

Achievement and Integration Plan

July 1, 2020 to June 30, 2023

District ISD# and Name: ISD 877 Buffalo Hanover
Montrose Schools

District Integration Status: Adjoining District (A)

Superintendent: Dr. Scott Thielman

Phone: 763.682.8707

Email: sthielman@bhmschools.org

Plan submitted by: Nancy Eiyneck

Title: Diversity and Curriculum Integration Coordinator

Phone: 763.682.8767

Email: neiyneck@bhmschools.org

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 11 Anoka Hennepin** RI - Racially Isolated
2. **ISD 286 Brooklyn Center Community Schools** RI - Racially Isolated
3. **ISD 728 Elk River Area Schools A-** Adjoining
4. **ISD 17 Fridley** RI-Racially Isolated
5. **ISD 279 Osseo Area Schools** RI - Racially Isolated
6. **ISD 883 Rockford Area Schools A -** Adjoining

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. Scott Thielman

Signature:

Date Signed: Enter date.

School Board Chair: Dave Wilson

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 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](#).

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.

American Indian Parent Advisory Committee members include:

Hannah Lefstad

Christopher Lefstad

Our meetings have been held on September 23rd and January 23rd. Our agenda items included a review of the district's American Indian Education Plan and input on the the current Achievement and Integration Plan's goals and strategies, as well as sharing and discussion around the following questions:

How do you feel that BHM is meeting your/ your child's cultural needs as an American Indian student?

What needs should we be addressing?

What ideas/thoughts do you have?

Multidistrict Collaboration Council:

Our district participates in a Multi-District Collaborative Council to include the following: 1) Dr. Jennifer Cherry, Director of Student Support Services with the Anoka-Hennepin School District, 2) Jena Carlson, Director of Teaching and Learning and Michelle Ford, Director of Assessment with the Brooklyn Center School District, 3) Nancy Eiyneck, Diversity Coordinator and Pam Miller, Director of Teaching and Learning with the Buffalo-Hanover-Montrose School District, 4) John Piotrashke, Director of Teaching and Learning and Susan Samaha, Equity Coordinator with the Fridley School District, 5) Tricia Sanford and Kristin Hall, Curriculum Specialists with ISD 728, 6) Dr. Rev Hillstrom, Director of Equity and Inclusion with the Osseo School District, and 7) Kevin Keller, Director of Teaching and Learning with the Rockford School District.

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: The number of students in the graduating class who participate in the free/reduced lunch program and also participate in at least one CIS course during high school will increase from 85.6% in 2018-19 to 90% in 2021-22.

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

Goal type: Integration

To add goals, copy the two lines directly above and paste them below the strategies supporting Goal #1.

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 and # 1. AVID system and college and career readiness

Type of Strategy: Career/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:

- | | |
|--|---|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> 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.

Buffalo Hanover Montrose schools will deepen its college and career readiness focus, including but not limited to, integrating the AVID college readiness system to increase student achievement and access to rigorous college preparatory coursework for all students. Our district will support the needs of the AVID elective classes and district wide AVID strategies, focusing on increased achievement, opportunities and access for our historically underserved students. Some examples of support may include tutors, supplies, access to college and career readiness opportunities and family outreach/engagement events.

Location of services: Buffalo Hanover Montrose School District #877 grades K-12

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.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease 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.

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>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The percentage of students meeting or exceeding the college readiness benchmark composite scores will increase 2% each year.	33%	35%	37%
The number of students who participate in the AVID elective classes will increase	180	190	200
Enter KIP.			

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

Strategy Name and # 2. Professional development opportunities

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

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.

Our district will provide and expand professional development resources and training to district employees. The professional development opportunities and resources will assist staff in the identification and dismantling of systemic barriers, allow for reflection on how bias and expectations affect our students and families, support staff in the use of culturally relevant strategies and increasing equity for all students. These varied professional development opportunities and resources will focus on increasing student achievement, educational equity, and family engagement in order to meet the needs of our diverse group of learners. This professional development may include, but not be limited to, training in culturally relevant teaching practices, SEED, AVID, increasing equity, and opportunities in partnership with our collaborative (Northwest Suburban Integration School District).

Location of services: Buffalo Hanover Montrose School District #877 grades K-12 and other professional development venues

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.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease 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.

