



**Achievement and Integration Plan
July 1, 2017 to June 30, 2020**

This document reflects Achievement and Integration requirements included in Minnesota Statutes, sections 124D.861 and 124D.862 as well as Minnesota Rules 3535.0100-0180.

District ISD# and Name: Enter text here. District’s Integration Status: Choose status.

Superintendent: Les Fujitake
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Racially Identifiable Schools (RIS)

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

- 1. Valley View Elementary School
- 2. Valley View Middle School

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

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

- 1. N/A

Submitting This Plan

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

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

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

Superintendent: Les Fujitake
Signature:

Date Signed: 3/13//2017

School Board Chair: Ricardo Oliva
Signature:

Date Signed: 3/13/2017

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

Plan Input Minnesota School Desegregation/Integration Rule 3535.0170 Subp. 2 requires racially isolated and adjoining districts to establish a multidistrict collaboration council (MDCC) to provide input on integration goals and to identify cross-district strategies to improve integration.

The rule also requires districts with a racially identifiable school (RIS) to convene a community collaboration council (CCC) to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the RIS (Minn. Rules 3535.0160 Subp. 2).

List council members below and briefly describe the community planning process used for your district's plan and for your Racially Identifiable School (RIS), as applicable.

Multi-District Collaboration Council: N/A

Community Collaboration Council for the RIS:

Jackie Kuhns jkuhns@isd271.org

Dawn Steigauf dsteigauf@isd271.org

Chinda Gregor cgregor@isd271.org *+

Richard Scott rscott@isd271.org+

Radious Guess rguess@isd271.org+

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Jenna Mitchler jmitchler@isd271.org
Lucinda Jones ljones1@isd271.org+
Steven Martinez Grande smartinez@isd271.org+
Noe Lara nlara@isd271.org+
Michael Berry mberry@isd271.org+
Caitlyn Nguyen cnguyen1@isd271.org+
Cori Thompson cthompson1@isd271.org *+
Megan Willrett mwillrett@isd271.org
Nelly Korman nkorman@isd271.org *+
Hodan Bile hbile@isd271.org+
Eric Melbye emelbye@isd271.org
David Heistad dheistad@isd271.org
Rick Kaufman rkaufman@isd271.org
Andrew Kubas akubas@isd271.org*+
Jaysen Anderson janderson3@isd271.org+
Calvin Keasling ckeasling@isd271.org
Erin Boltik eboltik@isd271.org
Rosa Ponce ponceros82@gmail.com *+
Pedro Hernandez pedrohernandez2978ph@gmail.com *+
Angela Bryant angelabryant13@msn.com *+
Dinna Wade-Ardley dwade@isd271.org *+

Forty-five member of CCC

+Twenty-two are members of diverse backgrounds (49%)

***Ten have children in BPS (22%)**

Post to District Website Prior to your district's annual AI and World's Best Workforce meeting, you must post this plan to the district website (Minn. Stat. § 124D.861 Subd. 3 (b)). Please provide the URL where your district's Achievement and Integration plan is posted. <http://www.bloomington.k12.mn.us/academic-student-services/educational-equity/diversity-plans>

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

This 2017-20 Achievement and Integration Plan includes four achievement goals aligned with the AI Leadership Team, Community Collaboration Council's areas of focus, World's Best Work Force Plan, the BPS Strategic Plan, and the *Pathways to Graduation*.

GOAL # 1: Increased achievement for each student. Provide programming and support that focuses on promoting career and college readiness for one hundred percent of our underserved students in grades Pre K-12.

