

Minnesota Department of



Achievement and Integration Plan

July 1, 2017 to June 30, 2020

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

District ISD# and Name: ISD834 Stillwater Area Public Schools

District's Integration Status: **Adjoining (A)**

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Plan submitted by: Eric Anderson,
Coordinator Office of Equity and Integration

Racially Identifiable Schools (RIS) N/A

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

1. Enter text here.
2. Enter text here.
3. Enter text here.
4. Enter text here.
5. Enter text here.
6. Enter text here.

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

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

Stillwater Area Public Schools is in an Adjoining (A) district partnering with South Washington County Schools, a Racially Isolated district (R.I).

Submitting This Plan

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

School Board Approval (Minn. Stat. § 124D.861 Subd. 4)

We certify that we have formally approved and will implement the attached Achievement and Integration plan as part of our district's comprehensive World's Best Workforce plan and in compliance with applicable federal, state, and local laws and regulations.

Superintendent: Denise Pontrelli

Signature:

Date Signed: Enter date.

School Board Chair: Mike Ptacek

Signature:

Date Signed: Enter date.

Detailed directions and support for completing this plan are provided in the Achievement Integration Plan Guide available on the MDE Achievement and Integration page.

Plan Input Minnesota School Desegregation/Integration Rule 3535.0170 Subp. 2 requires racially isolated and adjoining districts to establish a multidistrict collaboration council (MDCC) to provide input on integration goals and to identify cross-district strategies to improve integration.

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

List council members below and briefly describe the community planning process used for your district's plan and for your Racially Identifiable School (RIS), as applicable.

Multi-District Collaboration Council: South Washington County Schools

Community Collaboration Council for the RIS: N/A

Post to District Website Prior to your district's annual AI and World's Best Workforce meeting, you must post this plan to the district website (Minn. Stat. § 124D.861 Subd. 3 (b)). Please provide the URL where your district's Achievement and Integration plan is posted. <https://stillwaterschools.org/district/worlds-best-workforce/programming-improve-student-achievement/achievement-and-integration>

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

GOAL # 1: Each year (2018-2020), 80% or more of the students participating in AVID classes, will be accepted into college.

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

Objective 1.1: To provide intensive educational support and strong teacher-student relationships for students from traditionally underserved groups, to help them succeed in courses which prepare them for success in college and careers.

Objective 1.2: To train educators in proven practices for academic success.

Objective 1.3: To support success for all students in Middle School by providing a nine week course for all 6th and 7th graders: “Middle School Success”.

Intervention # 1: Increase number of AVID classes offered
This intervention supports the following goal objective: 1.2

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

Narrative description of the critical features of the intervention. We will expand the number of AVID classes by adding a section each year 2017-2020, starting with 10th grade in 2017-18, followed by 11th grade in 2018-19 and 12th grade in 2019-20.

Grade levels to be served: Grades 9-12

Location of services: Stillwater Area High School

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): NA

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

http://www.avid.org/_documents/Research/Webpage_Research%20Overview.pptx

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Total number of AVID classes offered in the district	8	9	10

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

Intervention # 2 AVID Lead Teacher

This intervention supports the following goal objective: 1.1

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

Narrative description of the critical features of the intervention. AVID Lead Teacher provides individual counseling for students for enrollment in Advanced/Honors/AP course work and assists students with college and career exploration.

Grade levels to be served: Grades 8-12

Location of services: Stillwater Middle School, Oak-Land Middle School and Stillwater Area High School

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): NA

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

http://www.avid.org/_documents/Research/Webpage_Research%20Overview.pptx

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Number of students in Honors, AP or higher level coursework increases each year	175	200	215

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

Intervention # 3: AmeriCorps Promise Fellows

This intervention supports the following goal objective: 1.2

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

Narrative description of the critical features of the intervention. Eight AmeriCorps Promise Fellows will work individually with traditionally underserved students to support attendance, behavior and academic achievement using the OnCorps Reporting System. AVID Lead Teacher will supervise and coordinate the work of these 8 Promise Fellows.

Grade levels to be served: Grades 6-10

Grade Level Served: 6-10

Location of services: Stillwater Middle School, Oak-Land Middle School, Stillwater Area High School

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Review of attendance records, Student grade point average, records of discipline referrals.

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

http://www.avid.org/_documents/Research/Webpage_Research%20Overview.pptx

<https://mnyouth.net/work/promise-fellow-archive/reporting-promise-fellow-evaluation/>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Promise Fellows meeting with students (30 students on focus list x1 meeting bi-monthly x 35 weeks x 8 Promise Fellows)	4200	4500	4800
8 Promise Fellows Meetings with supervisor: Twice per month (September-July)	22	22	22
Minnesota Alliance with Youth's OnCorps Evaluation System provides comprehensive data in the areas of attendance, behavior and academic achievement (see second website above)			

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

GOAL # 2: To remove barriers to learning for students from traditionally underserved groups, by increasing the intercultural competence of their teachers as measured by the Intercultural Development Inventory and increased use of culturally inclusive teaching strategies.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Objective 2.1: To reinforce and support educators' efforts to build positive relationships between teacher and students, schools and families and students and their peers.

