

Achievement and Integration Plan

July 1, 2023 to June 30, 2026

Submissions due by March 15th, 2023

District ISD# and Name: ISD #877

Buffalo-Hanover-Montrose Schools

District Integration Status: A

Superintendent: Dr Scott Thielman

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Plan submitted by: Nancy Eiyneck and Pam Miller

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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. Type name of RIS here.
2. Type name of RIS here.
3. Type name of RIS here.
4. Type name of RIS here.
5. Type name of RIS here.
6. Type name of RIS 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: Northwest Suburban Integration School District

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

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 here.

School Board Chair: Melissa Brings
Signature:

Date Signed: Enter date here

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 (if applicable): _____ 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.

Hannah Lefstad
Christopher Lefstad

Our AIPAC meetings have been held on October 25th and January 24th. 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 time for 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) Nate Manaen, 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, Educational Equity Coordinator and Pam Miller, Director of Teaching and Learning with the Buffalo-Hanover-Montrose School District, 4) Jason Bodey, Director of Teaching and Learning Coordinator with the Fridley School District, 5) Kristin Hall, Curriculum Specialists and Kelly Corbett, Director of Teaching and Learning with ISD

728, 6) Duane Wardally, Director of Equity and Inclusion with the Osseo School District, and 7) Rob Danneker Director of Teaching and Learning with the Rockford School District.

Community Collaboration Council for Racially Identifiable School(s): Enter names of Community Collaboration Council Members for RIS here.

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval **no later than March 15, 2023** (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: By 2026, the gap in the average amount of CIS courses taken by graduation between the students participating in the free/reduced price lunch program and students not participating in the free/reduced lunch programs will be eliminated. 2022 average of CIS courses taken by students participating in free/reduced lunch is 1.31. 2022 average of CIS courses taken by students not participating in free/reduced average is 3.8

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

Goal type: Integration

To add goals, copy the goal section directly above and paste them below the strategies and KIPs 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* 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).

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 # : Strategy #1- Post-secondary preparedness

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:

- 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.

We are continuing our work in building systems to ensure that our students graduate college and career ready, as some of our progress in this area was slowed to address pandemic-related topics. Some of our next steps include identifying K-12 benchmarks and milestones and data points that will help us in our goal. We use a plan-do-study-act cycle to review, reflect upon and refine our systems to make that goal a reality. We continue to partner with AVID, as well as other high quality service and product providers, to support our work in the areas of aligning the work, breaking down the barriers, insisting on rigor and advocating for students across our district. We will also continue to support school sites in deepening their college and career/AVID implementation. This includes ensuring that all students have access to opportunity knowledge, opportunities to grow their agency, and rigorous academic preparation to increase student achievement and preparedness. In addition to a schoolwide focus, we will also continue to support our AVID elective classes that provide structured support to accelerate the achievement and expectations for students who may have barriers in reaching their post-secondary goals. Our district recently added Student Achievement Advisors (SAA's) that are available to work collaboratively with students, families, teachers and other school personnel, including colleagues within the NWSISD Collaborative, in finding ways for the schools to meet students' needs, plan for how students' strengths will support areas of growth and support the transfer of needed skills into the classroom setting. The SAA's will also work to identify barriers to student achievement and increase academic success by working with the necessary people to dismantle those barriers. Some other examples of post secondary preparedness include, but are not limited to, AVID 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 2024	Target 2025	Target 2026
<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 amount of schools that participate in regular learning walks to gather data on student learning experiences will double each year.	2	4	8
The percentage of 9-12 AVID elective students who take a college credit bearing course will increase	35%	40%	45%
Enter KIP.			

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

Strategy Name and # Strategy #2- Professional development opportunities

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

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.