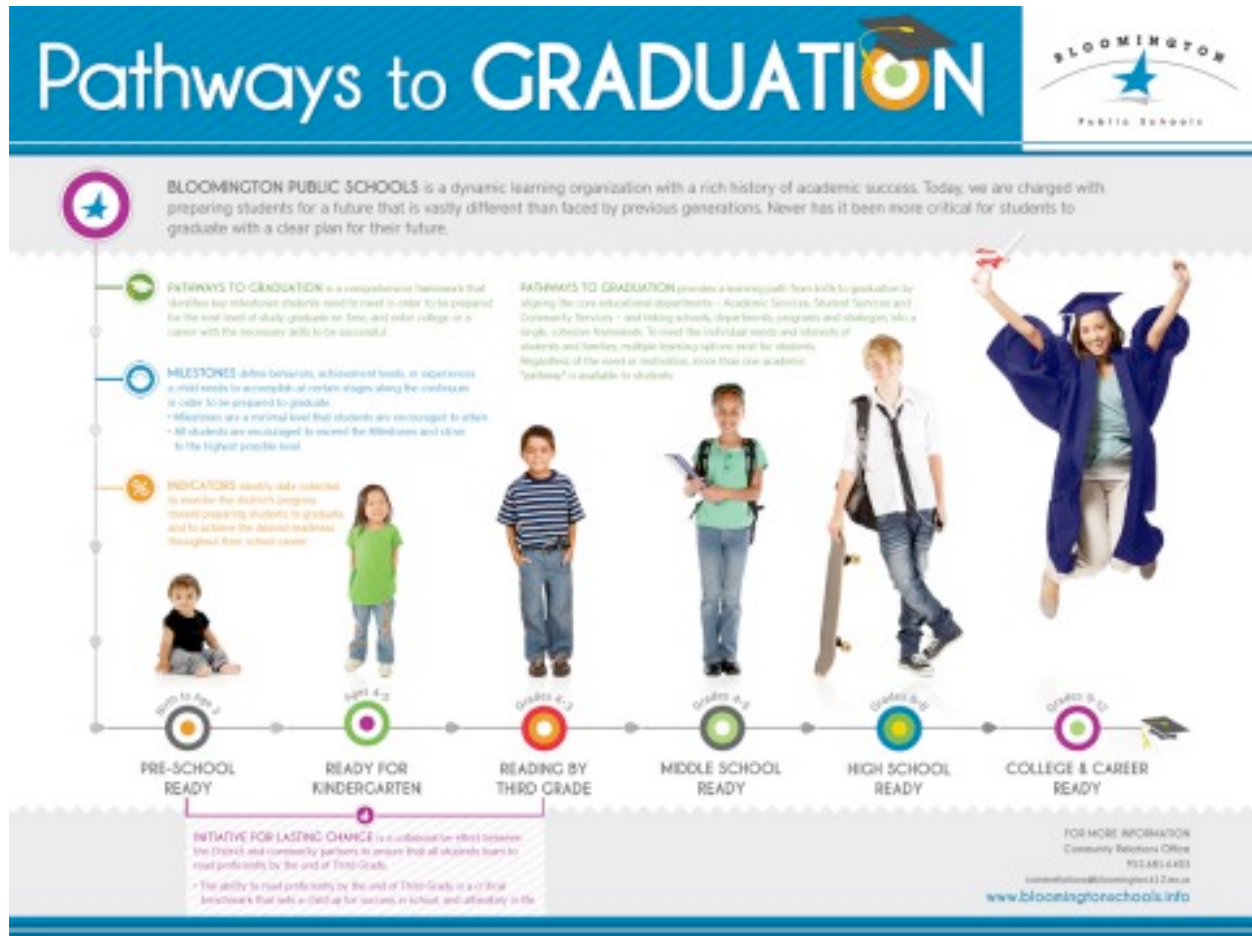
Please see following objectives for details

The achievement goals and targets for the 2017-20 Achievement and Integration Plan are aligned with the district's current Strategic Plan Success Measures. Additionally, the Success Measures are aligned with Bloomington's *Pathways to Graduation* plan.

BPS will continue to use additional indicators, beyond standardized tests, which include but are not limited to:

- Pathways measurements
- Attendance,
- Discipline referrals,
- Suspension rates,
- Standards-based grading,
- Student and family opinions regarding diversity and equity,
- Special education rates.

