

Achievement and Integration Plan

July 1, 2020 to June 30, 2023

District ISD# and Name: 271 Bloomington

Public School

District Integration Status: Racially Isolated
District /Racially Identifiable School (RI/RIS)

Superintendent: Les Fujitake

Phone: 952-6816402

Email: lfujitake@isd271.org

Plan submitted by: Dinna Wade-Ardley

Title: Director Educational Equity

Phone: 952-681-6417

Email: dwade@isd271.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. Valley View Elementary
2. Indian Mound Elementary
3. Valley Middle School

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

N/A BPS works across our district which is very divided by ethnicity, class and achievement. BPS provides academic programs for students to integrate and achieve throughout our own district.

1. Enter text here. Choose district status.

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: Les Fujitake

Signature:

Date Signed: 3/9/2020

School Board Chair: Nelly Korman

Signature:

Date Signed: 3/9/2020

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.

Multidistrict Collaboration Council:

Adriana De La Cruz adelacruzventura@isd271.org *

Ana Molina amolina@isd271.org *

Andrew Ward award@isd271.org

Chinda Gregor cgregor@isd271.org *+

Dan Andersen dandersen@isd271.org

Dinna Wade-Ardley dwade@isd271.org *

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James Sorum jsorum@isd271.org

Jane Lescarbeau jlescarb@isd271.org

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Patti Arteel parteel@isd271.org *
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Roxanne Mills rmills2@isd271.org *
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Kimi Kimi.AisawaRomportl@threeriversparks.org *
Stacy Wells swellmn@gmail.com *
Mia Olson molson@isd271.org *

CCC member's:

47 total number of CCC members
25 members for the CCC are people of diverse backgrounds 53%
10 members have Children in district. 20%
7 members are on the leadership committee

American Indian Parent Advisory Committee +

American Indian =

People of color *

Children in the district +

Indian Mounds PTA Meeting in November

Valley View Elementary PTA Meeting in November

Valley View Noble Night in November.

Community Collaboration Council for Racially Identifiable School(s): Same as CCC

Presented the Ideas for the CCC and asked for input from each of the stated groups.

Submitting this Plan

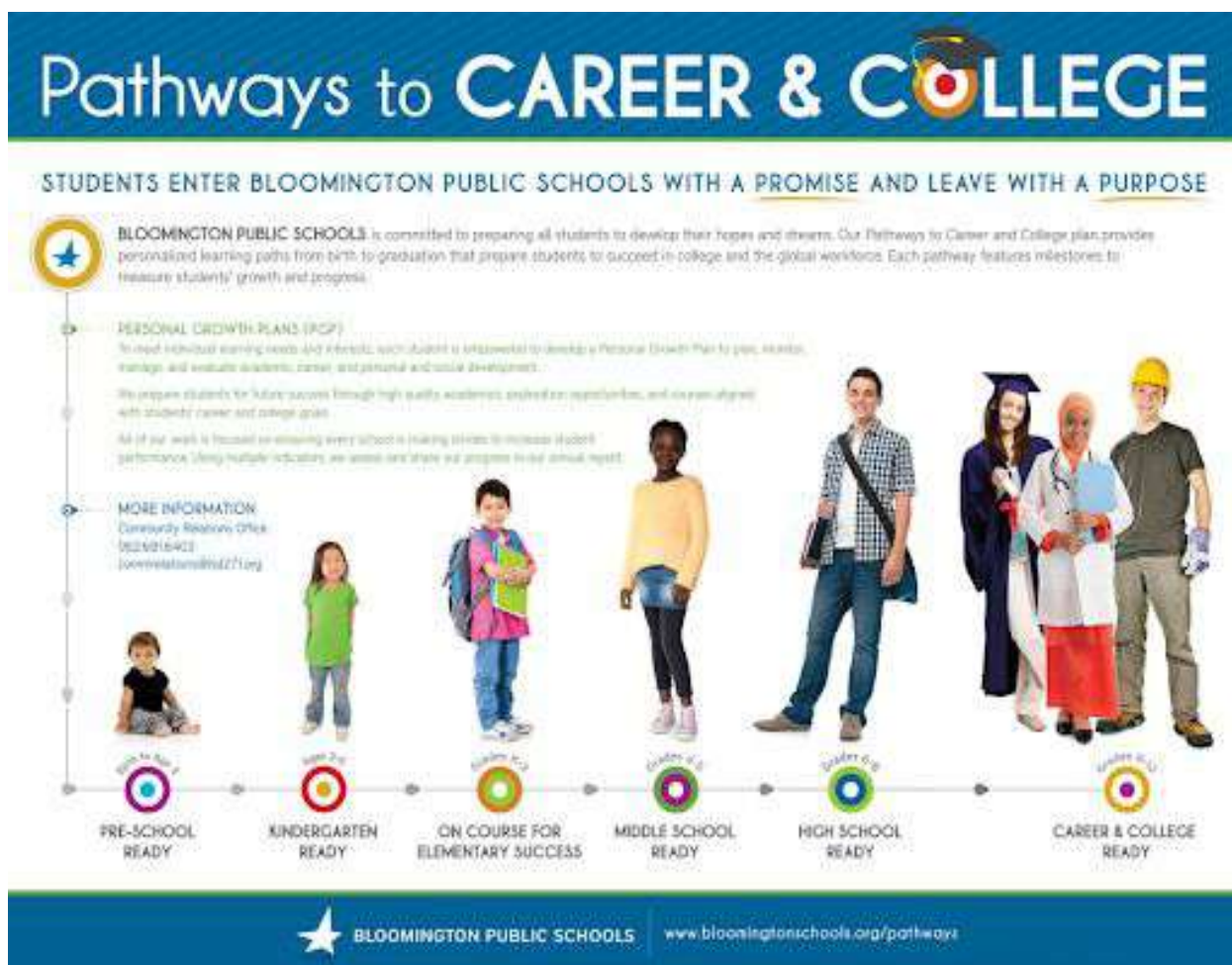
Submit your completed plan as a Word document to MDE for review and approval (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

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

Achievement and Integration Goals

Goal #1: 100% of BPS building equity teams members will be trained on Cultural Proficiency tools, (which will improve techniques, tools and strategies in reaching and teaching 100% of **all** students in BPS) and **100%** of all buildings will implement the Cultural Proficiency tools by June 30, 2023.

Aligns with WBWF area:



Goal type: Teacher Equity Goal

Strategies

Cultural Proficiency # 1.1 2020 school year: BPS will train 20% of all building equity team members in the use of the Cultural Proficiency tools the first year, 2021 school year: BPS will train 50% of all building equity teams and the second school year. The third school year BPS will train 100% of their teams. This is a train the trainer model. As buildings equity teams are trained they will begin to train other staff members within their buildings. By 2023, 100% of all building staff members will be trained in the use of these tools.

