Achievement and Integration Plan

July 1, 2026 to June 30, 2029

District ISD# and Name: ISD 271; Bloomington Public Schools
District Integration Status: Racially Isolated District (RI)
Superintendent: Dr. Eric Melbye
Phone: 952-681-6402
Email: emelbye@isd271.org
Plan submitted by: Dr. Jenna Mitchler
Title: Assistant Superintendent
Phone: 952-681-6478
Email: jmitchler@isd271.org

Partnering Districts

Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed.

1. **ISD 191; Burnsville-Eagan-Savage Schools** A - Adjoining
2. Enter text here. Choose district status.
3. Enter text here. Choose district status.
4. Enter text here. Choose district status.

Provide the name of your integration collaborative if you have one: TBD.

Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a Racially Identifiable School (RIS), please list each of those schools below. Add additional lines as needed. You will complete one RIS plan, one per RIS, at the end of the form.

1. Indian Mounds Elementary School
2. Valley View Elementary School
3. Valley View Middle School
4. Enter text here.
5. Enter text here.
6. Enter text here.

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the Racially Identifiable School section of this document.

School Board Approval

☐ We certify that we have approved this Achievement and Integration plan (Minn. Stat. § 124D.861, subd. 4).

☐ We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: **Enter name.**
Signature: Date Signed: Enter date.

School Board Chair: **Enter name.**

Signature: Date Signed: Enter date.

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 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 student integration.

Districts with Racially Identifiable Schools (RIS) are required 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 racially identifiable schools (Minn. R. 3535.0160, subp. 2). *Record your Community Collaboration Council members on the RIS portion of this form.*

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

For stakeholder input to be meaningful it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide on page 8 of the Achievement and Integration Plan Guide, and page 4 of Tribal Consultation Guidance.

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

In developing the plan, the MCC met in person on January 22nd, 2026, to discuss collaboration in 26-27, 27-28 and 28-29. Members of the MCC also discussed ideas and planned on December 5th, 2025, and April 23rd, 2026. The MCC will meet with additional members added starting in fall, 2026, to further plan upcoming collaborations.

In the planning meetings listed above (during 2025-26), the MCC co-planned for a collaborative partnership where Bloomington Public Schools will host joint academic advocacy events designed to provide families with the "insider knowledge" and tools necessary to advocate for their child's placement in advanced coursework. The MCC also determined that the two districts would collaborate to offer professional learning specific to American Indian or Alaska Native heritage and programming. Students and staff affiliated with RIS may have priority access to these opportunities.

In addition to the Multidistrict Collaboration Council meetings, at which the Office of Educational Equity and AIPAC members discussed collaborative opportunities with Burnsville-Eagan-Savage School District 191, Office of Educational Equity leadership met with the full AIPAC on Feb. 10, 2026, to review the draft FY27-29 Achievement and Integration plan and gather feedback. The AIPAC members who took part are identified in the Multidistrict Collaboration Council table below and in the Community Collaboration Council table in each racially identifiable school section. These members plan to continue serving on the AIPAC.

The AIPAC recommended that the district (1) increase racial and economic integration through collaboration with other district departments, including Gifted and Talented; (2) consider how to encourage more students to take part in co-curricular activities; (3) recruit parents to school parent-teacher associations with the aim of diversifying participation; (4) continue to use books and materials that serve as windows and mirrors for students, in greater collaboration with the Curriculum and Instruction Department; (5) provide affinity spaces and mentorship opportunities that nurture the first languages of students and families; and (6) increase access to high-quality teachers who reflect the demographics of the community, including a review of hiring and retention processes for cultural proficiency.

Recommendations 1 and 4 were integrated into the plan's goals, most directly in Goal #2 on gifted programming and in the professional learning strategies under Goal #3. The plan does not address co-curricular participation directly; it does include cross-district student experiences under Strategy #3 of each racially identifiable school plan and joint academic advocacy events that help families navigate placement in advanced coursework. Recommendation 3 will be carried out in direct work with principals rather than through this plan. For recommendation 5, Office of Educational Equity coordinators will complete training funded by a Minnesota Department of Education grant on leading affinity spaces and will implement those spaces over the three years of the plan. For recommendation 6, the plan describes two coordinators, supported by the Teacher Mentorship and Retention Grant, who mentor new teachers from racial and ethnic groups under-represented in the teaching staff (Strategy #7), and Strategy #8 reviews retention practices through stay interviews.

AIPAC input was gathered at two points in 2025-26, at the Multidistrict Collaboration Council planning meetings and at the Feb. 10, 2026, AIPAC meeting. The staff who serve on the AIPAC have continued conversations with the committee about its recommendations as the plan developed. Beginning in 2026-27, the AIPAC members listed in this plan will be added to the District Equity and Diversity Advisory Council, which serves as the district's Community Collaboration Council, so that the district continues to gather AIPAC feedback throughout the plan period.

The AIPAC is chaired by a parent, and its membership is composed primarily of parents and guardians who are members of Tribal Nations; staff who are members of Tribal Nations also participate, and the chair, not a staff member, presents the committee's annual concurrence or non-concurrence feedback to the school board.

Multidistrict Collaboration Council (new to BPS in 26-27)

Please list your council members and identify American Indian parent committee members.

Name	Position/Role	Email/Phone Number
Radious Guess	Interim Director of Educational Equity – ISD271	rguess@isd271.org ; 952-681-6417
Betsy Hawes	Elementary Coordinator of Cultural Proficiency	ehawes@isd271.org ; 952-681-6823
Cassie Mae	Secondary Coordinator of Cultural Proficiency	cmae@isd271.org ; 952-681-6634
Hiedi Hecker	Coordinator of American Indian Education Programming; AIPAC Member as staff	hhecker@isd271.org ; 952-806-7954
Clarissa Seidl	American Indian Education Programming Specialist; AIPAC Member as staff	cseidl@isd271.org ; 952-806-7953
Isis Buchanan	Executive Director of Student Services – ISD191	ibuchanan@isd191.org ; 952-707-2004
Leana DeJesus	Chair of AIPAC Committee; Parent, not staff	leanakdejesus64@gmail.com
Timberly Blacksmith	AIPAC Member; Parent, not staff	m0nni3.10@gmail.com

Ashli Schmaltz	AIPAC Member; Parent and staff	aschmaltz@isd271.org
*Additional members to be determined in fall 2026		

*Additional members of the Multidistrict Collaboration Council will be added in fall 2026-27. This is the first year ISD271 and ISD191 are collaborating as a part of a Multidistrict Collaboration Council.

Submitting this Plan

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

Detailed directions and support for completing this plan can be found in the Achievement and Integration Plan Guide.

Achievement and Integration Goals

You will copy and paste the Goal, Strategy, and KIP portion of this form for each individual goal or strategy your district has.

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #1A: The percentage of students who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races and who end the school year with a cumulative GPA of 2.5 or higher at the five district secondary schools will increase from 52.0% in 2026 to 56.5% in 2029.

Goal #1B: The percentage of students eligible for free or reduced-price meals who end the school year with a cumulative GPA of 2.5 or higher at the five district secondary schools will increase from 47.7% in 2026 to 52.2% in 2029.

Goal type: Achievement Disparity

Bloomington Public Schools (BPS) is committed to ensuring that students who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races do not experience learning loss or academic stagnation in the post-pandemic landscape. Students in these groups experience a disparity in cumulative GPA relative to White students at the five (5) district secondary schools. In 2025, the percentage of students with a cumulative GPA of 2.5 or higher was 77.6% for Asian students, 65.1% for students identifying as Two or More Races, 49.1% for Black or African American students, 48.5% for Hispanic or Latino students, and 46.2% for American Indian or Alaska Native students, compared with 85.2% for White students. Fewer than 10

Native Hawaiian or Other Pacific Islander students were enrolled at these schools, so results for that group are suppressed. Students eligible for free or reduced-price meals also experience a disparity in cumulative GPA at these schools. In 2025, 49.7% of these students had a cumulative GPA of 2.5 or higher, compared with 82.0% of students not eligible. The disparity has been stable across the three years available, moving from 31.2 percentage points in 2023 to 32.3 percentage points in 2025. Years prior to 2023 are not comparable, because Minnesota changed how students are identified for free and reduced-price meal eligibility.

This goal focuses on **Secondary Credit Attainment and GPA Stability** as primary indicators of academic health. By targeting a 4.5 overall percentage point increase in students in these groups with a cumulative GPA of 2.5 or higher, we are ensuring students remain eligible for graduation, extracurricular participation, and post-secondary opportunities. This goal will be met through a three-pronged approach: proactive MTSS intervention, the implementation of culturally proficient instructional frameworks (Arriaga, Social Discipline Window), and deep academic partnership with families. Success will mean moving from a reactive model of credit recovery to a proactive model of academic persistence.

To add goals, copy the two lines directly above and paste them below the KIPs for Goal #1.

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

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

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Strategy Name and # Implement Data-Driven MTSS Academic Interventions, #1

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

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

Narrative description of this strategy. 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.

To ensure students who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races end the school year with a cumulative GPA of 2.5 or higher, the district will ensure secondary schools are provided the resources needed to develop and implement a data-driven Multi-Tiered System of Support (MTSS). Implementing a strong MTSS focuses on "real-time" responsiveness: rather than waiting for a semester to end, the district will implement regular" grading snapshots" to identify students in these groups whose performance in core classes (ELA, Math, Science, Social Studies) has dipped below the 2.5 threshold. One of the primary tools leaders and staff will use to review GPA data will be NextPath, a Multi-Tiered Systems of Support (MTSS) data tool. Where available, the district will pull data on each of the racial groups identified in this goal so as to identify differences in access, participation and/or outcomes among the groups. NextPath is a new tool for the district, and our district leadership is working with the NextPath leadership to ensure the dashboard can provide real-time data regarding grades and GPAs for building leaders and leadership teams, because the organization delivering the tool is still adjusting its platform to meet our needs.

Data will be reviewed to identify inequities and patterns in students whose cumulative GPA is below 2.5. These patterns will be discussed by both site and district leadership at regularly scheduled leadership meetings so that barriers to student success can be identified. Once barriers are identified, site leaders will be supported by district leadership to take action to address them. It is essential that we investigate underlying causes of students' academic struggle rather than assume that struggle or lower performance indicates lack of ability or motivation. This is a new and innovative approach to identifying what actually underlies lower GPA for some students and student groups.

Cultural proficiency governs how leaders interpret and act on these patterns. A cumulative grade point average reports what is happening for a student. The Cultural Proficiency Framework that anchors the district's professional learning guides leaders to examine why it is happening and to decide how to respond, including what to change in course practices, scheduling, and adult practice rather than in the student alone. Cumulative grade point average is one indicator of whether that leadership practice is producing improved opportunity and improved results for students.

Our aim is to then provide earlier support than has been provided in the past to both students and teachers. It is essential that we identify not only students who need support, but teachers who are showing patterns of higher rates of failure in their courses, particularly for the student groups named in Goals #1A and #1B. Once teachers and teacher groups where students' attain lower overall GPAs and grades (e.g., by department) are identified, site leaders and district leaders will develop professional learning opportunities that are targeted to these staff.

And, once identified, students will receive Tier 2 interventions, such as small-group tutoring during the school day, study seminars, or guided "check-and-connect" sessions. These interventions are designed to be culturally responsive, focusing on building strong teacher-student relationships and providing the specific executive functioning or content-area skills needed to stay on track for graduation. By providing these supports well before a grading period has concluded, we reduce the "failure cycle" and ensure students in these groups have equitable access to the support needed to succeed in rigorous core coursework.

At our most diverse high school, Kennedy High School, a specific intervention called Building Assets, Reducing Risks (BARR) will be put in place to provide 9th grade teachers with time to specifically plan for and implement interventions with 9th grade students. Teachers who are a part of BARR programming use NextPath to determine which students need the most academic support and in what areas. This intervention has been grant funded for the past two years and data has shown that it increases student GPA. Therefore, through the Achievement and Integration plan, we'll sustain this impactful intervention.

Both Valley View Middle School (VVM) and Kennedy High School also have AVID programming, which is in place to intervene and support students with academic needs. AVID programming at VVM is specifically mentioned in the RIS portion of this plan, as VVM is a RIS. Kennedy High School, although not identified as an RIS, provides AVID programming that allows students who participated in middle school to continue their participation as they matriculate to high school. Some teacher funding and tutor funding has been made available to Kennedy High School as a part of this plan.

Location of services: District-Wide, Secondary Level Sites

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Number of district secondary schools, out of five, trained on and fully implementing NextPath to monitor student data and determine interventions.	3	4	5
Percentage of students identifying as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races at the five (5) district secondary schools with a cumulative GPA of 2.5 or higher.	53.5	55.0	56.5
Percentage of American Indian or Alaska Native students at the five (5) district secondary schools with a cumulative GPA of 2.5 or higher.	33.9	35.4	36.9
Percentage of Asian students at the five (5) district secondary schools with a cumulative GPA of 2.5 or higher.	77.1	78.6	80.1
Percentage of Black or African American students at the five (5) district secondary schools with a cumulative GPA of 2.5 or higher.	48.6	50.1	51.6
Percentage of Hispanic or Latino students at the five (5) district secondary schools with a cumulative GPA of 2.5 or higher.	48.0	49.5	51.0
Percentage of students identifying as Two or More Races at the five (5) district secondary schools with a cumulative GPA of 2.5 or higher.	64.6	66.1	67.6
Percentage of students eligible for free or reduced-price meals at the five (5) district secondary schools with a cumulative GPA of 2.5 or higher.	49.2	50.7	52.2

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

Baselines for 2026 are 32.4% for American Indian or Alaska Native students, 75.6% for Asian students, 47.1% for Black or African American students, 46.5% for Hispanic or Latino students, 63.1% for students identifying as Two or More Races, and 47.7% for students eligible for free or reduced-price meals. With one exception, each 2026 baseline is projected from the 2025 observed value. The exception is the baseline for American Indian or Alaska Native students, which is projected from the 2022 through 2025 trend. Enrollment in this group ranged from 14 to 26 students during that period, and single-year rates ranged from 21.4% to 46.2%, so a baseline drawn from one year would not be stable at that group size. Fewer than 10 Native Hawaiian or Other Pacific Islander students were enrolled at these schools in 2025, so a separate indicator is suppressed, and those results are reported within the combined indicator.

Strategy Name and # Professional Development & Instructional Coaching, #2

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

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

Narrative description of this strategy. 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.

The district will operationalize a comprehensive Cultural Proficiency Framework to ensure all students who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races experience classroom environments experience that are both academically rigorous and identity-affirming. Utilizing the *Opening Doors* (Arriaga & Lindsey) implementation template, educators will move beyond surface-level awareness toward systemic transformation of instructional practices.

Leaders and teachers will be coached on identifying and eliminating microaggressions and instructional bias that lead to disproportionate disciplinary outcomes. By aligning Positive Behavioral Interventions and Supports (PBIS) and Social-Emotional Learning (SEL) through a culturally proficient lens, the district will ensure that "High Support" is matched with "High Expectations," directly supporting the goal of a cumulative GPA of 2.5 or higher.

To monitor whether this work is changing student experience, the district administers the Annual Student Survey each spring. The Research, Evaluation, and Assessment team reports the Teacher/School Support items by racial and ethnic group and by eligibility for free or reduced-price meals. From that report, the district identifies each group whose percentage agreeing or strongly agreeing falls below that of White students or below the rate for students not eligible for free or reduced-price meals. Where a group trails those comparisons or declines from the prior administration, the district examines the remaining items in the Teacher/School Support topic and the building-level results for that group to locate where the difference originates.

The Annual Student Survey indicator is a measure of student perception. The district uses those data in three ways.

1. To identify disparities in perception. Results are reviewed by student group and compared across groups and across administrations, to locate where favorability is lower and to target support for leaders and staff accordingly.
2. To determine where to examine further. Where a pattern appears, the district identifies what additional analysis, and where necessary what additional data collection, is needed to understand why the difference exists.
3. To adjust implementation. Action plans are revised in the areas where a disparity is known, and improvement is monitored from that point forward.

Survey results are reviewed regularly by site leadership teams, because a key performance indicator in the district's strategic plan is aligned to these data. After reviewing baseline results, each site leadership team creates an action plan. Those plans are reviewed every 90 days with support from central office leaders, and are revised as patterns emerge. This cycle runs throughout each school year, supported by the district's Strategic Plan Goal 2 Team. The following spring administration is the check on those revisions: the district compares each group's result against the prior year to determine whether the disparity narrowed, and action plans are revised again where it did not.

This strategy helps integrate the learning environment by making cultural proficiency part of the everyday work of the district: teaching, classroom relationships, discipline, and student support. Educators examine their own biases and assumptions and their instructional practices, so that students from different racial and economic backgrounds experience effective and engaging instruction and feel that they belong. Coaching teachers to examine instructional bias

and microaggressions changes the way they engage with students, which creates a more integrated and more effective learning environment. This matters because disproportionality exists in the district's current data and has to be addressed.

This strategy primarily addresses disproportionality in the educational experiences and outcomes of students by race, ethnicity, and economic status. Students from the groups named in the goal must be supported, and must feel supported, at the same level as students who identify as White and students who are not eligible for free or reduced-price meals.

In summary, this strategy addresses the disparity in how students of different racial, ethnic, and economic backgrounds experience school, receive support, and achieve academically. The survey component matters because it provides a way to determine whether the strategy is reducing those disparities from the students' perspective, rather than only documenting that professional learning or a framework was implemented.

Location of services: District-Wide

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Reduce the unduplicated percentage of K through 12 students identifying as American Indian or Alaska Native, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races who receive behavior referrals in subjective discipline categories, including bullying, cyber-bullying, disruptive/disorderly conduct/insubordination, harassment, threat/intimidation.	3.2	2.9	2.6
Reduce the unduplicated percentage of K through 12 Black or African American students who receive behavior referrals in subjective discipline categories.	4.5	4.2	3.9
Reduce the unduplicated percentage of K through 12 students identifying as Two or More Races who receive behavior referrals in subjective discipline categories.	3.4	3.1	2.8
Reduce the unduplicated percentage of K through 12 Hispanic or Latino students who receive behavior referrals in subjective discipline categories.	2.4	2.2	2.0
Reduce the unduplicated percentage of K through 12 students eligible for free or reduced-price meals who receive behavior referrals in subjective discipline categories.	3.6	3.3	3.0
Percentage of students identifying as Asian, Black or African American, Hispanic or Latino, or Two or More Races who agree or strongly agree with the statement “At my school, teachers care about students” on the Annual Student Survey.	89.9	90.4	90.9
The percentage of students who identify as Asian and who agree or strongly agree on the Annual Student Survey that teachers at their school care about students.	91.0	91.5	91.9
The percentage of students who identify as Black or African American and who agree or strongly agree on the Annual Student Survey that teachers at their school care about students.	90.3	90.8	91.3
The percentage of students who identify as Hispanic or Latino and who agree or strongly agree on the Annual Student Survey that teachers at their school care about students.	89.7	90.2	90.8
The percentage of students who identify as Two or More Races and who agree or strongly agree on the Annual Student Survey that teachers at their school care about students.	88.9	89.5	90.1
The percentage of students eligible for free or reduced-price meals who agree or strongly agree on the Annual Student Survey that teachers at their school care about students.	90.0	90.6	91.1

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

Referral note

The 2025 baselines for the behavior referral indicators are 3.5% combined, 4.8% for Black or African American students, 3.7% for students identifying as Two or More Races, and 2.6% for Hispanic or Latino students, compared with 1.5% for White students. The 2025 baseline for students eligible for free or reduced-price meals is 3.9%, compared with 1.3% for students not eligible. Annual targets for each indicator were set from that group's observed rate of change over the three years available, adjusted for the floor effect at low rates. Separate indicators are not reported for American Indian or Alaska Native students or for Native Hawaiian or Other Pacific Islander students. Fewer than 10 students in each group received a referral in any year, and reporting a rate at that count would risk identifying individual students. Both groups are included in the combined indicator. Asian students are not included in these indicators. Their 2025 referral rate was at or below the rate for White students, so no disparity is present on this measure. District data do show a disparity for Asian students in cumulative GPA, which Goal #1A addresses.

Survey note

Baselines are from the Spring 2025 administration of the Annual Student Survey. Each figure is the percentage of students who agreed or strongly agreed that teachers at their school care about students. The combined rate is 89.3%. Rates by group are 90.5% for Asian students, 89.8% for Black or African American students, 89.1% for Hispanic or Latino students, and 88.3% for students identifying as Two or More Races. The rate for White students is 92.3%. The rate for students eligible for free or reduced-price meals is 89.5%, and the rate for students not eligible is 91.8%. Beginning in December 2026, the district administers the Annual Student Survey in December rather than in spring. Baselines reflect a spring administration and annual targets will be measured against a December administration. The district will report any discontinuity attributable to the change in administration window in its annual progress report. Annual targets were set separately for each group. Each target closes 5% of the remaining distance to 100% from that group's own baseline. The combined indicator includes Asian, Black or African American, Hispanic or Latino, and Two or More Races students. Separate indicators are not reported for American Indian or Alaska Native students or for Native Hawaiian or Other Pacific Islander students. Neither group is included in the combined indicator. Neither group's 2025 rate fell below the rate for White students, so no disparity is present on this measure.

Strategy Name and # Facilitate Culturally Proficient Family Partnerships, #3

Type of Strategy: Family engagement initiatives to increase student acheivement.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

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

Narrative description of this strategy. 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.

Through a collaborative partnership with Burnsville-Eagan-Savage Schools, the district will host joint academic advocacy events designed to provide families with the "insider knowledge" and tools necessary to advocate for their child's placement in advanced coursework. This strategy focuses on dismantling institutional barriers by providing personalized assistance and resources, ensuring that families from underrepresented groups are not only informed about district

opportunities but are active participants in the placement process. By demystifying the "hidden curriculum" of secondary schooling, we ensure that families have the tools to advocate for their student's enrollment in advanced coursework. Participation in these events is open to families of all racial, ethnic, and economic backgrounds, and families from the groups experiencing the disparity are actively encouraged to take part.

Additionally, equity specialists support each of the elementary schools receiving Title I funds. These specialists support relationship building with families, attend IEP meetings to help families navigate the educational system and host student and parent groups as a part of developing partnerships. Normandale Hills Elementary and Oak Grove Elementary are Title I funded schools in Bloomington Public Schools, which are not also listed as RIS schools. Therefore, they are provided with specific funding for equity specialists.

Location of services: District-Wide, Site-Based

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Number of families of students identifying as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races attending academic advocacy events hosted by Bloomington Public Schools and Burnsville-Eagan-Savage Schools.	BL	BL + 10	BL + 20
Percentage of students who identify as American Indian or Alaska Native, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races and who are enrolled in at least one advanced course at the five district secondary schools.	40.9	42.4	43.9
Percentage of students who identify as Black or African American and who are enrolled in at least one advanced course at the five district secondary schools.	39.8	41.3	42.8
Percentage of students who identify as Hispanic or Latino and who are enrolled in at least one advanced course at the five district secondary schools.	38.2	39.7	41.2
Percentage of students who identify as Two or More Races and who are enrolled in at least one advanced course at the five district secondary schools.	51.5	53.0	54.5
Percentage of students eligible for free or reduced-price meals who are enrolled in at least one advanced course at the five district secondary schools.	37.9	39.4	40.9

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

Family participation indicator

This indicator is an implementation measure rather than a measure of student progress. The joint academic advocacy events begin in 2026-27, so no baseline exists at the time of submission. The district will establish the baseline from the first full year of implementation in 2027. The target cells read BL, BL plus 10, and BL plus 20, where BL is that 2027 baseline, so the district expects the count to increase by 10 families in 2028 and by 20 families in 2029 above the baseline. If the observed baseline differs materially from the planning assumption, the district will submit an amended plan by April 2027.

