



Independent School District 834
Stillwater City Hall – 216 North Fourth Street, Stillwater, MN
School Board Business Meeting Agenda – February 6, 2020, 6:00 p.m.

- I. **Call to Order**
- II. **Roll Call**
- III. **Pledge of Allegiance**
- IV. **District Mission Statement and School Board Goals**
- V. **Approval of Agenda**
- VI. **Superintendent Report**
- VII. **Introductory Items**
 - A. Student Report
 - B. Recognition – Nobel Conference Student Participants
- VIII. **Open Forum**
- IX. **Consent Agenda**
 - A. Minutes of January 23, 2020 Business Meeting
 - B. Disbursement Register January 25 – February 7, 2020
 - C. Human Resources Personnel Report
 - D. Non MN Resident Tuition Agreement
- X. **Reports**
 - A. 2021—2024 Achievement and Integration Plan – Ms. Larson/Mr. Anderson
 - B. Demographic Study Quotes – Ms. Hoheisel
- XI. **Action Items**
 - A. Final Reading: 521 – Student Disability Nondiscrimination – Policy Work Group
 - B. Approval District Service Consultants – Superintendent Pontrelli
 - C. Change in Elementary Start/Stop Times for 2020-2021 – Ms. Hoheisel/Dr. McDowell
- XII. **Board Member Reports**
 - A. Board Chair Report
 - B. Working Group Reports
 - 1. Community Engagement
 - 2. Finance and Operations
 - 3. Legislative
 - 4. Policy
 - C. Board Member Reports
- XIII. **Adjournment**
 - A. Adjourn to Closed Session



Agenda Item I.
Date Prepared: January 28, 2020
ISD 834 Board Meeting

Agenda Item: Call to Order
Meeting Date: February 6, 2020

Background:

The School Board Chair will call the meeting to order.

Recommendation:

Board action is not required.



Agenda Item II.
Date Prepared: January 28, 2020
ISD 834 Board Meeting

Agenda Item: Roll Call
Meeting Date: February 6, 2020

Background:

The School Board Chair will ask the secretary to take the roll. A quorum must be established in order for the meeting to proceed.

Board Members

Sarah Stivland, Board Chair

Shelley Pearson, Vice Chair

Tina Riehle, Treasurer

Mike Ptacek, Clerk

Mark Burns, Director

Jennifer Pelletier, Director

Liz Weisberg, Director

Denise Pontrelli, Superintendent of Schools (ex-officio)

Khuluc Yang, Student Representative for 2019-2020

Elise Riniker, Student Representative for 2019-2020

Recommendation:

Board action is not required.



**Agenda Item III.
Date Prepared: January 28, 2020
ISD 834 Board Meeting**

Agenda Item: Pledge of Allegiance
Meeting Date: February 6, 2020

Background:

The Pledge of Allegiance will be recited prior to the approval of the meeting agenda.

I pledge Allegiance to the flag
of the United States of America
and to the Republic for which it stands,
one nation under God, indivisible,
with Liberty and Justice for all.

Recommendation:

Board action is not required.



**Agenda Item IV.
Date Prepared: January 28, 2020
ISD 834 Board Meeting**

Agenda Item: District Mission and School Board Goals
Meeting Date: February 6, 2020

A School Board member will read the District Mission statement.

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.

A School Board member will read the School Board Goals (adopted June 2019)

In partnership with community, parents, and students, the School Board of Stillwater Area Public Schools ensures excellence in education by:

Increasing student achievement for ALL students.

Securing long-term financial stability of the district.

Increasing community trust and engagement.

Recommendation:

Board action is not required.



**Agenda Item V.
Date Prepared: January 28, 2020
ISD 834 Board Meeting**

Agenda Item: Approval of the Agenda
Meeting Date: February 6, 2020

Background:

Once quorum has been established the School Board Chair will request approval of the meeting agenda.

Recommendation:

A motion and a second to approve the meeting agenda will be requested.

Motion by: _____ **Seconded by:** _____ **Vote:** _____



Agenda Item VI.
Date Prepared: January 28, 2020
ISD 834 Board Meeting

Agenda Item: Superintendent Report
Meeting Date: February 6, 2020

Background:

Each meeting the Superintendent will provide an update on items of interest in the announcement category. Many times these topics develop between the time the agenda is prepared and distributed, and the meeting date. Topics generally include announcement of attendance at district events, communication items, informational items and correspondence items worth noting. What is included in this item will vary each meeting depending on the nature of the topics, the school year schedule and time of activities.

Recommendation:

Board action is not required.



Agenda Item VII.
Date Prepared: January 28, 2020
ISD 834 Board Meeting

Agenda Item: Introductory Items
Meeting Date: February 6, 2020
Student Report and District Recognition

Background:

- A. Each meeting the Student Board Members will provide updates on items of interest in the announcement category. Many times these topics develop between the time the agenda is prepared and distributed and the meeting date. Topics generally include announcement of academics, activities, arts and athletics. What is included in this item will vary each meeting depending on the nature of the topics, the school year schedule and time of activities.

 - B. Each meeting an individual, team, or program will be recognized for their excellence.
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Recommendation:

Board action is not required.



Agenda Item VIII.
Date Prepared: January 28, 2020
ISD 834 Board Meeting

Agenda Item: Open Forum
Meeting Date: February 6, 2020

Background:

If you wish to speak to the School Board, you will be able to do so at the start of the school board meeting during Open Forum. You may sign in only for yourself, not other individuals or groups, and only in person. The sign in sheet is made available 30 minutes prior and up to the start of the meeting. Due to time limitations, we will limit the number of speakers to 15 for 3 minutes each. If you spoke at the last meeting, please consider allowing others to sign in before you. After you address the Board, please leave the podium.

Stillwater Area School District welcomes input from citizens as community involvement fosters better decision making and improved learning experiences for all students. While comments and questions are welcome during Open Forum, law prohibits the Board from discussing concerns about individual employees or students in a public meeting. We will stop the proceedings immediately if employee or student privacy issues are raised and direct the speaker to forward comments regarding individual employees or students to the superintendent.

Because we are modeling civil discourse for our community, speakers must present their testimony in a respectful manner. Vulgarity, character attacks, malice or specific complaints identifying staff or students by name or implication will not be permitted.

The Board will not deliberate, discuss, or engage in conversation with speakers during open forum.

However, the Board may ask administration to review the concern(s) presented.

Recommendation:

This is for informational purposes only.



**Agenda Item IX. A.B.C.D.
Date Prepared: January 31, 2020
ISD 834 Board Meeting**

Agenda Item: Consent Agenda
Meeting Date: February 6, 2020
Contact Person: Varies by item

Background:

The consent agenda is a meeting practice which packages routine reports, Board meeting minutes, and other non-controversial items not requiring discussion or independent action as one agenda item. The Board will approve this 'package' of items together in one motion.

A. School Board Meeting Minutes January 23, 2020
Contact Person: Mike Ptacek, Clerk or Sherri Skogen, Secretary
A copy of the minutes is included for your review.

B. Disbursement Register January 25 – February 7, 2020
Contact Person: Kristen Hoheisel, Executive Director of Finance and Operations
A copy of the register has been distributed to board members.

C. Human Resources Personnel Report
Contact Person: Cathy Moen, Executive Director of Administrative Services
A summary of personnel transactions for the month is included for your review.

D. Non MN Resident Tuition Agreement
Contact Person: Kristen Hoheisel, Executive Director of Finance and Operations
A copy of the agreement is included for your review.

Recommendation:

BE IT RESOLVED by the School Board of Independent School District 834 – Stillwater Area Public Schools that Consent Agenda Items A through D be approved as written, and a copy of the agenda items is attached to the minutes.

Motion by: _____ **Seconded by:** _____ **Vote:** _____



Independent School District No. 834 – Stillwater Area Public Schools
Stillwater City Hall, 216 North Fourth St, Stillwater, MN
January 23, 2020 – 6:00 p.m. Meeting Minutes

- I. **Call to Order:** The meeting was called to order at 6:02 p.m.
- II. **Roll Call:** Present: Sarah Stivland, chair; Shelley Pearson, vice chair; Tina Riehle, treasurer; Mike Ptacek, clerk; Mark Burns, director; Jennifer Pelletier, director; Liz Weisberg, director; Superintendent Pontrelli, ex-officio.
Student Representatives: Elise Riniker and Khuluc Yang
- III. **Pledge of Allegiance:** Chair Stivland led the Pledge of Allegiance.
- IV. **District Mission and School Board Goals:** The mission statement was read by Director Pearson and the goals were read by Director Ptacek.
- V. **Approval of the Agenda**

Motion to approve the agenda with the removal of Reports item C by Member Ptacek; seconded by: Member Burns, Vote: 7 ayes, 0 nays, Motion Carried Unanimously.

VI. **Superintendent Report**

- Learning session on the Achievement and Integration Plan was this evening. Welcome feedback from the community.
- Rob Bach and the Superintendent were keynote speakers at Oakland Middle School for Career Day.
- This week is designated as Coaches and Advisors Recognition week by Governor Waltz, which honors and supports the more than 325 coaches and advisors in our district.
- Partnership Plan Da Vinci Fest is this Saturday.

VII. **Introductory Items**

A. Student Representative Report:

Elise Riniker:

This last week students took final semester exams; One Act is hosting a competition; hockey game tonight; Student Council is hosting the Snowball Dance on February 1; Battle of the Bands is scheduled for February 21; BLAST Week – (Be Loving and Sharing Together) is scheduled.

Khuluc Yang:

AVID had over 54 senior AVID class members accepted into four and two year colleges. Native American Student Alliance is having a work shop next week. Preparing for the upcoming talent show.

- B. District Recognition – Ana Weaver – State track champion was recognized for all her academic and athletic accomplishments. Ana thanked her coaches, teammates and the community.

VIII. **Open Forum**

1. Dave Peters – Shared information on Cub Scouts. Asks that paper flyers be allowed to be take-home materials in the school district.

2. Jim Franklin – Concerns with the Code of Conduct Policy and policies not being followed and ones that need to be rescinded.
3. John Franklin – The benefits of the secondary literacy curriculum.
4. DeeDee Armstrong – Afton – Issues with the Student Survey policy on the language around opting out of surveys.
5. Andrea McCready – Stillwater – Secondary Literacy curriculum review process and the Curriculum Advisory Committee’s parent and student involvement.
6. William Raymond – Education is a great equalizer. As a member of the Community Design Team felt his time was not respected.

IX. Consent Agenda

- A. Amended Minutes of December 19, 2019 Business Meeting
- B. Minutes of January 9, 2020 Business Meeting
- C. Disbursement Register January 11-24, 2020
- D. Accept Gifts and Donations
- E. Human Resources Personnel Report
- F. Approval of Recommendation regarding Level III Grievance
- G. Retirement Agreement with Employee

Request to pull item C.

Motion by: Member Pearson to approve A, B, D, E, F, and G; Second by: Member Riehle; Vote: 7 ayes, 0 nays, Motion Carried Unanimously.

Motion by: Member Pelletier to approve item C; Second by: Member Pearson; Vote 7 ayes, 0 nays, Motion Carried Unanimously.

X. Reports

- A. Second Reading 520 – Student Surveys
Chair Stivland asked for any concerns with the second reading of this policy. There are challenges for opting in. Statue indicates we notify parents of what surveys are intended to be used during the school year and prior to an individual survey the district gives families ample time to review the surveys before the students are asked to complete a survey. Will take this back to policy working group for further discussion on how many surveys are sent out and this will be shared in the future.
- B. Second Reading 521 – Student Disability Nondiscrimination – Chair Stivland asked for any comments. Review policy to ensure all disabled students is changed to students with disabilities.
- C. Second Reading 209 – Code of Conduct – Removed from agenda for further discussion

XI. Action Items

- A. School Board Committees and Working Group Assignments
Chair Stivland presented the board committee and working group appointments for 2020.

Motion by: Member Weisberg to approve the 2020 School Board Committees and Working Group Assignments; Second by: Member Riehle; Vote: 7 ayes, 0 nays; Motion Carries Unanimously.

- B. Secondary Literacy Curriculum

Ms. Larson summarized the presentations and information that was shared in the past with board members through work sessions, presentations and information sheets.

Items to strengthen the plan were discussed with the possibility of adding middle school reading interventionists, adding LETRS training and having new books available now. The costs of the program for each year and for the entire packet were discussed. The LETRS training, interventionist and books are not currently in the budget.

Motion by Member Pelletier to adopt the Secondary ELA proposal for \$502,000 over the course of three years. Second by Member Burns. Vote: 6 ayes; 1 nay (Burns), Motion Carried.

Member Pearson amended the motion that we also approve the \$96,000 for LETRS training for interventionists and instructional coaches; Seconded by Member Weisberg. Vote: 4 ayes (Weisberg, Riehle, Stivland, Pearson), 3 (Burns, Pelletier, Ptacek) nays, Motion Carried.

Amended by Member Weisberg to have the PD for LETRS and interventionists at the elementary school for \$214,000/year. Second by: Member Ptacek. Amendment was withdrawn by Member Weisberg; Second by Member Ptacek.

C. BWBR Architectural Services

Ms. Hoheisel provided for the board the proposal for BWBR to provide architectural services for the upcoming summer long term facilities maintenance projects. The history of the architectural services was also shared.

Motion by: Member Pelletier to approve the BWBR Architectural Services for summer projects; Second by: Member Burns; Vote: 7 ayes, 0 nays, Motion Carried Unanimously

Motion by: Member Ptacek to amend the motion by Member Pelletier to put out an RFP for architectural services going forward to consider other possibilities; Second by Member Pearson; Vote: 7 ayes, 0 nays. Motion Carried Unanimously.

Due to late hour, the board and committee reports will not be given.

XII. Adjournment

Motion by Member Stivland to move to go into closed session pursuant to Minn. Stat. § 13D.05, Subd. 3(b), for an attorney-client privileged discussion regarding litigation options to address EN Properties, LLC's failure to perform certain terms of the purchase agreement and the City's related denial of an amendment to the bus terminal CUP.

Motion seconded by: Member Ptacek. Vote: 7 ayes; 0 nays. The meeting adjourned at 8:17 p.m. to closed session.

Respectfully submitted, Mike Ptacek, school board clerk.

(New Hires, Resignations, Retirements, Terminations, Leave Requests)

RETIREMENT/RESIGNATION/RELEASE

NAME	STATUS	ASSIGNMENT	GROUP	EFFECTIVE DATE
Dennis, Renee Elizabeth	Resignation	Community Education Assistant Rutherford Elementary School	CE Leads & Assistants	January 10, 2020
Greiner, Vincent	Resignation	Cafeteria, 4.0 hrs/day Stillwater Area High School	Cafeteria	January 2, 2020
McCall, Zachary	Resignation	Custodian Lvl IV, 8.0 hrs/day Stillwater Area High School	Custodial	February 1, 2020
O'Malley, Marta	Resignation	Community Education Assistant Early Childhood Family Center	CE Leads & Assistants	January 23, 2020

HIRES/REHIRE

NAME	ASSIGNMENT	SALARY PLACEMENT/ HOURLY RATE	REASON	GROUP	EFFECTIVE DATE
Albert, Laura	Cafeteria 4.0 hour/day Stillwater Area High School	\$15.33 / hour	Replacement	Cafeteria	January 27, 2020
Buck, Austin	Community Education Casual District Wide	\$12.00 / hour	Casual	Casual	January 15, 2020
Buck, Mason	Community Education Casual District Wide	\$12.00 / hour	Casual	Casual	January 15, 2020
Horn, Taylor	Community Education Casual Stillwater Area High School	\$13.25 / hour	Casual	Casual	January 30, 2020
Hubert, Allen	Community Education Casual Stillwater Area High School	\$15.00 / hour	Casual	Casual	January 15, 2020
LaCosse, Nolan	Community Education Casual District Wide	\$12.00 / hour	Casual	Casual	January 15, 2020
Marciniak, Arianna	1.0 FTE Social Studies Teacher Stillwater Area High School	\$43,728.00	Replacement	SCEA	January 21, 2020 - June 2, 2020
Moore, Matthew	Community Education Casual District Wide	\$12.00 / hour	Casual	Casual	January 29, 2020
Ritzer, Alex	Community Education Casual District Wide	\$12.00 / hour	Casual	Casual	January 20, 2020
Sandquist, Jackson	Community Education Casual District Wide	\$12.00 / hour	Casual	Casual	January 15, 2020
Stack, Eric	Community Education Casual Stillwater Area High School	\$12.00 / hour	Casual	Casual	January 15, 2020
Tarerna, Jack	Community Education Casual Stillwater Area High School	\$12.00 / hour	Casual	Casual	January 15, 2020
Vang, Karisma	Community Education Assistant 6 hrs/week Andersen Elementary School	\$15.00 / hour	Replacement	CE Leads & Assistants	January 23, 2020
Zack, Samantha	Community Education Casual District Wide	\$28.00 / hour	Casual	Casual	January 15, 2020

LEAVES OF ABSENCE

NAME	STATUS	ASSIGNMENT	GROUP	EFFECTIVE DATE
Hemenway, Matt	Approve	1.0 FTE Math Teacher Stillwater Area High School	SCEA	February 10, 2020 - March 25, 2020

ASSIGNMENT CHANGES

NAME	FROM	TO	REASON	GROUP	EFFECTIVE DATE
Bader, Monica	Community Education Assistant 19 hrs/week Early Childhood Family Center	Community Education Assistant 27 hrs/week Stonebridge Elementary School	Replacement	CE Leads & Assistants	January 27, 2020
Danielson, Yvonne	.05 FTE Music Teacher Lily Lake Elementary School	.10 FTE Music Teacher Lily Lake & Rutherford Elementary School	Student Need	SCEA	January 27, 2020 - May 22, 2020 (retiree agreement)
Glenna, Colleen	Paraprofessional 18.5 hr/day Rutherford Elementary School	Paraprofessional 28.5 hr/day Rutherford Elementary School	Replacement	SCPA	January 6, 2020
Kristensen, Mary	Paraprofessional 5.75 hr/day Afton-Lakeland Elementary School	Paraprofessional 6.25 hr/day Afton-Lakeland Elementary School	Replacement	SCPA	January 27, 2020
McCune, Megan	Community Education Assistant 28.40 hr/Week Early Childhood Family Center	Community Education Assistant 7.25 hr/week Early Childhood Family Center	2019-2020 Staffing	CE Leads & Assistants	February 10, 2020

Rambo, Lisa	Paraprofessional 5.75 hr/day Rutherford Elementary School	Paraprofessional 6.0 hrs/day Rutherford Elementary School	Student Need	SCPA	January 15, 2020
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ADDITIONAL ASSIGNMENTS

NAME	Position	Reason	Group	EFFECTIVE DATE
Harrison, Paula	.2 FTE Physical Education Teacher Stillwater Area High School	2019-2020 Staffing	SCEA	January 21, 2020 - June 2, 2020



Agenda Item IX. D.
Date Prepared: January 21, 2020
ISD 834 Board Meeting

Consent Agenda Item: Non Minnesota Resident Tuition Agreement
Meeting Date: February 6, 2020
Contact Person: Kristen Hoheisel, Executive Director of Finance and Operations

Summary:

The District has received an application for a Non Minnesota Resident Tuition Agreement for the 2020-21 school year. The application form is not included in the current board packet due to student data privacy reasons. However, the application will be made available for review by board members prior to the business meeting.

Administration recommends approval of the Tuition Agreement between School Board and parent of Non Minnesota Resident student for 2020-21

Recommendation:

Approval of the Consent Agenda will be requested.



Agenda Item X. A.
Date Prepared: February 1, 2020
ISD 834 Board Meeting

Agenda Item: FY 2021-2024 Achievement and Integration Plan
Meeting Date: February 6, 2020
Contact Person: Rachel Larson, Director of Learning and Student Engagement
Eric Anderson, Office of Equity and Integration
Action Timeline: February 20, 2020

Background:

As a part of Stillwater Area Public Schools 3 Year Achievement and Integration Plan (July 1, 2020 to June 30, 2023) our district is conducting a first reading of the proposed plan with the Board of Education. The Minnesota Department of Education requires that district's Achievement and Integration Plans be submitted to them by March 15, 2020 for their review and approval processes.

Recommendation:

This is a report for action. Action will be requested at the February 20, 2020 school board business meeting.

**Board Request for Information
Achievement & Integration Program**

Minn. Stat. § 124D.861-124D.862

Minn. School Desegregation/Integration Rules 3535.0100-0180

January 31, 2020

Preface:

This packet includes responses to board questions and comments we have received since December 9, 2019. It also includes the attachments listed below. The questions, comments and attachments are in reverse chronological order (most recent to earliest).

Names have been redacted to respect privacy. The title of each new section of questions from different individuals is noted by the date received and is underlined. The bulleted information refers to a question or concern received and is in bold print.

Attachments:

Attachment A: 2021-2024 Achievement and Integration Program Plan

Attachment B: Achievement and Integration Revenue Budget Worksheet

Attachment C: University of Washington 5D+ Dimensions of Teaching and Learning

Attachment D: Annual World's Best Workforce Presentation

Attachment E: Attachment E: Expectations, Equity, Excellence resource,

Profile of an AVID Student & AVID Secondary Coaching and Certification Instrument, AVID Interview Questions & Scoring Rubric

Attachment F: Equity Mission, Vision, Goals, Promise- Examples of Minnesota school district's commitments to equity

Attachment G: MARSS Student Fall Enrollment Report

Submitted by:

Rachel Larson, Director of Learning and Student Engagement

Eric Anderson, Coordinator of Achievement and Integration

January 29, 2020

- **Please explain how this plan differs from the last plan.**

Stillwater Area Public Schools 2021-2024 Achievement and Integration Programming will be building upon current evidenced-based strategies in addition to adding components that were not present in the previous plan. In addition to referencing our proposed 2021-2024 plan, please see the information below in each of the 5 Primary Components

- I. **College and Career Readiness: AVID (Advancement Via Individual Determination), an internationally evidenced based college-readiness program that supports students in developing the skills they need to be successful in college, placing special emphasis on building college ready writing, critical thinking, teamwork, organization and reading skills will continue as our primary strategy in this area.**
- II. **Family and Community Engagement: Our in-depth, on-going work with Caminos (Hispanic Families), Islamic Resource Group/Eastern Twin Cities Islamic Center (Muslim Families) and NAPAC (Native American Parent Advisory Committee) will continue. Additional examples of Family and Community Engagement efforts with local Christian Churches include Shepherd of the Valley Serving our Schools Initiative and Rock Point Church in Lake Elmo who has reached out to district administration with interest in exploring the Shepherd of the Valley model.**
- III. **Professional Learning: We shared at the January 23rd Board Learning Session that we will be transitioning from our district wide Growing in Intercultural Effectiveness Professional Learning initiative which has been recognized and shared as an evidence based strategy at two Statewide Dismantling Disparities Integration Leaders Conferences in Worthington and Roseville to focussing on professional learning for the BARR (Building Assets, Reducing Risks) comprehensive programming model. Since the Board of Education Learning Session, we have also formed a collaboration with Dr. Keith Mayes Associate Professor and Chair of African and African Studies at the University of Minnesota, will engage in skillbuilding workshops with secondary staff about authentically incorporating discussions about race into classroom pedagogy.**
- IV. **Cross-District Student Programming: As presented at the January 23rd Board Learning Session, we will be continuing with all five cross-district programming strategies while adding ISD 196 (Rosemount-Apple Valley-Eagen) and ISD 200 (Hastings Public Schools) as partners in this important work.**
- V. **Access to Diverse Teachers: This is a new MDE opportunity that will added to all statewide 2021-2024 Achievement and Integration Plans. As stated in our plan, our school district will employ students from Century College's Educator AS Degree program to serve as mentors for student leaders from the district's AVID program who will collaborate with them as leaders and educational assistants during our elementary**

school Summer Success programming. Please reference (High School, Century College and University Pathway to Diversify the Teaching Field attachment)

- **Please list all PD for this plan.**

Professional Learning: We shared at the January 23rd Board Learning Session that we will be transitioning from our district wide Growing in Intercultural Effectiveness Professional Learning initiative which has been recognized and shared as an evidence based strategy at two Statewide Dismantling Disparities Integration Leaders Conferences in Worthington and Roseville to focussing on professional learning for the BARR (Building Assets, Reducing Risks) comprehensive programming model. Since the Board of Education Learning Session, we have also formed a collaboration with Dr. Keith Mayes Associate Professor and Chair of African and African Studies at the University of Minnesota, will engage in skillbuilding workshops with secondary staff about authentically incorporating discussions about race into classroom pedagogy. In addition, please reference the Achievement and Integration Plan July 1, 2020 to June 30, 2023 that will be provided in the Board Packet.

- **I would like a more detailed budget than what is provided in the board packet.**

Refer to Attachment B, Achievement and Integration Revenue Budget.

- **What is the cost of AVID programming.**

The total annual cost for AVID is \$702,388.95. Additionally, refer to Attachment B, Achievement and Integration Revenue Budget.

Categorical Achievement and Integration Revenue

Achievement and Integration Budget	Amount	% of total Achievement and Integration Budget
Direct Services	\$637,888.95	60%
Professional Development	\$0	0%
Admin/Indirect Services	\$14,500	.01%
Incentive Revenue	\$50,000	.05%
Total AVID	\$702,388.95	67%

To put costs of programming into perspective, see the chart below. This includes FTE costs and program support costs which the Learning and Innovation Department funds.

PROGRAM COST COMPARISONS FY20						
<i>*Important: includes only FTE and Learning & Innovation Dept. support costs</i>						
	Cost per student	Total Program Costs: L&I and FTE	Miscellaneous Program Costs	FTE Total Cost	FTE (includes non-certified)	# of Students served
GATE	\$6,813	531,413	4,000	527,423	5	78
ALC	\$11,373.00	\$864,348.00	4,137	860,263	8	76
AVID	\$3,428	702,888	102,870	600,018	2.5	205
EL	\$3,074	747,049	16,049	731,000	11	243

- **In speaking with other districts, it seems as though AVID can be tailored. I am concerned with the boxed in note taking strategy only allowing Cornell. Can that be modified to fit different learner styles?**

Please clarify which “other districts” you have spoken to so that we have the opportunity to network with them and learn more. In ISD 834 it is true that we use the Cornell note taking system, but this is part of a larger repertoire of strategies called *focused note taking* that incorporates a variety of different learning styles. AVID’s focused note-taking process has five phases. The focused note-taking process goes beyond just note taking set up, including processing the notes, connecting to our thinking, summarizing/reflecting and applying what our students have learned. During AVID trainings (both within our district or national trainings) over the last 2 years, teachers have learned this process to support their students. The teacher first determines how students will use their notes in order to set up the format appropriately. Next they model how to process notes, then they connect the notes to their thinking, and finally this process supports students writing summaries and ultimately applying their notes to their learning. We are currently working with AVID Elective Teachers and Instructional Coaches to provide Focused Note Taking with teachers who have not been trained.

- **Please expand on how A&I funding can be used as operational expenses if the district were to direct funding for the Immersion program including bussing if moved to Oak Park.**

From Dr. Anne Parks, MDE Office of Achievement and Integration:

It’s important to keep in mind that any use of Achievement and Integration revenue must be directly aligned with the purpose of the program which is to *increase racial and economic integration*, and to *reduce racial and economic achievement disparities* (disparities based on students’ racial, ethnic, and economic backgrounds). There are many things to consider, for example:

An *expansion* of an existing immersion program or creation of a new one could be funded if it is

intentionally designed and managed to increase integration. For example, enrollment would have to be actively managed to ensure it is racially balanced and does not result in a concentration of enrolled low income or students of color. The state considers a school racially segregated (*racially identifiable*) when there are racial enrollment disparities that are greater than 20% when comparing a school's enrollment data with a district's average for the grade level served at that school.

It would have to be clear why an expansion of an existing immersion program would help reduce achievement disparities, which underserved student groups would benefit, and in what ways they would benefit, i.e. which disparities would be reduced.

124D.861 ACHIEVEMENT AND INTEGRATION FOR MINNESOTA.

Subdivision 1. Program to close the academic achievement and opportunity gap; revenue uses.

(a) The "Achievement and Integration for Minnesota" program is established to pursue racial and economic integration and increase student academic achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.

- **Can AVID be offered through Community Ed.**

AVID is a comprehensive evidence based educational system that supports schools across the world in shifting to a more equitable, student-centered approach preparing all students for college, careers, and life. AVID now serves nearly one million students in more than 5,000 schools in 47 states and 16 countries and trains 80,000 educators annually to close the opportunity gap. Following this structure, our Middle School Success wheel class that uses AVID Methodologies for ALL students in 6th & 7th grade to build a foundation for success has served over 4,000 students the past three years. In addition, as part of our Universal Design approach to Professional Learning, we have used this structure including an internal AVID National Staff Developer to train 6 AVID Elective teachers, 4 Secondary Building Administrators and 6 District Level Leaders and 93 Secondary Teachers (SAHS - 60 trained SMS - 16 trained OMS - 17 trained). Many districts across the metro consider AVID/WICOR evidence based strategies to be an integral part of their district's core identity rather than merely an add-on. We are unaware of any current successful models where AVID is a Community Education program and feel this is neither their role nor responsibility.

- **Can you elaborate why you do not utilize Hammond's methodology regarding culturally responsive pedagogy as 834's primary pedagogy? She explains that culturally responsive pedagogy plays the primary role in providing equity.**

DIMENSIONS OF EQUITY		
<p>As equity-focused educators, it is important to distinguish between three key areas in education: <i>multicultural education, social justice education, and culturally responsive teaching</i>. Too often the terms are used interchangeably when they are not. Below is a simple chart to help you understand the distinctions between them. A key point to remember, only CRT is focused on the cognitive development of under-served students. Multicultural and social justice education have more of a supporting role in culturally responsive teaching.</p>		
MULTICULTURAL EDUCATION	SOCIAL JUSTICE EDUCATION	CULTURALLY RESPONSIVE PEDAGOGY
Focuses on celebrating diversity	Focuses on exposing the social political context that students experience	Focuses on improving the learning capacity of diverse students who have been marginalized educationally
Centers around creating positive social interactions across difference	Centers around raising students' consciousness about inequity in everyday social, environmental, economic, and political aspects of life	Centers around the affective & cognitive aspects of teaching and learning
Concerns itself with exposing privileged students to diverse literature, multiple perspectives, and inclusion in the curriculum as well as help students of color see themselves reflected.	Concerns itself with creating lenses to recognize and interrupt inequitable patterns and practices in society.	Concerns itself with building resilience and academic mindset by pushing back on dominant narratives about people of color.
Social Harmony	Critical Consciousness	Independent Learning

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Zaretta Hammond's Culturally Responsive Teaching and The Brain is one of many evidence based equity strategies that provide school leaders, teachers and staff with opportunities and guidance to identify and incorporate culturally inclusive practices that build on student strengths in order to reduce the gap between student potential and opportunity and performance gaps. External, evidence based equity strategies that Stillwater Area Public Schools have incorporated over the last several years include the National SEED Project's (Seeking Educational Equity and Diversity) year-long learning cohorts <https://nationalseedproject.org/> (250 staff trained), Anthony Muhammad Transforming School Culture, Sharoky Hollie Culturally and Linguistically Responsive Teaching and Learning and Jamie Almanzan's work from the Equity Collaborative. Please share your direct experiences with, insight and a greater context as to why you believe Zaretta Hammond's methodology is the right fit right now for Stillwater Area Public Schools. This will prove helpful in continuing this important conversation in a more systematic and structural way.

- **I personally would like to see more practices in place academically (ie: culturally responsive pedagogy, literacy PD such as LTRS and intentionally SOR practice to close the gap and address EL. There is research supporting this and it's currently being discussed at the legislative level. I would like to see a shift from 834's recent plan.**

Could you please explain what practices you believe are not in place? We are always engaged in continuous improvement and are striving to do better for all students so your insight will be helpful for us to understand your context. Over the past five years we have

intentionally focused on equitable mindsets and academic practices (Center for Educational Leadership: 5 Dimensions of Teaching and Learning Framework and Rubric, Courageous Conversations About Race with Jaime Almazan, Center for Culturally Responsive Teaching and Learning with Sharokky Hollie, Growing In Intercultural Awareness, Developmental Designs with Bonnie Dolhauser and Teri Lewis).

Refer to Attachment C, University of Washington Center for Educational Leadership 5 Dimensions of Teaching and Learning. We use this comprehensive, research-based instructional framework. Equitable practices are incorporated into this entire framework and can be referenced in the Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, and Classroom Environment and Culture. This framework is incorporated into our School Improvement Plans, Teacher Development and Evaluation Plan, and Q-Comp.

We would need more context about your experiences with and thoughts on literacy PD, LETRS, and SOR (we do not know what this is) as it relates to our Achievement and Integration Plan specifically. EL supports and services are not part of the statute for qualifications of Achievement and Integration funding. Refer to Minnesota Statutes 2019 124D.861 Achievement and Integration for Minnesota, Subd. 2. Plan implementation; components. (1) (b).

If you explain what research and legislative level conversations you are referencing, we would be happy to respond and have a conversation.

- **Could you, when you get the moment, please define “implicit and confirmation bias” and also describe/explain role they play in our work with students and families?**

Defining Implicit Bias

Also known as implicit social cognition, implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual's awareness or intentional control. Residing deep in the subconscious, these biases are different from known biases that individuals may choose to conceal for the purposes of social and/or political correctness. Rather, implicit biases are not accessible through introspection. The implicit associations we harbor in our subconscious causes us to have feelings and attitudes about other people based on characteristics such as race, ethnicity, age, and appearance. These associations develop over the course of a lifetime beginning at a very early age through exposure to direct and indirect messages. In addition to early life experiences, the media and news programming are often-cited origins of implicit associations.

A Few Key Characteristics of Implicit Biases

- Implicit biases are pervasive. Everyone possesses them, even people with avowed commitments to impartiality such as judges.
- Implicit and explicit biases are related but distinct mental constructs. They are not mutually exclusive and may even reinforce each other.
- The implicit associations we hold do not necessarily align with our declared beliefs or even reflect stances we would explicitly endorse.
- We generally tend to hold implicit biases that favor our own ingroup, though research has shown that we can still hold implicit biases against our ingroup.
- Implicit biases are malleable. Our brains are incredibly complex, and the implicit associations that we have formed can be gradually unlearned through a variety of debiasing techniques.

<http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/>

Defining Confirmation Bias:

Confirmation Bias is the tendency to process information by looking for, or interpreting, information that is consistent with one's existing beliefs. This biased approach to decision making is largely unintentional and often results in ignoring inconsistent information. Existing beliefs can include one's expectations in a given situation and predictions about a particular outcome. People are especially likely to process information to support their own beliefs when the issue is highly important or self-relevant.

<https://www.britannica.com/science/confirmation-bias/>

Describe/explain the role bias plays in our work with students and families: This is an important and complex question that is an integral component that impacts all of our work in supporting students and families. See Teacher Bias: The Elephant in the Classroom for a slightly deeper look

<https://www.thegraidenetwork.com/blog-all/2018/8/1/teacher-bias-the-elephant-in-the-classroom>

- **What types of programming do other district support through their Achievement & Integration program?**

The Minnesota Department of Education requires all districts to post their Achievement and Integration Plans on their district websites. This provides you the opportunity to explore other district's plans which are reflections of their unique demographics, needs, and systemic frameworks.

- **Why is our plan better than other districts' plans? How does it compare?**

We have so much to be proud of here in Stillwater. In addition to our AVID program reducing the achievement and opportunity gap, we have been recognized multiple times in the past three years for our accomplishments and student-centered programming. But that being said, we

would never say that our Achievement and Integration Plan is “better than other districts plans” as district plans are reflections of their unique demographics, needs, and systemic frameworks.

Our formal recognitions/commendations are:

***Professional Learning:** Our Growing in Intercultural Effectiveness work was recognized as an evidence based strategy and presented by district staff from our participating buildings at the Minnesota Department of Education’s Statewide Dismantling Disparities Integration Leaders Conference the last two years (February 2018 Willmar/April 2019 Roseville)

Commendation from Dr Anne Parks Minnesota Department of Education Achievement and Integration Program: “I got a call from Eric three years ago offering to come to our department to tell me about this great new professional development model research project that was going on in Stillwater. I think I had put out an all call to folks to come in and share a successful strategy so we could lift it up and hold it out to others in the program around the state. Eric was the first one to respond. I spent more than two hours learning from Teri, Bonnie and Eric about what I have come to appreciate as one of the states leading models for doing intercultural relationship building for improving school climate and student engagement, sense of belonging, just all the indicators that we use to look at positive engagement, student engagement. It is research based. Teri & Bonni are fabulous researchers. They ground their work in a lot of prior research and practices. We asked Eric, Teri and Bonni to come to one of our state-wide professional learning experiences where we invite districts from across the state to learn from each other. That was one of the models that I wanted to make sure to share and I continue to encourage other school districts to contact Eric, Teri & Bonni to learn about that model and was very pleased to learn that you’re growing that model within Stillwater.”

***Family and Community Engagement:** Stillwater Area Public Schools Office of Equity and Integration was awarded the 2018 Islamic Resource Group’s Building Bridges award which was given in appreciation of our school district’s efforts to “build bridges of understanding and to break down stereotypes and misconceptions.”

***College and Career Readiness:** Laura Weld the architect of our district’s Middle School Success curriculum has presented Incorporating WICOR Strategies for All the last two years at the Regional AVID Elective Workshop attended by regional AVID Elective teachers and administrators and hosted at Stillwater Middle School. All three secondary schools are certified each year by AVID after extensive analysis utilizing the AVID Secondary Coaching and Certification Instrument (see January 23, 2020 work session 55:35-1:14:34 for commendation from Gina Gammis; AVID Midwest Region Assistant States Director)

***Cross-District Student Programming:** Our collaboration with the nonprofit StoryArk and our Latinx podcast team who wrote, produced and shared their realistic fiction podcast about the impact of deportation on Hispanic families was the Winner of the 2019 Cultural Jambalaya Diversity Award and were presented their award at a dinner attended by over 350 people.

January 28, 2020

- **Please provide a detailed budget showing each item and the staffing that relates to each responsibility within the components.**

Refer to Attachment B, Achievement and Integration Revenue FY 21 Budget Worksheet. Specifically examine the Plan Crosswalk which asks the question “Which Achievement and Integration activity does each line item support, and includes a specific section “connecting the dots” between Budget Narrative, Goal and Strategy.