Culturally Relevant Instruction #1.2 2020-2023 School year: Each year BPS will ensure equitable access for every student to high quality and culturally relevant instruction by 2%.

Professional Development #1.3 Continue to transition to 100% of all existing Professional Development structure from one that provides cultural competency as an add-on to one that has cultural competency, awareness and sensitivity as the foundation for all professional development experiences by the end of this three-year plan.

Leadership Capacity #1.4 Continue to build capacity for this work with 100% of BPS Leadership team. Provide training and sponsor conversations with ESC central administration, principals and school board members.

Safe and Supportive School # 1.5 Use BPS Safe and supportive school metrics will be to evaluate our process with equity for BPS each year. Data includes attendance, discipline, and survey scales to measure our success.

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.

This is in response to and builds on the data gathered from the all-system equity audit conducted during the previous plan years. These strategies continue to make cultural competency, awareness and sensitivity the foundation of the professional development experience. “Cultural Proficiency is the policies and practices in an organization or the values and behavior of an individual, that enable the person or institution to engage

effectively with people and groups who are different from them. Cultural Proficiency is an inside-out approach that influences how people relate to their colleagues, clients and community. Cultural Proficiency is a lens for examining one's work and one's relationships. (From: Nuri-Robins, Lindsey, Lindsey, and Terrell). We will ground our equity professional development in this framework which includes four tools and a continuum. All building equity teams will be trained to increase their learning followed by being developed and prepared to apply their learning to their colleagues in their respective buildings. This approach will build capacity and consistency across the district. Our staff is not representative of the diverse backgrounds of the students that BPS serves. Currently we serve over 50% students of color, while less than 5% of the staff that are serving the students are staff of color. It is important to prepare our current staff to meet the learning needs of our culturally diverse student population while also continuing to hire and retain culturally diverse staff.

Location of services: District-wide.

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.

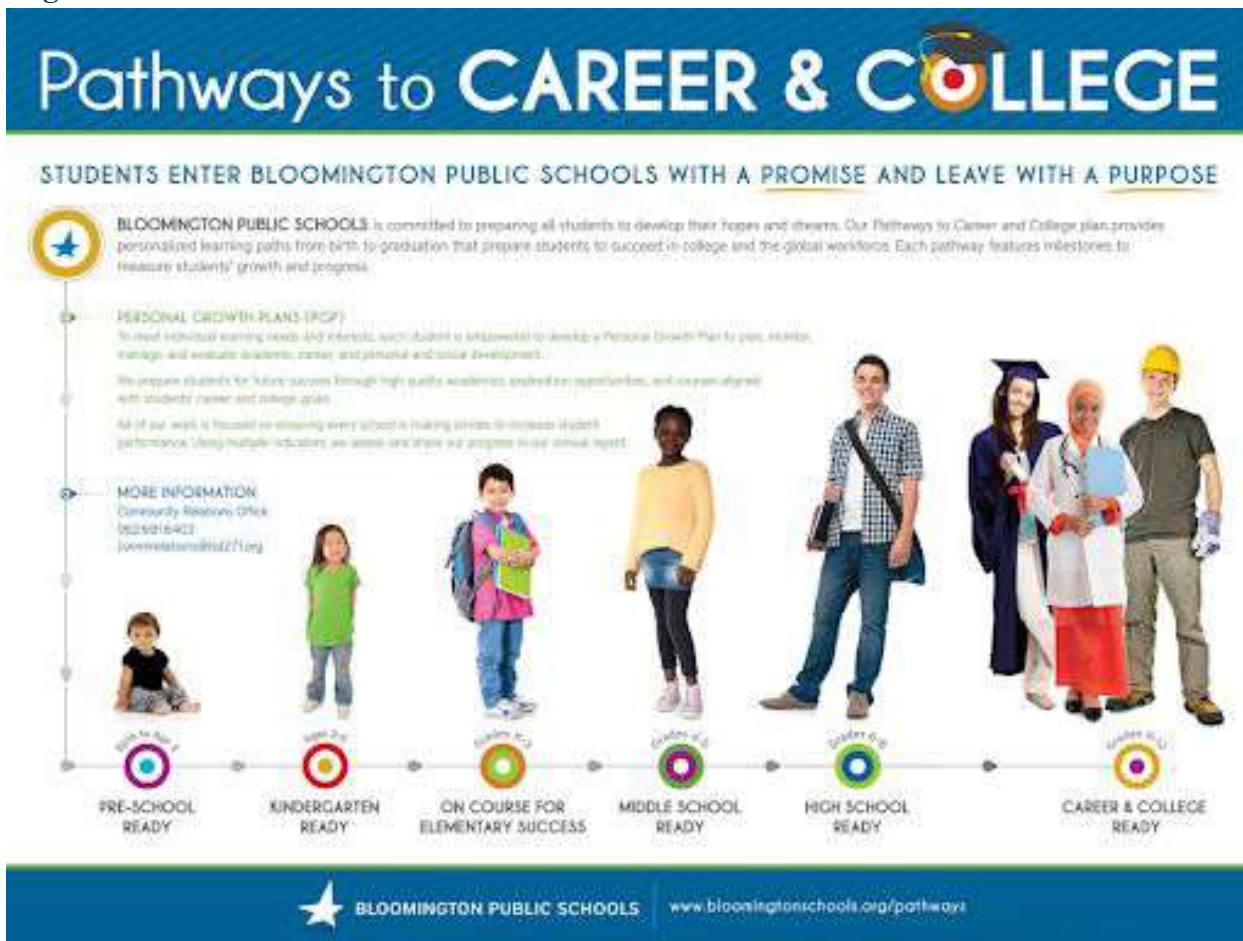
Key Indicators of Progress (KIP)

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
Building equity team representatives will be trained on cultural proficiency tools and continuum	20%	50%	100%

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

Goal #2: BPS will train 50% of staff and implement restorative practices in those buildings (VVMS, IM, OLMS, OLE, VVE, OGMS, OGE) by June 30, 2020. This will ensure a decrease in behavioral referrals of all underrepresented population and black males by 3% a year in each of those buildings.

Aligns with WBWF area: Choose a WB



Goal type: Achievement Disparity

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.

- X Increases graduation rates.
- ☐ Increases access to effective and diverse teachers.

Strategies

Restorative practice #2.1 2020-2023 School Years: Each year BPS will increase by buildings trained and practicing restorative justice and strategies in eliminating behavioral referrals by 2%.

Narrative description of this strategy.

Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing. Restorative practices are increasingly being applied in individual schools and school districts to address youth behavior, rule violations, and to improve school climate and culture. Restorative practices can improve relationships between students, between students and educators, and even between educators, whose behavior often serves as a role model for students. They allow each member of the school community to develop and implement a school's adopted core values. Restorative practices allow individuals who may have committed harm to take full responsibility for their behavior by addressing the individual(s) affected by the behavior. Taking responsibility requires understanding how the behavior affected others, acknowledging that the behavior was harmful to others, taking action to repair the harm, and making changes necessary to avoid such behavior in the future. Restorative practices also represent a mindset that can help guide adult and youth behavior and relationship management in schools, not another program. They are valued and while conflicts of which I've been part often began with raised voices and closed ears, through restorative approaches they have ended in smiles, handshakes, and hugs. This seems ultimately more healthful for interpersonal relationships and overall school culture than traditional reactionary disciplinary measures.

Location of services: District-wide.

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.

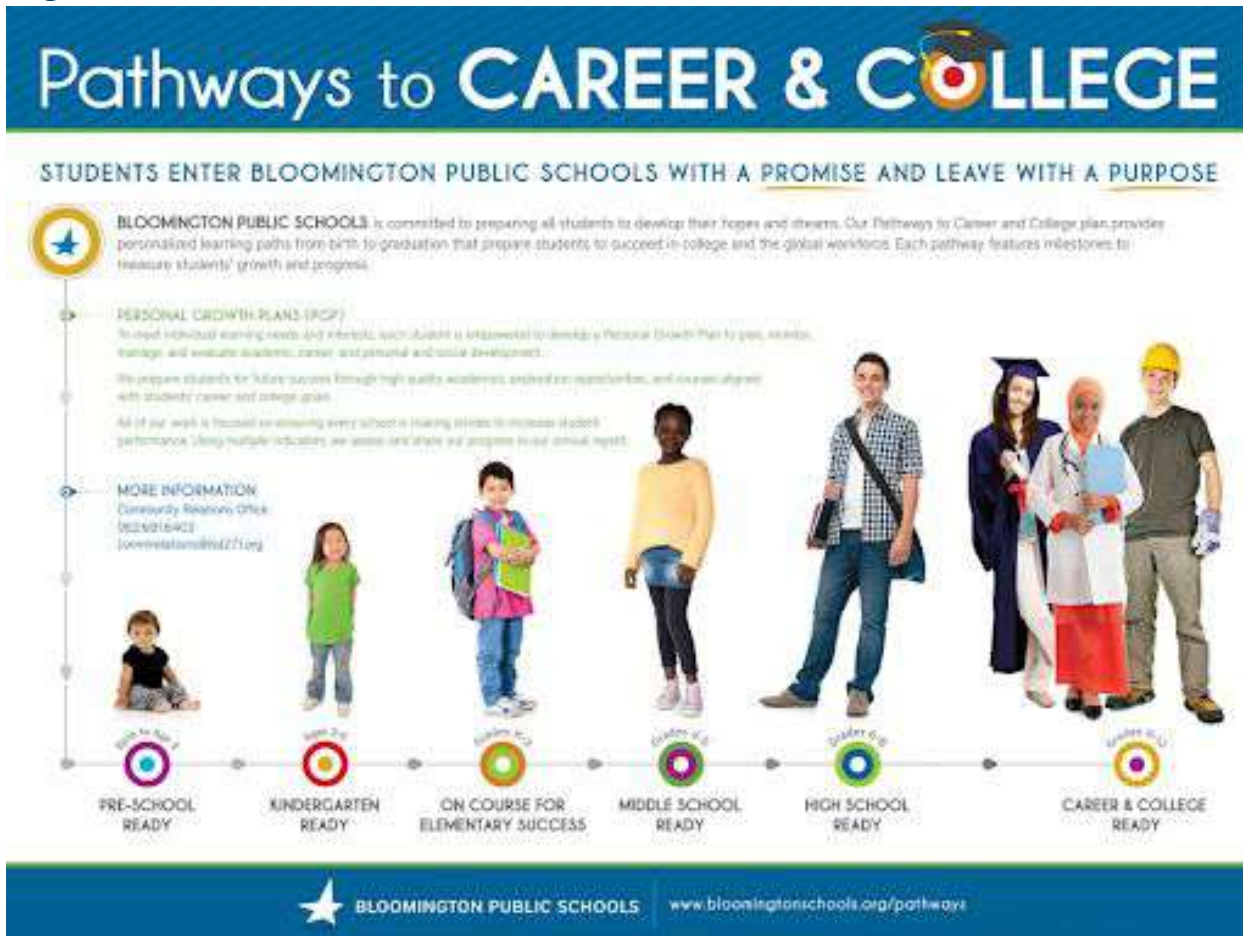
Key Indicators of Progress (KIP)

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
BPS will pilot two buildings in 2020 for restorative practices and increase to eliminate bias in behavior referrals.	15%	15%	20%

Goal #3: BPS will increase enrollment in our gifted and talented education programs from 17% for BPS BIPOC students to 23% by June, 30, 2023.

The OEE Leadership Academy will increase integration for students of color as well as those in challenging socio-economic status by 2%.

Aligns with WBWF area:



Goal type: Integration Goal

Strategies

Gifted and Talented # 3.1. 2020-2023 School Year: All three years we will gradually grow our gifted and talented programs by 2% each year for students of color and students experiencing socio-economic difficulty.

Leadership Academy #3.2 2020-2023 School Year: All three years BPS will provide cross district opportunity for academic, SEL and mental health support and programming during school days and out of school during OEE Leadership on Saturday by increasing the engagement and participation by 2% each year.

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.

BPS will continue to provide academic, emotional, social, and mental health support to students of protected classes to ensure they are able to focus on and be successful in school. The Office of Educational Equity (OEE) Leadership Academy creates and maintains an environment where educational excellence and equity is expected and achieved. The OEE Leadership Academy promotes positive socio-emotional growth and leadership skills. In partnership with parents and community, we foster educational excellence and equity in a safe and nurturing environment. This environment allows all students to acquire skills, knowledge, values, and develop a commitment to lifelong learning and personal growth. The students of OEE Leadership Academy learn how to contribute positively and adapt to our diverse and ever-changing world.

Noble is an academic program of study designed to develop talent in high-ability students through a rigorous humanities approach. The focus is on critical thinking and creativity, students will engage in a rich curriculum connecting literature, social sciences, philosophy, and the arts. Offering at Elements and Dimensions Academy (DA), BPS traditional gifted and talented programming. This programming was developed to challenge and nurture highly able students by offering a high level of academic rigor and an experiential learning environment.

