



Achievement and Integration Progress Report for Racially Identifiable Schools

If your district has been notified by Minnesota Department of Education to have one or more racially identifiable schools, please complete this progress report to document progress toward goals in the Achievement and Integration (A&I) plan approved for each school.

Submit this completed report between **October 15 and December 15, 2018** to MDE.Integration@state.mn.us.
 Email questions about this progress report to MDE.Integration@state.mn.us.

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 District Contact for A and I: Dr. Jenna Mitchler
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Provide the information requested below for each of the racially identifiable schools in your district.

School Name: Hidden Valley Elementary School

Grades Served: PreK-5

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal	Baseline	Year 1 (2017-18) Actual	On Track?
<p><i>Provide the SMART goal statement here.</i></p> <p>The percentage of incoming racially and economically diverse kindergarteners meeting or exceeding benchmark on AIMSweb Letter/Name Fluency (LNF) fall assessment will increase by the following annually:</p> <p>FRP - 3%</p> <p>American Indian - 8%</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Achievement Goal</i></p> <p><input type="checkbox"/> <i>Integration Goal</i></p>	<p><i>Provide the baseline starting point here.</i></p> <p>In 2016-17, the following percentage of kindergarteners at Hidden Valley Elementary met or exceeded benchmark on the AIMSweb Letter/Name Fluency (LNF) fall assessment:</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>In 2017-18, the following percentage of kindergarteners at Hidden Valley Elementary met or exceeded benchmark on the AIMSweb Letter/Name Fluency (LNF) fall assessment:</p> <p>FRP - 59%</p>	<p>Goal 1: <i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>On Track</i></p> <p><input type="checkbox"/> <i>Not on Track</i></p> <p>Goal 2: <i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>On Track</i></p> <p><input checked="" type="checkbox"/> <i>Not on Track</i></p>

Hispanic - 6%		FRP - 54.1% American Indian - No AI Students Hispanic - 39.1%	American Indian - No AI Students Hispanic - 42%	
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A bulleted narrative is appreciated. 200 word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *How well are you implementing the strategies/interventions in your A&I plan?*
- *Using your Key Indicators of Progress (KIPs) in your A&I plan, how do you know whether your strategies/interventions are or are not helping you make progress toward your goal?*

In Hidden Valley Elementary School:

- The AIMSweb Letter/Name Fluency (LNF) Fall Assessment has been used to collect data and determine this area of need in the past. The district and school have examined the data disaggregated by student groups including Asian, Black, Hispanic, White, FRP, LEP and Special Education.
- Early childhood programs continue to screen students. There has also been an increase in access to preschool experiences including free voluntary preschool where social and emotional learning strategies are emphasized. Letter/name fluency lessons are both an embedded and explicit part of the kindergarten curriculum.
- A key indicator of progress (KIP) for this goal was an increased number of racially and economically diverse students entering VPK programming and an effort has been made to carry this out. The district also made efforts to increase the number of protected-class students who participate in the Jumpstart to kindergarten program.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal	Baseline	Year 1 (2017-18) Actual	On Track?
The percent of racially and economically diverse 3rd grade students meeting or exceeding benchmark on the AIMSweb ORF spring	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Achievement Goal</i></p> <p><input type="checkbox"/> <i>Integration Goal</i></p>	The percent of racially and economically diverse 3rd grade students meeting or exceeding benchmark on	The percent of racially and economically diverse 3rd grade students meeting or exceeding benchmark on the AIMSweb ORF spring	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> <i>On Track</i></p> <p><input checked="" type="checkbox"/> <i>Not on Track</i></p>

assessments will increase by: FRP: 4% American Indian (AI): 7% Black: 4% Hispanic: 4%		the AIMSweb ORF spring assessments in 2016-17 was: FRP: 36.2% AI: 0% Black: 50.0% Hispanic: 25.0%	assessments in 2017-18 was: FRP: 37.3% AI: 0% Black: 48.0% Hispanic: 22.2%	
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A bulleted narrative is appreciated. 200 word limit.

- *What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?*
- *How well are you implementing the strategies/interventions in your A&I plan?*
- *Using your Key Indicators of Progress (KIPs) in your A&I plan, how do you know whether your strategies/interventions are or are not helping you make progress toward your goal?*

In Burnsville-Eagan-Savage Schools:

- The historical data regarding third grade achievement on ORF spring assessments at Hidden Valley Elementary has pointed to a need in this goal area. Hidden Valley has reviewed the data broken down by student group.
- The district adopted a new material for literacy instruction in 2017-18, which has been implemented with fidelity. The district, including Hidden Valley Elementary, have also continued to culturally proficient school systems (CPSS) training. The principal of Hidden Valley Elementary is a representative on the CPSS District Team and leads ongoing and embedded CPSS training with the staff.
- Enrollment in the school's family engagement program, Family Involvement for Rich Education (FIRE), has increased over the past two years. The school has slightly increased the number of students of color receiving discipline referrals in 2017-18, but this may be due to inconsistency in data entry and reporting. A district-level team is currently working to create more consistency across the district. The school has also aimed to reduce suspensions of students of color. So far, in 2018-19, the school is on track to have fewer suspension of students of color than in 2017-18.

Please Note: If there are additional goals for this school, copy and paste this A&I goal table below.

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2017-2018 school year. In what ways have the integration strategies increased racial and economic integration at that site?

ISD 191 and ISD 194 continue to partner on a program called AVID Summer Bridge. The mission of Summer Bridge is: To close the opportunity gap by providing students (grades 5, entering 6, to 8) with an engaging and challenging summer opportunity designed to:

- Strengthen and advance math skills
- Promote confidence in math abilities
- Provide challenging and interactive learning opportunities
- Work toward advancing current math placement

Our A&I plan has increased integration by providing students from both districts an opportunity to engage in academics and extracurriculars together during the summer months. We've also increased integration within ISD 191 by providing all staff with training in Culturally Proficient School Systems (CPSS). This training has allowed staff and leaders an opportunity to reflect on their biases and assumptions and consider the ways they can strive for deeper integration within their most local context - their classrooms. The district has also used A&I funds to support family engagement activities led, in part, by cultural liaisons, also supported with the A&I grant.

Dr. Jenna Mitchler (ISD 191) and Lydia Lindsoe (ISD 194) have also begun attending MDE supported trainings for A&I together, as they are both new managers of the grant within their districts. Together, they've most recently attended the Dismantling Disparities workshop, where they were able to collaborate and plan additional ways they might partner. They've also met with Pam Booker (MDE) to discuss opportunities for collaboration.