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

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

District ISD# and Name: ISD 191 Burnsville Public Schools District’s Integration Status: Racially Isolated District (RI)

Superintendent: Joe Gothard            Title: Director of Curriculum, Instruction & Support Services
Phone: 952-707-2005                     Phone: 952-707-2008
E-mail: jgothard@isd191.org             E-mail: sstanley@isd191.org

Plan submitted by: Stacie Stanley

Racially Identifiable Schools (RIS)
If you have been notified by MDE that your district has a racially identifiable school, please list each of those schools below, adding additional lines as needed.

1. NA                          4. NA
2. NA                          5. NA
3. NA                          6. NA

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

Collaborating Districts Racially isolated districts must partner with adjoining districts on cross-district student integration activities (Minn. Rule 3535.0170). List your collaborating districts here, adding lines as needed. If your integration collaborative has a name, enter it here: Collaborative name.

1. ISD 194 Lakeville Public Schools A - Adjoining
   Enter text here. Choose district status.
2. Enter text here. Choose district status.
3. Enter text here. Choose district status.
4. Enter text here. Choose district status.

Submitting This Plan
Submit this completed plan template as a word document to MDE by March 15, 2017 for review and approval (Minn. Stat. § 124D.861 Subd. 4). Email it to MDE.integration@state.mn.us. Scan the signed coversheet and attach that to your email as a separate PDF.

School Board Approval (Minn. Stat. § 124D.861 Subd. 4)
We certify that we have formally approved and will implement the attached Achievement and Integration plan as part of our district’s comprehensive World’s Best Workforce plan and in compliance with applicable federal, state, and local laws and regulations.
Plan Input: Minnesota School Desegregation/Integration Rule 3535.0170 Subp. 2 requires racially isolated and adjoining districts to establish a multidistrict collaboration council (MDCC) to provide input on integration goals and to identify cross-district strategies to improve integration.

The rule also requires districts with a racially identifiable school (RIS) to convene a community collaboration council (CCC) to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the RIS (Minn. Rules 3535.0160 Subp. 2).

Plan Goals: This plan must contain goals for reducing disparities in academic achievement among all students and specific categories of students (excluding the categories of gender, disability, and English learners), and for increasing racial and economic integration (Minn. Stat. § 124D.861 Subd.2 (c)).

GOAL # 1: The percentage of incoming racially and economically diverse Kindergartners meeting or exceeding benchmark on the AIMSweb Letter/Name Fluency Fall assessment will increase by (see linked table)

Community Collaboration Council for the RIS: Not applicable

Post to District Website Prior to your district’s annual AI and World’s Best Workforce meeting, you must post this plan to the district website (Minn. Stat. § 124D.861 Subd. 3 (b)). Please provide the URL where your district’s Achievement and Integration plan is posted. www.isd191.org
Aligns with WBWF area: All children are ready for school.

Objective 1.1: Support Early Childhood and Voluntary Pre-K recruitment and registration of protected class students & students who qualify for FRP meals.

Objective 1.2: Provide student social emotional supports with transition to the formal school setting

Objective 1.3: Develop strong school-home partnerships

GOAL # 2: The percentage of 3rd grade racially & economically diverse students meeting or exceeding the benchmark on the AIMSweb MAZE & ORF Spring assessments will increase by (see linked data table)

Aligns with WBWF area: All 3rd graders can read at grade level.

Objective 2.1: To ensure fidelity in implementation of research based literacy instructional strategies to serve culturally and socio-economically diverse students.

Objective 2.2: To provide targeted instructional support during the primary literacy block

Objective 2.3: To develop strong school-home partnerships

GOAL # 3: Increase the average ACT score for the 11th grade AVID student Cohort by .5 points each year over three years from 19.8 in the spring of 2016 to 21.3 in the spring of 2020.

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

Objective 3.1: To increase student enrollment of culturally & economically diverse student groups in AP courses

Objective 3.2: To increase fidelity of Implementation of AVID Curriculum

Objective 3.3: To increase capacity of AVID elective teachers to deliver the AVID curriculum in a rigorous and comprehensive manner.

GOAL # 4: Increase the graduation rate of our Native American, Latino & Black students from 75% to 84%; 59.8% to 72% & 69.8% to 77% respectively.