Advanced coursework indicator

Advanced coursework includes honors, Advanced Placement, concurrent enrollment, articulated credit, and gifted and talented courses at Jefferson High School, Kennedy High School, Oak Grove Middle School, Olson Middle School, and Valley View Middle School. Baselines are 2026 projections fitted across 2021 through 2025: combined 39.4%, Black or African American 38.3%, Hispanic or Latino 36.7%, Two or More Races 50.0%, and students eligible for free or reduced-price meals 36.4%. Comparison projections are 59.4% for White students and 59.1% for students not eligible for free or reduced-price meals. Annual targets add 1.5 percentage points per year, matching the increment applied to the cumulative grade point average indicators in this plan. Asian students are not reported separately, and are not included in the combined indicator, because their projected rate of 59.5% is comparable to the 59.4% projected for White students. No disparity is indicated on this measure. A separate indicator is not reported for American Indian or Alaska Native students, whose enrollment at these schools was 28 students in 2025. At that group size a change of one student moves the reported percentage by more than 3 percentage points, which exceeds the annual target increment and

would make year-to-year change impossible to interpret. A separate indicator is also not reported for Native Hawaiian or Other Pacific Islander students, whose enrollment was fewer than 10 and falls below the district reporting threshold.

Goal #2: The percentage of students who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races and are enrolled in gifted programming will increase from 3.8% (elementary) and 5.9% (secondary) in 2026 to 5.5% and 7.2% in 2029. The percentage of students eligible for free or reduced-price meals and enrolled in gifted programming will increase from 2.8% (elementary) and 3.7% (secondary) in 2026 to 5.0% and 4.0% in 2029.

Goal type: Integration

Bloomington Public Schools is committed to ensuring that its equitable access and academic success are the foundations of its gifted and talented programming and services. This goal focuses on internal partnerships, equitable identification, and talent development as strategies to drive change. This goal builds upon the 20-year history and success of Bloomington's Gifted and Talented department, which has demonstrated a commitment to increasing equitable access through its federal application and award of its Jacob K. Javits grant. We are committing to making our gifted and talented programs and services more reflective of our diverse district demographics.

To add goals, copy the two lines directly above and paste them below the KIPs for Goal #1.

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

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

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Strategy Name and # Implement Strategic Partnership Between Departments to Expand Equitable Identification at the Elementary Level, #4

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

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

Narrative description of this strategy. 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.

In collaboration with the Gifted and Talented (GT) Department, Bloomington Public Schools (BPS) will implement a systemic approach to identifying and nurturing the potential of early learners within historically underrepresented student groups, which will be described in more detail below. This strategy focuses on providing direct services to students as well as building the "equity lens" of educators to ensure that advanced learning opportunities are racially and economically integrated rather than segregated by traditional identification barriers. Work at the elementary level will be supported by the Elementary Coordinator of Cultural Proficiency in collaboration with the Director of Gifted and Talented Programming. These staff will provide professional learning for elementary teachers of gifted programming. A specific professional learning plan with research-based best practices and indicators of success will be developed in the first year by the two departments working in partnership.

Elementary gifted programming is delivered through several service models. Elements services students with high academic achievement who need faster pacing and greater depth. Renaissance serves students whose advanced academic potential may not yet be fully reflected in achievement scores and who benefit from additional support. In addition, the district's Computer Science programming provides opportunities for acceleration for all students at the elementary level.

This strategy and the partnership between the two departments evolves our current identification practices from a referral- and advocacy-dependent process toward a systematic, data-informed model that uses universal screening, multiple measures, local norms, and quarterly review of disaggregated identification and enrollment data. Rather than relying primarily on individual referrals or family-initiated requests, the Office of Educational Equity (OEE) and the GT Department staff will use these practices to identify students who may benefit from advanced learning opportunities, including students who have been historically underrepresented in gifted programming or whose strengths may not be fully reflected in traditional achievement measures.

To strengthen educators' role within this process and support proactive talent scouting, OEE and GT will provide targeted professional learning for K–5 staff on culturally responsive identification. Educators will examine indicators of advanced potential, potential sources of bias in traditional identification practices, and how students' strengths may be expressed or demonstrated differently across contexts. Staff will apply this learning to classroom evidence and the district's multiple-measure identification process to inform referrals, nominations, enrichment, or further consideration for gifted programming. This professional learning supports the district's universal screening process by helping educators interpret screening results, local norms, and classroom evidence when they consider a student for further identification and support. This professional learning also addresses classroom-based differentiation, so that all students have access to rigorous learning experiences.

Each quarter, OEE and the GT Department will facilitate a "Who Did We Miss?" review with elementary educators to examine disaggregated identification, enrollment, and participation data and identify students whose advanced academic potential may not have been recognized through traditional identification or referral processes. The protocol applies the practices addressed in professional learning: indicators of advanced academic potential, the use of multiple

measures, and the effect of opportunity gaps and traditional identification practices on who is recognized for gifted programming. Review teams examine universal screening results, CogAT, FastBridge results, local norms, and other available measures alongside educator observations of students' strengths, learning behaviors, and academic performance. The review identifies students who may warrant further consideration for gifted programming, enrichment, or other advanced learning opportunities. When a student is identified for follow-up, staff document the action taken, such as additional assessment, referral, enrichment, or consideration for gifted programming. Following these reviews, OEE and GT track changes in identification, referral, and enrollment for the student groups named in this goal and for students eligible for free or reduced-price meals, so the district can tell whether the protocol is increasing access.

Through this cycle of professional learning, educator practice, data review, and targeted follow-up, BPS will strengthen its identification and placement systems and expand equitable access to advanced learning opportunities for students.

Location of services: District-Wide, Elementary

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Increase the number of joint initiatives between the elementary level coordinator of cultural proficiency, Office of Educational Equity staff working with elementary schools and the Gifted and Talented Department to support equitable identification and program matriculation.	2	3	4
Percentage of first graders screened with the full battery of the Cognitive Abilities Assessment (CogAT)	90.0	91.5	93.0
Percentage of students who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races and are enrolled in Elementary Programming (Elements and Renaissance)	4.4	4.9	5.5
Percentage of students who identify as Asian and are enrolled in Elementary Programming (Elements and Renaissance)	6.8	7.1	7.3
Percentage of students who identify as Black or African American and are enrolled in Elementary Programming (Elements and Renaissance)	2.0	2.3	2.6
Percentage of students who identify as Hispanic or Latino and are enrolled in Elementary Programming (Elements and Renaissance)	4.1	5.0	5.9
Percentage of students who identify as Two or More Races and are enrolled in Elementary Programming (Elements and Renaissance)	7.8	8.3	8.8
Percentage of students eligible for free or reduced-price meals and enrolled in Elementary Programming (Elements and Renaissance)	3.5	4.3	5.0

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

Gifted programming enrollment note

Baselines are 2026 enrollment rates. Each indicator reports the number of students in the group enrolled in Elements or Renaissance divided by the number of students in that group enrolled in kindergarten through grade 5. Of 2,259 students who identify as one of the six racial and ethnic groups named above, 86 were enrolled, or 3.8%. By group: Asian 15 of 227 students, 6.6%; Black or African American 13 of 757, 1.7%; Hispanic or Latino 27 of 855, 3.2%; and Two or More Races 29 of 396, 7.3%. Students eligible for free or reduced-price meals are 53 of 1,887, or 2.8%. For comparison, students who identify as White are 168 of 1,713, or 9.8%. Annual targets are set for each indicator separately, so the group rows do not sum to the combined row. Separate indicators are not reported for American Indian or Alaska Native students, of whom 2 of 17 were enrolled in 2026, or for Native Hawaiian or Other Pacific Islander students, of whom 0 of 7 were enrolled. Both groups are included in the combined indicator. Group size is the reason for not reporting them separately.

Strategy Name and # Implement Strategic Partnership Between Departments to Expand Equitable Identification at the Secondary Level, #5

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

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

Narrative description of this strategy. 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.

In collaboration with the Gifted and Talented Department, Bloomington Public Schools (BPS) will focus on building the "equity lens" of secondary level educators to ensure that advanced learning opportunities are racially and economically integrated rather than segregated by traditional identification barriers. Work at the secondary level will be supported by the Secondary Coordinator of Cultural Proficiency in collaboration with the Director of Gifted and Talented Programming. These staff will provide professional learning for teachers of gifted programming. A specific professional learning plan with best practices and indicators of success will be developed in the first year by the two departments working in partnership.

Secondary gifted programming is delivered through several service models. Dimensions Academy serves academically advanced students with a focus on research, problem-solving, and student-driven exploration. Nobel serves highly creative students through an interdisciplinary humanities approach.

This strategy and the partnership between the two departments evolve our current identification practices from a referral- and advocacy-dependent process toward a systematic, data-informed model that uses universal screening, multiple measures, local norms, and quarterly review of disaggregated identification and enrollment data. Rather than relying primarily on individual referrals or family-initiated requests, OEE and GT will use these practices to identify students who may benefit from advanced learning opportunities, including students who have been historically underrepresented in gifted programming or whose strengths may not be fully reflected in traditional achievement measures.

To strengthen educators' role within this process and support proactive talent scouting, OEE and GT will provide targeted professional learning for secondary staff on culturally responsive identification. Educators will examine indicators of advanced potential, potential sources of bias in traditional identification practices, and how students' strengths may be expressed or demonstrated differently across contexts. Staff will apply this learning to classroom evidence and the district's multiple-measure identification process to inform referrals, nominations, enrichment, or further consideration for gifted programming. This professional learning supports the district's universal screening process by helping educators interpret screening results, local norms, and classroom evidence when they consider a student for further identification and support. This professional learning also addresses classroom-based differentiation, so that all students have access to rigorous learning experiences.

Each quarter, OEE and the GT Department will facilitate a "Who Did We Miss?" review with secondary educators to identify students whose advanced academic potential may not have been recognized through traditional identification or referral processes. The protocol applies the practices addressed in professional learning: indicators of advanced academic potential, the use of multiple measures, and the effect of opportunity gaps and traditional identification practices on who is recognized for gifted programming. Review teams examine universal screening results, FastBridge

results, local norms, course performance, and other available measures alongside educator observations of students' strengths, learning behaviors, and academic performance. The review identifies students who may warrant further consideration for gifted programming, enrichment, or other advanced learning opportunities. When a student is identified for follow-up, staff document the action taken, such as additional assessment, referral, enrichment, or consideration for gifted programming.

OEE and GT will use quarterly reviews of disaggregated identification, enrollment, and participation data to monitor progress toward Goal #2, including changes in representation of students from the identified racial and ethnic groups and students eligible for free or reduced-price meals in gifted programming. These reviews identify gaps and inform targeted professional learning and other follow-up actions. The district monitors the number and percentage of students in the groups named in Goal #2 who are identified, referred, and enrolled following these reviews, to determine whether the protocol is increasing equitable access to gifted programming.

Through this cycle of professional learning, educator practice, data review, and targeted follow-up, BPS will strengthen its identification and placement systems and expand equitable access to advanced learning opportunities for students.

Location of services: District-Wide, Secondary

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Increase the number of joint initiatives between the secondary level coordinator of cultural proficiency, Office of Educational Equity staff working with secondary schools and the Gifted and Talented Department to support equitable identification and program matriculation.	2	3	4
Percentage of students who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races and are enrolled in Secondary Programming (Dimensions Academy and Nobel)	6.3	6.8	7.2
Percentage of students who identify as Asian and are enrolled in Secondary Programming (Dimensions Academy and Nobel)	10.9	11.3	11.6
Percentage of students who identify as Black or African American and are enrolled in Secondary Programming (Dimensions Academy and Nobel)	3.8	4.0	4.1
Percentage of students who identify as Hispanic or Latino and are enrolled in Secondary Programming (Dimensions Academy and Nobel)	4.3	4.7	5.2
Percentage of students who identify as Two or More Races and are enrolled in Secondary Programming (Dimensions Academy and Nobel)	14.9	15.9	16.8
Percentage of students eligible for free or reduced-price meals and enrolled in Secondary Programming (Dimensions Academy and Nobel)	3.8	3.9	4.0

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

Gifted programming enrollment note

Baselines are 2026 enrollment rates. Each indicator reports the number of students in the group enrolled in Dimensions Academy or Nobel divided by the number of students in that group enrolled in grades 6 through 12. Of 3,221 students who identify as one of the six racial and ethnic groups named above, 191 were enrolled, or 5.9%. By group: Asian 35 of 333 students, 10.5%; Black or African American 39 of 1,043, 3.7%; Hispanic or Latino 51 of 1,346, 3.8%; and Two or More Races 65 of 468, 13.9%. Students eligible for free or reduced-price meals are 92 of 2,479, or 3.7%. For comparison, students who identify as White are 394 of 2,281, or 17.3%. Annual targets are set for each indicator separately, so the group rows do not sum to the combined row. Separate indicators are not reported for American Indian or Alaska Native students, of whom 1 of 27 were enrolled in 2026, or for Native Hawaiian or Other Pacific Islander students, of whom 0 of 4 were enrolled. Both groups are included in the combined indicator. Group size is the reason for not reporting them separately.

Goal #3A: The percentage of students who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races and who are taught by at least one teacher who has completed the district's targeted culturally proficient professional learning will increase from 59.7% in 2025-26 to 93.0% in Spring 2029.

Goal #3B: The percentage of students who are eligible for free or reduced-price meals and who are taught by at least one teacher who has completed the district's targeted culturally proficient professional learning will increase from 62.1% in 2025-26 to 93.2% in Spring 2029.

Goal #3C: The gap between the retention rate of licensed teachers who identify as White and the retention rate of licensed teachers who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races will decrease from 6.1 percentage points in 2025 to 3.0 percentage points in 2029.

Goal type: Teacher Equity

Bloomington Public Schools is committed to ensuring that students who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races, and students eligible for free or reduced-price meals, are taught by effective teachers at the same rate as their peers, and that the teachers available to them reflect the racial and ethnic diversity of the students the district serves. Those two commitments are related but cannot be measured with the same data. The goals in this section are therefore built in two parts. Goals #3A and #3B follow students to the teachers in front of them and ask whether those teachers are effective. Goal #3C looks at the teaching workforce as a whole and asks whether the district is keeping the teachers who make it more diverse.

For the first two goals, an effective teacher is one who has completed the district's targeted culturally proficient professional learning, which is described under Strategy #6. The district chose that definition deliberately. Completion of the learning is the district's own account of what it expects culturally proficient instruction to look like in a classroom, it is recorded for every teacher who reaches it, and because each teacher's course assignments are known, it can be traced to the particular students that teacher serves. That last property is what makes the goal a statement about students rather than about staff. Access is the percentage of students in a named population who are taught by at least one such teacher during the year, and the disparity is the distance between that percentage and the same percentage for a comparison group, which is students who identify as White for Goal #3A and students not eligible for free or reduced-price meals for Goal #3B. Only classroom teachers of record count toward access: the homeroom teacher at the elementary level and the teachers of English, mathematics, science, and social studies at the secondary level. Teachers whose sections reach every student in a building are not counted, so that the measure reflects the teachers a student learns from each day rather than a building-wide assignment. In 2025-26, 59.7% of students in the combined group and 60.7% of White students were taught by at least one such teacher, a difference of 1.0 percentage point, and the rate is lowest for Hispanic or Latino students, at 54.9%, a difference of 5.8 percentage points from the rate for White students. For Goal #3B, 62.1% of students eligible for free or reduced-price meals and 58.5% of students not eligible were taught by at least one such teacher, so eligible students had greater access in 2025-26, by 3.6 percentage points. As the district's professional learning reaches more teachers, access will rise for every group, and the disparity these goals address is the risk that it rises faster for White students and for students not eligible for free or reduced-price meals than for students in the named groups. Goals #3A and #3B commit the district to increasing the percentage of students in the named racial and ethnic groups, and of students eligible for free or reduced-price meals, who are taught by at

least one teacher who has completed the district's targeted culturally proficient professional learning, to closing the differences that exist, and to keeping access for those groups at or above access for the comparison groups in every year of the plan.

There is reason to expect the two figures to move apart as the learning spreads unless the rollout is managed with that risk in view. The targeted learning does not reach every school at once. It is delivered each year to teachers at the district's three racially identifiable schools and to approximately five additional schools chosen on the recommendation of administrators, instructional coaches, and staff and on the evidence of classroom walkthroughs. A rollout of that shape necessarily reaches some students before others, and which students it reaches first is precisely what these goals are designed to make visible and then to change.

The district's student survey suggests that the experience of being taught is already uneven. On the Teacher/School Support items of the Annual Student Survey, favorability rose for every student group between 2022 and 2025, but it rose fastest for students who identify as White, from 76.3% to 84.0%, and for students not eligible for free or reduced-price meals, from 76.4% to 83.1%. Students identifying as Two or More Races moved from 75.9% to 77.8% over the same period, and students eligible for free or reduced-price meals from 74.1% to 79.2%. The district improved and the gaps widened at the same time. The survey differences described here are carried as supporting indicators under Strategies #6 and #7.

The third goal turns to the workforce. Across the three most recent year-to-year transitions the district retained 82.7% of its teachers in the named racial and ethnic groups and 88.9% of its teachers who identify as White, a difference of 6.1 percentage points. In a period of budget reduction, whether students will be taught by teachers from those groups over the next three years depends far more on whether the district keeps the ones it has than on whether it can hire more. Goal #3C commits the district to narrowing that difference to 3.0 percentage points by 2029.

Culturally proficient professional learning, referred to throughout this section as CPPL, is the common thread through the strategies that follow. It is centered on the Cultural Proficiency Framework developed by the Center for Culturally Proficient Educational Practice, and it is professional learning that helps educators examine and change their own beliefs, behaviors, and instructional practices so that students from all cultural backgrounds experience equity, access, belonging, and high-quality learning. In the work of Randall Lindsey, Kikanza Nuri-Robins, Raymond Terrell, and Delores Lindsey, cultural proficiency is not a one-time training or a collection of culturally responsive strategies. It is an ongoing, inside-out process of reflection, learning, action, and organizational change. Completion of the district's targeted form of this learning is what Goals #3A and #3B mean by an effective teacher.

The goals in this section address three systemic barriers that the district's needs assessment identified in students' access to effective teaching. The first is a one-size-fits-all instructional model, in which the same instructional and assessment strategies are used with all students regardless of background, interest, ability, or need, and in which some assessments privilege language proficiency that is not the standard being measured. The second is curriculum centered on historically dominant perspectives, so that students in the named groups do not see themselves represented in what they are taught. The third is deficit assumptions about students, in which culturally shaped behaviors such as compliance, eye contact, speech patterns, and preferences for individual or group work are read as indicators of ability or effort. A teacher who has completed the district's targeted culturally proficient professional learning has been prepared to recognize and change each of these practices, which is why completion of that learning defines an effective teacher for Goals #3A and #3B. How the district disrupts each barrier through its professional learning systems is described under Strategy #7.

Progress toward Goals #3A and #3B is reported annually in the key indicators for Strategies #6 and #7. Progress toward Goal #3C is reported annually in the key indicators for Strategy #8.

To add goals, copy the two lines directly above and paste them below the KIPs for Goal #1.

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

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

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Strategy Name and # Implement Targeted CPPL Aligned to Student Needs and District Priorities, #6

Type of Strategy: Professional development opportunities focused on academic achievement of all students.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

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

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

Bloomington Public Schools will deliver targeted culturally proficient professional learning designed and facilitated by the Office of Educational Equity (OEE). The targeted professional learning in this strategy is distinct from the districtwide embedding of CPPL described under Strategy #7. The embedded work builds CPPL into the trainings other departments already provide, while the targeted work is delivered by OEE staff directly to the teaching staff of selected schools. The learning is differentiated using student experience data from the Teacher/School Support topic of the Annual Student Survey and includes workshops, coaching cycles, professional learning communities, and classroom application opportunities to ensure transfer into practice. Resources include the Cultural Proficiency Framework, developed by the Center for Culturally Proficient Educational Practice. OEE staff facilitate the sessions, and the OEE Director trains principals, district leaders, and site professional learning leads to facilitate as the model scales.

A teacher completes the targeted professional learning by participating in two or more hours of the learning within a school year. In 2026-27 the first session will be completed by November 24, the second by March 5, and the third by May 28. Completion is recorded in Frontline, with one record per teacher. Completion is a one-time status, and teachers

continue the work afterward through optional coaching with the district's Cultural Proficiency Coordinators. Teachers hired after their school's rollout year complete the learning through an asynchronous course. Each year the learning is delivered to all teachers at the district's three racially identifiable schools and at approximately five additional schools, selected using recommendations from administrators, instructional coaches, and staff, together with classroom walkthrough data.

Upon completion, participating teachers are expected to demonstrate the practices described in the Cultivating Respectful and Affirming Environments section of the district's classroom observation tool, which aligns to Component 2a of the Charlotte Danielson Framework for Teaching, the framework used to evaluate teachers in Bloomington Public Schools. Four adult behaviors are observable during classroom visits: teachers demonstrate positive relationships, teachers cultivate a sense of belonging, teachers demonstrate cultural responsiveness, and teachers apply positive conflict resolution. Each behavior is recorded on a three-point scale of Not yet, In process, and Established, with a supporting evidence statement. Q Comp coaches observe participating teachers three times per year on the trimester schedule, and principals and OEE staff record the same elements during classroom walkthroughs. Ratings are collected across the school year, which allows the district to report the percentage of participating teachers rated Established on each element and to monitor change in practice over time. Implementation fidelity is monitored through session completion records in Frontline, surveys before and after each session, and professional learning artifacts.

Where instruction becomes culturally proficient, students experience the change directly. They are no longer taught and assessed through a single model applied to every student regardless of background, interest, ability, or need; instruction and assessment are adapted to the students in the room. They see themselves in a curriculum that is not centered on historically dominant perspectives. They are taught by adults who presume positive intent rather than deficit when a student's way of understanding or participating differs from the teacher's own, whether in compliance, eye contact, speech pattern, or preference for individual or group work. All students at participating schools experience these shifts, and the district monitors whether that access reaches the student groups named in Goals #3A and #3B.

The measure for Goals #3A and #3B is the percentage of students in the named populations who are taught by at least one teacher who has completed the district's targeted culturally proficient professional learning, reported in the key indicators below. Favorable student responses to the Teacher/School Support items on the Annual Student Survey are carried as supporting indicators, because every item in that topic asks students about their teachers or the adults at their school. Favorability on these indicators is the percentage of favorable responses across the seven items in the Teacher/School Support topic. A response is counted as favorable when a student selects one of the two most favorable rating options for an item.

The professional learning conducted with Burnsville-Eagan-Savage Schools is broader than helping teachers learn about the cultures of their American Indian students. Through this professional learning, educators reflect on their instructional and assessment practices and on their own assumptions and biases. Supported by the culturally proficient professional learning described above, staff recognize the diversity among their American Indian students, families, Tribal Nations, and communities, rather than treating all American Indian students as a single group. Staff also become more aware of deficit assumptions that influence their expectations, their relationships with students, and their perceptions of American Indian students' achievement. This is the same shift described above, applied to a group whose students are too few at most sites to appear in a disaggregated indicator.

