press.

### **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
Percent of parents engaged in school through multiple modes of communication.	50%	65%	80%
All schools offer 2 or more family workshops per year.	60%	80%	100%

*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)).

The collaboration between Columbia Heights Public Schools and St. Anthony New Brighton Public Schools during the summer provides rigorous coursework among adjoining districts, with very different racial and economic make-up. Students from each school district enroll in and attend the same class co-taught by the same instructors; they learn from and work with each other in an integrated setting.

In addition, Columbia Heights Public Schools joined the newly formed North Suburban Success Consortium. The purpose of the consortium is to initiate and/or supplement activities, programs and services in partnership with the Members to achieve the following goals:

1. To maximize programs, services and activities to students and staff to promote post-secondary success for students;
2. Financial efficiency and the leveraging of resources in order to implement programs and offer services and activities that meet the needs and goals of individual Members; and
3. To partially or fully satisfy the requirements for the Members' Achievement and Integration Plans under Minnesota Statutes §124D.861 and the World's Best Work Force legislation, Minnesota Statutes §120B.11.

The Consortium is in the exploration stage of developing the Annual Plan for 2017-18 for a range of programs, services and activities aimed at accomplishing the purpose and goals of the Consortium. The activities may include, but are not limited to, the following:

1. Professional development activities;
2. Student programming and activities aimed at college and career readiness;

The Consortium is in the process of developing specific strategies for **Higher Education Partnerships**: Identify and implement strategies to enhance higher education partnerships and embedded college opportunities and **AVID**: Identify options to further leverage AVID, practices within and across member districts.