# Achievement and Integration Plan

## July 1, 2026 to June 30, 2029

**District ISD# and Name:** District 191 Burnsville Eagan Savage
**District Integration Status**: Racially Isolated
**Superintendent:** Dr. Latanya Daniels
Phone:952-707-2005
Email: ldaniels@isd191.org
**Plan submitted by:** Isis Buchanan
Title: Director of Educational Equity
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## 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.

1. ISD 271; Bloomington Public Schools

Provide the name of your integration collaborative if you have one: None Identified

## 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 (RIS), please list each of those schools below. Add additional lines as needed. You will complete one RIS plan, one per RIS, at the end of the form.

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.

## School Board Approval

☑ We certify that we have approved this Achievement and Integration 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. Latanya Daniels**
Signature: Date Signed: Enter date.

School Board Chair: **Abigail Alt**
Signature: Date Signed: Enter date.

## Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 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 student integration.

Districts with Racially Identifiable Schools (RIS) are required 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 racially identifiable schools (Minn. R. 3535.0160, subp. 2). *Record your Community Collaboration Council members on the RIS portion of this form.*

Districts with an **American Indian Parent Advisory Committee (AIPAC)** 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 on page 8 of the Achievement and Integration Plan Guide.

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 District 191:

- Isis Buchanan, Brandon Lowe, Colleen Coleman, Madison McKinney, Marlene Bad Warrior, Anna Maria Riveres, Amal Osman, Kionna Hampton, Rahma Hassan parent-Virtual Academy, Hamde Daoud-parent elementary, Zahra Hassan-parent elementary/secondary, Salma Hussein-parent elementary, Maryan Ali-parent secondary
- District 191 AIPAC Co-chairs: Brian Burthay-parent elementary, Kelly Sundquist-parent secondary
    - AIPAC Recommendations:
        - Cultural proficiency professional development
        - Improve student self image and sense belonging
        - Review discipline data of middle school Indigenous students
        - Improved recognition by/from individual buildings of Indigenous Peoples Day and other observances of American Indian Cultural Heritage
        - Cultural spaces and resources and staffing to support smudging
        - Culture trunk creation for each site that supports all students learning about Indigenous history, culture and language

Members District 271:

- Jenna Mitchler, Cassie Mae, Alejandro Gutierrez-Navarro, Abby Olson, Andrea Kibort, Rose Nguyen, Quinn Jensen, Sara Bertram, Valerie Peterson, Kiimi Aisawa Romportl, Alex O'Connor, Vickie De Jager-Pound, Jennifer Corcoran, Amanda Crombie, Danielle Indovino Cawley, Airrion Williams, Monica Raushwarter, Darnisha Adams, Marlene Schriner, Margaret Thomas, Thomas Bennet, Ashli Schmaltz, Kylene Dmochowski, Andrew Zanios, Jessica Valdez Renteria, Jessi Martinez, Adriana De a Cruz Ventura, Mohamoud Jibril, Ana Molino, Richard Scott, Trevor Rodriguez-Sotelo, Lorena Mitchell, Safia Abdirahman, Dominique Suttles, Jaqueline Silva, Abdirahman Hassan, Sammy Pliego, Gema Beltran

Meeting Dates 2025-2026:

- September 17, 2025-Learning about district goals to develop a new partnership

- September 29, 2025-Planning for FY 26-29 plan creation
- November 10, 2025-Planning fo A & I partnership Bloomington and District 191-Sharing plan ideas and gathering input
- January 13, 2026-Sharing plan ideas and gathering input
- January 22, 2026 Sharing plan ideas and gathering input
- February 10, 2026-Sharing plan ideas and gathering input
- April 13, 2026 -Sharing submitted plans at MDCC meeting

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.

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## Achievement and Integration Goals

***You will copy and paste the Goal, Strategy, and KIP portion of this form for each individual goal or strategy your district has.***

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 the four-year BHS graduation rate for BIPOC students from 73.6 % (218 out of 296) in 2024 to 90 % in 2029.

**Goal #2:** . Increase the four-year BHS graduation rate for Linguistically Diverse Students from 46.7 % (50 out of 107) in 2024 to 70% in 2029.

**Goal #3:** Increase the four-year BHS graduation rate for Indigenous students from 40% (2 out of 5) in 2024 to 70% in 2029.

**Goal #4:** Increase the four-year BHS graduation rate for Latino students from 54.2 % (65 out of 120) in 2024 to 80% in 2029.