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>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The AVID school sites that have 60% or more of their staff AVID trained will increase.	4	6	8
The number of CRT professional learning opportunities offered outside of the regular school day will increase or maintain	1	1	2
Enter KIP.			

Strategy Name and # 3. Student opportunities

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

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.

Our district will participate in the NWSISD sponsored student support service and college/career readiness opportunities promoting integrated learning environments and practices to reduce academic and enrollment disparities based on students' racial, ethnic and, economic backgrounds. Student programs provided by NWSISD include Educator's Rising, Step-Up: Mentorship for Young Men and Essence: Mentorship for Young Women. The mentorship programs target middle school and high school students with a focus on the four educational concepts: Aspirations, Expectations, Opportunities, and Achievement. Students experience integrated activities which are focused on introspection, learning how culture shapes expectations, setting goals for their high school careers, graduation and beyond. Examples of specific activities are college and career field trips, workshops and experiences, leadership opportunities, service learning, team building, cultural awareness opportunities and guest speakers. NWSISD student programming opportunities are offered to the Essence and Step-Up mentorship groups, Educator's Rising and AVID, along with opportunities inclusive of all of our elementary, middle school and high school students.

Location of services: Buffalo Hanover Montrose School District #877 grades K-12 and other venues that support student programming

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.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease 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.

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>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The total number of Buffalo-Hanover-Montrose students participating in integrated programs supported by Northwest Suburban Integration School District will increase	610	620	630
Participation in Northwest Suburban Integration School District integrated college tours by students who identify as American Indian/Alaska Native, Asian, Native Hawaiian/Pacific Islander, Hispanic/Latino, Black or African American or 2 or more races will increase	20%	22%	24%

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
Enter KIP.			

Strategy Name and # 4. Magnet school opportunities

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

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.

Buffalo Hanover Montrose Schools uses the Minnesota open enrollment process and desegregation transportation to promote racial integration across the Northwest Suburban Integration School District collaborative through the NWSISD magnet school system. We provide 3 magnet school programming opportunities for students, Arts Magnet, STEM and STEAM. The magnet schools do not have entrance criteria; eligibility is based on a student’s interest in the thematic area resulting in students from a wide array of backgrounds enrolled in the magnet schools. We will ensure that all students have equal access to the programs offered by collaborating with NWSISD to ensure that all magnet students receive free transportation as long as they live within the collaborative district boundaries. In addition to inter-district enrollment opportunities, we will continue to provide opportunities for students in the high school magnet program to enroll in credit-bearing courses and earn college credit during the regular school day.

Location of services: Buffalo Hanover Montrose Arts, STEM and STEAM magnet schools

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.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease 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.

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>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
The percentage of students who identify as American Indian/Alaska Native, Asian, Native Hawaiian/Pacific Islander, Hispanic/Latino, Black or African American or 2 or more races that participate in the Buffalo Hanover Montrose Arts Magnet program via NWSISD lottery placement will increase.	20%	22%	24%
The percentage of arts magnet students qualifying for FRLP who participate in at least one CIS course during the school year will increase.	8.6%	10%	12%
Enter KIP.			

Copy and paste the strategy and key indicator sections above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one Strategy #1, one Strategy #2, etc.

Remember to copy and paste the goal section when adding additional goals.

Goal #2: By 2023, the proficiency gap between the students participating in the free/reduced price lunch program and all students for all grades tested on all state reading accountability tests will decrease by 5%

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

Goal type: Achievement Disparity

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 and # 1. AVID system and college and career readiness

Strategy Name and # 2. Professional development opportunities

Strategy Name and # 3. Student opportunities

Strategy Name and # 4. Magnet school opportunities

Goal #3: Buffalo Hanover Montrose Schools students' access to effective educators who have participated in 2 or more district sponsored Culturally Relevant Teacher trainings will increase from 0% in 2019 to 85% in 2023

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

Goal type: Teacher Equity

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 and # 2. Professional development opportunities .

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)). We are a member of the Northwest Suburban Integration School District (NWSISD) collaborative and receive support for our magnet schools, college and career readiness programming, culturally proficient training and our mentorship student groups. The Superintendents from districts that participate in the NWSISD and the MDCC meet regularly to communicate about programs and cross-district collaboration so as not to duplicate programs.
