

Achievement and Integration Plan
July 1, 2017 to June 30, 2020

This document reflects Achievement and Integration requirements included in Minnesota Statutes, sections 124D.861 and 124D.862 as well as Minnesota Rules 3535.0100-0180.

District ISD# and Name: 877 Buffalo Hanover Montrose

District's Integration Status: Adjoining District (A)

Superintendent's Name: Dr. Scott Thielman

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Plan submitted by:

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Racially Identifiable Schools (RIS) within 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, adding additional lines as needed.

- | | |
|---------------------|----------------------|
| 1. Enter text here. | 7. Enter text here. |
| 2. Enter text here. | 8. Enter text here. |
| 3. Enter text here. | 9. Enter text here. |
| 4. Enter text here. | 10. Enter text here. |
| 5. Enter text here. | 11. Enter text here. |
| 6. Enter text here. | 12. Enter text here. |

Plans for racially identifiable schools will include the same information and follow the same format as that provided for district-wide plans. The RIS plan section starts on page six of this document.

School Board Approval

We certify that we have formally approved and will implement the following Achievement and Integration plan as part of our district's comprehensive World's Best Workforce plan and will comply with all federal, state, and local laws and regulations applicable to the organization.

Superintendent: Dr. Scott Thielman

Signature:

Date Signed: Feb 27th, 2017

School Board Chair: Dave Wilson

Signature:

Date Signed: Feb 27th, 2017

Integration Collaborative Member Districts

If your district belongs to one, list the districts in your collaborative and their integration status. Add additional lines as needed.

Name of Collaborative: **Northwest Suburban Integration School District**

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. ISD 877 Buffalo Hanover Montrose Schools A -
Adjoining 2. ISD 11 Anoka Hennepin A
- Adjoining 3. ISD 286 Brooklyn Center Community Schools RI -
Racially Isolated 8. ISD 883 Rockford A -
Adjoining | <ol style="list-style-type: none"> 4. ISD 728 Elk River Area Schools A - Adjoining 5. ISD 17 Fridley RI - Racially Isolated 6. ISD 621 Moundsview A - Adjoining 7. ISD 279 Osseo Area Schools RI - Racially Isolated |
|---|--|

Detailed directions and support for completing this plan are provided in the [Achievement Integration Plan Guide](#).

Plan Input

Minnesota School Desegregation/Integration Rule 3535.0170 Subp. 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 integration.

The rule also requires districts with a racially identifiable school (RIS) 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 RIS (Minn. Rules 3535.0160 Subp. 2).

List council members below and briefly describe the community planning process used for your district's plan and for your Racially Identifiable School (RIS), as applicable.

Multi-District Collaboration Council:

Northwest Suburban Integration School District has several opportunities for collaborative development of integration goals and activities. Integration goals are created based on the feedback from the eight schools districts that make up NWSISD which include: 1) Anoka-Hennepin District #11, 2) Brooklyn Center Community Schools #286, 3) Buffalo-Hanover-Montrose #877, 4) Elk River Area #728, 5) Fridley #14, 6) Mounds View #621, 7) Osseo Area #279, and 8) Rockford #883.

NWSISD convenes a monthly Superintendent Advisory Group and Equity Leader meetings for the purpose of collaboration regarding Achievement and Integration goals and activities and to

monitor progress of those goals. The districts previously listed represent both groups. The integration goals developed become the Strategic Action Plan of the NWSISD and approved by the Joint Powers Board also represented by each school district previously listed.

Community Collaboration Council for the RIS: **Enter text here.**

Post to District Website

Prior to your district's annual AI and World's Best Workforce meeting, you must post this plan to the district website. Please provide the URL where your district's Achievement and Integration plan is posted. **Enter text here.**

Submitting This Plan

Submit this completed plan template as a word document to MDE by March 15, 2017 for review and approval. Email it to MDE.integration@state.mn.us. Scan the page with board chair and superintendent signatures and attach that to your email as a separate PDF.