Location of services: OGE, RV, OGM, VVMS, KHS (District wide-OEE Leadership)

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)

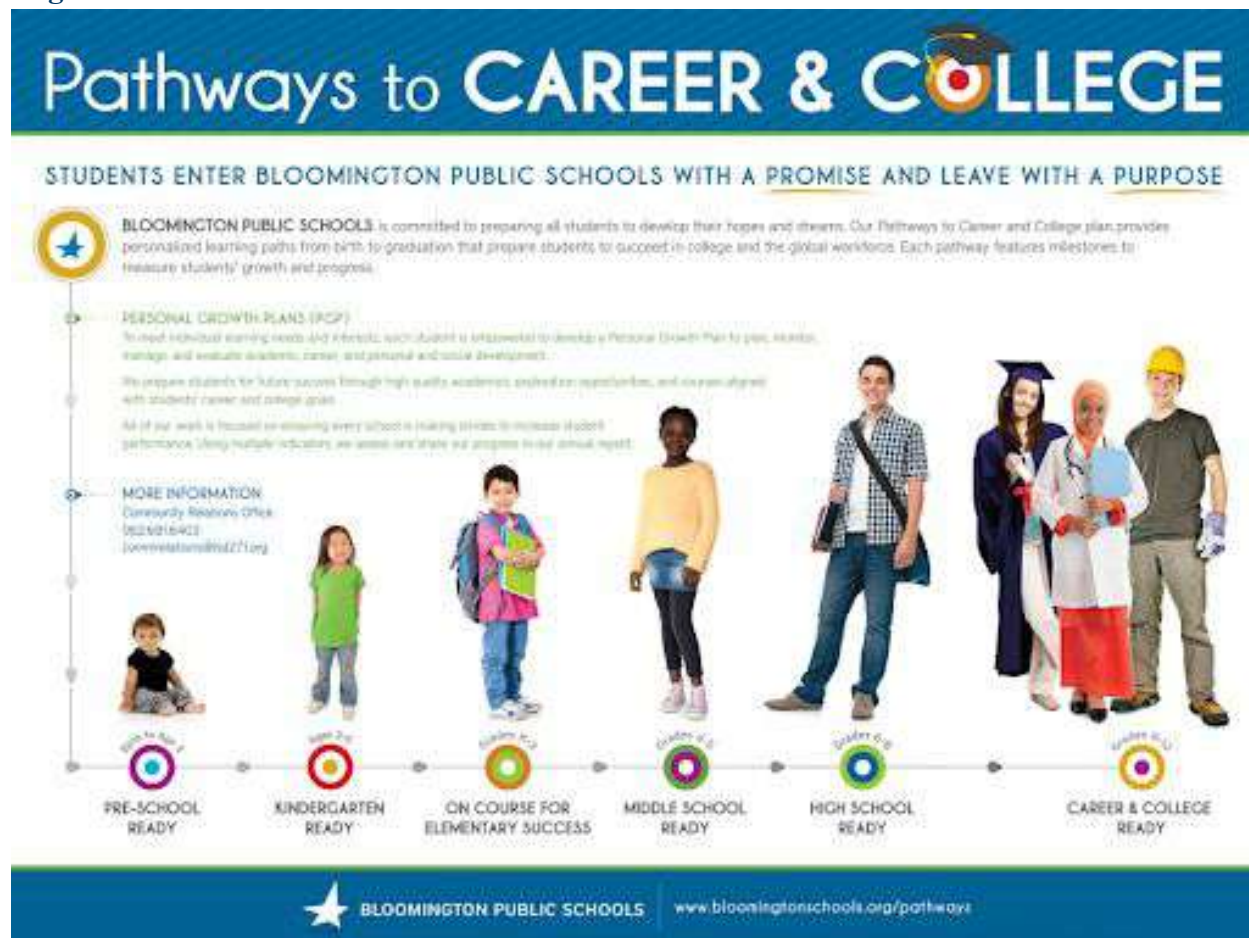
List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2021	Target 2022	Target 2023
The percent of students participating in our gifted and talented programs will increase 2% each year.	2%	2%	2%
The percent of students being served by the Office of Educational Equity will increase 2% per year.	2%	2%	2%

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

Goal #4: BPS will provide programming that focuses on promoting career and college readiness for 100% of our underserved students (5000 students) in grades PreK-12 (this includes BCCA and Choice), by June 30, 2023.

We will increase achievement for each student involved in these programs by 2% each year (2020-2023).

Aligns with WBWF area:



Strategies

Equitable Access #4.1 2020-2023 School Year: All three years BPS will provide equitable access to multiple pathways to success in order to meet the needs of our 100% of our diverse and unique learners.

Barrier Removal #4.2 Provide academic, emotional, social, and mental health support to 100 % students of protected classes to ensure they are focused on and successful in school and the removal of barriers for all.

AVID # 4.3 Continue to grow and implement Advancement Via Individual Determination (AVID) at Valley View Elementary, Valley View Middle School, and Kennedy High School by 2% each year.

Nobel # 4.4 Increase the gifted education program (Nobel Program) at Valley View Middle School. BPS will grow Nobel into a program that attracts white students from the entire BPS attendance area by 2% each year. Transportation will be provided free of charge.

Pathway to Graduation # 4.5 Provide 100% of our students the opportunity to engage and grow academically in enrichment programs to promote placement on the Pathway to Graduation.

Personal Growth Plan # 4.6 Provide program and support options to promote college and career readiness for **all** underserved students to ensure they are on their individual Pathway to Graduation and (PGP) Personal Growth Plan.

Family Engagement # 4.7 Build capacity in 100% of our families to support their children's success on the Pathways to Graduation through a comprehensive and aligned family engagement system by 2023.

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.

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. It is designed to increase school-wide learning and performance and to ensure that all students,

and most especially the least served students in the middle, are capable of succeeding after high school. The AVID College Readiness System works to ensure students are college-ready by equipping them with the personal skills, academic success, high positive behaviors, and college knowledge necessary to succeed at every level from elementary to college. AVID helps students develop a vision for their future, gain confidence in their abilities, and take ownership of their learning.

Hillcrest Community School uses the Artful Learning® instructional model. The mission is to inspire, challenge, and empower student learning through the arts. This nationally recognized and highly researched instructional model from the late composer Leonard Bernstein's organization, embeds the arts into learning in every classroom. Students learn core academics through arts-focused experiences, inquiry, creation, and reflection. Resident artists regularly visit our classes to work with students, and students take many field trips to performances and art spaces around the twin cities. Hillcrest is a community school, welcoming students from the entire Bloomington community. Students are selected from a lottery pool. Free bus transportation is available for any Bloomington district student attending Hillcrest Community School.

Noble is an academic program of study designed to develop talent in high-ability students through a rigorous humanities approach. The focus is on critical thinking and creativity, students will engage in a rich curriculum connecting literature, social sciences, philosophy, and the arts. Offering at Elements and Dimensions Academy (DA), BPS traditional gifted and talented programming. This programming was developed to challenge and nurture highly able students by offering a high level of academic rigor and an experiential learning environment. The

Noble program is recruiting white students to the Noble program, which will help decrease the racial isolation of VVMS.