- **What are the most important differences in this plan from the last three year plan that we had? How will these changes be an improvement for our students?**

Stillwater Area Public Schools 2021-2024 Achievement and Integration Programming will be building upon current evidenced-based strategies in addition to adding components that were not present in the previous plan. In addition to referencing our proposed 2021-2024 plan, please see the information below in each of the 5 Primary Components

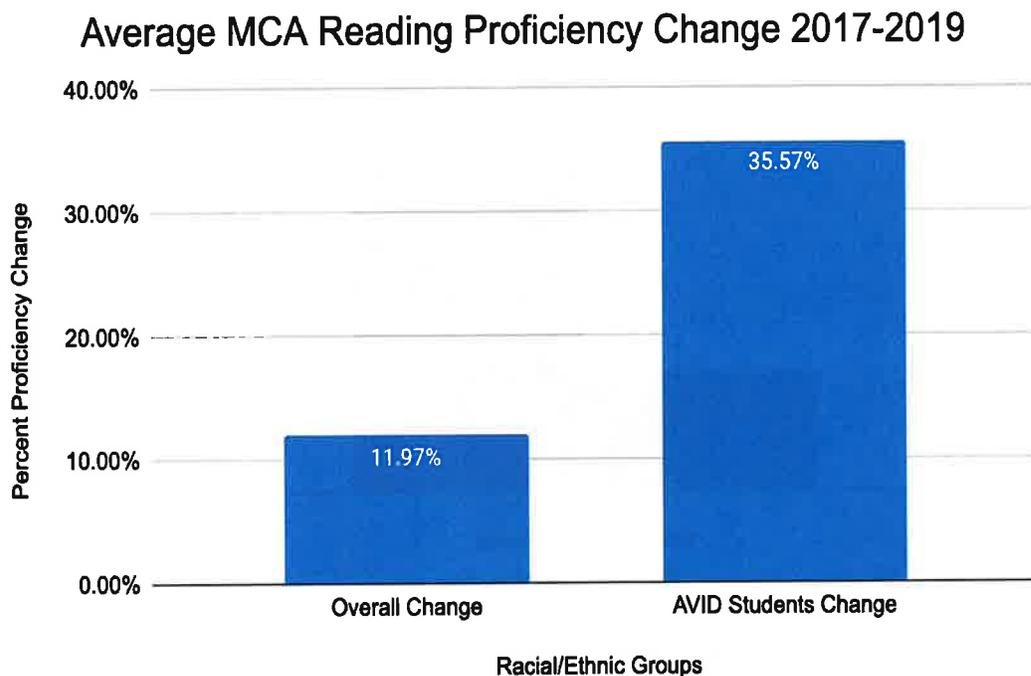
- VI. College and Career Readiness: AVID (Advancement Via Individual Determination), an internationally evidenced based college-readiness program designed that helps students develop the skills they need to be successful in college placing special emphasis on growing writing, critical thinking, teamwork, organization and reading skills will continue as our primary strategy in this area.
- VII. Family and Community Engagement: Our in-depth, on-going work with Caminos (Hispanic Families), Islamic Resource Group/Eastern Twin Cities Islamic Center (Muslim Families) and NAPAC (Native American Parent Advisory Committee) will continue. Additional examples of Family and Community Engagement efforts with local Christian Churches include Shepherd of the Valley Serving our Schools Initiative and Rock Point Church in Lake Elmo who has reached out to district administration with interest in exploring the Shepherd of the Valley model.
- VIII. Professional Learning: We shared at the January 23rd Board Learning Session that we will be transitioning from our district wide Growing in Intercultural Effectiveness Professional Learning initiative which has been recognized and shared as an evidence based strategy at two Statewide Dismantling Disparities Integration Leaders Conferences in Worthington and Roseville to focussing on professional learning for the BARR (Building Assets, Reducing Risks) comprehensive programming model. Since the Board of Education Learning Session, we have also formed a collaboration with Dr. Keith Mayes Associate Professor and Chair of African and African Studies at the University of Minnesota, will engage in skillbuilding workshops with secondary staff about authentically incorporating discussions about race into classroom pedagogy.
- IX. Cross-District Student Programming: As presented at the January 23rd Board Learning Session, we will be continuing with all five cross-district programming strategies while adding ISD 196 (Rosemount-Apple Valley-Eagen) and ISD 200 (Hastings Public Schools) as partners in this important work.
- X. Access to Diverse Teachers: This is a new MDE opportunity that will added to all statewide 2021-2024 Achievement and Integration Plans. As stated in our plan, our

school district will employ students from Century College's Educator AS Degree program to serve as mentors for student leaders from the district's AVID program who will collaborate with them as leaders and educational assistants during our elementary school Summer Success programming. Please reference (High School, Century College and University Pathway to Diversify the Teaching Field attachment)

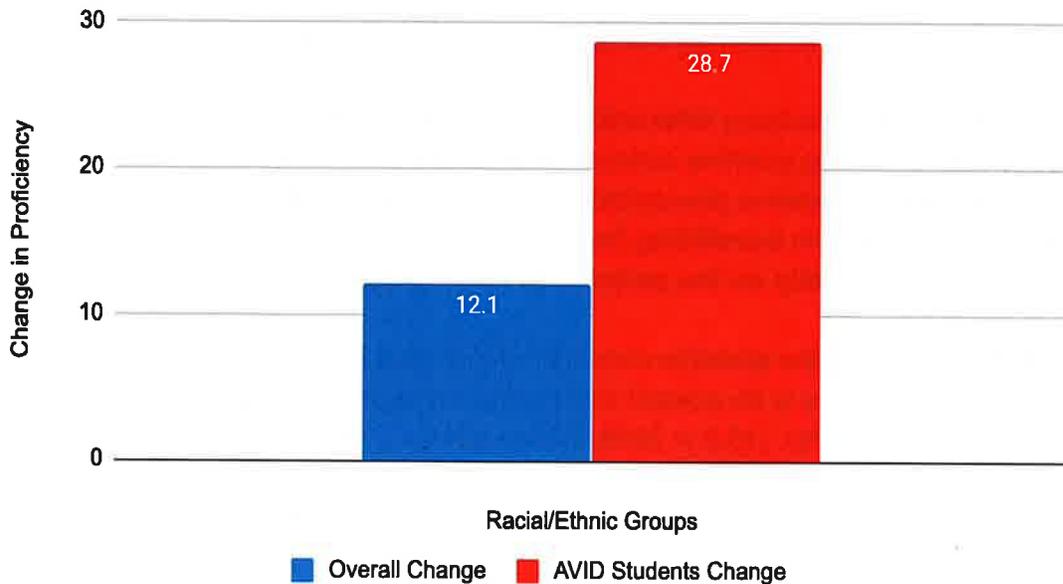
- **Bob shared some preliminary information during the work session related to the academic data showing positive outcomes arising from this work. Can we please have a more comprehensive presentation of the value of this work and specifics on how our students are benefitting from it? I believe this would go far in educating our community on the purpose of these programs.**

For the class of 2019- 100% of the students enrolled in AVID were accepted into a post-secondary institution. There is an upward trend in the average preliminary ACT composite score of students enrolled in AVID. (18.8 in 2018, 20.5 in 2019)

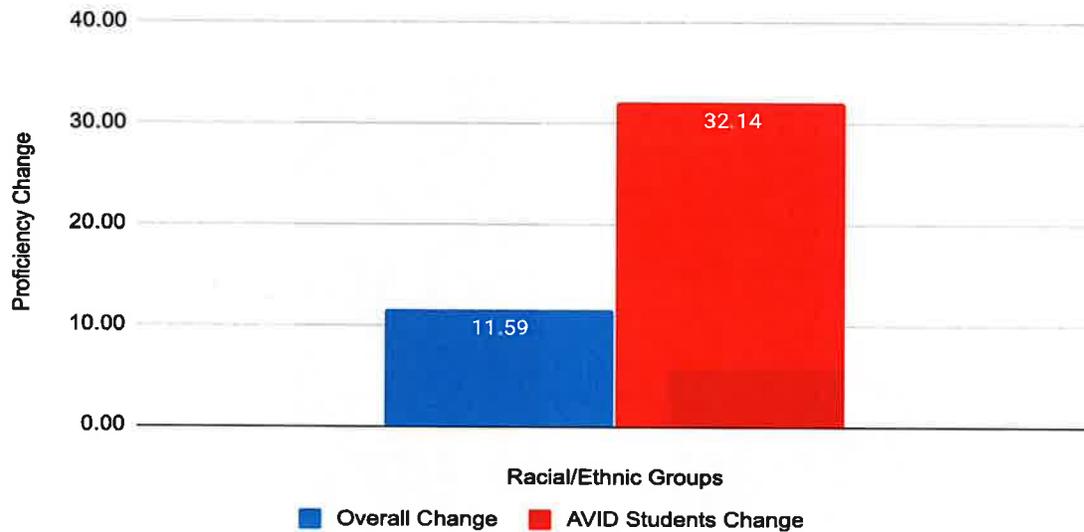
AVID students are growing more on their MCAs than the general population from 8th-10th grade.



Average MCA Reading Proficiency Change 2016-2018 (Class of 2020)

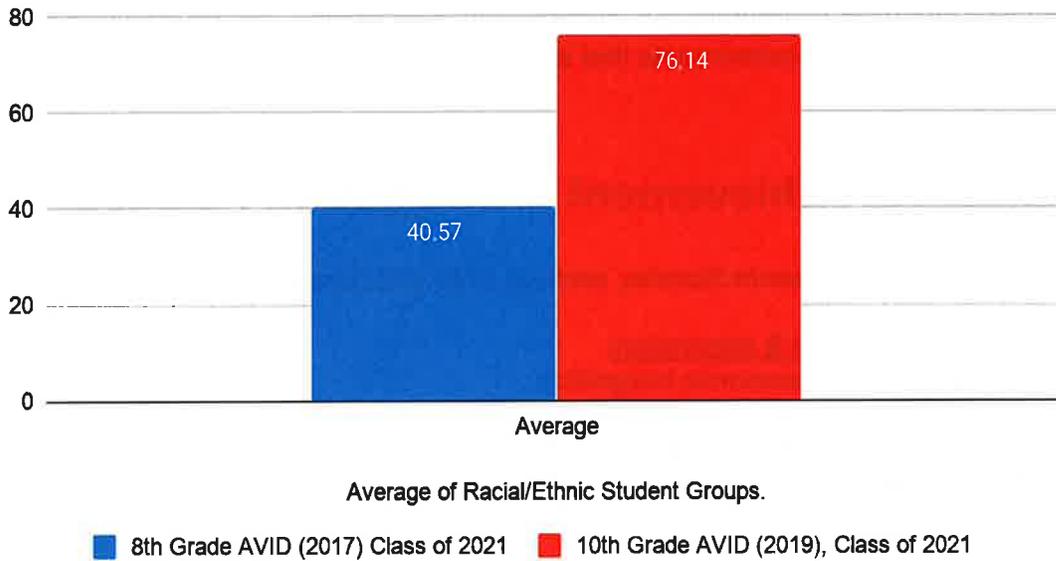


2 Year Average Overall Change vs AVID Students Change

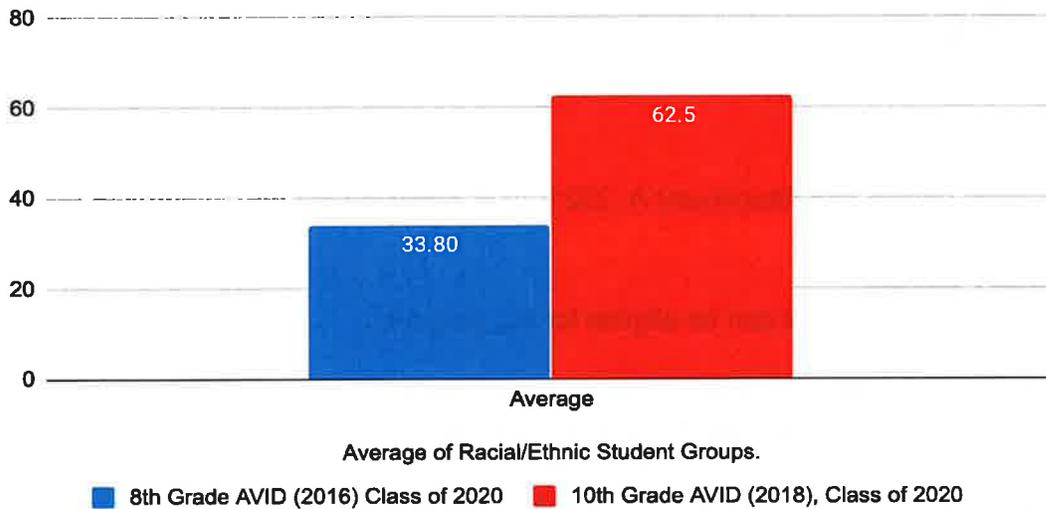


This is the change in proficiency (meaning the average increase in proficiency or the “growth” from 8th to 10th grade for students overall vs. students enrolled in AVID (classes of 2020 and 2021). Note: there are only 2 years of data because testing data only goes back to 2016, when the class of 2020 was in 8th grade (first available year of AVID data for them). We will have another data point for the class of 2022 after MCA spring testing in 2020.

Average MCA Reading Proficiency of AVID students in 8th Grade vs. 10th Grade (Class of 2021)



Average MCA Reading Proficiency of AVID students in 8th Grade vs. 10th Grade (Class of 2020)



These charts shows the growth of AVID students from 8th grade to 10th grade (classes of 2020 and 2021). 40% of 2021 students were proficient in 8th grade and 76% demonstrated proficiency in 10th grade. This change is reflected as the 35.57% in the first chart above.

- **Please provide a purpose statement of why we are participating in the Achievement and Integration funding program. What are the overarching goals? We are a voluntary district. Why are we spending time and money on this work?**

Purpose Statement: Through our in-district efforts and in partnership with other school districts, statewide agencies and most importantly our students and their families, we will continue to work towards building learning environments that support underrepresented and underserved students.

Minnesota Achievement & Integration Purpose

Minnesota Statutes, sections 124D.861 (handout)

Purpose of Achievement & Integration:

- Pursue racial and economic integration
- Increase student achievement
- Create equitable educational opportunities
- Reduce academic disparities based on students’ racial, ethnic, and economic backgrounds

Research-based equity criteria

- Access
- Representation
- Participation
- Outcomes



Curiosity Thrives Here

Overarching Goals: Please see Attachment A, 2021-2024 Achievement and Integration Plan.

We are a voluntary district?

There are four ways that a district can be eligible for the program:

1. **Racially Isolated (RI):** Enrollment of protected-class students districtwide is more than 20 percent, compared to the number of protected-class students in one of their adjoining districts.
2. **Adjoining:** District physically adjoins a racially isolated district.
3. **Racially Identifiable School (RIS):** Enrollment of protected-class students at a school is more than 20 percent, compared to the number of protected-class students within the district (for the same grade levels served).
4. **Voluntary:** District participates voluntarily when geographically feasible. Participation must be approved by the Minnesota Department of Education (MDE).

Since we are not adjoining to a Racially Isolated school district we are able to both participate and access this important categorical funding used to narrow the persistent opportunity and achievement gaps that exist in our state as a voluntary district.

The purpose of Achievement and Integration Revenue (A&I) for Minnesota students is to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.

- **If budget was not a limitation, what additional work would you envision having included in this programming? What would be possible if we had no limits?**

We would prefer to have a conversation so that we could discuss systemic barriers, prohibitive mindsets, prioritize long-term strategies, and seek family and student input.

We also would like the board and community to engage in a discussion about how to develop an “equity promise” or equity mission, vision, and goal statement into our strategic plan. Refer to Attachment F, examples of district’s equity commitments.

- **How do we know when this work is no longer needed? How do we know when we are successful? I would assume that this is a program with an end-point. What does that look like?**

Until there are no systemic barriers interfering with each individual student’s access to the academic, social-emotional and behavioral support they need to thrive, the work is necessary. Additionally, until all negative and/or racially charged behaviors and mindsets which negatively impact underrepresented and underserved populations have been eliminated, the work is necessary.

- **What other options might we consider as part of this plan? What are some other ways that the funding can be used? What are some things that other districts are doing with this funding?**

The Minnesota Department of Education requires all school districts that are participating in Achievement and Integration programming to post their plans on their district’s websites. Please feel free to explore the important work happening in neighboring districts through this avenue.

It is important that the plan is systemically connected to our larger educational framework and supports efforts that are not “one and done”. For knowledge and skills to be applied in an effective manner which produce results, we believe the following components are integral:

- Developmental (meets people where they are and stretches them to grow professionally)
- Frequent & Sustained (on-going support and learning is provided for implementation)
- Application/Action Research (strategies are implemented and actionable)
- Coaching (Instructional Coaches monitor, support and provide feedback on application)
- Data Informed (qualitative and quantitative; data informed focuses on larger view, data-driven focuses on data point)

- Adult Learning Theory & Brain Research (Malcolm Knowles, Learning Forward/National Staff Development Council)

We have been engaged in on-going dialogue with South Washington County Schools and other suburban school districts which have models in place. As the concentration of racially, culturally and linguistically diverse student population grows, we will be exploring the possibility of incorporating cultural liaisons into this work.

AVID is a common, evidence-based process which is proven effective so many districts support AVID through their Achievement and Integration plans. As we have seen in our district, it helps reduce the achievement and opportunity gap. Outside of AVID, it is difficult to name other consistent things districts are doing because the plans reflect their unique demographics, needs, and systemic frameworks.

- **What was the process and timeline for the development of this plan? Is there a plan for ongoing analysis of its success? When would be a good time for a follow up presentation of this work to the board? I am interested in keeping up with how it is going.**

Timeline

On-going	AVID & Middle School Success classroom visits Caminos, Eastern Twin Cities Islamic Center, NAPAC
September-present	Superintendent Advisory Council (includes student specific interviews)
December 3	World's Best Workforce Annual Meeting
January 14	World's Best Workforce Achievement & Integration Sub-Committee
January 23	School Board Achievement and Integration Learning Session
February 6	School Board Meeting: First Reading of 2020-2023 Plan
February 20	School Board Meeting: Final Approval of 2020-2023 Plan
March 15	Achievement & Integration 2020-2023 Plan Due to MDE
July 1	2021-2024 Achievement & Integration Plan Implementation Begins

The Learning & Innovation Department, Learning Leaders teams, administration, World's Best Workforce Committee all engage in on-going reflection and analysis of this plan. A good time for follow-up is when the Achievement and Integration goals, plan, and data are shared during the annual World's Best Workforce Committee meeting held late fall.

January 27, 2020

- **The following was a goal in the 2017-2020 Achievement and Integration plan:
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.

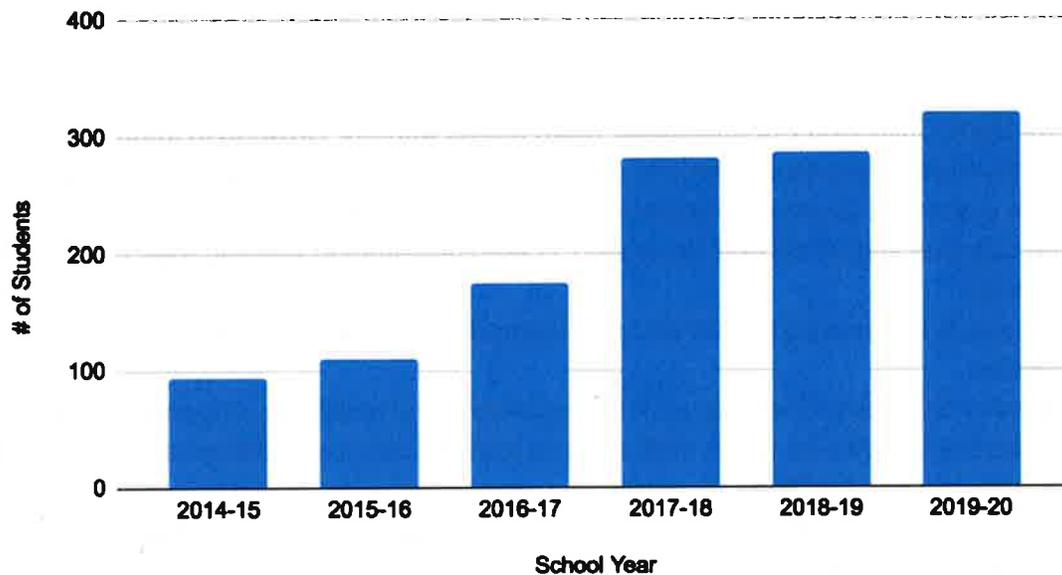
Refer to Attachment D as this covers the information that was shared at the annual World's Best Workforce Committee community presentation.

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.

During the 2017-2018 school year the district moved to offering preschool programming in all of our elementary schools. The chart below shows the increase in the number of students served as a result.

of Students vs. School Year



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.

The Early Childhood Coordinator is trained in AVID strategies.

Through our Adult Basic Education (ABE) programming we have worked with families to ensure an understanding of our district communications systems (ie. teaching parents how to use and access skyward, partnering with them on how to sign up and use feepay, collaborating with them to learn how to register their kids for preschool etc.)

Parents that we have worked with at The Early Childhood Family Center have been empowered to write to the Board of Education, District Administration and staff, to attend school events and participate on district committees and to reach out to teachers and advocate for increased opportunities for 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.

All Early Childhood preschool teachers, early childhood special education teachers and speech

therapists, were trained in a 14 hour 4-day training throughout the school year on Growing in Intercultural Effectiveness. As a result of the initial impact, Early Childhood administration chose to include paraprofessionals and educational assistants who participated in this same training over two years (2019-20, 2020-21 school years)

Designing this professional development is more than a “one and done” training provided for the growth in teacher mindset and teaching practices to happen over time. Research shows that best outcomes from professional learning come when we train, apply, coach and adapt.

Examples of Application:

- Our Early Childhood Administrative Team meets with our Growing in Intercultural Effectiveness coaches quarterly to support our team in supporting staff in integrating these culturally inclusive strategies into their work with our students and families.
- The coaches supported and stretched EC Administrators in building their own leadership capacity.
- Our goal is to generalize what we have learned into all facets of our professional practice.
- We have discovered that this work has positively and holistically impacted the heartsets, mindsets and skill sets of our staff towards working with the multifaceted needs of ALL of our students and families.
- Early childhood administrators utilize a Friday Focus E-Newsletter to help support reminders about culturally inclusive practices.

- **How successful was the district in achieving this goal? How close did we come to our targets?**

Refer to Attachment D as this covers the information that was shared at the annual World’s Best Workforce Committee community presentation.

- **Why are no goals in the current plan related to students at the early childhood or elementary level other than the summer school program at Anderson Elementary?**

We do support early childhood (see previous answer). Our focus is to support all students. Therefore, we support achievement, equity and integration efforts through systemic system supports that are not specifically addressed in the plan. This plan could not cover the comprehensive, interconnected approach we take throughout our entire system. Specifically, the Summer Success program at Anderson Elementary along with some early childhood summer support is funded through Targeted Services and not Achievement and Integration funding.

- **Can we see data relating to all goals/targets of the 2017-2020 Achievement and Integration and data to show if goals/targets were reached?**

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

2018: 100% 19/19

2019: 100% 22/22

2020: as of January 30, 2020, 28/30 (at the beginning of the school year there were 31 students enrolled, one decided to drop partway through the year due to a change in post-secondary plans)- This represents 58 4-year acceptances & 10 2-year acceptances (although Military is not included in the college numbers,we also have 2 Military acceptances.)

Goal 2: To remove barriers to learning for students from traditionally underserved groups, by increasing the intercultural competence of their teachers and increased use of culturally inclusive teaching strategies.

2018: baseline year, 90 participants

2019: 183 participants, 183 participants

2020: 203 participants, 220 participants

Goal 3: Increase the number of Pre-K students who are ready for kindergarten as measured by TS Gold Data:The narrative below describes the adapted process currently being put in place. Teachers collect social emotional data in Teaching Strategies GOLD® three times per year. The primary purpose of Teaching Strategies GOLD® is to document children's learning over time, inform instruction, and facilitate communication with families and other stakeholders. It is important to remember that Teaching Strategies GOLD® is not intended as a screening or diagnostic measure, an achievement test, or a program-evaluation tool. Teaching Strategies Gold® presents progressions of development and learning for objectives in the areas of social-emotional, physical, language, and cognitive development and in the content areas of literacy, mathematics, and English-language acquisition.

As mentioned above, teachers use Teaching Strategies GOLD® to demonstrate social emotional growth throughout the school year. Teachers use a District developed "Developmental Checklist" to gather information on pre-academic skills. Last year was the first year the Developmental Checklist data was entered into Illuminate. The data from Teaching Strategies GOLD® is deleted after the school year and we needed a system where we could house longitudinal data, as well as have the ability to share the information with kindergarten teachers. Like Teaching Strategies GOLD®, the information entered into Illuminate is there to assist teachers in identifying how students are learning over time, inform instruction, and facilitate communication with families and other stakeholders

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 through interactive cross-district programming.

2018: 200 goal baseline

2019: 250 goal, 250 actual

2020: 275 goal (pending)

- **I know this question was asked at the learning session, but could we get data on ACT results of AVID students and the percentage of seniors who have been admitted to a post-secondary institution?**

For the class of 2019: Of the 583 seniors who responded to the signing day survey, 90.1% had plans for a 4-year/2-year college/post-secondary institution (70.2%) or military service (16.8%), whereas 4.4% indicated joining the workforce (5.5% were undecided at that time). Note: Class of 2019 official SLEDs data does not get reported until fall 2020.

2018 SLEDs data from the State of MN: 74% of our graduating seniors in 2018 enrolled in a 2-yr or a 4-yr college and 16% entered the workforce (State- 66%, 21%).

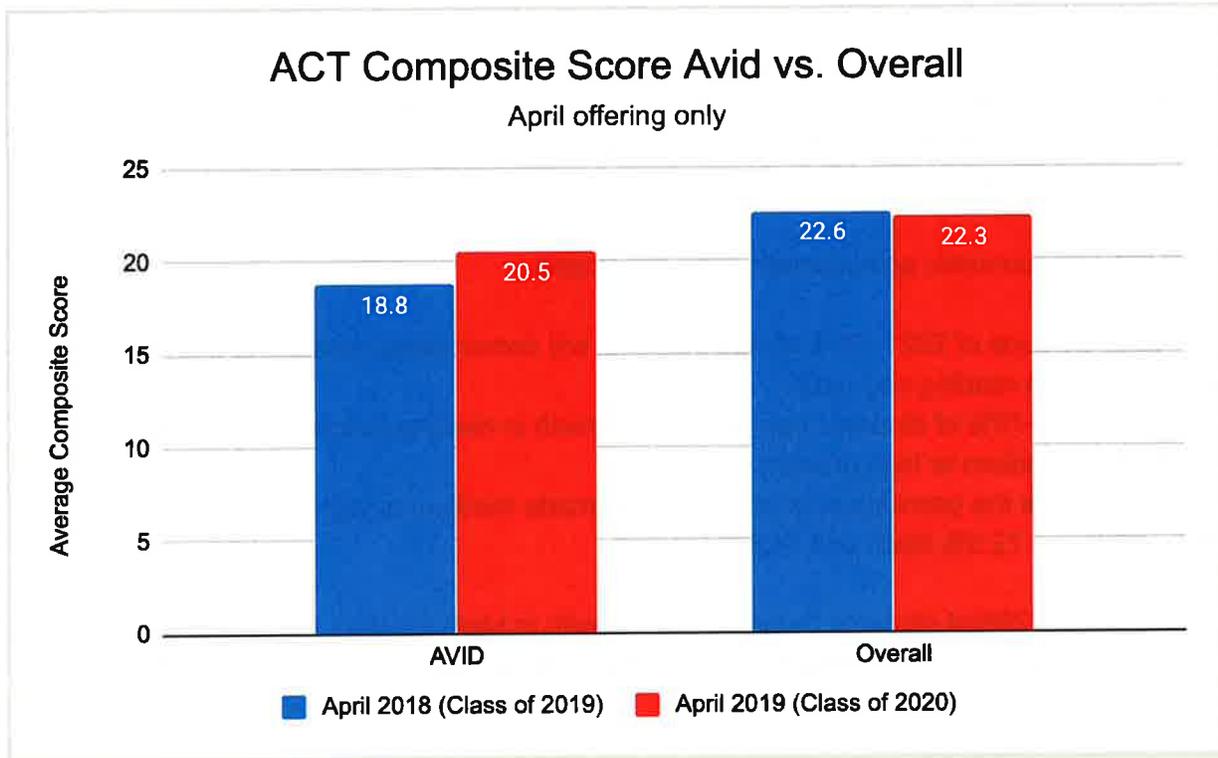
2017 SLEDs data: 79% enrolled in a 2-yr or a 4-yr college and 12% entered the workforce. (State-68%, 23%)

SLEDs does not report military service or acceptance rates and participation in SLEDs is voluntary.

AVID 2019 ACT Data- Note this data is only from the ACT offering in April of 2019, and does not reflect any subsequent attempts, average typically increases by graduation. Average composite score for 2020 graduating class is 20.5 (overall class of 2020 for that same offering, 22.3)

AVID 2018 ACT Data- Note this data is only from the ACT offering in April of 2018, and does not reflect any subsequent attempts, average typically increases by graduation. Average composite score for 2019 graduating class is 18.8 (overall class of 2019 for that same offering, 22.6)- MN average for 2018 was 21.3 and National was 20.8

Note: The class of 2021 has not taken the ACT yet.



- Three goals of the WBWF were not met last year. What can be done through the 2020-2023 Achievement and Integration plan to aggressively pursue the achievement of the following goals we did not meet last year?**

1. All third graders can read at grade level.

Achievement and Integration programming is designed to complement and support the districts MTSS (Multi-Tiered System of Supports) and Comprehensive Social Emotional Learning Framework as we work in tandem towards macro-level goals such as this.

WBWF goal: By June 2019, 3rd graders meeting end-of-year proficiency as measured by MCA reading will increase from 63.4 to 65%.

Result-58.7% of 3rd graders met end-of-year proficiency on the MCA reading assessment. We are continuing implementation of the pre-kindergarten through 5th grade elementary literacy plan and our Multi-Tiered Systems of Support (MTSS). We are in year 2 of the literacy implementation. Goal is 60.7% by 2021 in new plan.

2. All Children ready for school.

WBWF goal: At the start of the 2018-2019 school year, 80% of kindergarten students who have attended SAPS preschool will demonstrate readiness for school, as measured by a benchmark score of 34 on the Fastbridge early reading composite.

Result-70% of kindergarteners reached the benchmark of 34.

This was baseline data. This goal was extended to be a 3 -year goal in the updated plan. Goal is 80% by 2021. Continued implementation of the pre-kindergarten through 5th grade literacy program. We are in year 2 of implementation.

3. All racial and economic achievement gaps are closed.

WBWF goal: By June of 2021, 74% of ALL students will demonstrate medium or high growth as measured by MCA reading and math.

2018-2019 Result-75% of students demonstrated growth in reading (unclear if this met the expectation for medium or high growth).--

This percentage is the percentage of students who made medium or high growth. Updated goals for 2021 are 72.5% Math and 74.5% reading.

2018-2019 result- 70%of students demonstrated growth in Math (unclear if this met the expectation for medium or high growth).- This percentage is the percentage of students who made medium or high growth.

We are on track with this goal, which is not “due” until 2021. Currently at 72.5%. Be mindful that increased proficiency rates reduce growth rates. As a population/group of students becomes more proficient, they experience less growth.

- **If I were a parent of a new student of color moving to the Stillwater district, what data can you provide to show my child has a better chance of academic growth in Stillwater than any other district?**

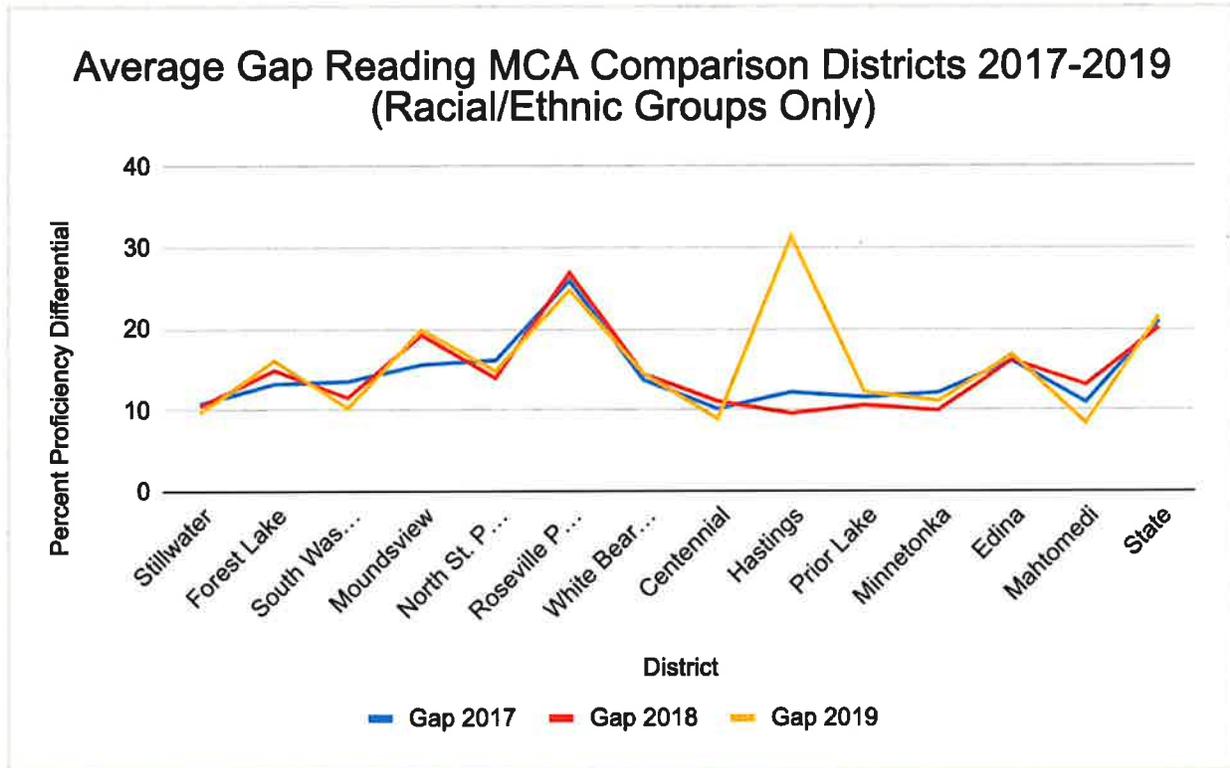
We would begin the conversation by asking them about who they are and what is important to their family and their child. We would share that we have a comprehensive academic and social-emotional learning framework and that we prioritize the “whole child”. In fact, we have been recognized state-wide for our E-12 Social Emotional Learning Framework. Students need to feel safe, connected, respected, and a sense of belonging. When students feel these things, they are able to reach their full academic potential.

Since 2015 under the leadership of Superintendent Pontrelli, it has been a priority for our school board, administration, staff and students to focus on opportunities and issues related to equity, access, achievement and integration. We have engaged in professional development which has:

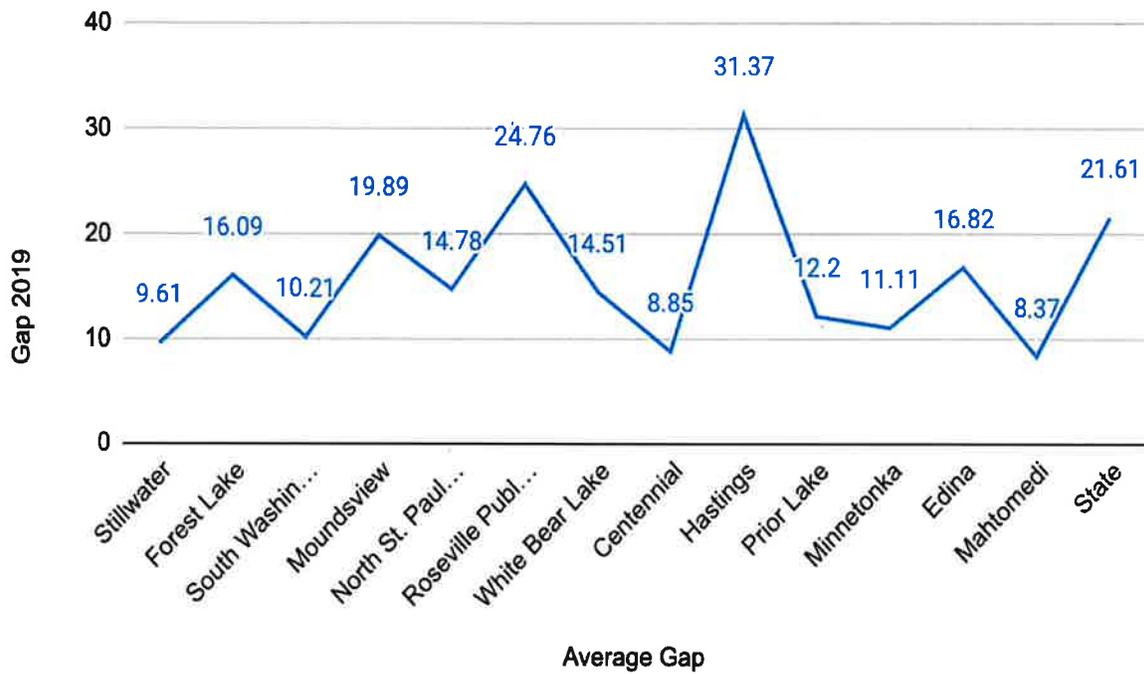
- helped us understand the dynamics of dominant culture and how our own culture impacts our actions and viewpoints
- examine who *all* of our stakeholders are within our district
- identify systemic barriers which contribute to opportunity and achievement disparities

Additionally, we have a Multi-Tiered System of Support (MTSS) for students needing more personalized support. As far as achievement gap data, our gap is relatively low (within 10% is considered similar/comparable) and has decreased slightly from 2017-2019- 1.13%.

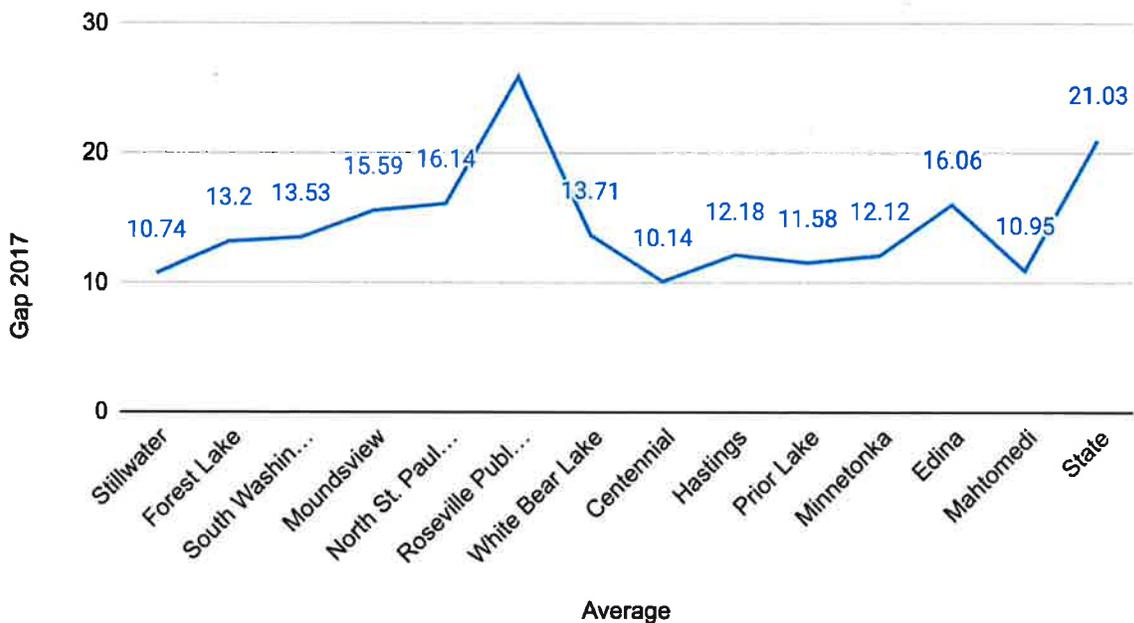
Here is district comparison data:



Average Reading MCA Gap (Race/Ethnic Groups Only) 2019



Average Reading MCA Gap (Race/Ethnic Groups Only) 2017



We would also show them the Student Performance Measures Progress Report and discuss any questions or concerns they have.



STUDENT PERFORMANCE MEASURES PROGRESS REPORT

Student Population	Student Performance Measures Policy R.1.3	Year 1 2013-2014			Year 2 2014-2015			Year 3 2015-2016			Year 4 2016-2017			Year 5 2017-2018			Bridge to Excellence Objectives and Healthy Best Workforce SMART Goals
		SAWS	SAWS	CLJH	SAWS	SAWS	CLJH	SAWS	SAWS	CLJH	SAWS	SAWS	CLJH	SAWS	SAWS	CLJH	
Student Engagement																	
3, 6, 9, 12	Bridge to Excellence Student Survey	see page 4			see page 4			see page 4			see page 4			see page 4			02
6-12	Attendance rate	83.6%			94.3%			93.11%			94.29%			87%			05
7-12	Number of students participating in extra-curricular activities (athletics, fine arts and clubs)	SAWS	SAWS	CLJH	SAWS	SAWS	CLJH	SAWS	SAWS	CLJH	SAWS	SAWS	CLJH	SAWS	SAWS	CLJH	06
		1,113	850	271	1,291	768	494	1,298	661	640	2,681	756	637	1,423	877	681	07
7-12	Number of students who failed one or more courses	722 students			688 students			633 students			558 students			623 students			08
Student Social, Emotional, Behavioral Development																	
6-12	Number of districts	185			192			NA			77			251			04
6-12	Number of informal student visits to licensed school-based mental health practitioners	NA			NA			Elementary - 1,280 Junior High - 891 Senior High - 882 Total - 3,053			Elementary - 1,148 Junior High - 712 Senior High - 913 Total - 2,773			Elementary - 760 Middle School - 916 Junior High - 48 Total - 1,724			05
6-12	Average number of students formally served through on-going monthly therapeutic sessions by school-based mental health practitioners	NA			NA			Elementary - 48 Junior High - 23 Senior High - 37 Total - 108			Elementary - 48 Junior High - 14 Senior High - 31 Total - 93			Elementary - 41.6 Middle School - 32.8 Junior High - 41.6 Total - 116			06
All children are ready for school																	
3-4 year olds	Percent of students screened	875/1,289 = 67%			612/1,264 = 48%			588/1,062 = 55%			613/887 = 69%			881/1,058 = 83%			01
All third-graders can read at grade level																	
3	FAST Bridge Early Reading Composite	82%			66%			58.9 (FAST)			71.1 (FAST)			69.8 (FAST)			01
3	Percent of students proficient on MCA reading test	56%			73.5%			67.3%			68%			67.7%			02
3	Percent of students showing low risk reading	69%			67%			69%			69%			69%			03
All racial and ethnic achievement gaps are closed																	
6-12	Percent of students proficient on ACCESS test	22%			27.2%			28.1%			10.9%			11% levels 5 and 6 41% levels 4, 5 and 6			01
6-12	Percent of students proficient on MCA test	NA			NA			NA			NA			NA			02
6-12	*State proficiency percentage declined almost 50% between 2016 and 2017	NA			NA			NA			NA			NA			03
6-12	ACT ASPIRE - average composite	NA			NA			NA			NA			NA			04
2-4	Percent of students proficient on Performance Series tests	2015 FAST % low risk			NA			NA			NA			NA			05
3-4	Percent of students proficient on MCA test	NA			NA			NA			NA			NA			06
8-9	Predictive scores (EXPLORE, PLAN or ACT ASPIRE)	NA			NA			NA			NA			NA			07

Building principals most often are who the parents reach out to for information about the specific school their student might be attending. They would share qualitative and quantitative data specific to their school.

