2020-21 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Please use this template as an internal tool to gather information. Responses should be submitted electronically in the **Combined 2020-21 WBWF and A&I Annual Summary & Progress Report**. You can copy your responses from this template into the electronic form.

District or Charter Name: Bloomington Public Schools #271

Grades Served: EC-12

WBWF Contact: Andy Kubas

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A&I Contact: Dinna Wade Ardley

Title: Director of Office of Educational Equity

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Did you have a Minnesota Department of Education (MDE) approved A&I plan implemented in the 2020-21 school year (SY)?

__X_ Yes   ___ No

This report has three parts:

1. **WBWF:** Required for all districts/charters.
2. **A&I:** Required for districts that were implementing an MDE approved A&I plan during the 2020-21 SY. No charter schools should complete this section.
3. **Racially Identifiable School:** Required for districts that were implementing an MDE approved A&I plan for Racially Identifiable Schools during the 2020-21 SY. No charter schools should complete this section.

   Please ensure the WBWF leadership and A&I leadership collaborate within your district when completing this report.

World's Best Workforce

Annual Report

MDE understands this past school year (2020-21) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
- Provide the direct website link to the A&I materials.

    https://www.bloomington.k12.mn.us/educational-equity

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. *Report on this measure for the 2020-21 school year.*

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2020-21 school year.　Nov 22, 2021

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. *Report on your membership list.*

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2020-21 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Briana Eicheidinger	Parent	
Kim Figueroa	Parent	
Laura Theilen	Parent	
Rosalie Strommen	Parent	
Andrea Crane	Parent	
Denise Beilke	Parent	
Rachel Perlick	Parent	
Melissa Herem	Parent	
Meredith Epee	Parent	
Leila Sturz	Parent	
Jen Rasmussen	Parent	
Helena Pikus Li	Parent	
Tiffany Shermak	Parent	
Janie Anderson	Parent	
Jennifer Krause	Parent	
Kristen Schnieder	Member at Large	
Mike Jones	Member at Large	
Jim Houlding	Member at Large	
Andrew Kubas	Executive Director of Learning and Teaching	X
Beth Flottmeier	Director of Curriculum and Instruction	

Dave Heistad	Executive Director of Research and Evaluation	X
Dinna Wade-Ardley	Director of Educational Equity	X
Dawn Steigauf	School Board Director	
Sarah Moline	Director of Early Learning Services	
Richard Scott	District Diversity Advisory Council	
Kellie McGowan	Community/Adult Education	
Susan Colvin	Special Education Community Advisory Committee	

Equitable Access to Excellent and Diverse Educators

Staffing should be in place by the start of the 2020-21 school year. Report on your equitable access to excellent and diverse educators for the start of the 2020-21 school year.

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards, as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term "equitable access gap" refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the "achievement gap" (how groups of students perform academically); rather, "equitable access gap" is about which student groups have privileged or limited access to experienced, in-field and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of "effectiveness" such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Respond to the questions below.

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

- How did the district examine equitable access data?
  - What data did you look at?
  - How frequently do you review the data?
  - Who was included in conversations to review equitable access data?

Limit response to 200 words.

In 2019, a value-added study was conducted on second grade math productivity of each teacher. Growth on the MAP Math test was analyzed with a quasi-experimental design that controlled for poverty, race, gender, ELL status, and special education status of each student. American Indian students were most likely to have high value-added teachers while Hispanic or Latino students were least likely to have high value-added teachers. Students receiving full price lunch were more likely to have high value-added teachers than students receiving free or reduced price lunch. Value-added studies are conducted every two years and shared with the Cabinet and School Board.

- What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?
  - What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

Limit response to 200 words.

We have a very experienced, highly educated teaching staff. Over 80% of our teaching staff hold M.A. degrees, and 5% hold Ph.D or Ed.S degrees. 66% of our staff have thirteen or more years of teaching experience, and only 7% of staff hold less than 5 years of teaching experience. These teachers are spread throughout all of our schools, which allows all students the opportunity to learn from them. When an opening does occur, we look for experienced, effective teachers during our interview process.