**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).

*Copy and paste the strategy section below for each additional strategy.*

**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 #**1 Targeted Student Support to Improve Academic Outcomes

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

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

☐ 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.
☐ Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

**What:** This strategy implements a vertical pipeline of academic support centered on the AVID (Advancement Via Individual Determination) framework. It utilizes a dual-approach model:

1. **Middle School (Universal Foundation):** A Schoolwide Grade 6 program providing foundational success skills to all students.
2. **High School (Targeted Intervention):** A hybrid "AVID Flex" model for 11th and 12th graders that blends the AVID elective curriculum (rigor and college readiness) with intensive credit recovery and affinity-based support to bridge graduation gaps.
3. **Partnership with Bloomington:** Ongoing professional development for all secondary staff for AVID school-wide

**Staff Support:**

- **Social Worker:** Social workers will provide proactive systems of support and behavioral interventions for "off-track" students—particularly within the AVID Flex model—to ensure students remain engaged in academic rigor and stay on the pathway to graduation.
- **Specialist of American Indian Culture:** This position will provide direct academic support and targeted interventions for Indigenous students to improve graduation outcomes and credit completion.
- **Indigenous Cultural Liaison:** This position will identify and recruit Indigenous students for the vertical academic pipeline, providing culturally specific guidance to navigate secondary school requirements.

**Why:** District 191 data reveals a significant achievement disparity. While the overall Burnsville High School (BHS) graduation rate is 80%, rates for specific demographics remain critically lower:

- Latino Students: 54.2%

- Linguistically Diverse Students: 46.7%
- Indigenous Students: 40%
- Latino Male EL Students: 31%

By expanding AVID schoolwide in 6th grade and refining credit recovery for upperclassmen, we aim to standardize high-quality instruction and proactive intervention to meet our 2029 goal of a 90% BIPOC graduation rate.

## Program Structure and Delivery

AVID-trained educators attending the AVID Summer Institute provide instruction. The curriculum is delivered as follows:

- **Middle School (6th Grade):** Delivered through a schoolwide model where organization, goal-setting, and Cornell Note-taking are integrated into the foundational 6th-grade experience.
- **High School (AVID Flex):** A specialized elective course for 11th/12th graders. The structure includes:
    - **Academic Rigor:** Tutorials focused on current core classes and AVID strategies.
    - **Credit Recovery:** Dedicated class time using standard credit recovery formats, enhanced by teacher-led support to accelerate credit acquisition.
    - **Mentorship:** Affinity group connections, guest speakers, and post-secondary planning.

## Student Participation and Selection

**Middle School (Eagle Ridge & Nicollet):**

- **Target Audience:** 100% 6th-grade cohort.
- **Selection:** Universal participation ensures every student receives foundational training.
- **Transition:** Quarters 3 & 4 provide elective opportunities in advisory or "flex" periods, serving as a talent-scouting mechanism to identify students who would benefit from the intensive AVID elective in grades 7-8.

**High School (BHS & BAHS):**

- **Target Audience:** Grade 11 and 12 students, with a primary focus on Latino males.
- **Selection Process:** Candidates are identified via the **eduCLIMBER data dashboard**. We specifically target the "Off Track" band (e.g., seniors with fewer than 32 credits).
- **Enrollment:** Target students are automatically scheduled into the hybrid elective, though they retain the flexibility to transition to standard credit recovery if they choose to withdraw from the AVID component.

## Intended Outcomes and Assessment

We will measure the effectiveness of this strategy through:

1. **Credit Acquisition:** Weekly tracking of credits earned toward graduation for high school participants.
2. **Real-time Readiness:** Continuous monitoring via eduCLIMBER to track "On Track" status and projected graduation rates.
3. **Middle School Pipeline:** Tracking the number of 6th graders successfully transitioning into 7th-grade AVID electives.
4. **Postsecondary Success:** Assessing the completion of postsecondary applications and financial aid (FAFSA) goals.

**Location of services**: Eagle Ridge Middle School, Nicollet Middle School, Burnsville High School, Burnsville Alternative High School to ensure a vertical pipeline of support.

## Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether 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.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that reduce racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

### Strategy 1: Targeted Student Support to Improve Academic Outcomes

### 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 2027** | **Target 2028** | **Target 2029** |
|---|---|---|---|
| **Sixth Grade AVID School-Wide**: The percentage of 6th grade students who were at or above grade level in course grades will increase from a baseline of 83.3% (1608 out of 1930 students) in 2025. | 85.3% | 88.3% | 90% |
| **Middle School to High School Rigorous/Accelerated Course Registration:** Develop a standardized process to review student registration data and identify BIPOC students who have not registered for rigorous/accelerated courses and proactively work to ensure school demographics are represented in rigorous/accelerated course enrollment. Fiscal year 2026-2027, 9th grade-40 BIPOC students enrolled in AP Human Geography and 11 BIPOC students enrolled in Advanced Math. | AP Geography 40 students<br><br>Advanced Math 11 Students | AP Geography 60 students<br><br>Advanced Math 30 Students | AP Geography 80 students<br><br>Advanced Math 45 Students |
| **Credit Completion Rate:** Percentage of eligible AVID Flex students earning all past due credits via credit recovery during the first semester or their first year of the course. New metric-baseline to be determined in FY27 | TBD | TBD | 100% |
| **Postsecondary Readiness:** Percentage of eligible AVID Flex seniors with a completed FAFSA/Dream Act application and a defined postsecondary plan. New metric-baseline to be determined in FY27 | TBD | TBD | TBD |

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

**Goal #5:** We will increase the percentage of representation of BIPOC senior students taking rigorous* courses at Burnsville High School from 33.2% in 2025 to 70% in 2029 **(*all courses that provide opportunities for postsecondary credit)**

**Goal #6:** We will increase the percentage of representation of 12th grade *Latino students taking* rigorous* *courses from 23.7% in SY 2025 to 28% in SY 2029.*

**Goal #7:** We will increase the percentage of representation of *American Indian students taking rigorous* courses from 66.7% in SY 2025 to 70% in SY 2029.*

**Goal #8:** We will increase the percentage of representation of linguistically and culturally diverse students *taking rigorous* courses from 11.7% in SY 2025 to 30% in SY 2029.*

**Goal type:** Integration

**Strategy Name #**2: Cross-District Partnership for Access to Rigorous Courses

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

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- ☐ 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.
- ☐ Increases access to effective and diverse teachers.

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

**What:** This strategy is a cross-district partnership designed to increase enrollment and success in Career & Technical Education (CTE) and rigorous coursework (Advanced Placement, Concurrent Enrollment, and PSEO) for student groups who have historically been underrepresented. The initiative moves beyond passive enrollment by utilizing targeted outreach and ongoing support for both students and their families. It is specifically designed to reduce racial and economic enrollment disparities by ensuring that every student has a clear pathway to postsecondary credit-bearing opportunities.

**Staff Support:**

- **Specialist of American Indian Culture:** This position will conduct proactive data reviews to identify Indigenous students demonstrating proficiency and will lead recruitment efforts for advanced coursework in partnership with Bloomington Public Schools.
- **Indigenous Cultural Liaison:** This position will partner with Indigenous students and families to facilitate enrollment in rigorous, postsecondary credit-bearing courses and provide ongoing support to ensure success in these classes.

**Why:** Current enrollment data reflects a disparity where BIPOC and students from lower socioeconomic backgrounds are not enrolling in rigorous or technical courses at the same rate as their peers. By proactively reviewing registration data and identifying students who have the potential for success but have not registered, the district ensures that the demographics of advanced and technical classrooms reflect the overall school population. This strategy directly supports the goal of increasing graduation rates by connecting students to high-interest, high-value coursework that provides a head start on college and career credentials.

### Program Structure and Delivery

Instruction is delivered within the existing high school and technical center frameworks, but the strategy for access is delivered through a multi-tiered outreach model:

- **Targeted Outreach:** School counselors and AVID coordinators conduct 1-on-1 meetings with identified students to discuss the benefits of rigorous and CTE courses.
- **Family Engagement:** Facilitation of informational sessions to help families navigate the registration process and understand the long-term financial benefits of earning postsecondary credits in high school.

- **Ongoing Support:** Students enrolled through this initiative are provided with academic "wraparound" supports, such as AVID tutorials or peer mentoring, to ensure they remain successful in the more challenging curriculum.

**Student Participation and Selection**

- **Which Students Participate:** The primary participants are BIPOC students, linguistically diverse students, and students from low-income households who are not currently enrolled in at least one rigorous or CTE course.
- **Selection Process:** A proactive *Registration Review Process* is conducted annually. Staff use data dashboards (such as eduCLIMBER) to cross-reference student achievement data with registration choices. Students who demonstrate proficiency in core subjects but have not selected "rigorous" options are identified for targeted recruitment.
- **Partnership Component:** As part of the cross-district requirement, students may participate in shared CTE programs or regional technical centers, bringing together students from across district lines to learn in integrated environments.