Location of services: District-Wide

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Number of teachers from both Bloomington Public Schools and Burnsville-Eagan-Savage Schools who together take part in professional learning specific to American Indian or Alaska Native heritage and programming.	20	30	40
Number of licensed teachers who have completed the district's targeted culturally proficient professional learning, cumulative across the plan period.	691	787	882
Percentage of students who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races who are taught by at least one teacher who has completed the district's targeted culturally proficient professional learning.	71.4	82.2	93.0
Percentage of students who identify as American Indian or Alaska Native who are taught by at least one teacher who has completed the district's targeted culturally proficient professional learning.	72.1	82.7	93.2
Percentage of students who identify as Asian who are taught by at least one teacher who has completed the district's targeted culturally proficient professional learning.	71.4	82.3	93.0
Percentage of students who identify as Black or African American who are taught by at least one teacher who has completed the district's targeted culturally proficient professional learning.	72.6	83.0	93.3
Percentage of students who identify as Hispanic or Latino who are taught by at least one teacher who has completed the district's targeted culturally proficient professional learning.	71.4	82.2	93.0
Percentage of students who identify as Two or More Races who are taught by at least one teacher who has completed the district's targeted culturally proficient professional learning.	74.7	84.3	93.8
Percentage of students who identify as White who are taught by at least one teacher who has completed the district's targeted culturally proficient professional learning.	71.4	82.2	93.0
Percentage of students eligible for free or reduced-price meals who are taught by at least one teacher who has completed the district's targeted culturally proficient professional learning.	72.4	82.9	93.2
Percentage of students not eligible for free or reduced-price meals who are taught by at least one teacher who has completed the district's targeted culturally proficient professional learning.	69.8	81.3	92.6
Reduction in the percentage point difference between the Teacher/School Support favorability rate for White students and the rate for students identifying as Asian, Black or African American, Hispanic or Latino, or Two or More Races, on the Annual Student Survey	4.8	4.6	4.4

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 2027	Target 2028	Target 2029
Reduction in the percentage point difference between the Teacher/School Support favorability rate for students not eligible for free or reduced-price meals and the rate for students who are eligible, on the Annual Student Survey	3.7	3.5	3.3

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

The Burnsville-Eagan-Savage indicator has no 2025-26 baseline because the joint professional learning begins in 2026-27, and the 2027 figure is the first year of collection. The completion indicator counts licensed teachers who have completed the district's targeted culturally proficient professional learning, cumulative from the start of the plan period. The 2025-26 baseline of 596 is the number of licensed teachers with a completion recorded in the district's professional learning management system. The access indicators that follow report the percentage of students in each population who were taught during 2025-26 by at least one of those teachers. Each student was matched to the teachers of record for the student's 2025-26 course assignments, and completion records were matched to those teachers. A student is counted as having access when at least one classroom teacher of record has a recorded completion. The 2025-26 baselines are 59.7% for the combined group, 61.6% for American Indian or Alaska Native students, 60.7% for Asian students, 62.3% for Black or African American students, 54.9% for Hispanic or Latino students, 65.2% for students identifying as Two or More Races, and 62.1% for students eligible for free or reduced-price meals. The same measure is reported for the comparison groups so that the difference in access is visible in every year of the plan. The 2025-26 rates are 60.7% for White students and 58.5% for students not eligible for free or reduced-price meals. Native Hawaiian or Other Pacific Islander students are included in the combined indicator and are not reported separately because the group numbered 11 students in 2025-26, and a single student moves the rate by 9 percentage points. Annual targets for every access indicator, including the comparison groups, are the percentage of students in each population projected to be taught by at least one such teacher as the cumulative completion count in the completion indicator grows from 596 in 2025-26 to 691 in 2027, 787 in 2028, and 882 in 2029. Because access depends on how many teachers have completed the learning and which students those teachers serve, the targets follow the projected completion count rather than a fixed annual increment. Where a group's projected rate falls below the projected rate for its comparison group in a given year, the target is set at the comparison projection for that year, which is why the combined row and the Hispanic or Latino row carry the same targets as the White row. The district can commit above its projection for those groups because the targeted professional learning under this strategy is delivered to the teaching staff of selected schools, and the district selects those schools.

Baselines for the two Teacher/School Support indicators are from the Spring 2025 administration of the Annual Student Survey. The first of these indicators reports the difference between the favorability rate for White students and the rate for the combined group. The second reports the difference between students not eligible and students eligible for free or reduced-price meals. Favorability on these indicators is the percentage of favorable responses across the seven items in the Teacher/School Support topic. The 2025 rates are 84.0% for White students, 82.5% for Asian students, 78.4% for Black or African American students, 78.9% for Hispanic or Latino students, and 77.8% for students identifying as Two or More Races. Rates by meal eligibility are 83.1% for students not eligible for free or reduced-price meals and 79.2% for students who are eligible. The baseline difference for the combined indicator is 5.1 percentage points, the difference between 84.0% for White students and 78.9% for the combined group. The baseline difference for the meal eligibility indicator is 3.9 percentage points. Each annual target states the difference that remains after that year's reduction, so the 2027 target of 4.8 means the difference has narrowed from 5.1 to 4.8 percentage points, and the 2027 target of 3.7 means it has narrowed from 3.9 to 3.7. Targets for the survey indicators apply the same annual gap-closure rule to every rate, including the rates for White students and for students not eligible for free or reduced-price meals, which narrows each difference across the plan period. Separate survey indicators are not reported for American Indian or Alaska Native

students or for Native Hawaiian or Other Pacific Islander students. Neither group's 2025 rate fell below the rate for White students, so no disparity is present on this measure, and neither group is included in the combined survey indicator. Beginning in December 2026, the district administers the Annual Student Survey in December rather than in spring. Baselines reflect a spring administration and annual targets will be measured against a December administration. The district will report any discontinuity attributable to the change in administration window in its annual progress report.

Strategy Name and # Embed Culturally Proficient Professional Learning into District Professional Learning Systems, #7

Type of Strategy: Professional development opportunities focused on academic achievement of all students.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

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

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

Bloomington Public Schools will integrate culturally proficient professional learning into its existing professional learning systems so that the systemic barriers to equitable learning described below are disrupted wherever staff learn. CPPL will be embedded into new teacher induction through additional anti-bias training, into new administrator onboarding through training on the Cultural Proficiency Framework and its use in leadership, and into professional learning communities, staff meetings, instructional coaching cycles, and content-area professional learning, where certified Cultural Proficiency trainers will work with the staff who oversee those systems. This approach positions culturally responsive practice as a core instructional expectation rather than a stand-alone initiative.

One systemic barrier to equity is a one-size-fits-all instructional model, in which the teacher uses the same instructional and assessment strategies with all students regardless of background, interest, ability, or need. Professional learning rooted in the Cultural Proficiency Framework addresses this barrier by helping teachers recognize the need to adapt to the diversity within their classrooms. With the support of CPPL, teachers and staff come to see that there are multiple ways of making meaning in the world and, therefore, multiple ways to assess the meaning that students make. Some tests and assessments also privilege language proficiency when language proficiency is not the academic standard being measured. That practice must be identified where it occurs, and teachers must be supported in changing it. A second systemic barrier addressed through CPPL is curriculum centered on historically dominant perspectives. By reviewing the curriculum with professionals trained in CPPL, teachers and leaders can identify where historically dominant perspectives are present and find ways to address them, so that historically marginalized perspectives are equally represented. A third barrier is deficit assumptions about students. Compliance, eye contact, speech patterns, and preferences for individual or group work and participation are among the student actions that are cultural, and teacher biases about what those actions might mean or represent must be discussed and dismantled. CPPL provides the tools and resources for teachers and leaders to do this work.

All staff who participate in professional learning on professional development days receive learning opportunities that embed culturally proficient professional learning. Q Comp coaches and site leaders provide culturally responsive

coaching to staff through the observation and coaching process across the school year. Probationary teachers are observed and coached three times a year, and non-probationary teachers are observed and coached once a year.

The district will implement training for all hiring managers, which will be rooted in the Cultural Proficiency Framework and reduce bias in hiring practices. The Human Resources director and the Office of Educational Equity director will develop that training together. Each staff member who serves on a hiring committee will complete it before taking part in the hiring process. The Human Resources department tracks the number of staff in the named racial and ethnic groups in the district, and that count is the outcome monitored for this work.

With the support of the Teacher Mentorship and Retention Grant (TMRG), the district will employ two coordinators who will mentor new teachers from racial and ethnic groups that are under-represented in the teaching profession. Because the TMRG provides 1.0 FTE separate from A&I funding, the TMRG funds will support .5 FTE for each coordinator. A&I funds will then be allocated to cover the additional costs for each coordinator, making each coordinator a full-time position with half of their role being mentorship for new teachers from racial and ethnic groups under-represented in the teaching profession and the remaining portion of their role being to support the implementation of other specific strategies in this plan. Teachers who identify as wanting mentorship support will receive it. Retention of participating teachers is monitored at the end of each school year for the duration of the grant. The workforce outcome of both activities is reported under Goal #3C and Strategy #8.

Research indicates that when the adults who work with children engage in professional learning, and when that professional learning includes ongoing coaching and feedback, the learning produces more positive outcomes for students. That is the aim of the approach described here. Students experience the change through the instruction and support they receive from the staff assigned to them.

Culturally proficient professional learning is expected to increase collective teacher efficacy (CTE) in the area of implementation of culturally relevant professional learning content. CTE refers to the shared belief among teachers in their collective ability to positively impact student learning. CTE will be measured annually via 12 survey items whose questions range from how much teachers can produce meaningful student learning to how much the school can foster student creativity, spanning both instructional and behavior-management domains. In years when the full Staff Engagement Survey is not administered, the collective efficacy items will be administered to teaching staff on their own. The Staff Engagement Survey is sent to all staff, and the CTE items are completed by teaching staff. The Research, Evaluation, and Assessment team analyzes the results and prepares summary reports. Each principal receives districtwide results, results by school level, and results for their own building. Department results are provided to the responsible executive director, and the assistant superintendent has access to all results. Reports are not produced for any group with fewer than 20 respondents. Results are presented to cabinet and to the school board. Site and department leaders review their results and use them to guide professional learning decisions. CTE is an implementation measure for this strategy. The outcome for students is measured by the Teacher/School Support indicators reported in the table below.

Favorability on the Staff Engagement Survey is calculated at the item level. A staff member's response to an item is counted as favorable when they select one of the two most favorable rating options, such as "agree" or "strongly agree" on an item rated from "strongly disagree" to "strongly agree." For each scale, a staff member's favorability is the proportion of that scale's items they answered favorably. The reported number is the average of those individual proportions across all staff in the group, expressed as a percentage.

Location of services: District-Wide

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Number of collaborative district PL sessions that include culturally relevant learning outcomes.	16	24	32
Percentage of teachers responding favorably on staff survey items measuring collective efficacy.	81.0	82.0	83.0
Percentage of students in grades 3 through 12 who identify as Asian, Black or African American, Hispanic or Latino, or Two or More Races and who respond favorably to the Teacher/School Support items on the Annual Student Survey.	80.0	81.0	81.9
Percentage of students in grades 3 through 12 who identify as Asian and who respond favorably to the Teacher/School Support items on the Annual Student Survey	83.4	84.2	85.0
Percentage of students in grades 3 through 12 who identify as Black or African American and who respond favorably to the Teacher/School Support items on the Annual Student Survey	79.5	80.5	81.5
Percentage of students in grades 3 through 12 who identify as Hispanic or Latino and who respond favorably to the Teacher/School Support items on the Annual Student Survey	80.0	81.0	81.9
Percentage of students in grades 3 through 12 who identify as Two or More Races and who respond favorably to the Teacher/School Support items on the Annual Student Survey	78.9	80.0	81.0
Percentage of students in grades 3 through 12 who are eligible for free or reduced-price meals and who respond favorably to the Teacher/School Support items on the Annual Student Survey	80.2	81.2	82.2

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

The collaborative professional learning sessions indicator has no 2025-26 baseline because the sessions begin in 2026-27, and the 2027 figure is the first year of collection. The collective efficacy indicator comes from the Staff Engagement Survey. Its baseline is 79% favorable in 2025. Favorability on that survey is calculated at the item level, as described in the strategy narrative. Beginning after 2025 the full Staff Engagement Survey is administered every other year. The collective efficacy items will be administered to teaching staff in every year of the plan.

The remaining indicators come from the Annual Student Survey. Baselines are from the Spring 2025 administration of the Annual Student Survey and cover grades 3 through 12, the grades in which the Teacher/School Support items are administered. Favorability on these indicators is the percentage of favorable responses across the seven items in the Teacher/School Support topic. The indicator under Goal #1 reports the percentage of students responding favorably to a single item within that topic, so the two figures are not directly comparable. The combined rate is 78.9%. Rates by group are 82.5% for Asian students, 78.4% for Black or African American students, 78.9% for Hispanic or Latino students, and 77.8% for students identifying as Two or More Races. The rate for White students is 84.0%. The rate for students eligible for free or reduced-price meals is 79.2%, and the rate for students not eligible is 83.1%. Annual targets were set separately for each group. Each target closes 5% of the remaining distance to 100% from that group's rate in the prior

year. The groups for which separate indicators are not reported, and the reason, are stated in the second note beneath the Strategy #6 table. Beginning in December 2026, the district administers the Annual Student Survey in December rather than in spring. Baselines reflect a spring administration and annual targets will be measured against a December administration. The district will report any discontinuity attributable to the change in administration window in its annual progress report.

Strategy Name and # Utilize "stay interviews" with staff of color to train leaders on specific intercultural competency gaps, #8

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

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

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

Narrative description of this strategy. 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.

To ensure a stable and diverse workforce, Bloomington Public Schools will establish a retention-focused feedback loop through stay interviews with staff who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races. Unlike exit interviews, stay interviews allow the district to identify, while the staff member is still employed, the systemic barriers, microaggressions, and intercultural competency gaps that affect the professional well-being of staff in those groups.

Data gathered from these interviews will be de-identified and used to design targeted professional learning for district and building leaders. This training will move beyond general theory to address the specific, localized challenges identified by staff, such as improving the psychological safety of the workplace and mitigating racial bias in leadership practices. By equipping leaders with the tools to intervene in biased behaviors and foster inclusive environments, the district aims to close the retention gap between staff in the named racial and ethnic groups and staff who identify as White, which is the disparity Goal #3C measures, so that students have sustained access to effective and diverse educators.

The district will establish a defined process for categorizing the barriers identified through stay interviews, assigning responsibility for responding to them, documenting the actions taken, and monitoring outcomes. For each significant barrier identified, the district will document the response, the responsible owner, the timeline, and the intended outcome. Where a barrier calls for a systemic response rather than professional learning, the response is directed to the appropriate department or level of leadership.

The district will then determine whether addressing the identified barriers is associated with changes in educator experience and retention. Evidence for that determination includes changes in stay interview themes, Staff Engagement Survey responses, retention and transfer rates, and the representation of staff in the named racial and ethnic groups among the retained workforce. The district already reports workforce diversity, staff perceptions, and student

perceptions of teacher and school support, which is the foundation for connecting the response to barriers with student access to effective and diverse teachers.

The retention rate gap is reported as the percentage point difference between the retention rate for teachers who identify as White and the retention rate for teachers who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races. A teacher is counted as retained when the teacher held a teaching assignment in the district in one school year and held a teaching assignment in the district in the following school year. Each rate is the number of teachers retained divided by the number holding a teaching assignment in the prior year, expressed as a percentage and rounded to one decimal place. The gap is calculated by subtracting the retention rate for the combined group from the retention rate for teachers who identify as White. A positive gap indicates that the combined group was retained at a lower rate, a negative gap indicates a higher rate, and a gap of zero indicates parity. Fewer than 40 teachers are in the combined group in any single year, so each reported value pools three consecutive year-to-year transitions rather than reporting a single transition.

Stay interviews will not be the sole mechanism for hearing from staff, since some staff may not feel comfortable sharing their experiences in that setting. The district will also provide an optional anonymous survey and listening sessions, and will accept anonymous written submissions. Low participation is itself a data point, indicating the extent to which staff do not trust the district with this information, which the district would then need to address. The interview protocol will be developed during the first months of the 2026-27 school year. It will define who conducts the interviews, the format and length, when in the year they occur, the questions asked, and how a staff member's account is handled between the interview and the de-identified summary, and the district will submit a plan amendment once it is set.

Location of services: District-Wide

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you're doing.

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Reduction in the percentage point difference between the annual retention rate for teachers who identify as White and the annual retention rate for teachers who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races.	5.0	4.0	3.0
Percentage of staff identifying as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races who respond favorably to survey items related to overall Belonging on the Staff Engagement Survey.	60.9	61.9	62.9
Percentage of staff identifying as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races who respond favorably to survey items related to overall Well-Being on the Staff Engagement Survey.	62.4	63.2	64.0
Percentage of licensed staff identifying as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races invited to participate in a "Stay Interview" or feedback session annually.	50	60	70
Percentage of licensed staff identifying as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races who took part in a stay interview or feedback session.	BL	BL + 7	BL + 14
Percentage of barriers, identified through stay interviews with staff identifying as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races, for which the district implemented a documented response within the same school year.	60	70	80
Percentage of district and building leaders who complete professional learning on the barriers identified through stay interviews and receive coaching or follow-up support afterward.	BL	BL + 7	BL + 14

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

Retention note

This indicator is the measure for Goal #3C. The baseline for the retention indicator is 6.1 percentage points. The gap is the retention rate for teachers who identify as White minus the retention rate for the combined group, so a decreasing value indicates the difference is narrowing. Each annual target states the difference that remains, so the 2027 target of 5.0 means the difference has narrowed from 6.1 to 5.0 percentage points. It is calculated from the three most recent year-to-year transitions, 2022-23 to 2023-24, 2023-24 to 2024-25, and 2024-25 to 2025-26. Across those three transitions, 91 of 110 teachers in the combined group were retained, a rate of 82.7%, and 1,785 of 2,009 teachers who identify as White were retained, a rate of 88.9%. Retention is calculated from the Staff Employment and Staff Assignment files published by the Professional

Educator Licensing and Standards Board, with individual teachers matched across years by file folder number. A teacher is any person holding an assignment in an instructional assignment code, which is the definition the Professional Educator Licensing and Standards Board applies in its published teacher demographics reporting. Separate indicators are not reported for individual racial and ethnic groups because the number of teachers in each group ranges from 3 to 17 in a single year, which is below the level at which a rate can be interpreted or reported without risk of identifying individual staff. No teachers were reported in the Native Hawaiian or Other Pacific Islander category in the three most recent years. Teachers whose race and ethnicity are not reported, 33 in 2024-25, are excluded from both rates. Annual targets are set at whole percentage points. Each annual value is a three-year pooled figure, so the 2027 value covers the transitions ending in 2024-25, 2025-26, and 2026-27. Each value is reported with the number of teachers retained and the number employed in the prior year for both groups.

Staff Engagement Survey note

The belonging and well-being indicators come from the Staff Engagement Survey, administered each December. Baselines are from the 2025 administration: 58.8% on the belonging scale and 60.8% on the well-being scale, for staff in the racial and ethnic groups named in these indicators. The survey reports those groups as a single combined category rather than separately, and approximately 75 staff in that category responded. Results are not produced for any group with fewer than 20 respondents. The comparison rates for staff who identify as White were 70.0% and 60.0%. Beginning after 2025 the full Staff Engagement Survey is administered every other year. The belonging and well-being items will be administered to staff in every year of the plan, so both measures are collected and monitored annually, and 2028 results will be reported against the 2028 targets. Belonging targets close 5% of the remaining distance to 100% at each full administration, in 2027 and 2029, with the 2028 target set at the midpoint. Favorability on this survey is calculated at the item level, as described in the Strategy #8 narrative. Well-Being targets add 0.8 percentage points per year, or 1.6 per administration, the rate at which that scale moved from 2023 through 2025.

Stay interview note

The invitation and participation indicators report licensed staff. In 2025-26, 63 of 1,013 licensed staff identified in one of the six named racial and ethnic groups, as reported in the Professional Educator Licensing and Standards Board Staff Employment file. An additional 54 licensed staff did not report race or ethnicity and are not included in either indicator. The indicators are limited to licensed staff because the strategy type is recruitment and retention of racially and ethnically diverse teachers and administrators, and because a public, verifiable denominator is available for licensed staff. Because the population in the named groups is fewer than 70 people, each percentage point represents fewer than one person, and values are reported to whole percentages. Participation in stay interviews will be recorded beginning in the 2026-27 school year, so 2027 is the baseline year for the participation indicator. Targets for 2028 and 2029 are expressed as increases over that baseline. The annual increase of 7 percentage points corresponds to the 10-percentage point annual increase in the invitation target, holding the share of invited staff who take part constant. Once the 2027 baseline is known, the district will state the 2028 and 2029 targets as percentages in its annual progress report and will submit an amended plan if the values differ materially from those stated here. The invitation indicator carries stated percentage targets because the district controls how many invitations it issues. The leader professional learning indicator also carries 2027 as its baseline year, because the learning is designed from the first year's interview data and cannot be delivered before then. Its 2028 and 2029 targets are stated as increases of 7 percentage points over that baseline, matching the participation indicator, so that leader

completion grows at the same pace as staff participation. Once the 2027 baseline is known, the district will state the 2028 and 2029 targets as percentages in its annual progress report.

Barrier and response note

A barrier is a reported condition, practice, policy, or experience that negatively affects a staff member's ability or willingness to remain in the district. Reported barriers may include inadequate support or resources, limited sense of belonging or inclusion, limited advancement opportunity, workload, limited autonomy, inequitable treatment, and other working conditions identified through the stay interview process. Categories will be established after the interviews are conducted and will be coded consistently using a grounded theory approach. Research on retaining teachers from racial and ethnic groups under-represented in the profession identifies school culture, feeling undervalued, agency and autonomy, and working conditions as retention factors, so those are examined as possible codes.

Barriers are counted as unique barrier types rather than as reports. Where several staff identify the same issue, that issue is one barrier category, and the number of staff reporting it is recorded as its frequency. For example, if 25 staff identify workload, that is one barrier category with 25 reports. The indicator reports the percentage of unique barrier types for which the district implemented a documented response within the same school year. No 2025-26 baseline exists because the first interviews are conducted in 2026-27, and the 2027 figure is the first year of collection. The indicator carries stated percentage targets because the district controls whether it documents a response.

A documented response includes a specific action or decision, the person or department responsible, a timeline, and evidence that the action was implemented.

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)).

We know that alignment creates efficiency. This Achievement and Integration Plan is directly aligned to the district's strategic plan and, therefore, the district's Comprehensive Achievement and Civic Readiness (CACR) plan and each school's Site Improvement Plan (SIP). The district maintains an accountability system for its strategic plan in the form of a District Dashboard, which publicly portrays strategies and key performance indicators for each strategic plan goal area. Site Improvement Plans are monitored throughout a school year and district leadership strategically partners with building leadership with the aim of achieving goals listed on school's plans each year. Progress on the district's CACR and A&I plans is publicly discussed with the Board annually.

This Achievement and Integration Plan includes a goal related to student GPA and a goal related to increasing representation of students who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races in gifted and talented programs, both of which are a focus of our district's strategic plan goal 1 - Future Ready Instruction. The third goal in this plan is directly tied to the district's goal - Quality Workforce. The district aims to have a quality workforce that represents the demographics of our community. Indeed, all of the goals in this plan also have ties to our strategic plan goal areas

related to Inclusive Environment, Family Partnerships and Equitable Resources.

Because the goals and strategies in this plan, which has been created in collaboration with an array of partners, crosswalk with the district's Strategic Plan, CACR Plan, and Site Improvement Plans, we eliminate duplicative programs and services, aligning our goals and work with the aims of attaining racial and economic integration, increasing student achievement, creating equitable student opportunities, and reducing academic disparities based on students' diverse racial, ethnic, and economic backgrounds.

Furthermore, existing district systems such as professional development and facilitated data analysis cycles will be leveraged to achieve the goals in this plan. As examples, each school has a site improvement plan, which is supported by the central office. Site leaders come together for professional learning supported by central office directors and managers on a monthly basis, with more focused support reviewing and analyzing their data and action plans on a 90-day cycle. Further, site and district office leaders come together for two full-day retreats each year for this work, which is aligned to the Achievement and Integration Plan and the district strategic plan. These retreats are an existing district practice that this plan leverages. They were not created by this plan. The district coordinates funding sources so that each source pays for a distinct cost. Title II funds pay staff who serve on building leadership teams, and who are not administrators, for their time at the retreats, because the retreats fall outside their contracted days. Achievement and Integration revenue funds the Director of Educational Equity and a portion of the Office of Educational Equity coordinators, who support administrators and building leadership teams at the retreats. Achievement and Integration revenue does not pay for retreat participation.

No new committee, meeting, or initiative was created to implement this plan. The district's community collaboration council, called the District Equity and Diversity Advisory Council, and the American Indian Parent Advisory Committee govern this plan, and both are existing bodies rather than structures created for it. The 90-day data review cycle described above reviews indicators that appear in this plan, including grade point average at the secondary level disaggregated by student group, which is the measure used in Goal #1A and #1B, and student belonging and engagement data, which is reported as a key indicator of progress in more than one goal area. This plan measures grade point average, attendance, advanced coursework enrollment, behavior, collective teacher efficacy, and staff belonging using definitions and data the district already produces. The District Dashboard reports attendance disparities and advanced coursework disparities by racial, ethnic, and income group. The Research, Evaluation, and Assessment department provides each school with grade point average, attendance, and advanced coursework results disaggregated by racial and ethnic group and by eligibility for free or reduced-price meals, with results suppressed for groups of fewer than 10 students. Staff Engagement Survey results, including collective teacher efficacy and belonging, are reported to schools in aggregate and to cabinet and the school board disaggregated for staff who identify as White, staff in the named racial and ethnic groups, and staff who did not report race or ethnicity.

Racially Identifiable School(s) (RIS)

Achievement and Integration Plan

July 1, 2026-June 30, 2029

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

One RIS Achievement and Integration Plan should be submitted for each RIS your district has. Copy and paste the entirety of the RIS Plan for each RIS.

