



Achievement & Integration Plan

School Board Study Session
March 13, 2023

Purpose



Provide a review of the Bloomington Public Schools 2023-2026 Achievement and Integration Plan FY24 budget.

A resolution will come before the Board on March 27th.

BPS Mission Statement



The Bloomington Public School District is an educational leader developing in all our learners the ability to thrive in a rapidly changing world.

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.

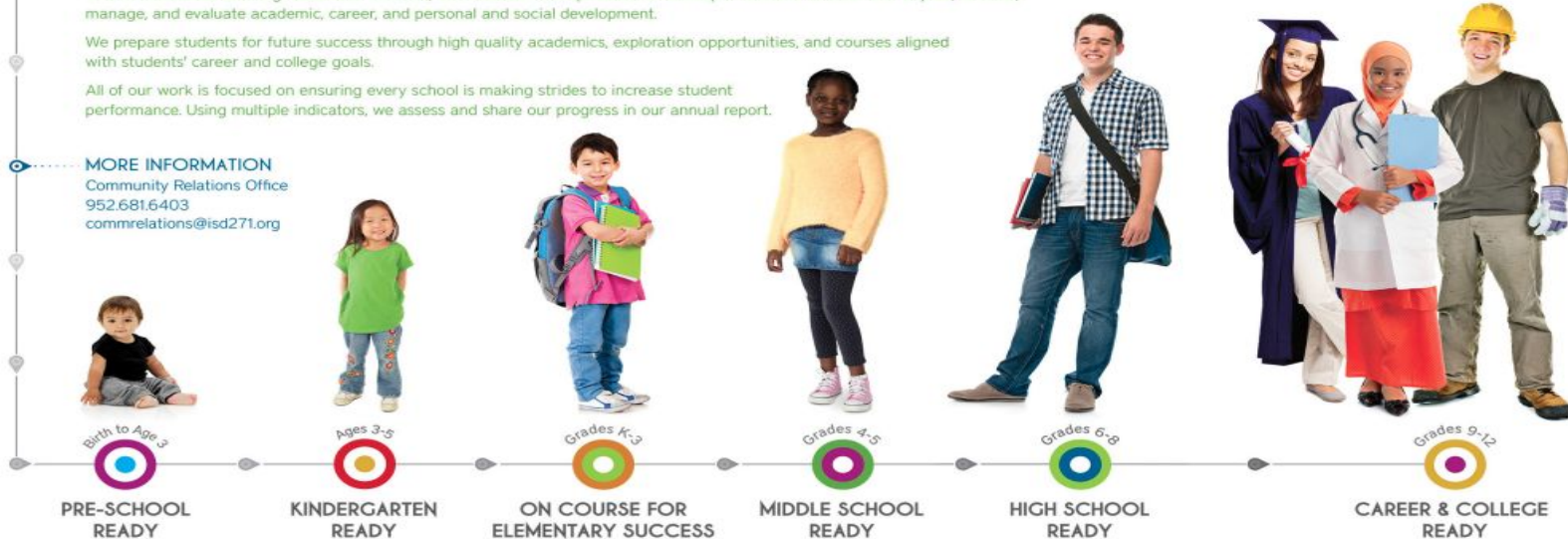
We prepare students for future success through high quality academics, exploration opportunities, and courses aligned with students' career and college goals.

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

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commrelations@isd271.org



BLOOMINGTON PUBLIC SCHOOLS

www.bloomingtonschools.org/pathways



Achievement & Integration Plan Input

Plan Input



District Equity and Diversity Advisory Committee

- 5 sessions (October-February)
- American Indian Parent Advisory Committee representation

Racially Identifiable Schools Teams & PTAs

American Indian Parent Advisory Committee

Comunidad

Somali Parent Network

Department Leaders



Achievement & Integration Goals

2023-2026 Goals



Goal 1: 100% of BPS schools and programs will implement Cultural Proficiency tools/framework in 100% of buildings and programs by 2026.

- Equity Coordinator role added
- Cultural Proficiency foundational in professional development offered
- Professional development for leaders continued
- Attendance and student survey scores related to adult support monitored

G1: Key Indicators of Progress (KIPs)

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

2023-2026 Goals



Goal 2: BPS will reduce disproportionality of suspensions and out of class time for students of color, such that the percentage of student of color who have been suspended at least once will decrease.

- Training for staff working in restorative rooms
- Support sites in creating implementation plans with action steps and regularly reviewing data on progress

G2: Key Indicators of Progress (KIPs)

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

2023-2026 Goals



Goal 3: Increase 3rd grade reading proficiency for students of color.

- Classroom walkthroughs with decoding, phonics instruction, and comprehension look-fors
- Culturally relevant instruction
- Equity Specialists provide family support for school/parent engagement

G3: Key Indicators of Progress (KIPs)

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%

2023-2026 Goals



Goal 4: Reduce the achievement gaps between students who identify as 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 Assessment.

- Ongoing professional learning related to literacy
- Ongoing professional learning related to culturally relevant teaching
- Strategies specific to BPS's Racially Isolated Schools

Racially Isolated Schools



Valley View Elem & Indian Mounds Elem

- Comprehensive State Literacy Development grant to assist with core literacy instruction
- Literacy and math classroom visits
- Continuous work around Multi-Tiered Systems of Support
- Grade level data-days to review student data

Valley View Middle

- AVID
- Continuous work around Multi-Tiered Systems of Support
- Math specialist

G4: Key Indicators of Progress (KIPs)

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 Student and White student 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%

2023-2026 Goals



Goal 5: Increase the four-year graduation rate for students who identify as Black/African American, Hispanic/Latino, and with two or more races

- Offer opportunities like Choice Academy and Beacon Alternative Learning Program for those who need credit recovery opportunities to graduate in four years.

