

Achievement and Integration Plan

July 1, 2020 to June 30, 2023

District ISD# and Name: ISD 191 Burnsville-Eagan-Savage Schools

District Integration Status: Racially Isolated District (RI)

Superintendent: Dr. Theresa Battle

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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 #194 Lakeville Public Schools 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: Dr. Theresa Battle

Signature:

Date Signed: March 19, 2020

School Board Chair: Chair Abigail Alt

Signature:

Date Signed: March 19, 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).

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:

Members: ISD 191

Imina Oftedahl, Rachel Gorton, Bethany Van Osdel, Mariana Quintana, Frannie Becquer, Stephanie White, Kristine Black, Saddiyo Abdullah

ISD 191 American Indian Parent Advisory Committee: Jeana Stout – Chairperson, Walter Goodwin – Parent (secondary), Kelly Sundquist – parent (elementary, PrK)

Members: ISD 194

Dr. Emily McDonald, Lydia Lindsoe, Kaetchen Haugen, Regina Smith, Elida Kane, Sandi Giorgi, Jane Bianchi, Huda Ali, Hugo Muñoz, Cassie De Castro Fernandez, Jodie Sheets, Kelsie Hughes, Megan Reikowski

Meeting Dates 2019-2020

SASIAC & Special Education Family Advisory

Oct 8 (SASIAC/MDCC with Lakeville in Burnsville): review Combined WBWF/A&I Progress Report, share data from comprehensive needs assessment, form consensus on goal areas

Nov 19: review goal statements and discuss strategies

Jan 28: (SASIAC/MDCC with Lakeville in Lakeville): review strategies and identify collaborative strategies and activities between districts

American Indian Family Advisory Committee

Sept 24: review goals and results for IEPP, share data from comprehensive needs assessment for American Indian/Alaskan Native students

Oct 22: determine goals and strategies for 19-20 IEPP

Nov 26: review A&I goals and strategies, provide feedback and input
Feb 18: review and discussion of plan and strategies to ensure alignment with IEPP

ISD191 CPSS/Equity Advisory Committee (PK-12+ teacher leader building representatives, principal representatives, district teaching & learning, district student support services, district Q-Comp)
Nov 21: discuss combined progress report, determine focus strategies for equity plan, align with WBWF/A&I goals and strategies
Feb 20: review A&I goals, strategies, and metrics ensuring alignment with district equity plan

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 four-year graduation rate for all students from 78.5% in 2018 to 90% in 2022.

Aligns with WBWF area: All students graduate from high school.

Goal type: Achievement Disparity

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).

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.

Narrative description of this strategy.

District 191 will continue and expand implementation of AVID for students in grades 6-12. This evidence-based program is intended to provide students who are traditional underserved with the personal and academic skills necessary to participate successfully in rigorous coursework in order to be college and career ready. This will include expanding sections of AVID elective to meet AVID Demonstration School status at all secondary sites, providing an AVID elective coordinator at each site, ongoing professional development for all secondary staff for AVID School-wide, AVID Bridges training and implementation for all grade 6 students, utilizing AVID relational capacity curriculum in middle school advisory, and AVID Summer Bridge program serving students from District 191 and adjoining District 194 (Lakeville). Students will be selected for participation in the AVID elective using the guidelines from AVID which includes students in the “academic middle,” students who are first in family to graduate from high school or attend college, students who may also be students of color and/or be students eligible for Free/Reduced Meals. Impact may be measured by participation and program retention, student GPA, ACT scores, successful completion of rigorous coursework, graduation rates, and other indicators from the required annual AVID Coaching and Certification Instrument (CCI).

Location of services: Nicollet Middle School, Eagle Ridge Middle School, Burnsville High School, Burnsville Alternative 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.

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>Retention of students in AVID elective will increase from 52% in 2018-19 to 90% in 2023.</i> | 65% | 77% | 90% |
| Reduce the disparity in four-year graduation rates between white students and students of color at Burnsville High School from 16.2% in 2018 to 5.2% in 2022. | 12.2% | 9.2% | 5.2% |

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

Strategy Name and # 2 Bridging Cultural and Socio-economic Barriers

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

Narrative description of this strategy.

Staff will provide targeted support to culturally and economically diverse parents/caregivers to improve preschool academic readiness, social-emotional regulation, and participation in rigorous course work at the secondary level. Support will be provided to preschool parents/caregivers navigating the enrollment process and transitioning from a home or child care environment to VPK classrooms located at each elementary site as well as the transition to kindergarten. Social workers and cultural liaisons will collaborate to provide support to families in accessing resources from school, community, county, and state sources to meet basic needs and strengthen the family-school connections. Social workers and cultural liaisons will also meet with students individually and in groups to strengthen social-emotional skills and/or support for cultural identity.

Location of services: All PK-12 sites

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.

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>Increase participation of parents/caregivers of color serving on building and district advisory committees from 23 in 2018-19 (baseline) to 50 in 2022-23</i> | 33 | 40 | 50 |
| <i>Increase participation of parent/caregiver response on Parent Climate Survey from 18% in 2018 to 40% in 2022</i> | 25% | 33% | 40% |
| <i>Increase the percentage of families of color indicating they feel welcome and safe in their child's school will increase from 63% in 2018 to 80% in 2023</i> | 68% | 75% | 80% |

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

Strategy Name and # 3 Family Engagement Academy

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

Narrative description of this strategy.