District ISD# and Name: ISD #271; Bloomington Public Schools
RIS Name: Indian Mounds Elementary School
Program Contact: Liz Lodermeier
Phone: 952-681-6050
Email: elodermeier@isd271.org

RIS Plan Input

Districts with **R**acially **I**dentifiable **S**chools **(RIS)** are required 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 racially identifiable schools (Minn. R. 3535.0160, subp. 2).

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

Community Collaboration Council for Racially Identifiable School(s)

Please list your council members and identify American Indian parent committee members.

Name	Position/Role	Email/Phone Number
Radious Guess	Interim Director of Educational Equity (OEE)	rguess@isd271.org
Cassie Mae	OEE Equity Coordinator, Parent	cmae@isd271.org
Alejandra Gutierrez-Navarro	OEE Staff	agutierrez@isd271.org
Abby Olson	BPS Staff	aolson5@isd271.org
Andrea Kibort	BPS Staff	akibort@isd271.org
Quinn Jensen	BPS Staff	qjensen@isd271.org
Sara Bertram	BPS Staff	sbertram@isd271.org

Kimi Aisawa Romportl	Three Rivers Parks Board	Kimi.AisawaRomportl@threeriverspar ks.org
Alex O'Connor	BPS Staff	aoconnor@isd271.org
Vickie De Jager-Pound	BPS Staff	vdejagerpound@isd271.org
Jennifer Corcoran	BPS Staff	jcorcora@isd271.org
Amanda Crombie	City of Bloomington Representative	acrombie@bloomingtonmn.gov
Danielle Indovino Cawley	Parent	dani.indovino@gmail.com
Airrion Williams	City of Bloomington Representative	adwilliams@bloomingtonmn.gov
Monica Rauchwarter	Three Rivers Parks	Monica.Rauchwarter@threeriverspark s.org
Darnisha Adams	BPS Staff	dadams@isd271.org
Marlene Schriner	BPS Staff	mschriner@isd271.org
Thomas Bennett	BPS School Board Rep	tbennett@isd271.org
Ashli Schmaltz	Teacher; AIPAC Member as parent	aschmaltz@isd271.org
Kylene Dmochowski	BPS Staff	kdmochowski@isd271.org
Andrew Zanios	BPS Staff	azanios@isd271.org
Jessica Valdez Renteria	OEE Staff	jvaldezrenteria@isd271.org
Jessi Martinez	OEE Staff	jmartinez@isd271.org
Adriana De La Cruz Ventura	OEE Staff	adelacruzventura@isd271.org
Mohamoud Jibril	OEE Staff	mjibril@isd271.org
Ana Molina	OEE Staff	amolina@isd271.org
Richard Scott	OEE Staff	rscott@isd271.org
Trevor Rodriguez-Sotelo	OEE Staff	trodriguezsotelo@isd271.org
Lorena Mitchell	OEE Staff	lmitchell@isd271.org
Safia Abdirahman	OEE Staff	sabdirahman@isd271.org
Dominique Suttles	OEE Staff	dsuttles@isd271.org
Jaqueline Silva	OEE Staff	jsilva@isd271.org

Abdirahman Hassan	OEE Staff	ahassan@isd271.org
Sammy Pliego	OEE staff	scuautlepliego@isd271.org
Gema Beltran	OEE Staff	gbeltran@isd271.org
Hiedi Hecker	Coordinator of American Indian Education Programming; AIPAC Member as staff	hhecker@isd271.org
Clarissa Seidl	American Indian Education Programming Specialist; AIPAC Member as staff	cseidl@isd271.org
Leana DeJesus	Chair of AIPAC Committee; Parent, not staff	leanakdejesus64@gmail.com
Timberly Blacksmith	AIPAC Member; Parent, not staff	m0nni3.10@gmail.com
Liz Lodermeier	Indian Mounds Elementary Principal (RIS)	elodermeier@isd271.org
Kelly Tennison	Valley View Elementary Principal (RIS)	ktennison@isd271.org
Gust Abdalla	Valley View Middle School Principal (RIS)	gabdalla@isd271.org

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

The CCC, called District Equity and Diversity Advisory Council (DEDAC) in Bloomington Public Schools, met at the district office on October 21, January 13, March 10 (virtual and asynchronous option offered) and May 19. Representatives from the CCC also met with leaders, staff and PTAs from the RISs in BPS throughout the spring of 2026. At these sessions, we reviewed the district's strategic plan, district data and the last three-year A&I plan. We asked the groups for feedback regarding each of the three goal areas in this plan via a post it-note/brainstorming activity. We concluded each of these sessions asking groups what they'd like to see in place or happening at the end of 2029 (end of this three-year plan) via a "crystal ball" activity. Using the information we gathered, we developed the goals and some of the action steps articulated in both the goals in the overall plan and in what is shared regarding RISs below.

Members of the CCC (which include the leader of and participants of the district's AIPAC, listed above) also met with the full AIPAC on Feb. 10, 2026, to get input on the plan, including action steps for the RISs. The same activities conducted with the school leaders, staff and PTAs were also done with the full AIPAC. The information gleaned was documented in individual slide decks, which all participants could add to and edit. This was then combined with the information shared by the other groups and used to generate the plan. As examples, the AIPAC recommended that student belonging be a component of the plan. Therefore, student survey data related to student sense of belonging is included as a KIP throughout this plan. The AIPAC also suggested that professional learning that has been provided to teachers continue and be expanded, which is why we've chosen to make this one of our focus areas for our collaborative partnership with Burnsville Eagan Savage Schools, District 191.

Note that AIPAC members include staff who are members of Tribal Nations and parents who are members of Tribal Nations. Each year, the chair of the AIPAC, not a staff member, provides feedback to the district at a public board meeting as a part of the concurrence/non-concurrence process. This feedback is provided absent of staff intervention to ensure that it reflects the true sentiment and ideas of the AIPAC, ensuring that parent and community input is independent of the school district.

RIS Achievement and Integration Goals

You will copy and paste the Goal, Strategy, and KIP portion of this form for each individual goal or strategy your district has.

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

RIS Goal #1A: Indian Mounds Elementary will increase the percentage of students in grades 1 and 2 who identify as Black or African American and who scored at low risk or very low risk on the spring FastBridge aReading benchmark from 22.9% in 2026 to 29.6% in 2029 to reduce the reading achievement disparity between these students and students who identify as White.

RIS Goal #1B: Indian Mounds Elementary will increase the percentage of students in grades 1 and 2 who identify as Hispanic or Latino and who scored at low risk or very low risk on the spring FastBridge aReading benchmark from 22.4% in 2026 to 29.2% in 2029 to reduce the reading achievement disparity between these students and students who identify as White.

Goal type: Achievement Disparity

To add goals, copy the two lines directly above and paste them below the strategies supporting RIS Goal #1.

RIS Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

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

Strategy #1: Culturally Responsive Data-Driven Literacy Intervention

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

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

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

Analysis of 2024-2025 FastBridge data at Indian Mounds shows a significant disparity in reading proficiency for Black or African American and Hispanic or Latino students compared to their peers. To close this gap, this strategy implements a "Data-to-Action" protocol centered on EL Education curriculum, formerly Expeditionary Learning.

This strategy focuses on student experience. All students receive small-group instruction during the Skills Block that is culturally responsive and matched to their specific reading skill needs. Students who score in the high risk or some risk categories meet more often. By precisely grouping students based on their reading skills and providing differentiated Tier 1 support, we aim to accelerate growth for the student groups named in the goals above and move them into the low-risk or very low risk achievement bands. Beginning in 2026-27, progress for grades 1 and 2 continues to be measured on FastBridge aReading, and progress for grades 3 through 5 is measured on ReadBasix following the change in screener at the end of 2025-26 (see Goal 2, below).

All students in grades 1 and 2 receive small-group instruction during the Skills Block. Benchmark administrations determine how students are grouped and how often each group meets, not whether a student receives small-group instruction. Groups are reviewed and adjusted after each administration. Students who score in the high risk category, below the 15th percentile nationally, and students who score in the some risk category, the 15th through 39th percentile, meet more often and therefore receive more instructional time in small groups. Progress is monitored separately for each group named in the goals. FastBridge aReading is administered to students in grades 1 and 2 in the fall and in the spring. Teachers, supported by the Building Leadership Team and the Curriculum and Instruction team, review results by racial and ethnic group after each administration and compare the percentage of students in each group scoring at low risk or very low risk against the annual target for that group. Results for students who identify as Black or African American and for students who identify as Hispanic or Latino are reviewed separately rather than combined, so a change in one group is not obscured by the other. Results for students who identify as White are reviewed alongside them so that the school can see whether the disparity is narrowing. Where a group includes fewer than 10 students, results are not reported. Between the fall and spring administrations, student progress is monitored with FastBridge subtests and formative measures, which inform grouping and instruction but are not the measures reported in the goals.

Location of services: Indian Mounds Elementary School

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Percentage of students in grades 1 and 2 who identify as Black or African American and who scored at low risk or very low risk on the spring FastBridge aReading benchmark.	25.2	27.5	29.6
Percentage of students in grades 1 and 2 who identify as Hispanic or Latino and who scored at low risk or very low risk on the spring FastBridge aReading benchmark.	24.7	27.0	29.2

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

Baselines are from the spring 2026 administration of FastBridge aReading at Indian Mounds Elementary and include all students enrolled in grades 1 and 2 at the time of the spring administration. Among those students, 22.9% of students who identify as Black or African American and 22.4% of students who identify as Hispanic or Latino scored at low risk or very low risk. Among students who identify as White, 37.5% did so. The district uses the default FastBridge benchmark settings. Under those settings, aReading reports four categories defined by national percentile: high risk, below the 15th percentile; some risk, the 15th through 39th percentile; low risk, the 40th through 70th percentile; and a fourth category at the 71st through 99th percentile, which FastBridge labels Advanced and which the district calls very low risk. These goals count students who scored at or above the 40th percentile, which is the low risk and very low risk categories combined. These two groups are named because spring 2026 results show a disparity for each of them. Students in grades 1 and 2 who identify as American Indian or Alaska Native, as Asian, or as Native Hawaiian or Other Pacific Islander number 1, 6, and 1 respectively at this school, and results are not reported for groups of fewer than 10 students. Students who identify as Two or More Races scored at a rate of 58.8%, above the rate for students who identify as White, so no disparity is indicated for that group on this measure. Annual targets close 3% of each group's remaining distance to 100% each year. The district applies a 5% rule to district-level goals. A smaller annual increment is used here because these groups include 35 and 49 students in grades 1 and 2 at this school, where a single student changes the reported rate by two to three percentage points, and a target set at the district increment would rest on movement that is within the year-to-year variation of a group this size. The absence of a reported value is not evidence that no disparity exists for those groups.

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

RIS Goal #2A: **The reading disparity between students in grades 3 through 5 at Indian Mounds Elementary who identify as Black or African American and those who identify as White, measured as the difference in the percentage of each group scoring High Average or Strong on the spring ReadBasix Word Recognition and Decoding administration, will decrease from the disparity established in spring 2027 to 3.0 percentage points below it in 2029.**

RIS Goal #2B: **The reading disparity between students in grades 3 through 5 at Indian Mounds Elementary who identify as Hispanic or Latino and those who identify as White, measured as the difference in the percentage of each group scoring High Average or Strong on the spring ReadBasix Word Recognition and Decoding administration, will decrease from the disparity established in spring 2027 to 3.0 percentage points below it in 2029.**

RIS Goal #2C: **The reading disparity between students in grades 3 through 5 at Indian Mounds Elementary who identify as Two or More Races and those who identify as White, measured as the difference in the percentage of each group scoring High Average or Strong on the spring ReadBasix Word Recognition and Decoding administration, will decrease from the disparity established in spring 2027 to 4.5 percentage points below it in 2029.**

RIS Goal #2D: **The reading disparity between students in grades 3 through 5 at Indian Mounds Elementary who are eligible for free or reduced-price meals and those who are not eligible, measured as the difference in the percentage of each group scoring High Average or Strong on the spring ReadBasix Word Recognition and Decoding administration, will decrease from the disparity established in spring 2027 to 3.0 percentage points below it in 2029.**

Goal type: Achievement Disparity

To add goals, copy the two lines directly above and paste them below the strategies supporting RIS Goal #1.

RIS Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

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

Strategy #2: Culturally Responsive Tier 1 Instruction

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

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

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

Analysis of spring 2026 FastBridge data at Indian Mounds shows a significant disparity in reading proficiency in grades 3 through 5 for students who identify as Black or African American, Hispanic or Latino, or Two or More Races, and for students eligible for free or reduced-price meals, compared to their peers. To close these gaps, this strategy implements a "Data-to-Action" protocol centered on the EL Education curriculum.

This strategy focuses on student experience. All students receive small-group instruction during the ALL Block that is culturally responsive and matched to their specific reading skill needs. Students who score in the Weak or Low Average band meet more often. By precisely grouping students based on their reading skills and providing differentiated Tier 1 support, we aim to accelerate growth for our most underserved student populations and move them into the High Average or Strong performance bands.

Building principals and district leaders changed the reading screener for grades 3 through 5 from FastBridge aReading to ReadBasix at the end of the 2025-26 school year, effective in 2026-27. Grades 1 and 2 remain on FastBridge aReading. The two tests use different score scales and report different performance categories, so the two grade bands are reported separately and are not combined. This is the reason the plan carries reading goals for this school in both grade bands, and the reason this strategy is described under each of them.

ReadBasix reports each subtest on a vertical scale from 190 to 310 and places every score into one of four performance bands: Weak, Low Average, High Average, and Strong. The scale is absolute rather than relative to a peer group, so a given scale score represents the same level of reading skill at any grade. Because expectations rise across grades, the band cut points differ in grades 3 and 4 to reflect grade-level expectations at those grades. In grade 3, Weak is 190 through 219, Low Average is 220 through 229, High Average is 230 through 242, and Strong is 243 through 310. In grade 4, Weak is 190 through 227, Low Average is 228 through 241, High Average is 242 through 250, and Strong is 251 through 310. In grade 5, Weak is 190 through 235, Low Average is 236 through 249, High Average is 250 through 264, and Strong is 265 through 310.

The four bands describe distinct stages of word-level reading skill, and the publisher's descriptions are written for readers of elementary age, which is the grade band these goals cover. A reader in the Weak band is still building knowledge of the sounds associated with letters and letter patterns. That reader may read words haltingly and may not recognize relatively common words appropriate to the grade. Comprehension improves as word recognition improves, because a reader must decode a word and connect its pronunciation to its meaning before that word enters the reader's sight vocabulary. A reader in the Low Average band likely knows all of the sounds of English, but may hold inaccurate

letter-sound correspondences that interfere with accurate and automatic decoding. That reader benefits from phonics instruction that confirms the correspondences already in place and repairs those that are unclear. In grades 4 and 5 the words encountered in grade-level text become increasingly multisyllabic, and a reader without a firm grasp of letter-sound correspondence or of the meaningful word parts those words contain will struggle with them. A reader in the High Average band decodes accurately and quickly and recognizes words with little effort. Those skills allow the reader to learn and pronounce new words and to recognize most grade-level words on sight, and at this level word-level reading does not ordinarily interfere with comprehension. A reader in the Strong band decodes quickly and accurately and recognizes grade-level words automatically. That reader can segment the individual sounds within words and recognizes most words encountered in grade-level text without effort. When that reader meets an unfamiliar word, the reader decodes its parts, which steadily enlarges the store of words recognized automatically.

The High Average and Strong bands are the two bands at or above grade-level expectation, and the Weak and Low Average bands are the two below it. The publisher's descriptions draw the line at the same place. Readers in the two lower bands may struggle with fluent word reading and may not recognize common grade-level words, and in both cases comprehension is described as improving only as word recognition improves. Readers in the two upper bands recognize most grade-level words on sight, and at those levels word-level reading does not ordinarily interfere with comprehension. Counting students in the High Average and Strong bands therefore counts students who have reached the level of word-level reading skill that grade-level comprehension requires. This is the same construction the plan uses at Indian Mounds Elementary in grades 1 and 2, where the goals count students in the two highest of the four categories FastBridge reports for aReading.

These goals use the Word Recognition and Decoding subtest. That subtest presents 30 items of three kinds: real words that students encounter in school, nonsense words covering a range of spelling and morphological patterns, and nonsense words that sound like real English words when pronounced. Students decide for each item whether what they see is a real word, is not a real word, or sounds exactly like a real word. The subtest is aligned to the Common Core State Standards for foundational reading skills in phonics and word recognition. It is used here because word-level reading is the foundational skill the school's literacy strategies target in these grades, and because a student who cannot read words accurately and automatically will not reach grade-level comprehension through comprehension instruction alone.

The first complete fall-to-spring cycle on ReadBasix is 2026-27, reported in spring 2027. The disparity measured at that administration is the baseline for each goal, and annual targets state cumulative decreases against it. The deferred baseline follows from the change in test, not from a gap in data collection.

Each goal is stated as a disparity rather than as a rate for a single group. The disparity is calculated at each spring administration by subtracting the percentage of students in the named group who scored High Average or Strong from the percentage of students in the comparison group who did so, and is stated in percentage points. For RIS Goals #2A, #2B, and #2C the comparison group is students in grades 3 through 5 who identify as White. For RIS Goal #2D the comparison group is students in grades 3 through 5 who are not eligible for free or reduced-price meals. Stating the goal this way means the goal is met only when the difference between the two groups narrows. An increase in the named group's rate that is matched by an equal increase in the comparison group's rate does not meet the goal, because the disparity has not changed. Both rates are reported at every administration so that a narrowing produced by a decline in the comparison group is visible rather than counted as progress.

All students in grades 3 through 5 receive small-group instruction in word recognition and decoding during the ALL Block. Benchmark administrations determine how students are grouped and how often each group meets, not whether a student receives small-group instruction. Groups are reviewed and adjusted after each administration. Students who score in the Weak or Low Average band meet more often and therefore receive more instructional time in small groups. Teachers, supported by the Building Leadership Team and the Curriculum and Instruction team, review results by racial and ethnic group and by eligibility for free or reduced-price meals after each administration, and compare the disparity for each group named in the goals against the annual target for that group. Results are reviewed separately for each group rather than combined, so a change in one group is not obscured by another. Where a group includes fewer than

10 students, results are not reported. Between the fall and spring administrations, student progress is monitored with ReadBasix subtests and other formative measures, which inform grouping and instruction but are not the measures reported in the goals.

Location of services: Indian Mounds Elementary School

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
The disparity, in percentage points, between students in grades 3 through 5 who identify as Black or African American and students in grades 3 through 5 who identify as White in the percentage of each group scoring High Average or Strong on the spring ReadBasix Word Recognition and Decoding administration. The disparity is established at the spring 2027 administration.	BL	-1.5	-3.0
The disparity, in percentage points, between students in grades 3 through 5 who identify as Hispanic or Latino and students in grades 3 through 5 who identify as White in the percentage of each group scoring High Average or Strong on the spring ReadBasix Word Recognition and Decoding administration. The disparity is established at the spring 2027 administration.	BL	-1.5	-3.0
The disparity, in percentage points, between students in grades 3 through 5 who identify as Two or More Races and students in grades 3 through 5 who identify as White in the percentage of each group scoring High Average or Strong on the spring ReadBasix Word Recognition and Decoding administration. The disparity is established at the spring 2027 administration.	BL	-2.3	-4.5
The disparity, in percentage points, between students in grades 3 through 5 who are eligible for free or reduced-price meals and students in grades 3 through 5 who are not eligible in the percentage of each group scoring High Average or Strong on the spring ReadBasix Word Recognition and Decoding administration. The disparity is established at the spring 2027 administration.	BL	-1.5	-3.0
Percentage of students in grades 3 through 5 who scored Weak or Low Average on the fall ReadBasix Word Recognition and Decoding administration and who received targeted small-group literacy instruction during that school year.	100	100	100

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

The disparity for each of these goals is established at the spring 2027 administration of the ReadBasix Word Recognition and Decoding test at Indian Mounds Elementary, and includes all students enrolled in grades 3 through 5 at the time of that administration. Building principals and district leaders changed the reading screener for grades 3 through 5 from FastBridge aReading to ReadBasix at the end of the 2025-26 school year, effective in 2026-27, so 2026-27 is the first year in which this measure exists.

Annual targets state cumulative decreases in the disparity, in percentage points, measured against the spring 2027 disparity, so the 2029 target is measured against that disparity rather than against the 2028 target. The groups named in these goals were identified from the spring 2026 administration of FastBridge aReading in grades 3 through 5, which was the last administration of that test in these grades. Among the 170 students tested, 46.7% of students who identify as White scored at low risk or very low risk, compared with 31.1% of students who identify as Black or African American, 23.0% of students who identify as Hispanic or Latino, and 31.8% of students who identify as Two or More Races, a difference of 15.6, 23.7, and 14.9 percentage points respectively. Among students eligible for free or reduced-price meals, 25.6% did so, compared with 46.7% of students who are not eligible, a difference of 21.1 percentage points. FastBridge aReading and ReadBasix use different score scales and report different performance categories, so these figures identify which groups experience a disparity in reading and are not a baseline for any goal in this plan. Students in grades 3 through 5 who identify as American Indian or Alaska Native number 2 at this school, and results are not reported for groups of fewer than 10 students. No students in these grades identify as Native Hawaiian or Other Pacific Islander. Students who identify as Asian number 10, which is at the reporting threshold, and scored at a rate of 40.0%, so that group is not named because a single change in enrollment would place it below the threshold at which results can be reported. The absence of a reported value is not evidence that no disparity exists for those groups.

The groups named in RIS Goals #2A through #2C and the group named in RIS Goal #2D are not mutually exclusive, and a student may be counted in one of the first three goals and again in the fourth. The four goals are reported separately rather than combined so that a change in one group is not obscured by another. The district applies a rule closing 5% of a group's remaining distance to 100% each year to goals with an established baseline. That rule cannot be applied here, because the remaining distance is computed from the baseline and no baseline exists at the time of submission. A fixed annual decrease is used instead. For RIS Goals #2A, #2B, and #2D the annual decrease is 1.5 percentage points. For RIS Goal #2C a larger annual decrease of 2.25 percentage points is used, because 22 students in grades 3 through 5 identify as Two or More Races and 30 identify as White, so a single student changes the reported disparity by more than 3 percentage points, and a target set at the standard increment would be smaller than the movement of one student. Both rates are reported at every administration, so a disparity that narrows because the comparison group's rate fell is visible rather than counted as progress.

RIS Goal #3: The percentage of students at Indian Mounds Elementary School in grades 3 through 5 who identify as Asian, Black or African American, Hispanic or Latino, or Two or More Races and who respond favorably to the Teacher/School Support items on the Annual Student Survey will increase from 77.3% in 2025 to 79.3% in 2029.

Goal type: Teacher Equity

To add goals, copy the two lines directly above and paste them below the strategies supporting RIS Goal #1.

RIS Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

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

Strategy #3: Professional Learning and Instructional Coaching in Literacy

Type of Strategy: Professional development opportunities focused on academic achievement of all students.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

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

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

On the Teacher/School Support items of the Annual Student Survey, students in grades 3 through 5 at Indian Mounds Elementary School who identify as Asian, Black or African American, Hispanic or Latino, or Two or More Races each responded favorably at a lower rate in spring 2025 than students who identify as White. The groups named here differ from those named in the reading goals for this school because the measure differs. A group is named in a goal at this school only where the data show a disparity for that group on that specific measure.

To address these disparities, and the reading disparities identified in the goals above, the school will provide intensive professional learning and instructional coaching focused on the EL Education curriculum. Current data indicate that while there is high fidelity in large-group module lessons, there is a significant need to increase teacher capacity in delivering targeted small-group instruction during the Skills and ALL blocks.

Fidelity of small-group instruction will be measured through classroom walkthroughs conducted by principals, based on a tool developed by the district using Science of Reading and EL Education curriculum materials, tracking fidelity after each walkthrough. Teachers meeting the requirements for fidelity outlined by the tool are counted as demonstrating high-fidelity implementation. The indicator counts the 15 classroom teachers assigned to grades 1 through 5 who deliver small-group instruction during the Skills and ALL blocks. The tool is currently being finalized and baseline fidelity data will be collected during the 2026-27 school year.