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

- Describe your efforts to increase the racial and ethnic diversity of teachers in your district.

o   Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?
Limit response to 200 words.

All groups are represented by licensed teacher staff. However, not at the percentages we would like to see. Our teachers of color and American Indian teachers compose about 5% of our licensed staff. We would need to hire a substantial number of teachers of color and American Indian teachers to match the diversity level in our students (100+). Although challenging, I feel our District will continue to hire teachers of color and American Indian teachers whenever the opportunity presents itself and we have a qualified candidate to increase the percent of representation.

o   What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?
Limit response to 200 words.

We recently applied for a Grow Your Own Grant to help provide scholarships to assist four to five diverse candidates each year of the grant, to pay for their education to become teachers in our District. In that grant application, we have formed partnerships with the U of MN, Hamline University, and Minnesota State University- Mankato. We also will give them leave to do so if they are current employees, provide student teaching opportunities, lowered tuition in some partnerships, and working opportunities to help support their income. We also are recipients of the Grow Your Own Grant for secondary students to help foster an interest in teaching in our diverse student population. Additionally, our teacher contract is also one of the best in the State for salaries, working conditions and benefits. We also offer professional development opportunities to staff, and mentoring through our Q-Comp program and Office of Educational Equity to help provide support to our teachers of color. Leadership opportunities exist for teachers in our District through many TOSA roles, including areas such as curriculum, special education, tech integration, instructional supports, and deans. Also offered are Professional Learning Communities within contract time.

Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

For this 2020-21 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

__X_   District/charter publicly reported data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

__X_   District/charter publicly report data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures. Please fill out the table below with your specific SMART goals.

All Students Ready for School

Does your district/charter enroll students in Kindergarten? If no, please skip to the next goal.

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year. The percent of students proficient in literacy on the Bloomington Early Kindergarten Assessment (BEKA) will increase from 43.6% in 2019 to 44.6% in 2021.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, **"Unable to report."**Only 34.5% of students were proficient in literacy in the fall of 2021. Numeracy proficiency declined from 55.4% in 2019 to 46.7% in 2021.	*Check one of the following:* ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) ___ Goal Met (one-year goal) _X_ Goal Not Met (one-year goal) ___ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals)

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

The Bloomington Early Kindergarten assessment (BEKA) is aligned with State Standards for literacy and numeracy and reliably predicts future reading proficiency. Data are disaggregated by race/ethnicity, poverty, ELL status, Special Education status, Homeless status, and gender.

There are eight domains of the Early Childhood Indicators of Progress known as the ECIPs. The units include language supports for emergent multilingual children. Creative Curriculum was selected and implemented for our 3 and 4 yr old preschool programs at all 10 sites across Bloomington Schools. The creative curriculum framework uses studies in which students have voice and choice in the learning. The Early Learning Services teachers and coaches for the Comprehensive Literacy State Development grant implemented evidence based practices for birth - age 5. Teachers implemented the Teaching Strategies Gold Assessment, a comprehensive assessment tool for three checkpoints during the year fall, winter, spring. TS Gold is also used to measure student learning and progress toward meeting standards. The data is disaggregated by gender, age, race, ELL status, and Special Education status.