**Intended Outcomes and Assessment**

The success of this strategy will be assessed through:

- **Enrollment Parity:** Comparing the demographic makeup of CTE and rigorous courses against the total school population to ensure representation.
- **Credit Completion:** Monitoring the rate at which participating students successfully earn "C" grades or higher and receive the associated college or technical credits.
- **Student/Family Surveys:** Assessing the effectiveness of outreach efforts and whether families feel more informed about postsecondary pathways.
- **Long-term Graduation Impact:** Tracking if participation in these courses leads to higher persistence and graduation rates for the identified demographics.

**Location of Services:** *Burnsville High School, Burnsville Alternative High School, and partner district technical sites/classrooms involved in the cross-district agreement.*

## Strategy 2: Cross District Partnership for Access to Rigorous Courses

### 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 2027** | **Target 2028** | **Target 2029** |
|---|---|---|---|
| The number of culturally and linguistically diverse 8th students taking embedded honors courses in middle schools will increase from 6.6% (7 out of 106 students) in 2025 to 27% in 2029 | 10% | 17% | 27% |
| The number of 8th grade students taking embedded honors courses in middle schools will increase from 24.0 % (106 out of 442 students) in 2025 to 50% in 2029 | 30% | 40% | 50% |
| **Middle School to High School Rigorous/Accelerated Course Registration:** Develop a standardized process to review student registration data and identify BIPOC students who have not registered for rigorous/accelerated courses and proactively work to ensure school demographics are represented in rigorous/accelerated course enrollment. Fiscal year 2026-2027, 9th grade-40 BIPOC students enrolled in AP Human Geography and 11 BIPOC students enrolled in Advanced Math. | AP Geography 40 students<br><br>Advanced Math 11 Students | AP Geography 60 students<br><br>Advanced Math 30 Students | AP Geography 80 students<br><br>Advanced Math 45 Students |
| Total number of college credits earned by students in grades 9-12 will increase from 1,572 in 2025 to 1,935 in FY 2029 | 1,572 credits | 1,772 credits | 1,935 credits |

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

**Goal #9:** Increase the number/percentage of staff who share that using culturally responsive practices in their classroom improves student engagement and academic outcomes from 00% in 2026 to 50 % in 2029. (PD Survey to be created and shared with secondary teachers in 2026.)

**Goal type:** Teacher Equity

**Strategy Name #**3: Targeted Professional Development to Improve Academic Outcomes

**Narrative description of this strategy.** Based on your description below, someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

**What:** This strategy implements a comprehensive Professional Development (PD) framework designed to shift school culture from exclusionary practices to inclusive, restorative, and culturally responsive environments. The strategy focuses on equipping all staff—including teachers, administrators, social workers—with the tools to increase BIPOC students' sense of belonging and academic engagement. Key components include AVID Emerge PD (focused on culturally/linguistically diverse family partnerships), Restorative Justice training, Adultism awareness, and Staff Affinity Spaces.

**Staff Support:**

- **Social Worker:** Social workers will learn and lead professional development for licensed staff on restorative practices and "Adultism" awareness to reduce disciplinary disproportionality and improve school culture.
- **Specialist of American Indian Culture:** This position will facilitate experiential professional development for educators, focusing on Indigenous cultural knowledge and the integration of culturally responsive pedagogy.
- **Indigenous Cultural Liaison:** This position will provide specialized training for staff on building effective partnerships with Indigenous families and understanding the unique cultural needs of Native American students.

**Why:** Professional capacity is the primary lever for student success. To reach the 2029 graduation targets for Latino, Indigenous, and Linguistically Diverse students, staff must move beyond traditional instruction toward a "human-centered" approach. By addressing "Adultism" and non-exclusionary practices, the district aims to reduce the disciplinary and relational barriers that currently contribute to the achievement disparity. Targeted work ensures that student cultures are not just recognized but represented district-wide.