Cultural liaisons will be work in buildings to assist in building family-school partnerships, assist families in developing skills and understanding of the school system in order to advocate for their children's school success. Using a locally designed family engagement curriculum, staff will work with family members to provide key training that will allow families to advocate for their students in the enrollment of specific courses designed to either build literacy skills or ensure students are on track to graduate having successfully completed a track of college and career ready courses. Academy session will be designed using a cohort model including cohorts conducting in Spanish and Somali.

Location of services: All PK-12 sites

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.

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>Increase the number of parent/caregivers participating from 34 in 2019 to 65 in 2023</i> | 45 | 55 | 65% |
| Enter KIP. | | | |

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

Strategy Name and # 4 Rigorous Coursework and Learning Opportunities

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

Narrative description of this strategy.

In addition to the support of AVID for secondary students, middle school advanced courses content and participation criteria will be established to eliminate systemic barriers to create authentic and inclusive learning experiences accessible to traditionally underserved students. Students in grades 1-8 throughout the district will have the opportunity to participate in extended day and summer school extension learning opportunities including Gifted-Talented Academy (with students from ISD 194), STEM Project-Based Learning courses, reading and literacy support, math challenge competitions, and other competitive activities, e.g. spelling bee, quiz bowl, geography bowl, etc. Utilizing the MTSS framework, schools will be able to assist students in gaining the necessary skills and academic language to successfully participate in advanced courses. Burnsville High School and Burnsville Alternative High School will increase the number of courses eligible to earn college credits in the current college and career Pathways Program. Alignment of curriculum and instruction with the ACT standards as well as the Minnesota Academic Standards will provide additional opportunities for students to successfully participate and enroll in the Pathways Program including academic support for concurrent enrollment courses.

Location of services: Nicollet Middle School, Eagle Ridge Middle School, Burnsville High School, Burnsville Alternative 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.

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>Increase the number of racially diverse students participating in STEM extended day/summer courses from 11 in summer 2019 to 40 in summer of 2022</i> | 22 | 35 | 40 |
| <i>Decrease the disparity between grade 11 Black/African American and Latinx students in ACT average composite scale score from 5.5 in 2019 to 4.0 in 2022</i> | 5.0 | 4.8 | 4.0 |

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

Strategy Name and # 5 Build Capacity for Equitable and Culturally Proficient Schools

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

Narrative description of this strategy.

All staff members in ISD 191 will be trained in culturally responsive instruction practices that are designed to ensure ethnically and economically diverse students are highly engaged and meeting performance benchmarks. This will include the development of building level-equity teams of which at least one member is a CPSS (Culturally Proficient School Systems) trainer. The district will develop a district equity leadership team to drive and sustain instruction, build and support positive school climate, and develop and deliver professional development for school board, administration, license staff, non-licensed staff, and operations staff to deepen and sustain the journey toward equitable systems. Included in this work will be implementation of a comprehensive walkthrough tool for buildings and classrooms and engaging with parents and families representative of the school community in decision making, recommendations, and advocacy roles.

Location of services: All PK-12 sites

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.

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>Increase the number of staff trained as Equity/CPSS leaders from 18 in 2020 to 70 in 2023</i> | 43 | 55 | 70 |
| <i>Increase the percentage of teachers responding that they have the skills and knowledge to deliver culturally responsive lessons from 65% in 2016 (baseline) to 85% in 2023</i> | 72% | 78% | 85% |

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

Goal #2: Increase the percentage of incoming racially and economically diverse students demonstrating kindergarten readiness in pre-reading from 31.5% in 2019-20 to 70.0% in 2022-23.

Aligns with WBWF area: All children are ready for school.

Goal type: Integration

Strategy Name and # 2 Bridging Cultural and Socio-economic Barriers

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

Strategy Name and # 3 Family Engagement Academy

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

Strategy Name and # 5 Build Capacity for Equitable and Culturally Proficient Schools

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

Goal #3: Decrease the disparity in representation for enrollment of students of color in rigorous high school courses from -24% in 2019-20 to -5% in 2022-23.

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

Goal type: Achievement Disparity

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.

Strategy Name and # 2 Bridging Cultural and Socio-economic Barriers

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

Strategy Name and # 3 Family Engagement Academy

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

Strategy Name and # 4 Rigorous Coursework and Learning Opportunities

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

Strategy Name and # 5 Build Capacity for Equitable and Culturally Proficient Schools

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

Goal #4: The percent of students' access to teachers/classrooms demonstrating culturally responsive pedagogy will increase from 46% in 2018 (baseline) to 75% in 2023.

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

Goal type: Teacher Equity

Strategy Name and # 2 Bridging Cultural and Socio-economic Barriers

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

Strategy Name and # 5 Build Capacity for Equitable and Culturally Proficient Schools

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

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 Achievement and Integration Plan goals are aligned to the district World's Best Work Force goals and the Indian Education Program Plan goals. These goals and indicators reflect the District Strategic Directions: 1) Close gaps and raise achievement for all students and 2) Create a Culturally Proficient School System. The strategies in the A&I Plan provide additional support to the district work on the district strategic plan. These goals will be key indicators of progress for internal program efficacy.

The District 191 Equity Plan is striving to eliminate the predictability of disparities in achievement based on race or socio-economics. The goals and metrics of the A&I Plan will serve as the scorecard for the impact and efficacy of the Equity Plan.

The alignment of these goals and objectives provides a unified and comprehensive framework to guide building leaders in their School Improvement Plans. The Director of Curriculum, Instruction, and Assessment in the System Improvement and Student Achievement (SISA) department will provide oversight of each the aforementioned program areas in addition to professional development and curriculum & instruction.