The outcome of this strategy is what students experience from the teachers assigned to them. Coaching that changes how teachers group students, respond to data, and deliver small-group instruction changes the daily instructional relationship between a teacher and each student in the room. Indian Mounds Elementary School will measure that change through the Teacher/School Support items on the Annual Student Survey, which ask students directly about their teachers and the adults at their school. A rising favorability rate for a student group means a larger share of that group reports being known, supported, and treated fairly by the teachers to whom they are assigned. The indicators below

report both the favorability rate for each group and the difference between that rate and the rate for White students, so the plan tracks whether the difference in access is narrowing rather than only whether the overall rate is moving.

The plan also measures access directly. An effective teacher is defined as in District Goal #3: a teacher who has completed the district's targeted culturally proficient professional learning, which is provided under District Strategy #6. The access indicators below report the percentage of students whose homeroom teacher of record has completed that learning, for the four racial and ethnic groups named in this goal combined and for students eligible for free or reduced-price meals, with the rates for White students and for students not eligible reported for comparison. In 2025-26, 19 of the 21 homeroom teachers of record at this school had completed.

This strategy will implement a formal elementary data review cycle where teachers, supported by the Building Leadership Team and the Curriculum and Instruction team, will analyze FastBridge benchmark data (earlyReading and aReading) to group students by their specific “Reading Phases.” By coaching teachers to use EL Education benchmark assessments effectively, the school aims to move a higher percentage of students–specifically those currently in “high risk” categories–toward grade-level targets. This professional learning is essential to overcome the barrier of “year 1” curriculum implementation and ensure every student has access to an educator who can effectively tailor Tier 1 core instruction to their specific reading skill needs.

Location of services: Indian Mounds Elementary School

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Number of teachers assigned to grades 1 through 5 who meet the high-fidelity threshold for data-driven small-group literacy instruction, out of 15 assigned teachers.	8	11	14
Percentage of students in kindergarten through grade 5 who identify as Asian, Black or African American, Hispanic or Latino, or Two or More Races and who are taught by at least one homeroom teacher who has completed the district's targeted culturally proficient professional learning.	97.3	98.4	99.6
Percentage of students in kindergarten through grade 5 who identify as White and who are taught by at least one homeroom teacher who has completed the district's targeted culturally proficient professional learning.	93.8	96.2	99.0

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 2027	Target 2028	Target 2029
Percentage of students in kindergarten through grade 5 who are eligible for free or reduced-price meals and who are taught by at least one homeroom teacher who has completed the district's targeted culturally proficient professional learning.	97.6	98.6	99.6
Percentage of students in kindergarten through grade 5 who are not eligible for free or reduced-price meals and who are taught by at least one homeroom teacher who has completed the district's targeted culturally proficient professional learning.	97.6	98.6	99.6
Percentage of students in grades 3 through 5 who identify as Asian, Black or African American, Hispanic or Latino, or Two or More Races and who respond favorably to the Teacher/School Support items on the Annual Student Survey.	78.0	78.6	79.3
Percentage of students in grades 3 through 5 who identify as Black or African American and who respond favorably to the Teacher/School Support items on the Annual Student Survey.	79.7	80.4	80.9
Percentage of students in grades 3 through 5 who identify as Hispanic or Latino and who respond favorably to the Teacher/School Support items on the Annual Student Survey.	80.4	81.0	81.6
Percentage of students in grades 3 through 5 who identify as Two or More Races and who respond favorably to the Teacher/School Support items on the Annual Student Survey.	72.3	73.1	73.9
Reduction in the percentage point difference between the Teacher/School Support favorability rate for White students and the rate for students identifying as Asian, Black or African American, Hispanic or Latino, or Two or More Races, on the Annual Student Survey.	6.0	5.8	5.7
Reduction in the percentage point difference between the Teacher/School Support favorability rate for White students and the rate for students identifying as Black or African American, on the Annual Student Survey.	4.3	4.1	4.0
Reduction in the percentage point difference between the Teacher/School Support favorability rate for White students and the rate for students identifying as Hispanic or Latino, on the Annual Student Survey.	3.6	3.5	3.4
Reduction in the percentage point difference between the Teacher/School Support favorability rate for White students and the rate for students identifying as Two or More Races, on the Annual Student Survey.	11.7	11.4	11.0

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

The fidelity indicator comes from principal classroom walkthroughs using the district walkthrough tool described in the strategy narrative. The threshold and the 15-teacher denominator are stated in that narrative. The 2029 target is set below the full denominator to account for staff turnover.

The access indicators report the percentage of students who were taught during 2025-26 by at least one homeroom teacher of record who has completed the district's targeted culturally proficient professional learning. The measure follows the definition and matching method stated in the note beneath the District Strategy #6 table. At this school the classroom section is the homeroom, so each student has one teacher of record for this measure, and the rate is the share of students whose homeroom teacher has completed. The measure covers kindergarten through grade 5, which is every student at the school. The 2025-26 baseline is 96.1% for the four groups named in this goal combined. The rate for White students was 91.1%. By group, the 2025-26 rates are 100.0% for Asian students, 93.9% for Black or African American students, 98.2% for Hispanic or Latino students, and 92.9% for students identifying as Two or More Races. Consistent with the convention used throughout this plan, a group is carried as a separate indicator only where its rate falls below the comparison group on that measure, and on this measure no named group falls below the rate for White students. The combined indicator is carried so that the plan reports whether that remains true as completions grow. American Indian or Alaska Native students, 21 in 2025-26 under the state category, had a rate of 100.0%. Native Hawaiian or Other Pacific Islander students are not reported because the count is below the reporting threshold. Students eligible for free or reduced-price meals had a rate of 95.2%, against 96.6% for students not eligible, a difference of 1.4 percentage points or four students, and both groups are carried so that the plan reports whether the difference closes. The school had 45 licensed teachers in 2025-26, of whom 19 had completed the learning, and all 19 were homeroom teachers of record. Annual targets are the percentage of students projected to be taught by a completing homeroom teacher as the number of licensed teachers at the school who have completed the learning grows from 19 of 45 in 2025-26 to 27 in 2027, 34 in 2028, and 42 in 2029. Each year's target moves the 2025-26 rate toward 100% in proportion to the share of the 26 licensed teachers who had not completed the learning who are projected to complete it by that year, which is the projection rule applied to the District Strategy #6 indicators. Where a group's projected rate falls below the projected rate for its comparison group in a given year, the target is set at the comparison projection for that year, which is why the row for students eligible for free or reduced-price meals carries the same targets as the row for students not eligible. The projection assumes no staff movement, and actual counts will differ with transfers, hiring, and departures.

The remaining indicators come from the Annual Student Survey. Baselines are from the Spring 2025 administration and cover grades 3 through 5, the grades at Indian Mounds Elementary School in which the Teacher/School Support items are administered. The strategy itself serves teachers in grades 1 through 5. Favorability is calculated at the item level, consistent with District Goal #3. Spring 2025 baselines are 79.1% for students identifying as Black or African American, 79.8% for students identifying as Hispanic or Latino, 71.4% for students identifying as Two or More Races, and 77.3% for the named groups combined. The rate for White students was 83.5%. Groups are named in an indicator only where the 2025 rate falls below the rate for White students on this measure. Students identifying as Asian are included in the combined indicator but do not carry a separate indicator. The count for that group was 11 students in 2025, and the group was not reported in 2023 or 2024 because counts fell below the reporting threshold. A separate three-year target on two observations at that count would not be reliable. Students eligible for free or reduced-price meals are not carried as a separate indicator for this goal. On the Teacher/School Support items at Indian Mounds Elementary School, the favorability rate for students eligible for free or reduced-price meals was 78.7% in Spring 2025, above the rate of 78.0% for students who are not eligible. The two rates have alternated in position across the four administrations from Spring 2022 through Spring 2025, and the comparison group numbered 35 students in 2025. No economic disparity is observed on this measure at this school. Students identifying as American Indian or Alaska Native and students identifying as Native Hawaiian or Other Pacific Islander are not reported separately because counts fall below the reporting threshold at this school. The absence of a reported value is not evidence that no disparity exists for those groups.

Rate targets close 3% of the remaining distance to 100% each year. Gap targets reduce the remaining percentage point difference by 3% each year. District Goal #3 uses a 5% convention. The reduced increment is applied here because favorability on this measure at Indian Mounds Elementary School declined across the four administrations from Spring 2022 through Spring 2025 for every student group, including White students. A 5% convention would commit the school to reversing that decline and then exceeding its 2022 position within three years.

Copy and paste the strategy section above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one RIS Strategy #1, one RIS Strategy #2, etc.

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

RIS Goal #4A: The percentage of students in grades 3 through 5 at Indian Mounds Elementary School who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races and who agree or strongly agree that students of different races get along well at their school will increase from 85.6% in 2025 to 87.7% in 2029.

RIS Goal #4B: The percentage of students in grades 3 through 5 at Indian Mounds Elementary School who are eligible for free or reduced-price meals and who agree or strongly agree that students of different races get along well at their school will increase from 87.1% in 2025 to 88.9% in 2029.

Goal type: Integration

To add goals, copy the two lines directly above and paste them below the strategies supporting RIS Goal #1.

RIS Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

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

Strategy #4: Integrated Student Leadership and Family Consult Groups

Type of Strategy: Family engagement initiatives to increase student acheivement.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

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

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

Indian Mounds Elementary School enrolls a student population whose racial and economic composition differs from that of the elementary schools in the adjoining district, Burnsville-Eagan-Savage Schools. Students at these schools have few structured opportunities to meet one another. This strategy takes a two-pronged approach to that separation. First, Indian Mounds Elementary School will partner with ISD 191 to host cross-district experiences that bring students from the two districts together, so that students build relationships with peers from racial and economic backgrounds different from their own. Second, the school will establish "attendance consult groups" to address chronic absenteeism. All families at Indian Mounds Elementary School are invited to take part. These groups identify systemic barriers to attendance and co-create solutions to improve student engagement. Space may be limited by the level of interest. Where interest exceeds the space available, families whose students face the greatest attendance challenges are prioritized. Families are compensated for the time they spend participating. By connecting students to a broader community and acting on what families identify, we will improve both school belonging and daily attendance.

The two districts will design these experiences together. A planning group convened by the Bloomington Public Schools Office of Educational Equity and by ISD 191 will set the participating schools, the schedule, and the activities during 2026-27. The design the two districts are working toward is as follows. Experiences will take place at least twice each school year, with the districts taking turns hosting, once at Indian Mounds Elementary School and once at an ISD 191 site. Participation will be open to all students at Indian Mounds Elementary School, with specific outreach to students who have taken part in Office of Educational Equity leadership sessions. Each experience will combine structured activities that build relationships and social emotional learning skills with informal activities that allow unstructured interaction and play. The Executive Director of Student Services in ISD 191 and the Director of Educational Equity in Bloomington Public Schools will coordinate the experiences and ensure that they are staffed by adults trained in working with youth.

Indian Mounds Elementary School will monitor student participation in the cross-district experiences with ISD 191, recorded by race, ethnicity, and eligibility for free or reduced-price meals. Participation is the evidence that the strategy is being delivered as designed. The disaggregation shows whether the group taking part reflects the racial and economic range of the school.

Progress toward this goal is measured by what students report about one another. Each year, students in grades 3 through 5 respond to the School Climate items on the Annual Student Survey, including whether students of different races get along well at their school. Students who take part meet peers from racial and economic backgrounds different from their own. The district expects that relationships formed across those lines build confidence and reduce social isolation for the students involved. The district reads the survey measure alongside the number of students taking part. Results are reviewed separately for each student group named in the indicators below, so a change affecting one group is not concealed inside a school-wide figure.

Location of services: Indian Mounds Elementary School

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Percentage of Hispanic or Latino students with an attendance rate of 90 percent or above during the school year.	55.6	57.9	60.0
Number of Indian Mounds students participating in the cross-district experiences with ISD 191, disaggregated by race/ethnicity, and FRPL status.	BL	BL + 10	BL + 20
Percentage of students who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races and who respond favorably on the Sense of Belonging scale of the Annual Student Survey.	68.7	70.3	71.8
Percentage of students who identify as Black or African American and who respond favorably on the Sense of Belonging scale of the Annual Student Survey.	71.2	72.7	74.0
Percentage of students who identify as Hispanic or Latino and who respond favorably on the Sense of Belonging scale of the Annual Student Survey.	68.4	69.9	71.4
Percentage of students who identify as Two or More Races and who respond favorably on the Sense of Belonging scale of the Annual Student Survey.	69.0	70.6	72.0
Percentage of students who are eligible for free or reduced-price meals and who respond favorably on the Sense of Belonging scale of the Annual Student Survey.	68.8	70.4	71.9
Percentage of students who are not eligible for free or reduced-price meals and who respond favorably on the Sense of Belonging scale of the Annual Student Survey.	72.5	73.8	75.1
Percentage of students in grades 3 through 5 who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races and who agree or strongly agree that students of different races get along well at their school.	86.3	87.0	87.7
Percentage of students in grades 3 through 5 who identify as Black or African American and who agree or strongly agree that students of different races get along well at their school.	83.0	83.8	84.7

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 2027	Target 2028	Target 2029
Percentage of students in grades 3 through 5 who identify as Hispanic or Latino and who agree or strongly agree that students of different races get along well at their school.	87.0	87.6	88.3
Percentage of students in grades 3 through 5 who identify as Two or More Races and who agree or strongly agree that students of different races get along well at their school.	83.5	84.3	85.1
Percentage of students in grades 3 through 5 who are eligible for free or reduced-price meals and who agree or strongly agree that students of different races get along well at their school.	87.7	88.4	88.9
Percentage of students in grades 3 through 5 who are not eligible for free or reduced-price meals and who agree or strongly agree that students of different races get along well at their school.	89.2	89.7	90.2

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

Attendance note

The attendance indicator reports the percentage of students at Indian Mounds Elementary School who identify as Hispanic or Latino and whose attendance rate for the school year was 90 percent or above. Students enrolled for less than one quarter of the school year are excluded. The baseline is 53.3% in 2026, on 120 students. The rate for students who identify as White was 88.5% in 2026.

Cross-district participation note

The cross-district experiences with ISD 191 begin in 2026-27, so the number of participating students is established at that year and no prior-year count exists. Participation will be recorded by race, ethnicity, and eligibility for free or reduced-price meals. Annual targets state growth against that baseline rather than absolute counts, because the baseline does not yet exist. The targets are 10 additional students in 2028 and 20 additional students in 2029. Once the 2027 count is available, the district will separate this indicator into individual rows by race, ethnicity, and eligibility for free or reduced-price meals, each carrying its own target, and will submit that change as a plan amendment. Rows will be carried for groups of 10 or more students, since results are not reported for groups below that count.

Sense of Belonging note

The Sense of Belonging indicator comes from the Annual Student Survey. The scale asks students about inclusion, friendship, safety, and access to a trusted adult at school. Favorability is calculated at the item level, and the reported figure is the percentage of responses across the scale's items that fall in the two most favorable options. Baselines are from the Spring 2025 administration. The rate for the six named groups combined is 67.1%. Rates by group are 69.7% for students identifying as Black or African American, 66.7% for students identifying as Hispanic or Latino, and 67.4% for students identifying as Two or More Races. The rate for students eligible for free or reduced-price meals is 67.2%, and the rate for students not eligible is 71.0%. The rate for White students is 73.1%. Separate indicators are not reported for three groups. Students identifying as Asian numbered 11 respondents in Spring 2025 and were not reported in two of the four administrations from Spring 2022 through Spring 2025. No results were reported for students identifying as American Indian or Alaska Native or as Native Hawaiian or Other Pacific Islander in any administration. Students identifying as Asian are included in the combined indicator in the administrations in which their results were reported.

Group size is the reason for not reporting them separately. The absence of a reported value is not evidence that no disparity exists for those groups. This scale measures how students experience school rather than cross-group interaction, so it serves as an implementation indicator for this strategy and not as the measure of the integration goal.

School Climate note

Baselines are from the Spring 2025 administration of the Annual Student Survey. Each figure is the percentage of students who agreed or strongly agreed that students of different races get along well at their school, a single item within the School Climate topic. Figures cover grades 3 through 5, the grades at Indian Mounds Elementary School in which this item is administered. The rate for the six named groups combined is 85.6%. Rates by group are 82.1% for students identifying as Black or African American, 86.3% for students identifying as Hispanic or Latino, and 82.6% for students identifying as Two or More Races. The rate for students eligible for free or reduced-price meals is 87.1%, and the rate for students not eligible is 88.6%. The rate for White students is 96.2%. Separate indicators are not reported for three groups. Students identifying as Asian numbered 11 respondents in Spring 2025 and fell below the reporting threshold in two of the four administrations from Spring 2022 through Spring 2025. That group's Spring 2025 rate was 100.0%, so no increase can be expressed from that baseline. Students identifying as American Indian or Alaska Native numbered one respondent in each administration, and students identifying as Native Hawaiian or Other Pacific Islander numbered one respondent in Spring 2025. All three groups are included in the combined indicator. Group size, and for Asian students a baseline at the upper limit of the measure, are the reasons for not reporting them separately. The absence of a reported value is not evidence that no disparity exists for those groups.

Indicators are stated as rates rather than as differences from a comparison group. The rate for White students rests on 26 respondents in Spring 2025 and reached 100.0% in one of the four administrations, so it cannot carry a stable difference target. Targets close 5% of the remaining distance to 100% each year, consistent with District Goal #3.

Beginning in December 2026, the district administers the Annual Student Survey in December rather than in spring. Baselines reflect a spring administration and annual targets will be measured against a December administration. The district will report any discontinuity attributable to the change in administration window in its annual progress report.

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)).

Efficiency at Indian Mounds is achieved by directly embedding Achievement and Integration (A&I) strategies into the school's existing Site Improvement Plan (SIP) and the district's Multi-Tiered System of Support (MTSS) framework. Rather than creating a separate structure for this work, the plan uses the districtwide Opening Doors instructional framework and the EL Education curriculum already in place, and directs Achievement and Integration resources to intensive coaching for small-group Skills and ALL blocks.

The plan also avoids creating a second attendance program. Paid parent consultants provide consultation, not outreach. Families are compensated for the time they spend identifying barriers to attendance, and what they report feeds the attendance action steps already in the Site Improvement Plan, such as family messaging and nudge letters. Without this structure, the school would have to find another way to obtain the same information from families, and the district would have to add a position dedicated to reviewing attendance data and conducting community engagement on attendance. That position is not created under this plan.

The collaboration with ISD 191 removes a second duplication. Absent the partnership, each district would have to build its own cross-district experience. Co-planning and co-implementation with ISD 191 mean one program is built and

staffed instead of two. Students from Indian Mounds Elementary School and students from ISD 191 take part together in these experiences at least twice each school year, alternating between the two districts, combining structured relationship-building activities with informal interaction.

Racially Identifiable School(s) (RIS)

Achievement and Integration Plan

July 1, 2026-June 30, 2029

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

One RIS Achievement and Integration Plan should be submitted for each RIS your district has. Copy and paste the entirety of the RIS Plan for each RIS.

District ISD# and Name: ISD #271; Bloomington Public Schools
RIS Name: Valley View Elementary School
Program Contact: Kelly Tennison
Phone: 952-681-5703
Email: ktennison@isd271.org

RIS Plan Input

Districts with **R**acially **I**dentifiable **S**chools **(RIS)** are required 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 racially identifiable schools (Minn. R. 3535.0160, subp. 2).

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

Community Collaboration Council for Racially Identifiable School(s)

Please list your council members and identify American Indian parent committee members.

Name	Position/Role	Email/Phone Number
Radious Guess	Interim Director of Educational Equity (OEE)	rguess@isd271.org
Cassie Mae	OEE Equity Coordinator, Parent	cmae@isd271.org
Alejandra Gutierrez-Navarro	OEE Staff	agutierrez@isd271.org
Abby Olson	BPS Staff	aolson5@isd271.org
Andrea Kibort	BPS Staff	akibort@isd271.org
Quinn Jensen	BPS Staff	qjensen@isd271.org
Sara Bertram	BPS Staff	sbertram@isd271.org

Kimi Aisawa Romportl	Three Rivers Parks Board	Kimi.AisawaRomportl@threeriverspar ks.org
Alex O'Connor	BPS Staff	aoconnor@isd271.org
Vickie De Jager-Pound	BPS Staff	vdejagerpound@isd271.org
Jennifer Corcoran	BPS Staff	jcorcora@isd271.org
Amanda Crombie	City of Bloomington Representative	acrombie@bloomingtonmn.gov
Danielle Indovino Cawley	Parent	dani.indovino@gmail.com
Airrion Williams	City of Bloomington Representative	adwilliams@bloomingtonmn.gov
Monica Rauchwarter	Three Rivers Parks	Monica.Rauchwarter@threeriverspark s.org
Darnisha Adams	BPS Staff	dadams@isd271.org
Marlene Schriner	BPS Staff	mschriner@isd271.org
Thomas Bennett	BPS School Board Rep	tbennett@isd271.org
Ashli Schmaltz	Teacher; AIPAC Member as parent	aschmaltz@isd271.org
Kylene Dmochowski	BPS Staff	kdmochowski@isd271.org
Andrew Zanios	BPS Staff	azanios@isd271.org
Jessica Valdez Renteria	OEE Staff	jvaldezrenteria@isd271.org
Jessi Martinez	OEE Staff	jmartinez@isd271.org
Adriana De La Cruz Ventura	OEE Staff	adelacruzventura@isd271.org
Mohamoud Jibril	OEE Staff	mjibril@isd271.org
Ana Molina	OEE Staff	amolina@isd271.org
Richard Scott	OEE Staff	rscott@isd271.org
Trevor Rodriguez-Sotelo	OEE Staff	trodriguezsotelo@isd271.org
Lorena Mitchell	OEE Staff	lmitchell@isd271.org
Safia Abdirahman	OEE Staff	sabdirahman@isd271.org
Dominique Suttles	OEE Staff	dsuttles@isd271.org
Jaqueline Silva	OEE Staff	jsilva@isd271.org

Abdirahman Hassan	OEE Staff	ahassan@isd271.org
Sammy Pliego	OEE staff	scuautlepliego@isd271.org
Gema Beltran	OEE Staff	gbeltran@isd271.org
Hiedi Hecker	Coordinator of American Indian Education Programming; AIPAC Member as staff	hhecker@isd271.org
Clarissa Seidl	American Indian Education Programming Specialist; AIPAC Member as staff	cseidl@isd271.org
Leana DeJesus	Chair of AIPAC Committee; Parent, not staff	leanakdejesus64@gmail.com
Timberly Blacksmith	AIPAC Member; Parent, not staff	m0nni3.10@gmail.com
Liz Lodermeier	Indian Mounds Elementary Principal (RIS)	elodermeier@isd271.org
Kelly Tennison	Valley View Elementary Principal (RIS)	ktennison@isd271.org
Gust Abdalla	Valley View Middle School Principal (RIS)	gabdalla@isd271.org

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

The CCC, called District Equity and Diversity Advisory Council (DEDAC) in Bloomington Public Schools, met at the district office on October 21, January 13, March 10 (virtual and asynchronous option offered) and May 19. Representatives from the CCC also met with leaders, staff and PTAs from the RISs in BPS throughout the spring of 2026. At these sessions, we reviewed the district's strategic plan, district data and the last three-year A&I plan. We asked the groups for feedback regarding each of the three goal areas in this plan via a post it-note/brainstorming activity. We concluded each of these sessions asking groups what they'd like to see in place or happening at the end of 2029 (end of this three-year plan) via a "crystal ball" activity. Using the information we gathered, we developed the goals and some of the action steps articulated in both the goals in the overall plan and in what is shared regarding RISs below.

Members of the CCC (which include the leader of and participants of the district's AIPAC, listed above) also met with the full AIPAC on Feb. 10, 2026, to get input on the plan, including action steps for the RISs. The same activities conducted with the school leaders, staff and PTAs were also done with the full AIPAC. The information gleaned was documented in individual slide decks, which all participants could add to and edit. This was then combined with the information shared by the other groups and used to generate the plan. As examples, the AIPAC recommended that student belonging be a component of the plan. Therefore, student survey data related to student sense of belonging is included as a KIP throughout this plan. The AIPAC also suggested that professional learning that has been provided to teachers continue and be expanded, which is why we've chosen to make this one of our focus areas for our collaborative partnership with Burnsville Eagan Savage Schools, District 191.