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

Objective 4.1: To provide targeted culturally responsive Career & College Ready Counseling

Objective 4.2: Increase culturally responsive social emotional & academic supports

Objective 4.3: To develop strong home-school partnerships

INTERVENTIONS

Directions Eligible districts may use AI revenue to pursue racial and economic integration and student achievement through interventions listed in the Type of Intervention drop-down menus
below (Minn. Stat. § 124D.861 Subd. 2). Provide the information requested for each
intervention.

**Requirement for this section:** At least one intervention must be designed and implemented to
bring together students from the racially isolated district and students from that district’s
adjoining AI districts (Minn. Rule 3535.0170).

Copy and paste the text below for each intervention. In your annual AI budget use the
intervention names below in the budget narrative for expenditures supporting that intervention.

**Intervention #1** Staffing to bridge cultural and socio-economic barriers

This intervention supports the following goal objective: 1.1, 1.2, 1.3, 2.3, 4.1, 4.2, and 4.3

Type of Intervention: Family engagement initiatives to increase student achievement.

Narrative description of the critical features of the intervention. Many students enrolled in
our Early Childhood and VPK programs may meet low income guidelines and aren’t members of
protected class groups. We want to make certain that students of protected class groups are
enrolled AND thrive academically and social emotionally in the learning environment. An
examination of our PLTW course enrollment indicates that only 2-5% of students enrolled are
members of protected class groups. We want to make certain that students of protected class
groups are enrolled AND thrive academically and social emotionally in the courses. Staff will
provide targeted support to culturally & economically diverse parents/caregivers that will support
early childhood academic readiness, social emotional regulation and registration in rigorous
course work at the secondary level. Using locally designed Family Engagement curriculum,
staff will work with family members to provide key training that will allow families to advocate for
their students in the enrollment of specific courses designed to either build literacy skills or
ensure students are on track to graduating having successfully completed a track of college
ready courses.

Grade levels to be served: Pre-k - 12

Location of services: ISD 191 schools

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. §
124D.861 Subd. 2 (b): Pre and post assessments in training programs

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous,
objective research analysis that provides evidence this intervention is proven to improve student
achievement. Center for Multilingual/Multicultural Research

**Key Indicators of Progress (KIPS)**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Target 2018</th>
<th>Target 2019</th>
<th>Target 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of culturally &amp; economically diverse students enrolled</td>
<td>50%</td>
<td>60%</td>
<td>65%</td>
</tr>
<tr>
<td>in Early Childhood Pre-School programs (enrollment data will be</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>disaggregated by race, ethnicity, FRPL or non-FRPL)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage of culturally diverse students enrolled in the PLTW</td>
<td>70%</td>
<td>75%</td>
<td>80%</td>
</tr>
<tr>
<td>engineering pathway earning a grade of B or higher (enrollment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>data will be disaggregated by race, ethnicity, FRPL or non-FRPL)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintain or increase the number of culturally/ethnically diverse</td>
<td>95</td>
<td>100</td>
<td>110</td>
</tr>
<tr>
<td>parents/caregiver enrollment in FIRE program</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Intervention #2  Provide staffing with targeted training in preparing historically under-represented for postsecondary experiences.

This intervention supports the following goal objective: 3.1, 3.2, 3.3 and 4.1

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

Narrative description of the critical features of the intervention. The Advancement Via Individual Determination program is designed to support students who will be first generation college attendees. This includes ensuring students have the support toward enrolling in rigorous courses that will prepare them to meet college admission requirements.

Grade levels to be served: 6-12  Location of services: ISD 191 Schools

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Course registration percentages and student surveys

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Education Trust

Key Indicators of Progress (KIPS)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Target 2018</th>
<th>Target 2019</th>
<th>Target 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the percentage of ethnically and economically diverse students enrolled in college prep courses.</td>
<td>5%</td>
<td>8%</td>
<td>11%</td>
</tr>
<tr>
<td>Increase the percentage of students remaining in AVID after 9th grade</td>
<td>30%</td>
<td>35%</td>
<td>40%</td>
</tr>
<tr>
<td>NOT APPLICABLE</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Intervention #3  Provide targeted family engagement programming

This intervention supports the following goal objective: 1.1, 1.3, 2.3, 3.1, and 4.3

Type of Intervention: Family engagement initiatives to increase student achievement.