Aligns with BWBF area:



Objective 1.1: Provide academic, emotional, social, and mental health support to students of protected classes to ensure they are focused on and successful in school.

Objective 1.2: Continue to grow and implement Advancement Via Individual Determination (AVID) at Valley View Elementary, Valley View Middle School, and Kennedy High School.

Objective 1.3: Increase the gifted education program (Nobel Program) at Valley View Middle School. BPS will grow Nobel into a program that attracts students from the entire BPS attendance area. Transportation will be provided free of charge.

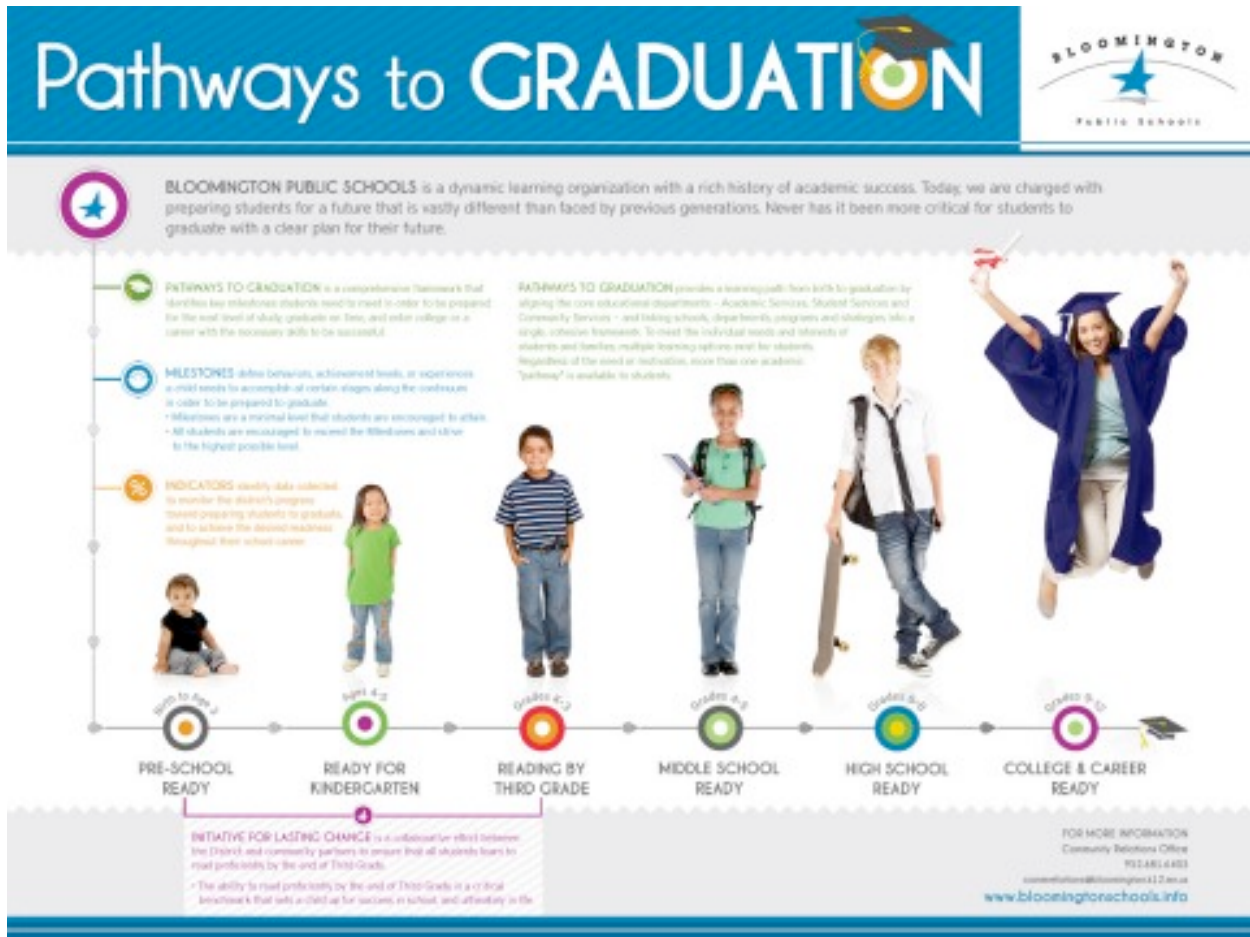
Objective 1.4: Provide enrichment programs to promote placement on the Pathway to Graduation