- **How do you convince Minnesota tax payers, who are spending a million dollars a year on our achievement and integration program, that their investment is showing measurable results?**

Stillwater Area Public Schools is dedicated to fully serving *all* of our students and families. Systemic barriers impact underrepresented and underserved populations within our schools. It is necessary and our professional and civic responsibility to address issues of equity, opportunity, achievement and integration. Additionally, Achievement and Integration programming compliments and supports our E-12 Multi-Tiered System of Supports and our E-12 Social Emotional Learning Framework.

As far as Minnesota taxpayers, we would share that we have long-term partnerships with other school districts, statewide agencies, the Minnesota Department of Education, and most importantly our students and their families. This allows us to comprehensively work towards building learning environments that support racial equity and excellence for all students.

- **When will we receive the detailed budget for the A & I plan?**
Refer to Attachment A.
- **What is the definition of "traditionally underserved students"?**

Underserved students are defined as students who do not receive equitable resources as other students in the academic pipeline. Typically, these groups of students include low-income, underrepresented, racial/ethnic minorities, and first generation students as well as many others. School Counselors Bridging the Gap Between Colleges, Careers, Underserved Students and their Families (Highe, Fisher,)

From Dr. Anne Parks, MDE Achievement & Integration Program:

MN's School Desegregation/Integration rules don't have a definition of **Achievement Gap** or **Traditionally Underserved Students**, but they do define **Protected Students**. These are the student groups that are used to determine if a district is *racially isolated* or if a school is *racially identifiable* and is also used in A&I funding formulas. I've copied that definition from those rules below; these are the student groups that the state and federal department of education are using for reporting purposes:

3535.0110 DEFINITIONS. Subp. 4. Protected students.

"Protected students" means:

A. students who self-identify or are identified in the general racial categories of African/Black Americans, Asian/Pacific Americans, Chicano/Latino Americans, and American Indian/Alaskan Native; and

B. multiracial students who self-identify or are identified as having origins in more than one of the categories described in item A or as having origins in one of the categories described in item A and in the category of Caucasian.

There is no formal definition in the state deseg/integration rules for Achievement Gap. The A&I legislation doesn't include any definitions per se, but you can read the statement of purpose from 124D.861 to get a sense of what the legislators who drafted this language want school districts to address and to change. The text I highlighted is relevant to understanding the purpose of the program and what an achievement gap is. But, again, no formal definition of *achievement gap* is provided.

124D.861 ACHIEVEMENT AND INTEGRATION FOR MINNESOTA.

Subdivision 1. Program to close the academic achievement and opportunity gap; revenue uses.

(a) The "Achievement and Integration for Minnesota" program is established to pursue racial and economic integration and increase student academic achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.

Additionally, refer to Attachment E. This *Expectations, Equity, and Excellence* article also addresses your question.

- **How close are we to having racially identifiable schools? Could we get the percentages for each of our schools?**

Refer to Attachment G, MARSS Student Fall Enrollment Report report by district and building.

MDE has not run the current report for identification. MDE calculates this using a complex algorithm. This includes comparing the percentage of students in each grade level across the district and identifying if there is more than a 20% difference. Note the following:

Minnesota Administrative Rules

School Desegregation/Integration rule 3535.0110 DEFINITIONS. Subpart 6. Racially identifiable school within a district. "Racially identifiable school within a district" means a school where the enrollment of protected students at the school within a district is more than 20 percentage points above the enrollment of protected students in the entire district for the grade levels served by that school.

Here's how MDE uses enrollment data and the definition above to identify these schools: A school's percentage of protected students is calculated by dividing the school's enrolled protected students by the school's total enrollment. A district's percentage of protected students is calculated by dividing the district's enrolled protected students by the district's total enrollment. District enrollment includes students enrolled in all public schools within the district in the same grades served by the school.

- **How are students identified for AVID?**

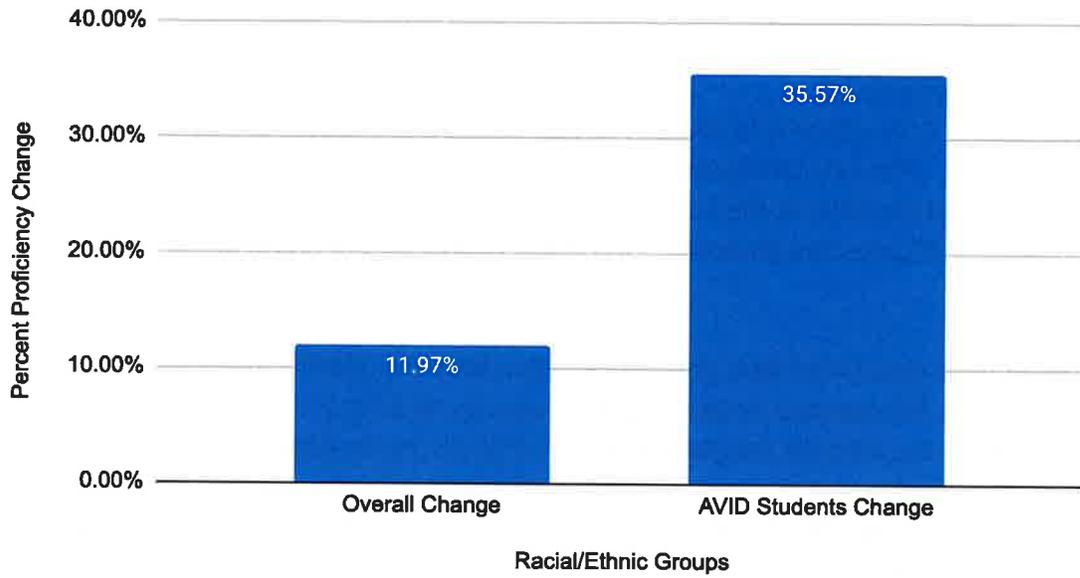
Refer to Attachment D. This is a scoring rubric that is used during the AVID interview process along with the interview questions.

- **Does AVID specifically serve low-income students?**

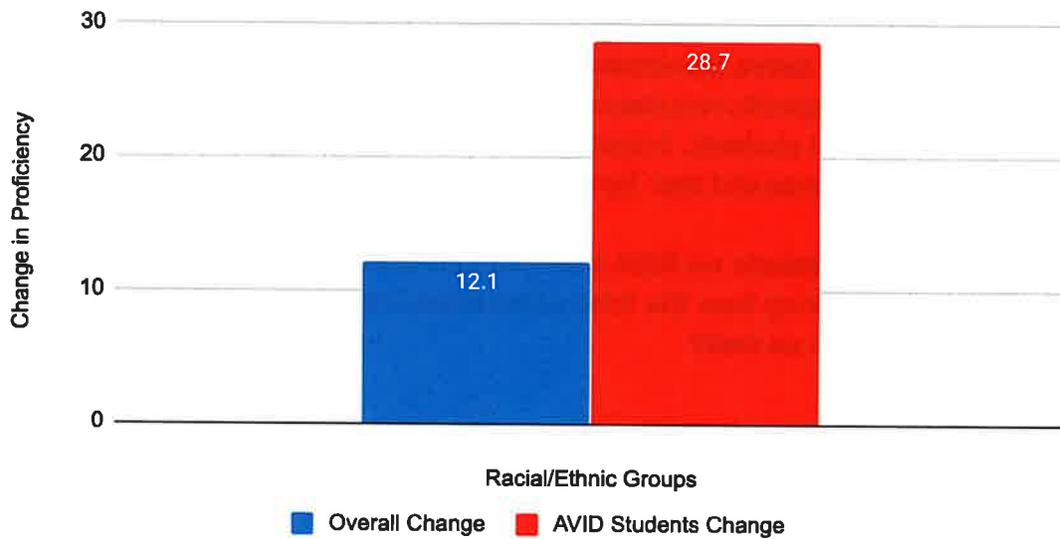
Although "low-income" is not a specific requirement for acceptance into AVID programming, we serve all identified and accepted students, including racially, ethnically, linguistically and socioeconomically diverse students and their families.

- **Dr. McDowell gave a statistic on MCA proficiencies showing AVID students had a slightly higher proficiency than the total population. Could we get the growth scores for both groups as well?**

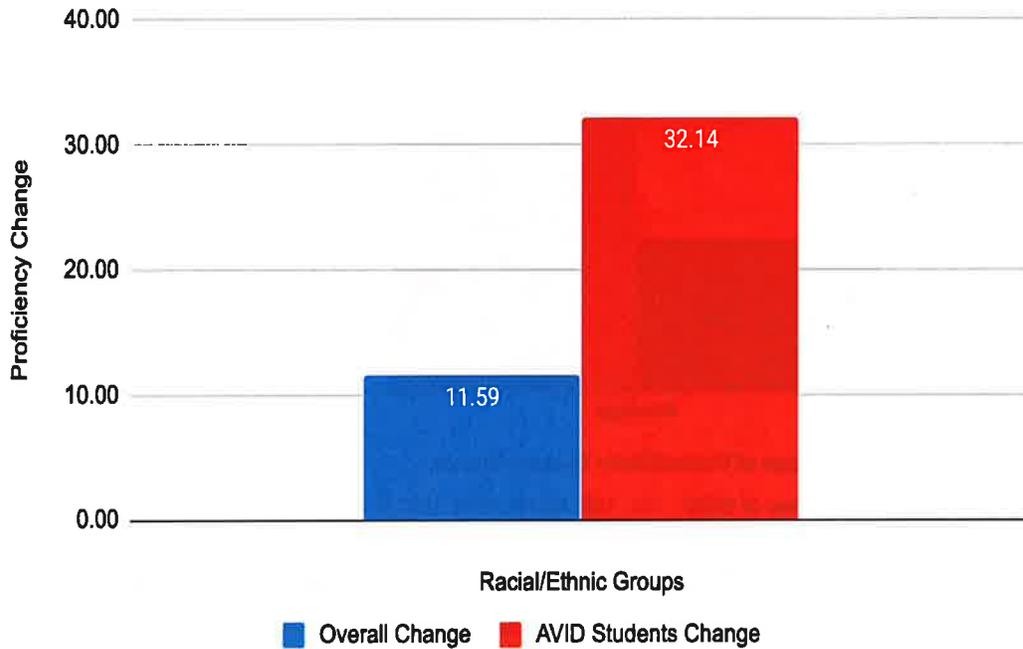
Average MCA Reading Proficiency Change 2017-2019



Average MCA Reading Proficiency Change 2016-2018 (Class of 2020)

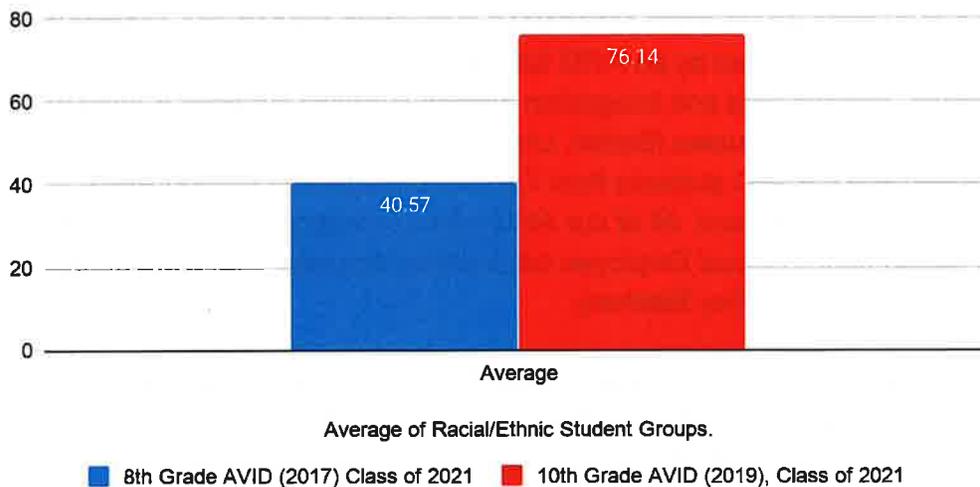


2 Year Average Overall Change vs AVID Students Change

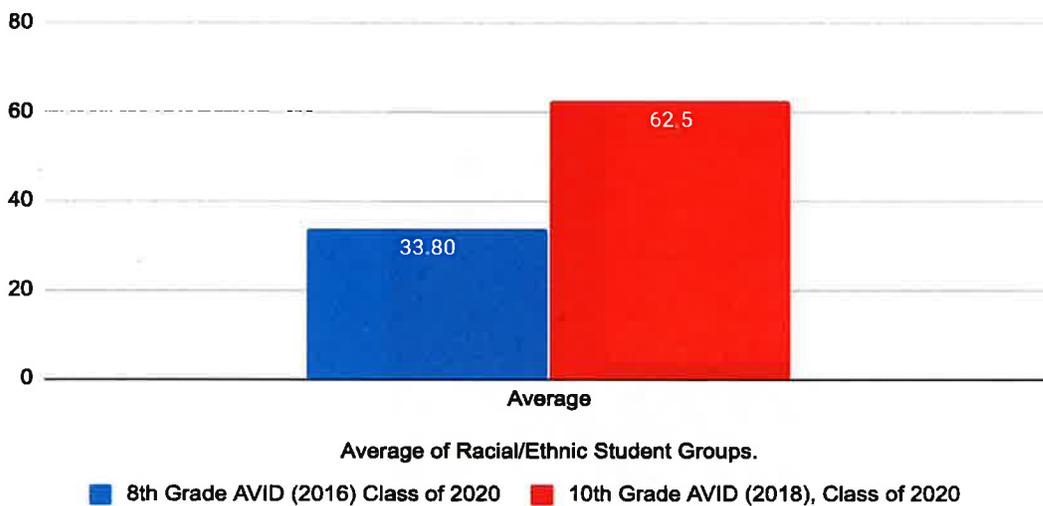


This is the change in proficiency (meaning the average increase in proficiency or the “growth” from 8th to 10th grade for students overall vs. students enrolled in AVID (classes of 2020 and 2021). Note: there are only 2 years of data because testing data only goes back to 2016, when the class of 2020 was in 8th grade (first available year of AVID data for them). We will have another data point for the class of 2022 after MCA spring testing in 2020.

Average MCA Reading Proficiency of AVID students in 8th Grade vs. 10th Grade (Class of 2021)



Average MCA Reading Proficiency of AVID students in 8th Grade vs. 10th Grade (Class of 2020)



These charts shows the growth of AVID students from 8th grade to 10th grade (classes of 2020 and 2021). 40% of 2021 students were proficient in 8th grade and 76% demonstrated proficiency in 10th grade. This change is reflected as the 35.57% in the first chart above.

- **What is the total yearly expense for AVID?**

Refer to Attachment B, Achievement and Integration Revenue Budget.

- **Please explain the opportunities AVID students have to get paid for volunteering at our middle schools during the school day. What are they doing? Who is overseeing their work? What budget does it come from? Are other students receiving the same opportunities?**

AVID Elective students participate in a learning structure called AVID Tutorials. The AVID tutorial is a Socratic method of learning where small cohorts of 6-8 students support one another in their learning. The process is facilitated by an AVID tutor who has been trained in and has expertise in the process. Achievement and Integration funding currently supports 9 AVID tutors, four of whom are recent college graduates (Bethel, University of St. Thomas, and two from the University of River Falls) and 5 PSEO students from Century College who support AVID programming at Stillwater Middle School. All of our AVID tutors collaborate with the district's Human Resources Department's Casual Employee on-boarding process. Tutors are supervised by professionally licensed AVID Elective Teachers.

- **What is done to help students who qualify for AVID but choose not to participate?**

In the middle schools all students take Middle School Success which includes WICOR strategies as part of universal design. In addition, we offer AVID WICOR professional development to all secondary staff so that they can apply WICOR strategies in the classroom.

We also have Multi-tiered Systems of Support (MTSS) which offer both academic and social-emotional interventions as needed.

Additionally, refer to Attachment E, AVID materials and AVID Schoolwide Certification System (Oak-Land Middle School, Stillwater Middle School, Stillwater Area High School).

- **Please discuss the opportunities that have been taken with the Islamic Resource Center. Is this being done with other religious groups?**

The collaborative professional development opportunities for staff with the Islamic Resource Group are An Introduction to Islam and Muslims (IRG 101) and Women in Islam (IRG 104). Please see the attached link to review all of the IRG course offerings in collaboration with school districts across the state of Minnesota (irgmn.org). The IRG's mission is "to build bridges of understanding between Muslim Americans and the broader community through education." Staff at Brookview Elementary School, Early Childhood Family Center, Lake Elmo Elementary School, Oak-Land Middle School and new teachers in the district in the Teacher Mentor Program have all participated in this professional learning. In April 2018 Stillwater Area Public Schools Office of Equity and Integration was awarded the Building Bridges Award for our work in line with the IRG's mission "to build bridges of understanding between Muslim Americans and the broader community through education."

The Family and Community Engagement component is in collaboration with the Eastern Twin Cities Islamic Center (the Mosque in Afton). As stated in the January 23rd Board of Education Learning Session, Stillwater's Office of Equity and Integration has built a relationship with the Women's Engagement Coordinator at the Mosque. We have met with parents to discuss the important intersection between school and culture on issues such as the middle school swimming unit, the impact of fasting on academic achievement and providing a space for students of any religion that wishes to pray during the school day.

Examples of the Office of Equity and Integration's Family and Community Engagement with local Christian Churches include Shepherd of the Valley Serving our Schools Initiative (next meeting Monday February 24th 5:30-8:00). Rock Point Church in Lake Elmo has reached out to district administration with interest in exploring the Shepherd of the Valley model.

- **Goal 3, Strategy 1 - how are students with underrepresented voices determined? Wouldn't we just make sure all voices are heard?**

In March 2016, a group of metropolitan superintendents gathered together to discuss the future of education in the State of Minnesota. Specifically, the superintendents acknowledged that ensuring equity and excellence for all students is the most pressing issue in education today. After a comprehensive process exploring how best to address this pressing issue, a document called Reimagine Minnesota with nine specific strategies was developed. This document contains 9 key strategies with Strategy E: Elevate Student Voice and Leadership and

Improve/Ensure Inclusiveness in the School Culture and Environment. We would agree with the aforementioned premise that it is important to incorporate All of our student's voices.

- **Goal 3, Strategy 3 - what is the cost difference between this offering and the online gym and health students can already access.**

We use Achievement and Integration categorical funds for this which total \$24,000. Refer to Attachment B, Achievement and Integration Revenue Budget.

January 23, 2020 Learning Session

- **How can the district get involved in the Islamic Resource Group? What is the district doing to engage the community with these other groups? What can the district do to make the experience better for your children? (asked at a Caminos parent meeting)**

Our Family and Community Engagement Programming is open to Board of Education members interested in learning more. Please contact Eric Anderson to learn more about opportunities to join us for one of these experiences.

- **Is Hastings racially isolated?**

No.

- **Is it the same with schools? Why would we be voluntary and not adjoining? If we don't cross partner are we still able to receive the incentive revenue? What is the difference between the incentive revenue and the initial revenue?**

Refer to the Learning Session video from January 23, 2020 and Dr. Anne Parks response.

- **Are we going to continue to track these students?**

We will do our best but we are limited in this ability as it is voluntary for students to provide data post-graduation.

- **Can someone speak to the levy amounts?**

Achievement & Integration funding comes from 70% state aid and 30% local levy.

- **KIPS- would it be possible for us to see from where have we come? AVID enrollment? Historical data?**

Stillwater Secondary Sites AVID Numbers

2014-15: 110

2015-16: 121

2016-17: 168

2017-18: 186

2018-19: 199

2019-2020: 205

Refer to the MCA AVID vs. Non-AVID MCA data shared earlier in this document.

- **What is the % of diverse teachers in the metro area?**

Statewide is at 4% with 32% students of color. Stillwater is at 3% with 51 total staff (18 teachers) with 21.4% students of color.

- **What is the acceptance rate of AVID students?**

AVID is a choice program for students and families. 90+% of the students who complete the intensive process including participating in an interview are accepted into the program. Students can also join AVID at other points during their educational journey up through 11th grade.

- **Do we have success rates or lack of success rates or how you measure success on the follow up studies. How many students finish or don't finish? Are we hitting the mark?**

Refer to Attachment E- AVID Secondary Coaching and Certification Instrument. We had our first graduating class of AVID students in 2017 so if you are gauging success by four-year degree completion, that data cannot be collected yet. On other qualitative measures, we are hitting the mark. We are also hitting the mark on encouraging and supporting AVID students to take advanced courses.

- **Can we get data from the current plan?**

See above data information regarding achievement data and also reference the data presented at the annual WBWF presentation from December 3, 2019 at Stillwater Middle School (Attachment D).

70% of our certified district staff have participated in the Growing in Intercultural Awareness professional development framework.

We have had 60 AVID high school graduates since 2017 and 100% of them have been accepted into post-secondary institutions.

- **How do we define success and measure it? Are we actually limiting our thinking by trying to define and measure?**

We believe this was rhetorical and for the board to consider.

- **How are we attempting to close the gap? There is nothing in the plan for closing the gap.**

The entire Achievement and Integration Plan addresses the "gap". If you refer to the gap as being only standardized assessment scores, refer to the data shared above on AVID vs. non-AVID MCA reading assessment performance.

- **What are the costs we pay for AVID?**

Refer to Attachment B and the Categorical Achievement and Integration Revenue chart below.

Here is the overall budget we shared at the January 23, 2020 Learning Session.

Achievement & Integration Revenue/Budget

Category	Budget	Budget Ratios
Direct Services to Students must equal at least 80% of total revenue (staff/teachers, learning experiences/materials, partnerships, courses)	\$848,434.54 (includes incentive revenue of \$92,562)	80.40%
Professional Development may equal no more than 20% of total revenue (staff, professional development, recruitment of staff of color)	\$135,880.68	12.88%
Administrative/Indirect may equal no more than 10% of total revenue (staff, memberships, support)	\$71,006.45	6.73%
Total	\$1,055.321.67	

If you calculate all of the costs related to AVID, below is the breakdown. It is important to remember that this is all categorical funding and does not come from our general budget. Additionally, we offer Multi-Tiered Systems of Support and other programming to help with achievement, equity, and integration efforts.

Categorical Achievement and Integration Revenue

Achievement and Integration Budget	Amount	% of total Achievement and Integration Budget
Direct Services	\$637,888.95	60%
Professional Development	\$0	0%
Admin/Indirect Services	\$14,500	.01%
Incentive Revenue	\$50,000	.05%
Total AVID	\$702,388.95	67%

- **How can we say we are being successful if we are seeing a drop in proficiency?**

If you are referring solely to the MCA Reading proficiency assessment, we have seen an increase in proficiency with our AVID students. Refer to the MCA Reading data of AVID vs. Non-AVID students.

- **What PD do you have lined up for this plan?**

Professional development may not exceed 20% of the total Achievement and Integration funding. Refer to Attachment A. We will be providing professional development for all secondary staff on AVID, creating psychologically safe learning environments for all students, and Building Assets, Reducing Risks (BARR).

- **What were our goals in the past couple of years and have we achieved them? If we have not, what do we need to change, adapt, define them differently?**

Refer to Attachment G. This is the World's Best Workforce community presentation which shares information related to the past goals and the data supporting the goals.

- **AVID - How do we embrace this as we move forward?**

Continued systemic support of AVID not only provides WICOR strategies to all students beginning in middle school, but it also is reducing the achievement gap with regards to the MCA Reading assessment.

Since AVID is entirely covered through categorical funding, there is no impact on the general budget.

January 3, 2020

- **I met with Denise several months ago regarding declining achievement and the ELL scores. I passed this piece along to her, not sure if she shared it with you.**
<https://www.cultofpedagogy.com/culturally-responsive-misconceptions/>

Here is Zaretta Hammond's book:

https://books.google.com/books/about/Culturally_Responsive_Teaching_and_The_B.html?id=CXhZDwAAQBAJ&printsec=frontcover&source=kp_read_button

I've experienced some of the practice in our district and I'm wondering if it needs a second look. Thanks.

Could you please explain what and where you have seen Hammond's practices in our district? We would appreciate knowing about these activities so we understand the context of your question.

January 2, 2020

- **Can you tell me what you may be considering doing differently or are you planning on the same plan? I am very concerned with the inability to close the achievement gap overall and am wondering if this will be reflected in the March plan? Thanks!**

We will be supporting the expansion of the Building Assets, Reducing Risks (BARR) framework at Stillwater Area High School. This will provide BARR professional development for all staff and support implementation of BARR strategies in grades 10-12.

We will be partnering with Dr. Keith Mayes, University of Minnesota Department of African American & African Studies Professor. His noted areas of expertise include race relations, race and perception, achievement gap. Students in our three secondary buildings have identified language as a barrier to establishing safe and caring learning environments in all of their classrooms. We will engage in skillbuilding workshops with secondary staff about authentically incorporating discussions about race into classroom pedagogy. This will also include student voice and input on curricular resources so that all of the students we are serving are seeing themselves reflected in their classroom curriculum.

December 9, 2020

- **It has been brought to my attention more than once that some students are being invited into AVID simply for being a student of color, whether adopted or whether children of professionals. Some parents are quite frustrated by this because it is most people's understanding that AVID is supposed to be for students in the academic middle who may not otherwise be successful in pursuing college.**

All 7th grade students are given information about the AVID program in either advisory or Middle School Success. All are welcome to apply and are provided information on how to complete the application process. There is a parent meeting for all interested families. Students can also apply up through 11th grade.

Refer to the chart below detailing the racial demographics of students who electively choose to participate in the AVID program.

Advancement via Individual Achievement (AVID)

2020 AVID Demographics	8th grade (2024)	9th Grade (2023)	10th Grade (2022)	11th Grade (2021)	12th Grade (2020)
Asian	7 12.3%	3 7.9%	7 15.9%	4 11.4%	4 12.9%
Hispanic/Latinx	1 1.8%	6 15.8%	8 18.2%	7 20%	1 3.2%
Black/African American	14 24.6%	10 26.3%	13 29.5%	7 20%	8 25.8%
White	35 61.4%	19 50%	16 36.6%	17 48.6%	18 58.1%
Total	57	38	44	35	31
Total 8-12	205				

- **From WBWF goals, I don't know that we want all of our AVID students to apply to college. I certainly wouldn't want them to be persuaded to go to college when maybe another path is a better fit for them.**

We want *all* of our students to have the skills necessary to pursue post-secondary options if they so choose. MDE's WBWF plan goal in this area states "*All students are ready for career and college*". In our WBWF plan, our strategies include supporting opportunities for students to gain real-world experience, opportunities to learn career skills, "Pathways", and opportunities for students to earn higher education credits in high school (CTE).

- **A lot of the AVID strategies would be successful if used systemwide instead of limiting them to a small group.**

In the middle schools all students take Middle School Success which includes WICOR strategies as part of universal design. Over the last three years, we have served over 4,000 students in these courses. In addition, we offer AVID WICOR professional development to all secondary staff so that they can apply WICOR strategies in the classroom. Here are the current numbers of trained WICOR staff as shared at the January 23rd Board of Education Learning Session:

- 1 AVID National Staff Developer
- 6 AVID Elective trained teachers
- 4 Secondary Building Administrators & 6 District Level Leaders AVID trained
- 93 Secondary Teachers AVID trained
- SAHS - 60 trained

SMS - 16 trained
OMS - 17 trained

- **We have seen little to no progress in closing the achievement gap since we started AVID. Is how we are currently doing it the most effective way?**

This is not accurate. We have seen significant achievement gap reduction in our MCA Reading assessment. Refer to the MCA Reading data comparing AVID vs. Non-AVID students.

The Minnesota Department of Education defines the achievement gap as “the differences in academic performance between groups of students. Closing gaps in achievement and ensuring all students are performing at high levels are critical to the social and economic well-being of Minnesota. ... To truly close achievement gaps, all students should improve over time (individual student growth)” Your question refers to the achievement gap, but the data you are requesting is solely MCA proficiency data or standardized testing proficiency gap data. It is important to remember that MCA proficiency scores are one data point in a much larger pool of information and evidence that informs a more holistic approach to student achievement.



1.31.20

Achievement and Integration Plan July 1, 2020 to June 30, 2023

District ISD# and Name: Stillwater Area Public Schools

District Integration Status: Voluntary

Superintendent: Denise Pontrelli

Phone: 651-351-8301

Email: pontrellid@stillwaterschools.org

Plan submitted by: Eric Anderson

Title: Coordinator of Equity & Integration

Phone: 651-351-8389

Email: andersone@stillwaterschools.org

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 please list each of those schools below. Add additional lines as needed.

- | | |
|---------------------|---------------------|
| 1. Not Applicable | 5. Enter text here. |
| 2. Enter text here. | 6. Enter text here. |
| 3. Enter text here. | |
| 4. 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.

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

- | | |
|---------------------------------------|------------------------|
| 1. Roseville Area Public Schools (RI) | 5. White Bear Lake (A) |
| 2. Rosemount-Apple Valley-Eagan (RI) | 6. South St. Paul (V) |
| 3. South Washington County (A) | 7. Forest Lake (V) |
| 4. Inver Grove Heights (V) | 8. Hastings (A) |

School Board Approval

We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce 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: Denise Pontrelli

Signature:

Date Signed: Enter date.

School Board Chair: Sarah Stivland

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 to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council 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).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee 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 in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

Below, list your council members and identify American Indian parent committee members. 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.

NAPAC (Native American Parent Advisory Committee) Membership: Jeremy Josephson (Co-Chairperson/Parent), James Tom (Co-Chairperson/Parent), Denise Stephens (Secretary/Grandparent), Michael Ahrndt (General Representative/Grandparent), Erich Borchardt (General Representative/Parent), Shannon Foster Borchardt (General Representative/Parent), Donna Clark (General Representative), Georgia Lickness (General Representative/Grandparent), Glen Lickness (General Representative/Parent), Janis Lickness (General Representative/Parent/American Indian Teacher), Paul Red Elk (General Representative/American Indian Teacher), Michael Stephens (General Representative/Grandparent), Joanna Tom (General Representative/Parent)

Meeting Dates 2019-2020 school year

8/21/19, 9/18/19, 10/16/19, 11/20/19, 12/18/19, 01/15/20 (scheduled for third Wednesday of each month through May 2020)

Council Member Recommendations:

Vision: All Native American students in Stillwater Area Public Schools will graduate from high school and be ready for college and career. Stillwater NAPAC works closely with school district staff and our greater community to:

- Provide all students with authentic Native American classroom curriculum and learning experiences
- Plan and execute community events celebrating Native American cultures
- Develop and nurture partnerships and outreach
- Enhance and support academic success for Native American students
- Increase graduation rates and close academic disparity gaps for Native American students
- Celebrate student success

Multidistrict Collaboration Council: During the 2021-2024 plan we will continue on-going cross-district student programming initiatives with Equity Alliance including the Middle School Business Innovation Academy, AVID Summer P.E./Health, and Youth Executive Board includes students from Roseville Area Schools, the racially isolated school district required by statute. In addition, My Story, Your Story, Our Story Podcast Camp cross-district summer programming between Stillwater Area Public Schools and South Washington County Schools (which is no longer classified as racially isolated) has been expanded to include Hastings and Rosemount-Apple Valley-Eagan (racially isolated) school districts.

Community Collaboration Council for Racially Identifiable School(s): Non Applicable

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

Goal #1: College and Career Readiness

The acceptance rate of AVID students participating in the AVID 12 Elective Course into post-secondary institutions will remain at 100% during each of the school years from 2021-2024.

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

Goal type: Achievement Disparity

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

Strategies

Strategy Name and # 1: Stillwater Area Public Schools AVID Framework

Type of Strategy: Career/college readiness and rigorous coursework for underserved students.

Narrative description of this strategy.

The school district ensures that AVID experiences are available to students from middle school through high school. At Stillwater and Oak-Land Middle Schools, all 6th and 7th grade students take a Middle School Success course which teaches them WICOR (Writing, Inquiry, Collaboration, Organization and Reading) evidence based learning strategies. Over the last three years, over 4,000 students have taken this course. AVID elective classes begin in eighth grade for qualifying students and continue through senior year. A district AVID Lead Teacher works collaboratively with administration, staff, students and parents to reduce predictable opportunity and achievement gaps. This Lead Teacher coordinates AVID's recruitment process, directs our AVID tutors, supports academic success and provides individual counseling for students to facilitate enrollment and success in Advanced/Honors/AP/PSEO course work and assists them with college and career exploration. This system provides intensive educational support to ensure student success in rigorous academic coursework. Stillwater's AVID system also develops strong teacher-student relationships utilizing a comprehensive social-emotional framework for all of the students in the AVID cohorts. Through this supportive process AVID students develop skills to serve as role models and leaders, not only for their peers but also in the district and community. Students provide feedback on their experiences through the AVID Student Survey as part of the AVID Center's annual Certification Coaching Tool so we can determine impact and program improvement needs.

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

Key Indicators

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 2021	Target 2022	Target 2023
AVID Senior Students accepted into Post-Secondary Institutions.	100%	100%	100%
AVID students enrolled in Advanced/Honors/AP/PSEO coursework.	65%	68%	70%
AVID students enrolled in Advanced/Honors/AP/PSEO coursework earning a C or higher.	70%	72%	74%
The number of ACT Prep sessions provided to AVID 11th grade students to build skills for high stakes testing	15	20	25
70% of students enrolled in the AVID Elective Course who take the pre-ACT will demonstrate college readiness through the College Readiness indicator composite score.	70%	72%	74%
The percentage of AVID 11th grade students who strongly agree or agree that ACT Prep sessions help improve confidence and build skills for high stakes testing.	70%	72%	74%
AVID students participating in partnerships with community organizations and companies involving service learning and leadership building activities, e.g. Rotary, StoryArk, 4-H Youth Teaching Youth, Carlson School of Management	65%	70%	75%
The percentage of AVID students participating in partnerships with community members and companies with service learning and leadership building activities, e.g. Rotary, StoryArk, 4-H Youth Teaching Youth, Carlson School of Management who strongly agree or agree that these experiences help develop their skills in learning about and partnering with professional organizations.	70%	72%	74%
70% of tenth-grade Asian, Hispanic, Black and White students who are in the AVID Elective Course will demonstrate a meet or exceeds on the MCA-reading assessment.	70%	72%	74%

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

The percentage of students in Middle School Success who strongly agree or agree that the WICOR strategies help them improve their learning strategies.	70%	72%	74%
<i>The percentage of eighth grade AVID students earning a C or higher in their courses will increase by 2% annually.</i>	70%	72%	74%
The percentage of sixth and seventh grade students who report that they apply one of the WICOR strategies into their study or independent learning habits will increase by 2% annually.	70%	72%	74%
50% of Free or Reduced Lunch (FRL) sixth and seventh grade students will meet or exceed RIT Growth Projections as measured by MAP reading and this percentage will increase by 2% annually.	50%	52%	54%
50% of Hispanic sixth and seventh grade students will meet or exceed RIT Growth Projections as measured by MAP reading and this percentage will increase by 2% annually.	50%	52%	54%
The percentage of sixth and seventh grade students who earn a Meet or Exceeds on the MCA-reading assessment and who participate in the Free or Reduced Lunch program will	48%	50%	52%

increase by 2% annually.			
The percentage of sixth and seventh grade Hispanic students who earn a Meet or Exceeds on the MCA-reading assessment will increase by 2% annually.	45%	47%	49%

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

Goal #2: We will reduce the number of course failures by 2% annually at Stillwater Area High School during the 2021-2024 school years.

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

Goal type: Achievement Disparity

Strategies

Strategy # 1

Type of Strategy: Professional development opportunities to implement evidence-based BARR strategies with fidelity.

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.

Building Assets, Reducing Risks (BARR) is a strengths-based secondary whole school model that provides schools with a comprehensive approach to meeting academic, behavioral, social, and emotional needs of all students. Stillwater Area High School implemented BARR for ninth grade students in the 2017-2018 school year. The ninth grade student failure rate has decreased by 56% from the year prior to BARR implementation, and by 24% from last year. To continue this effort in reducing achievement disparities, we will be expanding the BARR model at Stillwater Area High School and providing professional development, model expansion, and implementation support.

Location of services: Stillwater Area High School

Key Indicators

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 2021	Target 2022	Target 2023
We will ensure that by 2023 100% of staff at Stillwater Area High School receive BARR professional development.	60%	80%	100%
Number of staff who report that they strongly agree or agree that the BARR Model professional development has provided them with additional skills and strategies to reach all learners.	60%	80%	100%
Number of staff who report that they utilize BARR Model skills and strategies to help all students succeed.	60%	80%	100%
We will decrease by 2% annually the number of students at Stillwater Area High School who fail one or more courses.	↓2%	↓2%	↓2%
We will decrease by 2% annually the number of students who report “support needed for improving study skills” as a top area of need as measured by the winter BARR Student Questionnaire.	↓2%	↓2%	↓2%
We will decrease by 2% annually the number of students who report “support needed for improving organization” as a top area of need as measured by the winter BARR Student Questionnaire.	↓2%	↓2%	↓2%

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

Strategy # 2

Type of Strategy: Professional development opportunities for creating culturally responsive learning environments.

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:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases graduation rates. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases access to effective and diverse teachers. |
| <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. | |

Narrative description of this strategy:

Students in our three secondary buildings have identified language as a barrier to establishing safe and caring learning environments in all of their classrooms. Dr. Keith Mayes Associate Professor and Chair of African American and African Studies at the University of Minnesota will engage in skillbuilding workshops with secondary staff about authentically incorporating discussions about race into classroom pedagogy. This will also include student voice and input on curricular resources so that all of the students we are serving are seeing themselves reflected in their classroom curriculum.

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

Key Indicators

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 2021	Target 2022	Target 2023
We will ensure that by 2024 100% of staff in our secondary schools will engage in professional development to build skills of authentically incorporating race into classroom pedagogy and curriculum.	60%	80%	100%
By 2024, 100% of SAHS Building Climate Student Leaders will agree or strongly agree that their classrooms are psychologically safe and caring learning spaces.	80%	90%	100%

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

Goal #3: Cross-District Student Programming

As measured by the Logic Model, 80% of participating students will indicate that they strongly agree or agree that the experiences with interactive cross-district programming increased their awareness and knowledge of cultures.

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

Goal type: Integration

Strategies

Strategy #1 My Story, Your Story, Our Story

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.

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, Rosemount-Apple Valley-Eagan

(racially isolated), South Washington County and Hastings 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.

Location of services: South Washington County

Key Indicators

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 2021	Target 2022	Target 2023
Percentage of Stillwater students who strongly agree or agree that participating in My Story, Your Story, Our Story increased their awareness and knowledge of cultures.	80%	85%	90%
Percentage of Stillwater students who strongly agree or agree that participating in My Story, Your Story, Our Story improved their own literary and creative processes through working across racially, culturally and linguistically diverse groups.	80%	85%	90%
Percentage of Stillwater students who strongly agree or agree that participating in the My Story, Your Story, Our Story helped them develop relationships with students from other districts.	80%	85%	90%
The number of Stillwater students participating in the My Story, Your Story, Our Story will increase from 25 in 2020 to 40 in 2023.	25	35	40

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

Strategy #2 AVID Summer Art Courses

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.

This partnership between Stillwater Area Public Schools, Rosemount-Apple Valley-Eagan (racially isolated) 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 will have the option to continue enrollment in the AVID Elective class.

Location of services: South Washington County Public Schools

Key Indicators

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 2021	Target 2022	Target 2023
We will increase the percentage of AVID students by 5% annually who will continue in the AVID Elective Course due to taking the Summer Art Course.	70%	75%	80%
Percentage of Stillwater students who strongly agree or agree that participating in AVID Summer Art Course increased their awareness and knowledge of cultures.	80%	85%	90%
Percentage of Stillwater students who strongly agree or agree that participating in the AVID Summer Art Course helped them develop relationships with students from other districts.	80%	85%	90%
The number of Stillwater students participating in the AVID Summer Art Course will increase from 25 in 2020 to 40 in 2023.	25	35	40

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

Strategy #3: AVID Health and Physical Education Courses

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. :

In collaboration with Equity Alliance and Roseville Area Public Schools, Stillwater Area Public School AVID students will earn credits required for graduation during a summer program. As a result of earning these credits in the summer, students will have the option to continue enrollment in the AVID Elective class.

