

## Mounds View Public Schools Achievement and Integration Plan July 1, 2017 to June 30, 2020

This is a summary of Mounds View Public School Achievement and Integration Plan.

### **Plan Goals**

**GOAL # 1:** *The academic gap between the advantaged and disadvantaged students enrolled in the full academic year for all grades tested within Mounds View Public Schools on all state math accountability test (MCA, MTAS) will decrease by 2% each year.*

**Aligns with World's Best Work Force area:** All racial and economic achievement gaps between students are closed.

**Objective 1.1:** continue to increase culturally responsive strategies into math classrooms by providing professional development

**Objective 1.2:** sustain a system to create personal learning plans (PLP) that prepare students for postsecondary success

**Objective 1.3:** to improve elementary & secondary math interventions

**GOAL # 2:** By September 2020 the participation of students of color in culturally inclusive integrated learning environments will be proportional to the district's demographics.

**Aligns with World's Best Work Force area** All racial and economic achievement gaps between students are closed.

**Objective 2.1:** to develop systems within schools to prepare, encourage and support student participation in rigorous courses

**Objective 2.2:** to maintain enrollment at our STEAM School, Edgewood Middle School

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## **INTERVENTIONS**

### **Intervention #1 *Culturally Responsive Teaching***

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

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

**Narrative description of the critical features of the intervention. *Culturally Responsive Teaching -Narrative description of the critical features of the intervention. Culturally Responsive Teaching - Staff training to support culturally responsive teaching focuses on increasing College and Career Readiness by building the culturally responsive pedagogy of our teachers. This professional development will help ensure that teachers can provide students with standards-based instruction in the core areas within appropriate instructional groups. The learning activities and materials are matched with student needs and they reflect high expectations and respect for all students' backgrounds. This will be achieved through professional development experiences, instructional coaching, PBIS, intercultural awareness, interdisciplinary and project-based learning, STEAM strategies and formative assessments.***

Grade levels to be served: K-8    Location of services: Elementary Schools

**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
The percentage of all students in grades 3- 8 at Mounds View Public Schools who meet or exceed their individual RIT Growth Projection as measured on the NWEA MAP Survey of Goals in Mathematics will increase.	59.5%	60.0%	61.5%

**Intervention # 2** -Elementary and secondary math interventions

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

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

**Narrative description of the critical features of the intervention.** The extension center is part of an intervention model that provides a block of time and staff positions to work with students in small instructional groups to build deep conceptual understandings of math while developing skills. This structure allows for students to accelerate in their learning which is necessary to close the achievement gap. At the secondary level, math intervention is provided in small group setting so as to provide instructional group sizes conducive to the intensive skill-based work that will benefit the identified students and help them build a strong conceptual knowledge of mathematics. In both elementary and secondary levels, student are held to high expectations and the intervention experiences are designed to accelerate mastery of skills as identified in formative assessments. This design allows students to spend brief periods of time in intervention settings. Cultural competence and practices which demonstrate high expectations of each student are two key ingredients for effective intervention at both the elementary and secondary levels.

Grade levels to be served: K-12

Location of services: Elementary, secondary math classrooms

**Key Indicators of Progress (KIPS)**

**Intervention # 3** –K-12 Student connectedness through summer programming

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

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

**Narrative description of the critical features of the intervention.** Providing summer and afterschool academic support and enrichment activities for students of color and students from low income families will be the focus of this intervention. Resources are being targeted to increase the frequency of after-school opportunities for students of color and students from low income families. It has been well established that many students who do not have the opportunity to participate in extended year programs require a significant amount of time in the fall of the next year to recoup skills that they had learned during the previous year. These programs will be designed as thematic units addressing state standards, critical basic skills through the use of high interest topics and the use of a variety of technology learning tools. A similar approach would be followed for extended day programs during the school year at all three levels. These efforts would be complementing our current targeted services programs. The integration collaborative would permit enhanced participation of students of color and students from low income families. A key strategy in these after-school programs would be the linking of instruction directly to what the students are experiencing during the school day. The added resources would enhance the ability of staff to re-teach and pre-teach critical lessons which are being covered in math on a consistent basis.