The achievement goals and targets for the 2020-2023 Achievement and Integration Plan are aligned with the district's current Strategic Plan Success Measures. Additionally, the Success Measures are aligned with Bloomington's Pathways to Graduation plan. BPS will continue to use additional indicators, beyond standardized tests, which include but are not limited to:

- Pathways measurements
- Attendance
- Discipline referrals
- Suspension rates
- Standards-based grading
- Student and family opinions regarding diversity and equity
- Special education rates

Location of services: KHS, Hillcrest Community School, VVE, IM

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.

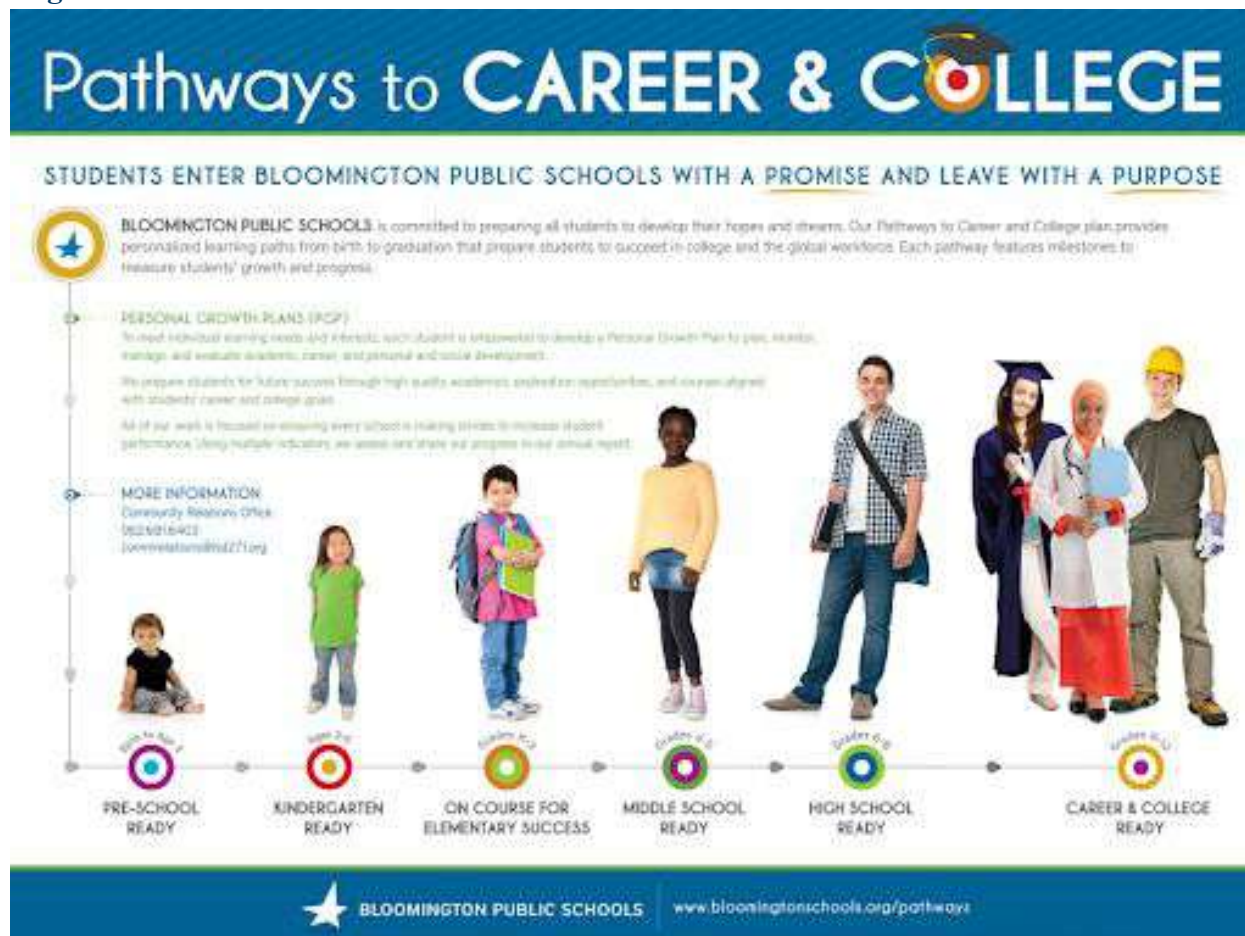
Key Indicators of Progress (KIP)

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
Increase diversity at HC. Our goal is to increase each school year by 2%.	2%	2%	2%
Increase diversity of white students in NOBLE from across the BPS district. Our goal is to increase each school year by 2%.	2%	2%	2%
Increase student participation in AVID. Our goal is to increase participation by 2% a school year.	2%	2%	2%

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

Goal #5. BPS will increase its' staff of color from 4.9% to 7% by June 30, 2023.

Aligns with WBWF area:



Goal type: Teacher Equity Goal

Strategies

Hiring Practices # 5.1 Human Resources will study Bloomington's recent hiring trends and practices in the area hiring and retention of our traditionally underserved populations. After studying the first year 2020-2021, Human Resources will implement changes that will increase equity for 100% of all applicants (removing all bias and discrimination for underrepresented applicants).

Cultural Growth Mindset Tool # 5.2 Human Resources will study, develop and or acquire a hiring tool that allows 75% of BPS to capture the indication of a new employee's cultural competence level as well as their cultural growth mindset.

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.

X Provides school enrollment choices.

Location of services: Districtwide

☐ Increases cultural fluency, competency, and interaction.

X Increases graduation rates.

☐ Increases access to effective and diverse teachers

Racially Identifiable School(s) (RIS)