G5: Key Indicators of Progress (KIPs)

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

2023-2026 Goals



Goal 6: Increase students' 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 7.8% by 2025–26.

- Apply for and partner with Grow Your Own grant program, Black Men Teach program, Sirtify program and the Normandale Community College's Special Education staffing program(Sped Up)

G6: Key Indicators of Progress (KIPs)

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% for 2024 and will be maintained by 2026.	0.6	0.6
Increase the teachers of color retention rate from 82% in 2022 to 94% in 2026.	88	91

2023-2026 Goals



Goal 7: Continue to increase enrollment of students of color in BPS gifted and talented education programs, computer sciences programs and artful learning program.

- Educate families of program opportunities
- Continue to grow supports (mental health, AVID skills, etc) for all students, including students in these programs
- Culture trunks and training for all staff, with focus on staff in these programs

G7: Key Indicators of Progress (KIPs)

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%

G7: Key Indicators of Progress (KIPs)

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 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



Achievement & Integration (A&I) Plan FY23 Budget

Achievement and Int. Plan Budget



FY24 A&I Budget Breakdown

Direct Services to Students

*Must be at least 80%

Professional Development

*Must be no more than 20%

Administrative/Indirect

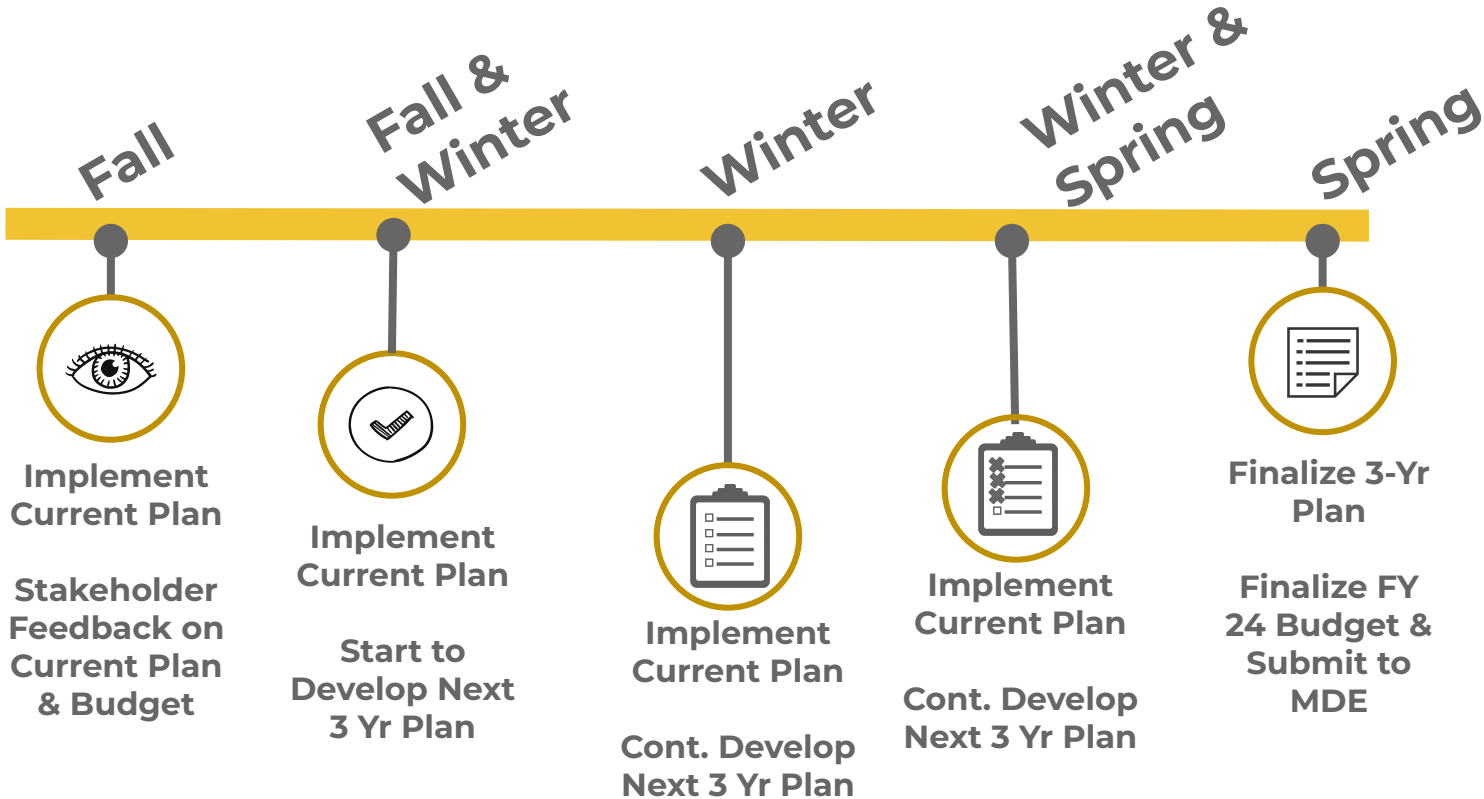
*Must be no more than 10%

Total: \$2,262,487



Timeline

Achievement and Int. Plan Timeline





Thank You