Location of services: Inver Grove Heights Schools

Key Indicators

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 2021	Target 2022	Target 2023
We will increase the percentage of AVID students by 5% annually who will continue in the AVID Elective Course due to taking the Summer PE/Health credit.	70%	75%	80%
Percentage of Stillwater students who strongly agree or agree that participating in the AVID Summer Health and Physical Education Course increased their awareness and knowledge of cultures.	80%	85%	90%
Percentage of Stillwater students who strongly agree or agree that participating in the AVID Summer Health and Physical Education Course helped them develop relationships with students from other districts.	80%	85%	90%
The number of Stillwater students participating in the AVID Summer Health and Physical Education Course will increase from 30 in 2020 to 40 in 2023.	30	35	40

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

Strategy #4: Middle School Summer Innovation and Exploration

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.

The partnership between Stillwater Area Public Schools, Roseville 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. This opportunity is provided to seventh grade students who have selected to participate in the AVID program.

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

Key Indicators

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 2021	Target 2022	Target 2023
Percentage of Stillwater students who strongly agree or agree that participating in the AVID Summer Middle School Innovation and Exploration course increased their awareness and knowledge of cultures.	80%	85%	90%
Percentage of Stillwater students who strongly agree or agree that participating in the AVID Middle School Innovation and Exploration course helped them develop relationships with students from other districts.	80%	85%	90%
The number of Stillwater students participating in the will increase from 20 in 2020 to 30 in 2023.	20%	25%	30%

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

Strategy #5: Youth Executive Board

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.

A multi-district group of high school students (Youth Executive Board) will meet weekly to build bonds through team-building activities, learn how to use their power in positive ways to influence change, and work to fulfill their leadership and academic potential. Members learn about social and political advocacy, create yearlong service-learning projects to address the achievement and opportunity gap, demonstrate positive leadership to other Equity Alliance MN after-school program participants (including Roseville Area Public Schools), and have fun connecting with their peers across the Equity Alliance MN collaborative. The Stillwater Area Public School Students on this youth board will meet quarterly with their high school administrators to share their perspectives and voice any concerns regarding the traditionally underserved youth.

Location of services: Equity Alliance MN

Key Indicators

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 2021	Target 2022	Target 2023
Percentage of Stillwater students who strongly agree or agree that participating in Equity Alliance’s Youth Executive Board increased their awareness and knowledge of cultures.	80%	85%	90%
Percentage of Stillwater students who strongly agree or agree that they have improved their student leadership skills as a result of Youth Executive Board activities.	80%	85%	90%
Percentage of Stillwater students who strongly agree or agree that they have improved on their ability to recognize, incorporate and leverage the divergent thinking and perspectives of other YEP students during collaborative leadership processes	65%	70%	75%
We will increase the number Stillwater Area Public School Students serving on the Youth Executive Board.	5	7	9

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

Goal #4: Access to Effective Diverse Teachers

To create and retain a racially diverse teacher workforce so that students and their communities are reflected in their classroom, we will increase from 3.2% staff of color to 4.0% by 2023.

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

Goal type: Teacher Equity

Strategies

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 #1: Summer Success Student Leaders

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.

The district will employ students from Century College’s Educator AS Degree program to serve as mentors for student leaders from the district’s AVID program who will collaborate with them as leaders and educational assistants during the Elementary School Summer Success Program. A day on the Century College campus, including an orientation to

Century's Education Pathway will be a part of the experience. This experience provides both Century Mentors and students the opportunity to serve K-5 students, providing project based learning to help them develop skills for success in learning during the coming school year. During this month long program, the student leaders collaborate with both mentors and licensed classroom teachers helping to facilitate classroom learning. As a result of this process, the student leaders experience and develop skills that will support their future roles as teachers.

Location of services: Andersen Elementary School

Key Indicators

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 2021	Target 2022	Target 2023
Number of AVID students employed as Student Leaders in Summer Success Programming	12	15	18
We will increase by 5% annually the number of AVID students employed as Educational Assistants in Summer Success Programming who report that this experience has provided them with opportunities which prepare them for future college and/or career experiences.	80%	85%↑	90%↑

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

Strategies

Strategy 2: Century College Elementary Education Pathway Program Collaboration

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.

Century College will provide field experience credit for students enrolled in the AS Education Pathway Program who work in the Stillwater Summer Success Program. These college level students will assist teachers and provide mentoring for the Stillwater AVID student leaders who are also working with K-5 students. In the following year, Century College will admit interested and qualified student leaders from Stillwater Area Public Schools into their Standards of Effective Practice for Teachers course as a PSEO offering for these students.

Location of services: Andersen Elementary School

Key Indicators

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 2021	Target 2022	Target 2023
Number of Century College Students working in the Summer Success Program.	3	6	9
Number of Stillwater Area Public School students enrolled in the Standards of Effective Practice for Teachers course as a PSEO opportunity	2	5	8
85% of AVID students enrolled in the Education Pathway Program at Century College will report that this experience has helped them in determining a college or career direction.	75%	80%	85%
85% of students enrolled in the Education Pathway Program at Century College would recommend this experience to other AVID students.	75%	80%	85%

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 School's 3 Year Achievement and Integration Plan is designed to compliment and support our district's MTSS (Multi-Tiered Systems of Support) and Comprehensive Social Emotional Learning Framework by providing equitable systems, structures and learning opportunities for our traditionally underserved stakeholder groups. The goal of this work is to move from merely programmatic to being a part of the systemic operational structure. Equity is an integral part of everything that the district does.

Racially Identifiable School(s) (RIS)

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.*

Achievement and Integration Goals

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 # 1 Enter SMART goal here.

Aligns with WBWF area: Choose a WBWF goal area.

Goal type: Choose one.

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

Racially Identifiable School 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 # Enter a name and unique number for this RIS strategy.

Type of Strategy: Choose the type of strategy.

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.

Add narrative.

Location of services: Enter location.

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 are doing.

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

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 2021	Target 2022	Target 2023
<i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i>	75%	100%	100%
Enter KIP.			
Enter KIP.			
Enter KIP.			

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

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.

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)). Enter text.



**Achievement and Integration Revenue
FY2021 Budget Worksheet**

Use this workbook to list your district's proposed expenditures of FY 2021 Achievement Integration (A&I) revenue. All expenditures must support activities in your district's MDE-approved A&I plan. Each worksheet has a column for you to explain which activity each line item will fund.

District Name: Stillwater Area Public Schools

District ISD Number: 834

Superintendent: Denise Pontrelli

Partnering Districts: Roseville Area Public Schools (RI) Rosemount-Apple Valley-Eagan (RI)
South Washington County (A) Inver Grove Heights (V)
White Bear Lake (A) South St. Paul (V)

Fiscal and program staff should work together to complete this budget. Please list those staff members below. Both will be contacted if changes or more detail is needed for the budget to be approved.

Program Staff: Eric Anderson

Fiscal Staff: Kristen Hoheisel

Phone: 651-351-8389

Phone: 651-351-8321

E-mail: andersone@stillwaterschools.org

Email: hoheiselk@stillwaterschools.org

If you have been notified by MDE that your district has one or more *Racially Identifiable Schools*, please list those schools here:

Total Initial Revenue (FIN 313)	\$ 962,759.67
Total Incentive Revenue (FIN 318)	\$ 92,562.00
TOTAL A&I REVENUE	\$ 1,055,321.67

CERTIFICATION STATEMENT

We certify that the budget information submitted for our school district to the Minnesota Department of Education (MDE) is an accurate and complete representation of the fiscal year 2019 Achievement & Integration budget as approved by the school board.

Board Approval Date _____

School Board Chair _____ **Date** _____

Superintendent _____ **Date** _____

This certification statement is not required in legislation or by the Minnesota Department of Education.

Approved Initial Revenue: _____ **Approved Incentive Revenue:** _____

MDE Approval: _____ **Date:** _____



FY 2021 Achievement and Integration Budget

District Number: District Name:

Proposed Budget			Actual Expenditures		
		Proposed Budget Ratios			Actual Budget Ratios
Direct Services to Students must equal at least 80% of total revenue	\$848,434.54	80.40%	DSS At least 80% of total expenditures	\$0.00	#DIV/0!
Professional Development may equal no more than 20% of total revenue	\$135,879.70	12.88%	Professional Development No more than 20% of total expenditures	\$0.00	#DIV/0!
Administrative/Indirect may equal no more than 10% of total revenue	\$71,006.45	6.73%	Admin/Indirect No more than 10% of total expenditures	\$0.00	#DIV/0!
Total Proposed Revenue:	\$1,055,320.69		Total Revenue Expended:	\$0.00	

Total Amount Proposed FIN 313	\$962,758.69
Total Amount Proposed FIN 318	\$92,562.00

Improvement Planning Expenditures	0%	#VALUE!
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Districts must use up to 20% of integration revenue to implement an improvement plan (Minn. Stat. 124D.862 subd. 8 (c) 2).

Notes or Comments:



FY 2021 Achievement and Integration Budget

District Number: 834 District Name: Stillwater Area Public Schools

80% Direct Services to Students										
List proposed FIN 313 expenditures for Direct Student Services below. At least 80% of a district's proposed expenditures must be used for strategies in a district's MDE-approved A&I plan that provide direct services to students. Read the A&I Budget Guide on the MDE website for details.										
Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Plan Crosswalk - Which A&I plan activity does each line item support?			
	ORG	PROG	FIN	OBJ			Budget Narrative Provide a brief description of the expense each expenditure will fund. Do not copy the strategy description from your plan.	Goal #	Strategy # and Name	
Equity & Integration Coordinator Salary 1.0 FTE (65%)	05	610	313	143	\$58,869.24			Position Description: Stillwater Area Public Schools Coordinator for the Office of Equity and Integration serves as the leader in the development and implementation of district-wide short and long range plans to foster educational equity and integration. Responsibilities include: direct student involvement with college and career readiness, access to diverse teachers, and cross-district student programming, in addition to supporting professional learning for district staff.	1, 3, & 4	Goal 1: Strategy 1 Goal 3: Strategy 1, 2, 3, 4, & 5 Goal 4: Strategy 1,
Equity & Integration Coordinator Benefits	05	610	313	200	\$23,657.83			Same as above	1, 3, & 4	Goal 1: Strategy 1 Goal 3: Strategy 1, 2, 3, 4, & 5 Goal 4: Strategy 1.
Equity & Integration Small Group Facilitator Salary 0.8 FTE (45%)	05	610	313	170	\$14,191.40			Position Summary: To provide direct facilitation of cross-district student programming and clerical and technical support to the Office of Equity and Integration.	1 & 3	Goal 1: Strategy 1 Goal 3: Strategy 1, 2, 3, 4, & 5
Equity & Integration Small Group Facilitator Benefits	05	610	313	200	\$11,265.12			Same as above	1 & 3	Goal 1: Strategy 1 Goal 3: Strategy 1, 2, 3, 4, & 5
AVID Campus Lead Teacher-Salary 1.0 FTE	05	610	313	143	\$86,006.20			Position Summary: The secondary schools AVID Lead Teacher will guide and assist secondary school staff and administration regarding the AVID system by using the AVID curriculum and implementing instructional methodologies and assessment procedures. The AVID Lead Teacher also serves in a co-teaching capacity with AVID Elective teachers and as a liaison between the district and all AVID programming. The AVID Lead Teacher will also organize secondary school AVID site teams. The AVID Lead Teachers main responsibility is to provide direct instruction and to advocate for students and their families as they transition towards their post-secondary pathway.	1	Goal 1: Strategy 1
AVID Campus Lead Teacher-Benefits	05	610	313	200	\$39,040.72			Same as above	1	Goal 1: Strategy 1
AVID Elective Teachers Salary 2.5FTE	05	610	313	189	\$296,571.50			Position Description: AVID's four secondary elective teachers will provide direct instruction for students and guide secondary school staff and administration regarding the AVID system by utilizing the AVID curriculum and by comprehensively incorporating AVID instructional methodologies and assessment procedures.	1	Goal 1: Strategy 1
AVID Elective Teachers Benefits	05	610	313	200	\$78,756.53			Same as above	1	Goal 1: Strategy 1
AVID ACT Prep	05	610	313	305	\$8,500.00			ACT Prep sessions are provided to AVID 11th grade students to build skills for high test taking	1	Goal 1: Strategy 1
AVID ACT Prep Supplies	05	610	313	430	\$1,500.00			Same as above	1	Goal 1: Strategy 1
AVID Teambuilding-Camp St Croix	05	610	313	369	\$6,500.00			AVID 9th graders are given the opportunity to spend the day at Camp St Croix as part of their transition to Stillwater Area High School	1	Goal 1: Strategy 1
AVID Tutors Salary (*see Comments section)	05	610	313	186	\$60,480.00			AVID Tutors support the AVID teacher by facilitating collaborative problem solving among small groups of AVID students using the socratic method of learning	1	Goal 1: Strategy 1
AVID Tutors Benefits	05	610	313	200	\$21,168.00			Same as above	1	Goal 1: Strategy 1
Instructional Supplies	05	610	313	430	\$1,500.00			Instruction supplies to support student learning	1	Goal 1: Strategy 1
Non-Instructional Supplies	05	610	313	401	\$5,000.00			Non-instructional supplies to support student learning	1	Goal 1: Strategy 1
Century College Education Pathway Mentors-Salary**	05	610	313	186	\$16,200.00			Century College mentors will provide leadership, knowledge, and expertise to SAHS students who are working as students leaders in our Summer Success program	4	Goal 4: Strategy 2
Century College Education Pathway Mentors-Benefits	05	610	313	200	\$5,670.00			Same as above	4	Goal 4: Strategy 2
Summer Success AVID Student Classroom Leaders Salary***	05	610	313	186	\$12,960.00			Stillwater AVID student leaders will support classroom teachers and K-5 students during Summer Success programming.	4	Goal 4: Strategy 1
Summer Success AVID Student Classroom Leaders Benefits	05	610	313	200	\$4,536.00			Same as above	4	Goal 4: Strategy 1
Meals for Cross District Student Programming	05	610	313	490	\$3,500.00			Meals for Cross District Student Programming	3	Goal 3: Strategy 1, 2, 3, 4, & 5
FIN 313 TOTAL					\$755,872.54			\$0.00		

Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DS, PD, or Admin Cost.
Comments: *\$15 per hour x 7 hours a day x 2 days a week x 36 weeks (AVID Tutors) **12 days x 6 hours day x \$15 per hour x 15 mentors (Century College Mentors) ***12 days x 6 hours x \$12 per hour x 15 leaders (AVID Students Leaders)



FY 2021 Achievement and Integration Budget

District Number: 834

District Name: Stillwater Area Public Schools

80% Direct Services to Students

List proposed FIN 318 expenditures for Direct Student Services below. At least 80% of a district's proposed expenditures must be used for strategies included in the district's MDE-approved A&I plan which provide direct services to students. Incentive revenue may be used to fund strategies that will decrease racial and economic enrollment disparities. Read the A&I Budget Guide on the MDE website for details.

Line Item Description	UFARS Code Required			Budgeted Amt	Actual Amt <small>(Resubmit form with actual FY21 expenditures by 12/1/21.)</small>	Plan Crosswalk - Which A&I plan activity does each line item support?		
	ORG	PROG	FIN			OBJ	Budget Narrative Provide a brief description of the expense each expenditure will fund. Do not copy the strategy description from your plan.	Goal #
Provide a short description of the expenditure.				List the total amount budgeted for this line item.				
MyStory/YourStory/OurStory	05	610	318	\$33,442.00			3	Goal 3: Strategy 1
AVID Summer Art	05	610	318	\$16,000.00			3	Goal 3: Strategy 2
AVID Summer Health/PE	05	610	318	\$24,000.00			3	Goal 3: Strategy 3
Middle School Summer Innovation	05	610	318	\$10,000.00			3	Goal 3: Strategy 4
Youth Executive Board	05	610	318	\$9,120.00			3	Goal 3: Strategy 5
FIN 318 TOTAL				\$92,562.00				

Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.

Comments:



FY 2021 Achievement and Integration Budget

District Number: 834

District Name: Stillwater Area Public Schools

20% Professional Development

List proposed FIN 313 expenditures for professional development below. No more than 20% of a district's proposed expenditures may be used for PD costs that are part of a district's MDE-approved A&I plan. Read the A&I Budget Guide on the MDE website for details.

Line Item Description	UFARS Code Required			Budgeted Amt	Actual Amt	Plan Crosswalk - Which A&I plan activity does each line item support?		
	ORG	PROG	FIN			Budget Narrative	Goal #	Strategy # and Name
Provide a short description of the expenditure.				List the total amount budgeted for this line item.	Resubmit form with actual FY21 expenditures by 12/1/21.			
Equity & Integration Coordinator Salary 1.0 FTE (15%)	05	610	313	\$13,585.20			2	Goal 2: Strategy 1 & 2
Equity & Integration Coordinator Benefits	05	610	313	\$5,459.50				
SEED-30 Participants	05	610	313	\$6,000.00			2	Goal 2: Strategy 1 & 2
Building Assets, Reducing Risks (BARR)	05	610	313	\$60,000.00			2	Goal 2: Strategy 1 & 2
Creating Psychologically Safe Learning Environments				\$20,835.00			2	Goal 2: Strategy 1 & 2
Kelly Svcs OnCall Subs	05	610	313	\$24,000.00			2	Goal 2: Strategy 1 & 2
Recruitment/Retention of Effective Diverse Teachers/Administration	05	610	313	\$6,000.00			2.4	Goal 2: Strategy 1 & 2 Goal 4: Strategy 2
TOTAL				\$135,879.70	\$0.00			

Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.
Comments:



FY 2021 Achievement and Integration Budget

District Number: 834

District Name: Stillwater Area Public Schools

10% Admin/Indirect Costs

List proposed Administrative/Indirect FIN 313 expenditures below. No more than 10% of this budget may be spent on Admin costs for strategies included in an MDE-approved A&I plan. Read the A&I Budget Guide on the MDE website for details.

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Amt	Plan Crosswalk - Which A&I plan activity does each line item support?		
	ORG	PROG	FIN	OBJ			Budget Narrative Provide a brief description of the expense each expenditure will fund. Do not copy the strategy description from your plan.	Goal #	Strategy # and Name
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY21 expenditures by 12/1/21.			
Equity & Integration Coordinator Salary 1.0 FTE (20%)	05	610	313	143	\$18,113.60		Position Description: Stillwater Area Public Schools Coordinator for the Office of Equity and Integration serves as the leader in the development and implementation of district-wide short and long range plans to foster educational equity and integration. Responsibilities include: direct student involvement with college and career readiness, access to diverse teachers, and cross-district student programming, in addition to supporting professional learning for district staff.	1, 3, & 4	Goal 1: Strategy 1 Goal 3: Strategy 1, 2, 3, 4, & 5 Goal 4: Strategy 1,
Equity & Integration Coordinator Benefits	05	610	313	200	\$7,279.33		Same as above	1, 3, & 4	Goal 1: Strategy 1 Goal 3: Strategy 1, 2, 3, 4, & 5 Goal 4: Strategy 1,
Equity & Integration Secretary 0.8 FTE Salary (55%)	05	610	313	170	\$17,345.05		Position Summary: To provide direct facilitation of cross-district student programming and clerical and technical support to the Office of Equity and Integration.	2 & 4	Goal 2: Strategy 1 & 2 Goal 4: Strategy 1 & 2
Equity & Integration Secretary Benefits	05	610	313	200	\$13,768.47		Same as above	2 & 4	Goal 2: Strategy 1 & 2 Goal 4: Strategy 1 & 2
AVID Dues/Membership	05	610	313	820	\$14,500.00		AVID secondary membership fees	1	Goal 1: Strategy 1
Total					\$71,006.45	\$0.00			

Note Copy line items for improvement strategies and paste them into the related section of the Improvement Planning tab--DSS, PD, or Admin Cost.

Comments:



5D+™ Rubric for Instructional Growth and Teacher Evaluation

We know that building the capacity of teachers will lead to better instruction and greater learning for all students. Helping educators understand what good teaching looks like is at the heart of the Center for Educational Leadership's 5D+ Rubric for Instructional Growth and Teacher Evaluation – a growth-oriented tool for improving instruction.

Dimensions of the 5D+ Rubric for Instructional Growth and Teacher Evaluation

The 5D+ Rubric for Instructional Growth and Teacher Evaluation is based on the 5 Dimensions of Teaching and Learning™ (5D™) instructional framework, which is derived from an extensive study of research on the core elements that constitute quality instruction. These core elements have been incorporated into the 5D framework and 5D+ Rubric as five dimensions: Purpose, Student Engagement, Curriculum & Pedagogy, Assessment for Student Learning, and Classroom Environment & Culture. The 5D+ Rubric also includes Professional Collaboration and Communication, which is based on activities and relationships that teachers engage in outside of classroom instruction.

Organization of the 5D+ Rubric for Instructional Growth and Teacher Evaluation

The 5D+ Rubric is composed of 30 indicators of teacher performance, which are grouped by dimension. In the example below: the dimension is *Purpose* and the indicator is *Learning target(s) connected to standards*. The pages are color-coded by dimension.

Purpose	Unsatisfactory	Basic	Proficient	Distinguished
P1	Learning target(s) connected to standards	Basic	Proficient	Distinguished
	Lessons are not based on grade level standards or they do not align to the standard or the targets do not change daily.	Lessons are based on grade level standards. The only learning target(s) align to the standard.	Lessons are based on grade level standards. Students can replace the learning target(s) in their own words.	Lessons are based on grade level standards. The student can explain the learning target(s) in their own words. Students can explain why the learning target(s) are important.

Performance Levels

Performance levels within each indicator are used to delineate teaching practice, from unsatisfactory to basic, proficient and distinguished. The sophistication of teaching practice and the role of students increase across the levels of performance. The language describing each performance level has been carefully examined by a psychometrician to assure clarity, to avoid the risk of a teacher being rated more than once for similar teaching behavior, and to ensure that each indicator evaluates only one aspect of teaching practice. A careful analysis of instructional practice leads to the determination of a teacher's performance level on each indicator.

Resources and Support

The 5D+ Rubric for Instructional Growth and Teacher Evaluation is available as a downloadable PDF on the University of Washington Center for Educational Leadership website at www.k-12leadership.org/teacher-eval. You will also find associated resource materials and a description of the services CEL can provide to support your implementation.

Purpose		Unsatisfactory	Basic	Proficient	Distinguished
P1	Learning target(s) connected to standards	Lessons are not based on grade level standards or there are no learning targets aligned to the standard or the targets do not change daily.	Lessons are based on grade level standards. The daily learning target(s) align to the standard.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words.	Lessons are based on grade level standards. The daily learning target(s) align to the standard. Students can rephrase the learning target(s) in their own words. Students can explain why the learning target(s) are important.
P2	Lessons connected to previous and future lessons, broader purpose and transferable skill	Lessons are rarely linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill.	Lessons are clearly linked to previous and future lessons. Lessons link to a broader purpose or a transferable skill. Students can explain how lessons build on each other in a logical progression.
P3	Design of performance task	Performance tasks do not require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills.	Performance tasks require a demonstration of thinking connected to the learning target. Performance tasks require application of discipline-specific concepts or skills. Students are able to use prior learnings/understandings to engage in new performance tasks.
P4	Communication of learning target(s)	Teacher rarely states or communicates with students about the learning target(s).	Teacher states the learning target(s) once during the lesson and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies and checks for student understanding of the learning target(s).	Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of the learning target(s), and references the target(s) throughout instruction.
P5	Success criteria	The success criteria for the learning target(s) are nonexistent or vague.	Success criteria are present but may lack alignment to the learning target(s) and/or may not be used by students for learning.	Success criteria are present and align to the learning target(s). With prompting from the teacher, students use the success criteria to communicate what they are learning.	Success criteria are present and align to the learning target(s). Students use the success criteria to communicate what they are learning.

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Student Engagement		Basic	Proficient	Distinguished
SE1	Unsatisfactory			
	Quality of questioning	Teacher asks questions to probe and deepen student understanding or uncover misconceptions.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying their thinking with one another.	Teacher asks questions to probe and deepen student understanding or uncover misconceptions. Teacher assists students in clarifying and assessing their thinking with one another. Students question one another to probe for deeper thinking.
SE2	Ownership of learning	Teacher rarely provides opportunities and strategies for students to take ownership of their learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Some locus of control is with students in ways that support student learning.	Teacher provides opportunities and strategies for students to take ownership of their learning. Most locus of control is with students in ways that support student learning.
	Capitalizing on students' strengths	Teacher has little knowledge of how students' strengths (academic background, life experiences and culture/language) could be used as an asset for student learning.	Teacher capitalizes on students' strengths (academic background, life experiences and culture/language) and applies this knowledge in limited ways connected to the unit goals.	Teacher capitalizes on students' strengths (academic background, life experiences and culture/language) and applies this knowledge in a variety of ways connected to the unit goals.
SE4	Opportunity and support for participation and meaning making	Teacher uses engagement strategies and structures that facilitate participation and meaning making by students. Some students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. Most students have the opportunity to engage in discipline-specific meaning making.	Teacher sets expectations and provides support for engagement strategies and structures that facilitate participation and meaning making by students. All students have the opportunity to engage in discipline-specific meaning making. Meaning making is often student-led.
	Student talk	Talk is dominated by the teacher and/or student talk is unrelated to the discipline.	Student talk is a mix of teacher-student and student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking.	Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.

Curriculum & Pedagogy		Unsatisfactory	Basic	Proficient	Distinguished
CP1	Alignment of instructional materials and tasks	Instructional materials and tasks do not align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills.	Instructional materials and tasks align with the purpose of the unit and lesson. Teacher makes intentional decisions about materials to support student learning of content and transferable skills. Materials and tasks align with students' levels of challenge.
CP2	Teacher knowledge of content	Teacher demonstrates a lack of knowledge of discipline-based concepts and habits of thinking by making content errors.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another within a unit.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year.	Teacher demonstrates an understanding of how discipline-based concepts and habits of thinking relate to one another or build upon one another over the course of an academic year as well as in previous and future years.
CP3	Discipline-specific teaching approaches	Teacher rarely uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking at one or two points within a unit.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking throughout the unit, but not daily.	Teacher uses discipline-specific teaching approaches and strategies that develop students' conceptual understanding and discipline-specific habits of thinking on a daily basis.
CP4	Differentiated instruction for students	Teacher does not use strategies that differentiate for individual learning strengths and needs.	Teacher uses one strategy – such as time, space, structure or materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs.	Teacher uses multiple strategies – such as time, space, structure and materials – to differentiate for individual learning strengths and needs. Teacher provides targeted and flexible supports within the strategies.
CP5	Use of scaffolds	Teacher does not provide scaffolds that are related to or support the development of the targeted concepts and/or skills. If teacher uses scaffolds, he or she does not release responsibility to students.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant.	Teacher provides scaffolds that are clearly related to and support the development of the targeted concepts and/or skills. Using scaffolds, the teacher gradually releases responsibility to students to promote learning and independence. Students expect to be self-reliant. Students use scaffolds across tasks with similar demands.

Classroom Environment & Culture		Unsatisfactory	Basic	Proficient	Distinguished
CEC1	Classroom arrangement and resources	Physical environment of the classroom is unsafe or resources are not accessible to all students to support their learning during the lesson.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.	The physical environment is safe. The resources, materials and technology in the classroom relate to the content or current unit and are accessible to all students. The arrangement of the room supports and scaffolds student learning and the purpose of the lesson. Students use resources and the arrangement of the room for learning.
CEC2	Learning routines	Learning routines for discussion and collaborative work are absent.	Learning routines for discussion and collaborative work are present but may not result in effective discourse. Students are held accountable for completing their work but not for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students are held accountable for completing their work and for learning.	Learning routines for discussion and collaborative work are present, and result in effective discourse. Students independently use the routines during the lesson. Students are held accountable for completing their work and for learning. Students support the learning of others.
CEC3	Use of learning time	Instructional time is frequently disrupted.	Some instructional time is lost through inefficient transitions or management routines. Teacher responds to student misbehavior with uneven results.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Student misbehavior is rare.	Instructional time is maximized in service of learning through efficient transitions, management routines and positive student discipline. Students manage themselves, assist each other in managing behavior, or exhibit no misbehavior.
CEC4	Student status	Teacher does not develop positive teacher-student relationships that attend to students' well-being. Patterns of interaction or lack of interaction promote rivalry and/or unhealthy competition among students or some students are relegated to low status positions.	Teacher demonstrates positive teacher-student relationships that foster students' well-being. Patterns of interaction between teacher and students and among students may send messages that some students' contributions are more valuable than others.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions.	Teacher and students demonstrate positive teacher-student and student-student relationships that foster students' well-being and develop their identity as learners. Patterns of interaction between teacher and students and among students indicate that all are valued for their contributions. Teacher creates opportunities for student status to be elevated.
CEC5	Norms for learning	Classroom norms are not evident and/or do not address risk-taking, collaboration, respect for divergent thinking or students' cultures.	Classroom norms are evident but result in uneven patterns of interaction that do not encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures.	Classroom norms are evident and result in patterns of interaction that encourage risk-taking, collaboration, respect for divergent thinking and students' cultures. Students self-monitor or remind one another of the norms.

Professional Collaboration & Communication		Basic	Proficient	Distinguished
PCC1	Collaboration with peers and administrators to improve student learning	Teacher rarely collaborates with peers or engages in inquiry for the purpose of improving instructional practice or student learning.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teacher occasionally leads collaborative work and/or teacher serves as a mentor for others' growth and development.
		Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher provides minimal contributions.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes to collaborative work.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice, and student and teacher learning. Teacher occasionally leads collaborative work and/or teacher serves as a mentor for others' growth and development.
PCC2	Communication and collaboration with parents and guardians	Teacher rarely communicates in any manner with parents and guardians about student progress.	Teacher communicates with all parents and guardians about goals of instruction and student progress, but usually relies on one method for communication or requires support or reminders.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights.
		Teacher rarely communicates with all parents and guardians about goals of instruction and student progress, but usually relies on one method for communication or requires support or reminders.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights.
PCC3	Communication within the school community about student progress	Teacher maintains rarely communicates student progress information to relevant individuals within the school community.	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner. Teacher and student communicate accurately and positively about student successes and challenges.	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner. Teacher and student communicate accurately and positively about student successes and challenges.
		Teacher maintains rarely communicates student progress information to relevant individuals within the school community.	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner.	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner. Teacher and student communicate accurately and positively about student successes and challenges.
PCC4	Support of school, district and state curricula, policies and initiatives	Teacher is unaware of or does not support school, district or state initiatives. Teacher violates a district policy or rarely follows district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide.	Teacher supports and looks for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.
		Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group needs without compromising an aligned curriculum.	Teacher supports and looks for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum.
PCC5	Ethics and advocacy	Teacher's professional role toward adults and students is unfriendly or demeaning, crosses ethical boundaries, or is unprofessional.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students. Teacher challenges adult attitudes and practices that may be harmful or demeaning to students.
		Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students.	Teacher's professional role toward adults and students is friendly, ethical and professional and supports learning for all students, including the historically underserved. Teacher advocates for fair and equitable practices for all students. Teacher challenges adult attitudes and practices that may be harmful or demeaning to students.



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5 Dimensions of Teaching and Learning™

Instructional Framework Version 4.0

5D™	Subdimension	The Vision	Guiding Questions
Purpose	Standards	<ul style="list-style-type: none"> The lesson is based on grade-level standards, is meaningful and relevant beyond the task at hand (e.g., relates to a broader purpose or context such as problem-solving, citizenship, etc.), and helps students learn and apply transferable knowledge and skills. The lesson is intentionally linked to other lessons (previous and future) in support of students meeting standard(s). 	<ul style="list-style-type: none"> How do the standard and learning target relate to content knowledge, habits of thinking in the discipline, transferable skills, and students' assessed needs as learners (re: language, culture, academic background)? How do the standard and learning target relate to the ongoing work of this classroom? To the intellectual lives of students beyond this classroom? To broader ideals such as problem-solving, citizenship, etc.? What is the learning target(s) of the lesson? How is it meaningful and relevant beyond the specific task/activity?
	Learning Target and Teaching Points	<ul style="list-style-type: none"> The learning target is clearly articulated, linked to standards, embedded in instruction, and understood by students. The learning target is measurable. The criteria for success are clear to students and the performance tasks provide evidence that students are able to understand and apply learning in context. The teaching points are based on knowledge of students' learning needs (academic background, life experiences, culture and language) in relation to the learning target(s). 	<ul style="list-style-type: none"> Is the task/activity aligned with the learning target? How does what students are actually engaged in doing help them to achieve the desired outcome(s)? How are the standard(s) and learning target communicated and made accessible to all students? How do students communicate their understanding about what they are learning and why they are learning it? How does the learning target clearly communicate what students will know and be able to do as a result of the lesson? What will be acceptable evidence of student learning? How do teaching point(s) support the learning needs of individual students in meeting the learning target(s)?
Student Engagement	Intellectual Work	<ul style="list-style-type: none"> Students' classroom work embodies substantive intellectual engagement (reading, thinking, writing, problem-solving and meaning-making). Students take ownership of their learning to develop, test and refine their thinking. 	<ul style="list-style-type: none"> What is the frequency of teacher talk, teacher-initiated questions, student-initiated questions, student-to-student interaction, student presentation of work, etc.? What does student talk reveal about the nature of students' thinking? Where is the locus of control over learning in the classroom?
	Engagement Strategies	<ul style="list-style-type: none"> Engagement strategies capitalize on and build upon students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. 	<ul style="list-style-type: none"> What evidence do you observe of student engagement in intellectual, academic work? What is the nature of that work? What is the level and quality of the intellectual work in which students are engaged (e.g. factual recall, procedure, inference, analysis, meta-cognition)? What specific strategies and structures are in place to facilitate participation and meaning-making by all students (e.g. small group work, partner talk, writing, etc.)?
	Talk	<ul style="list-style-type: none"> Student talk reflects discipline-specific habits of thinking and ways of communicating. Student talk embodies substantive and intellectual thinking. 	<ul style="list-style-type: none"> Do all students have access to participation in the work of the group? Why/why not? How is participation distributed? What questions, statements, and actions does the teacher use to encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas?

5D™	Subdimension	The Vision	Guiding Questions
Curriculum & Pedagogy	Curriculum	<ul style="list-style-type: none"> Instructional materials (e.g., texts, resources, etc.) and tasks are appropriately challenging and supportive for all students, are aligned with the learning target and content area standards, and are culturally and academically relevant. The lesson materials and tasks are related to a larger unit and to the sequence and development of conceptual understanding over time. 	<ul style="list-style-type: none"> How does the learning in the classroom reflect authentic ways of reading, writing, thinking and reasoning in the discipline under study? (e.g., How does the work reflect what mathematicians do and how they think?) How does the content of the lesson (e.g., text or task) influence the intellectual demand (e.g. the thinking and reasoning required)? How does it align to grade-level standards?
	Teaching Approaches and/or Strategies	<ul style="list-style-type: none"> The teacher makes decisions and utilizes instructional approaches in ways that intentionally support his/her instructional purposes. Instruction reflects and is consistent with pedagogical content knowledge and is culturally responsive, in order to engage students in disciplinary habits of thinking. The teacher uses different instructional strategies, based on planned and/or in-the-moment decisions, to address individual learning needs. The teacher provides scaffolds for the learning task that support the development of the targeted concepts and skills and gradually releases responsibility, leading to student independence. 	<ul style="list-style-type: none"> How does the teacher scaffold the learning to provide all students with access to the intellectual work and to participation in meaning-making? What does the instruction reveal about the teacher's understanding of how students learn, of disciplinary habits of thinking, and of content knowledge? How is students' learning of content and transferable skills supported through the teacher's intentional use of instructional strategies and materials? How does the teacher differentiate instruction for students with different learning needs—academic background, life experiences, culture and language?
	Scaffolds for Learning	<ul style="list-style-type: none"> Students assess their own learning in relation to the learning target. The teacher creates multiple assessment opportunities and expects all students to demonstrate learning. Assessment methods include a variety of tools and approaches to gather comprehensive and quality information about the learning styles and needs of each student (e.g., anecdotal notes, conferring, student work samples, etc.). The teacher uses observable systems and routines for recording and using student assessment data (e.g., charts, conferring records, portfolios, rubrics). Assessment criteria, methods and purposes are transparent and match the learning target. 	<ul style="list-style-type: none"> How does the instruction provide opportunities for all students to demonstrate learning? How does the teacher capitalize on those opportunities for the purposes of assessment? How does the teacher gather information about student learning? How comprehensive are the sources of data from which he/she draws? How does the teacher's understanding of each student as a learner inform how the teacher pushes for depth and stretches boundaries of student thinking? How do students use assessment data to set learning goals and gauge progress to increase ownership in their learning? How does the teacher's instruction reflect planning for assessment? How does the teacher use multiple forms of assessment to inform instruction and decision-making? How does the teacher adjust instruction based on in-the-moment assessment of student understanding?
Assessment for Student Learning	Assessment	<ul style="list-style-type: none"> The teacher uses formative assessment data to make in-the-moment instructional adjustments, modify future lessons, and give targeted feedback to students. 	<ul style="list-style-type: none"> How does the physical arrangement of the classroom, as well as the availability of resources and space to both the teacher and students, purposefully support and scaffold student learning? How and to what extent do the systems and routines of the classroom facilitate student ownership and independence? How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning? What is the climate for learning in this classroom? How do relationships (teacher-student, student-student) support or hinder student learning? What do discourse and interactions reveal about what is valued in this classroom? What are sources of status and authority in this classroom (e.g., reasoning and justification, intellectual risk-taking, popularity, aggressiveness, etc.)?
	Adjustments	<ul style="list-style-type: none"> The physical arrangement of the room (e.g., meeting area, resources, student seating, etc.) is conducive to student learning. The teacher uses the physical space of the classroom to assess student understanding and support learning (e.g., teacher moves around the room to observe and confer with students). Students have access to resources in the physical environment to support learning and independence (e.g., libraries, materials, charts, technology, etc.). Classroom systems and routines facilitate student responsibility, ownership and independence. Available time is maximized in service of learning. Classroom discourse and interactions reflect high expectations and beliefs about all students' intellectual capabilities and create a culture of inclusivity, equity and accountability for learning. Classroom norms encourage risk-taking, collaboration and respect for thinking. 	<ul style="list-style-type: none"> How does the physical arrangement of the classroom, as well as the availability of resources and space to both the teacher and students, purposefully support and scaffold student learning? How and to what extent do the systems and routines of the classroom facilitate student ownership and independence? How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning? What is the climate for learning in this classroom? How do relationships (teacher-student, student-student) support or hinder student learning? What do discourse and interactions reveal about what is valued in this classroom? What are sources of status and authority in this classroom (e.g., reasoning and justification, intellectual risk-taking, popularity, aggressiveness, etc.)?
	Use of Physical Environment	<ul style="list-style-type: none"> Classroom systems and routines facilitate student responsibility, ownership and independence. Available time is maximized in service of learning. Classroom discourse and interactions reflect high expectations and beliefs about all students' intellectual capabilities and create a culture of inclusivity, equity and accountability for learning. Classroom norms encourage risk-taking, collaboration and respect for thinking. 	<ul style="list-style-type: none"> How does the physical arrangement of the classroom, as well as the availability of resources and space to both the teacher and students, purposefully support and scaffold student learning? How and to what extent do the systems and routines of the classroom facilitate student ownership and independence? How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning? What is the climate for learning in this classroom? How do relationships (teacher-student, student-student) support or hinder student learning? What do discourse and interactions reveal about what is valued in this classroom? What are sources of status and authority in this classroom (e.g., reasoning and justification, intellectual risk-taking, popularity, aggressiveness, etc.)?
Classroom Environment & Culture	Classroom Routines and Rituals	<ul style="list-style-type: none"> Classroom systems and routines facilitate student responsibility, ownership and independence. Available time is maximized in service of learning. Classroom discourse and interactions reflect high expectations and beliefs about all students' intellectual capabilities and create a culture of inclusivity, equity and accountability for learning. Classroom norms encourage risk-taking, collaboration and respect for thinking. 	<ul style="list-style-type: none"> How does the physical arrangement of the classroom, as well as the availability of resources and space to both the teacher and students, purposefully support and scaffold student learning? How and to what extent do the systems and routines of the classroom facilitate student ownership and independence? How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning? What is the climate for learning in this classroom? How do relationships (teacher-student, student-student) support or hinder student learning? What do discourse and interactions reveal about what is valued in this classroom? What are sources of status and authority in this classroom (e.g., reasoning and justification, intellectual risk-taking, popularity, aggressiveness, etc.)?
Classroom Culture	<ul style="list-style-type: none"> Classroom systems and routines facilitate student responsibility, ownership and independence. Available time is maximized in service of learning. Classroom discourse and interactions reflect high expectations and beliefs about all students' intellectual capabilities and create a culture of inclusivity, equity and accountability for learning. Classroom norms encourage risk-taking, collaboration and respect for thinking. 	<ul style="list-style-type: none"> How does the physical arrangement of the classroom, as well as the availability of resources and space to both the teacher and students, purposefully support and scaffold student learning? How and to what extent do the systems and routines of the classroom facilitate student ownership and independence? How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning? What is the climate for learning in this classroom? How do relationships (teacher-student, student-student) support or hinder student learning? What do discourse and interactions reveal about what is valued in this classroom? What are sources of status and authority in this classroom (e.g., reasoning and justification, intellectual risk-taking, popularity, aggressiveness, etc.)? 	



