



Achievement and Integration Plan Form

July 1, 2023, to June 30, 2026

Complete this form by typing information where indicated and deleting placeholder text. The form will expand to fit.

District ISD# and Name: ISD271 Bloomington Public Schools

District Integration Status: RI and RIS

Superintendent Name: Dr. Eric Melbye

Superintendent Phone Number: 952-681-6402

Superintendent Email: emelbye@isd271.org

Title of Person submitting Report: Director of 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 School
2. Indian Mounds Elementary School
3. Valley View Middle School
4. _____
5. _____
6. _____

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:*

1. N/A

School Board Approval

We certify that we have approved this Achievement and Integration plan and will implement it as part of our district’s World’s Best Workforce plan ([Minn. Stat. § 124D.861, subd. 4](#)).

X 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 us American Indian Parent Advisory Committee as required by [Minnesota Rules 3535.0160, subpart 2](#), and [Minnesota Rules 3535.0170, subparts 2-5](#).

Superintendent (enter name) Dr. Eric Melbye

Signature: _____ Date Signed: _____

School Board Chair (enter name) Heather Starks

School Board Chair 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 to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above ([Minn. R. 3535.0160, subp. 2](#), and [3535.0170, subp. 3](#)).

For stakeholder input to be meaningful, it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

AIPAC Member Signature (if applicable): _____ Date Signed: _____

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Multidistrict Collaboration Council: N/A

Stakeholder Groups:

District Equity and Diversity Advisory Committee/ Achievement and Integration Community Collaboration Committee: The Advisory Committee met throughout the fall of 2022 for five sessions (10/4/22, 10/25/22, 11/15/22, 12/6/22, and 2/7/23). The group consisted of teachers, principal, parents, community members and district staff and included a representative from the American Indian Parent Advisory Committee. The District Equity and Diversity Advisory Committee/ Achievement and Integration Community Collaboration Committee was convened as a regular input group during the months of stakeholder engagement and goal alignment in the plan. Their responsibilities included reviewing and providing insights to academic and climate district data, integrating stakeholder perspectives into shifts needed in the 2023-2026 plan, engaging in challenging discussions about needed change in the district, providing feedback for plan elements and budget.

Achievement and Leadership Team: Dr. Jenna Mitchler (Asst. Superintendent), Andrew Kubas (Executive Director of Learning and Teaching), Rick Kaufman (Executive Director of Community

Relation and Communication), Kelly Tennison (Principal of VVE), Jeremy Kuhns (Principal of IM), Megan Willrett (Principal VVMS), Kim Agate (financial Controller), Jaylan Lyles (Communication), Dinna Wade-Ardley (Director of Educational Equity).

Other Stakeholders consulted on their experiences of Achievement and Integration include:

- Parent Advisory Committee (representatives from group including American Indian [Title VI] American Indian Parent Committee, Parents with African American Students Committee, Comunidad -Latinx parent committee, Somali parent network
- Office of Educational Equity Leadership students
- American Indian Parent Advisory Committee
- Achievement & Integration Program Leaders who have received A & I funding
- Department leadership from Learning and Teaching, Career & College Readiness, Research-Evaluation-Assessment, Learning Support

Each of these groups identified key shifts they felt were necessary in the 2023-2026 plan including:

- 1) ensuring choice for all families (support for RIS),
- 2) increasing and improving focus on school climate, behavior policies and restorative practices,
- 3) addressing teacher racial bias, and low expectations and negative stigmas for students of color,
- 4) increasing support for Grow Your Own and other teacher diversity programming,
- 5) increasing focus on Cultural Proficiency framework and the belief gap,
- 6) creating programs to retain diverse staff through mentoring and increasing courageous leadership for equity.

Community Collaboration Council for Racially Identifiable School(s): Each Racially Identifiable School PTA gave feedback on their Achievement & Integration strategies and goals. Schools gathered input on their specific goals. PTSA VVMS, PTSA VVE, PTSA IM

Jennifer Tangness
Kelley Spiess
Roxanne Mills
Katrina Van Ruyven
Faith Jackson
Jennifer Hadden
Louis Garrett
Hiedi Hecker
Nicholas Hupton
Mia Olson
Amanda Crombie
Julie Dums
Jessi Martinez
Emily Trieu
Dan Andersen
Beth BeeBe
Jodie E Wellman
Nancy Castaneda
Mohamoud Jibril

Margaret Thomas
Andrea Kibort
Jennifer Berglund
Kerrie Hoppe
Darringer Funches
Gina Aulwes
Julie Checco
Jill Swanson
Molly Hollenbeck
Niambi Jackson
Jennifer Corcoran
Jennifer Coughlin
Cassie Pagel
Christina Rasmussen
Monica Rauchwarter
Elise High
Amber
Adriana De La Cruz
Betsy Hawes