All Students in Third Grade Achieving Grade-Level Literacy

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year. The proficiency level for Grade 3 MCA III will increase from 51.6% in 2019 to 53.6% in 2021.	Provide the result for the 2020-21 school year that directly ties back to the established goal. The proficiency rate for Grade 3 was 41.0% in Spring 2021 during the pandemic.	*Check one of the following:* ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) ___ Goal Met (one-year goal) x Goal Not Met (one-year goal) ___ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals)

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

The validity of this result was jeopardized because of COVID-19 and the fact that students who had been distance learning were required to come in and take the MCA III test. Many parents opted out or students refused testing. The participation rate for Grade 3 testing decreased from 98.2% in 2019 to 77.0% in 2021. These data were disaggregated by race, gender, poverty, homeless status, ELL status, and Special Education status.
Principals and teachers are trained in evidence-based practices for literacy instruction through a train-the-trainer model. The focus of the training was phonics, word study and small group instruction. Building leadership teams provided 4+ hours of literacy professional development in 2020-21. All students are screened for reading difficulties. Interventions are provided. 255 students received interventions through the ADSIS program. 8% of students who received interventions from ADSIS met grade level standards; 33% had above average growth, and 28% made average growth. Special education referrals for reading-related difficulties decreased in 8 of 10 elementary schools. Attendance continues as a major initiative. The percentage of students attending at least 95% of possible days was 61.3% at all grades.. Attendance declined during Covid-19 with learning model shifts and distance learning.

Close the Achievement Gap(s) Between Student Groups

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year. All student achievement proficiency gaps will decrease by 2% or more on MCA III assessments of reading and math.	Provide the result for the 2020-21 school year that directly ties back to the established goal. White math proficiency levels decrease more than students of color or students in poverty. In math: White/Black gaps decreased 3.4% White/Latino gaps decreased 8.2% White/American Indian gaps decreased 5.0% In reading: White/Black gaps increased 2.4% White/Latino gaps decreased .8% White/American Indian gaps decreased 5.6%	*Check one of the following:* ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Met All (multiple goals) __X_ Met Some (multiple goals) ___ Met None (multiple goals)

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

MCA III Proficiency is broken down by racial/ethnic, poverty, Ell, and Special Education on the MN State Report Cards. Gaps are calculated with White students, Full price lunch students, non-ELL students andRegular Education students as the reference groups.

Cultural Proficiency is a focus in the district. Six schools participated in Cultural Proficiency training last year for our first cohort. This fall nine more sites and more district staff including transportation and human resources have joined the second cohort. Four schools participated in Restorative Practices training. Our Title I family engagement plan includes engaging equity practices. Equity specialists also assist with family engagement activities and learning. Title I schools have a Family Literacy Specialist to assist with family engagement. A

Targeted Services program for students in grades K-12 focuses on experiential learning to increase language and background knowledge. This service is offered during the school year and summer and aims to accelerate learning in reading and math. Over one thousand students and one hundred staff participated in the online and in-person 2021 summer school program. A significant achievement gap still exists despite the strategies implemented.

All Students Career and College-Ready by Graduation

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year. The percentage of graduates who have earned a diploma or certificate 6 years after graduation will increase 1% each year.	Provide the result for the 2020-21 school year that directly ties back to the established goal. The percentage of graduates who have earned a diploma or certificate 6 years after graduation increased from 54% in 2020 to 55% in 2021.	*Check one of the following:* ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) X Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals)

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

State Longitudinal Educational Data (SLEDS) were used to follow each graduate cohort from 2008 to 2019. These data are broken down by race, poverty, ELL status, gender and Special Education status. BPS supports each student in developing a Personal Growth Plan (PGP) that guides the student, their family and staff in reaching the student's identified goals. All students in grades 6-12, have a PGP, which captures specific student interests, skills and postsecondary plans. Students are prepared for life after graduation as they complete their selected academic course work, pursue a career and college pathway and participate in internships, mentorships and other opportunities that provide guidance and direction as they work toward their goals. New course proposals are created to meet the needs of our learners. The creation of Bloomington Online School, now New Code Academy allowed students to learn from home on a full time or hybrid basis.

