Stillwater Area Public Schools
3 Year Achievement and Integration Plan
July 2014 - June 2017
Community Overview

Stillwater Area Public Schools located east of the city of St. Paul, covers nearly 150 square miles in the St. Croix Valley of Minnesota. The school district is 35 miles long with a community population of 60,365 dispersed among 13 small cities and 5 townships. Stillwater Area Public Schools serves 8,518 students in its Early Childhood Education Program, nine elementary schools, two junior high schools, one high school and the St. Croix Valley Area Learning Center.

Approximately 86% of the student population in District 834 is Caucasian. Despite this fact, the most recent Minnesota Automated Reporting Student System data continues to show district demographics are rapidly changing to reflect a more racially and ethnically diverse population. In addition, District 834 lacks racial diversity among its staff. As a result, many students miss the opportunity to connect with role models from their cultures in the school setting. Likewise, the staff lacks the opportunity to collaborate with a racially and culturally diverse group of colleagues.

East Metro Integration District

Stillwater Area Public Schools is one of ten member school districts that comprise the East Metro Integration District 6067 (EMID). This collaborative, involving St. Paul and nine suburban school districts, supports voluntary integration among East Metro urban and surrounding suburban schools. Stillwater’s Achievement and Integration Plan is intentionally designed to correlate with EMID’s vision and goals:

**EMID Vision:** “To be a Center of Excellence in the East Metro area for high levels of academic performance from ALL students and equity leadership from member districts’ classrooms to board rooms.”
EMID Goals:
- Cultural Competency
- College and Career Readiness
- Early Learning
- Parent and Family Engagement

**Stillwater Area Public Schools**

The foundation for District 834’s Achievement and Integration Plan is Stillwater Area Public Schools Strategic Plan Bridge to Excellence:

**Stillwater Area Public Schools Mission:**
“The mission of Stillwater Area Public Schools, in partnership with students, family, and community, is to develop curious individuals who are active and engaged leaders in an ever-changing world by challenging all students as they travel along their personalized learning pathways.”

**Stillwater Area Public Schools Objectives**

Each student will:
- have the skills and abilities to compete in an ever-changing world
- be an active participant in his or her community
- contribute to a safe, caring, and healthy environment
- be personally engaged in service to others
- have a passion for learning
- have a sense of belonging
- identify and pursue his or her passions

**Stillwater Area Public Schools Parameters**

- We will always provide timely communication with our stakeholders.
- Excellence will always be our expectation.
- We will always encourage and support courageous leadership.

*Finally, the District 834 Achievement and Integration Plan coincides with the district’s belief statements and strategic directions.*

**Stillwater Area Public Schools Belief Statements**

We believe that…
- all people have inherent value.
- helping others leads to a greater sense of self-worth.
- a community thrives when everybody’s contributions are respected
- curiosity is essential for lifelong learning.
- our future is dependent on outstanding leadership.
- encouraging diverse perspectives promotes innovation.
- success requires perseverance and learning from failure.
- all people deserve the environment and opportunity to discover and maximize their potential.
- relationships based on caring, honesty, and respect strengthens our community.
Stillwater Area Public Schools Strategic Directions

I. We will ensure positive relationships that support a sense of belonging for each student along his or her learning pathway.

II. We will connect students and community in relationships that are mutually beneficial.

III. We will ensure staff members have the skills required to differentiate instruction, and incorporate and leverage the culture and strengths of each student, so each student has the skills and abilities needed to excel in an ever-changing world.

IV. We will develop and implement a process that ensures our curriculum is rigorous and consistent with our beliefs, mission, and objectives.

V. We will attract, hire, and retain staff that embraces the accomplishments of our beliefs, mission, and objectives.

VI. We will ensure that staff, students, and families, share in the accountability for the educational success of each student.

VII. We will engage students, staff, family, and community, through effective communications.

VIII. We will provide the tools, resources, and learning environment, necessary for each student to identify and pursue his or her passions throughout their learning pathway.

IX. We will ensure that critical knowledge about the whole student is captured, shared, and applied, to guide each student along his or her personal learning pathway.