GOAL # 1: By 2020, the composite ACT score of students in Buffalo Hanover Montrose schools will increase from a 23 to a 24.

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

Objective 1.1 Increase student access and participation in district wide college and career readiness programming.

GOAL # 2: By 2020, the proficiency gap between the free/reduced price lunch students for all grades tested on all state reading accountability tests will decrease by 10%.

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

Objective 2.1: Buffalo Hanover Montrose Schools will support staff members' participation in professional development promote high-quality instructional practices that meet the needs of all learners.

Objective 2.2: Buffalo Hanover Montrose school staff, along with the support of our expanding Family Advocate program, will recruit students to participate in a variety of programs such as AVID, Educators Rising and other NWSISD sponsored student programs such as Essence and Step Up mentorship groups. These programs promote college and career readiness opportunities and work to close the achievement gap, while also providing an integrated learning environment by working with other schools in the NWSISD collaborative.

Objective 2.3: Buffalo Hanover Montrose schools will continue to implement high quality magnet school options for all students by collaborating with Northwest Suburban Integration School District through the magnet school enrollment lottery process. Magnet schools typically have a diverse body of students from various socioeconomic and cultural backgrounds. Specific benefits of magnet schools include improved academic achievement.

GOAL # 3: Enter goal statement here

Aligns with WBWF area: Choose a WBWF goal area.

Objective 3.1: Enter Objective 3.1

Objective 3.2: Enter Objective 3.2

Objective 3.3: Enter Objective 3.3

Copy and paste the text above to add goals and objectives, changing the number for additional goals.

INTERVENTIONS

Directions Eligible districts may use AI revenue to pursue racial and economic integration and student achievement through interventions listed in the *Type of Intervention* drop-down menus below. Provide the information requested for each intervention.

Copy and paste the text below to add interventions. Change the number for each additional intervention.

Requirement At least one intervention must be designed and implemented to bring together students from the racially isolated district with students from that district's adjoining and voluntary AI districts (Minn. Rule 3535.0170).

Intervention 1

Buffalo Hanover Montrose schools will expand the use of high quality instructional strategies, including but not limited to AVID, to support student improvement in literacy, rigorous coursework and college and career readiness. Our district will add sections of the AVID elective classes and promote the use of AVID/ best instructional strategies both building and district wide.

Priority Area: Student Engagement and Outcomes

Objective this intervention supports: 1.1

Type of Intervention: Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- ☐ 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.

Narrative description of the critical features of the intervention:

Expanding our AVID (Advancement Via Individual Determination) program within Buffalo-Hanover-Montrose Schools to improve student achievement and college preparedness. We will also refine our awareness of reaching our underserved student population to provide equitable access to rigorous and college preparatory coursework.

Grade levels to be served: K-12

Location of services: Buffalo Hanover Montrose school district

Formative assessment(s) used to inform instructional decision-making: Student and staff feedback surveys, AVID Certification Self-Study data collection and participation numbers.

Evidence of research-base: <http://www.avid.org/what-is-avid.ashx>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
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List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
We will maintain or increase student participation in the AVID program.	135	150	160
The composite ACT score will increase	23	23.5	24

Intervention 2:

Our district will provide and expand professional development resources and training to teachers and administrators for improving the achievement of all students in Buffalo Hanover Montrose Schools.

Priority Area: Continuous Improvement and Inquiry

Objective this intervention supports: 2.1

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

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- ☐ 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.

Narrative description of the critical features of the intervention:

Professional development activities will be presented to expand teachers' and administrators' knowledge and skills in working with students and families of all backgrounds. Participation in the professional development offerings will be monitored. SEED training will be promoted as a professional development option for all licensed staff throughout the year to increase awareness of implicit bias and educational equity. We will also offer educators access to varied professional workshops focused on a variety of instructional strategies aimed at increasing student achievement of all learner.