Ana Molina
Lucinda Jones
Vianny Rodriguez
Sammy Pleigo
Gema Beltran

Richard Scott
Safia Abdirahman
Abdirahman Hassan
Dinna Wade-Ardley

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

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:

100% of BPS schools and programs will implement Cultural Proficiency tools/framework, Framework (which aligns with Culturally Relevant Teaching) in 100% in all Buildings and Programs by 2026.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Reducing the disparities in academic achievement

Choose the type of Goal:

- Achievement Disparity
 Integration
 Teacher Equity

Goal 1. Strategy 1: An equity coordinator has been hired to ensure that 100% schools and programs throughout BPS will have a Cultural Proficiency framework goal. The Cultural Proficiency plan will ensure that each building and programs develops a plan and action steps and that all Bloomington staff understands the importance of the changes in our system.

Goal 1. Strategy 2: We will continue to transition to 100% of all existing Professional Development structures from one that provides Cultural Proficiency as an add-on to one that has Cultural Proficiency, awareness and sensitivity as the foundation for all professional development experiences. Additionally, we will continue to build capacity for this work with 100% of the BPS Leadership team. We will provide training and sponsor conversations with central administration, principals and School Board members. We will use BPS safe and supportive school metrics to evaluate our process with equity for BPS each year. Data includes attendance, discipline, and survey scales to measure our success.

Goal 1. Strategy 3: Cultural Proficiency practices and professional development opportunities will focus on academic achievement of all students. All sites and programs will have a team that goes through Cultural Proficiency professional development and ensures new staff are trained in the framework by 2026.

Goal 1. Strategy 4: In providing ongoing Cultural Proficiency training to current and new staff, BPS will ensure equitable access for every student to high quality and culturally relevant instruction.

Goal 1. Strategy 5: 100% of the BPS Leadership team, including central administration and principals will engage in professional development each year of this plan through the end of 2026.

Goal 1. Strategy 6: BPS safe and supportive school metrics will be monitored to ensure we evaluate our equity goals each year. Metrics and data include attendance and student and staff survey scales. Improvements are expected in students' attendance rates (90% attendance or more from 61.6% to 74.4%) and teacher/school support survey scores (increase from 74.9% to 78.9%).

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:

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 2: Provides school enrollment choices.

Option 3: Increases cultural fluency, competency, and interaction.

Option 4: Increases graduation rates.

Option 5: Increases access to effective and diverse teachers.

Narrative. In addition to inclusive access to a school environment, Bloomington Public Schools (BPS) is committed to creating a welcoming environment and high-quality instruction that includes culturally responsive teaching. Professional development will be organized to advance staff learning and implementation of these practices. In addition, all mentor coaches will provide coaching for staff to support culturally responsive teaching and Cultural Proficiency in all environments.

Cultural Proficiency is the practices in an organization and 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. The four tools of cultural proficiency are the Elements, the Continuum, the Barriers and the Principles.

THE ESSENTIAL ELEMENTS – Standards for Planning and Evaluating

- Assess Culture: Identify the cultural groups present in the system
- Value Diversity: Develop an appreciation for the differences among and between groups
- Manage the Dynamics of Difference: Learn to respond appropriately and effectively to the issues that arise in a diverse environment
- Adapt to Diversity: Change and adopt new policies and practices that support diversity and inclusion
- Institutionalize Cultural Knowledge: Drive the changes into the systems of the organization

CULTURAL PROFICIENCY CONTINUUM

DESTRUCTION: Eliminate differences the elimination of other people's cultures

INCAPACITY: Demean differences Belief in the superiority of one's culture and behavior that disempowers another's culture

BLINDNESS: Dismiss differences Acting as if the cultural differences you see do not matter or not recognizing that there are differences among and between cultures

PRECOMPETENCE: Respond inadequately to the dynamics of difference Awareness of the limitations of one's skills or an organization's practices when interacting with other cultural groups

COMPETENCE: Engage with differences using the essential elements as standards Using the five essential elements of cultural proficiency as the standard for individual behavior and organizational practices

PROFICIENCY: Esteem and learn from differences as a lifelong practice Knowing how to learn about and from individual and organizational culture; interacting effectively in a variety of cultural environments. Advocating for others.