X. We will provide caring, healthy, and safe, learning environments.

In summary, as a foundation for the development of six primary goals, the Stillwater Area Public Schools Achievement and Integration Plan utilizes the following:

- Mirrors EMID’s vision and goals
- Builds on the District’s Strategic Plan: Bridge to Excellence
- Recognizes and incorporates the value of the district’s changing demographics

District 834 Comprehensive Diversity Plan Philosophy

Stillwater Area Public Schools Achievement and Integration Plan contains a three-pronged approach:

- Long-term systemic change
- Solution focused
- Built on research and evidence based practices

The three-pronged approach is implemented through a district team that works with outside specialists from the field of intercultural development. The program’s foundation is interdisciplinary, drawing from the fields of education, intercultural communication, psychology, and sociology.

While drawing best practices from many fields, the program is always focused on all students developing their full potential, achieving at high levels, and becoming successful global citizens. While the program recognizes that this process is developmental for both students and staff, it also works to provide immediate application in each participant’s lives. The focus on immediate application leads the district team to make a conscious effort to model what they propose to others.
Stillwater Area Public Schools Achievement and Integration Plan Goals
Reducing Disparities in Academic Achievement

A. Professional Development:

**Goal #1:** Develop intercultural competence in staff, related to diverse populations of students, staff, and families, by utilizing a research-based, long term, and systemic change approach.

B. Family and Community Engagement

**Goal #2:** Connect schools, parents, and community, together as equal partners in the education of every child to provide all students with the option and access to a post-secondary education.

C. College and Career Readiness

**Goal #3:** Improve and increase academic services that work to mitigate the racial disparity gap by preparing all students for college readiness.

Racial and Economic Integration

D. Cross-District Student Programming:

**Goal #4:** Provide interactive cross-district programming for all students to acquire and develop the mindset and skillset to be active and engaged leaders in a culturally and ethnically diverse school, community, nation, and world.

**Goal #5:** Utilize instructional design in cross-district programming that allows all students to achieve excellence and equity.

**Goal #6:** Incorporate technology to support and improve standards-based curriculum and expand cultural understanding in all cross-district programming.

Goals and Outcomes

**Goal #1:** Develop intercultural competence in staff related to diverse populations of students, staff, and families, by utilizing a research-based, long term, and systemic change approach.

**SMART Goal #1:** 85% of district staff, who have received two years of Intercultural Coaching, will show growth on their IDI (Intercultural Development Inventory). The average of their growth will be 15 points.

**SMART Goal #2:** By incorporating universal design to expand the district staff’s range of culturally responsive strategies that are researched based, the staff will improve the engagement and learning of all students, resulting in narrowing the achievement gap between identified subgroups (see attached MDE template).
SMART Goal #3: Incorporating universal design and expanding the district staff’s range of culturally responsive strategies that are researched based, will result in 85% of the participating staff moving to distinguished performance levels on the following Center for Educational Leadership 5D+ Teacher Evaluation Indicators:

- SE3: Student Engagement Strategies: High cognitive demand
- SE5: Student Engagement Strategies: Expectation, support and opportunity for participation and meaning making
- CEC3: Classroom Environment and Culture: Discussion, collaboration and accountability

Outcomes:
1. Increase teacher’s repertoire of culturally inclusive strategies that ensure that all students achieve excellence while learning the skills to work and interact in the 21st century workforce.
2. Assist staff in the use of universal design to differentiate the core program by incorporating the cultural and learning strengths of every student.
3. Support teachers in using practices that increase the level of engagement and rigor for all students.
4. Foster staff’s skill and practice of teaching interpersonal and team work skills (i.e. interacting across different communication styles, incorporating divergent perspectives, negotiating disagreements).
5. Assist staff to continue working to close achievement gaps among all racial and ethnic groups and students living in poverty.
6. Increase district efforts to intentionally recruit and retain staff that is racially and culturally diverse.
7. Support educator growth and development along the Developmental Model of Intercultural Sensitivity continuum.
8. Collaborate with The Division of Teaching and Learning to ensure that all professional development initiatives become interculturally inclusive.

Activities: Three-Year Professional Development Plan
- Design and administer building specific, and stage appropriate, professional development.
- Design and administer Intercultural Coaching for specific learning teams with stage appropriate professional development.
- Provide on-going collaboration with the district and building staff development committees.
- Incorporate these goals into the District’s Bridge to Excellence Strategic Plan and school and team improvement plans.

