

Achievement and Integration Plan

July 1, 2020 to June 30, 2023

District ISD# and Name: ISD 13 Columbia Heights
Public Schools

District Integration Status: Racially Isolated District
(RI)

Superintendent: Kathy Kelly
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Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

1. Enter text here.
2. Enter text here.
3. Enter text here.
4. Enter text here.
5. Enter text here.
6. Enter text here.

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

Partnering Districts Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: Enter name.

1. **ISD 282 St. Anthony New Brighton A -**
Adjoining
2. Enter text here. Choose district status.
3. Enter text here. Choose district status.
4. Enter text here. Choose district status.

School Board Approval

We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan (Minn. Stat. § 124D.861, subd. 4).

We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: Kathy Kelly
Signature:

Date Signed: 03/10/2020

School Board Chair: Naty Severson
Signature:

Date Signed: 03/10/2020

Plan Input

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

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful, it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Multidistrict Collaboration Council: Enter text here.

Columbia Heights Achievement and Integration Plan Input 2020-2023

As part of the Achievement and Integration Plan creation process, Columbia Heights Public Schools (CHPS) district admin team sought meaningful input from a variety of stakeholders including:

- Districtwide Equity Team
- Multidistrict Collaboration Council
- American Indian Parent Advisory Committee
- World's Best Workforce Committee

The CHPS Districtwide Equity Team is made up of teachers from across the district, as well as program coordinators and other district staff. The equity team reviewed past Achievement and Integration Plans and programs, and had the opportunity to weigh in and provide input on the 2020-23 plan. Recommendations included to maintain AVID programming, Early College and various ideas for specific professional development to increase cultural competency.

Team members are:

Name	Role	Name	Role
ABIGAIL SUNDQUIST	Parent Educator	KRISTEN SINICARIELLO	High School Teacher
ALISON THOMPSON	Elem Arts Teacher, Arts Coordinator	NANCY CORDES	EL Coordinator
ANTWAN HARRIS	Activities Director	NATHAN MEYER	Assistant Principal
ARIEL ORCUTT	Middle School Math Teacher	NELY GUTIERREZ	Cultural Liaison

CAROLYN TEICHNER	5 th Grade Teacher	PATRICK SCHULZ	EL Teacher
DISA FABECK	Assessment & GT Coordinator	RACHELE KREUSER	EL Teacher
EMILY GARTNER	PD Coordinator	TANYA HEIFORT	Literacy Coach
HANNAH STARKE	High School Art Teacher	TARA THUKRAL	Director of Teaching and Learning
ISABEL ROWLES	5 th Grade Teacher	TERESA FENSKE	Dean of Students
JASON KUHLMAN	Principal	TIFFANY GRAMS FARKAS	Early Childhood Manager
JEANETTE MARR	EL Teacher	TINA SCHAEFER	Literacy Coach
KEVIN SCHIEBERL	Music Teacher	ZENA STENVIK	Exec. Director

Columbia Heights Public Schools partners with St. Anthony New Brighton (SANB) for programming through the Incentive aid. The two districts communicate and collaborate throughout the school year. Two team meetings were held to review progress, and to discuss goals and programming.

Team members include:

Name	Role	Name	Role
Kathy Kelly	CHPS Superintendent	Renee Corneille	SANB Superintendent
Tara Thukral	CHPS Director of Teaching and Learning	Amy Kujawski	SANB Principal
Zena Stenvik	CHPS Executive Director	Kari Bodurtha	SANB Coach

The American Indian Parent Advisory Committee (AIPAC) consists of American Indian Parents, American Indian Students, and American Indian staff as official voting members. In addition, there is a non-American Indian teacher representative and the Executive Director. The AIPAC reviewed past Achievement and Integration Plans and programs, and had the opportunity to weigh in and provide input on the 2020-23 plan. Recommendations included to add curricular topics on cultural understanding of Native people, for example, during elementary morning meeting include Native greetings and add discussion on the meaning and importance of braids and long hair.