Objective 2.2: To teach educators culturally inclusive strategies and support their use in the classroom as a part Universal Design.

Objective 2.3: To support educators in using strategies that elicit high cognitive engagement of every student.

Intervention # 1 Intercultural Professional Learning and Coaching**This intervention supports the following goal objective: 2.1, 2.2, 2.3**

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

Narrative description of the critical features of the intervention. District Intercultural Coaches will provide long term and sustained Intercultural Professional Learning and Coaching for teachers and staff for the purpose of increasing student engagement and learning, especially for students from traditionally underserved groups. In year one, District E-12 Instructional Coaches will participate in a year-long professional learning experience that is designed to increase their understanding of their own culture and the impact that this has on their work and interactions in school. They will explore culture general information and experience and use culturally inclusive strategies. They will be exposed to recent brain research that supports this same pedagogy. Through individual coaching, these Instructional Coaches will be supported in their role as instructional leaders to use culturally inclusive strategies in staff meetings and coaching sessions as a means of incorporating their use by teachers as part of Universal Design. In years two and three, district teachers and staff will receive the same year long professional learning experience, exploring their own culture and how it impacts their work. Teachers will stretch beyond their comfort zones to use strategies that capitalize on a wide range of student's cultural and learning strengths. The Instructional Coaches will serve as support for teachers in this process.

Grade levels to be served: Grades Early Childhood through High School

Location of services: Stillwater Area Public School District

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): A participant survey of types of engagement and thinking strategies used by the instructional coaches in staff meetings, small group and individual coaching sessions.

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Jackson, Y. (2011). *The Pedagogy of Confidence: Inspiring High Intellectual Performance in Suburban Schools*. New York: Teachers College Press. Boykin, A.W. & Noguera, P. (2011). *Creating the Opportunity to Learn: Moving from Research to Practice to Close the Achievement Gap*. Virginia: ASCD. Gay, G. (2010). *Culturally Responsive Teaching: Theory, Research and Practice*. New York: Teachers College Press.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Number of staff receiving year-long professional development	20	90	90
Percent of Coaches reporting use of culturally inclusive thinking and engagement strategies in meetings and coaching sessions.	80%	90%	100%
Percent of Coaches reporting that teachers are using culturally inclusive thinking and engagement strategies in their classrooms.	N/A	60%	80%

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

GOAL # 3: Increase the number of Pre-K students who are ready for Kindergarten as measured by TS Gold data.

Aligns with WBWF area: All children are ready for school.

Objective 2.1: To support the districts transition of preschools from the Early Childhood Center to neighborhood schools in order to facilitate more successful students transitions into Kindergarten.

Objective 2.2: To reach out to underserved families by creating more welcoming systems and structures, supporting their access to school systems, and empowering their voices on behalf of their children.

Objective 2.3: To support teachers of Early Childhood and Family Education in using culturally inclusive practices to better serve students and families.

Intervention #1 Professional Training and Support of Early Childhood Family Education Staff
This intervention supports the following goal objective: 2.1, 2.2, 2.3

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

Narrative description of the critical features of the intervention. The Family and Community Engagement Coordinator will serve as the PATH (Partners in Achievement and Transition to Higher Learning) instructional leader. Responsibilities include sharing proven techniques and materials to support staff members working with families of traditionally underserved students. The Family and Community Engagement Coordinator will assist teachers with evidence based practices that engage students and families and successful learning experiences.

Grade levels to be served: Early
Childhood/Pre-School

Location of services: Early Childhood
Center and each elementary school building

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): TS Gold

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research http://piqe.org/pdf/revised_sdsu_study.pdf

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Number of students from traditionally underserved families participating in pre-schools programs will increase by at least 20% each year.	39	47	56
Stillwater's Office of Equity and Integration will work with early childhood leadership to determine a comprehensive means for incorporating TS Gold (which is a new data tool for 2017-2018) into our KIP.			
Enter KIP.			

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

Intervention #2 Family Outreach through Cultural Liaison
This intervention supports the following goal objective: 2.2

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

Narrative description of the critical features of the intervention. The Cultural Liaison will facilitate communication between families and school, enhancing parental access to school programs and personnel and will help in reducing language barriers. This service helps school personnel more fully serve multi-lingual families, and supports the families ability to successfully navigate school systems.

Grade levels to be served: E-12

Location of services: School buildings and local family and community sites.

