

Mounds View Public Schools Achievement and Integration Plan July 1, 2020 to June 30, 2023

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

GOAL # 1: Decrease racial and economic participation disparities in Mounds View rigorous courses (Anoka Ramsey Community College, College In the Schools, Advanced Placement, & Articulated Career Technical Education courses) from 1% FRPL-eligible and students of color enrolled in 2018 to less than 1% FRPL-eligible and students of color enrolled in 2023.

Strategies

- ❖ *Create and support innovative and integrated learning environments through our Early College Access in partnership with Spring Lake Park and Anoka Ramsey Community*
 - As we work to increase access and opportunities for students to participate in rigorous course offerings, it is necessary for us to partner with other districts and higher education. We are partnering with Spring Lake Park High School and Anoka Ramsey Community College to provide courses for Mounds View Public Schools students and Spring Lake Park students. Our intention is to expand opportunities for students to take classes and engage with students in high schools other than their own which will increase culturally fluency, competency and interaction.
 - Achievement and Integration funding will be used to provide bussing for our students to attend classes at Spring Lake Park High School (SLP), and tuition for SLP and Anoka Ramsey Community College. We will collaborate with SLP in the creation of curriculum and will use Achievement and Integration funding to support this work as well as the teachers who are teaching within these integrated learning environments.
 - We also plan to expand opportunities for students to engage with one another in a digital environment. Infrastructure will need to be enhanced to create opportunities for students to work with one another and collaborate while in different schools. These courses will allow collaboration with Spring Lake Park and create opportunities for our students to blend world perspectives, cultures, values and beliefs as they learn together. Achievement and Integration funds will be used to supplement the infrastructure provided by our technology department through the one-time purchase of cameras, microphones and displays such as Clever. This will allow for supplemental online collaboration between students from Mounds View Public High School and Spring Lake Park High school.
 - These integrated learning environments will require us to expand our work in developing culturally responsive teachers through professional development that focuses on pedagogy. Funding would allow us to work with a consultant to provide professional development in this area will help us expand and grow in our work around Mounds View's Equity Promise which states that student academic performance will not fall into patterns identifiable by factors such as ethnicity, English language proficiency, socio-economic status nor disability.
 - Our deans, cultural liaisons and equity specialists will be vital in informing students of these opportunities and supporting them in their access and participation in the rigorous courses. Deans and liaisons help families and students in the creation of personalized

learning plans and four-year plans to ensure that students enroll, participate and are successful in the courses. Deans, liaisons and equity specialists will work to expand and organize college visits and college fair opportunities in partnership with Spring Lake Park. These experiences address the opportunity and aspiration gaps that often create barriers for students.

- ❖ *Providing family engagement initiatives to increase student achievement through our Equity Team and Cultural Liaisons*
 - The purpose of family engagement is to involve families in their students' academic life and success. 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. Liaisons work to encourage and support students to participate and succeed in rigorous course offerings such as Anoka-Ramsey Community College Courses, which are dual and concurrent enrollment courses. College in the School's, Advanced Placement Courses, College Level Examination Program courses, Post-secondary enrollment options. Their work with students and families supports the goal of decreasing academic disparities by supporting students in enrollment and participation in rigorous course offerings.
 - 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.
 - A dean who focuses only on post secondary success will help families and students with college applications and FAFSA applications. Cultural liaisons and equity specialists will be vital in informing students of these opportunities and supporting them in their access and participation in the rigorous courses. The post-secondary dean and liaisons help families and students in the creation of personalized learning plans and four-year plans to ensure that students enroll, participate and are successful in the courses. Funds from the achievement and integration plan will be used to organize college visits and college fair opportunities in partnership with Spring Lake Park.

GOAL # 2: The percentage of grade 3-8 and 11 Mounds View students of color who achieve 70% or better on the Mathematics Spring/Semester II district common assessment will increase from 36.5% in 2019 to 40.0% in 2023.

Strategies

- ❖ ***Ensure college and career readiness and rigorous coursework for underserved students by providing early math intervention.***
 - Our intervention model provides in-addition-to time for instruction for students needing Tier 3 intervention in math. As we work to expand our support for Tier 2 interventions, we need to increase our teachers' capacity to work with students in small instructional groups to build essential math skills using a common core research base resource. Funding will help us expand use of manipulatives and curriculum. At the secondary level, math intervention is expanded to provide a model where intervention teachers

can push into the classroom or work with small groups of students outside the core classroom to provide academic support. The intervention is designed to accelerate mastery of skills as identified in formative assessments. This approach promotes equity in learning by supporting acceleration of student progress to close the gap and build a solid foundation of mathematical concepts that is fundamental to success and provides opportunities for students to enroll in rigorous coursework at the high school level.