Reactive Behaviors, Shaped by the BARRIERS

- Unawareness of the need to adapt
- Resistance to change
- Systems of oppression and privilege
- A sense of entitlement

Proactive Behaviors, Shaped by the PRINCIPLES

- Culture is a predominant force

- People are served in varying degrees by the dominant culture
- There is diversity within and between cultures
- Every group has unique culturally-defined needs
- People have personal identities and group identities.
- Marginalized populations have to be at least bicultural
- Families, as defined by culture, are the primary systems of support
- The diverse thought patterns of cultural groups influence how problems are defined and solved.
- The absence of cultural competence anywhere is a threat to competent services everywhere

From: Nuri-Robins, Lindsey, Lindsey, and Terrell. Culturally Proficient Instruction Corwin 2012

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.	2023 Target	2024 Target	2025 Target
All site teams and new staff will have Cultural Proficiency professional development by 2026.	Elementary sites	Secondary sites	All other sites/ programs
Provide ongoing Cultural Proficiency training and sponsor conversations with central administration, principals and school board members by the end of 2026.	Elementary, ESC, and Board	Secondary	All other site leaders/ programs
The percentage of students of color attending school 90 percent or above will increase from 61.6% in 2022 to 74.4% in 2026.	68.0	71.2	74.4
The percentage of students of color in grades 3–12 with positive Teacher/School Support favorability scores on the student survey will increase from 74.9% in 2022 to 78.9% in 2026.	76.9	77.9	78.9

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

Goal #2:

Reduce the disproportionality of in- and out-of-school suspensions for students of color, such that the percent of students of color who have been suspended at least once will decrease from 4.7% in 2023–2024 to 3.2% by June 2026.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.
Goal type: Reducing the disparities in academic achievement

Choose a WBWF goal area: All children are ready for school.

Choose the type of Goal:

- Achievement Disparity
- Integration
- Teacher Equity

Strategies

Goal 2. Strategy 1: An equity coordinator has been hired to facilitate restorative practices training with 100% of all restorative room staff in BPS. This training will provide skills and clarity in role to those responsible for following up with behavior referrals and ensuring that we are eliminating what is sometimes referred to as the “pipeline to prison” that exists within many school systems. Restorative Practices educates those involved by practicing listening and empathy while doing restoration when harm has been done. One third of sites in the district each year of the plan (100% of sites by 2026) will have developed a process for the implementation of Restorative Practices, as documented in their Site Improvement Plans (SIPs).

Choose the Type of Strategy: Reduce disparities in academic achievement

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:

- Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Option 2: Provides school enrollment choices.
- Option 3: Increases cultural fluency, competency, and interaction.
- Option 4: Increases graduation rates.
- Option 5: I Increases access to effective and diverse teachers.

Location: District Wide

Narrative:

Restorative practices offer schools an alternative to traditional disciplinary actions that center on punishment for misbehavior and breaking rules. These punishments push kids—disproportionately students of color and low-income students—out of their classroom and school community. They may be suspended or simply sent to the principal’s office, but students who are pushed out may drop out of school altogether.

In contrast, restorative practices focus on resolving conflict, repairing harm, and healing relationships. They support a positive and safe school climate, prevent bullying, and reduce disciplinary incidents. A restorative culture can mitigate the negative effects of punitive discipline policies that exacerbate inequity.

Educators use two types of restorative practices in schools:

1. Proactive schoolwide strategies to create a sense of community, build healthy relationships, and develop conflict resolution skills, sense of belonging, and agency.
2. Restorative processes like circle, conflict-resolution programs, peer-led practices, and tribunals to respond to incidents that cause harm.

Part of designing more equitable school models includes community-building: shifting away from traditional disciplinary practices and “command and control” school cultures to embrace collaborative community, co-created values, and accountability for upholding shared ideals.

There’s no evidence that punitive measures make schools safer. What’s more, they’re often disproportionately used with students of color and those from low-income families with serious negative consequences for those students. Zero tolerance-style policies push out and further disadvantage the very kids who need learning and community connections the most.

Bloomington Public School District has made a commitment to use restorative practices to disrupt the school-to-prison pipeline so often prevalent in schooling. As a school district, Bloomington has prioritized keeping more students of color, students from low-income families, and students from challenging circumstances enrolled, progressing toward graduation, and out of the criminal justice system and local detention centers.

Location: 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.	2024 Target	2025 Target	2026 Target
The percentage of American Indian students suspended at least once due to behavior will decrease by half a percent point each year.	2.6	2.1	1.6
The percentage of Black/African American students suspended at least once due to behavior will decrease by one percent each year.	6.7	5.7	4.7
The percentage of Hispanic/Latino American students suspended at least once due to behavior will decrease by half a percent point each year.	3.2	2.7	2.2
The percentage of students who identify with two or more races/ethnicities suspended at least once due to behavior will decrease by one percent each year.	4.1	3.1	2.1

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

Copy and paste the strategy and key indicator sections 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 Strategy #1, one Strategy #2, etc.

Goal #3:

The percentage of all students who identify as American Indian, Black/African American, Hispanic/Latino, and Two or More races who are enrolled in third grade in Bloomington Public Schools who meet or exceed proficiency on the MCA Reading test will increase from 27.9% in 2021–22 to 37.2% by the Spring of 2026.