Note that AIPAC members include staff who are members of Tribal Nations and parents who are members of Tribal Nations. Each year, the chair of the AIPAC, not a staff member, provides feedback to the district at a public board meeting as a part of the concurrence/non-concurrence process. This feedback is provided absent of staff intervention to ensure that it reflects the true sentiment and ideas of the AIPAC, ensuring that parent and community input is independent of the school district.

RIS Achievement and Integration Goals

You will copy and paste the Goal, Strategy, and KIP portion of this form for each individual goal or strategy your district has.

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

RIS Goal #1A: Valley View Elementary will increase the percentage of students in grades 1 and 2 who identify as Black or African American and who scored at low risk or very low risk on the spring FastBridge aReading benchmark from 18.3% in 2026 to 30.0% in 2029 to reduce the reading achievement disparity between these students and students who identify as White.

RIS Goal #1B: Valley View Elementary will increase the percentage of students in grades 1 and 2 who identify as Hispanic or Latino and who scored at low risk or very low risk on the spring FastBridge aReading benchmark from 16.7% in 2026 to 28.6% in 2029 to reduce the reading achievement disparity between these students and students who identify as White.

Goal type: Achievement Disparity

To add goals, copy the two lines directly above and paste them below the strategies supporting RIS Goal #1.

RIS Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

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

Strategy #1: Culturally Responsive Data-Driven Literacy Intervention

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

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

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

To close the proficiency gap, Valley View Elementary will utilize the EL Education, formerly Expeditionary Learning, with a focus on narrowing gaps for Hispanic or Latino and Black or African American students. The strategy centers on ensuring high-fidelity implementation of the Skills and ALL blocks during Tier 1 instruction, providing students with targeted, data-driven reading support based on their specific reading skill needs.

All students in grades 1 and 2 receive small-group instruction during the Skills Block. Instruction in these groups draws on the district's adopted literacy curriculum, EL Education, or on phonics instruction, selected according to what the students in the group need. Classroom teachers deliver that instruction, with support from paraprofessionals. Other licensed staff co-teach during parts of the literacy block, including at times during small-group instruction. Achievement and Integration revenue does not pay for any of this instruction. Groups meet at least weekly. Benchmark administrations determine how students are grouped and how often each group meets, not whether a student receives small-group instruction. Groups are reviewed and adjusted after each administration. Students who score in the high-risk category, below the 15th percentile nationally, and students who score in the some risk category, the 15th through 39th percentile, meet more often and therefore receive more instructional time in small groups.

Progress is monitored separately for each group named in the goals. FastBridge aReading is administered to students in grades 1 and 2 in the fall and in the spring. Teachers, supported by the Building Leadership Team and the Curriculum and Instruction team, review results by racial and ethnic group after each administration and compare the percentage of students in each group scoring at low risk or very low risk against the annual target for that group. Results for students who identify as Black or African American and for students who identify as Hispanic or Latino are reviewed separately rather than combined, so a change in one group is not obscured by the other. Results for students who identify as White are reviewed alongside them so that the school can see whether the disparity is narrowing. Where a group includes fewer than 10 students, results are not reported. Between the fall and spring administrations, student progress is monitored with FastBridge subtests and formative measures, which inform grouping and instruction but are not the measures reported in the goals.

Location of services: Valley View Elementary School

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Percentage of students in grades 1 and 2 who identify as Black or African American and who scored at low risk or very low risk on the spring FastBridge aReading benchmark.	22.4	26.3	30.0
Percentage of students in grades 1 and 2 who identify as Hispanic or Latino and who scored at low risk or very low risk on the spring FastBridge aReading benchmark.	20.9	24.8	28.6

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

Baselines are from the spring 2026 administration of FastBridge aReading at Valley View Elementary and include all students enrolled in grades 1 and 2 at the time of the spring administration. Among those students, 18.3% of students who identify as Black or African American and 16.7% of students who identify as Hispanic or Latino scored at low risk or very low risk. Among students who identify as White, 31.2% did so. The district uses the default FastBridge benchmark settings. Under those settings, aReading reports four categories defined by national percentile: high risk, below the 15th percentile; some risk, the 15th through 39th percentile; low risk, the 40th through 70th percentile; and a fourth category at the 71st through 99th percentile, which FastBridge labels Advanced and which the district calls very low risk. These goals count students who scored at or above the 40th percentile, which is the low risk and very low risk categories combined. These two groups are named because spring 2026 results show a disparity for each of them. Students in grades 1 and 2 who identify as American Indian or Alaska Native and as Asian number 1 and 6 respectively at this school, and results are not reported for groups of fewer than 10 students. No students in grades 1 and 2 at this school are reported in the Native Hawaiian or Other Pacific Islander category. Students who identify as Two or More Races scored at a rate of 39.1%, above the rate for students who identify as White, so no disparity is indicated for that group on this measure. The absence of a reported value is not evidence that no disparity exists for those groups. The percentage for students who identify as White rests on 16 students, so the goals are stated as rates for each group rather than as a difference from that group. Annual targets close 5% of each group's remaining distance to 100% each year, which is the district convention for goals of this type.

Copy and paste the strategy section above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one RIS Strategy #1, one RIS Strategy #2, etc.

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

RIS Goal #2A: **The reading disparity between students in grades 3 through 5 at Valley View Elementary who identify as Black or African American and those who identify as White, measured as the difference in the percentage of each group scoring High Average or Strong on the spring ReadBasix Word Recognition and Decoding administration, will decrease from the disparity established in spring 2027 to 3.0 percentage points below it in 2029.**

RIS Goal #2B: **The reading disparity between students in grades 3 through 5 at Valley View Elementary who identify as Hispanic or Latino and those who identify as White, measured as the difference in the percentage of each group scoring High Average or Strong on the spring ReadBasix Word Recognition and Decoding administration, will decrease from the disparity established in spring 2027 to 3.0 percentage points below it in 2029.**

RIS Goal #2C: **The reading disparity between students in grades 3 through 5 at Valley View Elementary who identify as Two or More Races and those who identify as White, measured as the difference in the percentage of each group scoring High Average or Strong on the spring ReadBasix Word Recognition and Decoding administration, will decrease from the disparity established in spring 2027 to 3.0 percentage points below it in 2029.**

RIS Goal #2D: **The reading disparity between students in grades 3 through 5 at Valley View Elementary who are eligible for free or reduced-price meals and those who are not eligible, measured as the difference in the percentage of each group scoring High Average or Strong on the spring ReadBasix Word Recognition and Decoding administration, will decrease from the disparity established in spring 2027 to 3.0 percentage points below it in 2029.**

Goal type: Achievement Disparity

To add goals, copy the two lines directly above and paste them below the strategies supporting RIS Goal #1.

RIS Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

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

Strategy #2: Culturally Responsive Tier 1 Instruction

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

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

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

To close the proficiency gap, Valley View Elementary will utilize the EL Education curriculum with a focus on narrowing gaps for students who identify as Black or African American, students who identify as Hispanic or Latino, students who identify as Two or More Races, and students who are eligible for free or reduced-price meals. The strategy centers on ensuring high-fidelity implementation of the ALL Block during Tier 1 instruction, providing students with targeted, data-driven reading support based on their specific reading skill needs.

At the end of the 2025-26 school year, building principals and district leaders changed the reading screener for grades 3 through 5 from FastBridge aReading to ReadBasix, effective in 2026–27. Grades 1 and 2 remain on FastBridge aReading. The two tests use different score scales and report different performance categories, so the two grade bands are reported separately and are not combined. This is the reason the plan carries reading goals for this school in both grade bands, and the reason this strategy is described under each of them.

ReadBasix reports each subtest on a vertical scale from 190 to 310 and places every score into one of four performance bands: Weak, Low Average, High Average, and Strong. The scale is absolute rather than relative to a peer group, so a given scale score represents the same level of reading skill at any grade. Because expectations rise across grades, the band cut points differ in grades 3 and 4 to reflect grade-level expectations at those grades. In grade 3, Weak is 190 through 219, Low Average is 220 through 229, High Average is 230 through 242, and Strong is 243 through 310. In grade 4, Weak is 190 through 227, Low Average is 228 through 241, High Average is 242 through 250, and Strong is 251 through 310. In grade 5, Weak is 190 through 235, Low Average is 236 through 249, High Average is 250 through 264, and Strong is 265 through 310.

The four bands describe distinct stages of word-level reading skill, and the publisher's descriptions are written for readers of elementary age, which is the grade band these goals cover. A reader in the Weak band is still building knowledge of the sounds associated with letters and letter patterns. That reader may read words haltingly and may not recognize relatively common words appropriate to the grade. Comprehension improves as word recognition improves, because a reader must decode a word and connect its pronunciation to its meaning before that word enters the reader's sight vocabulary. A reader in the Low Average band likely knows all of the sounds of English, but may hold inaccurate letter-sound correspondences that interfere with accurate and automatic decoding. That reader benefits from phonics instruction that confirms the correspondences already in place and repairs those that are unclear. In grades 4 and 5 the words encountered in grade-level text become increasingly multisyllabic, and a reader without a firm grasp of letter-sound correspondence or of the meaningful word parts those words contain will struggle with them. A reader in the High Average band decodes accurately and quickly and recognizes words with little effort. Those skills allow the reader to learn and pronounce new words and to recognize most grade-level words on sight, and at this level word-level reading does not ordinarily interfere with comprehension. A reader in the Strong band decodes quickly and accurately and recognizes grade-level words automatically. That reader can segment the individual sounds within words and

recognizes most words encountered in grade-level text without effort. When that reader meets an unfamiliar word, the reader decodes its parts, which steadily enlarges the store of words recognized automatically.

The High Average and Strong bands are the two bands at or above grade-level expectation, and the Weak and Low Average bands are the two below it. The publisher's descriptions draw the line at the same place. Readers in the two lower bands may struggle with fluent word reading and may not recognize common grade-level words, and in both cases comprehension is described as improving only as word recognition improves. Readers in the two upper bands recognize most grade-level words on sight, and at those levels word-level reading does not ordinarily interfere with comprehension. Counting students in the High Average and Strong bands therefore counts students who have reached the level of word-level reading skill that grade-level comprehension requires. This is the same construction the plan uses at Valley View Elementary in grades 1 and 2, where the goals count students in the two highest of the four categories FastBridge reports for aReading.

These goals use the Word Recognition and Decoding subtest. That subtest presents 30 items of three kinds: real words that students encounter in school, nonsense words covering a range of spelling and morphological patterns, and nonsense words that sound like real English words when pronounced. Students decide for each item whether what they see is a real word, is not a real word, or sounds exactly like a real word. The subtest is aligned to the Common Core State Standards for foundational reading skills in phonics and word recognition. It is used here because word-level reading is the foundational skill the school's literacy strategies target in these grades, and because a student who cannot read words accurately and automatically will not reach grade-level comprehension through comprehension instruction alone.

The first complete fall-to-spring cycle on ReadBasix is 2026-27, reported in spring 2027. The disparity measured at that administration is the baseline for each goal, and annual targets state cumulative decreases of 1.5 and 3.0 percentage points against it. The deferred baseline follows from the change in test, not from a gap in data collection.

Each goal is stated as a disparity rather than as a rate for a single group. The disparity is calculated at each spring administration by subtracting the percentage of students in the named group who scored High Average or Strong from the percentage of students in the comparison group who did so, and is stated in percentage points. For RIS Goals #2A, #2B, and #2C the comparison group is students in grades 3 through 5 who identify as White. For RIS Goal #2D the comparison group is students in grades 3 through 5 who are not eligible for free or reduced-price meals. Stating the goal this way means the goal is met only when the difference between the two groups narrows. An increase in the named group's rate that is matched by an equal increase in the comparison group's rate does not meet the goal, because the disparity has not changed. Both rates are reported at every administration so that a narrowing produced by a decline in the comparison group is visible rather than counted as progress.

All students in grades 3 through 5 receive small-group instruction in word recognition and decoding during the ALL Block. Instruction in these groups draws on the district's adopted literacy curriculum, EL Education, or on phonics instruction, selected according to what the students in the group need. Classroom teachers deliver that instruction, with support from paraprofessionals. Other licensed staff co-teach during parts of the literacy block, including at times during small-group instruction. Groups meet at least weekly. Benchmark administrations determine how students are grouped and how often each group meets, not whether a student receives small-group instruction. Groups are reviewed and adjusted after each administration. Students who score in the Weak or Low Average band meet more often and therefore receive more instructional time in small groups. Teachers, supported by the Building Leadership Team and the Curriculum and Instruction team, review results by racial and ethnic group and by eligibility for free or reduced-price meals after each administration, and compare the disparity for each group named in the goals against the annual target for that group. Results are reviewed separately for each group rather than combined, so a change in one group is not obscured by another. Where a group includes fewer than 10 students, results are not reported. Between the fall and spring administrations, student progress is monitored with ReadBasix subtests and other formative measures, which inform grouping and instruction but are not the measures reported in the goals.

Location of services: Valley View Elementary School

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
The disparity, in percentage points, between students in grades 3 through 5 who identify as Black or African American and students in grades 3 through 5 who identify as White in the percentage of each group scoring High Average or Strong on the spring ReadBasix Word Recognition and Decoding administration. The disparity is established at the spring 2027 administration.	BL	-1.5	-3.0
The disparity, in percentage points, between students in grades 3 through 5 who identify as Hispanic or Latino and students in grades 3 through 5 who identify as White in the percentage of each group scoring High Average or Strong on the spring ReadBasix Word Recognition and Decoding administration. The disparity is established at the spring 2027 administration.	BL	-1.5	-3.0
The disparity, in percentage points, between students in grades 3 through 5 who identify as Two or More Races and students in grades 3 through 5 who identify as White in the percentage of each group scoring High Average or Strong on the spring ReadBasix Word Recognition and Decoding administration. The disparity is established at the spring 2027 administration.	BL	-1.5	-3.0
The disparity, in percentage points, between students in grades 3 through 5 who are eligible for free or reduced-price meals and students in grades 3 through 5 who are not eligible in the percentage of each group scoring High Average or Strong on the spring ReadBasix Word Recognition and Decoding administration. The disparity is established at the spring 2027 administration.	BL	-1.5	-3.0
Percentage of students in grades 3 through 5 who scored Weak or Low Average on the fall ReadBasix Word Recognition and Decoding administration and who received targeted small-group literacy instruction during that school year.	100	100	100

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

The disparity for each of these goals is established at the spring 2027 administration of the ReadBasix Word Recognition and Decoding test at Valley View Elementary, and includes all students enrolled in grades 3 through 5 at the time of that administration. Building principals and district leaders changed the reading screener for grades 3 through 5 from FastBridge aReading to ReadBasix at the end of the 2025-26 school year, effective in 2026-27, so 2026-27 is the first year in which this measure exists.

Annual targets state cumulative decreases in the disparity, in percentage points, measured against the spring 2027 disparity, so the 2029 target is measured against that disparity rather than against the 2028 target. The groups named in these goals were identified from the spring 2026 administration of FastBridge aReading in grades 3 through 5, which was the last administration of that test in these grades. Among the 262 students tested, 51.7% of students who identify as White scored at low risk or very low risk, compared with 27.9% of students who identify as Black or African American, 18.4% of students who identify as Hispanic or Latino, and 37.5% of students who identify as Two or More Races, a difference of 23.8, 33.3, and 14.2 percentage points respectively. Among students eligible for free or reduced-price meals, 22.3% did so, compared with 45.2% of students who are not eligible, a difference of 22.9 percentage points. FastBridge aReading and ReadBasix use different score scales and report different performance categories, so these figures identify which groups experience a disparity in reading and are not a baseline for any goal in this plan. Students in grades 3 through 5 who identify as American Indian or Alaska Native number 1 at this school, and results are not reported for groups of fewer than 10 students. No students in these grades identify as Native Hawaiian or Other Pacific Islander. Students who identify as Asian number 14 and scored at a rate of 28.6%, below the rate for students who identify as White, and that group is not named because the direction of the difference reverses between the two available administrations, from 3.8 percentage points above the comparison rate in spring 2025 to 23.1 points below it in spring 2026, on a group in which one student changes the reported rate by about 7 percentage points. The absence of a reported value is not evidence that no disparity exists for those groups.

The groups named in RIS Goals #2A through #2C and the group named in RIS Goal #2D are not mutually exclusive, and a student may be counted in one of the first three goals and again in the fourth. The four goals are reported separately rather than combined so that a change in one group is not obscured by another. The district applies a rule closing 5% of a group's remaining distance to 100% each year to goals with an established baseline. That rule cannot be applied here, because the remaining distance is computed from the baseline and no baseline exists at the time of submission. A fixed annual decrease of 1.5 percentage points is used instead for all four goals. The disparity at this school is sensitive to small changes in enrollment, because 29 students in grades 3 through 5 identify as White and 16 identify as Two or More Races, so a single student changes a reported rate by 3.4 and 6.3 percentage points respectively. A conservative annual decrease is used for that reason and because of anticipated budget reductions in 2027 and 2028. Both rates are reported at every administration, so a disparity that narrows because the comparison group's rate fell is visible rather than counted as progress.

RIS Goal #3: The percentage of students at Valley View Elementary School in grades 3 through 5 who identify as Black or African American and who respond favorably to the Teacher/School Support items on the Annual Student Survey will increase from 74.5% in 2025 to 76.7% in 2029.

Goal type: Teacher Equity

To add goals, copy the two lines directly above and paste them below the strategies supporting RIS Goal #1.

RIS Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

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

Strategy #3: Professional Learning and Instructional Coaching in Literacy

Type of Strategy: Professional development opportunities focused on academic achievement of all students.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

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

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

On the Teacher/School Support items of the Annual Student Survey, students in grades 3 through 5 at Valley View Elementary School who identify as Black or African American responded favorably at a lower rate in spring 2025 than students who identify as White, 74.5% against 83.0%. The groups named here differ from those named in the reading goals for this school because the measure differs. A group is named in a goal at this school only where the data show a disparity for that group on that specific measure.

To address this disparity, and the reading disparities identified in the goals above, the school will provide intensive professional learning and instructional coaching focused on the EL Education curriculum. Current data indicate that while there is high fidelity in large-group module lessons, there is a significant need to increase teacher capacity in delivering targeted small-group instruction during the Skills and ALL blocks.

Fidelity of small-group instruction will be measured through classroom walkthroughs conducted by principals, based on a tool developed by the district using Science of Reading and EL Education curriculum materials, tracking fidelity after each walkthrough. Teachers meeting the requirements for fidelity outlined by the tool are counted as demonstrating high-fidelity implementation. The indicator counts the 18 classroom teachers assigned to grades 1 through 5 who deliver small-group instruction during the Skills and ALL blocks. The tool is currently being finalized and baseline fidelity data will be collected during the 2026-27 school year.

The outcome of this strategy is what students experience from the teachers assigned to them. Coaching that changes how teachers group students, respond to data, and deliver small-group instruction changes the daily instructional relationship between a teacher and each student in the room. Valley View Elementary School will measure that change through the Teacher/School Support items on the Annual Student Survey, which ask students directly about their teachers and the adults at their school. A rising favorability rate for a student group means a larger share of that group reports being known, supported, and treated fairly by the teachers to whom they are assigned. The indicators below report both the favorability rate for the named group and the difference between that rate and the rate for White students, so the plan tracks whether the difference in access is narrowing rather than only whether the overall rate is moving.

The plan also measures access directly. An effective teacher is defined as in District Goal #3: a teacher who has completed the district's targeted culturally proficient professional learning, which is provided under District Strategy #6. The access indicators below apply that definition to this school, reporting the percentage of students whose homeroom teacher of record has completed that learning. On this measure the groups below the rate for White students in 2025-26 are students who identify as Black or African American and students who identify as Hispanic or Latino, and students eligible for free or reduced-price meals are below students not eligible, so those three groups are carried, with the six racial and ethnic groups named in District Goal #3 combined and the two comparison groups. Hispanic or Latino students are not named in the goal sentence because they were above the White rate on the survey measure the goal uses; they are carried here because the access data show a disparity for them. In 2025-26, 18 of the 30 homeroom teachers of record at this school had completed.

This strategy will implement a formal elementary data review cycle where teachers, supported by the Building Leadership Team and the Curriculum and Instruction team, will analyze FastBridge benchmark data (earlyReading and aReading) to group students by their specific "Reading Phases." By coaching teachers to use EL Education benchmark assessments effectively, the school aims to move a higher percentage of students–specifically those currently in "high risk" categories–toward grade-level targets. This professional learning is essential to overcome the barrier of "year 1" curriculum implementation and ensure every student has access to an educator who can effectively tailor Tier 1 core instruction to their specific reading skill needs.

Location of services: Valley View Elementary School

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Number of teachers assigned to grades 1 through 5 who meet the high-fidelity threshold for data-driven small-group literacy instruction, out of 18 assigned teachers.	9	13	16
Percentage of students in kindergarten through grade 5 who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races and who are taught by at least one homeroom teacher who has completed the district's targeted culturally proficient professional learning.	81.5	89.7	97.3
Percentage of students in kindergarten through grade 5 who identify as Black or African American and who are taught by at least one homeroom teacher who has completed the district's targeted culturally proficient professional learning.	81.5	89.7	97.3

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 2027	Target 2028	Target 2029
Percentage of students in kindergarten through grade 5 who identify as Hispanic or Latino and who are taught by at least one homeroom teacher who has completed the district's targeted culturally proficient professional learning.	81.5	89.7	97.3
Percentage of students in kindergarten through grade 5 who identify as White and who are taught by at least one homeroom teacher who has completed the district's targeted culturally proficient professional learning.	81.5	89.7	97.3
Percentage of students in kindergarten through grade 5 who are eligible for free or reduced-price meals and who are taught by at least one homeroom teacher who has completed the district's targeted culturally proficient professional learning.	84.3	91.3	97.7
Percentage of students in kindergarten through grade 5 who are not eligible for free or reduced-price meals and who are taught by at least one homeroom teacher who has completed the district's targeted culturally proficient professional learning.	84.3	91.3	97.7
Percentage of students in grades 3 through 5 who identify as Black or African American and who respond favorably to the Teacher/School Support items on the Annual Student Survey.	75.2	76.0	76.7
Reduction in the percentage point difference between the Teacher/School Support favorability rate for White students and the rate for students identifying as Black or African American, on the Annual Student Survey.	8.2	8.0	7.8

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

The fidelity indicator comes from principal classroom walkthroughs using the district walkthrough tool described in the strategy narrative. The threshold and the 18-teacher denominator are stated in that narrative. The 2029 target is set below the full denominator to account for staff turnover.

The access indicators report the percentage of students who were taught during 2025-26 by at least one homeroom teacher of record who has completed the district's targeted culturally proficient professional learning. The measure follows the definition and matching method stated in the note beneath the District Strategy #6 table. At this school the classroom section is the homeroom, so each student has one teacher of record for this measure, and the rate is the share of students whose homeroom teacher has completed. The measure covers kindergarten through grade 5, which is every student at the school. In 2025-26, 121 of 487 students did not have a homeroom teacher who had completed the professional learning training. The 2025-26 baseline for the six racial and ethnic groups combined is 72.3%. The baselines are 72.5% for Black or African American students and 70.0% for Hispanic or Latino students. The rate for White students was 74.0%. Consistent with the convention used throughout this plan, a group is carried as a separate indicator only where its rate falls below the comparison group on that measure. Asian students, 23 in 2025-26, had a rate of 73.9%, which is 0.1 percentage point below the White rate and a difference of less than one student; that group is not carried as a separate indicator and its rate is reported here. Students identifying as Two or More Races, 77.8%, were above the White rate and are not carried. American Indian or Alaska Native students, 11 in 2025-26 under the state category, had a rate of 90.9% and are not carried. Native Hawaiian or Other Pacific Islander students are not reported because the count is below the reporting threshold. Students eligible for free or reduced-price meals had a rate of 71.3%, against 77.9% for students not eligible, a difference of 6.6 percentage points, the largest difference on this measure at the school, and both groups are carried. The school had 56 licensed teachers in 2025-26, of whom 18 had completed the learning, and all 18 were homeroom teachers of record. Annual targets are the percentage of students in each group projected to be

taught by a completing homeroom teacher as the number of licensed teachers at the school who have completed the learning grows from 18 of 56 in 2025-26 to 29 in 2027, 41 in 2028, and 52 in 2029. Each year's target moves the 2025-26 rate toward 100% in proportion to the share of the 38 licensed teachers who had not completed the learning who are projected to complete it by that year, which is the projection rule applied to the District Strategy #6 indicators. The projection assumes no staff movement, and actual counts will differ with transfers, hiring, and departures. Where a group's projected rate falls below the projected rate for White students in a given year, the target is set at the White projection for that year, which is why the carried groups read the same as their comparison rows.