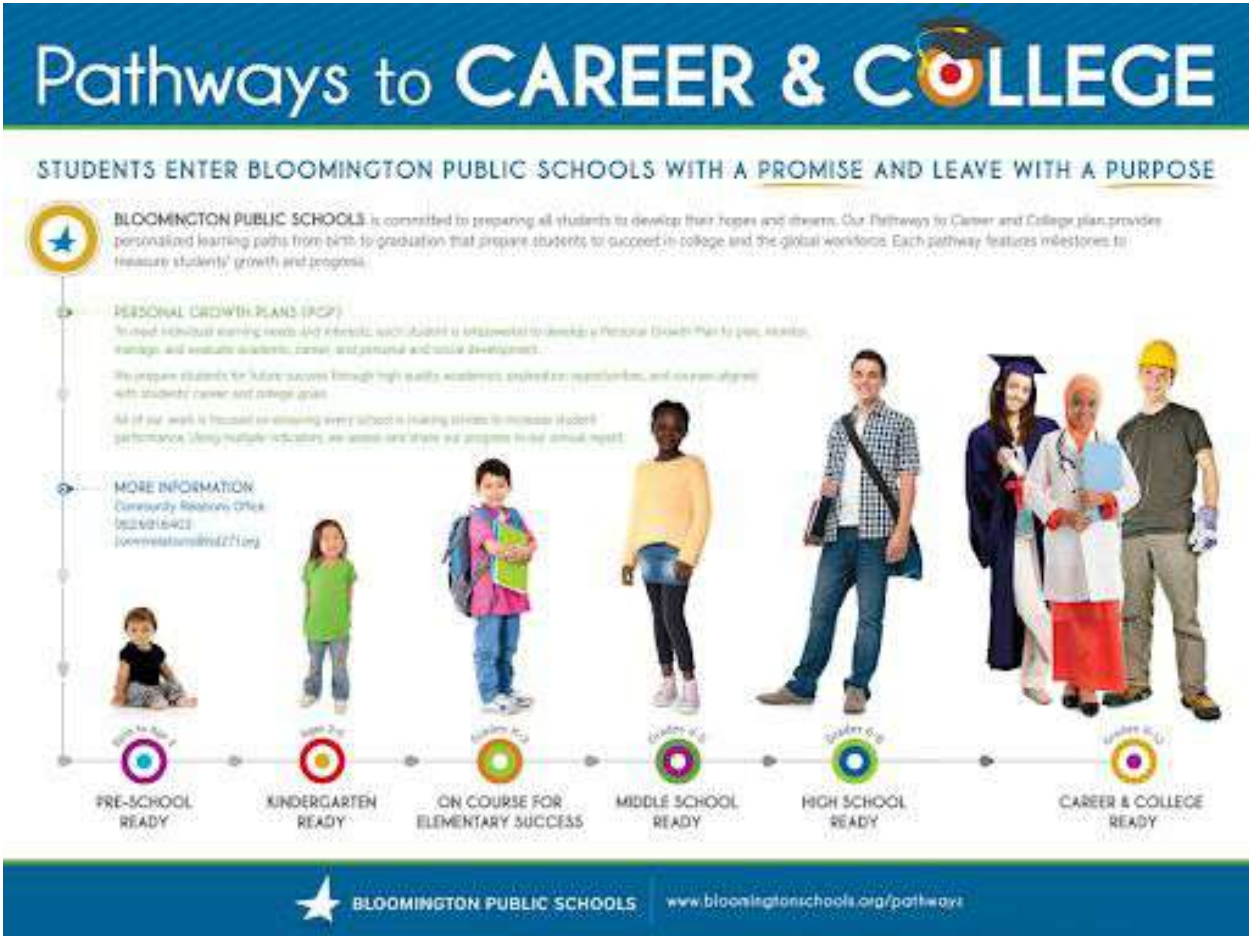
If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools, include goals and strategies for each Racially Identifiable School within your district. *If MDE has not notified your district that one of your sites is racially identifiable, delete this section.*

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)) **RIS**

RIS Goal # 1 BPS will decrease the achievement gap by 2% each year at VVE, VVMS and IM by June 30, 2023.

Aligns with WBWF area:



Goal type: Achievement Disparity.

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

Racially Identifiable School 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 increase racial and economic integration at their racially identifiable schools and to reduce 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 Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

Copy and paste the strategy section below for each additional strategy.

RIS Noble Enrollment # 1.1 We will promote and recruit to 100% of our middle school students from across the BPS attendance area to attend the Nobel program located at Valley View Middle School by increasing our student enrollment by 2% per year (2020-2023). Transportation is provided if needed.

Type of Strategy: Integration

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, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

X 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.

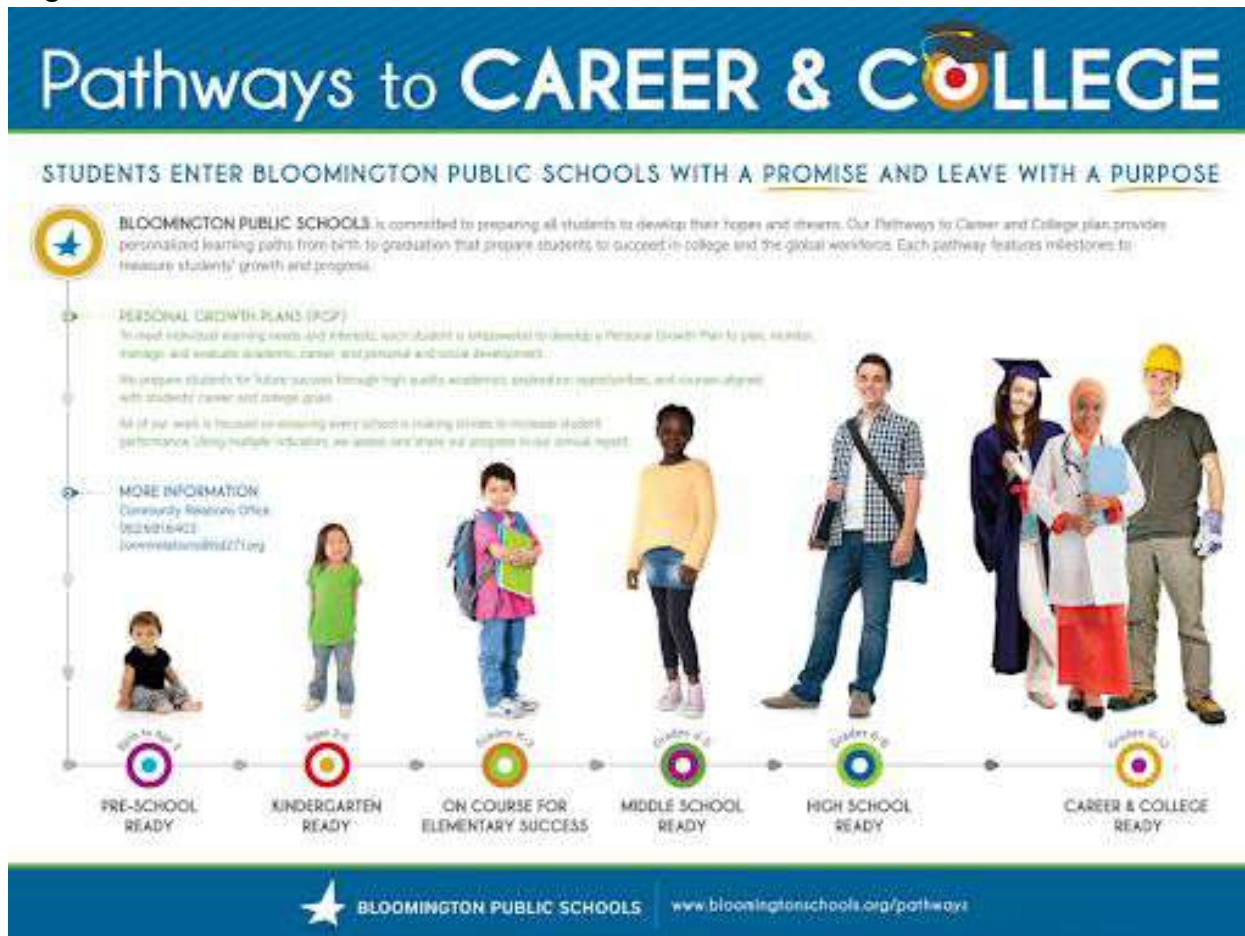
Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how will instruction be delivered, and where will this take place.