Aligns with WBWF area: All third-graders can read at grade level.
Goal type: Reducing the disparities in academic achievement

Choose a WBWF goal area: All children are ready for school.

Choose the type of Goal:

- Achievement Disparity
- Integration
- Teacher Equity

Goal 3, Strategy 1: 100% of reading literacy instruction in grades K-5 will include elements of the science of reading, decoding and language comprehension to improve overall reading comprehension and ultimately decrease the reading achievement gap.

Choose the Type of Strategy: Professional Development

Integrated Learning Environments (Minn. Stat. § 124D.861, sub. 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:

- Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Option 2: Provides school enrollment choices.
- Option 3: Increases cultural fluency, competency, and interaction.
- Option 4: Increases graduation rates.
- Option 5: Increases access to effective and diverse teachers.

Goal 3, Strategy 2: BPS will continue to seek and implement strategies that aid in helping reduce disparities in achievement at the 3 racially identifiable schools. Some of these strategies include:

VVE & IM:

- CLSD - Comprehensive State Literacy Development to assist with core literacy instruction
- Literacy and Math classroom visits used to provide data on core instruction and focus for professional development
- All sites use multiple measures for determining tiered systems of support and intervention
- Grade level data meetings to study student performance and achievement

VVMS:

- Establishing a culture of literacy
- School wide system of AVID and WICOR
- Integration of study time and habits into the daily schedule
- Using student data to design and implement tiered systems of support
- Implementing a Math specialist to provide support in math classes across the school

Enter location of services: All Elementary sites in Bloomington Public Schools including (VVE, IM and VVMS)

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.

Bloomington Public Schools is committed to closing racial and economic achievement gaps between student groups and creating equitable learning environments utilizing best practices in reading instruction.

- Mentor Coaches: at each K-5 building to utilize coaching to support teachers in implementing best practices in instruction for all students.
- School/Community/Student Advocates/Equity Specialists: Provide information, interpretation, and family support for school/parent engagement.
- District leadership, administration, and staff will work to deepen understanding of intersectional and interdepartmental opportunities for organizational change, enhance equity and cultural-responsiveness within classroom pedagogy, build intercultural competence, create efficiencies, enhance collaborative structures, and strengthen skills to support a districtwide equity framework.

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.	2024 Target	2025 Target	2026 Target
The percentage of Black/African American students in grade 3 who meet or exceed proficiency on the MCA-III Reading test will increase from 27.3% in 2021–22 to 35.3% by Spring of 2026.	31.3%	33.3%	35.3%
The percentage of Hispanic/Latino students in grade 3 who meet or exceed proficiency on the MCA-III Reading test will increase from 17.9% in 2021–22 to 27.9% by Spring of 2026.	22.9%	25.4%	27.9%
The percentage of students in grade 3 who identify with two or more races/ethnicities who meet or exceed proficiency on the MCA-III Reading test will increase from 46.3% in 2021–22 to 56.3% by Spring of 2026.	51.3%	53.8%	56.3%

Note that the number of American Indian students included in the overall count for Bloomington Public Schools is too small to include a KIP for this student group, as the percentage would not be predictable.

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

Goal 4:

Reduce the achievement gaps between students who identify as American Indian, Black/African American, Hispanic/Latino, and Two or More races and white students in all grades in Bloomington Public Schools on the MCA-III Reading test from 29.8 points in 2022 to 24.3 points in 2026.

Aligns with WBWF area: Achievement gaps closed

Goal type: Reducing the disparities in academic achievement

Choose a WBWF goal area: All children are ready for school.

Choose the type of Goal:

Achievement Disparity

Integration

Strategies

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:

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 2: Provides school enrollment choices.

Option 3: Increases cultural fluency, competency, and interaction.

Option 4: Increases graduation rates.

Option 5: I Increases access to effective and diverse teachers.

Goal 4, Strategy 1: BPS will continue to seek and implement strategies that aid in helping reduce disparities in achievement at the 3 racially identifiable schools and all sites across the district. Some of these strategies include:

VVE & IM:

- CLSD - Comprehensive State Literacy Development to assist with core literacy instruction
- Literacy and Math classroom visits used to provide data on core instruction and focus for professional development
- All sites use multiple measures for determining tiered systems of support and intervention
- Grade level data meetings to study student performance and achievement

VVMS:

- Establishing a culture of literacy
- School wide system of AVID and WICOR
- Integration of study time and habits into the daily schedule
- Using student data to design and implement tiered systems of support
- Implementing a Math specialist to provide support in math classes across the school

Enter location of services: All Elementary sites in Bloomington Public Schools including (VVE, IM and VVMS)