The remaining indicators come from the Annual Student Survey. Baselines are from the Spring 2025 administration and cover grades 3 through 5, the grades at Valley View Elementary School in which the Teacher/School Support items are administered. The strategy itself serves teachers in grades 1 through 5. Favorability is calculated at the item level, consistent with District Goal #3. The Spring 2025 baseline is 74.5% for students identifying as Black or African American. The rate for White students was 83.0%. Groups are named in an indicator only where the 2025 rate falls below the rate for White students on this measure. At Valley View Elementary School, students identifying as Hispanic or Latino responded favorably at 87.8% and students identifying as Two or More Races at 87.8%, both above the rate for White students. Neither group is carried as an indicator for this goal because neither shows a disparity on this measure at this school. Students identifying as Asian were not reported in Spring 2025 because counts fell below the reporting threshold. In Spring 2024 that group responded favorably at 74.3% against 86.9% for students identifying as White. A disparity may therefore exist for that group, but no 2025 baseline is available on which to set a target, so no indicator is carried. The group will be reviewed at the first annual report in which a reportable count is available. Students identifying as American Indian or Alaska Native and students identifying as Native Hawaiian or Other Pacific Islander are not reported separately because counts fall below the reporting threshold at this school. The absence of a reported value is not evidence that no disparity exists for those groups. Students eligible for free or reduced-price meals are not carried as a separate indicator for this goal. On the Teacher/School Support items at Valley View Elementary School, the favorability rate for students eligible for free or reduced-price meals was 84.5% in Spring 2025, above the rate of 81.9% for students who are not eligible. The two rates have alternated in position across the four administrations from Spring 2022 through Spring 2025, and the comparison group numbered 26 students in 2025. No economic disparity is observed on this measure at this school.

Rate targets close 3% of the remaining distance to 100% each year. Gap targets reduce the remaining percentage point difference by 3% each year. District Goal #3 uses a 5% convention. The reduced increment is applied here because favorability on this measure for students identifying as Black or African American at Valley View Elementary School declined across the four administrations from Spring 2022 through Spring 2025, from 83.0% to 74.5%. A 5% convention would commit the school to reversing that decline and then exceeding its 2022 position within three years.

Copy and paste the strategy section above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one RIS Strategy #1, one RIS Strategy #2, etc.

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

RIS Goal #4A: The percentage of students in grades 3 through 5 at Valley View Elementary School who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races and who agree or strongly agree that students of different races get along well at their school will increase from 92.7% in 2025 to 93.7% in 2029.

RIS Goal #4B: The percentage of students in grades 3 through 5 at Valley View Elementary School who are eligible for free or reduced-price meals and who agree or strongly agree that students of different races get along well at their school will increase from 93.3% in 2025 to 94.3% in 2029.

Goal type: Integration

To add goals, copy the two lines directly above and paste them below the strategies supporting RIS Goal #1.

RIS Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

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

Strategy #4: Integrated Student Leadership and Family Consult Groups

Type of Strategy: Family engagement initiatives to increase student acheivement.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

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

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

Valley View Elementary School enrolls a student population whose racial and economic composition differs from that of the elementary schools in the adjoining district, Burnsville-Eagan-Savage Schools. Students at these schools have few structured opportunities to meet one another. This strategy takes a two-pronged approach to that separation. First, Valley View Elementary School will partner with ISD 191 to host cross-district experiences that bring students from the two districts together, so that students build relationships with peers from racial and economic backgrounds different from their own. Second, the school will establish "attendance consult groups" to address chronic absenteeism. All families at Valley View Elementary School are invited to take part. These groups identify systemic barriers to attendance and co-create solutions to improve student engagement. Space may be limited by the level of interest. Where interest exceeds the space available, families whose students face the greatest attendance challenges are prioritized. Families are compensated for the time they spend participating. By connecting students to a broader community and acting on what families identify, we will improve both school belonging and daily attendance.

The two districts will design these experiences together. A planning group convened by the Bloomington Public Schools Office of Educational Equity and by ISD 191 will set the participating schools, the schedule, and the activities during 2026-27. The design the two districts are working toward is as follows. Experiences will take place at least twice each school year, with the districts taking turns hosting, once at Valley View Elementary School and once at an ISD 191 site. Participation will be open to all students at Valley View Elementary School, with specific outreach to students who have taken part in Office of Educational Equity leadership sessions. Each experience will combine structured activities that build relationships and social emotional learning skills with informal activities that allow unstructured interaction and play. The Executive Director of Student Services in ISD 191 and the Director of Educational Equity in Bloomington Public Schools will coordinate the experiences and ensure that they are staffed by adults trained in working with youth.

Valley View Elementary School will monitor student participation in the cross-district experiences with ISD 191, recorded by race, ethnicity, and eligibility for free or reduced-price meals. Participation is the evidence that the strategy is being delivered as designed. The disaggregation shows whether the group taking part reflects the racial and economic range of the school.

Progress toward this goal is measured by what students report about one another. Each year, students in grades 3 through 5 respond to the School Climate items on the Annual Student Survey, including whether students of different races get along well at their school. Students who take part meet peers from racial and economic backgrounds different from their own. The district expects that relationships formed across those lines build confidence and reduce social isolation for the students involved. The district reads the survey measure alongside the number of students taking part. Results are reviewed separately for each student group named in the indicators below, so a change affecting one group is not concealed inside a school-wide figure.

Location of services: Valley View Elementary School

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Percentage of Hispanic or Latino students in grades 1 through 5 with an attendance rate of 90 percent or above during the school year.	65.2	67.0	68.6
Number of Valley View Elementary students participating in the cross-district experiences with ISD 191, disaggregated by race/ethnicity, and FRPL status.	BL	BL + 10	BL + 20
Percentage of students who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races and who respond favorably on the Sense of Belonging scale of the Annual Student Survey.	74.9	76.2	77.4
Percentage of students who identify as Black or African American and who respond favorably on the Sense of Belonging scale of the Annual Student Survey.	66.6	68.2	69.8
Percentage of students who identify as Hispanic or Latino and who respond favorably on the Sense of Belonging scale of the Annual Student Survey.	77.0	78.2	79.3
Percentage of students who identify as Two or More Races and who respond favorably on the Sense of Belonging scale of the Annual Student Survey.	75.1	76.4	77.5
Percentage of students who are eligible for free or reduced-price meals and who respond favorably on the Sense of Belonging scale of the Annual Student Survey.	73.8	75.1	76.3
Percentage of students who are not eligible for free or reduced-price meals and who respond favorably on the Sense of Belonging scale of the Annual Student Survey.	76.2	77.4	78.6
Percentage of students in grades 3 through 5 who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races and who agree or strongly agree that students of different races get along well at their school.	93.1	93.4	93.7
Percentage of students in grades 3 through 5 who identify as Black or African American and who agree or strongly agree that students of different races get along well at their school.	88.5	89.1	89.6
Percentage of students in grades 3 through 5 who identify as Hispanic or Latino and who agree or strongly agree that students of different races get along well at their school.	94.8	95.0	95.3
Percentage of students in grades 3 through 5 who identify as Two or More Races and who agree or strongly agree that students of different races get along well at their school.	93.3	93.6	93.9
Percentage of students in grades 3 through 5 who are eligible for free or reduced-price meals and who agree or strongly agree that students of different races get along well at their school.	93.6	94.0	94.3

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 2027	Target 2028	Target 2029
Percentage of students in grades 3 through 5 who are not eligible for free or reduced-price meals and who agree or strongly agree that students of different races get along well at their school.	96.4	96.6	96.7

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

Attendance note

The attendance indicator reports the percentage of students in grades 1 through 5 at Valley View Elementary School who identify as Hispanic or Latino and whose attendance rate for the school year was 90 percent or above. Students enrolled for less than one quarter of the school year are excluded. The baseline is 64.8% in 2026, on 210 students. The rate for students who identify as White was 72.1% in 2026.

Cross-district participation note

The cross-district experiences with ISD 191 begin in 2026-27, so the number of participating students is established at that year and no prior-year count exists. Participation will be recorded by race, ethnicity, and eligibility for free or reduced-price meals. Annual targets state growth against that baseline rather than absolute counts, because the baseline does not yet exist. The targets are 10 additional students in 2028 and 20 additional students in 2029. Once the 2027 count is available, the district will separate this indicator into individual rows by race, ethnicity, and eligibility for free or reduced-price meals, each carrying its own target, and will submit that change as a plan amendment. Rows will be carried for groups of 10 or more students, since results are not reported for groups below that count.

Sense of Belonging note

The Sense of Belonging indicator comes from the Annual Student Survey. The scale asks students about inclusion, friendship, safety, and access to a trusted adult at school. Favorability is calculated at the item level, and the reported figure is the percentage of responses across the scale's items that fall in the two most favorable options. Baselines are from the Spring 2025 administration. The rate for the six named groups combined is 73.6%. Rates by group are 64.8% for students identifying as Black or African American, 75.8% for students identifying as Hispanic or Latino, and 73.8% for students identifying as Two or More Races. The rate for students eligible for free or reduced-price meals is 72.4%, and the rate for students not eligible is 75.0%. The rate for White students is 67.9%. Separate indicators are not reported for three groups. Students identifying as Asian were not reported in Spring 2025 and numbered 10 to 11 respondents in each of the three prior administrations, so that group is not in the Spring 2025 combined figure and is included in the combined indicator in the administrations in which its results were reported. No results were reported for students identifying as American Indian or Alaska Native or as Native Hawaiian or Other Pacific Islander in any administration. Group size is the reason for not reporting them separately. The absence of a reported value is not evidence that no disparity exists for those groups. This scale measures how students experience school rather than cross-group interaction, so it serves as an implementation indicator for this strategy and not as the measure of the integration goal.

School Climate note

Baselines are from the Spring 2025 administration of the Annual Student Survey. Each figure is the percentage of students who agreed or strongly agreed that students of different races get along well at their school, a single item within the School Climate topic. Figures cover grades 3 through 5, the grades at Valley View Elementary School in which this item is administered. The rate for the six named groups combined is 92.7%. Rates by group are 87.9% for students identifying as Black or African American, 94.5% for students identifying as Hispanic or Latino, and 92.9% for students

identifying as Two or More Races. The rate for students eligible for free or reduced-price meals is 93.3%, and the rate for students not eligible is 96.2%. The rate for White students is 100.0%.

Separate indicators are not reported for three groups. Students identifying as Asian numbered 9 respondents in Spring 2025 and fell below the reporting threshold in that administration. Students identifying as American Indian or Alaska Native numbered one to two respondents in each of the three prior administrations and none in Spring 2025. No students identifying as Native Hawaiian or Other Pacific Islander responded in any of the four administrations. All three groups are included in the combined indicator. Group size is the reason for not reporting them separately. The absence of a reported value is not evidence that no disparity exists for those groups.

Indicators are stated as rates rather than as differences from a comparison group. The rate for White students rests on 26 respondents in Spring 2025 and reached 100.0% in that administration, so it cannot carry a stable difference target. Targets close 5% of the remaining distance to 100% each year, consistent with District Goal #3.

Beginning in December 2026, the district administers the Annual Student Survey in December rather than in spring. Baselines reflect a spring administration and annual targets will be measured against a December administration. The district will report any discontinuity attributable to the change in administration window in its annual progress report.

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)).

Valley View Elementary creates operational efficiencies by building Achievement and Integration (A&I) work into structures the school already runs. The plan avoids creating a second attendance program. Paid parent consultants provide consultation, not outreach. Families are compensated for the time they spend identifying barriers to attendance, and what they report feeds the attendance action steps already in the Site Improvement Plan. Without this structure, the school would have to find another way to obtain the same information from families, and the district would have to add a position dedicated to reviewing attendance data and conducting community engagement on attendance. That position is not created under this plan.

Furthermore, Valley View Elementary streamlines its efforts to improve school climate and decrease exclusionary discipline by integrating A&I strategies directly into the existing Building Leadership Team (BLT) and Multi-Tiered System of Support (MTSS) structures. Instead of maintaining separate committees for equity and behavior, the school uses a single data-review process to monitor both academic growth and school climate. Efficiencies are also gained through the cross-district partnership with ISD 191, where joint professional development and student leadership exchanges allow Valley View Elementary to access high-quality integration programming without the administrative overhead of developing these initiatives in isolation. Students from Valley View Elementary School and students from ISD 191 take part together in cross-district experiences held at least twice each school year, alternating between the two districts, combining structured relationship-building activities with informal interaction.

Racially Identifiable School(s) (RIS)

Achievement and Integration Plan

July 1, 2026-June 30, 2029

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

One RIS Achievement and Integration Plan should be submitted for each RIS your district has. Copy and paste the entirety of the RIS Plan for each RIS.

District ISD# and Name: ISD #271; Bloomington Public Schools
RIS Name: Valley View Middle School
Program Contact: Gust Abdalla
Phone: 952-681-5820
Email: gabdalla@isd271.org

RIS Plan Input

Districts with **R**acially **I**dentifiable **S**chools **(RIS)** are required 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 racially identifiable schools (Minn. R. 3535.0160, subp. 2).

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

Community Collaboration Council for Racially Identifiable School(s)

Please list your council members and identify American Indian parent committee members.

Name	Position/Role	Email/Phone Number
Radious Guess	Interim Director of Educational Equity (OEE)	rguess@isd271.org
Cassie Mae	OEE Equity Coordinator, Parent	cmae@isd271.org
Alejandra Gutierrez-Navarro	OEE Staff	agutierrez@isd271.org
Abby Olson	BPS Staff	aolson5@isd271.org
Andrea Kibort	BPS Staff	akibort@isd271.org
Quinn Jensen	BPS Staff	qjensen@isd271.org
Sara Bertram	BPS Staff	sbertram@isd271.org

Kimi Aisawa Romportl	Three Rivers Parks Board	Kimi.AisawaRomportl@threeriverspar ks.org
Alex O'Connor	BPS Staff	aoconnor@isd271.org
Vickie De Jager-Pound	BPS Staff	vdejagerpound@isd271.org
Jennifer Corcoran	BPS Staff	jcorcora@isd271.org
Amanda Crombie	City of Bloomington Representative	acrombie@bloomingtonmn.gov
Danielle Indovino Cawley	Parent	dani.indovino@gmail.com
Airrion Williams	City of Bloomington Representative	adwilliams@bloomingtonmn.gov
Monica Rauchwarter	Three Rivers Parks	Monica.Rauchwarter@threeriverspark s.org
Darnisha Adams	BPS Staff	dadams@isd271.org
Marlene Schriner	BPS Staff	mschriner@isd271.org
Thomas Bennett	BPS School Board Rep	tbennett@isd271.org
Ashli Schmaltz	Teacher; AIPAC Member as parent	aschmaltz@isd271.org
Kylene Dmochowski	BPS Staff	kdmochowski@isd271.org
Andrew Zanios	BPS Staff	azanios@isd271.org
Jessica Valdez Renteria	OEE Staff	jvaldezrenteria@isd271.org
Jessi Martinez	OEE Staff	jmartinez@isd271.org
Adriana De La Cruz Ventura	OEE Staff	adelacruzventura@isd271.org
Mohamoud Jibril	OEE Staff	mjibril@isd271.org
Ana Molina	OEE Staff	amolina@isd271.org
Richard Scott	OEE Staff	rscott@isd271.org
Trevor Rodriguez-Sotelo	OEE Staff	trodriguezsotelo@isd271.org
Lorena Mitchell	OEE Staff	lmitchell@isd271.org
Safia Abdirahman	OEE Staff	sabdirahman@isd271.org
Dominique Suttles	OEE Staff	dsuttles@isd271.org
Jaqueline Silva	OEE Staff	jsilva@isd271.org

Abdirahman Hassan	OEE Staff	ahassan@isd271.org
Sammy Pliego	OEE staff	scuautlepliego@isd271.org
Gema Beltran	OEE Staff	gbeltran@isd271.org
Hiedi Hecker	Coordinator of American Indian Education Programming; AIPAC Member as staff	hhecker@isd271.org
Clarissa Seidl	American Indian Education Programming Specialist; AIPAC Member as staff	cseidl@isd271.org
Leana DeJesus	Chair of AIPAC Committee; Parent, not staff	leanakdejesus64@gmail.com
Timberly Blacksmith	AIPAC Member; Parent, not staff	m0nni3.10@gmail.com
Liz Lodermeier	Indian Mounds Elementary Principal (RIS)	elodermeier@isd271.org
Kelly Tennison	Valley View Elementary Principal (RIS)	ktennison@isd271.org
Gust Abdalla	Valley View Middle School Principal (RIS)	gabdalla@isd271.org

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

The CCC, called District Equity and Diversity Advisory Council (DEDAC) in Bloomington Public Schools, met at the district office on October 21, January 13, March 10 (virtual and asynchronous option offered) and May 19. Representatives from the CCC also met with leaders, staff and PTAs from the RISs in BPS throughout the spring of 2026. At these sessions, we reviewed the district's strategic plan, district data and the last three-year A&I plan. We asked the groups for feedback regarding each of the three goal areas in this plan via a post it-note/brainstorming activity. We concluded each of these sessions asking groups what they'd like to see in place or happening at the end of 2029 (end of this three-year plan) via a "crystal ball" activity. Using the information we gathered, we developed the goals and some of the action steps articulated in both the goals in the overall plan and in what is shared regarding RISs below.

Members of the CCC (which include the leader of and participants of the district's AIPAC, listed above) also met with the full AIPAC on Feb. 10, 2026, to get input on the plan, including action steps for the RISs. The same activities conducted with the school leaders, staff and PTAs were also done with the full AIPAC. The information gleaned was documented in individual slide decks, which all participants could add to and edit. This was then combined with the information shared by the other groups and used to generate the plan. As examples, the AIPAC recommended that student belonging be a component of the plan. Therefore, student survey data related to student sense of belonging is included as a KIP throughout this plan. The AIPAC also suggested that professional learning that has been provided to teachers continue and be expanded, which is why we've chosen to make this one of our focus areas for our collaborative partnership with Burnsville Eagan Savage Schools, District 191.

Note that AIPAC members include staff who are members of Tribal Nations and parents who are members of Tribal Nations. Each year, the chair of the AIPAC, not a staff member, provides feedback to the district at a public board meeting as a part of the concurrence/non-concurrence process. This feedback is provided absent of staff intervention to ensure that it reflects the true sentiment and ideas of the AIPAC, ensuring that parent and community input is independent of the school district.

RIS Achievement and Integration Goals

You will copy and paste the Goal, Strategy, and KIP portion of this form for each individual goal or strategy your district has.

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

RIS Goal #1A: The disparity between students at Valley View Middle School who identify as White and students who identify as Black or African American, in the percentage of students who end the school year with a cumulative GPA of 2.5 or higher, will decrease from 39.7 percentage points in 2025 to 35.2 percentage points in 2029.

RIS Goal #1B: The disparity between students at Valley View Middle School who identify as White and students who identify as Hispanic or Latino, in the percentage of students who end the school year with a cumulative GPA of 2.5 or higher, will decrease from 39.4 percentage points in 2025 to 34.9 percentage points in 2029.

RIS Goal #1C: The disparity between students at Valley View Middle School who identify as White and students who identify as Two or More Races, in the percentage of students who end the school year with a cumulative GPA of 2.5 or higher, will decrease from 28.1 percentage points in 2025 to 23.6 percentage points in 2029.

Goal type: Achievement Disparity

To add goals, copy the two lines directly above and paste them below the strategies supporting RIS Goal #1.

RIS Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

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

Strategy #1: Collective Academic Advocacy & Systemic Support

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

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

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

Valley View Middle School will implement a systemic, building-wide advocacy model to raise the percentage of students who identify as Black or African American, Hispanic or Latino, or Two or More Races and who end the school year with a cumulative GPA of 2.5 or higher, and to reduce the difference between those percentages and the percentage for students who identify as White. These three groups are named because the data show a disparity for each of them on this measure at this school. At each quarterly review, grade-level teams and professional learning communities identify students in grades 6 through 8 whose cumulative grade point average falls between 2.0 and below 2.5. School counselors and the building's Tier 2 Team support that identification. Students are identified by their grade point average, not by racial or ethnic group. Classroom teachers then apply targeted instructional scaffolds, such as AVID-based organizational tools and high-leverage literacy strategies, to help these students reach and hold a cumulative grade point average of 2.5 or higher. Students identified at a quarterly review also receive additional tutoring and academic support during advisory and other academic support periods once a week.

Students track their own progress alongside this cycle. Students learn in their classes how a grade point average is calculated, working from their own grade point average and their own class grades so that they can see how their result is produced. Students check their grades weekly to see where a low score can be raised through a retake and where work is missing. Students set a grade point average goal for each quarter and review progress toward it in advisory once a week.

This shared responsibility model ensures that academic advocacy is a standard practice across all classrooms. Staff will collaborate to remove the barriers to achievement that this work identifies at the school. The barriers this strategy addresses sit in instructional practice and in students' access to it. Once students are identified at a quarterly review, building leaders work with teachers to examine instructional methods and to locate the points at which those students are not gaining access to instruction. The building leadership team that carries this work is new in 2026-27, so the specific barriers are identified with staff at the school rather than assumed in advance. High expectations are met with a consistent network of support. It is essential that we do not assume students are underperforming because they are unmotivated or uninterested in their learning. The pedagogical approach must be culturally responsive. Teachers must be aware of bias and assumptions they may have about students or student groups, which can create barriers to student

learning. This approach maximizes building capacity by integrating success-monitoring into the daily rhythm of the school, ensuring every student in these groups has multiple points of academic advocacy throughout their school day.

Cumulative GPA is the measure because it reflects the accumulated result of daily instructional decisions across every course a student takes, rather than performance on a single test on a single day. The advocacy model changes which students are seen in data-review cycles, how quickly staff respond when a student approaches the 2.5 threshold, and which supports are offered. Because the students identified through those cycles are disproportionately students who identify as Black or African American, Hispanic or Latino, or Two or More Races, a rising share of those students at or above the threshold narrows the difference between their outcomes and the outcomes of students who identify as White. The indicators below report both the percentage for each group and the difference between that percentage and the percentage for students who identify as White, so the plan tracks whether the difference is narrowing rather than only whether the overall percentage is moving.

Cumulative grade point average is available at the end of each quarter, so these goals are monitored four times per year rather than only at year end. At each quarter, grade-level teams and professional learning communities review cumulative grade point average for students in grades 6 through 8 separately for students who identify as Black or African American, Hispanic or Latino, and Two or More Races, alongside the percentage for students who identify as White. Reviewing the groups separately at each quarter is what allows staff to see a difference that is widening for one group and to respond during the school year, rather than reading a single combined percentage after grades are final. The end-of-year values are the figures reported against the indicators below.

Location of services: Valley View Middle School

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Percentage of students in grades 6 through 8 at Valley View Middle School whose cumulative grade point average was between 2.0 and below 2.5 at any quarterly review during the school year and who received a documented academic scaffold.	50	65	75
Percentage of students who identify as Black or African American who end the school year with a cumulative GPA of 2.5 or higher.	42.4	43.9	45.4
Percentage of students who identify as Hispanic or Latino who end the school year with a cumulative GPA of 2.5 or higher.	42.7	44.2	45.7
Percentage of students who identify as Two or More Races who end the school year with a cumulative GPA of 2.5 or higher.	54.0	55.5	57.0

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 2027	Target 2028	Target 2029
Percentage point difference between the percentage of students who identify as White and the percentage of students who identify as Black or African American with a cumulative GPA of 2.5 or higher.	38.2	36.7	35.2
Percentage point difference between the percentage of students who identify as White and the percentage of students who identify as Hispanic or Latino with a cumulative GPA of 2.5 or higher.	37.9	36.4	34.9
Percentage point difference between the percentage of students who identify as White and the percentage of students who identify as Two or More Races with a cumulative GPA of 2.5 or higher.	26.6	25.1	23.6

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

Advocacy indicator note

The advocacy indicator counts students in grades 6 through 8 whose cumulative grade point average was between 2.0 and below 2.5 at any of the four quarterly reviews during the school year. Students are counted once regardless of how many reviews identify them. No baseline exists for this indicator, because the practice begins in 2026-27 and the 2027 figure is the first year of collection. In 2025, 91 students at Valley View Middle School fell within this band, and the band has held between 91 and 98 students in each year since 2023. A documented academic scaffold is the additional tutoring and academic support that a student identified at a quarterly review receives during advisory and other academic support periods, provided once a week. The weekly grade point average check, the quarterly goal setting, and the weekly advisory check-in described in the strategy narrative are progress-monitoring practices and are not counted as scaffolds for this indicator.