Noble is an academic program of study designed to develop talent in high-ability students through a rigorous humanities approach. Focused on critical thinking and creativity, students will engage in a rich curriculum connecting literature, social sciences, philosophy, and the arts. It is offered at Elements and Dimensions Academy (DA), a BPS traditional gifted and talented programming. This programming was developed to challenge and nurture highly able students by offering a high level of academic rigor and an experiential learning environment.

Location of services: VVMS, KHS

RIS Cross District Enrollment # 1.2. BPS will ensure that 100% of all families of color will be provided information about Hillcrest community school each year. BPS will increase enrollment of students of color by 2% each year. This will ensure that the Hillcrest student population will begin to accurately reflect the demographics of students of color at Elementary Schools level (53% students of color). Transportation is provided free.

Aligns with WBWF area:



Type of Strategy: Integration

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, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your 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

Hillcrest Community School uses the Artful Learning® instructional model. The mission is to inspire, challenge, and empower student learning through the arts. This nationally recognized and highly researched instructional model from the late composer Leonard Bernstein’s organization, embeds the arts into learning in every classroom. Students learn core academics through arts-focused experiences, inquiry, creation, and reflection. Resident artists regularly visit our classes to work with students, and students take many field trips to performances and art spaces around the twin cities. Hillcrest is a community school, welcoming students from the entire Bloomington community. Students are selected from a lottery pool. Free bus transportation is available for any Bloomington district student attending Hillcrest Community School.

Location of services: IM, VVE

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 are 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 key 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
Provide choice to Valley View and Indian Mounds Elementary families. VVE and IM families have choice to HC (free transportation) and other schools in BPS. Our goal is to increase choice for VVE and IM families by 2% a year.	2%	2%	2%
Provide choice to Families from OGMS and OLMS for the NOBLE program.	2%	2%	2%

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

Copy and paste the strategy section 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 RIS Strategy #1, one RIS Strategy #2, etc.

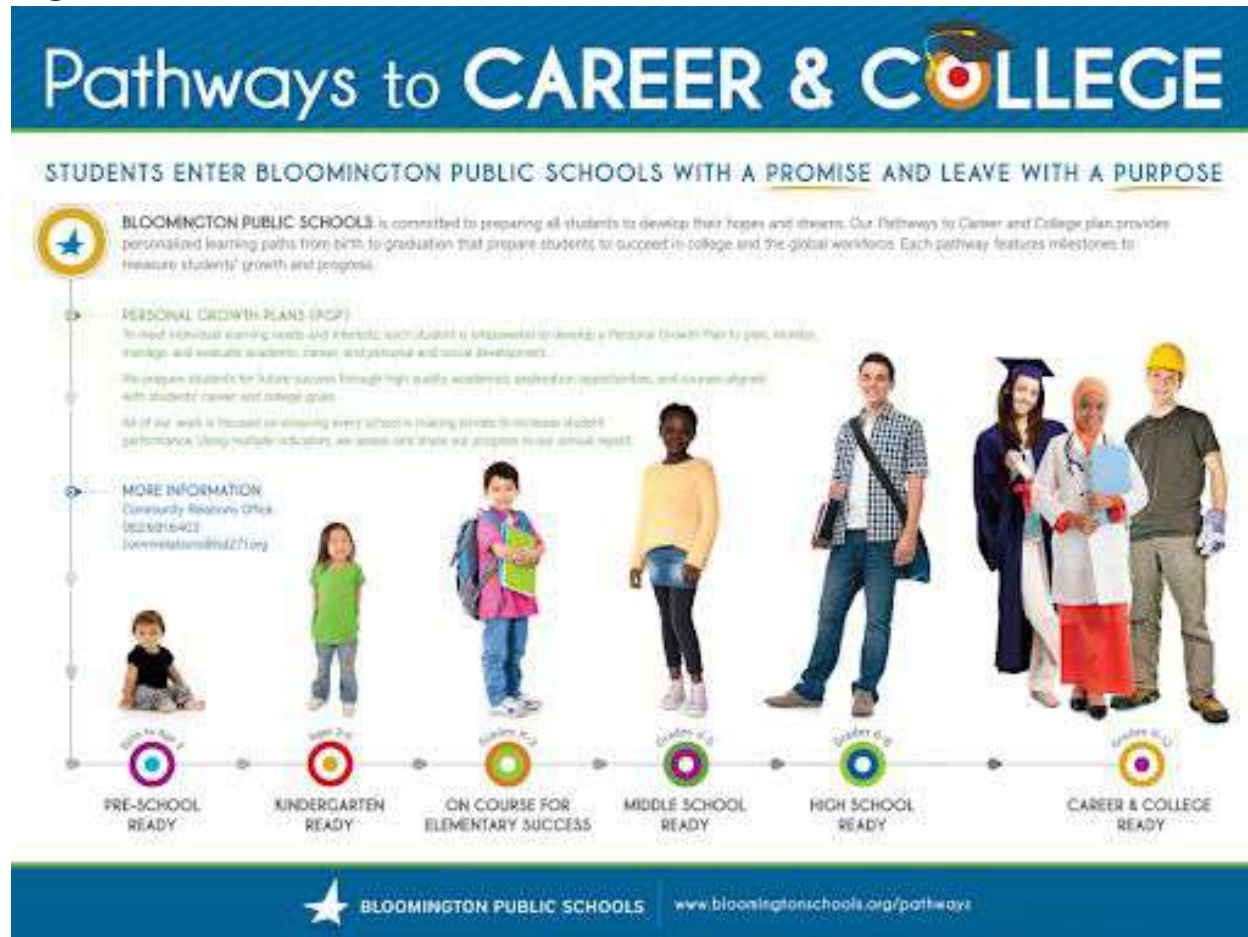
Remember to copy and paste the goal section above to add additional goals for each of your racially identifiable schools.

RIS Goal #2: BPS OEE program will increase achievement for each student of color involved in the Check and Connect by 2% each year (2020-2023).

Racially Identifiable School Strategies

RIS Check and Connect # 2.1 The Office of Educational Equity will continue to use Check and Connect as a means to promote graduation and success within the school system. OEE will increase attendance by 2% each year for students of color for Check and Connect program (2020-2023).