Objective 1.5: Provide program and support options to promote college and career readiness for underserved students to ensure they are on their individual Pathway to Graduation. (PGP)

Objective 1.6: Build capacity in families to support their children's success on the *Pathways to Graduation* through a comprehensive and aligned family engagement system.

GOAL # 2: Increase professional development opportunities that will reach one hundred percent of the BPS staff. These activities will be focused on equity, improved achievement, respect and safety of all students.

Aligns with WBWF area:



Objective 2.1: Build capacity for this work with Leadership. Provide training and sponsor conversations with ESC central administration, principals and school board members.

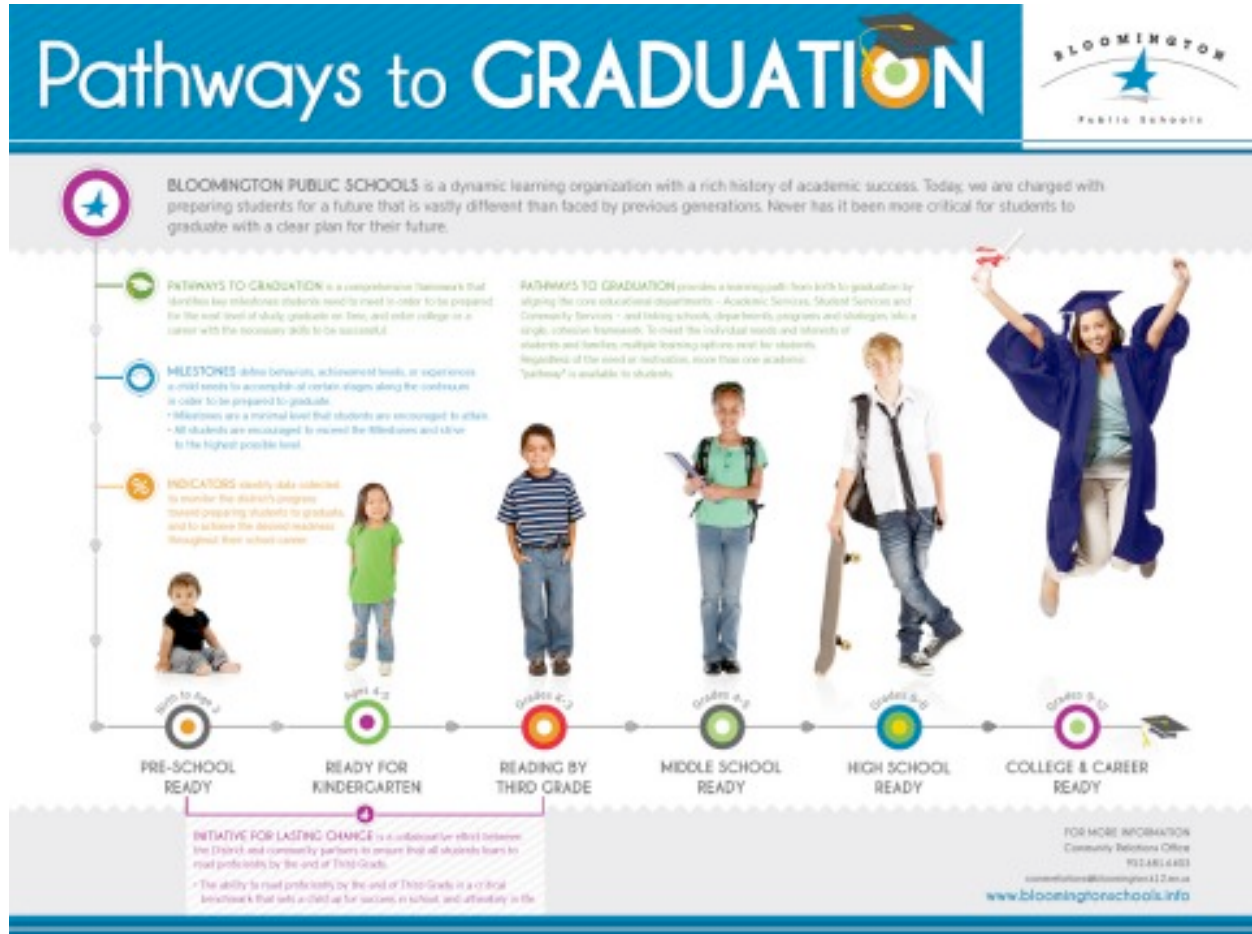
Objective 2.2: Administer an all-system equity audit to gather data around equity system need. This audit will be administered to staff, students, and families.