Goal #2: Connect schools, parents, and community, together as equal partners in the education of every child to provide all students with the option and access to a postsecondary education.
**SMART Goal #1:** Three PATH (Partnership in Achievement and Transition to Higher Learning) nine week parent training cohorts (including one delivered in Spanish) will be implemented during the 2015-2016 school year and will include a minimum of 20 participants each.

**SMART Goal #2:** 95% of parents participating in a PATH (Partnership in Achievement and Transition to Higher Learning) cohort will attend both fall and spring conferences.

**Outcomes:**
1. Provide a welcoming culture of respect and support for families from all racial and cultural groups.
2. Expand upon and maintain long-term relationships through improved communication with families from all racial and cultural groups.
3. Build relationships and connectedness between district-wide systems and racially and culturally diverse families by intentionally partnering in a variety of areas, including district wide committees.
4. Improve the participation of families of English learners in classroom volunteerism and in parent/teacher conferences.
5. Enhance the understanding and improve the access of families of English learners to school registration, transportation, post-secondary scholarship opportunities, targeted academic services, and community resources, such as health and human services

**Activities:**
- Implement PATH (Partnership in Achievement and Transition to Higher Learning) parenting cohorts in the district’s four Title 1 Schools and Early Childhood program (one of these nine week cohorts will be taught in Spanish)
- Collaborate with families in understanding and navigating district-wide systems
- Make home visits and phone calls with staff regarding academic successes and risk issues involving students
- Participate in relevant internal and external community organizations, committees, and task forces
- Participate in school and district-wide activities that will increase the cultural awareness and appreciation of all students and families
- Provide support before, during, and after, parent teacher conferences

**Goal #3:** To improve and increase academic services that work to mitigate the racial disparity gap by preparing all students for college readiness.

**SMART Goal #1:** The district’s secondary schools will increase the participation numbers of traditionally underserved groups in Honors, AP or higher level course work, by 50 students each year from 2014-2017.
SMART Goal #2: 75% of the students participating in the AVID Program (Advancement Via Individual Determination) will receive a B or higher in their Honors/AP/or higher level course work.

SMART Goal #3: 20% more of the core courses in our secondary schools will incorporate the WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies each year from 2014-2017.

SMART Goal #4: The Gifted and Talented cluster enrollment will change to reflect the district population distribution in elementary schools narrowing the enrollment disparity by 10 % annually.

Outcomes:
1. Accelerate under-achieving students into more rigorous courses
2. Create a systemic culture of college and career readiness and belief in the ability of all students to achieve and succeed in courses of high rigor
3. Prepare and provide all students with postsecondary access
4. Increase the number of students from the academic middle that enroll and graduate from four year colleges

Activities:
- Collaborate with AVID Upper Midwest Central Division to conduct an internal audit of AVID implementation and processes
- Maintain district AVID site teams comprised of administrators, counselors, AVID elective lead teachers and subject area teachers
- Participate as site teams in the AVID Summer Institute
- Expand AVID implementation longitudinally (eighth, ninth, tenth and eleventh grades)
- Monitor and analyze student progress through the AVID Data System
- Collaborate with interdisciplinary site teams to responsively adapt and refine building-wide AVID processes
- Provide the site teams with on-going training and technical support

Goal #4: Provide interactive cross-district programming for all students to acquire and develop the mindset and skillset to be active and engaged leaders in a culturally and ethnically diverse school, community, nation, and world.

SMART Goal #1: Stillwater Area Public Schools will participate in a minimum of three researched based cross-district programming strands that include students from other East Metro Integration Districts (including students from one of EMID’s racially isolated districts.
SMART Goal #2: 95% of cross-district programming teachers will attend at least one full-day professional development to learn strategies to fully prepare students for their cross-district learning experiences.

Outcomes:
1. Students will learn standards based academics in cross-district cooperative learning teams
2. Students will use these cross-district experiences to further develop interpersonal and cross-cultural group relationships
3. Students will communicate effectively and respectfully across race, ethnicity, and culture
4. Students will increase their awareness of their own culture and share this with others in their culturally diverse cross-district learning teams
5. Students will work cooperatively in multi-cultural groups demonstrating engagement and respect
6. Students will learn to recognize and incorporate multiple perspectives into the cooperative learning process
7. Students will increase their awareness and knowledge of a variety of cultures and will grow in appreciation of similarities and differences among cultures