Enter location of services: 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.	2024 Target	2025 Target	2026 Target
The achievement gap between our Black or African American and White students will narrow from 36.4% in 2021–22 to 28.9% by Spring of 2026.	32.4%	30.4%	28.4%
The achievement gap between Hispanic or Latino students and White students will narrow from 38.3% in 2021–22 to 32.3% by Spring of 2026.	35.3%	33.8%	32.3%
The achievement gap between our American Indian Students and White students will narrow from 33.5% in 2021–22 to 25.5% by Spring of 2026.	29.5%	27.5%	25.5%
The achievement gap between students who identify with two or more races/ethnicities and white students will narrow from 14.8% in 2021–22 to 11.8% by Spring of 2026.	12.8%	11.8%	10.8%

Goal #5:

Goal #5: Increase the four-year graduation rate for students who identify as American Indian, Black/African American, Hispanic/Latino, and with two or more races from 67.2% in 2021 to 73.2% in Spring of 2026.

Aligns with WBWF area: All students graduate from high school.

Goal type: Reducing the disparities in academic achievement

Choose the type of Goal:

Achievement Disparity

Integration

Teacher Equity

Goal 5, Strategy 1: BPS will increase participation of students attending Choice Academy and Beacon ALP students for those who it would be a good fit based on credit for graduation needs. The number of available seats at Beacon ALP will increase by 70 per class period (that is, adding an additional classroom) by 2024 and sustaining that until 2026. The number of teachers who are able to teach outside their content areas at Beacon ALP will increase by one in 2024 and sustain that until 2026. The percentage of seats available for students at Choice Academy will increase by 5% each year.

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:

- Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Option 2: Provides school enrollment choices.
- Option 3: Increases cultural fluency, competency, and interaction.
- Option 4: Increases graduation rates.
- Option 5: I Increases access to effective and diverse teachers.

Narrative description of this strategy

Choice Academy recognizes the uniqueness of each student and life circumstances that create a need for an alternative to the traditional school setting.

Choice Academy serves students ages 17-21 who have fallen behind in high school, who want to attend a program that better fits their individual needs, or who have dropped out and want to return to complete their high school education.

Beacon APP is an education alternative that provides a variety of ways for students to earn credit toward a high school diploma. The program is designed to increase student learning by offering a smaller classroom setting and a wide variety of academic support. Beacon values high academic standards within each curricular area, meeting Minnesota State Standards.

Beacon Credit Recovery at Jefferson and Kennedy offers credit recovery during the school day for grades 11 and 12 using online instruction via Edgenuity. Students are required to attend school on a daily basis. Students must enroll through their Jefferson counselor. All classes are trimester credits (12 weeks per class). Class offerings are limited.

Students attend credit make-up classes following a full day at Kennedy or Jefferson high school. After-school credit recovery is open to Bloomington students ages 16 and older and is offered trimesters 2 and 3 two days per week.

Summer school credit recovery classes are offered at Kennedy High School for students in grades 9-11 who have been referred by their Kennedy or Jefferson counselor for credit recovery. Invite letters/registration will be sent to students at the end of May.

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 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)

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

Copy and paste the strategy and key indicator sections 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 Strategy #1, one Strategy #2, etc.

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.	2023 Target	2024 Target	2025 Target
The percentage of Black / African American students graduating in four years will increase from 69.4% in 2020–21 to 75.4% in 2024–25	72.4	73.9	75.4
The percentage of Hispanic/Latino students graduating in four years will increase from 63.6% in 2020–21 to 69.6% in 2024–25	66.6	68.1	69.6
The percentage of students who identify with two or more races/ethnicities graduating in four years will increase from 68.4% in 2020–21 to 74.4% in 2024–25	71.4	72.9	74.4

Enter location of services: District wide

Goal #6: Increase students’ equitable access to racially and ethnically diverse teachers by increasing the percentage of teachers of color employed in BPS from 5.4% in 2021–22 to 8.2% by 2025–26.

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

Goal type: Teacher Equity

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

Goal type: Reducing the disparities in academic achievement

Choose a WBWF goal area: All children are ready for school.

Choose the type of Goal:

Achievement Disparity

Integration

Teacher Equity

Goal 6. Strategy 1: Recruitment, Hiring and Retention of Diverse Teachers and Staff will increase thru applying for and partnering with Grow your Own grant programming, the Black Men Teach program, Sirtify Black Men Teach, and the special education staffing program at Normandale Community College.

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.

Narrative description of this strategy.