Objective 2.3: Based on the equity audit results (see objective 2.2), create a three-year professional development plan and implement for all BPS staff.

Objective 2.4: Continue to transition the existing Professional Development structure from one that provides cultural competency as an add-on to one that has cultural competency, awareness and sensitivity as the foundation for all professional development experiences.

GOAL # 3: Decrease opportunity, access and achievement gaps for all traditionally underserved students in the BPS

Aligns with WBWF area:



Objective 3.1: Equitable access for every student to high quality and culturally relevant instruction.

Objective 3.2: Equitable access to multiple pathways to success in order to meet the needs of our diverse and unique learners.

Objective 3.3: Commitment to remedy the practices, including assessment, that lead to the overrepresentation of students of color in areas such as special education and discipline. Additionally, commit to provide equality of access and participation of our under-represented students in programs such as gifted and talented.

Objective 3.4: Work with REA and SPED to study and begin solving the underrepresentation and overrepresentation of students in various programs.

GOAL # 4: BPS is committed to implementing practices that recruit, employ, support and retain racially and linguistically diverse and culturally competent administrative, instructional staff and support personnel. Our goal is a 2% increase each year.

Aligns with WBWF area:

Pathways to GRADUATION

BLOOMINGTON PUBLIC SCHOOLS

BLOOMINGTON PUBLIC SCHOOLS is a dynamic learning organization with a rich history of academic success. Today, we are charged with preparing students for a future that is vastly different than faced by previous generations. Never has it been more critical for students to graduate with a clear plan for their future.

PATHWAYS TO GRADUATION is a comprehensive framework that identifies key milestones students need to meet in order to be prepared for the next level of study, graduate or hire, and enter college or a career with the necessary skills to be successful.

PATHWAYS TO GRADUATION provides a learning path from birth to graduation by aligning the core educational departments - Academic Services, Student Services and Community Services - and linking schools, department programs and strategies into a single, cohesive framework. To meet the individual needs and interests of students and families, multiple learning options exist for students. Regardless of the level of individual, more than one academic "pathway" is available to students.

MILESTONES define behaviors, achievement levels, or experiences a child needs to accomplish at certain stages along the pathway in order to be prepared to graduate.

- Milestones are a minimal level that students are encouraged to attain.
- All students are encouraged to exceed the Milestones and strive to the highest possible level.

INDICATORS identify data collected to monitor the district's progress toward preparing students to graduate and to achieve the desired readiness throughout their school career.

Timeline:

- Birth to Age 3: PRE-SCHOOL READY
- Age 4-5: READY FOR KINDERGARTEN
- Grades K-2: READING BY THIRD GRADE
- Grades 3-5: MIDDLE SCHOOL READY
- Grades 6-8: HIGH SCHOOL READY
- Grades 9-12: COLLEGE & CAREER READY

INITIATIVE FOR LASTING CHANGE is a collaboration effort between the District and community partners to ensure that all students learn to read proficiently by the end of Third Grade.