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): N/A

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. School Liaisons: Bridging the Gap Between Home and School <http://files.eric.ed.gov/fulltext/EJ794797.pdf>, from School Community Journal, vol. 16, No.2.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Percent of multi-lingual families who participate in fall and spring parent teacher conferences.	80%	85%	90%
Enter KIP.			
Enter KIP.			

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

GOAL # 4: Students will increase their awareness and knowledge of a variety of cultures and will grow in appreciation of similarities and differences among cultures.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Objective 2.1: To provide interactive cross-district programming for target 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.

Objective 2.2: To use cross-district cooperative learning teams to teach students standards based academics.

Intervention #1 My Story, Your Story, Our Story

This intervention supports the following goal objective: 2.1, 2.2

Type of Intervention: 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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

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

Narrative description of the critical features of the intervention. Stories provide context and meaning for our lives and can inspire us to think more critically about how we fit into the world and ultimately about what responsibilities we have to each other. For this reason, we have created a relevant and accessible arts experience for students whose voices are underrepresented in an attempt to remove barriers that keep their absent narratives from being heard. The collaboration between the Stillwater and South Washington County Public School Districts as facilitated by StoryArk will offer middle school and high school students the opportunity to participate in a three week podcast camp.

Grade levels to be served: 8-12

Location of services: Stillwater Area Public Schools

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): TS Gold

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

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Number of Stillwater students participating My Story, Your Story, Our Story FY20	45	60	40
Enter KIP.			

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

Intervention # 2 AVID Summer Art Courses

This intervention supports the following goal objective: 2.1, 2.2

Type of Intervention: *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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

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

Narrative description of the critical features of the intervention. This partnership between Stillwater Area Public Schools and South Washington County Schools students provides opportunities for traditionally underserved students to earn Art credits required for graduation during a summer program. As a result of earning these credits in the summer, these students have more opportunities to enroll in elective classes such as AVID.

Grade levels to be served: 8-12

Location of services: South Washington County Schools

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): NA

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. <http://onlinelibrary.wiley.com/doi/10.1111/j.1467-8624.1990.tb02780.x/full> Identity Processes among Racial and Ethnic Minority Children in America by Margaret Beale Spencer and Carol Markstrom-Adams

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Number of Stillwater students participating in the program	25	35	40
Enter KIP.			
Enter KIP.			

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

Intervention # 3 AVID Health and Physical Education Summer Courses
 This intervention supports the following goal objective: **2.1, 2.2**

Type of Intervention: *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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

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

Narrative description of the critical features of the intervention. In collaboration with Equity Alliance students will earn credits required for graduation during a summer program. As a result of earning these credits in the summer, students have more opportunities to enroll in elective classes such as AVID.

Grade levels to be served: 9-12

Location of services: Inver Grove Heights Schools

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): NA

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Jackson, Y. (2011). *The Pedagogy of Confidence: Inspiring High Intellectual Performance in Suburban Schools*. New York: Teachers College Press. Boykin, A.W. & Noguera, P. (2011). *Creating the Opportunity to Learn: Moving from Research to Practice to Close the Achievement Gap*. Virginia: ASCD. Gay, G. (2010). *Culturally Responsive Teaching: Theory, Research and Practice*. New York: Teachers College Press.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Number of Stillwater students who enroll in the summer courses	25	35	45
Enter KIP.			
Enter KIP.			

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

Intervention # 4 Middle School Summer Innovation and Exploration

This intervention supports the following goal objective: 2.1, 2.2

Type of Intervention: *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)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

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

Narrative description of the critical features of the intervention. This partnership between Stillwater Area Public Schools and Equity Alliance Member districts through the University of Minnesota Carlson School of Management, provides college and career readiness exposure by

connecting students with UMN professors, students and staff through experiential activities focusing on critical thinking, problem solving, leadership, creativity and teamwork.

Grade levels to be served: 6-8

Location of services: Simley High School and the University of Minnesota Twin Cities

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): NA

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Jackson, Y. (2011). *The Pedagogy of Confidence: Inspiring High Intellectual Performance in Suburban Schools*. New York: Teachers College Press. Boykin, A.W. & Noguera, P. (2011). *Creating the Opportunity to Learn: Moving from Research to Practice to Close the Achievement Gap*. Virginia: ASCD. Gay, G. (2010). *Culturally Responsive Teaching: Theory, Research and Practice*. New York: Teachers College Press.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Number of Stillwater Area students participating in the program		15	20
Enter KIP.			
Enter KIP.			

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

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)). Stillwater Area Public Schools Office of Equity and Integration engaged in a year-long professional learning initiative with our Board of Education, the Superintendent, and the Superintendent’s Leadership Team. The work was designed to be developmental, long-term and sustained, research based, and included individual intercultural coaching for each of the participants. The goal of this initiative was to move district equity work from merely programmatic to part of our everyday operating paradigm (equity must be a part of everything the district does).