Stillwater Area Public Schools **Strategic Plan** 2018-2021



stillwaterschools.org



Stillwater
AREA PUBLIC SCHOOLS

Revised 10/11/19



STRATEGIC PLAN 2018-2021

OUR 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.

OUR PARAMETERS

In our decision-making we will always consider what is desirable, equitable, feasible and sustainable.

We will build relationships with our shareholders and engage with our community by utilizing the board approved Decision-Making and Public Participation models.

OUR OBJECTIVES

- All children are ready for school
- All third graders can read at grade level
- All racial and economic achievement gaps are closed
- All students are ready for career and college
- All students graduate from high school
- All students will be engaged in their learning
- All students will be supported in their social, emotional and behavioral development
- *All students will be seen, served and supported

KEY:

World's Best Workforce



Stillwater specific



Relmagine Minnesota



Our Vision: Portrait of a Stillwater Graduate

Our Portrait of a Graduate defines the skills and attributes we expect our students to develop through their experience in our schools. In working toward the objectives of our strategic plan, teachers and staff find ways to incorporate experiences that allow students to practice and develop these skills at all levels - from preK through high school.

Collaborator

- Builds strong relationships
- Works effectively and respectfully with diverse teams
- Seeks out diverse ideas and perspectives
- Values the individual contributions made by each team member

Critical Thinker

- Shows empathy for others
- Solves complex problems
- Discerns accurate, relevant information
- Reasons effectively to make sound judgments and decisions

Creator

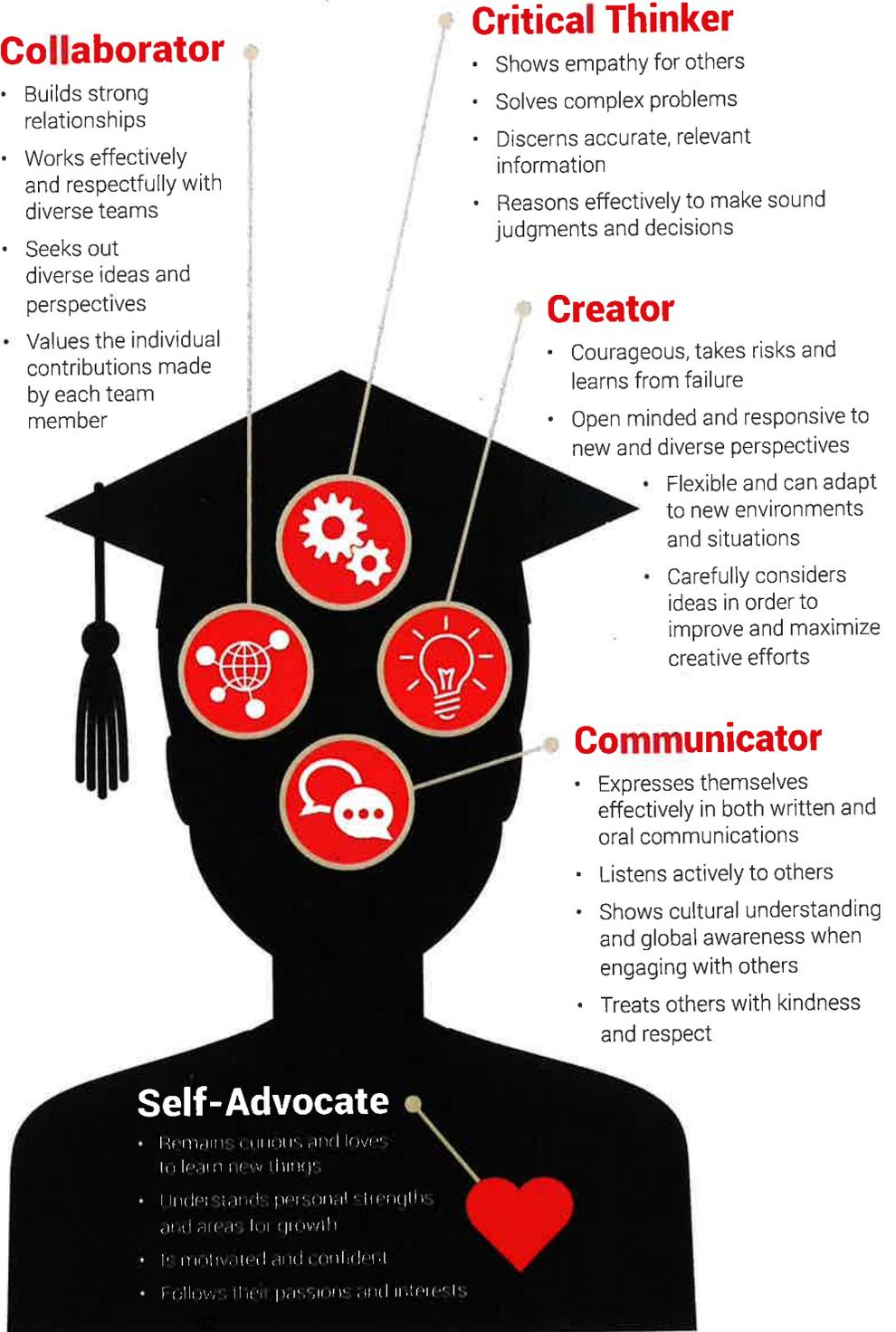
- Courageous, takes risks and learns from failure
- Open minded and responsive to new and diverse perspectives
- Flexible and can adapt to new environments and situations
- Carefully considers ideas in order to improve and maximize creative efforts

Communicator

- Expresses themselves effectively in both written and oral communications
- Listens actively to others
- Shows cultural understanding and global awareness when engaging with others
- Treats others with kindness and respect

Self-Advocate

- Remains curious and loves to learn new things
- Understands personal strengths and areas for growth
- Is motivated and confident
- Follows their passions and interests



Strategic Plan in Action

Our vision is for each student to leave our schools as Collaborators, Critical Thinkers, Creators, Communicators and Self-Advocates. Our three-year strategic plan outlines how we will bring that vision to life, and the operational plan, listed below, identifies our areas of focus in the current year. You can learn even more by reading the specific goals and strategies listed in the pages of this document.

2019-2020 Operational Plan: “Systemic Innovation by Design”



Engaged Learners

We're aligning our systems and developing strategies to ensure we're responsive to each students' needs - academic, social and emotional.

- **Student engagement:** Designing experiences for our students with their specific needs and wishes in mind (empathy).
- **Responsiveness:** Training our staff to be culturally responsive to the learning needs of their students.
- **Multi-Tiered Systems of Support (MTSS):** Supporting both the academic and behavioral needs of our students so they can focus on learning.
- **Literacy:** Implementing elementary literacy curriculum and instructional practices, and studying new curriculum for secondary students.
- **Pathways:** Developing personalized options for students that align with coursework, experiences, community connections and college/career paths.



Effective Operations

We're improving management to be more efficient and effective, and aligning our human, financial and physical resources.

- **Effective instruction:** Improving learning practices through teacher development, Q-Comp and instructional coaching, as well as training for all staff.
- **Employee recruitment and retainment:** Designing and developing ways to attract and retain excellent employees.
- **Resource alignment with program:** Continuing to develop systemic alignment between human and financial resources and program design, encompassing facilities, transportation, food service and safety.
- **Technology and design:** Improving accessibility to technology, while ensuring it is used to support learning in the classroom.



Communication & Collaboration

We're expanding and strengthening our connections with community and families to support the engagement of our students.

- **#Pony Pride:** Expanding pride for our schools and our students within the community.
- **Communications alignment:** Enhancing communication with families at a district, building and staff level.
- **Community engagement:** Providing additional ways for the community to stay connected with and engaged in district initiatives and programming.
- **Networking for improvement:** Collaborating with progressive local and national school districts and organizations to improve the student experience.

Objectives, Goals and Strategies

World's Best Workforce

2019-2020



The objectives of our Strategic Plan are based on the areas of the WBWF. Each year, our school board members and district staff work together to set goals in each of the five focus areas. The goals help guide the Operational Plan, while providing essential information about how our students are doing each year. Goals may range from one to three years in length.

What is WBWF? We believe that all of our students should leave our schools ready for whatever their futures hold. It's our job to prepare them with the skills and attributes they will need to succeed in work and life.

Aligned as part of our strategic plan, the WBWF goals provide the details we are required by the state to include as part of the WBWF report. Specific and measurable goals are developed annually for each of the the five areas.

**Strategies with (RM) denotes alignment with Reimagine Minnesota, an action plan developed by local superintendent's to address integration, access, opportunity, and educational achievement for all students.*

All Children Are Ready For School

Goal	2019-2020 Strategies
At the start of the 2020-2021 school year, 80 percent of kindergarten students who have attended SAPS preschool will demonstrate readiness for school, as measured by a benchmark score of 34 on the Fastbridge early reading composite.	Continue to develop birth to K parent engagement opportunities allowing for parents to participate in their students' learning.
	Maximize play-based learning in pre-K to increase engagement and foundational pre-academic and social emotional skills.
	Continue screenings to assess incoming kindergarten readiness.
	Continue to identify student needs through early childhood screening (RM-I)*.
	COMMUNITY STRATEGY: Provide Stillwater district kindergarten readiness standards/checklists to childcare providers for dissemination to parents of 4-year-olds.

All Third Graders Can Read At Grade Level

Goal	2018-2019 Strategies
By June of 2021, third graders meeting end-of-year proficiency, as measured by MCA reading, will increase from 58.7 percent to 60.7 percent.	Continue to implement and support best practices in balanced literacy instruction.
	Continue strategies that identify and support students exhibiting reading and language behaviors consistent with dyslexia.
	Continue parent involvement, including periodic family-night activities, generalized parent communication and bi-annual conferences, and PATH parent awareness (RM-I)*.
	Support implementation of Tier II and Tier III scientific- and evidence-based reading interventions.
	Develop a student support system for English language learners.
	COMMUNITY STRATEGY: Partner with community members/agencies to establish reading buddies.

All Racial And Economic Achievement Gaps Are Closed

Goal	2019-2020 Strategies
By June of 2021, 72.5 percent math/74.5 percent reading of ALL student groups will demonstrate Medium or High Growth as measured by MCA reading and math.	 Strengthen system-wide elementary Multi-Tiered Systems of Support (MTSS).
	 Continue district-wide focus on student engagement through alignment of 5D instructional Framework, teacher observations and Q-Comp.
	 Infuse elementary classrooms with high-quality, engaging, and accessible reading materials in order to differentiate and personalize learning, and to engage students in reading.
	 Develop inclusive standards/success measures for students and create pathways for achieving them (RM-C)*.
	COMMUNITY STRATEGY: Use existing groups and new community partnerships to support authentic cultural learning in classrooms and volunteer participation opportunities.

All Students Are Ready For Career And College

Goal	2019-2020 Strategies
By June of 2021 54% of students taking the ACT will be "on-track" for success, as demonstrated by reaching a composite score of 23 on the ACT.	 Continue to provide multiple opportunities for student to earn higher education credits in schools (AP, CIS, CTE, and PSEO). <i>internships</i>
	 Continue to support opportunities for students to gain real-world experience through course partnerships with businesses.
	 Continue to support opportunities for students to learn career skills including collaboration, communication, creativity, and critical thinking (4 C's).
	 Design a responsive "Pathways" program for secondary students.
	 Strengthen alignment and communication of 6-year planning.
	COMMUNITY STRATEGY: Engage businesses to participate in a Career Exploration Fair.

All Students Graduate From High School

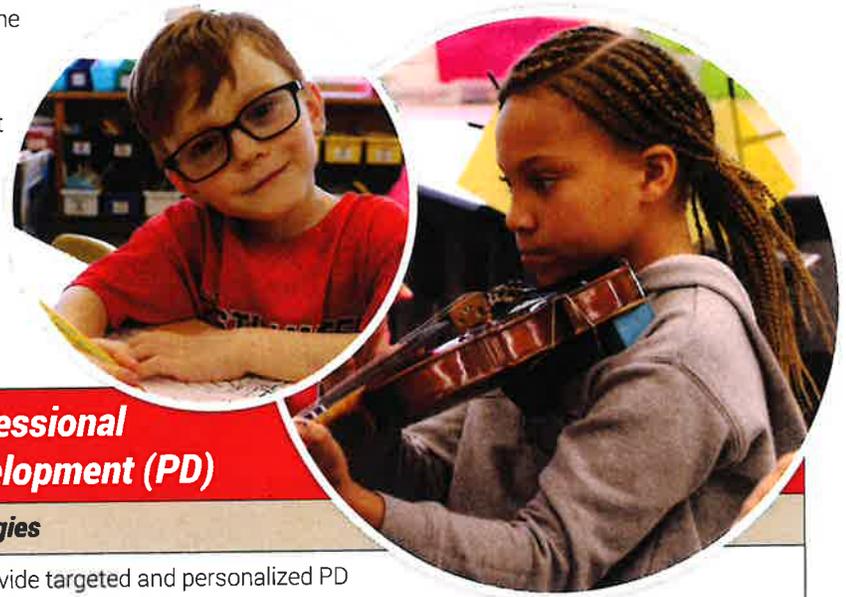
Goal	2019-2020 Strategies
By June of 2021, Stillwater's 4-year graduation rate will be at least 95.5 percent.	 Continue AVID, BARR, CTE, PSAT, Pre ACT, and ACT Aspire to enhance and build specific academic, social-emotional and leadership skills in students (RM-B)*.
	 Continue to build transition portfolios for students with disabilities starting in ninth grade to ensure access and targeted instruction on transition standards in areas of post secondary education, vocational skills, and independent living skills.
	 Continue to provide flexible options for students to earn credits towards graduation through alternate delivery methods (online and blended courses).
	COMMUNITY STRATEGY: Engage businesses to facilitate school/business partnership to increase student engagement.

World's Best Workforce

Supporting Strategies

2018-2019

The state recognizes that the work school districts do behind the scenes also has a significant impact on ensuring students are college and career ready. While specific goals are not required, WBWF legislation does ask districts to share information about what they are doing in the following areas:



Gifted and Talented Programming

Strategies

-  Assess all 3rd graders using the Cognitive Abilities Test.
-  Provide teachers of gifted cluster classrooms specialized training in meeting the unique academic and social/emotional needs of gifted learners.
-  Provide parents opportunities to learn about their gifted children and what to expect in school and at home.
-  GATE (Gifted and Talented Education) program, will team with middle school teachers to provide Professional Development on how to serve middle school gifted students in their regular courses (RM B).
-  Assess longitudinal data for our accelerated math students.

Professional Development (PD)

Strategies

-  Provide targeted and personalized PD around strategic goals and commitments.
-  Monitor implementation of professional development through feedback, reflection, and adjustment to provide personalized PD around strategic goals and commitments.
-  Support teachers within our Teacher Development and Evaluation Process (TDEP) via our Quality Compensation (Q-Comp) program.
-  Implement new teacher mentoring program.
-  Implement Culturally Responsive professional development in our buildings at part of Universal Design (RM-A/C)*.
-  Provide professional development for Lucy Calkins Units of Study in Reading, Letterland, and Words Their Way for K-5 teachers.

Access to Excellent Teachers

Strategies

-  Implement a mentoring program for support of all teachers new to district.
-  Attend career/job fairs to recruit highly qualified and diverse teachers (RM-D)*.
-  Continue to examine and respond to school district demographics (RM-D)*.
-  Increase the percentages of underrepresented teachers throughout our system.
-  Increase the percentages of underrepresented support staff throughout our system.

By the Numbers

- 99.99 percent of our teachers teach "in their field" as defined by MDE.
- 99.99 percent of our teachers defined as effective based on TDEP/MDE
- 75 percent of teachers have advanced degrees (masters and/or doctorate).
- 51 staff of color



Stillwater-Specific Objectives

2019-2020

Our community believes that social and emotional well-being is just as important as academic achievement. We are committed to breaking down the many barriers that can get in the way of learning to ensure our students can be their very best. In addition to the five WBWF areas, our strategic plan includes a district-wide goal along with three objectives to address access, opportunity and educational achievement for ALL of our students.

DISTRICT-WIDE GOAL

By the end of the 2020-2021 school year, 75 percent of students will perceive high levels of student engagement (selecting Always or Most of the time) as measured by the annual student engagement survey (defined in the 5D Instructional Framework).

All Students Will Be Engaged In Their Learning

Strategy

 Build connections between students and their teachers, help students feel safe at school, and provide opportunities for students to identify their passions.



All Students Will Be Supported In Their Social, Emotional And Behavioral Development

Strategy

 Support the "whole child" by removing barriers that impede learning and helping to address students' social, emotional and behavioral development.



All Students Are Seen, Served And Supported (Reimagine Minnesota)

Strategies

-  Use trusting relationships to create welcoming classrooms, schools and communities that meet the needs (hopes and dreams) of all students and families.
-  Provide personalized relevant education and youth development that guarantees access to rigorous learning and eliminates predictability based on race.
-  Provide equitable resources (time, talent, and funds) aligned to student needs (hopes and dreams) that enable staff to "see all" and "serve all."



A Look Back At Last Year



Statute 120B.11:
Support and improve teaching and learning

School Readiness



Read Well By Third Grade



Achievement Gap



College and Career Ready



Graduation



Gifted and Talented



Professional Development

Access to Excellent Teachers

Specific goals not required for items in red.

2019 WBWF Advisory Committee Members

- Robin Anthony
- Katherine Bonneson
- Jenny Bye
- Erica Dalager Reed
- Jim Franklin
- Gary Havir
- Chris Larson
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- Randal Newton
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- Meara White
- Travis Yates
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- Bob McDowell
- George Nolan
- Rachel Larson
- John Perry
- Melinda Fierro

Previous Year's WBWF Results: 2018-2019

RESULT 70%	GOAL At the start of the 2018-2019 school year, 80 percent of kindergarten students who have attended Stillwater preschool will demonstrate readiness for school, as measured by a benchmark score of 34 on the Fastbridge early reading composite.	
RESULT 58.7%	GOAL By June of 2019, third graders meeting end-of-year proficiency, as measured by MCA reading, will increase from 63.4 to 65 percent.	
RESULT Reading = 75% Math = 70%	GOAL By June of 2021, 74 percent of ALL students will demonstrate Medium or High Growth as measured by MCA reading and math.	
RESULT 53.2	GOAL By June of 2019, 50 percent of students taking the ACT will be "on-track" for success, as demonstrated by reaching a composite score of 23 on the ACT.	
RESULT 95%	GOAL By June 2021 Stillwater Area Public School's four-year graduation rate will increase from 92.5 to 94 percent.	

Learn more at stillwaterschools.org/WBWF



**World's Best Workforce/
Achievement &
Integration
Summary Report**

Presented to the community
December 3, 2019

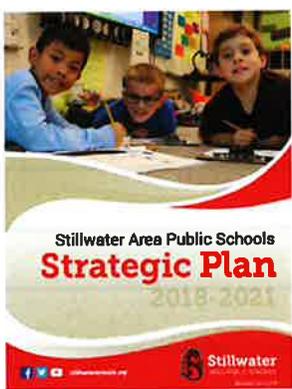
Courtesy: Thomas Here

Tonight's Goals

1. Provide an overview of WBWF and share data.
2. Divide into specific areas and discuss goal, data, and strategies
3. Collect feedback from the public



Courtesy: Thomas Here



Stillwater Area Public Schools
Strategic Plan
2018-2021



World's Best Workforce

Strategic (Level D) Support and teacher training

School Readiness

Ready By Third Grade

Achievement Gap

College and Career Ready

Graduation

Postsecondary Readiness

Access to Excellent Teachers

Specific goals not required for items in red.

Stillwater
AREA PUBLIC SCHOOLS

Curiosity Thrives Here

All Children Ready for School

GOAL
At the start of the 2018-19 school year, 80 percent of kindergarten students who have attended SAPS preschool will demonstrate readiness for school, as measured by a benchmark score of 34 on the Fastbridge early reading composite.

STRATEGIES

- Parent opportunities to be engaged
- Play-based learning at preschool
- Continue screenings
- Ready, Set, Go conferences

RESULT

- 70 percent of kindergarteners reached the benchmark of 34.

Stillwater
AREA PUBLIC SCHOOLS

Curiosity Thrives Here

All third-graders can read at grade level

GOAL
By June 2019, third graders meeting end-of-year proficiency as measured by MCA reading will increase from 63.4 to 65 percent.

STRATEGIES

- Support best practice instruction
- Individual learning opportunities
- Continue parent involvement
- Support scientific interventions
- Identify and support attributes of Dyslexia

RESULT

- 58.7 percent of third graders met end-of-year proficiency on the MCA reading assessment.

Stillwater
AREA PUBLIC SCHOOLS

Curiosity Thrives Here

All racial and economic achievement gaps are closed

GOAL
By June of 2021, 74 percent of ALL students will demonstrate medium or high growth as measured by MCA reind and math

STRATEGIES

- Implement MTSS
- Implement district-wide student engagement focus
- Infuse classrooms with materials
- Implement 5D+ Framework

RESULT

We are on track to meet this goal.

- 75 percent of students demonstrated growth in Reading
- 70 percent of students demonstrated growth in Math



All students are ready for career and college

GOAL
By June 2019 students 50 percent of students will be "on track" for success, as demonstrated by reaching a composite score of 23 on the ACT.



STRATEGIES

- Provide opportunities for college credit
- Promote opportunities for real world experience
- Provide opportunities for 4C's of Creative Thinking, Communication, Collaboration, Creativity)
- Investigate Pathways program
- Use ACT Aspire data

RESULT

- 53.2 percent reached a 23



Curiosity Thrives Here

All students graduate from high school

GOAL
By June 2021 (SY20) our community will increase the four-year graduation rate from 92.5 to 94 percent.



STRATEGIES

- Course options
- AVID, Freshman Academy, CTE
- PSAT, PreACT, ACT, ACT Aspire
- Transition portfolios
- Review Graduation requirements
- Online and blended learning options

RESULT

- Graduation rate for last year was 95 percent



Curiosity Thrives Here

Access to Excellent Teachers




564 full-time equivalent	Teach "In-Field"	Deemed Effective	Advanced Degree	Staff of Color
	99.9%	99.9%	75%	51 (18 teachers)



Curiosity Thrives Here

Professional Development

FOCUS AREAS

- Targeted and individualized PD
- Teacher feedback and reflection
- PD growth opportunities for all levels





Curiosity Thrives Here

Gifted and Talented

FOCUS AREAS

- Assess all 3rd graders
- Provide classroom cluster teachers with training
- GATE teachers will team with Middle School teachers
- Assess longitudinal data for accelerated math students



Curiosity Thrives Here

Achievement and Integration

GOAL

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

RESULT

2017-2018 19 of 19 accepted to college
 2018-2019 22 of 22 accepted to college
 2019-2020 (30 students enrolled in AVID as seniors)

STRATEGIES

- Students recruited for AVID
- MARSS Enrollment Data is used to disaggregate our AVID learning cohorts by ethnicity and gender.
- Our goal at the secondary level is to incorporate these WICOR strategies as part of Universal Design so that all students can benefit from this approach.
- We currently have 93 of our secondary teachers trained including having an AVID National Staff Developer on our high school staff.

Achievement and Integration

GOAL

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 increases use of Culturally Inclusive teaching strategies.

RESULT

- 2017-2018 - 90 Participants
- 2018-2019 - 183 Participants
- 2019-2020 - 203 Participants

STRATEGIES

- Intercultural Coaches provide sustained Intercultural Professional Learning
- Instructional Coaches participate in a year-long professional learning
- district teachers and staff received year long professional learning

Stillwater
AREA PUBLIC SCHOOLS

Curiosity Thrives Here

Integration Goal

Students will increase their awareness and knowledge of a variety of cultures and will grow in appreciation of similarities and differences among cultures through interactive cross-district programming.

Cross- district student programming included:

- Stonebridge/ American Indian Magnet 4th Grade Partnership
- What's Your Story? A Podcasting Adventure
- Carlson School of Management Middle School Summer Innovation and Exploration
- Equity Alliance Summer Physical Education and Health
- South Washington County Summer Art Camp
- Youth Executive Board

Stillwater
AREA PUBLIC SCHOOLS

Programming Participants

- 2017-2018 200
- 2018-2019 250
- 2019-2020 275



PROFILE OF AN AVID STUDENT

Our students will work towards being the best version of themselves by learning and growing academically, socially and emotionally.

OBJECTIVE

AVID is a holistic college-readiness system that offers rigorous standards in academic, social and emotional areas that will help students gain confidence and skills to close the opportunity gap.

The AVID curriculum is based on best learning practices in writing, inquiry, collaboration, organization and reading.

GAIN EXPERIENCE

AVID Student | Stillwater Secondary Schools | 2020-21

AVID, Achievement Via Individual Determination, is an elective course.

This course will prepare students for the rigors of college prep classes by providing study and organizational skills as well as developing critical thinking and problem-solving skills through mastering the Socratic questioning method.

GROW AS A STUDENT

Academic | Social | Emotional

Our students will be willing to build a growth mindset, work collaboratively with others, take academic risks, and participating in school and community service.

EDUCATION

Goal of Post-Secondary Degree | Minimum 2.5 G.P.A.

With support and structures from the AVID Elective, students will take responsibility for their own organization and learning.

Students are also expected to attend school regularly and have minimal discipline concerns.

Students will be open to enroll in a rigorous or stretch class to push their thinking



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Links: www.avid.org

Videos: [I am Limitless](#) [The AVID Effect](#)



DEVELOP LEADERSHIP & ADVOCACY

Students will participate in activities that will nurture leadership and service learning that will build advocacy.

Expectations, Equity, and Excellence

Dr. Pedro Noguera is the Peter L. Agnew Professor of Education at New York University and the Executive Director of the Metropolitan Center for Research on Equity and the Transformation of Schools. His research focuses on the ways in which schools are influenced by social and economic conditions, as well as demographic trends in local, regional, and global contexts.

Noguera is passionate about the deep need in the nation's educational system for equity and excellence for all students. He acknowledges that the pursuit of excellence is often seen as being at odds with equity, but challenges school systems to ensure that the academic needs of diverse students are met and that all students receive equitable educations. Therefore, schools must advocate for equity in resources and educational opportunities for all students by recognizing that not all students are the same, and those with less will need more in terms of time, attention, and support. This thinking requires systemic change for effective practices to occur and produce results.

In a presentation entitled "Racial Inequality and American Education: Policies, Practices and Politics," Noguera addressed the segregation by race and social class within the education system. He asserted, "We cannot separate students' learning needs from their non-academic needs. The achievement gap is a manifestation of social inequality. We must invest in children of color: They are the future." He also encouraged schools to build support systems in the community so that schools aren't expected to do this work alone.

In his writings and presentations, Noguera speaks of the core value of educator and student relationships and the power of teacher expectations in influencing student performance. Skilled teachers build students' strengths into confidence and competence. Using his own research and that of the University of Chicago, which identified five proven components of school-improvement efforts, Noguera developed 10 practices to promote achievement for all students.

- 1. Challenge the normalization of failure.** Race and class should not predict achievement.
- 2. Stand up and speak out for equity.** Schools must confront the ways in which some students are denied learning opportunities.
- 3. Embrace immigrant students and their culture.**
- 4. Provide students with clear guidance on what it takes to succeed, including such things as study skills, "code-switching," and seeing models of excellent work.**

When we combine excellence and equity, what we are focused on is how do we make sure that all kids are exposed to high standards and quality teachers.

Dr. Pedro Noguera



- 5. Build partnerships with parents based on shared interests.** Faculties must be trained to communicate respectfully and effectively across race and class differences and work with parents to help reinforce school objectives at home.
- 6. Align discipline practices to educational goals.** Get buy-in from all staff on expectations, values, and norms that reconnect students to learning, rather than exclude them from learning. Teachers must make education matter to students.
- 7. Rethink remediation and focus on acceleration.** Monitor learning and provide access to enriched, rigorous curriculum with needed support and personalized interventions.
- 8. Implement evidence-based practices and evaluate for effectiveness.** Consider such things as block scheduling, peer study groups, content literacy, extracurricular activities, and mentoring.
- 9. Build partnerships within the community to address student needs.**
- 10. Teach to the way that students learn, rather than expecting them to adjust their learning to a rigid, set way of teaching.** Teachers should focus on evidence of mastery and performance, viewing the work produced as a reflection of their teaching.

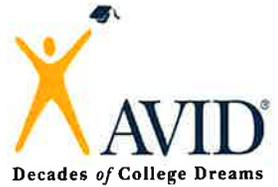
Noguera's 10 practices support culturally relevant pedagogy, as well as AVID's mission and practices, as they focus on creating an environment in which students feel connected to each other and to the teacher, empowering students as learners, affirming the heritage and culture of students, and closing the achievement gap through high expectations and opportunities for all students.



Stillwater Area Public Schools

AVID Elective 2020-2021

Interview Date: _____ **Time:** _____



Student's Name: _____ **Bldg (circle):** SMS OLMS **Grade 20-21:** _____

MCA Scores

Math		Reading	
#63 or ↑	8	#63 or ↑	8
#49 - #62	10	#49 - #62	10
#40 - #48	6	#40 - #48	6
#30 - #39	0	#30 - #39	0
#00 - #29	0	#00 - #29	0
TOTAL			_____/20

Counselor Recommendation

Yes	10
No	0
TOTAL	_____/10

Historically Underserved

YES	10
NO	0
TOTAL	_____/10

Grades

Mostly A's	5
B's and C's	10
D's and F's	0
TOTAL	_____/10

Special Circumstances

YES	10
NO	0
TOTAL	_____/10

Flags

_____ EL	-10	_____ 504	-10	
_____ SpEd	-10	_____ GT	-10	TOTAL _____/0

First Generation College	Parent 1	Parent 2	Misc Notes
Yes –some H.S. or H.S. Diploma	5	5	
Some – post secondary, 2 yr degree/cert	2.5	2.5	
No – 4 yr degree, Master's, Doctorate	0	0	
TOTAL			_____/10

Attendance

>10 Absences	-10
5 – 10 Absences	-5
<5 Absences	0
TOTAL	_____/0

Essay: _____/10

Interview: _____/10

Teacher Recommendation: _____/10

Tardies

More than 20	-10
10 – 20 Tardies	-5
Fewer than 10	0
TOTAL	_____/0

Discipline

ISS/OSS Record	-10
No ISS/OSS Record	0
TOTAL	_____/0

Missing Assignments YES # _____
Pre-Qualified Candidate YES NO
Application turned in on time? YES NO
Application complete? YES NO

FINAL TOTAL _____/100

AVID Student Interview Questions

Date: _____

Student Name: _____

Interviewer: _____

<p>(1) Name three strengths you have as a student.</p> <p style="text-align: center;">AND</p> <p>Name two to three areas you feel you need to improve on.</p>	
<p>(2) Give an example from your life of something you have had to work hard for or that challenged you. What did you learn from that experience?</p>	
<p>(3) The AVID class becomes a type of family for you at school. As a member, what will you do to support the AVID teacher and other students in the class?</p>	
<p>(4) AVID is a rigorous course. There are many requirements (Note taking, binders, planners, tutorials) which will help you succeed in every class. If you feel yourself starting to falter (struggle) in AVID and/or your other classes, what strategies will you use to help you become more successful?</p>	
<p>(5) Has anyone in your family been to college? Do you know where they attended and what they studied? What does your family say about the importance of college?</p>	
<p>(6) Why do you want to go to college?</p>	
<p>(7) Who wants you to be in AVID more, you, or your family? Why?</p>	
<p>(8) AVID is an elective class and requires enrollment in rigorous courses. What other elective courses are you interested in, in addition to AVID? What will be a rigorous course for you next school year?</p>	

Additional Comments:

Elective Options (Sample Schedule)

Grade 8

Advisory	
1	Math
2	English
3	Pony TIME
4	Social Studies
5	AVID
6	Science
7	ELECTIVE COURSE(s) Public/Performance Speaking (1 sem or 2) Art (1 sem or 2) Design/Make (1 sem or 2) Lifetime Fitness (1 sem only) World Language (Yearlong) French or Spanish Music (Every day, yearlong) Band, Choir, Orchestra

Grade 9 - SAHS

1	Math
2	English
3	Science
4	Social Studies
5	AVID
6	ELECTIVE COURSE(S) Graduation requirements - Fine Arts, Health (online option), PE (online option) World Language Technology Any other additional classes beyond core requirements *ONLY AVID students will have the opportunity to take PE and Health during the summertime (Simley High)

WICOR school wide Shared Language and Practices

Writing to learn	Inquiring to learn	Collaborating to learn	Organizing to learn	Reading to learn
<p>Focused Notes - thinking with a pencil</p> <p>Academic Planner - writing as a tool for remembering</p> <p>Thinking Maps - prewriting strategies</p> <p>Reflections - writing to explore social/emotional and behavioral identity</p>	<p>Focused Notes - higher level thinking through repetitions</p> <p>Costa's Levels of thinking and understanding</p> <p>Metacognition - thinking about our own thinking</p> <p>Socratic Seminars - open ended discussions exploring complex topics</p> <p>Reflections - writing as a means of identifying social/emotional and behavioral goals</p> <p>Marking text - questioning and critical thinking while reading</p>	<p>Comfort and Stretch - understanding and valuing difference as a means for collaborating and learning in diverse settings</p> <p>Friends vs. colleagues</p> <p>Socratic Seminars - open ended discussions exploring complex topics</p> <p>Culturally Responsive Activities - identifying and validating culture in individuals</p> <p>Communication - intentional focus on strategies for working with diverse partners</p>	<p>Focused Notes - organizing our learning</p> <p>Binder system of organizing materials</p> <p>Academic Planner - time management strategies</p> <p>Thinking Maps - organizing our thinking</p>	<p>Focused Notes - study tool</p> <p>Metacognition - thinking about our own thinking</p> <p>Socratic Seminars - discussions based on rigorous authentic text material</p> <p>Reflections - writing as a means of processing information and comprehending what we read</p> <p>Marking text - standard annotation strategies</p>

Oak-Land Middle School (2018-2019)

Program Status: Certified

Year Implemented: 2012

This form has been approved by AVID Center.



I. AVID SCHOOLWIDE INSTRUCTION

AVID Schoolwide instruction occurs when the entire instructional staff utilizes **AVID strategies**, other best instructional practices, and 21st century tools to ensure **college readiness** for **AVID Elective students** and improved academic performance for all students.

1. WICOR (Writing, Inquiry, Collaboration, Organization, and Reading)

AVID's proven learning support structure incorporates teaching and learning methodologies in the critical areas of **Writing, Inquiry, Collaboration, Organization, and Reading (WICOR)**. **WICOR** provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels (**scaffolding**) within developmental, general education, and discipline-based curricula.

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- Classroom observations of teachers, tutors, and students using organizational strategies
- Students' focused notes, binders/eBinders, and portfolios
- Student work samples demonstrating **AVID strategies**
- Use of **AVID strategies** included in the AVID Library
- Use of AVID Critical Reading curriculum
- Evidence of community service or service learning projects
- Use of time management skills (e.g., keeping agendas and planning calendars)
- Evaluations of professional learning related to **WICOR**
- Observations of effective **WICOR** strategies used in classes
- Peer tutoring/advising
- Videos of students' presentations and academic work
- Lesson plans from AVID Elective, Site Team, and school teachers
- Use of AVID Focused Note-Taking curriculum
- Use of AVID Elective Weeks at a Glance
- A selection of students' timed-writing essays

1. WICOR (Writing, Inquiry, Collaboration, Organization, and Reading)

Indicator	AVID Criteria	AVID Elective students...	AVID Elective students and AVID-Site-Team-instructed students...	AVID Elective students, students of AVID Site Team members, and students in core academic courses...	Students throughout the school...
1	Learning Through Writing	<p>☹ do <i>not</i> receive instruction from the AVID Site Team on learning-through-writing strategies and do <i>not</i> routinely spend time processing content through writing (e.g., interactive notebooks, learning logs, quickwrites, annotation, etc.).</p> <p>(CSS, 6.1.0 and 6.4.0)</p>	<p>☺ receive instruction on learning-through-writing strategies and routinely spend time processing content through writing (e.g., interactive notebooks, learning logs, quickwrites, annotation, etc.).</p> <p>(CSS, 6.1.1 and 6.4.1)</p>	<p>☺ routinely spend time processing content through writing (e.g., interactive notebooks, learning logs, quickwrites, annotation, etc.).</p> <p>(CSS, 6.1.2 and 6.4.2)</p>	<p>☺ routinely spend time on learning-through-writing strategies such as processing content through writing (e.g., interactive notebooks, learning logs, quickwrites, annotation, etc.).</p> <p>(CSS, 6.1.3 and 6.4.3)</p>
2	Writing Process	<p>☹ do <i>not</i> receive instruction from the AVID Site Team on the writing process <i>and</i> do <i>not</i> spend time writing to clarify and organize experiences (e.g., pre-writing, drafting, revising, polishing or editing, and publishing).</p> <p>(CSS, 6.2.0)</p>	<p>☺ receive instruction on the writing process and routinely spend time writing to clarify and organize experiences (e.g., pre-writing, drafting, revising, polishing or editing, and publishing).</p> <p>(CSS, 6.2.1)</p>	<p>☺ routinely spend time writing to clarify and organize experiences (e.g., pre-writing, drafting, revising, polishing or editing, and publishing).</p> <p>(CSS, 6.2.2)</p>	<p>☺ routinely spend time writing to clarify and organize experiences (e.g., pre-writing, drafting, revising, polishing or editing, and publishing) in all content courses.</p> <p>(CSS, 6.2.3)</p>
3	Focused Note-Taking	<p>☹ do <i>not</i> receive instruction from the AVID Site Team on focused note-taking strategies such as Cornell notes.</p> <p>(CSS, 6.3.0)</p>	<p>☺ receive instruction on Cornell notes and other focused note-taking strategies.</p> <p>(CSS, 6.3.1)</p>	<p>☺ use Cornell notes and other focused note-taking strategies.</p> <p>(CSS, 6.3.2)</p>	<p>☺ use Cornell notes and other focused note-taking strategies, consistently use higher-level questions in their notes, and demonstrate critical thinking skills in all content courses.</p> <p>(CSS, 6.3.3 and 7.1.3)</p>
		<p>☹ do <i>not</i> receive instruction from the AVID Site Team on asking higher-level questions</p>	<p>☺ receive instruction on asking higher-level questions using Costa's Levels of Thinking</p>	<p>☺ ask higher-level questions using Costa's Levels of Thinking during tutorials,</p>	<p>☺ ask higher-level questions using Costa's Levels of Thinking during tutorials,</p>

4	Higher-Level Thinking	using Costa's Levels of Thinking during tutorials, collaborative study groups , class discussions, and problem-solving activities. (CSS, 7.2.0)	during tutorials, collaborative study groups , class discussions, and problem-solving activities. (CSS, 7.2.1)	collaborative study groups , class discussions, and problem-solving activities. (CSS, 7.2.2)	collaborative study groups , class discussions, and problem-solving activities in all content courses. (CSS, 7.2.3)
5	Structures for Inquiry	do <i>not</i> receive instruction from the AVID Site Team on the use of structures for inquiry such as Socratic Seminars and Philosophical Chairs . (CSS, 7.3.0)	receive instruction on the use of structures for inquiry such as Socratic Seminars and Philosophical Chairs . (CSS, 7.3.1)	routinely participate and lead discussions using structures for inquiry such as Socratic Seminars and Philosophical Chairs . (CSS, 7.3.2)	use structures for inquiry such as Socratic Seminars and Philosophical Chairs in all content courses. (CSS, 7.3.3)
6	Access Digital Information	do <i>not</i> receive instruction from the AVID Site Team on how to access digital information from multiple sources efficiently and evaluate that information effectively. (CSS, 3.4.0)	receive instruction on how to access digital information from multiple sources and evaluate that information effectively. (CSS, 3.4.1)	access digital information from multiple sources and evaluate that information critically and competently. (CSS, 3.4.2)	demonstrate skills in accessing digital information from multiple sources and evaluate that information critically and competently in all content courses. (CSS, 3.4.3)
7	Technology as a Tool for Collaboration	do <i>not</i> receive instruction from the AVID Site Team on how to use technology and Information, Communications, and Technology (ICT) resources as a tool for collaboration either synchronously (e.g., texting, social media, video conferencing, and cloud-based productivity tools) or asynchronously (e.g., forums and blogs). (CSS, 7.7.0)	receive instruction on how to use technology and ICT resources as a tool for collaboration both synchronously (e.g., texting, social media, video conferencing, and cloud-based productivity tools) and asynchronously (e.g., forums and blogs). (CSS, 7.7.1)	use technology and ICT resources as a tool for collaboration both synchronously (e.g., texting, social media, video conferencing, and cloud-based productivity tools) and asynchronously (e.g., forums and blogs). (CSS, 7.7.2)	use technology and ICT resources as a tool for collaboration both synchronously (e.g., texting, social media, video conferencing, and cloud-based productivity tools) and asynchronously (e.g., forums and blogs) in all content courses. (CSS, 7.7.3)
8	Structures for Collaboration	do <i>not</i> receive instruction from the AVID Site Team on the use of structures for collaboration (e.g., Helping Trios, Jigsaw, Four Corners, and Collaborative Group Roles). (CSS, 7.4.0)	receive instruction on the use of structures for collaboration (e.g., Helping Trios, Jigsaw, Four Corners, and Collaborative Group Roles). (CSS, 7.4.1)	use structures for collaboration (e.g., Helping Trios, Jigsaw, Four Corners, and Collaborative Group Roles). (CSS, 7.4.2)	use structures for collaboration (e.g., Helping Trios, Jigsaw, Four Corners, and Collaborative Group Roles) in all content courses. (CSS, 7.4.3)
9	Tutorials and Collaborative Study Groups	do <i>not</i> receive instruction from the AVID Site Team on how to participate in tutorials and/or collaborative study groups . (CSS, 7.5.0)	receive instruction on how to participate in tutorials* and/or collaborative study groups . *tutorials are required 2x/week for AVID Elective students only (CSS, 7.5.1)	participate in tutorials* and/or collaborative study groups . *tutorials are required 2x/week for AVID Elective students only (CSS, 7.5.2)	participate in tutorials* and/or collaborative study groups in all content courses. *tutorials are required 2x/week for AVID Elective students only (CSS, 7.5.3)
10	Leadership Skills	do <i>not</i> learn leadership skills through collaboration with others. (CSS, 7.6.0)	develop leadership skills through collaboration with others. (CSS, 7.6.1)	demonstrate leadership skills through collaboration with others. (CSS, 7.6.2)	demonstrate leadership skills in all core academic courses, and in activities on campus and in the community. (CSS, 7.6.3)
11	Organizational Methods (Goal-Setting)	do <i>not</i> set goals and consistently monitor their grades to ensure they are college ready. (CSS, 5.5.0)	set goals and consistently monitor their grades to ensure they are college ready. (CSS, 5.5.1)	set goals and consistently monitor their grades to ensure they are college ready. (CSS, 5.5.2)	consistently review their goals and monitor their grades to ensure they are college ready. (CSS, 5.5.3)
12	AVID Organizational Tools	do <i>not</i> receive instruction from the AVID Site Team on the use of AVID organizational tools (e.g., the AVID binder, eBinder, portfolios, graphic organizers, and planning calendars) to keep track of coursework and to organize their thinking and learning. (CSS, 5.1.0–5.3.0)	receive instruction on the use of AVID organizational tools (e.g., the AVID binder*, eBinder, portfolios, graphic organizers, and planning calendars) to keep track of coursework and to organize their thinking and learning. *required for AVID Elective students (CSS, 5.1.1–5.3.1)	use AVID organizational tools (e.g., the AVID binder*, eBinder, portfolios, graphic organizers, and planning calendars) to keep track of coursework and to organize their thinking and learning. *required for AVID Elective students (CSS, 5.1.2–5.3.2)	use AVID organizational tools (e.g., the AVID binder*, eBinder, portfolios, graphic organizers, and planning calendars) to keep track of coursework and to organize their thinking and learning in all content courses. *required for AVID Elective students (CSS, 5.1.3–5.3.3)
		do <i>not</i> arrive prepared with materials to use in their courses,	arrive prepared with materials to use in their courses, and	use course materials to actively participate in class	arrive prepared with course materials, identify points of

13	Arrive Prepared with Course Materials	and do <i>not</i> interact with instructors. (CSS, 5.4.0)	interact with instructors. (CSS, 5.4.1)	discussions and collaborative activities. (CSS, 5.4.2)	confusion, and seek clarity from instructors and peers as they take responsibility for their learning in all content courses. (CSS, 5.4.3)
14	Critical Reading Process	do <i>not</i> receive instruction from the AVID Site Team on the critical reading process to increase comprehension skills. (CSS, 6.5.0)	receive instruction on the critical reading process to increase comprehension skills. (CSS, 6.5.1)	receive instruction and use the critical reading process to access increasingly more rigorous texts. (CSS, 6.5.2)	receive instruction and use the critical reading process in all content courses. (CSS, 6.5.3)
Indicator	AVID Criteria	The AVID Site Team...	The AVID Site Team...	The AVID Site Team...	The AVID Site Team...
15	WICOR Strategies	does <i>not</i> use WICOR strategies in the AVID Elective. (AVID Schoolwide Metric)	uses WICOR strategies in AVID Elective and AVID-Site-Team -instructed courses. (AVID Schoolwide Metric)	and at least 50% of teachers throughout the school routinely use WICOR strategies in AVID Elective, AVID-Site-Team -instructed, and core academic courses. (AVID Schoolwide Metric)	and at least 70% of teachers throughout the school routinely use WICOR strategies in all content courses. (AVID Schoolwide Metric)

Rating for WICOR

Number of Indicators at Each Level:

Not Meet AVID Implementation Expectations **1**
 Meets AVID Implementation Expectations **12**
 Emerging AVID Schoolwide **2**
 Sustaining AVID Schoolwide **0**

Overall Level for WICOR:

Meets AVID Implementation Expectations

Textual Questions

What are some of the particular strengths of **AVID Schoolwide Instruction** at your school?