Committee members include:

Name	Role
Azael Ochoa	Parent
Betty Foy	Parent
Cheril Davies	Chair

Felicity Vara Clara	Parent
Jesse Davies	Student
Laura Newton	Parent
Rose Gonzales	Parent
Russel Foy	Parent
Sarah Hanf	Teacher
Tatiana Gonzales	Student
Valerie Larsen	CHPS Am Indian Specialist
Veronica Cloud	Parent
Zena Stenvik	Exec. Director

The World's Best Workforce Committee is made up of parents, community members, school staff and district staff. The World's Best Workforce Committee reviewed past Achievement and Integration Plans and programs, and had the opportunity to weigh in and provide input on the 2020-23 plan. Recommendations included to maintain AVID and Early College programs. In addition, committee members made suggestions for increasing a college-going culture at an early age, and book studies for cultural competency.

Committee members are:

Name	Role	Name	Role
Carla Anderson	Teacher	Leslie Maher	Personalized Learning Facilitator
Charles Wood	Former Parent/Community Member	Natasha Olubajo	Teacher
Dan Tschida	Teacher	Rhonda Heryla	Parent
Danielle Berg	Teacher	Shari Alexon	Parent/Staff
Disa Fabeck	Assessment and GT Coordinator	Tanya Moore	Parent/Staff
Dr. John Fry	Director of Special Education	Tara Lorence	Teacher
Earlsworth Letang	Parent	Tara Thukral	Director of Teaching and Learning
Emily Gartner	PD Coordinator	Teresa Fenske	Dean of Students
Jennifer Hauswirth	Technology Integration Specialist	Tiffany Grams Farkas	Early Childhood Manager
Kathy Twobears	Parent	Wes Nugteren	Agricultural Specialist
Kristen Stuenkel	Director of Communciations and Community Ed	Zena Stenvik	Executive Director
Leslee Sherk	Assistant Principal		

Community Collaboration Council for Racially Identifiable School(s): Enter text here.

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #1: Increase the college and career readiness for Hispanic students from 27% participating in early college classes to 36% participating in 2023 in order to match to overall high school demographics.

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

Goal type: Achievement Disparity

To add goals, copy the two lines directly above and paste them below the strategies supporting Goal #1.

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Copy and paste the strategy section below for each additional strategy.

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Strategy Name and # 1 Advancement Via Individual Determination (AVID)

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

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|--|---|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

1 AVID: Students from low-income families traditionally have not had equitable access to college or other postsecondary opportunities. The mission of Columbia Heights Public Schools is to create worlds of opportunity for each and every learner. This includes providing career and college readiness programs to students. One avenue for fulfilling the district mission is through the Advancement Via Individual Determination (AVID) program. AVID begins in elementary school, teaching students from an early age, college and career skills such as organization, higher level thinking skills and notetaking. Students in grades 6-12 are supported with AVID in two ways. First, all teachers are trained to implement school-wide, research based AVID strategies focused on WICOR: Writing, Inquiry, Collaboration, Organization and Reading. All students also learn about college options, application process, finances, and more. In addition to the schoolwide AVID practices, secondary level students have the opportunity to apply to be a member of an AVID cohort class. The AVID class utilizes the national curriculum and standards. During the class, local college students tutor the AVID students using a specific AVID protocol. Student selection criteria includes, students who are in the academic middle, who may be typically underrepresented in higher education or who may have identified barriers in life such as poverty. An academic counselor, whose time is split between the two schools, supports AVID students in navigating how to be successful in rigorous classes. 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. Parent engagement is another component of the AVID program. The academic counselor helps students and families with finding scholarship opportunities and navigating the application process, including a tutorial on how to complete the FAFSA. The Columbia Heights 2019 AVID 12th graders applied for over a million dollars in scholarships and were all accepted into a postsecondary institution. Running an effective AVID program requires annual program fees, professional development, staff salary and expenditures for students to visit a college fair or campus.

In addition, 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 supplements activities, programs, including AVID, and services in partnership with the members to maximize programs, services and activities that promote post-secondary success for students; Financial efficiency and the leveraging of resources. In 2019, consortium members co-hosted an AVID training for teachers in three districts. In 2020 the consortium is hosting a combined college fair for AVID students in grades 6-12 across districts.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Percent of AVID Hispanic students in grades 9-12 enrolled in advanced courses will increase from 75% to 85%	75%	80%	85%

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

Strategy Name and # 2 Access to Early College

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

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|--|---|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