**Program Structure and Delivery**

Instruction for staff will be delivered through a variety of experiential and collaborative formats:

- Experiential Learning: Indian Education programming will provide experiential PD opportunities to deepen staff understanding of Indigenous history and contemporary contributions.
- AVID Emerge: Specialized training for educators to support culturally and linguistically diverse students through high-leverage AVID strategies and robust family partnership models.
- Collaborative Study: Book studies and "Non-Exclusionary PD" sessions for social workers, counselors, and cultural liaisons.
- Restorative Practices: Youth-led restorative justice training to flip the power dynamic and address "Adultism" (the prejudice against youth in favor of adults).
- Staff Affinity Spaces: Creating inclusive environments for BIPOC staff to process learning and lead school-wide cultural shifts, ensuring the work is impactful for both staff and students.

Student Participation and Selection

- Which Students Participate: While this is a staff-facing strategy, the primary beneficiaries are all BIPOC and linguistically diverse students across the district.

**Intended Outcomes and Assessment**

The success of this strategy will be assessed through:

- Student Climate Surveys: Annual measurement of "Sense of Belonging" among BIPOC student groups, with a goal of incremental year-over-year increases.
- Staff Competency: Assessment of PD implementation through classroom observations and integrating culturally responsive materials into the curriculum.
- Retention Data: Tracking the retention rates of BIPOC staff who participate in affinity spaces.
- Discipline Data: Monitoring for a decrease in exclusionary disciplinary actions (suspensions/referrals) for BIPOC students.

**Location of Services**

*District-wide (Burnsville High School, Eagle Ridge and Nicollet Middle Schools, and District Office), as well as partner district sites for collaborative cross-district PD.*

## Strategy 3: Targeted Professional Development to Improve Academic Outcomes

### 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 2027 | Target 2028 | Target 2029 |
|---|---|---|---|
| **Annual student survey:** Percent of students who agree with the statement "I develop trusting relationships with adults at school." Baseline FY25 83% | 88% | 93% | 95% |
| **Discipline Disproportionality:** Comparing the rate of suspension/expulsion of white students to students of color. O% means equal rates, 100% means students of color are suspended/expelled at twice the rate of white students.) Baseline: FY25 60% | 50% | 40% | 30% |
| Percentage of 6-12 staff trained in AVID Emerge Participation | 30% | 60% | 90% |
| Annual Staff Survey: I feel my work is valued by school/district leadership. FY24 67.1% | 70% | 75% | 80% |

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

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

**Strategy Name #**4: Targeted Family Engagement and Student Support

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

**What:** This strategy moves beyond traditional school-family communication by establishing a culturally responsive partnership model. It focuses on removing the "hidden curriculum" of secondary education by providing families with the tools, data, and social capital necessary to advocate for their students' academic success. This includes "AVID Family Workshops," bilingual FAFSA/College nights, and the utilization of social workers, counselors and cultural liaisons to bridge the gap between home and school.

**Staff Support:**

- **Social Worker:** Social workers will partner directly with families of students identified via the eduCLIMBER dashboard as "off-track" to provide resources and navigate external systems of support that improve student attendance and well-being.
- **Specialist of American Indian Culture:** This position will lead culturally responsive family workshops specifically for Indigenous families to support FAFSA/Dream Act completion and postsecondary planning.
- **Indigenous Cultural Liaison:** This position will facilitate communication between the district and the American Indian Parent Advisory Committee (AIPAC), ensuring Indigenous family voices are integrated into student support strategies.

**Why:** Research shows that student outcomes—particularly graduation rates and enrollment in rigorous courses—improve significantly when families are active partners in the educational process. For our Latino, Indigenous, and Linguistically Diverse families, traditional school structures can sometimes feel inaccessible. By providing targeted support and translated resources, we ensure that a student's demographic or home language is never a barrier to high-level academic participation.

Program Structure and Delivery

The strategy is delivered through a tiered approach of outreach and education:

- AVID Family Workshops: Hosted quarterly at the middle and high schools, these sessions teach parents the same organizational and note-taking strategies their students are learning (e.g., how to check a 6th-grade binder or how to monitor credits in eduCLIMBER).
- Academic Planning Nights: Specialized sessions for families of BIPOC and EL students focused on "College Knowledge," including navigating PSEO, AP registration, and scholarship applications.
- Bilingual Outreach: Utilizing counselors and cultural liaisons to conduct home visits or phone check-ins for students identified as "Off Track" in the eduCLIMBER dashboard.
- Interactive Digital Access: Training for families on how to use ParentVUE and other district tools to monitor real-time graduation progress.