All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2020-21 school year. The 7-year graduation rate will increase from 84.2% in 2019 to 85.2% in 2020.	Provide the result for the 2020-21 school year that directly ties back to the established goal. The 2020 graduation rate for all students was 88.8% in 2020.	*Check one of the following:* ___ On Track (multi-year goal) ___ Not On Track (multi-year goal) X Goal Met (one-year goal) ___ Goal Not Met (one-year goal) ___ Met All (multiple goals) ___ Met Some (multiple goals) ___ Met None (multiple goals)

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

Graduation rates are taken from the Minnesota State Report card. Since students receiving special education are encouraged to be enrolled until age 21, 7 year graduation rates are used. These data are disaggregated by race, poverty, ELL status, and Special Education status on the MN Report card. MN Report Card Graduation data were used for this goal area. Each Site Information Report (SIR) breaks out MAP, MCA, BEKA, BAS, and ACCESS assessment results by Racial/Ethnic category, Free or reduced price lunch, gender, Special Education Status, and English Language Learner Status.

A workgroup of administrators and teachers developed a vision for secondary programming focused on expanding pathways to career and college success through Personal Growth Plans (PGPs). Recommendations included increased online and hybrid course offerings at the high school level, opportunities to take concurrent enrollment classes and partnerships within and beyond our schools through mentorships and internships. Students have the opportunity to take a partial (1-5 courses per term) or full schedule (6-7 courses per term) of online classes. Most courses in our course catalog are available either face-to-face or online. Fourteen concurrent enrollment courses are offered at Kennedy High School, with additional concurrent enrollment

opportunities available through the Bloomington College and Career Academy and Dimensions High School for both Kennedy and Jefferson students.

2020-21 Achievement and Integration (A&I) Progress Report

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans (Minn. Stat. § 124D.862, subd. 8).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals is on track. The information you submit will also be used to provide ongoing support for your A&I efforts. You will be able to indicate where disruptions from COVID-19 required you to change how you implemented your A&I strategies or made collecting data to document progress toward your goals complicated or impossible.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2020-21 A&I plan goals for each of those schools were on track.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

Please ensure your Achievement and Integration leadership team collaborates when completing this report.

This progress report has two parts:

1. **Achievement and Integration**: Required for all districts that were implementing an MDE approved Achievement and Integration plan during the 2020-21 SY.
2. **Racially Identifiable School (RIS):** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2020-21 SY.

MDE understands this past school year (2020-21) brought on unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

*Please use this template as an internal tool to gather information. Responses should be submitted electronically in the Combined 2020-21 WBWF and A&I Annual Summary & Progress Report. You can copy your responses from this template into the electronic form.

Achievement and Integration

District Name: Bloomington Public School ISD271

A and I Contact: Dinna Wade-Ardley

Title: Director of Educational Equity

Phone: 952-681-6417

Email: dwade@isd271.org

Annual Public Reporting

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.
- Provide the direct website link to the A&I materials.

  https://www.bloomington.k12.mn.us/educational-equity

Annual Public Meeting

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

- Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2020-21 school year. November 22, 2021

Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020- 21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY. Goal #1: 100% of BPS building equity teams members will be trained on Cultural Proficiency tools, (which will improve techniques, tools and strategies in reaching and teaching 100% of all students in BPS) and 100% of all buildings will implement the Cultural Proficiency tools by June 30, 2023.	Check one of the following: x Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY. As of 2020-2021 more than 50% of all BPS buildings and programs have completed or in the process of being trained.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	**Check one of the following:** _X__ On Track ___ Not on Track ___ Goal Met __ Unable to Report

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?

MCA III Proficiency is broken down by racial/ethnic, poverty, Ell, and Special Education on the MN State Report Cards. Gaps are calculated with White students, Full price lunch students, non-ELL students andRegular Education students as the reference groups. Attendance data, family and student climate surveys also help identify the need to increase equity and eliminate all barriers for every student.

- ● What strategies are in place to support this goal area?

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

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

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

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

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.

Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following: _X_ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY. Baseline data in 2020 were not collected because of COVID-19	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check **one** of the following: __X_ On Track ___ Not on Track ___ Goal Met Unable to Report
BPS will train 50% of staff and implement restorative practices in those buildings (VVMS, IM, OLMS, OLE, VVE, OGMS, OGE) by June 30, 2020. This will ensure a decrease in behavioral referrals of all underrepresented populations and black males by 3% a year in each of those buildings.		We have staff trained 10 out of 17 sites. Because of COVID-19 we are unable to give data on the 3% decrease in behavioral referrals for this year.		

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

Each year BPS will increase by buildings trained in restorative practice.
Restorative practices are processes that proactively build healthy relationships and a sense of community to

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

Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY. BPS will increase enrollment in our gifted and talented education programs from 17% for BPS BIPOC students to 23% by June, 30, 2023.	Check one of the following: ___ Achievement Goal _X__ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY. 27% diverse students at the Elementary level, 35% diverse students at the Middle school level, 40% diverse students at the High School level	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check **one** of the following: _X__ On Track ___ Not on Track ___ Goal Met ___ Unable to Report

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?

- What strategies are in place to support this goal area?

District Enrollment data from the MARSS file are used to track progress on this goal and to disaggregate diverse populations of students.

2020-2023 School Year: All three years we will gradually grow our gifted and talented programs by 2% each year for students of color and students experiencing socio-economic difficulty. 2020-2023 School Year: All three years BPS will provide cross-district opportunities for academic, SEL and mental health support and programming during school days and out of school during OEE Leadership on Saturday by increasing the engagement and participation by 2% each year.

The BPS Gifted and Talented department is partnering to continue to remove barriers for entrance into our Gifted and Talented programs. After which support will be provided to ensure success and retention of all students.

Nobel is an academic program of study designed to develop talent in high-ability students through a rigorous humanities approach. The focus is on critical thinking and creativity, students will engage in a rich curriculum connecting literature, social sciences, philosophy, and the arts. Offering at Elements and Dimensions Academy (DA), BPS traditional gifted and talented programming. This programming was developed to challenge and nurture highly able students by offering a high level of academic rigor and an experiential learning environment. The Nobel program is recruiting white students to the Nobel program, which will help decrease the racial isolation of VVMS. The achievement goals and targets for the 2020-2023 Achievement and Integration Plan are aligned with the district's current Strategic Plan Success Measures. Additionally, the Success Measures are aligned with Bloomington's Pathways to Graduation plan. BPS will continue to use additional indicators, beyond standardized tests, which include but are not limited to: • Pathways measurements • Attendance • Discipline referrals • Suspension rates • Standards-based grading • Student and family opinions regarding diversity and equity • Special education rates Location of services: KHS, Hillcrest Community School, VVE, IM

Achievement and Integration Goal 4

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY. BPS will provide programming that focuses on promoting career and college readiness for 100% of our underserved students (5000 students) in grades PreK-12 (this includes BCCA and Choice), by June 30, 2023.	Check one of the following: _X_ Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check **one** of the following: ___ On Track ___ Not on Track ___ Goal Met _X__ Unable to Report

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

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, 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 Berstein'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.

Nobel is an academic program of study designed to develop talent in high-ability students through a rigorous humanities approach. The focus is on critical thinking and creativity, students will engage in a rich curriculum connecting literature, social sciences, philosophy, and the arts. Offering at Elements and Dimensions Academy (DA), BPS traditional gifted and talented programming. This programming was developed to challenge and nurture highly able students by offering a high level of academic rigor and an experiential learning environment. The Nobel program is recruiting white students to the Nobel program, which will help decrease the racial isolation of VVMS. The achievement goals and targets for the 2020-2023 Achievement and Integration Plan are aligned with the district's current Strategic Plan Success Measures. Additionally, the Success Measures are aligned with Bloomington's Pathways to Graduation plan. BPS will continue to use additional indicators, beyond standardized tests, which include but are not limited to: • Pathways measurements • Attendance • Discipline referrals • Suspension rates • Standards-based grading • Student and family opinions regarding diversity and equity • Special education rates Location of services: KHS, Hillcrest Community School, VVE, IM