- Cultural competence and teaching practices that demonstrate high expectations for each student are key ingredients for effective intervention at both the elementary and secondary levels. We need to continue to expand opportunities for professional development in culturally and responsive pedagogy. Funding will allow us to expand intervention support for students as well as professional development to increase teachers' abilities to meet the needs of students by developing cultural competency for our teachers.
- ❖ ***Ensure college and career readiness and rigorous coursework for underserved students by expanding extended day opportunities at the elementary and secondary level.***
 - Resources would be targeted to increase the frequency of after-school opportunities and extended year opportunities. Expanding support for after school academic math instruction will help us to accelerate student learning and address the opportunity and achievement gaps we have in math. These opportunities will help us to accelerate student learning to better prepare them for success in future math courses and provide them the access they need to content that will provide them opportunities to take rigorous math courses.
 - A key strategy in these after-school programs will be to link the instruction that students are experiencing during the school day. Expanding the program will help us meet the need of more students and have additional teachers that can specifically support accelerated learning through the use of a core common resource. We know that some students require additional time to learn the content. Teachers will identify students who need additional time to learn content through formative assessments created by their professional learning community.
 - Elementary deans are instrumental in helping families and students identify academic needs of the students. Deans will provide additional support to help identify students' academic needs in math. Their partnership with the students, families and PLCs is a new component to our extended day program. The funds from achievement and integration will allow us to add this additional level of support to students, families and the PLCs to identify students who need additional support and to help facilitate the extended day programming and communicate with families and students about their participation and progress.
 - Liaisons also work closely with students in after school student groups that support their success and address any opportunity gaps that may be barriers to success for students. Funding would help us to expand mentoring programs for students. These positions are used directly to support the integration goals and strategies that are identified in our plan. Without these funds these experiences for students would not be possible.

- Expanding our extended year programming will allow us to provide equitable access to educational enrichment and acceleration activities. Resources will help to impact the quality of our middle school to high school transition programs. 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 math skills that they had learned during the previous year.
 - The goal of the summer program is to engage students in meaningful learning opportunities that will spark passion for using education as a pathway to accomplish their dreams. We would use funding to expand to support students in transition from middle school to high school. This programming (which we call the 3x3 plan) would focus on building relationships with peers and teachers at the high school. Students will engage in activities and/or field trips that will emphasize teamwork, establish an understanding of what to expect at the high school level and prepare them for a successful start to the school year. Students would be initially identified by middle school deans for participation in the activity. Typically our extended year program has focused on academics. Our current credit recovery program, which focuses on academics, consistently has more students in math than in any other content area. This expansion of the extended year programming will help us to address aspiration gaps and opportunity gaps which we believe will lead to decrease in academic disparities in mathematics.
- ❖ ***Provide family engagement initiatives to increase student achievement by working with students and families to create personalized learning plans and prepare for post secondary options.***
- 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
 - 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. We are expanding this work to include opportunities for students and families to engage in activities that specifically address the bullets above and the goals defined by students in families in their PLPs. This work will include after school groups

for students and their families to define and explore post-secondary options through guest speakers, mentors, visits to businesses and colleges and support for applying for continued education.

GOAL # 3: The percentage of Mounds View public schools teachers of color will increase from 4.7% (44/917) in 2019 to 6.0% (55/917) in 2023 with the outcome that the percentage of teachers of colors would approach the percentage of students of color (38%).

Strategies

- ❖ ***Create innovative and integrated learning environments by increasing access to effective and diverse teachers through our Grow your Own - Tomorrow's Teachers program.***
 - Two components of this grow your own program are Educators Rising and Education Scholars. Our high schools work with our deans, teachers and liaisons to identify students for these programs. We need to expand our Educators Rising program to encourage and recruit for the Education Scholars program which supports our students who are interested in a career in education.
 - Educators Rising (ER) students participate in activities that help demystify the teaching profession. Funding would allow for expansion of our "Shadow day" experience, where ER students work side-by-side with a teacher in one of our schools to gain an understanding of what it means to be a teacher. Funding would help us to create a mentorship program with college students who are on a path to becoming a teacher and organize college visits. These activities will help us to recruit and increase proportional representation in our teaching profession. Students for the Educational Scholars program are identified through their deans and then interviewed by the Executive director of Curriculum and Instruction. We then communicate with the partnering colleges to indicate acceptance into the program. Our partnering colleges provide financial support for these students, and we would use funding to expand scholarships for Educational Scholars. Upon successful completion of their educational program, we provide special consideration to the candidate in our interview process, and work to ensure successful employment in one of our schools.
 - We are also working in a five district North Suburban Post-Secondary Success Consortium (NSPSSC) on this strategy. We would be able to share the candidates among the five schools to guarantee them employment in one of the five districts upon completion of their educational program. Once in our system we also need to develop support to retain them in the teaching profession. Funding will allow us to expand our new teacher mentoring program to support teachers who are hired as part of the Grow your Own program. We would partner with a consultant who specializes in culturally pedagogy to help us develop this mentorship program.

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