Student and Family Participation

- Which Students/Families Participate: While open to all, outreach is targeted toward families of students in the 6th-grade Schoolwide program and the Grade 11-12 "AVID Flex" cohorts.
- Selection: Participants are identified through graduation readiness data. Families of students with credit deficiencies or those who are "high potential/low enrollment" for rigorous courses receive personal invitations and follow-up from counselors or liaisons.

Intended Outcomes and Assessment

- Increased Participation: Tracking attendance rates at family nights, disaggregated by race and language.
- Improved Literacy of Systems: Surveying families on their confidence levels in navigating college applications and school data tools.
- Academic Impact: Correlating family workshop attendance with student credit acquisition and GPA improvements.
- FAFSA/Dream Act Completion: Measuring the increase in financial aid applications among Latino and first-generation college-bound seniors.

**Location of Services**

Eagle Ridge Middle School, Nicollet Middle School, Burnsville High School, and community-based locations (e.g., local libraries or apartment complexes) to meet families where they are.

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

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- ☐ 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.
- ☐ Increases access to effective and diverse teachers

## Strategy 4: Targeted Family Engagement and Student Support

### 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 2027 | Target 2028 | Target 2029 |
|---|---|---|---|
| Family Participation-Attendance of BIPOC families at academic planning events. Create a process to track family participation in academic events. | *40%* | *55%* | *70%* |
| FAFSA/Dream Act Completion Rate (Specifically for Latino and Indigenous seniors) | 60% | 75% | 85% |
| Parent Portal Usage (Active logins by families of "off-track" students). FY27 will gather baseline data. | +20% | +40% | +60% |
| Postsecondary enrollment (Graduates from targeted group enrolling in 2- or 4- year programs) FY27 will gather baseline data | TBD | TBD | TBD |
| Offer Family Academic Workshops: 1. The Middle Transition, 2.Understanding transcript for 9th/10th grade families on how credits, GPA, and class rank impact future opportunities,3. Financing the Dream-Navigating the FAFSA, 4. The Power of Rigor: Explaining why CTE and rigorous courses are essential to reduce overall college costs. | 1 event | 2 events | 3 events |

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

**Strategy Name #**5: Living Into Literacy

**Narrative description of this strategy.** Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how instruction will be delivered, and where will this take place.

**Narrative Description**

**What:** "Living Into Literacy" is a targeted literacy and cultural identity initiative for American Indian students in Districts 191 and 271. In partnership with Room to Read, the American Indian Education Program (AIEP) will provide every Indigenous student with high-quality, culturally relevant books from a specialized Indigenous collection. The strategy transforms book distribution into a year-long series of "literacy events" that include Indigenous food sovereignty experiences and a cross-district peer-mentorship model where secondary students guide elementary students.

**Staff Support:**

- **Specialist of American Indian Culture:** This position leads the "Living into Literacy" initiative, including the oversight of the "Culture Trunk" project and the cross-generational peer-mentoring network for Indigenous scholars.
- **Indigenous Cultural Liaison:** This position supports the implementation of literacy events and structured gatherings focused on storytelling and Indigenous culture, ensuring high participation rates among Native American students.

**Why:** To improve academic outcomes, students must see their lived experiences and histories reflected in their curriculum. Current data shows Indigenous students face a significant graduation gap (40%). By centering literacy within the Indigenous community and connecting cultural lessons to state ELA and Social Studies standards, this strategy fosters a sense of belonging and academic efficacy. It addresses the need for "in-house" field trips for elementary students, ensuring they receive the same community-building opportunities as secondary students.

### Program Structure and Delivery

Instruction and engagement are delivered through integrated cultural-literacy events:

- The "Culture Trunk" Model: Every school site receives a full set of the Indigenous book collection in their "culture trunk" and media center to ensure ongoing access beyond the event.
- Literacy Events: AIEP staff strategically host events throughout the year at each school. These events are not "one-time drops" but structured gatherings where students engage with the text, participate in storytelling, and share traditional Indigenous foods.
- Peer-Mentorship: Secondary students from the AIEP Advisory group are trained to lead literacy circles and mentor younger students, providing cross-generational learning.
- Curricular Alignment: Lessons are intentionally mapped to state standards in ELA, Social Studies, and Science, ensuring that cultural identity work directly supports classroom achievement.

### Student Participation and Selection

- Which Students Participate: All American Indian students (K-12) in Districts 191 and 271.
- Selection: Participation is universal for all students identified under the American Indian Education Program.
- Leadership Roles: High school Indigenous students are selected based on their involvement in the AIEP Advisory group to serve as mentors for elementary "in-house" field trips.

