

Achievement and Integration Plan

July 1, 2026 to June 30, 2029

ISD #877 Buffalo-Hanover-Montrose Schools

District Integration Status: Adjoining District (A)

Superintendent: Dr. Scott Thielman

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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 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

Provide the name of your integration collaborative if you have one:

Northwest Suburban Integration School District

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. Enter text here.
2. Enter text here.
3. Enter text here.
4. Enter text here.
5. 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.

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. Scott Thielman

Signature:

Date Signed:

School Board Chair: Bob Sansevere

Signature:

Date Signed:

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a **Multidistrict Collaboration Council (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.

Our AIPAC roster from our last meeting on January 12, 2026 is as follows: Angie Greig, Candice Reed, Andre Bommersbach, Trinity Shell Track Lieder, Kevin Leider, Dallas Sellers. We met on January 12th to discuss the A&I plan's goals and strategies, as well as to review and gather ideas about our current American Indian Education Plan.

Multidistrict Collaboration Council: NWSISD's MDCC Members include: Amy Cochran (Fridley), Tom Shaw (A-H), Michael Walker (Osseo), Kelly Corbett (ISD 728), Jena Carlson (BCCS), Jeff Ridlehoover (Rockford), Nancy Einyck (BHM), and Heather Lyke (NWSISD).

This Council meets 2-4 times each year for consortium collaboration and coordination. In specific preparation for the 2026-2029 A&I plans, the council met on October 15, 2025; December 10, 2025; and February 11, 2026—another meeting is scheduled for April 22, 2026. The December 10 meeting included MDE staff members Venessa Moe, Sarah Scofield, and Thandeka Chiinze.

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

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: By 2029, 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. 2025 average of CIS courses taken by students participating in free/reduced lunch is 3.08. 2025 average of CIS courses taken by students not participating in free/reduced average is 5.2.

Goal type: Integration

To add goals, copy the two lines directly above and paste them below the KIPs for 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- 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:

- | | |
|--|---|
| <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.

Our district is advancing a comprehensive approach to ensure all students leave our system prepared for postsecondary education and the workforce. We have experienced growth in our goals from our previous plan, and we are now continuing our efforts on strengthening and aligning college and career readiness systems across K–12. This work includes defining clear developmental benchmarks, milestones, and data indicators that allow us to monitor student progress toward graduation and postsecondary success. Our K-12 Portrait of a Graduate work has provided us with a strong foundation on which to build our K-12 articulation plans that will further reduce the variability of student academic experiences. The K-12 articulation plans will center not only on the area of Rigorous Academic Preparation, but it will also include work in the areas of Student Agency and Opportunity Knowledge. Aligning educators’ actions and commitments to the identified student outcomes in all of these areas will increase the postsecondary preparedness of all of our students.

To guide continuous improvement, we utilize a Plan–Do–Study–Act cycle to evaluate the effectiveness of our strategies, make data-informed adjustments, and refine practices at both the district and school levels. Each school has a dedicated team that includes classroom teachers, administrators and district level staff that meets at least monthly to address best practice instruction and alignment, analyze data and make decisions on appropriate next steps for increased student achievement.

We continue to collaborate with AVID and other high-quality instructional partners and vendors to support alignment of instruction, remove systemic barriers, maintain high expectations, and advocate for students throughout the district. These partnerships support both schoolwide AVID implementation and targeted programming. All students benefit from site-level efforts to embed college and career readiness skills into daily instruction, while identified students participate in AVID elective courses that provide structured academic, organizational, and social-emotional support. Students are selected for AVID electives based on academic potential and the presence of barriers that may limit access to postsecondary opportunities without intentional support. Instruction is delivered through a combination of best practice, research-based classroom strategies, AVID methodologies, tutoring support, and individualized guidance. AVID tutors, instructional materials, and readiness-focused activities reinforce skill development in areas such as critical thinking, collaboration, and self-advocacy. Rigorous learning experiences take place within classrooms, designated AVID elective courses, and schoolwide settings, with additional opportunities provided through college and career exploration activities including, but not limited to, college/career fairs and onsite visits.

