



## Achievement and Integration Plan July 1, 2014 – June 30, 2017

*This plan reflects requirements included in the current achievement and integration statutes and desegregation/integration rule (Minn. Stat. § 124D.861, Minn. Stat. § 124D.862, Minn. R. 3535.0100-0180).*

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

District Status: A

Name of Collaborative: Northwest Suburban Integration School District (NWSISD)

[Click here to enter text.](#)

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Board Approval Date: April 28, 2014

### Integration Collaborative Member Districts

List all districts in your integration collaborative and their integration status: RI=Racially Isolated district, RIS=Racially Identified School, RI/RIS=Racially Isolated district and Racially Identified School, A=Adjoining district, V=Voluntary district.

1. RIS Anoka Hennepin
2. RI Brooklyn Center, Fridley
3. RI/RIS Osseo
4. A Buffalo-Hanover-Montrose, Elk River, Mounds View, Rockford

Please return this completed plan by March 15, 2014 to [mde.integration@state.mn.us](mailto:mde.integration@state.mn.us).

***Electronic submission is required.***

Address general questions on the data or plan submission process to Kari-Ann Ediger, Office of Equity and Innovation, 651-582-8269, [Kari-Ann.Ediger@state.mn.us](mailto:Kari-Ann.Ediger@state.mn.us).

### Racially Identifiable Schools (RIS) within a District

If you have been notified by MDE that your district has one or more racially identifiable schools, please list each of those schools below:

1. [Click here to enter text.](#)
2. [Click here to enter text.](#)
3. [Click here to enter text.](#)

Plans for racially identifiable schools will follow the same format provided for districts within an integration collaborative. The RIS plan section starts on the final page

## Achievement Goal One

**Goal Statement:** The proficiency GAP between the Free/Reduced Price Lunch students enrolled the full academic year for all grades tested within Buffalo-Hanover-Montrose Schools on all state Reading accountability tests (MCA, MOD, MTAS) will **DECREASE** as follows within our District (see table B), by **INCREASING** the proficiency of Free/Reduced Price Lunch student groups as follows within our District (see table A):

### A. Reading *Proficiency INCREASE:*

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Buffalo-Hanover-Montrose Schools	A					
<i>Non-FRP</i>		67.2	71.3	75.3	79.3	12%
<i>FRP</i>		49.7	55.7	61.7	67.7	18%

### B. Math *Proficiency INCREASE:*

Name of District	Status	Baseline data	Year 1 2014-15	Year 2 2015-16	Year 3 2016-17	Total Increase
Buffalo-Hanover-Montrose Schools	A					
<i>Non-FRP</i>		72.7	76.7	80.7	84.7	12%
<i>FRP</i>		58.8	64.8	70.8	76.8	18%

## **Achievement Goal One: Strategies and Activities**

### **Activity 1:**

College Career readiness for underserved students

*\*see Program Framework for specific activity details*

#### *Activity details:*

Increased participation in rigorous programs by underrepresented students and students enrolled in Area Learning Centers

#### *Narrative Description of Strategies/Activities:*

Expand the AVID (Advancement Via Individual Determination) Program within Buffalo-Hanover-Montrose Schools, provide transportation for after-school academic support for underrepresented students, increase the number of students enrolled in college preparatory courses, implement a Student Advocacy program to increase academic achievement of underrepresented students

### **Key Indicators of Progress (KIP)**

1) *SMART goal for this strategy/activity:* BHM student participation in AVID, eCIS courses, CIS courses, and after-school academic support will increase by 20% by 2017.

2) *Measures to track implementation and progress:*

Annual number of students participating in AVID; annual number of students enrolled in eCIS; annual number of students enrolled in CIS; annual number of students participating in after-school academic support

## Integration Goal One

Integration SMART goal statement for your collaborative:

The independent school districts that make up Northwest Suburban Integration School District (NWSISD) will continue to provide K-12 magnet school programming opportunities for students who reside within the eight school district collaborative boundaries. Through the NWSISD Joint Powers Board agreement, the eight member districts have agreed to enroll students placed through the NWSISD blind lottery system. The lottery system is designed to decrease racial and economic enrollment disparities through placement of students based on geographic preference.