Hiring a more inclusive teacher pool that is more representative of our student demographics requires intentional hiring practices and providing ongoing support. Many programs and initiatives across the country provide evidence that an intentional and sustained approach to recruiting and retaining teachers can build a diverse and stable teacher workforce. Based on those practices, Bloomington Public Schools will modify its current hiring practices with the aims to recruit, prepare and retain highly qualified teachers who share similar

life experiences as our diverse student population in Bloomington Public Schools. Those strategies supported with Achievement and Integration funds include:

- Adoption of a district-wide recruitment and retention strategy that ensures BPS can hire new teachers, while retaining staff of color. To ensure the success of this strategy, BPS HR department will work closely with the BPS Office of Educational Equity to focus on the recruitment and retention of racially and ethnically diverse teachers, staff and administrators. A joint plan of action and framework will be established and adopted.

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.	2024 Target	2025 Target
The overall percentage of Black/African American teachers will increase by 0.25% each year.	2.4	2.7
The overall percentage of Hispanic/Latino teachers will increase by 0.25% each year.	1.4	1.7
The overall percentage of Asian teachers will increase by 0.1% each year.	2.3	2.4
The overall percentage of American Indian teachers will increase by 0.1% each year.	0.6	0.7
Increase the teachers of color retention rate from 82% in 2022 to 94% in 2026.	88	91

BPS will also grow an affinity group program to support staff of color and other staff with marginalized identities. BPS will support new hires through peer mentoring affinity groups and professional development in order to improve retention rates of all new teachers with an emphasis on new teachers of color, including American Indian staff. This program aims to recruit, prepare and retain highly qualified teachers who share similar life experiences as our diverse student population in BPS. While the aim of the groups is to provide a space for staff to gain support from colleagues that share identity, groups will also have the opportunity to participate in shared learning and projects. Groups will be given funding for facilitators, food and outside speakers. Affinity groups will meet four times per year after the initial year of planning and piloting. This plan includes a deep commitment to community-focused recruitment partnerships to tap into the rich diversity of the Minneapolis and broader community. Changes to the teacher licensure system also provide an opportunity for our Director, in conjunction with the broader HR team, to conduct out-of-state recruitment, specifically at HBCUs and tribal colleges

Location of services: Districtwide- HR director and OEE Department

Goal 6. Strategy 2: Achievement and Integration will support the Grow Your Own program if application is received. This will allow Paraprofessionals and others people of color interested to in getting their teachers license to enter a program that is supported and promoted by BPS.

Location of services: District-Wide

Goal #7: BPS will increase student of color enrollment in our gifted and talented education programs (Dimensions Academy, Elements, and Nobel) from 34% in 2023 to 39% by 2026, and in Renaissance from 50% in 2024 to 66% by 2026; Computer Science Program from 40.6% in 2023 to 50.6% by 2026; and, Hillcrest Artful Learning from 34.8% in 2023 to 37.8% by 2026.

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

Goal type: Reducing the disparities in academic achievement

Choose a WBWF goal area: All children are ready for school.

Choose the type of Goal:

_____ Achievement Disparity

X Integration

_____ Teacher Equity

Goal 7. Strategy 1: 2023-2026 School Year: All three years we will gradually grow our gifted and talented programs by Providing additional support for students of color and students experiencing socio-economic difficulty.

Goal 7. Strategy 2: BPS will work to grow their computer science programs enrollment from student of color and lower economic status by ensuring knowledge of these programs are equitable.

Goal 7 Strategy 3: 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.

Goal 7. Strategy 4: Provide academic, emotional, social, and mental health support to 100 % students of protected classes to ensure they are can be focused on and successful in school.

Goal 7. Strategy 5: 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.

Goal 7. Strategy 6: Increase the gifted education program (Nobel Program) at Valley View Middle School and Kennedy High School. BPS will grow Nobel into a program that attracts students from the entire BPS attendance area by 2% each year.

Goal 7. Strategy 7: Provide 100% of our students the opportunity to engage and grow academically in enrichment programs to promote placement on the Pathway to Graduation.

Goal 7. Strategy 8: 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.

Goal 7. Strategy 9: 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 2026.

Goal 7. Strategy 10: BPS will Increase Cultural Trunks (American Indian, Mexican, Somali, and African American Inventors) and access for 4 to 7 by 2025-2026.

Goal 7. Strategy 11: BPS will continue to Support it's Out of School Cross District Programs (Office of Educational Equity Leadership Academy).

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:

Option 1: Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

Option 2: Provides school enrollment choices.

Option 3: Increases cultural fluency, competency, and interaction.

Option 4: Increases graduation rates.

Option 5: I 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.

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

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.

BPS will increase its diversity in **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.

Computer science immersion aims to empower students with the skills and knowledge important for success in the 21st century: creativity, collaboration, communication, persistence and confidence in dealing with complex, open-ended problems. Our students have weekly or monthly dedicated lessons in computer science concepts and CS concepts are embedded in other lessons whenever possible.

BPS will increase the number of students of color entering into the BPS computer science program. Poplar Bridge and Indian Mounds (and RIS) Elementary Schools and Olson Middle School are computer science immersion schools.