Grade levels to be served: K-12

Location of services: Buffalo Hanover Montrose school district

Formative assessment(s) used to inform instructional decision-making: Staff feedback surveys and participation numbers

Evidence of research-base: National SEED project on Inclusive Curriculum (Seeking Educational Equity and Diversity)

<https://nationalseedproject.org/>

Learning Forward

<https://learningforward.org/standards/learning-designs>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
We will maintain or increase the total percentage of BHM staff that have participated an AVID training.	40%	45%	50%
We will maintain or increase staff participation in the SEED program.	10	12	14

Intervention 3: Our district will participate in the NWSISD sponsored student support service opportunities promoting integrated learning environments and practices to reduce academic and enrollment disparities based on students' racial, ethnic and, economic backgrounds.

Priority Area: Student Engagement and Outcomes

Objective this intervention supports: 2.2

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

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- ☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.
- x Increases cultural fluency, competency, and interaction.
- x Increases graduation rates.

Narrative description of the critical features of the intervention: Student programs provided by NWSISD are the 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 activities which are focused on introspection, learning how culture shapes expectations, setting goals for their high school careers and beyond. Examples of specific activities are college field trips, career exploration, service learning, team building, cultural awareness opportunities and guest speakers. In addition to support for the specific mentorship programs, NWSISD provides college readiness experiences for middle school and high school students, including those who may be in AVID and Educators Rising. Our staff will continue to work with NWSISD to offer programs to students to increase their knowledge of post-secondary options. NWSISD offers also college and career conference opportunities.

Grade levels to be served: 5-12

Location of services: Buffalo Hanover Montrose school district along with out of district locations in collaboration with NWSISD member schools

Formative assessment(s) used to inform instructional decision-making: Student and staff feedback surveys and participation numbers

Evidence of research-base: NWSISD mentorship programs are modeled after the work of Drs. Donna Ford and Gilman Whiting from Vanderbilt University. This model was chosen based on the four concepts of Aspirations, Opportunities, Expectations, and Achievement as a foundation. Donna Ford is among the strongest advocates at Vanderbilt working to address systemic problems of racial inequity in education and the "achievement gap" dividing minority students from their higher-achieving white peers. In 2006, Ford and Gilman Whiting, senior lecturer in African American and Diaspora Studies and Human and Organizational Development, established the Vanderbilt University Achievement Gap Project. Ford and Whiting hope to raise consciousness as well as offer solutions. "We want to bring more visibility to the issue," Ford says, "particularly on campus and in the surrounding areas. Large-scale change has to first be implemented locally.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Our district's enrollment in Step-Up and/or Essence mentorship cohorts will increase or maintain.	80	85	90
Our district's participation in integrated college visit experiences will increase or maintain.	122	128	135

Intervention 4: Use 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.

Priority Area: Instruction and Assessment

Objective this intervention supports: 2.3

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

Integrated Learning Environments Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- ☒ 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.

Narrative description of the critical features of the intervention: Buffalo Hanover Montrose Schools, as part of the NWSISD collaborative, provides 2 magnet school programming opportunities for our students. The two magnet school options that we provide are Arts Magnet and STEM. These magnet schools will use an inquiry and/or performance/project based curriculum. 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 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 during the regular school day.

Grade levels to be served: k-12

Location of services: STEM at Tatanka Elementary and Arts Magnet at Buffalo High School

Formative assessment(s) used to inform instructional decision-making: The STEM program uses a 4 C's Rubric to gauge student skills, parent surveys, STEM teacher rubrics, feedback from bi-annual meetings with the Curriculum Coordinator and feedback from bi-annual visits from our collaborative. The Arts Magnet uses student test score data, feedback from parent and teacher meetings, quarterly student surveys, quarterly GPA checks and input from the Arts Magnet Student Council to inform instructional decision making.

Evidence of research-base:

<http://www.magnet.edu/resources/research-and-studies>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
The percentage of non-white students participating in the Buffalo Hanover Montrose schools magnet program will increase.	11%	12%	13%
The percentage of students qualifying for free/reduced priced lunch participating in the Buffalo Hanover Montrose schools magnet program will increase.	32%	33%	34%

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.