NWSISD magnet programming includes magnet schools and magnet programs within a school. In both instances, the magnet programming is operated by the home school district, with the enrollment application, blind lottery, and transportation coordinated through NWSISD. Some of the magnet schools and

programs are without a neighborhood attendance zone, therefore, 100% of students apply for the opportunity to attend. The other magnet schools and programs provide the opportunity for students to enroll who reside outside the neighborhood attendance zone or school district.

In addition to inter-district enrollment opportunities, the high school magnet programs are providing opportunities for students to enroll in credit-bearing courses during the regular school day. These opportunities include, but are not limited to, International Baccalaureate courses, Project Lead the Way courses, college in the school courses, and certificate programming within the health care industry.

The four-year average of students enrolled in magnet programming through NWSISD is 4,200. NWSISD and their collaborative districts will sustain enrollment in magnet programming between 80% and 100% of that four-year average.

List any relevant targets for **each** member district in your collaborative

**\*\*Please refer the NWSISD goals and data sheet that is attached as an appendix.**

## Integration Goal One: Strategies and Activities

**Directions:** Use the drop-down menus below to identify strategies or activities that will enable you to meet your integration goal(s). Next, include a narrative description of each activity. Copy and paste this page as needed to list additional activities, changing the activity number for each additional page.

Because collaborative integration activities should be listed in this section, include collaborative member district data to create yearly targets. Highlight those activities, data, and yearly targets which represent your own district's efforts. All integration activities should involve the racially isolated district, but may not involve each member district.

### Activity 1

Pre-K to Grade 12 Enrollment Choices

*Activity details:*

Magnet programs to support academic and enrollment disparities

*Narrative Description of Strategies/Activities:*

Increase enrollment in the Buffalo High School Arts Magnet Program; increase enrollment in the Tatanka Elementary STEM Program; provide professional development activities focused on cultural proficiency; develop multi-cultural curriculum resources for K-12 courses in all content areas; expand inter-district cultural field trip opportunities for K-12 students

### Key Indicators of Progress (KIP)

**Directions:** Please enter an Activity 1 SMART goal statement below and identify measure(s) for tracking progress and implementation.

*SMART goal for this strategy/activity:*

The number of BHM students involved in school enrollment choices and inter-district cultural field trip opportunities will increase by 20% by 2017.

*List yearly progress targets:*

Year 1: The number of students has increased by 10%.

Year 2: The number of students has increased by 15%.

Year 3: The number of students has increased by 20%.

### Research-Based Practices

Among other requirements, an eligible district must implement effective, research-based interventions that include formative assessment practices to reduce the disparities in student academic performance among the specific categories of students as measured by student progress and growth on state reading and math assessment (Minn. Stat. § 124D.861, Subd. 2 (b)).

If the activities or strategies you've listed above do not include a research based intervention, please use the space below to describe how your plan will meet this requirement. Please give the name of the intervention, any website information, and attach a PDF copy of the research article.

\*\*Please refer to the Research attachment.

### **Creating Efficiencies and Eliminating Duplicative Programs**

Please briefly explain how your district and/or collaborative is working to create efficiencies and eliminate duplicative programs and services, which may include forming collaboratives or a single, seven-county metropolitan partnership of eligible districts for this purpose (Minn. Stat. § 124D.861, Subd. 2 (c)). We are a member of the NWSISD collaborative and receive support for our magnet schools, college and career readiness programming, cultural proficiency training, and family engagement.

### **Community Planning**

An Achievement and Integration plan shall be developed in a formal community planning process where the isolated school district or racially identifiable school sites are represented by community members who are not district employees and were at least part of the voting membership of the planning body (Minn. Rule 3535.0170, Subp. 3). Please briefly describe the community process used for the collaborative portion of your district's plan and for your Racially Identifiable Schools, if applicable.

#### **Multi-District Collaboration Council:**

BHM Schools has a parent representative from one of the magnet programs serving

on the NWSISD Multi-District Collaboration Council. This parent has had an opportunity for input on the Achievement and Integration Plan for NWSISD.