Location of services: OGE, IM, PB, RV, OGM, OLMS, 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 2024	Target 2025	Target 2026
The percentage of students of color participating in Dimensions Academy will increase from 29% to 35% by 2026.	31	33	35
The percentage of students of color participating in Elements will increase from 22% to 33% by 2026.	26	29	33
The percentage of students of color participating in Nobel will be maintained at 50%.	50	50	50
The percentage of students of color participating in Renaissance will start at 50% in 2024 and will increase to 66% by 2026.	50	58	66
The percentage of students of color enrolling in AP Computer Science will increase from 35.5% in 2023 to 41.5% by 2026.	37.5%	39.5%	41.5%
The percentage of females enrolling in AP Computer Science will increase from 40.6% in 2023 to 50.6% by 2026.	43.9	47.3	50.6
An AP Computer Science class will be added to the Kennedy High School curriculum by 2026.	0	0	1
The percentage of students of color being served by the Hillcrest Community School will increase by 1% each academic year from 34.8% in 2023 to 37.8% by 2026.	35.8	36.8	37.8
The number of students applying to AVID at VVM will increase by 5% each academic year.	5	5	5
The number of students who are recruited face-to-face and invited to apply to AVID at KHS will increase by 5% each academic year.	5	5	5
The number of Cultural Trunks will increase by one each academic year.	1	1	1

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.	2024 Target	2025 Target	2026 Target
The number of open seats at Bloomington Career and College Academy (BCCA) will increase by 10% each academic year. The percentage of students of color attending BCCA will be maintained at 63%.	63%	63%	63%

The percentage of students of color enrolled in New Code Academy will increase by 1% each academic year.	65%	66%	67%
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This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).

Location: Valley View Middle School, Valley View Elementary School, Indian Mounds School and other BPS schools.

Pathways to CAREER & COLLEGE

STUDENTS ENTER BLOOMINGTON PUBLIC SCHOOLS WITH A PROMISE AND LEAVE WITH A PURPOSE

BLOOMINGTON PUBLIC SCHOOLS is committed to preparing all students to develop their hopes and dreams. Our Pathways to Career and College plan provides personalized learning paths from birth to graduation that prepare students to succeed in college and the global workforce. Each pathway features milestones to measure students' growth and progress.

PERSONAL GROWTH PLANS (PGP)
To meet individual learning needs and interests, each student is empowered to develop a Personal Growth Plan to plan, monitor, manage, and evaluate academic, career, and personal and social development.
We prepare students for future success through high quality academics, exploration opportunities, and courses aligned with students' career and college goals.
All of our work is focused on ensuring every school is making strides to increase student performance. Using multiple indicators, we assess and share our progress in our annual report.

MORE INFORMATION
Community Relations Office
952.681.6403
commrelations@isd271.org

Birth to Age 3
PRE-SCHOOL READY

Ages 3-5
KINDERGARTEN READY

Grades K-3
ON COURSE FOR ELEMENTARY SUCCESS

Grades 4-5
MIDDLE SCHOOL READY

Grades 6-8
HIGH SCHOOL READY

Grades 9-12
CAREER & COLLEGE READY

BLOOMINGTON PUBLIC SCHOOLS | www.bloomingtonschools.org/pathways

Preparing students for the future is no small task. If students are to graduate with the needed knowledge, skills, and attitudes to position them for a successful future, schools must work in partnership with parents and the community toward this common vision. Bloomington Public Schools has developed learning opportunities for children from birth to graduation in a comprehensive educational framework known as Pathways to Career and College.

Beacon ALP is an education alternative that provides a variety of ways for students to earn credits toward a high school diploma. The program is designed to increase student learning by offering a smaller classroom setting and a wide variety of academic support. Beacon values high academic standards within each curricular area, meeting both Bloomington and Minnesota State Standards.

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:

Narrative description of this strategy.

The achievement goals and targets for the 2023-2026 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

We will increase the number of students of color entering into BPS computer science program. Poplar and Indian Mounds (which is a RIS) and Olson Middle School are Computer Science Immersion school. Our students have weekly or monthly dedicated lessons in computer science concepts to learn important skills for success in the 21st century: creativity, collaboration, communication, persistence and confidence in solving complex, open-ended problems.

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)

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.*

RIS Goal #1: Increase the percentage of teachers of color that are representative of the student body in our three RISs from 4.7% in 2023 to 11.6% in 2026.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed. **Goal type:** Teacher Equity

Type of Strategy: Recruitment and retention of racially and ethnically diverse teachers and administrators.