Oak-Land is in its second year of middle school and our second year of implementing the Middle School Success course. All 6th and 7th grade students receive a quarter (9 weeks) of instruction in this class that focuses on college preparation. Learning targets addressed in this course include the following: SMART goals, binder organization, use of planner, Cornell notes and focused note-taking, critical reading strategies such as annotating, thinking maps, and CSE (Claim, Support, Explain) writing style. Technology platforms such as Skyward, Google Classroom, Schoology, and email are introduced and practiced. Students work on the skill of collaboration through team-building as well as both comfort and stretch activities. Students experience philosophical chairs in 6th grade MSS and Socratic seminars in 7th grade MSS. All of these learning targets and activities are also practiced and reinforced in students' core classes as well. The MSS teachers collaborate with the AVID Elective teachers and site coordinators to ensure that AVID strategies are being introduced to ALL students through this course. The MSS teachers and next year's AVID Elective teacher were able to attend a Bridges training together as well. In addition, the AVID Site Coordinator was involved in the schoolwide literacy initiative that focused on critical reading. This year, reciprocal teaching strategies were the focus of this schoolwide instruction that took place during the literacy portion of AVID Elective teachers meet each grading period to align the Weeks-at-a-Glance curriculum and to discuss what is needed in the vertical alignment so that all AVID Elective students have the background knowledge and experience for a successful transition to Stillwater Area High School.

What aspects of **AVID Schoolwide Instruction** have room for growth at your school? How might you address these in your Site Plan?

While Middle School Success is an integral tool in advancing towards AVID schoolwide, there are other steps that we can take to continue to emerge as AVID Schoolwide. In addition to this year's literacy instruction, more staff development with AVID's critical reading strategies and WICOR strategies and greater use of AVID Weekly as a resource would be helpful. It is the goal of the Site Coordinator to provide more opportunities for sharing critical reading and WICOR strategies as well as ideas for incorporating these into classrooms outside of the AVID Elective.

II. AVID SCHOOLWIDE SYSTEMS



AVID is Schoolwide when **systems** are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure **college readiness** for **AVID Elective students** and improved academic performance for all students.

1. Management of the AVID Elective

Management of the AVID Elective ensures the basic requirements of the AVID Elective are in place to ensure **college readiness** for **AVID Elective students**. These requirements include processes to verify student selection, voluntary participation, and implementation of the AVID tutorial, and to expand the AVID Elective.

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- AVID student application
- AVID student questionnaire and interview questions
- Documentation that details the commitment, procedures, and timeline for involving AVID Elective class teachers and AVID Site Team members
- Tutor recruitment plan
- Tutor training plan
- AVID recruitment rubric, spreadsheet, or form showing selection criteria
- School's planned recruitment process with timeline and forms
- Documentation that details the procedures and timeline used for selecting AVID Elective students
- Site Plan
- Course breakdown of AVID Elective students
- Use of AVID Elective Weeks at a Glance

1. Management of the AVID Elective

Indicator	AVID Criteria	Fewer than 90% of AVID Elective students...	90% or more of AVID Elective students...	100% of AVID Elective students...
1	Defined Selection Criteria	☹ meet locally and nationally defined selection criteria classifying them as "students in the middle." (CSS, 1.1.0)	☹ meet locally and nationally defined selection criteria classifying them as "students in the middle." Evidence of student interviews is available. (CSS, 1.1.1)	☹ meet locally and nationally defined selection criteria classifying them as "students in the middle." Evidence of student interviews is available. (CSS, 1.1.2-1.1.3)
2	Signed Contracts	☹ enrolled have signed contracts by all available parties. (CSS, 2.1.0)	☹ enrolled have signed contracts by all available parties. (CSS, 2.1.1)	☹ enrolled have signed contracts by all available parties and there is evidence of increased involvement of parents in the program. (CSS, 2.1.2-2.1.3)
Indicator	AVID Criteria	There is insufficient documentation...	There is sufficient documentation...	There is sufficient documentation...
3	AVID Elective Student Recruitment and Selection Plan	☹ of an AVID Elective student recruitment and selection plan prior to recruitment. (CSS, 1.2.0 and 1.3.0)	☹ of an AVID Elective student recruitment and selection plan prior to recruitment, <u>and</u> the AVID Site Team plays an active role in implementation. (CSS, 1.2.1 and 1.3.1)	☹ of an AVID Elective student recruitment, selection, and retention plan, which includes the opening of new AVID Elective sections. The AVID Site Team uses data to revise the AVID Elective student selection process <u>and</u> plays an active role in its implementation. (CSS, 1.2.2-1.2.3; 1.3.2-1.3.3)
4	Voluntary Participation	☹ that most AVID Elective class teachers and AVID Site Team members voluntarily participate in the program. (CSS, 2.2.0 and 2.3.0)	☹ that 100% of AVID Elective class teachers and AVID Site Team members voluntarily participate in the program. (CSS, 2.2.1 and 2.3.1)	☹ that 100% of AVID Elective class teachers and AVID Site Team members voluntarily participate, attend AVID Site Team meetings and events, and assume leadership responsibilities for AVID Site Team activities. (CSS, 2.2.2-2.2.3; 2.3.2-2.3.3)
5	Identify and Select AVID Elective Class Teacher(s)	☹ of processes used to identify and select AVID Elective class teachers. (CSS, 2.4.0)	☹ of processes used to identify and select AVID Elective class teachers. (CSS, 2.4.1)	☹ of processes used to identify and select AVID Elective class teachers. The process has been reviewed and updated based on AVID Site Team input. (CSS, 2.4.2-2.4.3)
Indicator	AVID Criteria	The AVID Site Team does <u>not</u> ...	The AVID Site Team...	The AVID Site Team...
		☹ develop a Site Plan that addresses the implementation of	☹ collaborates to develop, write, and implement a Site Plan that	☹ uses a Site Plan as "a living document" that is discussed at

6	Site Plan	AVID.	addresses AVID implementation.	each Site Team meeting and revised according to data and certification results.
		(CSS, 11.2.0)	(CSS, 11.2.1–11.2.2)	(CSS, 11.2.3)
7	Collaboration on Access to Advanced Curriculum and Courses	☞ meet at least quarterly to collaborate and advocate on issues of planning, logistics, and awareness of access to rigorous curriculum and advanced courses at each grade level.	☞ meets at least quarterly to collaborate and advocate on issues of planning, logistics, and awareness of access to rigorous curriculum and advanced courses at each grade level.	☞ meets at least monthly to collaborate and advocate on planning, logistics, and student access, and influences school policy concerning access to rigorous curriculum and advanced courses at each grade level.
		(CSS, 11.3.0)	(CSS, 11.3.1)	(CSS, 11.3.2–11.3.3)
8	Quality of Implementation	☞ assume responsibility for aspects of AVID Elective implementation beyond attending Site Team meetings.	☞ assumes responsibility for AVID Elective implementation, supports AVID Elective teachers, and advocates for access and equity.	☞ provides proactive support to the AVID coordinator , AVID Elective teachers, faculty, and staff in the implementation and operation of AVID, and advocates for access and equity.
		(CSS, 11.4.0)	(CSS, 11.4.1)	(CSS, 11.4.2–11.4.3)
9	Plan for Tutor Recruitment and Retention	☞ have a plan for recruiting and retaining tutors.	☞ has a plan for recruiting and retaining tutors.	☞ assumes responsibility and ownership of implementing a long-term plan to recruit and retain tutors.
		(CSS, 8.5.0)	(CSS, 8.5.1)	(CSS, 8.5.2–8.5.3)
Indicator	AVID Criteria	Tutors do <i>not</i> ...	Tutors...	Tutors...
10	Trained Tutors	☞ follow guidelines established in the <i>AVID Tutorial Guide</i> , and do <i>not</i> promote student-centered discussions.	☞ follow guidelines established in the <i>AVID Tutorial Guide</i> , promote student-centered discussions, and check student presenters' understanding.	☞ ensure AVID Elective students use collaborative structures and develop effective critical thinking skills.
		(CSS, 8.1.0)	(CSS, 8.1.1–8.1.2)	(CSS, 8.1.2–8.1.3)
11	Tutor Training Plan	☞ participate in at least 16 hours of AVID tutorial training as documented in the tutor training plan, and no evidence exists that the AVID tutorial training uses the <i>AVID Tutorial Guide</i> .	☞ participate in at least 16 hours of tutorial training as documented in the tutor training plan, and demonstrate understanding of AVID methodologies and WICOR strategies in their work with AVID Elective students .	☞ receive ongoing coaching and support from teachers in the AVID tutorial process. Evidence exists that the site has a tutor training plan that meets AVID Elective standards and is followed effectively.
		(CSS, 8.2.0)	(CSS, 8.2.1)	(CSS, 8.2.2–8.2.3)
12	AVID Tutorial (required 2x/week)	☞ monitor completion of the Tutorial Request Form, and do <i>not</i> guide AVID Elective students in all aspects of the tutorial process.	☞ monitor completion of the Tutorial Request Form and guide AVID Elective students in all aspects of the tutorial process.	☞ raise AVID Elective students' levels of inquiry, deepen the quality of tutorials, and increase critical thinking skills. Trained tutors make adjustments based on feedback from AVID Elective students.
		(CSS, 8.4.0)	(CSS, 8.4.1)	(CSS, 8.4.2–8.4.3)
Indicator	AVID Criteria	The AVID Elective...	The AVID Elective...	The AVID Elective...
13	AVID Elective Student–Tutor Ratio	☞ student–tutor ratio exceeds 7:1.	☞ student–tutor ratio is no higher than 7:1.	☞ student–tutor ratio is no higher than 7:1, and at least one of the tutors for each section is a current college student.
		(CSS, 8.3.0)	(CSS, 8.3.1–8.3.2)	(CSS, 8.3.3)
14	AVID Tutorial Guide	☞ teachers have <i>not</i> been trained using the <i>AVID Tutorial Guide</i> , videos, and materials.	☞ teachers (at least 50%) have been trained using the <i>AVID Tutorial Guide</i> , and each AVID Elective class teacher has received a minimum of 16 hours of face-to-face and eLearning Tutorology training.	☞ teachers (100%) have been trained using the <i>AVID Tutorial Guide</i> , each AVID Elective class teacher has received a minimum of 16 hours of face-to-face and eLearning Tutorology training, and a plan is in place to ensure that all new AVID Elective class teachers will be trained prior to teaching AVID.
		(CSS, 8.6.0)	(CSS, 8.6.1)	(CSS, 8.6.2–8.6.3)
		☞ teachers have <i>not</i> attended an AVID Summer Institute.	☞ teachers (at least 50%) attended a strand appropriate for AVID Elective teachers at an AVID Summer Institute, or those not trained committed to attend	☞ teachers (100%) attended a strand appropriate for AVID Elective teachers at least every other year at an AVID Summer Institute or AVID-Center-

15	AVID Summer Institute		a strand appropriate for AVID Elective teachers at the subsequent AVID Summer Institute, or at an AVID-Center-approved Path to Schoolwide training. (CSS, 10.3.1)	approved Path to Schoolwide training, to keep abreast of new AVID curriculum. (CSS, 10.3.2-10.3.3)
16	AVID Elective Section Enrollment	Ⓒ is offered in only one section, and that section is not fully enrolled. (CSS, 3.2.0)	Ⓒ is offered in one section, and that section is fully enrolled, or AVID is offered in multiple sections with no more than one under-enrolled section. (CSS, 3.2.1)	Ⓒ has expanded to more than one section, serves more than one grade level, and on-site recruitment occurs to keep each section fully enrolled. (CSS, 3.2.2-3.2.3)
17	AVID Elective Class Duration and Scheduling	Ⓒ does <u>not</u> meet for the same number of instructional minutes as other academic courses, meet continuously for a full academic year, or meet within the regular school day. (CSS, 3.1.0)	Ⓒ meets for the same number of instructional minutes as other academic courses, meets continuously for a full academic year, and meets within the regular school day. (CSS, 3.1.1)	Ⓒ meets for the same number of instructional minutes as other academic courses, is scheduled within the regular academic school day, and is included in the master schedule the following year. (CSS, 3.1.2-3.1.3)

Rating for Management of the AVID Elective

Number of Indicators at Each Level:

Not Meet AVID Implementation Expectations **2**
 Meets AVID Implementation Expectations **13**
 Exceeds AVID Implementation Expectations **2**

Overall Level for Management of the AVID Elective:

Meets AVID Implementation Expectations

II. AVID SCHOOLWIDE SYSTEMS



AVID is Schoolwide when **systems** are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure **college readiness** for **AVID Elective students** and improved academic performance for all students.

2. Access to Rigor and Student Support

Access to Rigor and Student Support ensures the **master schedule**, curriculum, instructional practices, and **academic support structures** are in place and implemented to promote students' access to and success in courses of high rigor.

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- Reviews of the **master schedule**
- Reviews of student schedules
- School policy and procedures that outline student enrollment guidelines
- Data on course enrollments by ethnicity
- **Academic support structures** (e.g., tutorials, mentoring)
- **Academic support schedules** (e.g., when support is offered to students)
- Teacher and classroom observations

2. Access to Rigor and Student Support

Indicator	AVID Criteria	Master schedule is <i>not</i> developed...	Master schedule is developed...	Master schedule supports...	Master schedule reflects...
18	Courses of High Rigor	☹ with a sufficient number of AVID Elective sections or courses of high rigor, and includes course conflicts that prevent open access to courses of high rigor. (SWCRCT*, Domain II, 4b)	☹ with a sufficient number of AVID Elective sections and courses of high rigor, and includes few course conflicts that prevent open access to courses of high rigor. (SWCRCT, Domain II, 4b)	☹ the AVID Elective, and includes Honors, Pre-AP® and AP®/IB®/Dual Enrollment growth. There are very few conflicts with the AVID Elective in the master schedule . (SWCRCT, Domain II, 4b)	☹ alignment of AVID and school's mission and vision as evidenced by site policies and procedures that ensure all students access courses of high rigor. (SWCRCT, Domain II, 4b)
Indicator	AVID Criteria	Principal and School Leadership Team (SLT) do <i>not</i> ...	Principal and School Leadership Team (SLT)...	Principal and School Leadership Team (SLT)...	Principal and School Leadership Team (SLT)...
19	Grade-Level Vertical and Horizontal Articulation	☹ implement a system of grade-level vertical and horizontal articulation that helps ensure AVID Elective students are college ready. (SWCRCT, Domain II, 4f)	☹ implement a system of grade-level vertical and horizontal articulation that helps ensure AVID Elective and AVID-Site-Team -instructed students are college ready. (SWCRCT, Domain II, 4f)	☹ implement a system of grade-level vertical and horizontal articulation that helps ensure AVID Elective students , students of AVID Site Team members, and students instructed in core academic courses are college ready. (SWCRCT, Domain II, 4f)	☹ implement a system of grade-level vertical and horizontal articulation , including the expansion of AVID to feeder schools (including schools that may or may not have AVID) that helps ensure students throughout the school are college ready. (SWCRCT, Domain II, 4f)
20	Academic Support Structures and Rigorous Instructional Practices	☹ implement academic support structures and rigorous instructional practices to help ensure AVID Elective students develop deeper levels of understanding in rigorous work. (SWCRCT, Domain II, 4g; SWCRCT, Domain I, 3b)	☹ implement academic support structures and rigorous instructional practices to help ensure AVID Elective and AVID-Site-Team -instructed students develop deeper levels of understanding in rigorous work. (SWCRCT, Domain II, 4g; SWCRCT, Domain I, 3b)	☹ implement academic support structures and rigorous instructional practices to help ensure AVID Elective students , students of AVID Site Team members, and students instructed in core academic courses develop deeper levels of understanding in rigorous work. (SWCRCT, Domain II, 4g; SWCRCT, Domain I, 3b)	☹ implement, monitor, and adjust academic support structures as needed and rigorous instructional practices to ensure students throughout the school develop deeper levels of understanding in rigorous work. (SWCRCT, Domain II, 4g, "Sustaining"; SWCRCT, Domain I, 3b)

Rating for Access to Rigor and Student Support

Number of Indicators at Each Level:
 Not Meet AVID Implementation Expectations **0**
 Meets AVID Implementation Expectations **1**
 Emerging AVID Schoolwide **2**
 Sustaining AVID Schoolwide **0**

Overall Level for Access to Rigor and Student Support:

Emerging AVID Schoolwide

II. AVID SCHOOLWIDE SYSTEMS



AVID is Schoolwide when **systems** are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure **college readiness** for **AVID Elective students** and improved academic performance for all students.

3. Assessment of Student Progress

Assessment of Student Progress demonstrates that an increasing number of students are meeting benchmarks in core content areas to ensure they are prepared to enroll and succeed in rigorous, college-preparatory courses.

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- Report cards and/or student grades
- Analyses of student schedules
- Master course enrollment lists
- Transcripts
- College entrance test prep exams
- College acceptance lists

3. Assessment of Student Progress

Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
21	Grades of "C" or Better	<p>☹ Fewer than 50% of AVID Elective students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.</p> <p>(CSS, 4.1.0)</p>	<p>☺ At least 50% of AVID Elective students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.</p> <p>(CSS, 4.1.1)</p>	<p>☺ At least 50% of <i>all</i> students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.</p>	<p>☺ At least 70% of <i>all</i> students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.</p>
22	Enrollment in At Least One Course of Rigor	<p>☹ Fewer than 50% of 8th-grade AVID Elective students are enrolled in or have completed at least one course of rigor.</p> <p>(CSS, 4.6.0)</p>	<p>☺ At least 50% of 8th-grade AVID Elective students are enrolled in or have completed at least one course of rigor.</p> <p>(CSS, 4.6.1)</p>	<p>☺ At least 40% of <i>all</i> 8th-grade students are enrolled in or have completed at least one course of rigor.</p> <p>(AVID Schoolwide Metric)</p>	<p>☺ At least 60% of <i>all</i> 8th-grade students are enrolled in or have completed at least one course of rigor.</p> <p>(AVID Schoolwide Metric)</p>
23	Pre-Collegiate Exams (Paid or Practice)	<p>☹ Fewer than 50% of 7th- and 8th-grade AVID Elective students have taken a pre-collegiate exam, paid or practice (e.g., ACT[®] Aspire[™], Stanford 10, PSAT[™] 8/9), appropriate for their grade level.</p> <p>(CSS, 4.8.0)</p>	<p>☺ At least 50% of 7th- and 8th-grade AVID Elective students have taken a pre-collegiate exam, paid or practice (e.g., ACT Aspire, Stanford 10, PSAT 8/9), appropriate for their grade level.</p> <p>(CSS, 4.8.1)</p>	<p>☺ At least 50% of <i>all</i> 7th- and 8th-grade students have taken a pre-collegiate exam, paid or practice (e.g., ACT Aspire, Stanford 10, PSAT 8/9), appropriate for their grade level.</p> <p>(AVID Schoolwide Metric)</p>	<p>☺ At least 70% of <i>all</i> 7th- and 8th-grade students have taken a pre-collegiate exam, paid or practice (e.g., ACT Aspire, Stanford 10, PSAT 8/9), appropriate for their grade level.</p> <p>(AVID Schoolwide Metric)</p>
24	Students' Schedules Reflect Enrollment in Rigorous Courses	<p>☹ Fewer than 100% of AVID Elective students' schedules reflect that they are enrolled in rigorous courses, appropriate to the student, enabling them to access college-prep courses in high school and meet college enrollment requirements.</p> <p>(CSS, 4.5.0)</p>	<p>☺ 100% of AVID Elective students' schedules reflect that they are enrolled in rigorous courses, appropriate to the student, enabling them to access college-prep courses in high school and meet college enrollment requirements.</p> <p>(CSS, 4.5.1)</p>	<p>☺ At least 50% of <i>all</i> students' schedules reflect that they are enrolled in rigorous courses, appropriate to the student, enabling them to access college-prep courses in high school and meet college enrollment requirements</p>	<p>☺ At least 70% of <i>all</i> students' schedules reflect that they are enrolled in rigorous courses, appropriate to the student, enabling them to access college-prep courses in high school and meet college enrollment requirements.</p>
25	Selection of College-Prep Courses for 9th Grade	<p>☹ Fewer than 80% of AVID Elective 8th graders have chosen college-prep courses for 9th grade.</p> <p>(CSS, 4.7.0)</p>	<p>☺ At least 80% of AVID Elective 8th graders have chosen college-prep courses for 9th grade.</p> <p>(CSS, 4.7.1)</p>	<p>☺ At least 50% of <i>all</i> 8th-grade students have chosen college-prep courses for 9th grade.</p>	<p>☺ At least 70% of <i>all</i> 8th-grade students have chosen college-prep courses for 9th grade.</p>
26	Grades of "C" or Better	<p>☹ Fewer than 50% of AVID Elective students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.</p> <p>(CSS, 4.1.0)</p> <p>☹ Fewer than 100% of AVID Elective students' schedules reflect that they are enrolled in</p>	<p>☺ At least 50% of AVID Elective students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.</p> <p>(CSS, 4.1.1)</p> <p>☺ 100% of AVID Elective students' schedules reflect enrollment in rigorous courses</p>	<p>☺ At least 50% of <i>all</i> high school students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.</p> <p>☺ At least 50% of <i>all</i> students' schedules reflect that they are enrolled in rigorous courses,</p>	<p>☺ At least 70% of <i>all</i> high school students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.</p> <p>☺ At least 70% of <i>all</i> students' schedules reflect that they are enrolled in rigorous courses,</p>

27	Students' Schedules Reflect Enrollment in Rigorous Courses	rigorous courses, appropriate to the student, enabling them to fulfill the sequence of four-year college or university requirements. (CSS, 4.2.0)	appropriate to the student, and AVID students have a plan that will enable them to fulfill the sequence of four-year college or university entrance requirements. (CSS, 4.2.1)	appropriate to the student, enabling them to fulfill the sequence of four-year college or university requirements.	appropriate to the student, enabling them to fulfill the sequence of four-year college or university requirements.
28	Enrollment in At Least One Course of Rigor	Fewer than 50% of 11th- and 12th-grade AVID Elective students are enrolled in or have completed at least one course of rigor (e.g., AP, IB, or dual enrollment). (CSS, 4.3.0)	At least 50% of 11th- and 12th-grade AVID Elective students are enrolled in or have completed at least one course of rigor (e.g., AP, IB, or dual enrollment). (CSS, 4.3.1)	At least 40% of <i>all</i> 11th- and 12th-grade students are enrolled in or have completed at least one course of rigor (e.g., AP, IB, or dual enrollment). (AVID Schoolwide Metric)	At least 60% of <i>all</i> 11th- and 12th-grade students are enrolled in or have completed at least one course of rigor (e.g., AP, IB, or dual enrollment). (AVID Schoolwide Metric)
29	AP, IB, AICE, or End-of-Course (EOC) Dual Enrollment Exams	Fewer than 50% of 11th- and 12th-grade AVID Elective students have taken at least one AP, IB, AICE, or EOC dual enrollment exam. (CSS, 4.3.0)	At least 50% of 11th- and 12th-grade AVID Elective students have taken at least one AP, IB, AICE, or EOC dual enrollment exam. (CSS, 4.3.1)	At least 40% of <i>all</i> 11th- and 12th-grade students have taken at least one AP, IB, AICE, or EOC dual enrollment exam. (AVID Schoolwide Metric)	At least 60% of <i>all</i> 11th- and 12th-grade students have taken at least one AP, IB, or AICE, or EOC dual enrollment exam. (AVID Schoolwide Metric)
30	College Entrance Requirements	Fewer than 100% of AVID Elective seniors have completed college entrance requirements. (CSS, 4.2.0)	100% of AVID Elective seniors have completed college entrance requirements. (CSS, 4.2.1)	At least 60% of <i>all</i> seniors have completed college entrance requirements. (AVID Schoolwide Metric)	At least 80% of <i>all</i> seniors have completed college entrance requirements. (AVID Schoolwide Metric)
31	State-Mandated High School Exit Exam and/or End-of-Course (EOC) Exam	Fewer than 50% of AVID Elective students who are eligible have taken a state-mandated high school exit exam and/or end-of-course exam and scored proficient and/or above. (CSS, 9.5.0)	At least 50% of AVID Elective students who are eligible have taken a state-mandated high school exit exam and/or end-of-course exam and scored proficient and/or above. (CSS, 9.5.1)	At least 50% of <i>all</i> students who are eligible have taken a state-mandated high school exit exam and/or end-of-course exam and scored proficient and/or above.	At least 70% of <i>all</i> students who are eligible have taken a state-mandated high school exit exam and/or end-of-course exam and scored proficient and/or above.
32	Pre-Collegiate Exams (Paid or Practice)	Fewer than 95% of AVID Elective high school students have taken pre-collegiate exams, paid or practice (e.g., Aspire, PSAT/NMSQT® and/or PSAT 10, ACT®, SAT®), appropriate for their grade level. (CSS, 4.4.0)	95% or more of AVID Elective high school students have taken pre-collegiate exams, paid or practice (e.g., Aspire, PSAT/NMSQT and/or PSAT 10, ACT, SAT), appropriate for their grade level. AVID Elective seniors have taken at least one paid test. (CSS, 4.4.1)	At least 50% of <i>all</i> high school students have taken pre-collegiate exams, paid or practice (e.g., Aspire, PSAT/NMSQT and/or PSAT 10, ACT, SAT), appropriate for their grade level. (AVID Schoolwide Metric)	At least 70% of <i>all</i> high school students have taken pre-collegiate exams, paid or practice (e.g., Aspire, PSAT/NMSQT and/or PSAT 10, ACT, SAT), appropriate for their grade level. (AVID Schoolwide Metric)
33	Application to Colleges/Universities	Fewer than 100% of AVID Elective seniors have applied to one or more colleges/universities. (CSS, 9.6.0)	100% of AVID Elective seniors have applied to one or more colleges/universities. (CSS, 9.6.1)	At least 50% of <i>all</i> seniors have applied to one or more colleges/universities. (AVID Schoolwide Metric)	At least 70% of <i>all</i> seniors have applied to one or more colleges/universities. (AVID Schoolwide Metric)
34	Acceptance to Colleges/Universities	Fewer than 100% of AVID Elective seniors have been accepted to a two- or four-year college/university. (AVID Schoolwide Metric)	100% of AVID Elective seniors have been accepted to a two- or four-year college/university. (AVID Schoolwide Metric)	At least 50% of <i>all</i> seniors have been accepted to a two- or four-year college/university. (AVID Schoolwide Metric)	At least 70% of <i>all</i> seniors have been accepted to a two- or four-year college/university. (AVID Schoolwide Metric)
35	AVID Center Data	AVID Center data are <i>not</i> submitted and analyzed to improve AVID implementation for AVID Elective students . (CSS, 9.2.0)	AVID Center data are submitted and analyzed to improve AVID implementation for AVID Elective and AVID-Site-Team -instructed students. (CSS, 9.2.1)	AVID Center data are submitted and analyzed to expand schoolwide for AVID Elective students , students of AVID Site Team members, and students instructed in core academic courses. (CSS, 9.2.2)	AVID Center data are submitted and analyzed to sustain AVID Schoolwide for students throughout the school. (CSS, 9.2.3)
36	Performance, Enrollment, and/or Staffing Data	Performance, enrollment, and/or staffing data are <i>not</i> analyzed to promote AVID Elective students' access to and success in rigorous advanced courses.	Performance, enrollment, and/or staffing data are analyzed to promote AVID Elective and AVID-Site-Team -instructed students' access to and success in rigorous advanced courses.	Performance, enrollment, and/or staffing data are analyzed to promote access to and success in rigorous advanced courses for AVID Elective students , students of AVID Site Team members, and students instructed in core academic courses.	Performance, enrollment, and/or staffing data are analyzed to ensure all students' access to and success in rigorous advanced courses.

37	Standardized Test Data and Outcome Data	(CSS, 9.3.0)	(CSS, 9.3.1)	(CSS, 9.3.2)	(CSS, 9.3.3)
		<p>Ⓔ Standardized test data and outcome data are <u>not</u> analyzed to inform instruction for AVID Elective students and assess the quality of AVID implementation.</p> <p>(CSS, 9.4.0; SWCRCT, Domain II, 2)</p>	<p>Ⓔ Standardized test data and outcome data are analyzed to inform instruction and assess achievement of AVID Elective and AVID-Site-Team-instructed students, as well as to assess the quality of AVID Elective implementation.</p> <p>(CSS, 9.4.1; SWCRCT, Domain II, 2)</p>	<p>Ⓔ Standardized test data and outcome data are analyzed to inform instruction and assess achievement for AVID Elective students, students of AVID Site Team members, and students instructed in core academic courses, as well as to assess the quality of schoolwide implementation.</p> <p>(CSS, 9.4.2; SWCRCT, Domain II, 2)</p>	<p>Ⓔ Standardized test data and outcome data are analyzed to sustain schoolwide implementation, to inform instruction and assess achievement for all students and has led to changes in policy and instructional decision-making schoolwide.</p> <p>(CSS, 9.4.3; SWCRCT, Domain II, 2)</p>

Rating for Assessment of Student Progress

Number of Indicators at Each Level:

Not Meet AVID Implementation Expectations **2**
 Meets AVID Implementation Expectations **5**
 Emerging AVID Schoolwide **0**
 Sustaining AVID Schoolwide **1**

Overall Level for Assessment of Student Progress:

Meets AVID Implementation Expectations

II. AVID SCHOOLWIDE SYSTEMS



AVID is Schoolwide when **systems** are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure **college readiness** for **AVID Elective students** and improved academic performance for all students.

4. Professional Learning

AVID **Professional Learning** ensures that AVID Elective teachers, school leadership, and other faculty and staff receive professional learning in AVID learning strategies, methodologies, and structures to ensure **college readiness** for students.

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- Multi-year professional learning plan
- Staff attendance records at AVID Summer Institute
- Professional learning meetings/minutes
- List of professional learning opportunities and presenters

4. Professional Learning

Indicator	AVID Criteria	The AVID Site Team...	The AVID Site Team...	Teachers, counselors, and administrators...	Teachers, counselors, and administrators...
38	AVID-Trained in WICOR Methodologies	☹ is not AVID-trained in WICOR methodologies through the AVID Summer Institute or other AVID-Center-approved Divisional trainings. (CSS, 10.4.0)	☺ is AVID-trained in WICOR methodologies through the AVID Summer Institute or other AVID-Center-approved Divisional trainings. (CSS, 10.4.1)	☺ (at least 40%) are AVID-trained in WICOR methodologies through the AVID Summer Institute or other AVID-Center-approved Divisional trainings. (AVID Schoolwide Metric)	☺ (at least 60%) are AVID-trained in WICOR methodologies through the AVID Summer Institute or other AVID-Center-approved Divisional Leadership trainings. There is a multi-year plan for AVID professional learning to help maintain 60% of AVID-trained staff. (AVID Schoolwide Metric)
39	AVID Instructional Methodologies	☹ does not collaborate to increase awareness about AVID to other faculty and staff. (CSS, 11.7.0)	☺ collaborates to increase awareness about AVID to other faculty and staff. (CSS, 11.7.1)	☺ receive professional learning from the AVID Site Team on AVID instructional methodologies. (CSS, 11.7.2)	☺ receive professional learning from the AVID Site Team on AVID instructional methodologies, and it is part of the school's overall professional learning plan. (CSS, 11.7.3)
Indicator	AVID Criteria	Principal, SLT, and/or site administrators...	Principal, SLT, and/or site administrators...	Principal, SLT, and/or site administrators...	Principal, SLT, and/or site administrators...
40	Leadership Trainings	☹ have not attended at least one of the AVID Leadership Trainings . (CSS, 10.5.0)	☺ have attended at least one of the AVID Leadership Trainings . (CSS, 10.5.1)	☺ have each attended more than one of the AVID Leadership Trainings . (CSS, 10.5.2)	☺ have attended more than one of the AVID Leadership Trainings and have applied their training to sustain schoolwide college readiness . (CSS, 10.5.3)
41	Professional Learning in AVID Strategies and Structures	☹ do(es) not ensure financial resources and personnel are available to support professional learning in AVID strategies and structures. (SWCRCT, Domain II, 3)	☺ ensure(s) financial resources and personnel are available to support professional learning in AVID strategies and structures. (SWCRCT, Domain II, 3)	☺ ensure(s) processes are in place to support ongoing professional learning in AVID strategies and structures for all faculty and staff. (SWCRCT, Domain II, 3)	☺ ensure(s) processes are in place to monitor, coach, and adjust the implementation of professional learning, and professional learning is embedded in daily routines and release days for peer observations and mentoring. (SWCRCT, Domain II, 3)

Rating for Professional Learning

Number of Indicators at Each Level:

Not Meet AVID Implementation Expectations **0**
 Meets AVID Implementation Expectations **3**
 Emerging AVID Schoolwide **1**
 Sustaining AVID Schoolwide **0**

Overall Level for Professional Learning:

Meets AVID Implementation Expectations

Textual Questions

What are some of the particular strengths of **AVID Schoolwide Systems** at your school?

With the addition of an AVID Campus Coordinator onsite, we have begun to address the critical reading initiative and look forward to expanding those efforts with additional professional development in critical reading strategies and WICOR strategies in the next year. The administration is very supportive of these efforts. Our counselors continue to be highly involved in the recruitment and selection process for our AVID Elective and have effectively communicated to our staff what to look for when recommending

incoming candidates. We analyze data using Illuminate and Skyward and continue to refine our process. In addition, the AVID Campus Coordinator will now also be the AVID Elective teacher next year, which will help to streamline some of these systems.

What aspects of **AVID Schoolwide Systems** have room for growth at your school? How might you address these in your Site Plan?

Now that the AVID Campus Coordinator has been in place for one school year, we will continue to update our Site Plan and use that to lead conversations about the current systems in place and how they can be strengthened. We will continue to reflect on our use of data and how we use the ACT Aspire, FastBridge, and MCA tests to assess student progress and college readiness. Expanding efforts to have more staff receive AVID professional development will also be crucial. Our hope is to also create a plan for recruiting and retaining tutors, as we did not have the number this year that is ideal for tutorials. We are looking into other options for recruiting tutors, including the use of former AVID students, PSEO students, and recruiting from local colleges.

III. AVID SCHOOLWIDE LEADERSHIP



AVID Schoolwide leadership sets the vision and tone that promote **college readiness** and high expectations for all students in the school.

1. College Readiness Mission and Vision

The school's **College Readiness Mission and Vision** is aligned with AVID's philosophy for **college readiness**, reflected in site decisions, documents, and policies, and supported by all **stakeholders** (faculty, staff, students, families, and community members).

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- Documentation of annual review of schoolwide goals and benchmarks
- School policy and vision statement
- School Improvement Plan (SIP)
- Documentation of steps to implement the SIP
- District Strategic Plan
- Multi-Year College Readiness Plan (MYCRP)
- Evidence of communication efforts (newsletters, meeting minutes, posters, agendas, websites, assemblies, etc.)
- Data that supports meeting benchmarks/goals (master schedule, staffing lists, budgets, etc.)