Grade levels to be served: K-12

Location of services: Elementary, secondary buildings

**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
The percentage of student in grades K-8 at Mounds View Public Schools who meet the proficiency cut score as measured on the NWEA MAP score in math will increase.	69.8%	70.3%	70.8%
The percentage of all students in grade 10 at Mounds View Public Schools who meet the college readiness benchmark (22) as measured on the Pre-ACT will increase.	35.0%	40.0%	45.0%

**Intervention #4** Personal Learning Plans and Post Secondary Preparation

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

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

**Narrative description of the critical features of the intervention.** This intervention is designed to provide Personal Learning Plans (PLP) and Post Secondary Preparation to increase programmatic opportunities which focus on rigor, college readiness and family engagement to involve families in their students’ academic life and success. The purpose of this strategy is to keep students and parents engaged in personalized learning plans (PLP) including

post secondary planning that is effective in meeting the needs of students of color and students from lower income families. The PLP and career planning system consists of tools and processes implemented to significantly strengthen support for students of color and students from lower income families to allow them to navigate successfully through the high school program and begin planning effectively for the future. Clear, accessible information and customized support is provided by the deans to:

- demystify the process of schooling,
- help students and families better understand their role in their own education,
- identify what they need to do to be successful, and the
- utilize supports that are available to them in the process.

Parents have easy access to information that allows them to be more effective and proactive in encouraging the student to set and attain goals and take advantage of opportunities.

Grade levels to be served: Grades 6-12

Location of services: Middle and High Schools

**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
The percentage of students with completed personalized learning plans for grades 6 and grade 9 by Oct. 1 will be sustained.	99.0%	99.0%	99.0%

**Intervention # 5 Cultural Liaisons & Equity Team**

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

**Type of Intervention:** Choose intervention type family engagement

**Narrative description of the critical features of the intervention.** The purpose *family engagement is to involve families in their students’ academic life and success. Our equity coordinator along and our cultural liaisons work with students, families, and staff.* The cultural liaison program exists to enhance the school’s ability to build positive relationships with culturally and linguistically diverse communities represented in the student population. Connecting in meaningful ways with parents and other community members is a key to maximizing the learning potential of students and ensuring their success. These connections include hosting family nights to educate families on the educational system and post-secondary options as well as opportunities to educate families about potential outreach programs that exist within the community. The racially isolated districts that we integrate with are Brooklyn Center, Fridley and Osseo. Students and families from these districts who attend our Magnet school at Edgewood, benefit from the work of the liaisons.

Grade levels to be served: K-12 Location of services: Elementary, Middle & High Schools

**Key Indicators of Progress (KIPS)**

<i>List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.</i>	<b>Target 2018</b>	<b>Target 2019</b>	<b>Target 2020</b>
<i>The percentage of all students in grade 11 at Mounds View Public Schools who meet or exceed the English College Readiness Benchmark (18) as measured on the ACT will increase.</i>	77.0%	77.5%	78.0%
<i>The percentage of all students in grade 11 at Mounds View Public Schools who meet or exceed the Math College Readiness Benchmark (22) as measured on the ACT will increase.</i>	63.1%	64.1%	65.1%
<i>The percentage of all students in grade 11 at Mounds View Public Schools who meet or exceed the Reading College Readiness Benchmark (22) as measured on the ACT will increase.</i>	60.3%	62.3%	64.3%
<i>The percentage of all students in grade 11 at Mounds View Public Schools who meet or exceed the Science College Readiness Benchmark (23) as measured on the ACT will increase.</i>	36.7%	41.7%	46.7%

**Intervention #6 STEAM Magnet**

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

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

**Narrative description of the critical features of the intervention.** The purpose of the STEAM magnet is to implement instructional innovations that increase access to rigorous academic programming for students of color within an integrated environment which is available to students in Mounds View and the other NWSISD districts. It is possible for MV elementary students to attend Weaver Lake school in the Osseo School District, and upon completing elementary school, Weaver Lake students can continue their STEM/STEAM focus at Edgewood in the Mounds View District, and then move to Blaine High School to attend the Center for Engineering, Math and Science. The racially isolated districts that we integrate with are Brooklyn Center, Fridley and Osseo.

Grade levels to be served: 6-8

Location of services: Edgewood Middle School

**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
Participation of students of color in the Edgewood Middle School STEAM Magnet will increase.	76.7%	80.0%	83.3%

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