Achievement and Integration Goal 5

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY. BPS will increase its staff of color from 4.9% to 7% by June 30, 2023.	Check one of the following: __ Achievement Goal ___ Integration Goal __X_ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check **one** of the following: ___ On Track _X_ Not on Track ___ Goal Met ___ Unable to Report

Please describe to what extent, if any, the COVID-19 pandemic affected the quality of the data used to measure progress toward your SMART goal. For example, if a small percentage of students participated in an assessment, please provide that participation rate and note that the low participation rate may affect data quality. If the pandemic did not affect the quality of the data used to measure progress, please type "N/A" as your answer.

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?

- What strategies are in place to support this goal area?

Districtwide Human Resource data are used for this goal which has a field for staff or color. These results can be disaggregated by licensure, tenure and site.

All groups are represented by licensed teacher staff. However, not at the percentages we would like to see. Our teachers of color and American Indian teachers compose about 5% of our licensed staff. We would need to hire a substantial number of teachers of color and American Indian teachers to match the diversity level in our students (100+). Although challenging, I feel our District will continue to hire teachers of color and American Indian teachers whenever the opportunity presents itself and we have a qualified candidate to increase the percent of representation.

We recently applied for a Grow Your Own Grant to help provide scholarships to assist four to five diverse candidates each year of the grant, to pay for their education to become teachers in our District. In that grant application, we have formed partnerships with the U of MN, Hamline University, and Minnesota State University-Mankato. We also will give them leave to do so if they are current employees, provide student teaching opportunities, lowered tuition in some partnerships, and working opportunities to help support their income. We also are recipients of the Grow Your Own Grant for secondary students to help foster an interest in teaching in our diverse student population. Additionally, our teacher contract is also one of the best in the State for salaries, working conditions and benefits. We also offer professional development opportunities to staff, and mentoring through our Q-Comp program and Office of Educational Equity to help provide support to our teachers of color. Leadership opportunities exist for teachers in our District through many TOSA roles, including areas such as curriculum, special education, tech integration, instructional supports, and deans. Also offered are Professional Learning Communities within contract time.

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here

Impacts from Online Learning

Narrative is required. 200-word limit.

Briefly explain how you modified your strategies this past school year because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2021-22 school year?

Distance learning has provided BPS an opportunity to reach each student and family in a different and unique way. Some of these unique ways we provide are home visits for families as needed, Virtual meetings with students and families, small group virtual meetings with students to provide support, one to one virtual meetings with students and families as needed, etc….

Racially Identifiable Schools

If your district's A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This section is only required for districts with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

School Names: Valley View Elementary School, Indian Mound, and Valley View Middle School

RIS Goal # 1

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY. *BPS will decrease the achievement gap by 2% each year at VVE, VVMS and IM by June 30, 2023.* Reading Proficiency will increase for BIPOC students by 2% per year.	Check one of the following: _x Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY. MCA III Reading was not given in 2020. "Unable to report change in gaps."	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check **one** of the following: ___ On Track ___ Not on Track ___ Goal Met X Unable to Report

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

Type response here

2021 MCA III results will be used as a baseline for monitoring progress on reduced achievement gaps for 2022 and future years. Disaggregation is based on Race/Ethnicity, Free/reduced price lunch, ELL status, and Special Education status.

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.

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

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

RIS Goal #2:

Goal Statement	Achievement or Integration Goal?	Baseline	Actual Result (2020-21 SY)	On Track?
Copy the SMART goal statement from your plan implemented in the 2020-21 SY. BPS OEE program will increase achievement for each student of color involved in the Check and Connect by 2% each year (2020-2023).	Check one of the following: _X Achievement Goal ___ Integration Goal ___ Teacher Equity	Copy the baseline starting point from your plan implemented in the 2020-21 SY. MCA III Math was not given in 2020. "Unable to report."	Provide the result for the 2020-21 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."	Check **one** of the following: ___ On Track ___ Not on Track ___ Goal Met X Unable to Report

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

Graduation rates are taken from the MN State Report Card.