2 Access to College: The mission of Columbia Heights Public Schools (CHPS) is to create worlds of opportunity for each and every learner. Given the high number of students in CHPS who experience poverty and have other barriers in life, CHPS strives to recruit, encourage and support historically underserved students into programs that will lead to earning college credit. 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 identify such students, confer with the students and their families to ensure they are on the path of college and career readiness throughout the school year and their time in middle school/high school. CHPS partnered with Anoka Ramsey Community College in 2018 to launch the Early College program. Through this program, students are able to take college level courses without ever having to leave Columbia Heights High School. This program levels the playing field for students who may not be able to transport themselves to a

college campus, who benefit from the free breakfast and lunch program and who depend on the support of school counselors and deans. 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. CHPS also offers the College Board’s newly designed Pre-Advanced Placement program along with Advanced Placement. While students in CHPS have multiple opportunities to access advanced coursework, the Academic Counselor is crucial to fulfilling the goal of reducing racial disparities in academic achievement.

In addition, 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.

Location of services: Columbia Academy, Columbia Heights High School

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Percent of participating Hispanic students earning dual credit through Early College. Baseline from FY19 is 19%	27%	30%	36%
Percent of Early college credits earned by Hispanic students compared to attempted will increase from 96% to 99%.	94%	96%	98%

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

Strategy Name and # 3 To provide effective family engagement opportunities

Type of Strategy: Family engagement initiatives to increase student achievement.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- 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.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

3 Family Engagement: Cultural Liaisons play an integral role in supporting diverse students and families. Their duties include, but are not limited to; welcoming families to schools and the district, provides support for registration, access to services, parent education following the Parent Institute for Quality Education (PIQE) model, bilingual support and being a conduit between school and home for non-native English-speaking families. 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. In addition, the liaisons support students through small group academic support.

Location of services: K-12 Schools

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Percent of bilingual parents responding positively to a home-school communication survey. This will be a new survey in FY21.	70%	75%	80%
Average score, Parent Sense of Connectedness and Engagement (Annual Climate Survey) scale of 0-5. Baseline FY19 3.99	4.2	4.4	4.6

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

Strategy Name and # 4 Developing Youth Leaders

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

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- 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.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

4: Developing Youth Leaders: Students will be identified to participate in the Developing Youth Leaders program based on demonstrated need including, but not limited to: lack of social skills, self-confidence, difficulty in collaborative settings, some struggle to engage in class time. During the leadership development program, students will learn about growth mindsets, social skills, team building, leadership skills, and apply learning through hands on projects. Group sessions will include guest speakers who serve as positive role models culturally/ racially and within the community. A minimum of 4 interactive workshops will be held.

Location of services: CHPS District campuses, and within Twin Cities metro area

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Percent of participating students reporting increased feelings of engagement in school on survey. Baseline FY21	70%	75%	80%
Percent of participating students able to demonstrate leadership skills taught in program. Baseline FY21	85%	90%	98%

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

Goal #2: Increase CHPS students’ access to teachers trained in culturally relevant and effective instruction from 65% in 2019 to 80% in 2023.

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

Goal type: Teacher Equity

To add goals, copy the two lines directly above and paste them below the strategies supporting Goal #1.

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Strategy Name and # 5 Culturally Relevant Professional Development

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

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|--|---|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

5 Culturally Relevant Professional Development: Columbia Heights Public Schools continues to work toward reducing disproportionality among racial and ethnic groups of students when it comes to academic success and social/emotional learning. Ongoing, meaningful and relevant professional development provides staff with the knowledge and practice to reach this goal. 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 Innocent Classroom. The district equity team will organize, facilitate and monitor equity professional development both on campus and through coordination with other districts. (Post-Secondary Success Consortium, St. Anthony New Brighton) In addition, as part of district efforts to recruit and retain diverse staff and our mission where all belong and all succeed, the Human Resources Department will partner with the Office of Teaching and Learning to braid funding in order to offer specific support for diverse staff. 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.

Location of services: CHPS District campuses, and within Twin Cities metro area

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Percent licensed staff participating in specialized Culturally Relevant professional development cohort scoring proficient on criteria.	68%	70%	80%

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

Strategy Name and # 6 College and Career Readiness Professional Development

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

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|--|---|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

6 College and Career Readiness Professional Development 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. In Addition, Columbia Heights will utilize outside organizations and trainers that offer professional development and student programming geared toward closing the achievement gap, high quality programs for staff and students in order to fulfill the goal of decreasing academic disparities based on income status, race or ethnicity.