1. College Readiness Mission and Vision

Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
1	School Mission and Vision Are Aligned with AVID	<p>☹ The school's mission and vision are <u>not</u> aligned with AVID's mission and vision for college readiness.</p> <p>(SWCRCT, Domain III, 1a)</p>	<p>☺ The school's mission and vision are aligned with AVID's mission and vision for college readiness but are not evident in school policies, practices, and procedures.</p> <p>(SWCRCT, Domain III, 1a)</p>	<p>☺ The school's mission and vision are aligned with AVID's mission and vision for college readiness and are evident in school policies, practices, and procedures.</p> <p>(SWCRCT, Domain III, 1a)</p>	<p>☺ The school's mission and vision are aligned with AVID's mission and vision for college readiness, which serve as a foundation for decision-making and are integrated throughout existing school documents such as the School Improvement Plan.</p> <p>(SWCRCT, Domain III, 1a)</p>
2	Communicate School Mission and Vision to Stakeholders	<p>☹ Principal and School Leadership Team (SLT) do <u>not</u> communicate the school's mission and vision to stakeholders, including faculty and staff, students, families, and community members.</p> <p>(SWCRCT, Domain III, 1a)</p>	<p>☺ Principal and SLT communicate the school's mission and vision to a <u>majority</u> of stakeholders, including faculty and staff, students, families, and community members.</p> <p>(SWCRCT, Domain III, 1a)</p>	<p>☺ Principal and SLT communicate the school's mission and vision to <u>all</u> stakeholders, including faculty and staff, students, families, and community members.</p> <p>(SWCRCT, Domain III, 1a)</p>	<p>☺ Principal and SLT communicate the school's mission and vision and stakeholders (including faculty and staff, students, families, and community members) embrace and support the school mission and vision.</p> <p>(SWCRCT, Domain III, 1a)</p>

Rating for College Readiness Mission and Vision

Number of Indicators at Each Level:

Not Meet AVID Implementation Expectations **0**
 Meets AVID Implementation Expectations **1**
 Emerging AVID Schoolwide **1**
 Sustaining AVID Schoolwide **0**

Overall Level for College Readiness Mission and Vision:

Emerging AVID Schoolwide

III. AVID SCHOOLWIDE LEADERSHIP

AVID Schoolwide leadership sets the vision and tone that promote **college readiness** and high expectations for all students in the school.



2. Representative Governance

Representative Governance focuses on the composition of the school leadership and **AVID Site Team** such as the principal, faculty and staff, and other relevant **stakeholders** who work collaboratively to promote **college readiness** and high expectations for all students.

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- *SLT membership list*
- *AVID Site Team membership list*
- *Meeting agendas or minutes that demonstrate collaborative decision-making*
- *Composition of SLT and AVID Site Team*
- *Needs assessment results*

2. Representative Governance

Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
3	School Leadership Team (SLT) Composition	<p>⊗ SLT does <u>not</u> include any representation from the AVID Site Team.</p> <p>(SWCRCT, Domain III, 2a)</p>	<p>⊙ SLT has a dedicated position for AVID Site Team representation, which might include AVID Elective teachers, AVID counselors, tutors, and students.</p> <p>(SWCRCT, Domain III, 2a)</p>	<p>⊕ SLT has a dedicated position for AVID Site Team representation and works collaboratively to ensure decision-making processes are filtered through the aligned AVID and school mission and vision.</p> <p>(SWCRCT, Domain III, 2a)</p>	<p>⊖ Furthermore, SLT members have participated in Leadership for College Readiness (LCR).</p> <p>OR</p> <p>AVID Site Team and SLT are combined.</p> <p>(SWCRCT, Domain III, 2a)</p>
4	AVID Site Team Composition	<p>⊗ AVID Site Team does <u>not</u> meet the minimum requirement outlined in the Meets AVID Implementation Expectations requirement.</p> <p>(CSS, 11.1.0)</p>	<p>⊙ AVID Site Team includes the site administrator, interdisciplinary teachers, a counselor, and AVID Elective coordinator/teachers.</p> <p>(CSS, 11.1.1)</p>	<p>⊕ At least 30% of the SLT is on the AVID Site Team, which includes the principal, interdisciplinary teachers, a counselor, and AVID Elective teachers.</p> <p>(AVID Schoolwide Metric)</p>	<p>⊖ At least 50% of the SLT is on the AVID Site Team, which includes the principal, interdisciplinary teachers, a counselor, and AVID Elective teachers.</p> <p>(AVID Schoolwide Metric)</p>
5	SLT and AVID Site Team Collaboration	<p>⊗ SLT, AVID Site Team, and principal do <u>not</u> have a plan in place for how to make decisions collaboratively that promote college readiness and high expectations of students</p> <p>(SWCRCT, Domain III, 2a)</p>	<p>⊙ SLT, AVID Site Team, and principal have a plan in place for how to make decisions that promote college readiness and high expectations of students.</p> <p>(SWCRCT, Domain III, 2a)</p>	<p>⊕ SLT, AVID Site Team, and principal collaboratively make decisions that promote college readiness and high expectations of students.</p> <p>(SWCRCT, Domain III, 2a)</p>	<p>⊖ SLT, AVID Site Team, and principal collaboratively make decisions that promote college readiness and high expectations of students,</p> <p>AND</p> <p>have a clear and concise process in place to sustain a strong collaborative team over time and through staff transitions.</p> <p>(SWCRCT, Domain III, 2a)</p>

Rating for Representative Governance

Number of Indicators at Each Level:
 Not Meet AVID Implementation Expectations **0**
 Meets AVID Implementation Expectations **3**
 Emerging AVID Schoolwide **0**
 Sustaining AVID Schoolwide **0**

Overall Level for Representative Governance:
Meets AVID Implementation Expectations

III. AVID SCHOOLWIDE LEADERSHIP

AVID Schoolwide leadership sets the vision and tone that promote **college readiness** and high expectations for all students in the school.



3. Strategic College Readiness Planning

Strategic College Readiness Planning ensures school documents and policies such as the School Improvement Plan (SIP), District Strategic Plan, and funding mechanisms are aligned with AVID’s philosophy of **college readiness** that helps ensure students have **open and equal access** to rigorous courses.

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- Documentation of annual review of schoolwide goals and benchmarks
- School policy and vision statement
- **Master schedule/Course catalog**
- Student/family handbook
- School/district budget
- School Improvement Plan
- Multi-Year College Readiness Plan (MYCRP)
- Staff development meeting logs
- School/district policy on equity/access to **rigor**
- Planning documents for addressing barriers to equity

3. Strategic College Readiness Planning

Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
6	AVID’s Philosophy of Open and Equal Access to Rigorous Courses	<p>☹ The principal and SLT do <u>not</u> ensure school policies and published materials reflect AVID’s philosophy of open and equal access to rigorous courses for AVID Elective students.</p> <p>(SWCRCT, Domain III, 2c)</p>	<p>☺ The principal and SLT ensure school policies and published materials reflect AVID’s philosophy of open and equal access to rigorous courses for AVID Elective students.</p> <p>(SWCRCT, Domain III, 2c)</p>	<p>☻ The principal and SLT ensure school policies and published materials reflect AVID’s philosophy of open and equal access to rigorous courses for AVID Elective students and students throughout the school.</p> <p>(SWCRCT, Domain III, 2c)</p>	<p>☼ The principal and SLT ensure that school practices reflect school policies and written documents regarding open and equal access to rigorous courses for all students and serve as a guiding principle for all decision-making throughout the school.</p> <p>(SWCRCT, Domain III, 2c)</p>
7	AVID Is Included in School/District Budgets	<p>☹ Funding for the AVID Elective is <u>not</u> included in school and/or district budgets.</p> <p>(CSS, 10.1.0)</p>	<p>☺ Funding for the AVID Elective is included in school and/or district budgets.</p> <p>(CSS, 10.1.1)</p>	<p>☻ Funding for the AVID Elective is included in school and/or district budgets and the AVID site coordinator participates in the school’s budget development process.</p> <p>(CSS, 10.1.2)</p>	<p>☼ Long-term funding mechanisms are in place. Furthermore, the AVID site coordinator(s) has a leadership role in the school’s budget development process and continually reviews the school’s budget for line-item or specific allocations.</p> <p>(CSS, 10.1.3)</p>
8	Address Barriers to Access and Equity	<p>☹ Principal and SLT do <u>not</u> examine barriers to access and equity in school policies and written documents, including student enrollment and demographics in rigorous college preparatory courses.</p> <p>(SWCRCT, Domain III, 2c)</p>	<p>☺ Principal and SLT examine barriers to access and equity in school policies and written documents, including student enrollment and demographics in rigorous college preparatory courses.</p> <p>(SWCRCT, Domain III, 2c)</p>	<p>☻ Principal and SLT examine and develop a plan to confront barriers to access and equity in school policies and written documents, including student enrollment and demographics in rigorous college preparatory courses.</p> <p>(SWCRCT, Domain III, 2c)</p>	<p>☼ Principal and SLT implement a plan throughout the school to confront barriers and equity in school policies and written documents and ensure that student enrollment in rigorous college preparatory courses reflects school demographics.</p> <p>(SWCRCT, Domain III, 2c)</p>

Rating for Strategic College Readiness Planning

Number of Indicators at Each Level:
 Not Meet AVID Implementation Expectations **0**
 Meets AVID Implementation Expectations **3**
 Emerging AVID Schoolwide **0**
 Sustaining AVID Schoolwide **0**

Overall Level for Strategic College Readiness Planning:
Meets AVID Implementation Expectations

Textual Questions

What are some of the particular strengths of **AVID Schoolwide Leadership** at your school? Our School Leadership Team (Learning Leaders) continues to thrive and evolve. This year there was professional learning related to Culturally Inclusive learning strategies as part of a universal design. This work will not only continue but will expand next year. The AVID Site Team is committed to continuing to expand professional learning in the areas of WICOR and critical reading strategies. A .2 AVID Campus Coordinator was added to our staff this past year, which has facilitated conversations about schoolwide implementation with other building leadership and site team members.

What aspects of **AVID Schoolwide Leadership** have room for growth at your school? How might you address these in your Site Plan?

One area in particular is to continue to revamp and expand the AVID Site Team. With the change to middle school, the site team underwent some change. With the addition of the AVID Campus Coordinator, the goal is to reconvene, set goals for schoolwide implementation, and to follow through on a plan to broaden the use of AVID systems and strategies and the AVID culture schoolwide.

IV. AVID SCHOOLWIDE CULTURE



AVID Schoolwide culture is evident when the AVID philosophy progressively shifts beliefs and behaviors resulting in an increase of students meeting **college readiness requirements**.

1. Rigor

A culture of **Rigor** ensures **WICOR** strategies are implemented effectively to help all students access rigorous high school and college preparatory courses, become college ready, and succeed in rigorous courses.

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- Originality and inventiveness in student work
- Meeting agendas or sign-in sheets where **rigor** and high expectations are the focus
- Professional learning opportunities available
- Participation in professional learning opportunities
- Classroom observations and walkthroughs
- School policy/protocol that addresses the use of **scaffolding** of instruction
- **Professional Learning Communities (PLCs)**

1. Rigor

Indicator	AVID Criteria	The school does <i>not</i> value a culture of rigor...	The school values a culture of rigor...	The school values a culture of rigor...	The school values a culture of rigor...
1	WICOR, Scaffolding, and Rigorous Instructional Practices	☹ that supports the AVID Site Team's use of WICOR strategies, including scaffolding and rigorous instructional practices in the AVID Elective.	☹ that supports the AVID Site Team's use of WICOR strategies, including scaffolding and rigorous instructional practices in AVID Elective and AVID-Site-Team -instructed courses.	☹ that supports the AVID Site Team and teachers' use of WICOR strategies, including scaffolding and rigorous instructional practices in AVID Elective, AVID-Site-Team -instructed, and core academic courses.	☹ that supports teachers' use of WICOR strategies, including scaffolding and rigorous instructional practices, in all content courses throughout the school.
		(SWCRCT, Domain II, 4c)	(SWCRCT, Domain II, 4c)	(SWCRCT, Domain II, 4c)	(SWCRCT, Domain II, 4c)
2	Collaboration Through PLCs	☹ where the AVID Site Team collaborates through Professional Learning Communities (PLCs) or other formal collaboration structures in the design of lessons that engage AVID Elective students in rigorous assignments.	☹ where the AVID Site Team collaborates through PLCs or other formal collaboration structures in the design of lessons that engage AVID Elective and AVID-Site-Team -instructed students in rigorous assignments.	☹ where the AVID Site Team and teachers collaborate through PLCs or other formal collaboration structures in the design of lessons that engage AVID Elective students , students of AVID Site Team members, and students in core academic courses in rigorous assignments.	☹ where teachers collaborate through PLCs or other formal collaboration structures in the design of lessons in all content courses that engage students throughout the school in rigorous assignments.
		(SWCRCT, Domain I, 3b)	(SWCRCT, Domain I, 3b)	(SWCRCT, Domain I, 3b)	(SWCRCT, Domain I, 3b)

Rating for Rigor

Number of Indicators at Each Level:
 Not Meet AVID Implementation Expectations **0**
 Meets AVID Implementation Expectations **2**
 Emerging AVID Schoolwide **0**
 Sustaining AVID Schoolwide **0**

Overall Level for Rigor:

Meets AVID Implementation Expectations

IV. AVID SCHOOLWIDE CULTURE



AVID Schoolwide culture is evident when the AVID philosophy progressively shifts beliefs and behaviors resulting in an increase of students meeting **college readiness requirements**.

2. Community Activities and College Awareness

A culture of **Community Activities and College Awareness** ensures there are active links among schools, community **stakeholders**, local colleges, and universities that facilitate field trips, college/career fairs, academic enrichment programs, and internships and increase students' awareness about college and career opportunities.

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- Review of college and community partnerships
- College/university communication log
- College awareness workshop agendas
- College awareness workshop timeline
- Mailing college awareness materials to parents
- Schedule of visits by colleges/universities
- College awareness sessions
- List of students attending college fairs
- College awareness session agendas and evaluations
- Photos of school events for family and community members

2. Community Activities and College Awareness

Indicator	AVID Criteria	Community/College awareness activities do <i>not</i> promote a culture of college readiness that...	Community/College awareness activities promote a culture of college readiness that...	Community/College awareness activities promote a culture of college readiness that...	Community/College awareness activities sustain a culture of college readiness that...
3	Community Activities	<p>☹ ensures AVID Elective students participate in enrichment activities, internships, community service, or service learning to explore careers.</p> <p>(CSS, 3.3.0; SWCRCT, Domain II, 4h)</p>	<p>☹ ensures AVID Elective and AVID-Site-Team-instructed students participate in enrichment activities, internships, community service, or service learning to explore careers.</p> <p>(CSS, 3.3.1; SWCRCT, Domain II, 4h)</p>	<p>☹ ensures AVID Elective students, students of AVID Site Team members, and students in core academic courses participate in enrichment activities, internships, community service, or service learning to explore careers.</p> <p>(CSS, 3.3.2; SWCRCT, Domain II, 4h)</p>	<p>☹ ensures students throughout the school participate in enrichment activities, internships, community service, or service learning to explore careers.</p> <p>(CSS, 3.3.3; SWCRCT, Domain II, 4h)</p>
4	College Awareness	<p>☹ ensures AVID Elective students attend college fairs, campus visits (in-person or virtual), and college readiness activities (e.g., goal-setting, time management, etc.), and/or research colleges.</p> <p>(SWCRCT, Domain IV, 4a)</p>	<p>☹ ensures AVID Elective and AVID-Site-Team-instructed students attend college fairs, campus visits (in-person or virtual), and college readiness activities (e.g., goal-setting, time management, etc.), and/or research colleges.</p> <p>(SWCRCT, Domain IV, 4a)</p>	<p>☹ ensures AVID Elective students, students of AVID Site Team members, and students in core academic courses attend college fairs, campus visits (in-person or virtual), and college readiness activities (e.g., goal-setting, time management, etc.), and/or research colleges.</p> <p>(SWCRCT, Domain IV, 4a)</p>	<p>☹ ensures students throughout the school attend college fairs, campus visits (in-person or virtual), and college readiness activities (e.g., goal-setting, time management, etc.), and/or research colleges <u>and</u> ensures students are knowledgeable about an increased number of colleges/universities.</p> <p>(SWCRCT, Domain IV, 4a)</p>
5	College Planning and Financial Aid Processes	<p>☹ ensures that families of AVID Elective students are <i>aware</i> about college planning and financial aid processes.</p> <p>(SWCRCT, Domain IV, 3c and 3d)</p>	<p>☹ ensures that families of AVID Elective and AVID-Site-Team-instructed students are <i>aware</i> about college planning and financial aid processes.</p> <p>(SWCRCT, Domain IV, 3c and 3d)</p>	<p>☹ ensures that families of AVID Elective students, AVID-Site-Team-instructed students, and students instructed in core academic courses are <i>aware</i> about college planning and financial aid processes.</p> <p>(SWCRCT, Domain IV, 3c and 3d)</p>	<p>☹ ensures that families throughout the school are <i>aware</i> about college planning and financial aid processes.</p> <p>(SWCRCT, Domain IV, 3c and 3d)</p>

Rating for Community Activities and College Awareness

Number of Indicators at Each Level:
 Not Meet AVID Implementation Expectations **1**
 Meets AVID Implementation Expectations **2**
 Emerging AVID Schoolwide **0**
 Sustaining AVID Schoolwide **0**

Overall Level for Community Activities and College Awareness:

Meets AVID Implementation Expectations

IV. AVID SCHOOLWIDE CULTURE



AVID Schoolwide culture is evident when the AVID philosophy progressively shifts beliefs and behaviors resulting in an increase of students meeting **college readiness requirements**.

3. College-Going Environment

A **College-Going Environment** is a school climate in which college attendance and enrollment is a clear and prominent expectation and students are actively guided by faculty and staff to meet **college readiness requirements** for post-secondary success.

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- Display of college pennants, banners, posters, etc.
- College acceptance letters
- Student surveys
- Documentation of the number of scholarship applications submitted
- Documentation of the number of received scholarships
- AVID Site Team and teacher surveys

3. College-Going Environment

Indicator	AVID Criteria	The school does not promote a college-going culture...	The school promotes a college-going culture...	The school promotes a college-going culture...	The school sustains a college-going culture...
6	College Pennants and Banners	☹ by displaying college pennants, banners, posters, or other décor in any public spaces on campus.	☹ by using college pennants, banners, posters, or other décor in one or two public spaces on campus.	☹ by displaying college pennants, banners, posters, or other décor in three or four public spaces on campus.	☹ by displaying college pennants, banners, posters, or other décor in five or more public spaces on campus
7	College Talk	☹ that engages in college talk in the AVID Elective.	☹ that engages in college talk in AVID Elective and AVID-Site-Team -instructed courses.	☹ that engages in college talk in AVID Elective courses, AVID-Site-Team -instructed courses, and core academic courses.	☹ that engages in college talk in all content courses and throughout the school.
8	Perceived Teacher Expectations	☹ where AVID Elective students believe their teachers expect them to attend college, as evidenced by student surveys.	☹ where AVID Elective and AVID-Site-Team -instructed students believe their teachers expect them to attend college, as evidenced by student surveys.	☹ where AVID Elective students , students of AVID Site Team members, and students instructed in core academic courses believe their teachers expect them to attend college, as evidenced by student surveys.	☹ where at least 90% or more of students throughout the school believe their teachers expect them to attend college, as evidenced by student surveys.
9	Teacher Expectations	☹ where the AVID Site Team expects AVID Elective students to attend college, as evidenced by AVID Site Team and teacher surveys.	☹ where the AVID Site Team expects AVID Elective and AVID-Site-Team -instructed students to attend college, as evidenced by AVID Site Team and teacher surveys.	☹ where the AVID Site Team and other teachers expect AVID Elective students , students of AVID Site Team members, and students instructed in core academic courses to attend college, as evidenced by AVID Site Team and teacher surveys.	☹ where at least 90% or more of teachers expect students throughout the school to attend college, as evidenced by AVID Site Team and teacher surveys.
10	Grants and Scholarships	☹ that ensures AVID Elective students are <i>aware</i> of grants and scholarships. (SWCRCT, Domain IV, 4c, "Planning")	☹ that ensures AVID Elective and AVID-Site-Team -instructed students are <i>aware</i> of grant and scholarship opportunities. (SWCRCT, Domain IV, 4c, "Approaching")	☹ that ensures AVID Elective students , students of AVID Site Team members, and students instructed in core academic courses are <i>aware</i> of grant and scholarship opportunities. (SWCRCT, Domain IV, 4c, "Implementing")	☹ that ensures systems and support structures are in place to assist students in application and submission processes for grants and scholarships. (SWCRCT, Domain IV, 4c, "Sustaining")
11	FAFSA	☹ that supports FAFSA awareness for AVID Elective students .	☹ that supports FAFSA awareness for AVID Elective and AVID-Site-Team -instructed students.	☹ that supports FAFSA awareness for AVID Elective students , students of AVID Site Team members, and students instructed in core academic courses.	☹ that ensures systems and support structures are in place to assist students and their families in the completion and submission of FAFSA forms.

Rating for College-Going Environment

Number of Indicators at Each Level:
 Not Meet AVID Implementation Expectations **2**
 Meets AVID Implementation Expectations **2**
 Emerging AVID Schoolwide **0**
 Sustaining AVID Schoolwide **0**

Overall Level for College-Going Environment:

Does Not Meet AVID Implementation Expectations

Textual Questions

What are some of the particular strengths of **AVID Schoolwide Culture** at your school?

In the AVID Elective, we have previously visited the University of MN through Kids on Campus program as well as Century College. This year, in place of Century College, AVID Elective students participated in an environmental conference at University of Wisconsin - River Falls. In the past, OMS AVID has sponsored a March Madness door decorating contest that also raises college awareness. This year's March Madness activity was a schoolwide reading challenge that also brought attention to different colleges. National Junior Honor Society, Ambassadors, and WEB Leaders are organizations available on campus and provide students with leadership and community service opportunities.

What aspects of **AVID Schoolwide Culture** have room for growth at your school? How might you address these in your Site Plan?

We would like to incorporate more service learning opportunities into our AVID 8 curriculum. In the past, students have made connections with the EL program at Lake Elmo Elementary, made sandwiches for a homeless shelter and served as Youth Frontiers leaders. We have also facilitated guest speakers in our community and through the Best Prep organization. In general our AVID Elective implementation has focused on college prep more than college awareness. College pennants, AVID door signs and more evidence of a college going culture are an ongoing goal.



Oak-Land Middle School

(2018-2019)

Program Status: Certified
Year Implemented: 2012

This form has been approved by AVID Center.

Notes

0 record(s) in the list.

No records found.

Overall Indicator Count

Number of Indicators at Each Level:
 Does Not Meet AVID Implementation Expectations **8**
 Meets AVID Implementation Expectations **47**
 Emerging AVID Schoolwide **8**
 Sustaining AVID Schoolwide **1**

Overall Level:

Non-Certified Site*

* In this inaugural year, site certification status will not be negatively impacted by the new CCI criteria. Your status will remain the same as 2017-18 unless your ratings indicate a higher level along the continuum. New Year 2 sites will become New Year 3 if certification criteria are not met. **Final status is determined upon approval.**

I. AVID SCHOOLWIDE INSTRUCTION

	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide	Overall Rating
<u>1. WICOR (Writing, Inquiry, Collaboration, Organization, and Reading)</u>					
AVID's proven learning support structure incorporates teaching and learning methodologies in the critical areas of Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) . WICOR provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels (scaffolding) within developmental, general education, and discipline-based curricula.					
	1	12	2	0	Meets AVID Implementation Expectations
Domain Totals:	1	12	2	0	Meets AVID Implementation Expectations

Questions

Q: What are some of the particular strengths of AVID Schoolwide Instruction at your school?

A: Oak-Land is in its second year of middle school and our second year of implementing the Middle School Success course. All 6th and 7th grade students receive a quarter (9 weeks) of instruction in this class that focuses on college preparation. Learning targets addressed in this course include the following: SMART goals, binder organization, use of planner, Cornell notes and focused note-taking, critical reading strategies such as annotating, thinking maps, and CSE (Claim, Support, Explain) writing style. Technology platforms such as Skyward, Google Classroom, Schoology, and email are introduced and practiced. Students work on the skill of collaboration through team-building as well as both comfort and stretch activities. Students experience philosophical chairs in 6th grade MSS and Socratic seminars in 7th grade MSS. All of these learning targets and activities are also practiced and reinforced in students' core classes as well. The MSS teachers collaborate with the AVID Elective teachers and site coordinators to ensure that AVID strategies are being introduced to ALL students through this course. The MSS teachers and next year's AVID Elective teacher were able to attend a Bridges training together as well. In addition, the AVID Site Coordinator was involved in the schoolwide literacy initiative that focused on critical reading. This year, reciprocal teaching strategies were the focus of this schoolwide instruction that took place during the literacy portion of AVID Elective teachers meet each grading period to align the Weeks-at-a-Glance curriculum and to discuss what is needed in the vertical alignment so that all AVID Elective students have the background knowledge and experience for a successful transition to Stillwater Area High School.

Q: What aspects of AVID Schoolwide Instruction have room for growth at your school? How might you address these in your Site Plan?

A: While Middle School Success is an integral tool in advancing towards AVID schoolwide, there are other steps that we can take to continue to emerge as AVID Schoolwide. In addition to this year's literacy instruction, more staff development with AVID's critical reading strategies and WICOR strategies and greater use of AVID Weekly as a resource would be helpful. It is the goal of the Site Coordinator to provide more opportunities for sharing critical reading and WICOR strategies as well as ideas for incorporating these into classrooms outside of the AVID Elective.

II. AVID SCHOOLWIDE SYSTEMS

	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide	Overall Rating
1. Management of the AVID Elective					
Management of the AVID Elective ensures the basic requirements of the AVID Elective are in place to ensure college readiness for AVID Elective students. These requirements include processes to verify student selection, voluntary participation, and implementation of the AVID tutorial, and to expand the AVID Elective.	2	13	2	N/A	Meets AVID Implementation Expectations
2. Access to Rigor and Student Support					
Access to Rigor and Student Support ensures the master schedule, curriculum, instructional practices, and academic support structures are in place and implemented to promote students' access to and success in courses of high rigor.	0	1	2	0	Emerging AVID Schoolwide
3. Assessment of Student Progress					
Assessment of Student Progress demonstrates that an increasing number of students are meeting benchmarks in core content areas to ensure they are prepared to enroll and succeed in rigorous, college-preparatory courses.	2	5	0	1	Meets AVID Implementation Expectations
4. Professional Learning					
AVID Professional Learning ensures that AVID Elective teachers, school leadership, and other faculty and staff receive professional learning in AVID learning strategies, methodologies, and structures to ensure college readiness for students.	0	3	1	0	Meets AVID Implementation Expectations
Domain Totals:	4	22	5	1	Meets AVID Implementation Expectations

Questions

Q: What are some of the particular strengths of AVID Schoolwide Systems at your school?

A: With the addition of an AVID Campus Coordinator onsite, we have begun to address the critical reading initiative and look forward to expanding those efforts with additional professional development in critical reading strategies and WICOR strategies in the next year. The administration is very supportive of these efforts. Our counselors continue to be highly involved in the recruitment and selection process for our AVID Elective and have effectively communicated to our staff what to look for when recommending incoming candidates. We analyze data using Illuminate and Skyward and continue to refine our process. In addition, the AVID Campus Coordinator will now also be the AVID Elective teacher next year, which will help to streamline some of these systems.

Q: What aspects of AVID Schoolwide Systems have room for growth at your school? How might you address these in your Site Plan?

A: Now that the AVID Campus Coordinator has been in place for one school year, we will continue to update our Site Plan and use that to lead conversations about the current systems in place and how they can be strengthened. We will continue to reflect on our use of data and how we use the ACT Aspire, FastBridge, and MCA tests to assess student progress and college readiness. Expanding efforts to have more staff receive AVID professional development will also be crucial. Our hope is to also create a plan for recruiting and retaining tutors, as we did not have the number this year that is ideal for tutorials. We are looking into other options for recruiting tutors, including the use of former AVID students, PSEO students, and recruiting from local colleges.

III. AVID SCHOOLWIDE LEADERSHIP

	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide	Overall Rating
1. College Readiness Mission and Vision					
The school's College Readiness Mission and Vision is aligned with AVID's philosophy for college readiness, reflected in site decisions, documents, and policies, and supported by all stakeholders (faculty, staff, students, families, and community members).	0	1	1	0	Emerging AVID Schoolwide
2. Representative Governance					
Representative Governance focuses on the composition of the school leadership and AVID Site Team such as the principal, faculty and staff, and other relevant stakeholders who work collaboratively to promote college readiness and high expectations for all students.	0	3	0	0	Meets AVID Implementation

3. Strategic College Readiness Planning

Strategic College Readiness Planning ensures school documents and policies such as the School Improvement Plan (SIP), District Strategic Plan, and funding mechanisms are aligned with AVID's philosophy of **college readiness** that helps ensure students have **open and equal access** to rigorous courses.

0	3	0	0	Meets AVID Implementation Expectations
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Domain Totals:	0	7	1	0	Meets AVID Implementation Expectations
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Questions

Q: What are some of the particular strengths of AVID Schoolwide Leadership at your school?

A: Our School Leadership Team (Learning Leaders) continues to thrive and evolve. This year there was professional learning related to Culturally Inclusive learning strategies as part of a universal design. This work will not only continue but will expand next year. The AVID Site Team is committed to continuing to expand professional learning in the areas of WICOR and critical reading strategies. A .2 AVID Campus Coordinator was added to our staff this past year, which has facilitated conversations about schoolwide implementation with other building leadership and site team members.

Q: What aspects of AVID Schoolwide Leadership have room for growth at your school? How might you address these in your Site Plan?

A: One area in particular is to continue to revamp and expand the AVID Site Team. With the change to middle school, the site team underwent some change. With the addition of the AVID Campus Coordinator, the goal is to reconvene, set goals for schoolwide implementation, and to follow through on a plan to broaden the use of AVID systems and strategies and the AVID culture schoolwide.

IV. AVID SCHOOLWIDE CULTURE

	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide	Overall Rating
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1. Rigor

A culture of **Rigor** ensures **WICOR** strategies are implemented effectively to help all students access rigorous high school and college preparatory courses, become college ready, and succeed in rigorous courses.

0	2	0	0	Meets AVID Implementation Expectations
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2. Community Activities and College Awareness

A culture of **Community Activities and College Awareness** ensures there are active links among schools, community **stakeholders**, local colleges, and universities that facilitate field trips, college/career fairs, academic enrichment programs, and internships and increase students' awareness about college and career opportunities.

1	2	0	0	Meets AVID Implementation Expectations
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3. College-Going Environment

A **College-Going Environment** is a school climate in which college attendance and enrollment is a clear and prominent expectation and students are actively guided by faculty and staff to meet **college readiness requirements** for post-secondary success.

2	2	0	0	Does Not Meet AVID Implementation Expectations
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Domain Totals:	3	6	0	0	Does Not Meet AVID Implementation Expectations
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Questions

Q: What are some of the particular strengths of AVID Schoolwide Culture at your school?

A: In the AVID Elective, we have previously visited the University of MN through Kids on Campus program as well as Century College. This year, in place of Century College, AVID Elective students participated in an environmental conference at University of Wisconsin - River Falls. In the past, OMS AVID has sponsored a March Madness door decorating contest that also raises college awareness. This year's March Madness activity was a schoolwide reading challenge that also brought attention to different colleges. National Junior Honor Society, Ambassadors, and WEB Leaders are organizations available on campus and provide students with leadership and community service opportunities.

Q: What aspects of AVID Schoolwide Culture have room for growth at your school? How might you address these in your Site Plan?

A: We would like to incorporate more service learning opportunities into our AVID 8 curriculum. In the past, students have made connections with the EL program at Lake Elmo Elementary, made sandwiches for a homeless shelter and served as Youth Frontiers leaders. We have also facilitated guest speakers in our community and through the Best Prep organization. In general our AVID Elective implementation has focused on college prep more than college awareness. College pennants, AVID door signs and more evidence of a college going culture are an ongoing goal.

Recommended Level:

Reflects the certification status for the 2018-2019 school year

Inactive Site - Not AVID/no longer AVID; briefly describe terms by which site has been deemed inactive.

New Implemented Year 2 - Began implementation in ____ / ____ / ____ (MM/DD/YYYY).

New Implemented Year 3 - Year 3 schools that did not meet AVID Implementation Expectations.

AVID Affiliate Site - Affiliate schools that did not meet AVID Implementation Expectations.

Non-Certified Site - A site that has never been certified and has one or more Domains rated at "Does Not Meet AVID Implementation Expectations" and is working toward implementing all four AVID Domains.

AVID Certified Site - All Domains are rated "Meets AVID Implementation Expectations" or higher.

AVID Highly Certified Site - AVID Highly Certified Sites that did not meet Emerging AVID Schoolwide.

AVID Emerging Schoolwide Site - Three out of four Domains are rated "Emerging AVID Schoolwide" or higher. If one Domain is rated less than "Emerging AVID Schoolwide," the rating must be "Meets AVID Implementation Expectations."

AVID Schoolwide Site of Distinction - All domains are rated "Emerging AVID Schoolwide" or higher. Additionally, all Schoolwide Site of Distinction Process Metrics and at least two Schoolwide Site of Distinction Impact Metrics are rated "Sustaining AVID Schoolwide."

Commendations

Oak-land Middle School has embedded a Student Success class where every middle school students get to experience engaging WICOR strategies (especially Critical Reading Strategies) and are exposed to many opportunities to learn more about college and careers and future planning. Different forms of LMS are used in the digital format with students. This is a great spring board to taking AVID strategies more schoolwide next year. This past year, a campus onsite coordinator was added to help support the elective and AVID schoolwide. The coordinator not only supported AVID schoolwide, she supported AVID elective. The AVID elective does a great job following WAG's and looking to meet AVID's standards. AVID students get to experience college field trips and service learning activities that are geared to prepare them for future opportunities. When it comes to recruitment, they have really done a nice job planning and coordinating everything. The councilors play a big role in the success of recruitment. The AVID coordinator is currently on the Building Leadership Team, which is a great opportunity to bring AVID schoolwide to the forefront, there are plans for next year to reestablish the AVID site team as well as keeping AVID at the forefront of the Building Leadership Team.

Recommendations

Oak-land Middle School has a great opportunity next year to improve their AVID system. It would be great if the AVID Coordinator can work with the District Director to make sure that AVID is given the time it needs in the Building Leadership Team meetings, as well as reestablish the AVID site team to support AVID schoolwide. Also, the area of growth for the entire school is to improve the use of Critical Reading Strategies and common language with those strategies schoolwide, and this would be a great opportunity to increase AVID professional learning building wide. Also, with this training to utilize the Student Success teachers who embed WICOR in their everyday lessons to help with professional development with staff. To also increase schoolwide, to train more staff members in AVID. As per the AVID Elective, to increase service learning with students and keep refining tutorials and tutor recruitment. As well as the retention of students from 8th to 9th grade.

Stillwater Middle School (2018-2019)

Program Status: Highly Certified

Year Implemented: 2012

This form has been approved by AVID Center.



I. AVID SCHOOLWIDE INSTRUCTION

AVID Schoolwide instruction occurs when the entire instructional staff utilizes **AVID strategies**, other best instructional practices, and 21st century tools to ensure **college readiness** for **AVID Elective students** and improved academic performance for all students.

1. WICOR (Writing, Inquiry, Collaboration, Organization, and Reading)

AVID's proven learning support structure incorporates teaching and learning methodologies in the critical areas of **Writing, Inquiry, Collaboration, Organization, and Reading (WICOR)**. **WICOR** provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels (**scaffolding**) within developmental, general education, and discipline-based curricula.