Narrative description of the critical features of the intervention. Provide family engagement programming that will help families understand the K-12 U.S. school system & effective advocacy methods.

Grade levels to be served: K-12  Location of services: ISD 191 Schools

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Program Enrollment & Family Feedback Surveys

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Bi-Cultural Parents Engagement (Olivios, Jimenez-Castellanos & Ochoa, 2011); A Cord of Three Strands, (Hong, 2011); Parent Institute for Quality Education

Key Indicators of Progress (KIPS)

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Target 2018</th>
<th>Target 2019</th>
<th>Target 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average attendance of parents of color at school conferences Baseline collection year</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Achievement and Integration Plan

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.

<table>
<thead>
<tr>
<th>Percentage of families of color serving on district advisory committees</th>
<th>Target 2018</th>
<th>Target 2019</th>
<th>Target 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2%</td>
<td>5%</td>
<td>7%</td>
</tr>
</tbody>
</table>

**Intervention #4** Targeted mentoring and social emotional supports to ensure culturally & socio-economically diverse students are registered for & successfully complete rigorous pathway coursework.

**This intervention supports the following goal objective:** 3.1, 4.1

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

**Narrative description of the critical features of the intervention.** Research from Noguera, 2008 & Hale, 2002 & Education Trust indicates that ethnically & economically diverse students who have a mentor to support with rigorous course enrollment have a greater likelihood of graduating on time and being prepared for post-secondary course work. In addition, research outlined in an executive summary from the Collaborative for Academic, Social, and Emotional Learning (CASEL, 2008), indicates that social emotional supports yielded increased positive student attitudes, an increase in pro-social behaviors, fewer conduct concerns, a decrease in emotional stress and increased academic performance (p. 8).

**Grade levels to be served:** 9-12  
**Location of services:** ISD 191 Schools

**Formative assessment(s) used to inform instructional decision-making** (Minn. Stat. § 124D.861 Subd. 2 (b): Student Conference Logs, Course Registrations, Student Surveys

**Evidence of research-base** (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. *Education Trust*, *Education Trust* *Education Trust*

**Key Indicators of Progress (KIPS)**

<table>
<thead>
<tr>
<th>List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.</th>
<th>Target 2018</th>
<th>Target 2019</th>
<th>Target 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th GR credit attainment for ethnically &amp; economically diverse students</td>
<td>Am Indian 40%; Asian/Pacific Islander 90%; Black 65%; Hispanic 65%; FRP 68%</td>
<td>Am Indian 47%; Asian/Pacific Islander 91%; Black 70%; Hispanic 70%; FRP 71%</td>
<td>Am Indian 54%; Asian/Pacific Islander 91%; Black 70%; Hispanic 70%; FRP 75%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pathways course enrollment of ethnically &amp; economically diverse students</th>
<th>Baseline data to be collected in spring 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Intervention #5** Professional Development designed to increase teacher and leader capacity to provide targeted and quality instruction for culturally & socio-economically diverse students.
Achievement and Integration Plan

This intervention supports the following goal objective: 1.1, 1.3, 2.1, 2.3, 3.1, 3.2, 3.3, 4.1, 4.2, and 4.3

Type of Intervention: Equitable access to effective and more diverse teachers.

Narrative description of the critical features of the intervention. All staff members in ISD 191 will be trained in culturally responsive instructional practices that are designed to ensure ethnically and economically diverse students are highly engaged and meeting performance benchmarks.

Grade levels to be served: K-12

Location of services: ISD 191 Schools

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)): District Generated Surveys, Walkthrough visits

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b)): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Culturally Responsive Instruction

Key Indicators of Progress (KIPS)

<table>
<thead>
<tr>
<th>Target</th>
<th>Target</th>
<th>Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018</td>
<td>2019</td>
<td>2020</td>
</tr>
</tbody>
</table>

- Decreased over-representation of students of color in behavior referrals
  - Reduce American Indian student over-representation by 40% from 29 referrals to 17 Reduce; Black student over-representation by 40% from 269 referrals to 161
  - Reduce American Indian student over-representation by 20% from 17 referrals to 14 Reduce; Black student over-representation by 10% from referrals to 144
  - Reduce American Indian student over-representation by 20% from 14 referrals to 11 Reduce; Black student over-representation by 10% from referrals to 144

- Decrease in student of color over-representation in suspensions
  - Black student over-representation by 20% from 85 referrals to 68 (other student groups at or below expected representation)
  - Black student over-representation by 20% from 68 referrals to 54 (other student groups at or below expected representation)
  - Black student over-representation by 20% from 54 referrals to 43 (other student groups at or below expected representation)

NA

Intervention #6  Innovative integrated learning environments designed to increase cultural fluency, competency, interaction and greater access to rigorous extended learning opportunities, which students of color and students who qualify for free or reduced prices meals are underrepresented.

