

## Achievement and Integration Plan July 1, 2023 to June 30, 2026

*Submissions due by March 15, 2023*

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

**District Integration Status:** Racially Isolated

**Superintendent:** Dr Theresa Battle

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**Plan submitted by:** Imina Oftedahl

**Title:** Director of Curriculum, Instruction and  
Assessment

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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. None identified

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: *Type name of integration collaborative here, if applicable*

1. ISD 194 Lakeville Area Schools - Adjacent

### 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:

School Board Chair: Scott Hume

Signature:

Date Signed:

## 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).

For stakeholder input to be meaningful it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

**AIPAC Member Signature** \_\_\_\_\_ **Date Signed:**

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, Brandon Lowe, Sahro Abdullahi, Frannie Becquer, Amy Piotrowski, Kristine Black, Rebeca Mousseau, Melissa Johnson – parent/secondary, Leon Oritz – parent/secondary, Katie Roseman – parent/elementary, Noori Hamza – parent/elementary, Lori Erickson-parent/elementary

ISD 191 American Indian Parent Advisory Committee: Kelly Sundquist – Chair, Robin Knight – Parent, Beth Tapper - Parent

Members: ISD 194

Lydia Lindsoe, Emily McDonald, Kaetchen Haugen, Regina Smith, Elida Kane, Sandy Giorgio, Jane Bianchi, Suleka Omar, Aimee Gish Meier, Elibeth Osorio, Jodie Sheets, Kelsie Hughes, Megan Reikowski, Nicole McKenzie, Rhonda Kaczor, Molly Hammel, Carly Anderson, Latisha Moening, Christine Thompson, Khadra Mohamed, Britni Granquist, Courtney A Lamprecht, Kathy Nida, Megan Blazek, Tracy Brovold

Meeting Dates 2022-2023

SASIAC & Special Education Family Advisory

Aug 3 (SEAC): review goals and achievement data for students served by IEPs

Oct 10 (SASIAC/MDCC with Lakeville): review Combined WBWF/A&I Progress Report, share data from comprehensive needs assessment, form consensus on goal areas

Nov 21: review goal statements and discuss strategies

Jan 9: (SASIAC/MDCC with Lakeville): review strategies and identify collaborative strategies and activities between districts

American Indian Family Advisory Committee

Sept 29: review goals and results for IEPP, share data from comprehensive needs assessment for American Indian/Alaskan Native students

Nov 2: determine goals and strategies for 22-23 IEPP

Dec 14 : review A&I goals and strategies, provide feedback and input

**Community Collaboration Council for Racially Identifiable School(s):** None

## 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 84.4% in 2021 to 90% in 2025 and a) Latino students from 66% in 2021 to 78% in 2025 and b) Native and Indigenous students from 67% in 2021 to 80% in 2025.

**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* section 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).

**Strategy Name and #1** Advancement via Individual Determination-AVID Schoolwide

**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 traditionally 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, 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 School

## Key Indicators

### 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 2024	Target 2025	Target 2026
<i>Retention of students in AVID Elective will increase from 67% in 2021-22 to 85% in 2025-26</i>	73%	79%	85%
<i>Sites will shift the site "AVID Schoolwide" score to "Sustaining AVID Schoolwide" score on the CCI 10% each year with 2021-22 as baseline</i>	10%	20%	30%
<i>Four-year graduation rate for students enrolled in AVID Elective will maintain at 100%</i>	100%	100%	100%

### Strategy Name and #2 Family Partnership and Support

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

#### Narrative description of this strategy.

Social workers and cultural liaisons will collaborate to build partnerships with families and 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. Staff will provide targeted support to culturally and economically diverse parents/caregivers to improve preschool academic readiness, social-emotional regulation, and participation in rigorous coursework 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. Cultural liaisons will also provide the opportunity for parents and caregivers to participate in key training using locally designed family engagement curriculum.