After discussions and brainstorming with our team on how to best support our student groups that specifically support students facing barriers, we have developed the position of Student Engagement Lead at both our middle and high schools. The Student Engagement Lead will identify underrepresented students and advocate for their enrollment in college preparatory coursework; work closely with student groups such as Essence, Step Up and our American Indian

students and families to strengthen the home–school connection, ensure students are supported academically and socially; monitor student progress to promote academic success, elevate student voice, and collaborate with teachers to provide effective engagement strategies that foster inclusive, rigorous, and supportive classroom environments. Through partnership with students, parents, and staff and our ongoing partnership with Northwest Suburban Integration School District, this role helps cultivate a culture of belonging, high expectations, and sustained achievement. Our Educational Equity Coordinator assists with these duties by connecting with both the students and the adults to support increased integration and achievement.

Student progress is assessed through academic performance data, participation in readiness activities, milestone completion, and ongoing feedback from educators and advisors. Family engagement events and outreach efforts further support our postsecondary preparedness goal by ensuring families are informed partners in the postsecondary planning process.

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 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 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
The amount of school site teams that regularly analyze learning walk instructional 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. 2025-2026 baseline is 45%	50%	65%	75%
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.

Professional learning is a central component of our district’s efforts to advance student achievement and promote equitable outcomes. Building on the momentum from our past plan, we plan to better align our professional development opportunities to support our district Portrait of a Graduate outcomes. The purpose of this strategy is to ensure that all educators are equipped with the knowledge and instructional practices necessary to engage diverse learners and provide meaningful access to rigorous instruction, increased agency and opportunity knowledge.

A structured onboarding professional development sequence is in place for newly hired teachers. This training includes coursework and workshops focused on culturally responsive pedagogy, AVID instructional strategies, and evidence-based practices that promote student engagement, academic discourse, and high expectations for all learners. These sessions are delivered through a combination of in-person workshops, facilitated learning communities, and collaborative reflection, allowing educators to apply strategies directly to their classroom contexts. Many of our in house professional development opportunities are co-designed and co-facilitated by our Educational Equity Coordinator.

In addition to new teacher learning, all staff members have access to ongoing professional development opportunities through district and outside partnership offerings, including our partnership with the Northwest Suburban Integration School District Collaborative. These opportunities provide differentiated learning pathways that may include culturally responsive education, SEED seminars, AVID Communities of Practice, Multilingual Learners Community of Practice, Professional Development Coordinators Community of Practice, Curriculum Integration Coordinators Community of

Practice (Arts, STE(A)M, IB), Magnet Administrators Coordinators Community of Practice, professional coaching and thought partnership, Heritage celebrations, and targeted sessions focused on improving student agency, opportunities and achievement. Participation is available to licensed and non-licensed staff, with offerings aligned to district goals and school improvement priorities.

Professional learning is designed to be observable in classrooms through instructional shifts such as increased student voice, culturally affirming practices, intentional scaffolding, and consistent use of high-impact strategies. The intended outcomes include increased teacher capacity to identify and remove barriers to learning, improved instructional rigor, and greater student engagement and achievement. Effectiveness is assessed through participant feedback, implementation reflections, instructional learning walks, and analysis of student outcome data.

Professional development takes place across multiple settings, including district training sessions, school-based workshops, collaborative learning teams, virtual learning environments, and outside vendor in person offerings. By investing in sustained, aligned professional learning, the district aims to build educator expertise that directly supports improved outcomes for all students.

Location of services: Buffalo Hanover Montrose School District #877, NWSISD office 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 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 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 enrollment is 32 percent.</i>	42%	52%	62%
Schools having 60% or more of their staff trained in AVID will increase. 2025-2026 baseline number is 4.	5	6	8
The number of schools having at least 2 AVID Certified Educators teachers will increase each year. The 2025-2026 baseline number is 3 schools.	4	6	8
Enter KIP.			