Activities:
On-going research based cross-district programming between students, teachers, and families, from Stillwater, St. Paul, Roseville, Forest Lake, Inver Grove Heights, South St. Paul, West St. Paul/Mendota Heights/Eagan, White Bear Lake, Spring Lake Park, Perpich Center for Arts Education, and South Washington County Public Schools

Multi-District Summer Programming
- Ready, Set, Grow! Kindergarten Readiness Camp: a pre-kindergarten cross-district initiative between Stillwater students and students from other EMID member districts (50 Stillwater students)
- AVID STEM Math and Science Summer Bridge Program: a 6th and 7th grade initiative between Stillwater students and students from other EMID member districts (50 Stillwater students)
- Native American/Environmental Summer Science Camp: a 3rd grade initiative between a cohort from Stillwater and cohorts from other EMID member districts (30 Stillwater students)

Multi-District After-School Programming
- Lovin’ the Skin I’m In: a 6th and 7th grade initiative between four Stillwater cohorts and cohorts from other EMID member districts (60 Stillwater students)
- Synergy Movement: a 6th and 7th grade initiative between four Stillwater cohorts and cohorts from other EMID member districts (60 Stillwater students)
- Gay Straight Alliance: a 10th-12th grade initiative between one Stillwater cohort and cohorts from other EMID member districts (30 Stillwater students)
Students Promoting Cultural Awareness: a 10th-12th grade initiative between one Stillwater cohort and cohorts from other EMID member districts (30 Stillwater students)

Goal #5: Utilize instructional design in cross-district programming that allows all students to achieve excellence and equity.

SMART Goal: During the 2015/2016 school year a multi-district curriculum team will review, revise and adapt, cross-district programming processes with the goal of establishing baseline data and setting appropriate growth measures related to:
1. Curriculum
2. Recruitment, hiring, and retention, of facilitators of color
3. Professional learning for teachers and facilitators
4. Qualitative and quantitative data evaluation

Outcomes:
1. Create safe, caring and culturally inclusive learning environment for all students
2. Infuse Minnesota Academic Standards based classroom curriculum with value added initiatives
3. Incorporate best practices such as culturally diverse cooperative learning teams
4. Provide programming that incorporates a wide variety of learning and communication styles
5. Provide models for students by connecting them with professionals from a variety of cultures, personal expertise and academic disciplines
6. Use developmentally appropriate activities
7. Collaborate with multi-district initiative specific advisory teams to procure informed feedback and recommendations in order to responsively adapt programming to meet stakeholder needs

Activities:
Continue to build coalitions with experts in the field of assessment, curriculum design, multicultural education, and intercultural communication, including the East Metro Integration District’s Office of Equity and Integration and The Intercultural Communications Institute
- Review programming on an on-going basis using current research in education, developmental psychology, intercultural communication, anthropology and sociology
- Review curriculum of all cross-district programming on an on-going basis
- Incorporate cooperative learning skill development for all students
- Incorporate intercultural competency skill development for all students into cross-district programming curriculum
- Develop and use measurements/markers of intercultural competency skills in all cross-district programming
Goal #6: Incorporate technology to support and improve standards-based curriculum and expand cultural understanding in all cross-district programming.

SMART Goal: 85% of participating cross-district programming teachers will incorporate technology (videoconferencing, shared document collaboration, joint classroom websites, podcasting, voice thread, and digital storytelling) to support standards based curriculum and to expand cultural understanding for participating students.

Outcomes:
1. Use technology to work in small cross-district learning teams on cooperative and project based learning related to standards-based curriculum
2. Use technology to increase the opportunities for cross-cultural interactions
3. Use technology to provide innovative opportunities for intercultural relationship building
4. Use technology to enhance students ability to communicate effectively and respectfully with one another across districts
5. Use technology to gather data pertaining to intercultural competency skill development for all students in partnership programming
6. Provide cross-district learning teams the opportunity to post and share information in a highly supervised, structured and safe environment; serving as a building block for lifelong use of technology
7. Provide educators with continued training in incorporating technology into standards based curriculum

Activities:
The Cross-District Programming and Technology Coordinator will provide a leadership role in the design and implementation of the following:
- On-going cross-district learning opportunities between students, teachers and families of St. Paul and Stillwater, Roseville, Forest Lake, Inver Grove Heights, South St. Paul, West St. Paul/Mendota Heights/Eagan, White Bear Lake, Spring Lake Park, Perpich Center for Arts Education, and South Washington County Public Schools
- Enhance all classroom partnership projects through the utilization of technology (videoconferencing, shared document collaboration, joint classroom websites, podcasting, voice thread and digital storytelling)
- Provide one-on-one and small group technology instruction and support to cross-district partnership teachers