Cumulative GPA indicator note

The six outcome indicators come from end-of-year cumulative grade point average as recorded in the district student information system, for students in grades 6 through 8 at Valley View Middle School. Baselines are from 2025. The percentages for students who identify as Black or African American, Hispanic or Latino, and Two or More Races were 40.9%, 41.2%, and 52.5%. The comparison group is students who identify as White, whose percentage was 80.6% on 108 students. A student group is named in a goal at this school only where the data show a disparity for that group on this measure. Students who identify as Asian are not named, because their percentage exceeded the percentage for students who identify as White in 2022, 2023, and 2024. Students who identify as American Indian or Alaska Native are not named, because the group numbered nine students in 2025, below the district reporting threshold of 10. Students who identify as Native Hawaiian or Other Pacific Islander were not reported at this school in any year of the series. All students at Valley View Middle School participate in and benefit from the strategy supporting these goals. The comparison group numbered 108 students in 2025, so one student represents approximately 0.9 percentage points. Students who identify as Two or More Races numbered 61 students, so one student represents approximately 1.6 percentage points, which exceeds the annual target decrease of 1.5 points. Annual movement in that indicator should be read against the group size.

Copy and paste the strategy section above for each additional strategy supporting this goal. Number each strategy sequentially regardless of the number of goals in your plan. When you are done adding strategies, this plan will have only one RIS Strategy #1, one RIS Strategy #2, etc.

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

RIS Goal #2A: The percentage of students at Valley View Middle School in grades 6 through 8 who identify as Asian, Black or African American, Hispanic or Latino, or Two or More Races and who respond favorably to the Teacher/School Support items on the Annual Student Survey will increase from 68.8% in 2025 to 71.5% in 2029.

RIS Goal #2B: The percentage of students at Valley View Middle School in grades 6 through 8 who are eligible for free or reduced-price meals and who respond favorably to the Teacher/School Support items on the Annual Student Survey will increase from 70.7% in 2025 to 73.2% in 2029.

Goal type: Teacher Equity

To add goals, copy the two lines directly above and paste them below the strategies supporting RIS Goal #1.

RIS Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

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

Strategy #2: MTSS and Vertical Curricular Alignment

Type of Strategy: Professional development opportunities focused on academic achievement of all students.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

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

Narrative description of this strategy. Based on your description below someone reading your plan should understand what you are proposing to do, why you are doing it, and be able to recognize it if they see it. For example, explain what

this activity will look like, what will be taught, which students will participate, how students are selected, intended outcomes for students, what will be assessed, how will instruction be delivered, and where will this take place.

On the Teacher/School Support items of the Annual Student Survey, students in grades 6 through 8 at Valley View Middle School who identify as Asian, Black or African American, Hispanic or Latino, or Two or More Races each responded favorably at a lower rate in spring 2025 than students who identify as White. Students eligible for free or reduced-price meals responded favorably at a lower rate than students who are not eligible. A group is named in a goal at this school only where the data show a disparity for that group on that specific measure.

To address these disparities, Valley View Middle School will establish a clearly defined data-driven instruction procedure in which teachers analyze racially disaggregated formative and summative data to inform their lessons. Professional learning will focus on vertical alignment of grades 6 through 8 and on culturally proficient instructional approaches, so that students in the named groups have access to teachers who can differentiate and problem-solve without defaulting to exclusionary practices.

High-fidelity implementation means that teachers consistently demonstrate the identified instructional practices during classroom instruction, rather than being exposed to professional learning or reporting that they use the practices. A teacher is counted as demonstrating high fidelity when the priority practices are observed at the proficient level defined by the walkthrough tool in at least two walkthroughs during the school year. Requiring more than one observation establishes consistency and reduces the likelihood that a single walkthrough is treated as evidence of fidelity. The indicator counts the 31 classroom teachers assigned to grades 6 through 8.

Classroom walkthroughs provide the primary evidence of implementation. Building leaders use a common walkthrough tool aligned to the relevant Danielson Framework components and to the instructional practices identified in this plan. Evidence is collected through direct observation of teacher and student actions rather than through perception or teacher self-report. The indicator therefore reports whether the practices were observed, not whether a walkthrough occurred.

The practices monitored are the following.

- Using knowledge of students' identities, experiences, strengths, and cultural and linguistic assets to inform instruction and classroom interactions.
- Establishing an inclusive, respectful learning environment in which students have equitable opportunities to participate and demonstrate learning.
- Communicating clear, appropriately rigorous learning expectations for all students.
- Using formative assessment and other evidence of student learning to identify misconceptions, monitor progress, and adjust instruction.
- Providing differentiated scaffolds, feedback, questioning, and opportunities for students to access grade-level content.
- Using student performance data to identify students who need additional support or extension, and adjusting instruction accordingly.
- Providing students with meaningful opportunities to engage in rigorous thinking, discussion, problem solving, and ownership of their learning.

The outcome of this strategy is what students experience from the teachers assigned to them. A data-driven instruction procedure changes how teachers plan, group, and respond to the students in front of them, which changes the daily instructional relationship between a teacher and each student. Valley View Middle School will measure that change through the Teacher/School Support items on the Annual Student Survey, which ask students directly about their teachers and the adults at their school. A rising favorability rate for a student group means a larger share of that group reports being known, supported, and treated fairly by the teachers to whom they are assigned. The indicators below report both the favorability rate for each named group and the difference between that rate and the rate for the comparison group, so the plan tracks whether the difference in access is narrowing rather than only whether the overall rate is moving.

The plan also measures access directly. An effective teacher is defined as in District Goal #3: a teacher who has completed the district's targeted culturally proficient professional learning, which is provided under District Strategy #6. At this school each student has up to four core teachers of record, in English, mathematics, science, and social studies. In 2025-26, 32 of the 33 core teachers of record had completed, and 99.6% of students in the named racial and ethnic groups had at least one completing core teacher, so that condition is already met and cannot show progress. The access indicators below therefore report the stronger condition: the percentage of students all of whose core teachers of record have completed the district's targeted culturally proficient professional learning. In 2025-26 that was true for 69.4% of students in the six racial and ethnic groups named in District Goal #3 and for 80.9% of White students, and the rates are lowest for Asian students, at 62.5%, and Hispanic or Latino students, at 66.1%.

Location of services: Valley View Middle School

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Number of teachers assigned to grades 6 through 8 who meet the high-fidelity threshold for culturally proficient, data-driven instructional practices, out of 31 assigned teachers.	16	23	28
Percentage of students in grades 6 through 8 who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races and whose core teachers of record have all completed the district's targeted culturally proficient professional learning.	86.6	91.5	97.2
Percentage of students in grades 6 through 8 who identify as American Indian or Alaska Native and whose core teachers of record have all completed the district's targeted culturally proficient professional learning.	86.6	91.5	97.2
Percentage of students in grades 6 through 8 who identify as Asian and whose core teachers of record have all completed the district's targeted culturally proficient professional learning.	86.6	91.5	97.2
Percentage of students in grades 6 through 8 who identify as Black or African American and whose core teachers of record have all completed the district's targeted culturally proficient professional learning.	86.6	91.5	97.2

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 2027	Target 2028	Target 2029
Percentage of students in grades 6 through 8 who identify as Hispanic or Latino and whose core teachers of record have all completed the district's targeted culturally proficient professional learning.	86.6	91.5	97.2
Percentage of students in grades 6 through 8 who identify as White and whose core teachers of record have all completed the district's targeted culturally proficient professional learning.	86.6	91.5	97.2
Percentage of students in grades 6 through 8 who are eligible for free or reduced-price meals and whose core teachers of record have all completed the district's targeted culturally proficient professional learning.	83.8	89.8	96.6
Percentage of students in grades 6 through 8 who are not eligible for free or reduced-price meals and whose core teachers of record have all completed the district's targeted culturally proficient professional learning.	83.8	89.8	96.6
Percentage of students in grades 6 through 8 who identify as Asian, Black or African American, Hispanic or Latino, or Two or More Races and who respond favorably to the Teacher/School Support items on the Annual Student Survey.	69.7	70.6	71.5
Percentage of students in grades 6 through 8 who identify as Asian and who respond favorably to the Teacher/School Support items on the Annual Student Survey.	74.1	74.9	75.7
Percentage of students in grades 6 through 8 who identify as Black or African American and who respond favorably to the Teacher/School Support items on the Annual Student Survey.	67.4	68.4	69.4
Percentage of students in grades 6 through 8 who identify as Hispanic or Latino and who respond favorably to the Teacher/School Support items on the Annual Student Survey.	70.6	71.5	72.4
Percentage of students in grades 6 through 8 who identify as Two or More Races and who respond favorably to the Teacher/School Support items on the Annual Student Survey.	69.4	70.4	71.2
Percentage of students in grades 6 through 8 who are eligible for free or reduced-price meals and who respond favorably to the Teacher/School Support items on the Annual Student Survey.	71.6	72.4	73.2
Reduction in the percentage point difference between the Teacher/School Support favorability rate for White students and the rate for students identifying as Asian, Black or African American, Hispanic or Latino, or Two or More Races, on the Annual Student Survey.	15.5	15.1	14.6
Reduction in the percentage point difference between the Teacher/School Support favorability rate for White students and the rate for students identifying as Asian, on the Annual Student Survey.	11.1	10.8	10.5

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 2027	Target 2028	Target 2029
Reduction in the percentage point difference between the Teacher/School Support favorability rate for White students and the rate for students identifying as Black or African American, on the Annual Student Survey.	17.8	17.3	16.8
Reduction in the percentage point difference between the Teacher/School Support favorability rate for White students and the rate for students identifying as Hispanic or Latino, on the Annual Student Survey.	14.6	14.2	13.8
Reduction in the percentage point difference between the Teacher/School Support favorability rate for White students and the rate for students identifying as Two or More Races, on the Annual Student Survey.	15.8	15.3	14.9
Reduction in the percentage point difference between the Teacher/School Support favorability rate for students not eligible for free or reduced-price meals and the rate for students who are eligible, on the Annual Student Survey.	5.6	5.4	5.2

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

The fidelity indicator comes from building leader classroom walkthroughs using the walkthrough tool described in the strategy narrative. The threshold and the 31-teacher denominator are stated in that narrative. The 2029 target is set below the full denominator to account for staff turnover.

The access indicators report the percentage of students all of whose core teachers of record in 2025-26 had completed the district's targeted culturally proficient professional learning. Core teachers of record are the teachers of the student's English, mathematics, science, and social studies sections, and nearly every student at the school has four. The measure follows the definition and matching method stated in the note beneath the District Strategy #6 table. The District Strategy #6 indicators count a student as having access when at least one classroom teacher of record has completed the professional learning training. This school reports a stronger condition, under which a student has access only when every core teacher has completed the training. The 2025-26 baselines are 69.4% for the six racial and ethnic groups combined, 75.0% for American Indian or Alaska Native students, 62.5% for Asian students, 71.5% for Black or African American students, 66.1% for Hispanic or Latino students, and 69.0% for students eligible for free or reduced-price meals. The rates for the comparison groups were 80.9% for White students and 77.0% for students not eligible for free or reduced-price meals. Consistent with the convention used throughout this plan, a group is carried as a separate indicator only where its rate falls below the comparison group on that measure. American Indian or Alaska Native students, 20 in 2025-26 under the state category, are carried on that basis although the group is not named in the goal sentence, which was written from the survey measure. Students identifying as Two or More Races, 80.0%, are 0.9 percentage point below the White rate, a difference of less than one student in a group of 55; that group is not carried as a separate indicator and its rate is reported here. Native Hawaiian or Other Pacific Islander students are not reported because the count is below the reporting threshold. Co-taught sections are stored with two teacher names and are not matched to a completion record. A student whose only unmatched core section is a co-taught section, and whose every other core teacher has completed, is counted as meeting the condition; 215 of 620 students at the school are counted on that basis. The school had 59 licensed teachers in 2025-26, of whom 32 had completed the learning, and all 32 were core teachers of record. Annual targets are the percentage of students in each group projected to meet the condition as the number of licensed teachers at the school who have completed the learning grows from 32 of 59 in 2025-26 to 40 in 2027, 47 in 2028, and 55 in 2029. Each year's target moves the 2025-26 rate toward 100% in proportion to the share of the 27 licensed teachers who had not completed the learning who are projected to complete it by that year, which is the projection rule applied to the District Strategy #6 indicators. Where a group's projected rate falls below the projected rate for its comparison group in a given year, the target is set at the comparison projection for that year, which is why

the racial and ethnic group rows carry the same targets as the White row and the meal-eligible row carries the same targets as the not-eligible row. The projection assumes no staff movement, and actual counts will differ with transfers, hiring, and departures.

The remaining indicators come from the Annual Student Survey. Baselines are from the Spring 2025 administration and cover grades 6 through 8. Favorability is calculated at the item level, consistent with District Goal #3. Spring 2025 baselines are 73.3% for students identifying as Asian, 66.4% for students identifying as Black or African American, 69.7% for students identifying as Hispanic or Latino, 68.5% for students identifying as Two or More Races, and 68.8% for those four groups combined. The rate for White students was 84.8%. The rate for students eligible for free or reduced-price meals was 70.7%, against 76.4% for students who are not eligible. Groups are named in an indicator only where the 2025 rate falls below the rate for the comparison group on this measure. The count of students identifying as Asian was 15 in 2025 and has declined across the four administrations from 47 in 2022. Targets for that group carry correspondingly greater uncertainty than those for the larger groups. Students identifying as American Indian or Alaska Native and students identifying as Native Hawaiian or Other Pacific Islander are not reported separately because counts fall below the reporting threshold at this school. The absence of a reported value is not evidence that no disparity exists for those groups. The favorability rate for White students at this school has moved considerably across administrations, at 69.2% in 2022, 77.2% in 2023, 76.7% in 2024, and 84.8% in 2025. Because the gap indicators are measured against that rate, the 2025 gap values are larger than those observed in any prior year. Baselines follow the most recent observed administration, and the district will report the comparison group rate alongside each gap value in its annual reporting so that movement in the gap can be attributed correctly.

Rate targets close 3% of the remaining distance to 100% each year. Gap targets reduce the remaining percentage point difference by 3% each year. District Goal #3 uses a 5% convention. The reduced increment is applied here because neither series at this school supports the larger one. Favorability for the four named racial and ethnic groups combined declined across the four administrations from Spring 2022 through Spring 2025, from 71.9% to 68.8%. Favorability for students eligible for free or reduced-price meals held roughly level across the same period, at 70.5%, 72.9%, 71.2%, and 70.7%. A 5% convention would set a 2029 target of 73.2% for the named racial and ethnic groups, above the highest value that group has recorded in four years, and 74.9% for students eligible for free or reduced-price meals, above the highest value that group has recorded in four years. Each would commit the school to reversing or exceeding a four-year pattern within three years. The 3% convention sets targets that require improvement without requiring that.

RIS Goal #3A: The percentage of students at Valley View Middle School in grades 6 through 8 who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, or Two or More Races and who agree or strongly agree that students of different races get along well at their school will increase from 79.6% in 2025 to 82.5% in 2029.

RIS Goal #3B: The percentage of students at Valley View Middle School in grades 6 through 8 who are eligible for free or reduced-price meals and who agree or strongly agree that students of different races get along well at their school will increase from 80.8% in 2025 to 83.6% in 2029.

Goal type: Integration

To add goals, copy the two lines directly above and paste them below the strategies supporting RIS Goal #1.

RIS Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

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

Strategy #3: Integrated Student Leadership and Family Consult Groups

Type of Strategy: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

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

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

Valley View Middle School enrolls a student population whose racial and economic composition differs from that of the two middle schools in Burnsville-Eagan-Savage, Nicollet Middle School and Eagle Ridge Middle School. Students at the three schools have few structured opportunities to meet one another. This strategy takes a two-pronged approach to that separation. First, Valley View Middle School will partner with ISD 191 to host cross-district experiences that bring students from the three schools together, so that students build relationships with peers from racial and economic backgrounds different from their own. Second, the school will establish “attendance consult groups” to address chronic absenteeism. All families at Valley View Middle School are invited to take part. These groups identify systemic barriers to attendance and co-create solutions to improve student engagement. Space may be limited by the level of interest. Where interest exceeds the space available, families whose students face the greatest attendance challenges are prioritized. Families are compensated for the time they spend participating. By connecting students to a broader community and acting on what families identify, we will improve both school belonging and daily attendance.

The two districts will design these experiences together. A planning group convened by the Bloomington Public Schools Office of Educational Equity and by ISD 191 will set the schedule and the activities during 2026-27. The design the two districts are working toward is as follows. Experiences will take place at least twice each school year, with the districts taking turns hosting, once at Valley View Middle School and once at an ISD 191 site. Approximately 15 students from Valley View Middle School will take part, together with approximately 20 students from Nicollet Middle School and approximately 20 from Eagle Ridge Middle School. Participation will be open to all students at Valley View Middle

School, with specific outreach to students who have taken part in Office of Educational Equity leadership sessions. Each experience will combine structured activities that build relationships and social emotional learning skills with informal activities that allow unstructured interaction and play. The Executive Director of Student Services in ISD 191 and the Director of Educational Equity in Bloomington Public Schools will coordinate the experiences and ensure that they are staffed by adults trained in working with youth.

Valley View Middle School will monitor student participation in the cross-district experiences with ISD 191, recorded by race, ethnicity, and eligibility for free or reduced-price meals. Participation is the evidence that the strategy is being delivered as designed. The disaggregation shows whether the group taking part reflects the racial and economic range of the school.

Progress toward this goal is measured by what students report about one another. Each year, students in grades 6 through 8 respond to the School Climate items on the Annual Student Survey, including whether students of different races get along well at their school. Students who take part meet peers from racial and economic backgrounds different from their own. The district expects that relationships formed across those lines build confidence and reduce social isolation for the students involved. The district reads the survey measure alongside the number of students taking part. Results are reviewed separately for each student group named in the indicators below, so a change affecting one group is not concealed inside a school-wide figure. Favorability on this item has declined at this school across the four most recent administrations, which is the reason the targets are set conservatively rather than at the rate the earlier years might suggest.

Location of services: Valley View Middle School

Key Indicators

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

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

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2027	Target 2028	Target 2029
Percentage of students in grades 6 through 8 who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, or Two or More Races with an attendance rate of 90 percent or above during the school year.	58.9	60.4	61.9
Number of students in grades 6 through 8 at Valley View Middle School participating in the cross-district experiences with ISD 191, disaggregated by race/ethnicity, and FRPL status.	BL	BL + 10	BL + 20
Unduplicated percentage of students who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races who received one or more out-of-school suspensions during the school year.	12.3	11.6	11.0

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 2027	Target 2028	Target 2029
Percentage of students in grades 6 through 8 who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, or Two or More Races and who agree or strongly agree that students of different races get along well at their school.	80.6	81.6	82.5
Percentage of students in grades 6 through 8 who identify as Asian and who agree or strongly agree that students of different races get along well at their school.	68.4	69.9	71.4
Percentage of students in grades 6 through 8 who identify as Black or African American and who agree or strongly agree that students of different races get along well at their school.	77.5	78.6	79.7
Percentage of students in grades 6 through 8 who identify as Hispanic or Latino and who agree or strongly agree that students of different races get along well at their school.	82.5	83.4	84.2
Percentage of students in grades 6 through 8 who identify as Two or More Races and who agree or strongly agree that students of different races get along well at their school.	82.9	83.8	84.6
Percentage of students in grades 6 through 8 who are eligible for free or reduced-price meals and who agree or strongly agree that students of different races get along well at their school.	81.8	82.7	83.6
Percentage of students in grades 6 through 8 who are not eligible for free or reduced-price meals and who agree or strongly agree that students of different races get along well at their school.	79.4	80.4	81.4

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

Attendance note

The attendance indicator reports the percentage of students in grades 6 through 8 at Valley View Middle School who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, or Two or More Races and whose attendance rate for the school year was 90 percent or above. Students enrolled for less than one quarter of the school year are excluded. The baseline is 56.7% in 2026, on 534 students. The rate for students who identify as White was 81.4% in 2026. Native Hawaiian or Other Pacific Islander students are not included because no students in that category were enrolled in these grades in 2026.

Cross-district participation note

The cross-district experiences with ISD 191 begin in 2026-27, so the number of participating students is established at that year and no prior-year count exists. Participation will be recorded by race, ethnicity, and eligibility for free or reduced-price meals. Annual targets state growth against that baseline rather than absolute counts, because the baseline does not yet exist. The targets are 10 additional students in 2028 and 20 additional students in 2029. Once the 2027 count is available, the district will separate this indicator into individual rows by race, ethnicity, and eligibility for

free or reduced-price meals, each carrying its own target, and will submit that change as a plan amendment. Rows will be carried for groups of 10 or more students, since results are not reported for groups below that count.

Suspension note

The suspension indicator reports the unduplicated percentage of students in grades 6 through 8 at Valley View Middle School who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, or Two or More Races and who received one or more out-of-school suspensions during the school year, divided by October 1 enrollment for those groups. The baseline is 12.9% in 2026, on 527 students. The rate for students who identify as White was 0.9% in 2026.

School Climate note

The seven climate indicators come from the School Climate items on the Annual Student Survey, on the item asking whether students of different races get along well at this school. Baselines are from the Spring 2025 administration and cover students in grades 6 through 8. Favorability is calculated at the item level. A response is counted as favorable when a student selects agree or strongly agree. Spring 2025 rates were 79.6% for the five groups combined on 343 respondents, 66.7% for students who identify as Asian, 76.3% for students who identify as Black or African American, 81.6% for students who identify as Hispanic or Latino, and 82.1% for students who identify as Two or More Races. The comparison rate for students who identify as White was 81.9% on 94 respondents. The combined indicator includes students who identify as American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, or Two or More Races. Students who identify as American Indian or Alaska Native are inside the combined figure but do not carry a separate indicator, because seven students responded, below the district reporting threshold of 10. Students who identify as Native Hawaiian or Other Pacific Islander were not reported at this school in any year of the series. The indicator for students who identify as Asian rests on 15 respondents, so one student represents approximately 6.7 percentage points. Annual movement in that indicator should be read against the group size rather than as a change in student experience. Students eligible for free or reduced-price meals responded favorably at a higher rate than students who are not eligible, 80.8% compared with 78.3%. Both indicators are reported so that either direction can be monitored across the plan period.

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)).

Valley View Middle School (VVM) creates operational efficiencies by transitioning from high-cost, standalone intervention models to sustainable, classroom-embedded equity practices. The school is streamlining its AVID framework, integrating AVID's high-leverage organizational and inquiry strategies directly into the core Tier 1 curriculum for all students. This ensures that the benefits of the program reach the entire student body, and it is done through classroom teachers during the school day rather than through added staffing. AVID tutors continue to serve students in AVID-specific classes, a course designed for students in the academic middle rather than for students identified for Tier 2 or Tier 3 intervention, so the two supports do not duplicate one another. As the AVID framework becomes embedded across classes and subject areas, the school may evaluate whether stand-alone AVID classes remain necessary as the programming will be integrated throughout the classes and subject areas in the school.

Efficiency is further realized by aligning the A&I plan with the school's Inclusive Environment goals. Rather than operating separate equity and discipline committees, VVM utilizes a single, integrated Building Leadership Team (BLT) to

monitor both academic GPA stability and the reduction of exclusionary disciplinary practices. By utilizing the Office of Educational Equity (OEE) specialists as core members of this team, the school ensures that cultural proficiency is a lens through which all existing school-wide data is viewed, rather than a secondary initiative. Additionally, the efficiency of our attendance and engagement efforts is maximized by utilizing paid parent consultants to co-create solutions for chronic absenteeism. These families provide consultation, not outreach, and what they report feeds the attendance action steps already in the Site Improvement Plan.