Location of services: All PK-12 sites

## Key Indicators

### 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 2024	Target 2025	Target 2026
<i>Increase the number of parent/caregivers participating in FIRE from 19 in 2021-22 to 60 in 25-26</i>	33	47	60
<i>Increase the participation of parent/caregiver response on parent Climate Survey from 26% in 2021-22 to 40% in 25-26</i>	30%	35%	40%
<i>Increase the percentage of BIPOC families indicating they feel welcome and safe in their child's school from 78% 2021 to 85% in 2026</i>	80%	83%	85%

### Strategy Name and #3 Native American and Indigenous Student and Family Engagement

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

### Narrative description of this strategy.

American Indian Family & Student Liaison will meet with Native families monthly to provide resources and information to support family and student advocacy. American Indian Liaison will also provide support and materials to classroom teachers to include accurate representation of the role of indigenous peoples in Minnesota and American culture, economics, history, and agriculture. American Indian Liaison will also participate in the South Metro Indian Education Committee providing opportunities for students and families from Burnsville, Lakeville and others to participate in cultural and education opportunities including the South of River Pow Wow and monthly Drum and Dance.

Location of services: All PK-12 sites

## Key Indicators

### 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 2024	Target 2025	Target 2026
<i>Increase the number of Native and Indigenous students enrolled in preschool programming from 3 in 2022-23 to 6 in 2025-26.</i>	4	5	6
<i>Social workers and school psychologists will attend professional development on native culture</i>	50%	75%	100%
<i>Attendance at cultural learning family nights will increase each year with the baseline of 2022-23 of 12 family groups.</i>	18	23	28

### Strategy Name and #4 Develop Culturally Proficient School Systems

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

### Narrative description of this strategy.

All licensed 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's 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. Teams will integrate the goals from the equity plan into site improvement plans.

Location of services: All PK-12 sites

## Key Indicators

### 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 2024	Target 2025	Target 2026
<i>Increase the number of staff trained as Equity CPSS leaders from 26 in 2022 to 60 in 2026</i>	40	50	60
<i>Increase the percentage of teachers responding that they have the skills and knowledge to deliver culturally responsive instruction from 73% in 2022 to 85% in 2026</i>	77%	81%	85%

**Goal #2:** Increase the percentage of racially and economically diverse incoming kindergarteners meeting fall pre-reading literacy benchmark a) all Black, Indigenous, students of color from 35% in fall 2022 to 55% in fall of 2025 and b) Latino students from 10% in 2022 to 30% in 2025 and c) Native and Indigenous students from 20% in 2022 to 40% in 2025.

**Aligns with WBWF area:** All students ready for school

**Goal type:** Achievement Disparity

## Strategies

**Strategy Name and #2** Family Partnership and Support

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

**Strategy Name and #3** Native American and Indigenous Student and Family Engagement

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

**Strategy Name and #4** Develop Culturally Proficient School Systems

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

**Goal #3:** Decrease the demographic disproportionality of BIPOC students in rigorous high school courses from 17% in 2021-2022 to 8% in 2025-2026.

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

**Goal type:** Integration

## Strategies

**Strategy Name and #1** Advancement via Individual Determination-AVID Schoolwide

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

**Strategy Name and #2** Family Partnership and Support

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

**Strategy Name and #3** Native American and Indigenous Student and Family Engagement

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

**Strategy Name and #4** Develop Culturally Proficient School Systems

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

**Goal #4:** Increase the percentage of students accessing teachers/classrooms demonstrating culturally responsive instruction aligned with the CPSS Lesson Study Tools from 72% in 2022 to 90% in 2026.

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

**Goal type:** Teacher Equity

## Strategies

**Strategy Name and #1** Advancement via Individual Determination-AVID Schoolwide

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

**Strategy Name and #2** Family Partnership and Support

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

**Strategy Name and #4** Develop Culturally Proficient School Systems

**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)). A7I Plan goals are aligned to the district World's Best Workforce goals and American Indian Education Program Plan goals and activities (used as KIPs in this plan). These goals and indicators reflect the District Strategic Directions:

- Creating space and opportunity for each and every voice to be heard
- Actively leading by developing and sustaining a diverse and equitable education system
- Supporting and leveraging new methods and original thinking to improve student outcomes
- Engaging our community to ensure common understanding

The equity work of the district is to interrupt and disrupt practices that perpetuate predictability of disparities in achievement based on race, ethnicity, and socio-economics. The goals and strategies are embedded parts of district initiatives supporting work in place found in the district equity plan, district literacy plan, Title I and Title II goals. This comprehensive framework aligns goals and plans providing a unified direction for site and program leaders in their own continuous improvement work. The Director of Curriculum, Instruction and Assessment in the Systems Improvement and Student Achievement (SISA) department will provide oversight of these instructional program areas in addition to professional development and equity leadership.

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