Cross-District Student Programming

Cross-district student programming encompass nine key principles in order to support academic achievement and expand cultural understanding.
Key Principles of the Partnership Process

Objective: Provide and promote voluntary integrated opportunities for students, families and staff that expand cultural understanding and support academic achievement

- Safe, Caring, and Culturally Inclusive Learning Environments: Facilitates relationship building and academic success.
- Family Communication and Involvement: Provides and encourages opportunities during all phases of cross-district programming for families to become informed and involved.
- Student and Teacher Relationship Building: Is provided in small cross-district culturally diverse cooperative learning teams.
- Professional Development: Includes cross-district teacher relationship building, collaborative program planning, and technology integration training.
- 21st Century Technology Integration: Greatly increases student access and efficacy in incorporating technology into their learning.
- Collaborative Curriculum Development: Builds on Minnesota Academic Standards currently being utilized by all districts.
- Experiential Academics: Serves as a value added, cross-district and hands-on educational opportunity outside the classroom.
- Outreach In-Class Visits: Provides experts in relevant curricular areas to share their professional experiences, in person and through technology.
- On-Going Evaluation and Revision: Immediately utilizes feedback from teachers, facilitators, parents and students to continuously modify and refine programming.

Multi-District Summer Programming Narrative

Ready, Set, Grow! Kindergarten Readiness Camp: This multi-district summer partnership will involve pre-kindergarten students from Stillwater and other EMID member districts. This ten day experience is designed to help children build a strong foundation and develop emerging skills for a successful kindergarten experience. Students participating in this camp will focus on literacy awareness to engage and develop an interest in reading, phonemic awareness, number sense (an understanding of what numbers mean, how they are related to each other and how they apply to the world around us), fine motor skills, listening skills and social and communication skills.

AVID STEM Algebra Readiness Summer Bridge Program: This multi-district summer partnership will involve seventh grade students from Stillwater and other EMID member districts. This twenty day experience is designed to strengthen students’ math and science skills. All student learning will incorporate WICOR (Writing, Inquiry, Collaboration, Organization and Reading) strategies such as Cornell note-taking, interactive notebooks, writing and vocabulary activities, and team building to engage students in a higher level learning of math concepts.

Native American/Environmental Summer Science Camp: This multi-district summer partnership will involve elementary students from Stillwater and other EMID member districts. The camp will occur at Belwin Environmental Center and will provide students the opportunity to combine an exploration of Minnesota’s Native cultures with Environmental Science.
Multi-District After School Programming Narrative

Lovin’ the Skin I’m In: This multi-district partnership leads sixth and seventh grade youth through an exploration of societal standards of beauty and how the media influences self-esteem and identity. During learning cohort meetings, students engage with and learn about the book *The Skin I’m In*, contemporary and historical women, print and electronic media, photography, video production projects, creative writing, and participate in multi-district educational retreats.

Synergy Movement: This multi-district partnership leads sixth and seventh grade youth through the exploration of different forms of art including hip hop, spoken word, acting, break dancing, monologues, and impromptu theater, according to their interests and talents. The group creates a performance, the topic of which they determine, relating to a social justice issue that is important to them. The performance takes place during one of their multi-district educational retreats.

Gay Straight Alliance: This multi-district partnership involves students in grades 10-12, participating in a leadership organization that will work to support member district’s Bullying Prohibition Policies. The three primary areas of focus will be to:

1. Create safe and supportive learning environments in our schools to promote the academic success and social-emotional well-being for all students
2. Educate the school community about issues surrounding sexual orientation, gender identity, and homophobia
3. Create a network of school-wide allies that will challenge discrimination, harassment, and violence in our schools.

Students Promoting Cultural Awareness: This multi-district partnership, including students of all races and ethnicities, will provide a forum for discussing and learning about the many cultures that comprise our school district and pluralistic society. Membership is open to all students. SPCA will have four main areas of focus:

1. Supporting High Academic Achievement
2. Encouraging Youth Leadership Development
3. Increasing Civic Engagement through Service Learning
4. Developing Cross-Cultural Proficiency