Location of services: CHPS District campuses, and within Twin Cities metro area

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Percent licensed staff participating in specialized College and Career professional development cohort scoring proficient on criteria.	70%	75%	80%

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

Goal #3: Increase the cultural awareness and competency of CHPS students from an average of 2 at the start of the 2020 school year to 4 (Likert scale) at the end of the 2022-23 school year based on a cultural competency self-assessment.

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

Goal type: Integration

To add goals, copy the two lines directly above and paste them below the strategies supporting Goal #1.

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Copy and paste the strategy section below for each additional strategy.

Strategy Name and # 7 Summer Seminar

Type of Strategy: 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)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- 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.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

7 Summer Seminar: **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 summer writing course with the overarching themes of self-identity, community, equity and integration. The enrollment is a reflection of the diverse student populations of both districts. Each week students participate in a field experience that correlates to the themes taught in the course, and then write about their experiences. In addition to the academic subject of writing, teachers utilize social skill development strategies to provide Summer Seminar students an increased understanding of students from racial backgrounds that are different from their own. The course culminates with students presenting their final composition to parents and other invited guests.

Location of services: CHPS District Campuses

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
Percentage enrolled CH students /percentage enrolled SANB students. Student enrollment will reflect student demographics of each district in order to reduce the racial enrollment disparity between racially isolated CH and Adjoining SANB.	56%/44%	52%/48%	50%/50%
Percent of participating responding they feel more prepared for high school.	90%	92%	95%
Students report an increase in their level of comfort with initiating and maintaining positive relationships with students different from themselves (racially/ethnically, diverse, socioeconomic) (1-5 pt. Likert Scale)	2	3	4

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

Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.

Remember to copy and paste the goal section when adding additional goals.

Strategy Name and # 8 Summer Seminar Math

Type of Strategy: Choose the type of strategy.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

8 Summer Seminar Math: **The AVID Summer Bridge Algebra Readiness Program** is a collaboration between Columbia Heights and St. Anthony New Brighton Public Schools. The enrollment is a reflection of the diverse student populations of both districts. 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 learn in an interactive educational setting, where a wide variety of skills lead to higher levels of mathematical thinking such as: coding, video game design, rocketry/aerodynamics, and physics. In addition to the academic subject of mathematics, teachers utilize social skill development strategies to provide Summer Seminar Math students an increased understanding of students from racial backgrounds that are different from their own.

Location of services: CHPS District Campuses

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Percent of participating responding they feel more prepared for high school.	90%	92%	95%
Students report an increase in their level of comfort with initiating and maintaining positive relationships with students different from themselves (racially/ethnically, diverse, socioeconomic) (1-5 pt. Likert Scale)	2	3	4

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. Funding is very limited for summer programs targeted toward students entering 9th grade, this program and additional support would not be possible without the multi-district collaboration and this funding.

In addition, Columbia Heights Public Schools is part of the 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 has completed innovative projects by leveraging resources across districts, including consortium based AVID training, college fair available to students in the consortium and collaboration for accessing concurrent enrollment courses.

The services provided to students through this funding stream go above and beyond what general fund dollars are able to cover. Students in Columbia Heights have equitable access to programs that other districts with a

higher tax base have access to. In order to have an equitable educational experience, CHPS students rely on this source of funding.

Racially Identifiable School(s) (RIS)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools, include goals and strategies for each Racially Identifiable School within your district. *If MDE has not notified your district that one of your sites is racially identifiable, delete this section.*

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

RIS Goal # 1 Enter SMART goal here.

Aligns with WBWF area: Choose a WBWF goal area.

Goal type: Choose one.

To add goals, copy the two lines directly above and paste them below the strategies supporting RIS Goal #1.

Racially Identifiable School Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

Copy and paste the strategy section below for each additional strategy.

Strategy # Enter a name and unique number for this RIS strategy.

Type of Strategy: Choose the type of strategy.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- | | |
|--|---|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how will instruction be delivered, and where will this take place.

Add narrative.

Location of services: Enter location.

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you are doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one key indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
Enter KIP.			
Enter KIP.			
Enter KIP.			

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

Copy and paste the strategy section above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one RIS Strategy #1, one RIS Strategy #2, etc.

Remember to copy and paste the goal section above to add additional goals for each of your racially identifiable schools.

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)). Enter text.