- The ability to read proficiently by the end of Third Grade is a critical benchmark that sets a child up for success in school and adulthood in life.

FOR MORE INFORMATION
Community Relations Office
931.481.4403
communityrelations@bloomingtonps12.net
www.bloomingtonschools.info

Objective 4.1: Partner with Human Resources to study Bloomington’s recent hiring trends and practices in the area hiring and retention of our traditionally underserved populations.

Objective 4.2 : Partner with Human Resources to study, develop, or acquire a hiring tool that allows BPS to capture the indication of a new employee’s Cultural Competence level as well as their cultural growth mindset.

INTERVENTIONS

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

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

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

Intervention # N/A

This intervention supports the following goal objective: Objective number.

Type of Intervention: Choose intervention type.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

Narrative description of the critical features of the intervention. N/A

Grade levels to be served: 2-8

Location of services: VVMS

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

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation. (What Work Clearing house, 2015) Check and Connect PBIS Check In Check Out

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
Enter KIP. Increase attendance with the use of Check and Connect	+2%	+2%	+2%
Enter KIP. Increase behavior with the use of Check and Connect	+2%	+2%	+2%
Enter KIP. Increase grades with the use of Check and Connect	+2%	+2%	+2%

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

Racially Identifiable School(s)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools (RIS), include achievement and integration goals and strategies for *each* Racially Identifiable School within your district.

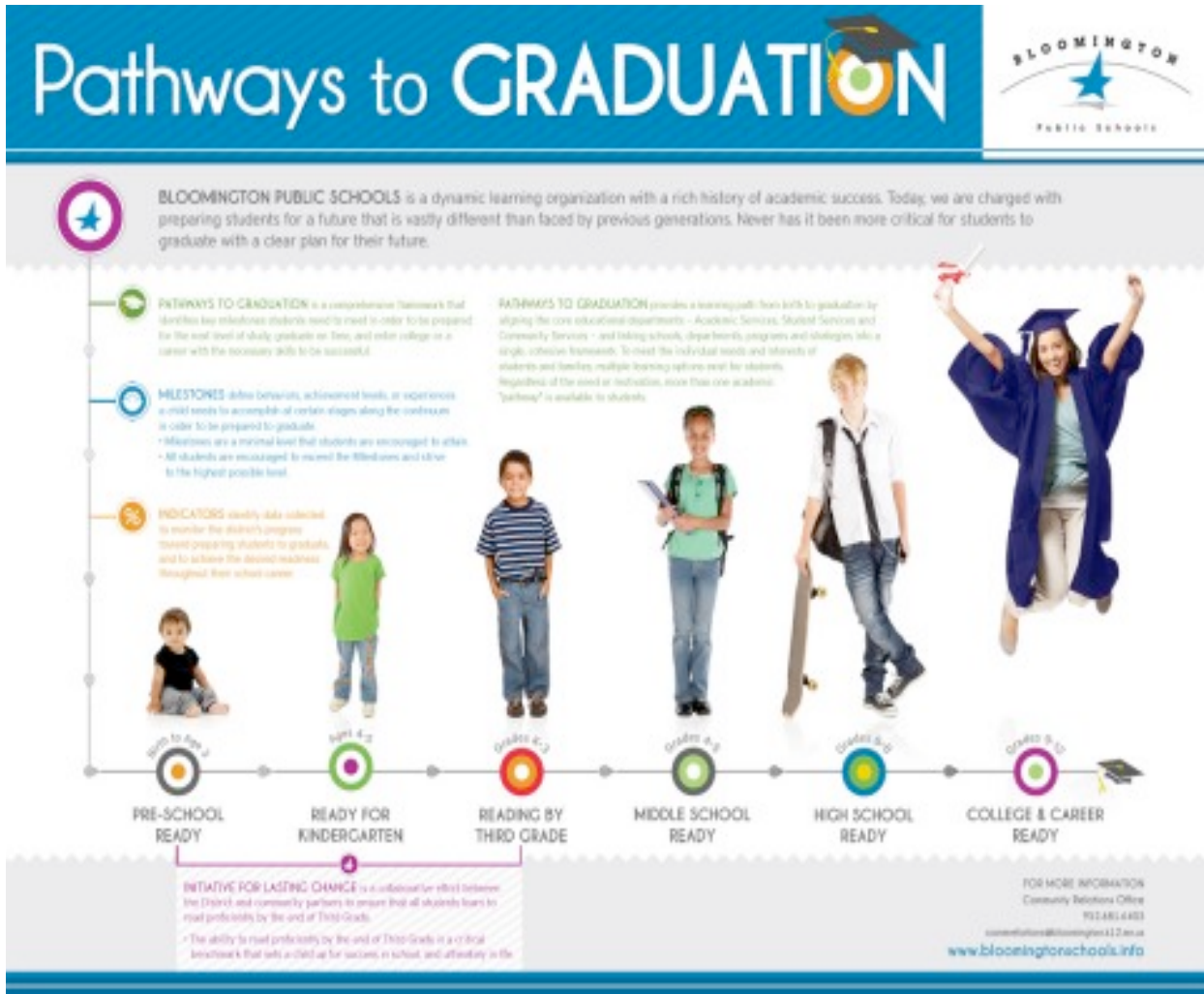
If MDE has not notified your district that one of your sites is an RIS, please delete this section.