### Intended Outcomes and Assessment

- Literacy Engagement: Measured by the number of students receiving books and participating in the year-long literacy events.
- Academic Alignment: Success is defined by the integration of Culture Trunk materials into general education ELA and Social Studies classrooms.
- Sense of Belonging: Assessment via student surveys focusing on cultural pride and connection to the school community.
- Reading Proficiency: Monitoring MCA (Minnesota Comprehensive Assessments) and local benchmark data (FastBridge/MAP) for Indigenous cohorts to track long-term literacy growth.

## Strategic Note on Integration

By bringing secondary students from across the partnership districts (191 and 271) to mentor younger students, this strategy fulfills the Integration Requirement by creating a regional network of Indigenous scholars, reducing the isolation of Native students in predominantly non-Native school settings.

### Location of Services

Elementary, Middle, and High Schools across District 191 (Burnsville-Eagan-Savage) and District 271 (Bloomington), with events held in program classrooms, media centers, and community spaces

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

### Strategy #5 Living into Literacy

### 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 2027 | Target 2028 | Target 2029 |
|---|---|---|---|
| **Direct Literacy Access** (Percentage of Indigenous students receiving at least 2 culturally relevant books annually) | *100%* | *100%* | *100%* |
| **Peer-Mentorship Growth** (Number of secondary students trained as literacy mentors) | 10 students | 15 students | 25 students |
| **Standardized Reading Growth** (Percentage of Indigenous students meeting/exceeding proficiency or growth targets on aReading assessment.) FY25 Baseline: 43.2% if Indigenous students demonstrated typical to aggressive growth on aReading | 50% | 55% | 60% |
| **Elementary Engagement** (Completion of "In-House" field trips at all elementary sites) | 100% of sites | 100% of sites | 100% of sites |

**Integrated Learning Environments** (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- ☐ 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.
- ☐ Increases access to effective and diverse teachers

## 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)).

This plan creates significant operational efficiencies and eliminates program duplication by shifting from a fragmented model of student support to a streamlined, vertical pipeline of services. By centralizing core strategies under the AVID framework and the American Indian Education Program (AIEP), the district reduces the need for multiple, disconnected intervention programs.

### 1. Integration of College Readiness and Academic Intervention

The **AVID Flex** model at Burnsville High School eliminates the need for separate, competing programs for college readiness and credit recovery. By merging the AVID elective curriculum with credit acquisition, the district utilizes a single

instructional block and a single trained teacher to meet two critical needs. This avoids the duplication of staffing and scheduling that occurs when students are forced to choose between "rigorous prep" and "remediation."

## 2. Schoolwide Standardized Skills

At the middle school level, the **AVID Schoolwide-Grade 6** program creates efficiency by embedding foundational organizational and academic strategies directly into the 6th-grade experience. This proactive approach:

- Reduces the need for high-cost, small-group interventions in later grades by ensuring all students possess universal success skills early.
- Standardizes instructional language across all classrooms, eliminating the "program fatigue" that results from multiple competing site-based initiatives.

## 3. Data-Driven Resource Allocation

The use of the **eduCLIMBER data dashboard** across all strategies ensures that resources (such as cultural liaisons, tutors, and counselors) are deployed with surgical precision. Rather than duplicating outreach efforts across multiple departments, the district uses a single data source to identify "Off Track" students. This ensures that family engagement and targeted support are coordinated rather than repetitive, preventing "over-serving" some families while others fall through the cracks.

## 4. Cross-District and Cross-Grade Level Collaboration

The **Living Into Literacy** and **Cross-District Partnership** strategies create efficiencies of scale:

- **Shared Resources:** Partnering with District 271 and Room to Read allows for shared procurement of culturally relevant materials and shared professional development costs.
- **Mentorship Pipeline:** Using secondary students as mentors for elementary "in-house" field trips eliminates the need for external vendors or additional specialized staff to lead community-building activities, instead utilizing the "internal capital" of the student body.

## 5. Targeted Professional Development

By focusing on **AVID Emerge** and **Restorative Practices** as the primary vehicles for staff growth, the district eliminates the need for disparate, one-off cultural competency training. This plan consolidates various "siloed" PD topics—such as literacy, family engagement, and equity—into a cohesive framework that is delivered during existing professional learning time, maximizing the impact of every training hour.