Choose the type of Goal

- Achievement Disparity
- Integration
- Teacher Equity

RIS Goal 1: Strategy #1: Teacher Recruitment

Narrative description of this strategy

Currently, Valley View Elementary's diverse teaching staff is 5.1%, Indian Mound’s diverse teaching staff is 2.7%, and Valley View Middle’s diverse teaching staff is 5.7%. In order to maintain and increase our diverse staff, we will work closely with district HR to identify, recruit and retain highly trained and qualified teachers of color—diversifying the teaching staff to reflect our students. Educational researchers indicate that having a highly trained staff of teachers who reflect the diversity of the student population positively supports student achievement.

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.	2024 Target	2025 Target	2026 Target
The percentage of teachers of color in Valley View Elementary will increase from 5.1% in 2023 to 12.8% in 2026. That is an increase of one teacher of color per academic year.	1	1	1
The percentage of teachers of color in Indian Mounds Elementary will increase from 2.7% in 2023 to 10.8% in 2026. That is an increase of one teacher of color per academic year.	1	1	1
The percentage of teachers of color in Valley View Middle will increase from 5.7% in 2023 to 11.3% in 2026. That is an increase of one teacher of color per academic year.	1	1	1

Location of services: Valley View Elementary School, Indian Mounds Schools and Valley View Middle School.

Racially Identifiable School Strategies

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.

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 will increase the 6 year graduation rates by 2% for students at each of BPS's RIS each school each year by providing options for learning to families by June 30, 2026.

Racially Identifiable School Strategies

RIS Noble Program # 2.1 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 # 2.2 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 #2.3 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.

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.	2024 Target	2025 Target	2026 Target
The achievement gap between our Black or African American and White students at VVE will narrow from 36.8% in 2021–22 to 23.2% by Spring of 2026.	30.0	26.6	23.2
The achievement gap between Hispanic or Latino students and White students at VVE will narrow from 36.4% in 2021–22 to 30.0% by Spring of 2026.	33.6	31.6	30.0
The achievement gap between students who identify with two or more races/ethnicities and White students at VVE will narrow from 28.9% in 2021–22 to 4.1% by Spring of 2026.	16.5	10.3	4.1
The achievement gap between Hispanic or Latino students and White students at IM will narrow from 3.4% in 2021–22 to 0.4% by Spring of 2026.	2.0	1.2	0.4
The achievement gap between our Black or African American and White students at VVM will narrow from 37.4% in 2021–22 to 33.4% by Spring of 2026.	35.4	34.4	33.4
The achievement gap between Hispanic or Latino students and White students at VVM will narrow from 42.2% in 2021–22 to 38.0% by Spring of 2026.	40.2	39.1	38.0
The achievement gap between students who identify with two or more races/ethnicities and White students at VVM will narrow from 12.5% in 2021–22 to 8.5% by Spring of 2026.	10.5	9.5	8.5

RIS Goal 3: BPS will decrease the achievement gap by 2% in reading each year at VVE, VVMS and IM by June 30, 2026'

BPS will continue to seek and implement strategies that aid in helping reduce disparities in achievement at the 3 racially identifiable schools. VVE & IM:

- CLSD - Comprehensive State Literacy Development to assist with core literacy instruction
- Literacy and Math classroom visits used to provide data on core instruction and focus for professional development
- All sites use multiple measures for determining tiered systems of support and intervention
- Grade level data meetings to study student performance and achievement

VVMS:

- Establishing a culture of literacy
- School wide system of AVID and WICOR
- Integration of study time and habits into the daily schedule
- Using student data to design and implement tiered systems of support
- Implementing a Math specialist to provide support in math classes across the school

Strategies to increase six-year graduation rates: BPS will 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). Additionally, we have continued to leverage our work through Professional Learning Communities, (PLC's). The practice of working in these PLC's allows us to better understand our student's academic "profile". In other words: what students have learned, how to respond when some students have not learned, and how to extend the learning for those students who are already proficient. BPS will continue to use the Personal Growth Plan (PGP) as a tool to aid in tracking students' progress and goals. The PGP help students build strong academic habits, det relative and achievable goals, and began envisioning their future career and college plans.

Location of services: Valley View Elementary School, Indian Mounds Schools and Valley View Middle School.

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)).

BPS works to create efficiencies and eliminate duplicative programs by aligning programming under our World's Best Workforce Strategic Plan. By doing this we become more strategic in the use of resources

to help attain our goals. In addition, our A&I leadership team is made-up of cross-departmental and school leaders with good understanding of other programs and services being offered and how Achievement and Integration strategies will supplement and enhance those programs.

This plan will help us focus our efforts on students of color, closing gaps through asset based programming and professional development that will help staff directly impact students from every level and program in our organization. District leadership will work to coordinate these efforts and adopt strict strategic delimiters to keep us from duplicating programming. Many of these strategies will align fully with our new strategic plan.