Professional development has been a crucial driver for our achievement and equity work. We were able to meet our culturally relevant teaching training goal from our previous A&I plan, and now we are looking forward to building on that foundation. We have a preliminary system in place to ensure that all new teachers participate in professional development that includes culturally responsive education and best practice (AVID) strategies that support increased student engagement and access to higher levels of rigor. Feedback has told us that the teachers have found this learning to be valuable, and teachers have a better understanding of how to identify and address barriers to learning. We also partner with our collaborative (Northwest Suburban Integration School District) to have access to varied professional development opportunities that can be accessed by all of our staff members. As we continue the work, we will support professional development opportunities and resources that may include, but not be limited to, culturally responsive education, SEED, AVID, and increasing student achievement.

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 2024	Target 2025	Target 2026
<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%
Schools having 60% or more of their staff trained in AVID will increase.	4	6	8
The number of annual Northwest Suburban Integration School District professional development opportunities accessed by Buffalo-Hanover-Montrose educators will increase	15	18	20

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

Strategy Name and # Strategy #3- Integration 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.

We have many integration opportunities for our students in our partnership with Northwest Suburban Integration School district (NWSISD). Our students participate in the NWSISD sponsored student support and college/career readiness opportunities. These events promote integrated learning environments and practices to reduce academic and enrollment disparities based on students' racial, ethnic and economic backgrounds. Some examples of activities that our students may have access to are: college and career field trips and experiences, leadership opportunities, service

learning, team building, cultural awareness opportunities, and guest speakers. The specific student programs with which we partner with NWSISD include Educators Rising, AVID, Step-Up Mentorship for young men and Essence Mentorship for young women. The mentorship programs (Step Up and Essence) include middle and high school students (both teacher recommended and self-identified) who may benefit from extra support in the areas of aspirations, expectations, opportunities and achievement. Students in these groups have the opportunity to participate in integrated activities with their peers in other schools who belong to the NWSISD collaborative. In addition to the groups listed above, NWSISD offers integration opportunities that may be available for all students in our elementary, middle and high school. Integrated summer learning opportunities may also be available to students in the NWSISD. These opportunities provide students with the support and tools to lead to increased achievement.

Further integration takes place with our magnet schools. Buffalo-Hanover- Montrose schools uses the Minnesota open enrollment process and desegregation transportation to promote racial integration across the NWSISD collaborative through the NWSISD magnet school system. We provide 2 high quality magnet school programming opportunities, STEM and STEAM. The educators in the magnet schools have received specific training in best practices pertaining to their area of focus. The magnet schools do not have entrance criteria; eligibility is based on student interest in the thematic area. All students will have equal access to the programs offered as a result of our collaboration with NWSISD which ensures that all magnet students receive free transportation as long as they live within the NWSISD collaborative boundaries. Integrated summer programming may also be accessed by our magnet school students, as opportunities become available.

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 2024	Target 2025	Target 2026
<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 percent of BHM 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 college, career and community visits will increase.	17%	18%	20%
The number of BHM students that participate in our Northwest Suburban Integration School District student programs (Essence, Step Up and Educators Rising) will increase by 10%.	125	129	133

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

Goal #2: By 2026, the proficiency gap between the students participating in the free/reduced price lunch program and students not participating in the F/R Lunch program for all grades tested on all state reading accountability tests will decrease from 17.1% in 2022 to 12% in 2026

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

Goal type: Achievement Disparity

Strategy Name and # Strategy #1- Post-secondary preparedness

Strategy Name and # Strategy #2- Professional development opportunities

Strategy Name and # Strategy #3- Integration opportunities

Goal #3: Buffalo-Hanover-Montrose School students' access to effective educators fully trained in AVID strategies will increase from 57% to 70%.

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

Goal type: Teacher Equity

Strategy Name and # Strategy #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)). Our district's Achievement and Integration Plan creates efficiencies by implementing a multi-district collaborative for planning and implementing integration activities. Utilizing a single outside entity of NWSISD #6078 to provide integration activities for the entire region reduces redundancy in the development and implementation of the magnet, student services and professional development programs and eliminates duplicative programs within the region. Additionally, efficiencies are created through linking the Achievement and Integration Plan, Goals, and Strategies to our other district initiatives and funding sources including World's Best Workforce Goals and American Indian Education Plan and funds. By supplementing each of these areas, we avoid program duplication while increasing efficiencies and effectiveness.