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

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you are doing.

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one key indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

RIS Goal #3:

Copy the SMART goal statement from your plan implemented in the 2020-21 SY.	Check one of the following:	Copy the baseline starting point from your plan implemented in the 2020-21 SY.	Provide the result for the 2020-21 school year that directly ties back to the established goal.	Check **one** of the following:
BPS will increase the 6th year graduation rates by 2% for underserved students at each of BPS's RIS each school each year by providing options for learning to families by June 30, 2023.	_X Achievement Goal ___ Integration Goal ___ Teacher Equity	6 yr Graduation rates reported in 2019 for underserved populations were: Hispanic = 78.4% Black or AA = 75.0%	6 yr Graduation rates reported in 2020 for underserved populations were: Hispanic = 82.3% Black or AA = 76.2%	_X__ On Track ___ Not on Track ___ Goal Met Unable to Report

Narrative is required. 200-word limit.

- What data have you used to identify needs in this goal area?
- How is this data disaggregated by student groups?
- What strategies are in place to support this goal area?

Please note: If you have more than three goals for this RIS, copy and paste additional A&I Goal tables and corresponding narrative below.

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.

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).

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. See- *All Students Career and College-Ready by Graduation goal.*

Integration

Narrative is required. 200-word limit.

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2020-21 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

Type response here

There is no doubt the COVID-19 pandemic radically affected our school operations. To that end, we developed plans based on the unknown and unexpected, including in-person (or traditional school), online learning, and a hybrid system. Our Integration Plan success has also been greatly impacted by the pandemic. BPS became flexible with choices and programming. Trying to eliminate as many barriers for our students and families as possible. Below are many of the strategies used to reach and teach everyone of our students.

Our planning relied on formal and informal feedback from staff, parents and family surveys Reintroduction to School Family Feedback.

Other back-to-school areas we addressed included transportation, school schedules, custodial and food services, professional development, technology, staffing, and curriculum and instruction.

As a district we prepared for the flexibility to meet restrictions and guidance at any time. Our plans were developed to ensure we could change and pivot as necessary. Our goal was nothing short of producing a world-class response to the challenges wrought by the world pandemic.

In all of our work preparing for and responding to the COVID-19 outbreak, we prioritized the health and well-being of our students and staff.

The following links provide presentations used to inform, educate and solicit feedback from staff, parents, students and families, including our five Community Engagement Events to introduce learning models and movements as conditions dictated.

- Parent/Family and Staff Surveys: We conducted a series of surveys to assess various levels of engagement, needs and feedback on a variety of school-related topics, issues and learning models.
    - April 2020: Family Check-in
    - Return to School Intent (May 2020): Family and Staff with Results Presentation
    - Return to School Intent (August 2020): Family and Staff with Results Presentation
    - COVID Communications Surveys (Spring 2020): Parents and Staff with Results
    - COVID Communications Surveys (Spring 2021): Parents

- Community Engagement: A series of 90-minute virtual parent and community engagement events were carried live on BEC-TV to discuss the high-level aspects of BPS fall educational delivery models and facilities planning, and included a form to submit questions for panelists to share at each session.
  - July 2020 with questions & responses submitted by parents, students, and staff
  - August 4, 2020 with questions
  - August 27, 2020 with questions
  - January 12, 2021 with questions
  - March 2, 2021 with questions
- Parent Message on Fall Learning Model Options & Reintroduction to School Family Feedback
- Staff Message on Learning Models Feedback
- Learning Model Movement Presentation
- K-5 Online Learning

Type response here

Distance learning has provided BPS an opportunity to reach each student and family in a different and unique way. Some of these unique ways we provide are home visits for families as needed, Virtual meetings with students and families, small group virtual meetings with students to provide support, one to one virtual meetings with students and families as needed, etc….