This intervention supports the following goal objective: 1.1, 1.2, 2.1, 2.2, 3.1, 4.2
Type of Intervention: Innovative and integrated pre-K through grade 12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose Innovative and integrated Pre-k through grade 12 learning environments as the intervention type above. Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

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

Narrative description of the critical features of the intervention. Students will participate in enrichment opportunities designed to foster literacy development, critical thinking skills, support interest in STEAM activities and develop career & college readiness skills. ISD 191 offers a Gifted and Talented Institute (GTI) each summer. (1) The GTI 5-10 day courses offer a range of enrichment learning opportunities. Historically the students attending the program have not qualified for free or reduced price meals and have been predominantly White. Students from Lakeville and Elko New Market frequently register for and attend the program. To foster integrated learning experiences and close opportunity gaps, ISD 191 students of color and those who qualify for free or reduced priced meals are intentionally recruited to attend the programming. (2) ISD 191 offers a summer jumpstart to kindergarten Early Childhood program. The 3-week program fosters early numeracy and literacy development & is designed to support transition into kindergarten. Programming is held at ISD 191 schools and Lakeville students are recruited to attend the summer program. (3) ISD 191 and Lakeville partner to offer a 3-week AVID summer bridge program. Students from Lakeville and Burnsville learn in an integrated environment. Districts alternate location for where the program is held. Sixth-eighth grade students who have been accepted into the AVID program focus on targeted math skills, with the intent of preparing them for honors math classes. Students also participate in field trips to local businesses such as engineering plants and the MN Twins executive offices to learn more about careers that allow them to apply math in context.

Grade levels to be served: PreK-12
Location of services: ISD 191 & ISD 194 Schools

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)): Student attendance data, student survey data.

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b)): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. National Education Association; EdSource; Pedagogy of Confidence, Y. Jackson, 2011; Recruiting & Retaining Culturally Different Students in Gifted Education, D. Ford, 2013.
Key Indicators of Progress (KIPS)

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Target 2018</th>
<th>Target 2019</th>
<th>Target 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the number of protected class and students who qualify for free or reduced price meals who attend summer enrichment programming</td>
<td>40</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>Increase the number of protected class &amp; students who qualify for free or reduced price meals who complete the Jumpstart to Kindergarten program</td>
<td>35</td>
<td>45</td>
<td>55</td>
</tr>
<tr>
<td>Increase number of protected class &amp; students who qualify for free or reduced price meals who attend the summer AVID bridge program.</td>
<td>30</td>
<td>40</td>
<td>50</td>
</tr>
</tbody>
</table>

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, Subd. 2 (c)). The A & I Plan goals are aligned with ISD 191 World’s Best Work Force (WBWF) Plan goals, as well as the ISD 191 Indian Education Program Plan. As such, the supports provided through the A & I plan will also help to support our district WBWF & Indian Education Plan efforts and in particular our efforts to Close Achievement Gaps among all student groups. The ISD 191 A & I plan, WBWF plan & Indian Education plan each use the same progress monitoring tools. In addition, the goals will also be used as key indicators of progress for internal program efficacy.

The partnership with ISD 194 allow both districts to limit the number of duplicated programs such as Jump into Kindergarten and Summer AVID Bridge Program.

ISD 191 is poised to move from implementation pilot stage to district-wide implementation of a newly adopted literacy curriculum in 2017-2018. In an effort to close gaps early, we want to provide targeted instructional support at the kindergarten level. Partnering the work of curriculum & instruction and Title I efforts with A & I programming serves to ensure our honed in focus in supporting culturally diverse & economically fragile students is done in a comprehensive manner.

To ensure programming is both comprehensive and coherent, our district curriculum, instruction & support services director provides oversight of each of the aforementioned program areas.