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

Requirement for this section: At least one RIS objective shall be to increase racial and economic integration at that school (Minn. Rule 3535.0160).

RIS Goal # 1: BPS has identified the following as the 2017-20 Integration goals:

Aligns with WBWF area: Choose an item.



RIS Objective 1.1: Promote and recruit students from across the BPS attendance area to attend the Nobel program located at Valley View Middle School, (VVMS is a racially isolated school). Transportation will be provided to families for free.

RIS Objective 1.2: Provide academic and experiential-focused integration opportunities to our traditionally underserved BPS students. Examples may include; integrated after school and summer school experience, Office of Educational Equity Leadership Academy, (focused on academics, behavior, and attendance as monitored by Equity Specialists using Check and Connect).

RIS Objective 1.3: Intentionally bring awareness to Valley View Elementary school students and families, (VVE is a RIS) regarding their option to attend BPS' community elementary school, Hillcrest. This practice is implemented to help ensure that the Hillcrest Elementary student population accurately depicts the demographics of all other BPS elementary schools. Transportation to Hillcrest is free to families.

RACIALLY IDENTIFIABLE SCHOOL INTERVENTIONS

Directions Racially identifiable schools may use AI revenue for the interventions listed in the *Type of Intervention* drop-down menus below (Minn. Stat. § 124D.861 Subd. 2). Provide the information requested for each intervention.

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

RIS Intervention #: Check and Connect, AVID, Check in check out (PBIS)

This intervention supports the following goal objective: !.1, 1.2

Type of Intervention: Choose intervention type.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.

Narrative description of the critical features of the intervention. Enter narrative here.

Grade levels to be served: PreK-8

Location of services: VVE, VVMS

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

Fountas and Pinnell BAS Assessment

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation. Balck, A., et.al. (2008) Advancement Via Individual Determination: Methods and Conclusions about Program Effectiveness. Journal of Educational Research.

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
Enter KIP. 6 yr, graduation rates for African American Students	86%	88%	90%
Enter KIP. 6 year graduation rate for Hispanic Students	86%	88%	90%
Enter KIP. 6 year graduation rate for American Indian Students	80%	82%	84%

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)). Enter text here.

The Bloomington Public Schools are committed to utilizing our different funding streams in an efficient and conscientious manner. To that end, we regularly look for opportunities to study and adjust programs that may be serving in a duplicate capacity.

Most recently, we made the programmatic adjustment to merge our Family Engagement department with our Office of Educational Equity Department. Through this merging, we have found efficiencies in initiatives, support, and common messaging.