Aligns with WBWF area:



Narrative description of this strategy

We will continue to implement and train staff on the use of progress monitoring tools such as Check and Connect and Check-in and out. These programs are intended to help students, staff and families understand on a weekly basis, and to increase the understanding of working collaborative for student's achievement as well as the importance of increasing the graduation rate. We will train another 20 staff members as well as monitor their success over the next school year. Currently we have 25 staff members that have been trained and currently working with the University of Minnesota to ensure the success of the program on student's achievement. The Cultural Liaisons and others that have been trained to support students that need tier two and tier three of the PBIS intervention are provided these two programs. The Cultural Liaisons and Family Engagement Liaisons work together to provide services that link the student, staff and parents around supporting the student in nontraditional approaches. All programming provided by the Office of Educational Equity staff around the district, which includes the RIS, uses both of these research programs to serve students.

Location of services: District wide

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 are 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 key 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
Increase attendance with the use of Check and Connect /check in check out to implement and monitor weekly in all programs that receive funding from AI.	±2%	±2%	±2%
Increase attendance with the use of Check and Connect/check in check out will be implemented and monitored weekly in all programs that receive funding from AI.	±2%	±2%	±2%
Increase attendance with the use of Check and Connect /check in check out will be implemented and monitored weekly in all AI funded program	±2%	±2%	±2%

RIS Goal #3: BPS will increase the 6th year graduation rates by 2% for underserve students at each of BPS's RIS each school each year by providing options for learning to families by June 30, 20203.

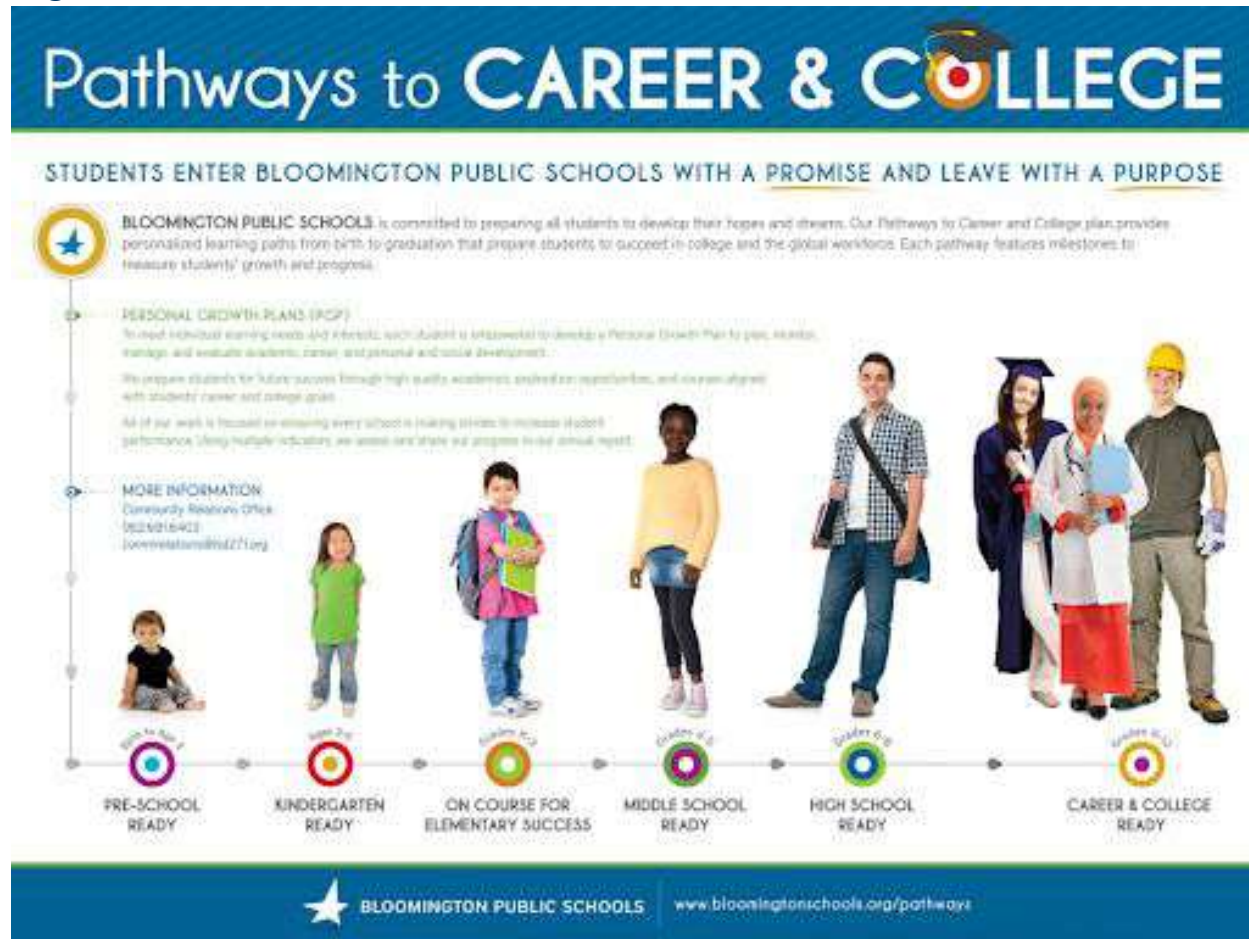
Racially Identifiable School Strategies

RIS Noble Program # 3.1 Promote and recruit students from across the BPS attendance area to attend the Nobel program located at Valley View Middle School, (VVMS is a racially isolated school) by 2% each year. Transportation will be provided free to families.

RIS OEE Leadership Academy # 3.2 Provide academic and experiential-focused integration opportunities to 100% of our traditionally underserved BPS students each year. Examples may include; integrated after school and summer school experience, Office of Educational Equity Leadership Academy (focused on academics, behavior, and attendance as monitored by Equity Specialists using Check and Connect).

RIS Hillcrest #3.3 Intentionally bring awareness to 100% of all Valley View Elementary school students and families, (VVE is a RIS) regarding their option to attend BPS' community elementary school, Hillcrest per year. This practice is implemented to help ensure that the Hillcrest Elementary student population accurately depicts the demographics of all other BPS elementary schools. Transportation to Hillcrest is free to families.

Aligns with WBWF area:



Location: district wide

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
6 th year graduation rates of African American for BPS	86%	88%	90%
6 th year graduation rates of Hispanic for BPS Students	86%	88%	90%
6 th year graduation rate for American Indian	80%	82%	84%

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)). The Bloomington Public Schools are committed to utilizing our different funding streams in an efficient and conscientious manner. To that end, we regularly look for opportunities to study and adjust programs that may be serving in a duplicate capacity.