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

Strategy Name and # 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.

The district provides intentional integration experiences for students through an ongoing partnership with the Northwest Suburban Integration School District (NWSISD). These activities are designed to create integrated learning environments that bring students together across racial, ethnic, and socioeconomic backgrounds, with the goal of reducing disparities in academic access, participation, and postsecondary outcomes.

Through NWSISD-sponsored programming, students participate in a variety of academic, leadership, and college and career readiness experiences. These opportunities include, but are not limited to, college and career exploration field experiences, leadership development activities, service-learning volunteer projects, team-building experiences, cultural learning opportunities, and interactions with guest speakers. These activities are facilitated in integrated settings that intentionally promote collaboration, relationship building, and shared learning among students from multiple schools within the NWSISD collaborative.

Targeted student programs offered in partnership with NWSISD include Educators Rising, AVID, along with Mentorship Opportunities through Tap-In, Step-Up and Essence. The mentorship programs serve middle and high school students who are identified through teacher recommendation or self-selection as benefiting from additional support related to aspirations, expectations, access to opportunities, and academic achievement. Participants engage in structured

mentoring and integrated group activities alongside peers from other NWSISD member districts. Instruction and facilitation focus on goal setting, leadership skills, academic confidence, and postsecondary awareness. The Educational Equity Coordinator supports both the students in these group activities as well as the advisors. Our Student Engagement Lead will be key to strengthening the opportunities and increased participation in these programs.

In addition to targeted programming, NWSISD provides broader integration opportunities that may be available to all elementary, middle, and high school students. These opportunities may occur during the school year or through integrated summer learning experiences. Participation data, student feedback, and program outcomes are used to assess the effectiveness of these activities in supporting student engagement and achievement.

Further integration is supported through the district’s magnet school offerings. Buffalo-Hanover-Montrose Schools participates in Minnesota’s open enrollment process and utilizes desegregation transportation to promote racial integration across the NWSISD collaborative through its magnet school system. The district offers two high-quality magnet programs—STEM at Tatanka Elementary STEM School and STEAM at Montrose Elementary School of Innovation—designed to engage students in specialized, interest-based learning. Educators in these programs receive targeted professional development aligned to their thematic focus to ensure high-quality instruction.

Magnet programs do not have entrance requirements; student participation is based on interest in the program theme. Through collaboration with NWSISD, transportation is provided at no cost to families residing within the NWSISD boundaries, ensuring equitable access for all students. Magnet students may also participate in integrated summer programming opportunities as they become available. Collectively, these integration activities support inclusive learning environments, increased student engagement, and improved academic and postsecondary readiness.

Location of services: Services are located across each of the 7-member school districts, the NWSISD office in Brooklyn Park, various college campuses, and on the grounds of various community partners.

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 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 2027	Target 2028	Target 2029
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percent each year. 2019 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 the AVID elective will increase from 24% to 30%	26%	28%	30%

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 BHM AVID and Educators Rising students that participate in our Northwest Suburban Integration School District Giving Voice Leadership Conference will increase from 28 in 2025 to 40 in 2029.	30	35	35

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

Goal #2: By 2029, 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 13.4% in 2025 to 9% in 2029.

Goal type: Achievement Disparity

Strategy Name and # 1- Postsecondary preparedness

Strategy Name and # 2- Professional development opportunities

Strategy Name and # 3- Integration opportunities

Goal #3: By 2029, Buffalo-Hanover-Montrose School students’ access to effective educators fully trained in AVID strategies will increase from 63% to 70%.

Goal type: Teacher Equity

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)). 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 Minnesota Comprehensive Achievement and Civic Readiness Goals and American Indian Education Plan and funds. By supplementing each of these areas, we avoid program duplication while increasing efficiencies and effectiveness.