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- Classroom observations of teachers, tutors, and students using organizational strategies
- Students' focused notes, binders/eBinders, and portfolios
- Student work samples demonstrating **AVID strategies**
- Use of **AVID strategies** included in the AVID Library
- Use of AVID Critical Reading curriculum
- Evidence of community service or service learning projects
- Use of time management skills (e.g., keeping agendas and planning calendars)
- Evaluations of professional learning related to **WICOR**
- Observations of effective **WICOR** strategies used in classes
- Peer tutoring/advising
- Videos of students' presentations and academic work
- Lesson plans from AVID Elective, Site Team, and school teachers
- Use of AVID Focused Note-Taking curriculum
- Use of AVID Elective Weeks at a Glance
- A selection of students' timed-writing essays

1. WICOR (Writing, Inquiry, Collaboration, Organization, and Reading)

Indicator	AVID Criteria	AVID Elective students...	AVID Elective students and AVID-Site-Team-instructed students...	AVID Elective students, students of AVID Site Team members, and students in core academic courses...	Students throughout the school...
1	Learning Through Writing	<p>☹ do not receive instruction from the AVID Site Team on learning-through-writing strategies and do not routinely spend time processing content through writing (e.g., interactive notebooks, learning logs, quickwrites, annotation, etc.).</p> <p>(CSS, 6.1.0 and 6.4.0)</p>	<p>☺ receive instruction on learning-through-writing strategies and routinely spend time processing content through writing (e.g., interactive notebooks, learning logs, quickwrites, annotation, etc.).</p> <p>(CSS, 6.1.1 and 6.4.1)</p>	<p>☺ routinely spend time processing content through writing (e.g., interactive notebooks, learning logs, quickwrites, annotation, etc.).</p> <p>(CSS, 6.1.2 and 6.4.2)</p>	<p>☺ routinely spend time on learning-through-writing strategies such as processing content through writing (e.g., interactive notebooks, learning logs, quickwrites, annotation, etc.).</p> <p>(CSS, 6.1.3 and 6.4.3)</p>
2	Writing Process	<p>☹ do not receive instruction from the AVID Site Team on the writing process and do not spend time writing to clarify and organize experiences (e.g., pre-writing, drafting, revising, polishing or editing, and publishing).</p> <p>(CSS, 6.2.0)</p>	<p>☺ receive instruction on the writing process and routinely spend time writing to clarify and organize experiences (e.g., pre-writing, drafting, revising, polishing or editing, and publishing).</p> <p>(CSS, 6.2.1)</p>	<p>☺ routinely spend time writing to clarify and organize experiences (e.g., pre-writing, drafting, revising, polishing or editing, and publishing).</p> <p>(CSS, 6.2.2)</p>	<p>☺ routinely spend time writing to clarify and organize experiences (e.g., pre-writing, drafting, revising, polishing or editing, and publishing) in all content courses.</p> <p>(CSS, 6.2.3)</p>
3	Focused Note-Taking	<p>☹ do not receive instruction from the AVID Site Team on focused note-taking strategies such as Cornell notes.</p> <p>(CSS, 6.3.0)</p>	<p>☺ receive instruction on Cornell notes and other focused note-taking strategies.</p> <p>(CSS, 6.3.1)</p>	<p>☺ use Cornell notes and other focused note-taking strategies.</p> <p>(CSS, 6.3.2)</p>	<p>☺ use Cornell notes and other focused note-taking strategies, consistently use higher-level questions in their notes, and demonstrate critical thinking skills in all content courses.</p> <p>(CSS, 6.3.3 and 7.1.3)</p>
		<p>☹ do not receive instruction from the AVID Site Team on asking higher-level questions</p>	<p>☺ receive instruction on asking higher-level questions using Costa's Levels of Thinking</p>	<p>☺ ask higher-level questions using Costa's Levels of Thinking during tutorials,</p>	<p>☺ ask higher-level questions using Costa's Levels of Thinking during tutorials,</p>

4	Higher-Level Thinking	using Costa's Levels of Thinking during tutorials, collaborative study groups , class discussions, and problem-solving activities. (CSS, 7.2.0)	during tutorials, collaborative study groups , class discussions, and problem-solving activities. (CSS, 7.2.1)	collaborative study groups , class discussions, and problem-solving activities. (CSS, 7.2.2)	collaborative study groups , class discussions, and problem-solving activities in all content courses. (CSS, 7.2.3)
5	Structures for Inquiry	do not receive instruction from the AVID Site Team on the use of structures for inquiry such as Socratic Seminars and Philosophical Chairs . (CSS, 7.3.0)	receive instruction on the use of structures for inquiry such as Socratic Seminars and Philosophical Chairs . (CSS, 7.3.1)	routinely participate and lead discussions using structures for inquiry such as Socratic Seminars and Philosophical Chairs . (CSS, 7.3.2)	use structures for inquiry such as Socratic Seminars and Philosophical Chairs in all content courses. (CSS, 7.3.3)
6	Access Digital Information	do not receive instruction from the AVID Site Team on how to access digital information from multiple sources efficiently and evaluate that information effectively. (CSS, 3.4.0)	receive instruction on how to access digital information from multiple sources and evaluate that information effectively. (CSS, 3.4.1)	access digital information from multiple sources and evaluate that information critically and competently. (CSS, 3.4.2)	demonstrate skills in accessing digital information from multiple sources and evaluate that information critically and competently in all content courses. (CSS, 3.4.3)
7	Technology as a Tool for Collaboration	do not receive instruction from the AVID Site Team on how to use technology and Information, Communications, and Technology (ICT) resources as a tool for collaboration either synchronously (e.g., texting, social media, video conferencing, and cloud-based productivity tools) or asynchronously (e.g., forums and blogs). (CSS, 7.7.0)	receive instruction on how to use technology and ICT resources as a tool for collaboration both synchronously (e.g., texting, social media, video conferencing, and cloud-based productivity tools) and asynchronously (e.g., forums and blogs). (CSS, 7.7.1)	use technology and ICT resources as a tool for collaboration both synchronously (e.g., texting, social media, video conferencing, and cloud-based productivity tools) and asynchronously (e.g., forums and blogs). (CSS, 7.7.2)	use technology and ICT resources as a tool for collaboration both synchronously (e.g., texting, social media, video conferencing, and cloud-based productivity tools) and asynchronously (e.g., forums and blogs) in all content courses. (CSS, 7.7.3)
8	Structures for Collaboration	do not receive instruction from the AVID Site Team on the use of structures for collaboration (e.g., Helping Trios, Jigsaw, Four Corners, and Collaborative Group Roles). (CSS, 7.4.0)	receive instruction on the use of structures for collaboration (e.g., Helping Trios, Jigsaw, Four Corners, and Collaborative Group Roles). (CSS, 7.4.1)	use structures for collaboration (e.g., Helping Trios, Jigsaw, Four Corners, and Collaborative Group Roles). (CSS, 7.4.2)	use structures for collaboration (e.g., Helping Trios, Jigsaw, Four Corners, and Collaborative Group Roles) in all content courses. (CSS, 7.4.3)
9	Tutorials and Collaborative Study Groups	do not receive instruction from the AVID Site Team on how to participate in tutorials and/or collaborative study groups . (CSS, 7.5.0)	receive instruction on how to participate in tutorials* and/or collaborative study groups . *tutorials are required 2x/week for AVID Elective students only (CSS, 7.5.1)	participate in tutorials* and/or collaborative study groups . *tutorials are required 2x/week for AVID Elective students only (CSS, 7.5.2)	participate in tutorials* and/or collaborative study groups in all content courses. *tutorials are required 2x/week for AVID Elective students only (CSS, 7.5.3)
10	Leadership Skills	do not learn leadership skills through collaboration with others. (CSS, 7.6.0)	develop leadership skills through collaboration with others. (CSS, 7.6.1)	demonstrate leadership skills through collaboration with others. (CSS, 7.6.2)	demonstrate leadership skills in all core academic courses, and in activities on campus and in the community. (CSS, 7.6.3)
11	Organizational Methods (Goal-Setting)	do not set goals and consistently monitor their grades to ensure they are college ready. (CSS, 5.5.0)	set goals and consistently monitor their grades to ensure they are college ready. (CSS, 5.5.1)	set goals and consistently monitor their grades to ensure they are college ready. (CSS, 5.5.2)	consistently review their goals and monitor their grades to ensure they are college ready. (CSS, 5.5.3)
12	AVID Organizational Tools	do not receive instruction from the AVID Site Team on the use of AVID organizational tools (e.g., the AVID binder, eBinder, portfolios, graphic organizers, and planning calendars) to keep track of coursework and to organize their thinking and learning. (CSS, 5.1.0–5.3.0)	receive instruction on the use of AVID organizational tools (e.g., the AVID binder*, eBinder, portfolios, graphic organizers, and planning calendars) to keep track of coursework and to organize their thinking and learning. *required for AVID Elective students (CSS, 5.1.1–5.3.1)	use AVID organizational tools (e.g., the AVID binder*, eBinder, portfolios, graphic organizers, and planning calendars) to keep track of coursework and to organize their thinking and learning. *required for AVID Elective students (CSS, 5.1.2–5.3.2)	use AVID organizational tools (e.g., the AVID binder*, eBinder, portfolios, graphic organizers, and planning calendars) to keep track of coursework and to organize their thinking and learning in all content courses. *required for AVID Elective students (CSS, 5.1.3–5.3.3)
		do not arrive prepared with materials to use in their courses,	arrive prepared with materials to use in their courses, and	use course materials to actively participate in class	arrive prepared with course materials, identify points of

13	Arrive Prepared with Course Materials	and do <u>not</u> interact with instructors. (CSS, 5.4.0)	interact with instructors. (CSS, 5.4.1)	discussions and collaborative activities. (CSS, 5.4.2)	confusion, and seek clarity from instructors and peers as they take responsibility for their learning in all content courses. (CSS, 5.4.3)
14	Critical Reading Process	do <u>not</u> receive instruction from the AVID Site Team on the critical reading process to increase comprehension skills. (CSS, 6.5.0)	receive instruction on the critical reading process to increase comprehension skills. (CSS, 6.5.1)	receive instruction and use the critical reading process to access increasingly more rigorous texts. (CSS, 6.5.2)	receive instruction and use the critical reading process in all content courses. (CSS, 6.5.3)
Indicator	AVID Criteria	The AVID Site Team...	The AVID Site Team...	The AVID Site Team...	The AVID Site Team...
15	WICOR Strategies	does <u>not</u> use WICOR strategies in the AVID Elective. (AVID Schoolwide Metric)	uses WICOR strategies in AVID Elective and AVID- Site-Team -instructed courses. (AVID Schoolwide Metric)	and at least 50% of teachers throughout the school routinely use WICOR strategies in AVID Elective, AVID-Site-Team -instructed, and core academic courses. (AVID Schoolwide Metric)	and at least 70% of teachers throughout the school routinely use WICOR strategies in all content courses. (AVID Schoolwide Metric)

Rating for WICOR

Number of Indicators at Each Level:
 Not Meet AVID Implementation Expectations **0**
 Meets AVID Implementation Expectations **13**
 Emerging AVID Schoolwide **2**
 Sustaining AVID Schoolwide **0**

Overall Level for WICOR:
Meets AVID Implementation Expectations

Textual Questions

What are some of the particular strengths of **AVID Schoolwide Instruction** at your school?

One of the highlights of AVID implementation is the Middle School Success course which is now in its second year at our school. This class equitably teaches WICOR strategies to all students. This quarter class is taught to all 6th and 7th grade students and focuses on college preparation and career readiness. The following learning targets are addressed: SMART goals, binder and planner organization, focused note-taking in different scenarios and critical reading strategies such as annotation, thinking maps, and CSE writing style. Technology is addressed through writing email introductions to staff and the incorporation of technology platforms such as Skyward and Schoology. Collaboration is encouraged through comfort and stretch activities and team-building. In addition, students experience Philosophical Chairs in the Grade 6 MSS and Socratic Seminars in Grade 7 MSS.

What aspects of **AVID Schoolwide Instruction** have room for growth at your school? How might you address these in your Site Plan?

Middle School Success greatly continues to advance our efforts to move AVID school-wide. Our Middle School Success teacher meets routinely with our house teams and models teaching and incorporating the WICOR strategies across the curriculum in 6th and 7th grade classrooms. Also, we were fortunate enough to send five staff members to an AVID PATH training this past school year. Next year's plan is to raise reading scores, and AVID strategies will be used to help with this initiative.

II. AVID SCHOOLWIDE SYSTEMS



AVID is Schoolwide when **systems** are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure **college readiness** for **AVID Elective students** and improved academic performance for all students.

1. Management of the AVID Elective

Management of the AVID Elective ensures the basic requirements of the AVID Elective are in place to ensure **college readiness** for **AVID Elective students**. These requirements include processes to verify student selection, voluntary participation, and implementation of the AVID tutorial, and to expand the AVID Elective.

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- AVID student application
- AVID student questionnaire and interview questions
- Documentation that details the commitment, procedures, and timeline for involving AVID Elective class teachers and **AVID Site Team** members
- Tutor recruitment plan
- Tutor training plan
- AVID recruitment rubric, spreadsheet, or form showing selection criteria
- School's planned recruitment process with timeline and forms
- Documentation that details the procedures and timeline used for selecting **AVID Elective students**
- Site Plan
- Course breakdown of **AVID Elective students**
- Use of AVID Elective Weeks at a Glance

1. Management of the AVID Elective

Indicator	AVID Criteria	Fewer than 90% of AVID Elective students...	90% or more of AVID Elective students...	100% of AVID Elective students...
1	Defined Selection Criteria	<p>☹ meet locally and nationally defined selection criteria classifying them as "students in the middle."</p> <p>(CSS, 1.1.0)</p>	<p>☺ meet locally and nationally defined selection criteria classifying them as "students in the middle." Evidence of student interviews is available.</p> <p>(CSS, 1.1.1)</p>	<p>☻ meet locally and nationally defined selection criteria classifying them as "students in the middle." Evidence of student interviews is available.</p> <p>(CSS, 1.1.2-1.1.3)</p>
2	Signed Contracts	<p>☹ enrolled have signed contracts by all available parties.</p> <p>(CSS, 2.1.0)</p>	<p>☺ enrolled have signed contracts by all available parties.</p> <p>(CSS, 2.1.1)</p>	<p>☻ enrolled have signed contracts by all available parties and there is evidence of increased involvement of parents in the program.</p> <p>(CSS, 2.1.2-2.1.3)</p>
		There is insufficient documentation...	There is sufficient documentation...	There is sufficient documentation...
3	AVID Elective Student Recruitment and Selection Plan	<p>☹ of an AVID Elective student recruitment and selection plan prior to recruitment.</p> <p>(CSS, 1.2.0 and 1.3.0)</p>	<p>☺ of an AVID Elective student recruitment and selection plan prior to recruitment, <u>and</u> the AVID Site Team plays an active role in implementation.</p> <p>(CSS, 1.2.1 and 1.3.1)</p>	<p>☻ of an AVID Elective student recruitment, selection, and retention plan, which includes the opening of new AVID Elective sections. The AVID Site Team uses data to revise the AVID Elective student selection process <u>and</u> plays an active role in its implementation.</p> <p>(CSS, 1.2.2-1.2.3; 1.3.2-1.3.3)</p>
4	Voluntary Participation	<p>☹ that most AVID Elective class teachers and AVID Site Team members voluntarily participate in the program.</p> <p>(CSS, 2.2.0 and 2.3.0)</p>	<p>☺ that 100% of AVID Elective class teachers and AVID Site Team members voluntarily participate in the program.</p> <p>(CSS, 2.2.1 and 2.3.1)</p>	<p>☻ that 100% of AVID Elective class teachers and AVID Site Team members voluntarily participate, attend AVID Site Team meetings and events, and assume leadership responsibilities for AVID Site Team activities.</p> <p>(CSS, 2.2.2-2.2.3; 2.3.2-2.3.3)</p>
5	Identify and Select AVID Elective Class Teacher(s)	<p>☹ of processes used to identify and select AVID Elective class teachers.</p> <p>(CSS, 2.4.0)</p>	<p>☺ of processes used to identify and select AVID Elective class teachers.</p> <p>(CSS, 2.4.1)</p>	<p>☻ of processes used to identify and select AVID Elective class teachers. The process has been reviewed and updated based on AVID Site Team input.</p> <p>(CSS, 2.4.2-2.4.3)</p>
		The AVID Site Team does not...	The AVID Site Team...	The AVID Site Team...
		<p>☹ develop a Site Plan that addresses the implementation of</p>	<p>☺ collaborates to develop, write, and implement a Site Plan that</p>	<p>☻ uses a Site Plan as "a living document" that is discussed at</p>

6	Site Plan	AVID.	addresses AVID implementation.	each Site Team meeting and revised according to data and certification results.
		(CSS, 11.2.0)	(CSS, 11.2.1–11.2.2)	(CSS, 11.2.3)
7	Collaboration on Access to Advanced Curriculum and Courses	☑ meet at least quarterly to collaborate and advocate on issues of planning, logistics, and awareness of access to rigorous curriculum and advanced courses at each grade level.	☑ meets at least quarterly to collaborate and advocate on issues of planning, logistics, and awareness of access to rigorous curriculum and advanced courses at each grade level.	☑ meets at least monthly to collaborate and advocate on planning, logistics, and student access, and influences school policy concerning access to rigorous curriculum and advanced courses at each grade level.
		(CSS, 11.3.0)	(CSS, 11.3.1)	(CSS, 11.3.2–11.3.3)
8	Quality of Implementation	☑ assume responsibility for aspects of AVID Elective implementation beyond attending Site Team meetings.	☑ assumes responsibility for AVID Elective implementation, supports AVID Elective teachers, and advocates for access and equity.	☑ provides proactive support to the AVID coordinator , AVID Elective teachers, faculty, and staff in the implementation and operation of AVID, and advocates for access and equity.
		(CSS, 11.4.0)	(CSS, 11.4.1)	(CSS, 11.4.2–11.4.3)
9	Plan for Tutor Recruitment and Retention	☑ have a plan for recruiting and retaining tutors.	☑ has a plan for recruiting and retaining tutors.	☑ assumes responsibility and ownership of implementing a long-term plan to recruit and retain tutors.
		(CSS, 8.5.0)	(CSS, 8.5.1)	(CSS, 8.5.2–8.5.3)
Indicator	AVID Criteria	Tutors do <i>not</i> ...	Tutors...	Tutors...
10	Trained Tutors	☑ follow guidelines established in the <i>AVID Tutorial Guide</i> , and do <i>not</i> promote student-centered discussions.	☑ follow guidelines established in the <i>AVID Tutorial Guide</i> , promote student-centered discussions, and check student presenters' understanding.	☑ ensure AVID Elective students use collaborative structures and develop effective critical thinking skills.
		(CSS, 8.1.0)	(CSS, 8.1.1–8.1.2)	(CSS, 8.1.2–8.1.3)
11	Tutor Training Plan	☑ participate in at least 16 hours of AVID tutorial training as documented in the tutor training plan, and no evidence exists that the AVID tutorial training uses the <i>AVID Tutorial Guide</i> .	☑ participate in at least 16 hours of tutorial training as documented in the tutor training plan, and demonstrate understanding of AVID methodologies and WICOR strategies in their work with AVID Elective students .	☑ receive ongoing coaching and support from teachers in the AVID tutorial process. Evidence exists that the site has a tutor training plan that meets AVID Elective standards and is followed effectively.
		(CSS, 8.2.0)	(CSS, 8.2.1)	(CSS, 8.2.2–8.2.3)
12	AVID Tutorial (required 2x/week)	☑ monitor completion of the Tutorial Request Form, and do <i>not</i> guide AVID Elective students in all aspects of the tutorial process.	☑ monitor completion of the Tutorial Request Form and guide AVID Elective students in all aspects of the tutorial process.	☑ raise AVID Elective students' levels of inquiry, deepen the quality of tutorials, and increase critical thinking skills. Trained tutors make adjustments based on feedback from AVID Elective students.
		(CSS, 8.4.0)	(CSS, 8.4.1)	(CSS, 8.4.2–8.4.3)
Indicator	AVID Criteria	The AVID Elective...	The AVID Elective...	The AVID Elective...
13	AVID Elective Student–Tutor Ratio	☑ student–tutor ratio exceeds 7:1.	☑ student–tutor ratio is no higher than 7:1.	☑ student–tutor ratio is no higher than 7:1, and at least one of the tutors for each section is a current college student.
		(CSS, 8.3.0)	(CSS, 8.3.1–8.3.2)	(CSS, 8.3.3)
14	AVID Tutorial Guide	☑ teachers have <i>not</i> been trained using the <i>AVID Tutorial Guide</i> , videos, and materials.	☑ teachers (at least 50%) have been trained using the <i>AVID Tutorial Guide</i> , and each AVID Elective class teacher has received a minimum of 16 hours of face-to-face and eLearning Tutorology training.	☑ teachers (100%) have been trained using the <i>AVID Tutorial Guide</i> , each AVID Elective class teacher has received a minimum of 16 hours of face-to-face and eLearning Tutorology training, and a plan is in place to ensure that all new AVID Elective class teachers will be trained prior to teaching AVID.
		(CSS, 8.6.0)	(CSS, 8.6.1)	(CSS, 8.6.2–8.6.3)
		☑ teachers have <i>not</i> attended an AVID Summer Institute.	☑ teachers (at least 50%) attended a strand appropriate for AVID Elective teachers at an AVID Summer Institute, or those not trained committed to attend	☑ teachers (100%) attended a strand appropriate for AVID Elective teachers at least every other year at an AVID Summer Institute or AVID-Center-

15	AVID Summer Institute		a strand appropriate for AVID Elective teachers at the subsequent AVID Summer Institute, or at an AVID-Center-approved Path to Schoolwide training.	approved Path to Schoolwide training, to keep abreast of new AVID curriculum.
		(CSS, 10.3.0)	(CSS, 10.3.1)	(CSS, 10.3.2–10.3.3)
16	AVID Elective Section Enrollment	☹ is offered in only one section, and that section is not fully enrolled.	☹ is offered in one section, and that section is fully enrolled, or AVID is offered in multiple sections with no more than one under-enrolled section.	☹ has expanded to more than one section, serves more than one grade level, and on-site recruitment occurs to keep each section fully enrolled.
		(CSS, 3.2.0)	(CSS, 3.2.1)	(CSS, 3.2.2–3.2.3)
17	AVID Elective Class Duration and Scheduling	☹ does <u>not</u> meet for the same number of instructional minutes as other academic courses, meet continuously for a full academic year, or meet within the regular school day.	☹ meets for the same number of instructional minutes as other academic courses, meets continuously for a full academic year, and meets within the regular school day.	☹ meets for the same number of instructional minutes as other academic courses, is scheduled within the regular academic school day, and is included in the master schedule the following year.
		(CSS, 3.1.0)	(CSS, 3.1.1)	(CSS, 3.1.2–3.1.3)

Rating for Management of the AVID Elective

Number of Indicators at Each Level:

Not Meet AVID Implementation Expectations **1**
 Meets AVID Implementation Expectations **13**
 Exceeds AVID Implementation Expectations **3**

Overall Level for Management of the AVID Elective:

Meets AVID Implementation Expectations

II. AVID SCHOOLWIDE SYSTEMS



AVID is Schoolwide when **systems** are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure **college readiness** for **AVID Elective students** and improved academic performance for all students.

2. Access to Rigor and Student Support

Access to Rigor and Student Support ensures the **master schedule**, curriculum, instructional practices, and **academic support structures** are in place and implemented to promote students' access to and success in courses of high rigor.

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- Reviews of the **master schedule**
- Reviews of **student schedules**
- **School policy and procedures** that outline student enrollment guidelines
- **Data on course enrollments by ethnicity**
- **Academic support structures** (e.g., tutorials, mentoring)
- **Academic support schedules** (e.g., when support is offered to students)
- **Teacher and classroom observations**

2. Access to Rigor and Student Support

Indicator	AVID Criteria	Master schedule is <u>not</u> developed...	Master schedule is developed...	Master schedule supports...	Master schedule reflects...
18	Courses of High Rigor	☹ with a sufficient number of AVID Elective sections or courses of high rigor, and includes course conflicts that prevent open access to courses of high rigor. (SWCRCT*, Domain II, 4b)	☹ with a sufficient number of AVID Elective sections and courses of high rigor, and includes few course conflicts that prevent open access to courses of high rigor. (SWCRCT, Domain II, 4b)	☹ the AVID Elective, and includes Honors, Pre-AP® and AP®/IB®/Dual Enrollment growth. There are very few conflicts with the AVID Elective in the master schedule . (SWCRCT, Domain II, 4b)	☹ alignment of AVID and school's mission and vision as evidenced by site policies and procedures that ensure all students access courses of high rigor. (SWCRCT, Domain II, 4b)
19	Grade-Level Vertical and Horizontal Articulation	☹ implement a system of grade-level vertical and horizontal articulation that helps ensure AVID Elective students are college ready. (SWCRCT, Domain II, 4f)	☹ implement a system of grade-level vertical and horizontal articulation that helps ensure AVID Elective and AVID-Site-Team -instructed students are college ready. (SWCRCT, Domain II, 4f)	☹ implement a system of grade-level vertical and horizontal articulation that helps ensure AVID Elective students , students of AVID Site Team members, and students instructed in core academic courses are college ready. (SWCRCT, Domain II, 4f)	☹ implement a system of grade-level vertical and horizontal articulation , including the expansion of AVID to feeder schools (including schools that may or may not have AVID) that helps ensure students throughout the school are college ready. (SWCRCT, Domain II, 4f)
20	Academic Support Structures and Rigorous Instructional Practices	☹ implement academic support structures and rigorous instructional practices to help ensure AVID Elective students develop deeper levels of understanding in rigorous work. (SWCRCT, Domain II, 4g; SWCRCT, Domain I, 3b)	☹ implement academic support structures and rigorous instructional practices to help ensure AVID Elective and AVID-Site-Team -instructed students develop deeper levels of understanding in rigorous work. (SWCRCT, Domain II, 4g; SWCRCT, Domain I, 3b)	☹ implement academic support structures and rigorous instructional practices to help ensure AVID Elective students , students of AVID Site Team members, and students instructed in core academic courses develop deeper levels of understanding in rigorous work. (SWCRCT, Domain II, 4g; SWCRCT, Domain I, 3b)	☹ implement, monitor, and adjust academic support structures as needed and rigorous instructional practices to ensure students throughout the school develop deeper levels of understanding in rigorous work. (SWCRCT, Domain II, 4g, "Sustaining"; SWCRCT, Domain I, 3b)

Rating for Access to Rigor and Student Support

Number of Indicators at Each Level:
 Not Meet AVID Implementation Expectations **0**
 Meets AVID Implementation Expectations **1**
 Emerging AVID Schoolwide **2**
 Sustaining AVID Schoolwide **0**

Overall Level for Access to Rigor and Student Support:

Emerging AVID Schoolwide

II. AVID SCHOOLWIDE SYSTEMS



AVID is Schoolwide when **systems** are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure **college readiness** for **AVID Elective students** and improved academic performance for all students.

3. Assessment of Student Progress

Assessment of Student Progress demonstrates that an increasing number of students are meeting benchmarks in core content areas to ensure they are prepared to enroll and succeed in rigorous, college-preparatory courses.

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- Report cards and/or student grades
- Analyses of student schedules
- Master course enrollment lists
- Transcripts
- College entrance test prep exams
- College acceptance lists

3. Assessment of Student Progress

Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
21	Grades of "C" or Better	<p>Fewer than 50% of AVID Elective students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.</p> <p>(CSS, 4.1.0)</p>	<p>At least 50% of AVID Elective students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.</p> <p>(CSS, 4.1.1)</p>	<p>At least 50% of <i>all</i> students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.</p>	<p>At least 70% of <i>all</i> students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.</p>
22	Enrollment in At Least One Course of Rigor	<p>Fewer than 50% of 8th-grade AVID Elective students are enrolled in or have completed at least one course of rigor.</p> <p>(CSS, 4.6.0)</p>	<p>At least 50% of 8th-grade AVID Elective students are enrolled in or have completed at least one course of rigor.</p> <p>(CSS, 4.6.1)</p>	<p>At least 40% of <i>all</i> 8th-grade students are enrolled in or have completed at least one course of rigor.</p> <p>(AVID Schoolwide Metric)</p>	<p>At least 60% of <i>all</i> 8th-grade students are enrolled in or have completed at least one course of rigor.</p> <p>(AVID Schoolwide Metric)</p>
23	Pre-Collegiate Exams (Paid or Practice)	<p>Fewer than 50% of 7th- and 8th-grade AVID Elective students have taken a pre-collegiate exam, paid or practice (e.g., ACT[®] Aspire[™], Stanford 10, PSAT[™] 8/9), appropriate for their grade level.</p> <p>(CSS, 4.8.0)</p>	<p>At least 50% of 7th- and 8th-grade AVID Elective students have taken a pre-collegiate exam, paid or practice (e.g., ACT Aspire, Stanford 10, PSAT 8/9), appropriate for their grade level.</p> <p>(CSS, 4.8.1)</p>	<p>At least 50% of <i>all</i> 7th- and 8th-grade students have taken a pre-collegiate exam, paid or practice (e.g., ACT Aspire, Stanford 10, PSAT 8/9), appropriate for their grade level.</p> <p>(AVID Schoolwide Metric)</p>	<p>At least 70% of <i>all</i> 7th- and 8th-grade students have taken a pre-collegiate exam, paid or practice (e.g., ACT Aspire, Stanford 10, PSAT 8/9), appropriate for their grade level.</p> <p>(AVID Schoolwide Metric)</p>
24	Students' Schedules Reflect Enrollment in Rigorous Courses	<p>Fewer than 100% of AVID Elective students' schedules reflect that they are enrolled in rigorous courses, appropriate to the student, enabling them to access college-prep courses in high school and meet college enrollment requirements.</p> <p>(CSS, 4.5.0)</p>	<p>100% of AVID Elective students' schedules reflect that they are enrolled in rigorous courses, appropriate to the student, enabling them to access college-prep courses in high school and meet college enrollment requirements.</p> <p>(CSS, 4.5.1)</p>	<p>At least 50% of <i>all</i> students' schedules reflect that they are enrolled in rigorous courses, appropriate to the student, enabling them to access college-prep courses in high school and meet college enrollment requirements</p>	<p>At least 70% of <i>all</i> students' schedules reflect that they are enrolled in rigorous courses, appropriate to the student, enabling them to access college-prep courses in high school and meet college enrollment requirements.</p>
25	Selection of College-Prep Courses for 9th Grade	<p>Fewer than 80% of AVID Elective 8th graders have chosen college-prep courses for 9th grade.</p> <p>(CSS, 4.7.0)</p>	<p>At least 80% of AVID Elective 8th graders have chosen college-prep courses for 9th grade.</p> <p>(CSS, 4.7.1)</p>	<p>At least 50% of <i>all</i> 8th-grade students have chosen college-prep courses for 9th grade.</p>	<p>At least 70% of <i>all</i> 8th-grade students have chosen college-prep courses for 9th grade.</p>
26	Grades of "C" or Better	<p>Fewer than 50% of AVID Elective students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.</p> <p>(CSS, 4.1.0)</p>	<p>At least 50% of AVID Elective students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.</p> <p>(CSS, 4.1.1)</p>	<p>At least 50% of <i>all</i> high school students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.</p>	<p>At least 70% of <i>all</i> high school students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.</p>
		<p>Fewer than 100% of AVID Elective students' schedules reflect that they are enrolled in</p>	<p>100% of AVID Elective students' schedules reflect enrollment in rigorous courses</p>	<p>At least 50% of <i>all</i> students' schedules reflect that they are enrolled in rigorous courses,</p>	<p>At least 70% of <i>all</i> students' schedules reflect that they are enrolled in rigorous,</p>

27	Students' Schedules Reflect Enrollment in Rigorous Courses	rigorous courses, appropriate to the student, enabling them to fulfill the sequence of four-year college or university requirements. (CSS, 4.2.0)	appropriate to the student, and AVID students have a plan that will enable them to fulfill the sequence of four-year college or university entrance requirements. (CSS, 4.2.1)	appropriate to the student, enabling them to fulfill the sequence of four-year college or university requirements.	appropriate to the student, enabling them to fulfill the sequence of four-year college or university requirements.
28	Enrollment in At Least One Course of Rigor	☞ Fewer than 50% of 11th- and 12th-grade AVID Elective students are enrolled in or have completed at least one course of rigor (e.g., AP, IB, or dual enrollment). (CSS, 4.3.0)	☞ At least 50% of 11th- and 12th-grade AVID Elective students are enrolled in or have completed at least one course of rigor (e.g., AP, IB, or dual enrollment). (CSS, 4.3.1)	☞ At least 40% of <i>all</i> 11th- and 12th-grade students are enrolled in or have completed at least one course of rigor (e.g., AP, IB, or dual enrollment). (AVID Schoolwide Metric)	☞ At least 60% of <i>all</i> 11th- and 12th-grade students are enrolled in or have completed at least one course of rigor (e.g., AP, IB, or dual enrollment). (AVID Schoolwide Metric)
29	AP, IB, AICE, or End-of-Course (EOC) Dual Enrollment Exams	☞ Fewer than 50% of 11th- and 12th-grade AVID Elective students have taken at least one AP, IB, AICE, or EOC dual enrollment exam. (CSS, 4.3.0)	☞ At least 50% of 11th- and 12th-grade AVID Elective students have taken at least one AP, IB, AICE, or EOC dual enrollment exam. (CSS, 4.3.1)	☞ At least 40% of <i>all</i> 11th- and 12th-grade students have taken at least one AP, IB, AICE, or EOC dual enrollment exam. (AVID Schoolwide Metric)	☞ At least 60% of <i>all</i> 11th- and 12th-grade students have taken at least one AP, IB, or AICE, or EOC dual enrollment exam. (AVID Schoolwide Metric)
30	College Entrance Requirements	☞ Fewer than 100% of AVID Elective seniors have completed college entrance requirements. (CSS, 4.2.0)	☞ 100% of AVID Elective seniors have completed college entrance requirements. (CSS, 4.2.1)	☞ At least 60% of <i>all</i> seniors have completed college entrance requirements. (AVID Schoolwide Metric)	☞ At least 80% of <i>all</i> seniors have completed college entrance requirements. (AVID Schoolwide Metric)
31	State-Mandated High School Exit Exam and/or End-of-Course (EOC) Exam	☞ Fewer than 50% of AVID Elective students who are eligible have taken a state-mandated high school exit exam and/or end-of-course exam and scored proficient and/or above. (CSS, 9.5.0)	☞ At least 50% of AVID Elective students who are eligible have taken a state-mandated high school exit exam and/or end-of-course exam and scored proficient and/or above. (CSS, 9.5.1)	☞ At least 50% of <i>all</i> students who are eligible have taken a state-mandated high school exit exam and/or end-of-course exam and scored proficient and/or above.	☞ At least 70% of <i>all</i> students who are eligible have taken a state-mandated high school exit exam and/or end-of-course exam and scored proficient and/or above.
32	Pre-Collegiate Exams (Paid or Practice)	☞ Fewer than 95% of AVID Elective high school students have taken pre-collegiate exams, paid or practice (e.g., Aspire, PSAT/NMSQT® and/or PSAT 10, ACT®, SAT®), appropriate for their grade level. (CSS, 4.4.0)	☞ 95% or more of AVID Elective high school students have taken pre-collegiate exams, paid or practice (e.g., Aspire, PSAT/NMSQT and/or PSAT 10, ACT, SAT), appropriate for their grade level. AVID Elective seniors have taken at least one paid test. (CSS, 4.4.1)	☞ At least 50% of <i>all</i> high school students have taken pre-collegiate exams, paid or practice (e.g., Aspire, PSAT/NMSQT and/or PSAT 10, SAT), appropriate for their grade level. (AVID Schoolwide Metric)	☞ At least 70% of <i>all</i> high school students have taken pre-collegiate exams, paid or practice (e.g., Aspire, PSAT/NMSQT and/or PSAT 10, ACT, SAT), appropriate for their grade level. (AVID Schoolwide Metric)
33	Application to Colleges/Universities	☞ Fewer than 100% of AVID Elective seniors have applied to one or more colleges/universities. (CSS, 9.6.0)	☞ 100% of AVID Elective seniors have applied to one or more colleges/universities. (CSS, 9.6.1)	☞ At least 50% of <i>all</i> seniors have applied to one or more colleges/universities. (AVID Schoolwide Metric)	☞ At least 70% of <i>all</i> seniors have applied to one or more colleges/universities. (AVID Schoolwide Metric)
34	Acceptance to Colleges/Universities	☞ Fewer than 100% of AVID Elective seniors have been accepted to a two- or four-year college/university. (AVID Schoolwide Metric)	☞ 100% of AVID Elective seniors have been accepted to a two- or four-year college/university. (AVID Schoolwide Metric)	☞ At least 50% of <i>all</i> seniors have been accepted to a two- or four-year college/university. (AVID Schoolwide Metric)	☞ At least 70% of <i>all</i> seniors have been accepted to a two- or four-year college/university. (AVID Schoolwide Metric)
35	AVID Center Data	☞ AVID Center data are <i>not</i> submitted and analyzed to improve AVID implementation for AVID Elective students . (CSS, 9.2.0)	☞ AVID Center data are submitted and analyzed to improve AVID Elective implementation for AVID Elective and AVID-Site-Team -instructed students. (CSS, 9.2.1)	☞ AVID Center data are submitted and analyzed to expand schoolwide for AVID Elective students , students of AVID Site Team members, and students instructed in core academic courses. (CSS, 9.2.2)	☞ AVID Center data are submitted and analyzed to sustain AVID Schoolwide for students throughout the school. (CSS, 9.2.3)
36	Performance, Enrollment, and/or Staffing Data	☞ Performance, enrollment, and/or staffing data are <i>not</i> analyzed to promote AVID Elective students' access to and success in rigorous advanced courses.	☞ Performance, enrollment, and/or staffing data are analyzed to promote AVID Elective and AVID-Site-Team -instructed students' access to and success in rigorous advanced courses.	☞ Performance, enrollment, and/or staffing data are analyzed to promote access to and success in rigorous advanced courses for AVID Elective students , students of AVID Site Team members, and students instructed in core academic courses.	☞ Performance, enrollment, and/or staffing data are analyzed to ensure all students' access to and success in rigorous advanced courses.

		(CSS, 9.3.0)	(CSS, 9.3.1)	(CSS, 9.3.2)	(CSS, 9.3.3)
37	Standardized Test Data and Outcome Data	<p>☞ Standardized test data and outcome data are <u>not</u> analyzed to inform instruction for AVID Elective students and assess the quality of AVID implementation.</p>	<p>☞ Standardized test data and outcome data are analyzed to inform instruction and assess achievement of AVID Elective and AVID-Site-Team-instructed students, as well as to assess the quality of AVID Elective implementation.</p>	<p>☞ Standardized test data and outcome data are analyzed to inform instruction and assess achievement for AVID Elective students, students of AVID Site Team members, and students instructed in core academic courses, as well as to assess the quality of schoolwide implementation.</p>	<p>☞ Standardized test data and outcome data are analyzed to sustain schoolwide implementation, to inform instruction and assess achievement for all students and has led to changes in policy and instructional decision-making schoolwide.</p>
		(CSS, 9.4.0; SWCRCT, Domain II, 2)	(CSS, 9.4.1; SWCRCT, Domain II, 2)	(CSS, 9.4.2; SWCRCT, Domain II, 2)	(CSS, 9.4.3; SWCRCT, Domain II, 2)

Rating for Assessment of Student Progress

Number of Indicators at Each Level:
 Not Meet AVID Implementation Expectations **1**
 Meets AVID Implementation Expectations **4**
 Emerging AVID Schoolwide **2**
 Sustaining AVID Schoolwide **1**

Overall Level for Assessment of Student Progress:
Meets AVID Implementation Expectations

II. AVID SCHOOLWIDE SYSTEMS



AVID is Schoolwide when **systems** are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure **college readiness** for **AVID Elective students** and improved academic performance for all students.

4. Professional Learning

AVID **Professional Learning** ensures that AVID Elective teachers, school leadership, and other faculty and staff receive professional learning in AVID learning strategies, methodologies, and structures to ensure **college readiness** for students.

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- Multi-year professional learning plan
- Professional learning meetings/minutes
- Staff attendance records at AVID Summer Institute
- List of professional learning opportunities and presenters

4. Professional Learning

Indicator	AVID Criteria	The AVID Site Team...	The AVID Site Team...	Teachers, counselors, and administrators...	Teachers, counselors, and administrators...
38	AVID-Trained in WICOR Methodologies	☹ is <u>not</u> AVID-trained in WICOR methodologies through the AVID Summer Institute or other AVID-Center-approved Divisional trainings. (CSS, 10.4.0)	☺ is AVID-trained in WICOR methodologies through the AVID Summer Institute or other AVID-Center-approved Divisional trainings. (CSS, 10.4.1)	☺ (at least 40%) are AVID-trained in WICOR methodologies through the AVID Summer Institute or other AVID-Center-approved Divisional trainings. (AVID Schoolwide Metric)	☺ (at least 60%) are AVID-trained in WICOR methodologies through the AVID Summer Institute or other AVID-Center-approved Divisional Leadership trainings. There is a multi-year plan for AVID professional learning to help maintain 60% of AVID-trained staff. (AVID Schoolwide Metric)
39	AVID Instructional Methodologies	☹ does <u>not</u> collaborate to increase awareness about AVID to other faculty and staff. (CSS, 11.7.0)	☺ collaborates to increase awareness about AVID to other faculty and staff. (CSS, 11.7.1)	☺ receive professional learning from the AVID Site Team on AVID instructional methodologies. (CSS, 11.7.2)	☺ receive professional learning from the AVID Site Team on AVID instructional methodologies, and it is part of the school's overall professional learning plan. (CSS, 11.7.3)
Indicator	AVID Criteria	Principal, SLT, and/or site administrators...	Principal, SLT, and/or site administrators...	Principal, SLT, and/or site administrators...	Principal, SLT, and/or site administrators...
40	Leadership Trainings	☹ have <u>not</u> attended at least one of the AVID Leadership trainings . (CSS, 10.5.0)	☺ have attended at least one of the AVID Leadership trainings . (CSS, 10.5.1)	☺ have each attended more than one of the AVID Leadership trainings . (CSS, 10.5.2)	☺ have attended more than one of the AVID Leadership trainings and have applied their training to sustain schoolwide college readiness . (CSS, 10.5.3)
41	Professional Learning in AVID Strategies and Structures	☹ do(es) <u>not</u> ensure financial resources and personnel are available to support professional learning in AVID strategies and structures. (SWCRCT, Domain II, 3)	☺ ensure(s) financial resources and personnel are available to support professional learning in AVID strategies and structures. (SWCRCT, Domain II, 3)	☺ ensure(s) processes are in place to support ongoing professional learning in AVID strategies and structures for all faculty and staff. (SWCRCT, Domain II, 3)	☺ ensure(s) processes are in place to monitor, coach, and adjust the implementation of professional learning, and professional learning is embedded in daily routines and release days for peer observations and mentoring. (SWCRCT, Domain II, 3)

Rating for Professional Learning

Number of Indicators at Each Level:

Not Meet AVID Implementation Expectations **0**
 Meets AVID Implementation Expectations **4**
 Emerging AVID Schoolwide **0**
 Sustaining AVID Schoolwide **0**

Overall Level for Professional Learning:

Meets AVID Implementation Expectations

Textual Questions

What are some of the particular strengths of **AVID Schoolwide Systems** at your school?

After seven years of refining recruitment, we feel more confident on our selection process. We continue to analyze data using Illuminate and Skyward information, and our school staff has grown more informed to make recommendations on incoming candidates. The counseling team at SMS has transitioned and has become more involved in recruitment and AVID school-wide going forward. They continue to be an integral in keeping our AVID section at capacity, and again, more PATH training would be helpful in

identifying potential candidates. Our AVID Elective teacher and Coordinator has completed his first year in these positions. These combined roles will continue to offer maximum potential for building AVID school-wide. He will continue his role on the BLT and continues to work with the ELA department to push for the further use of WICOR strategies. There continues to be support for the program from the Middle School Success teacher and from the former AVID Elective teacher.

What aspects of **AVID Schoolwide Systems** have room for growth at your school? How might you address these in your Site Plan?

We continue to look at the shift in AVID leadership and expect that the Site Plan will need to be updated and its continued use in leading conversations reinforced. Although the ACT Aspire test is offered yearly for students at Stillwater Middle School, FastBridge and MCA testing seem to be given more weight when it comes to assessing student progress. We need to consider the future of ACT Aspire testing considering the financial state of the district and potential cuts, but for the time being we will continue conversations reflecting on data and college readiness in our BLT meetings. Also, we will continue to engage our staff in AVID professional development considering only a small percentage of our building has received PATH or SI training. Collaborative study groups and tutorials will continue to need to be refined. Again, this year we struggled with recruitment and retention. We are considering other opportunities including PSEO high school students and recently retired teachers from the district.

III. AVID SCHOOLWIDE LEADERSHIP

AVID Schoolwide leadership sets the vision and tone that promote **college readiness** and high expectations for all students in the school.



1. College Readiness Mission and Vision

The school's **College Readiness Mission and Vision** is aligned with AVID's philosophy for **college readiness**, reflected in site decisions, documents, and policies, and supported by all **stakeholders** (faculty, staff, students, families, and community members).

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- Documentation of annual review of schoolwide goals and benchmarks
- School policy and vision statement
- School Improvement Plan (SIP)
- Documentation of steps to implement the SIP
- District Strategic Plan
- Multi-Year College Readiness Plan (MYCRP)
- Evidence of communication efforts (newsletters, meeting minutes, posters, agendas, websites, assemblies, etc.)
- Data that supports meeting benchmarks/goals (**master schedule**, staffing lists, budgets, etc.)

1. College Readiness Mission and Vision

Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
1	School Mission and Vision Are Aligned with AVID	<p>☹ The school's mission and vision are <u>not</u> aligned with AVID's mission and vision for college readiness.</p> <p>(SWCRCT, Domain III, 1a)</p>	<p>☺ The school's mission and vision are aligned with AVID's mission and vision for college readiness <u>but</u> are not evident in school policies, practices, and procedures.</p> <p>(SWCRCT, Domain III, 1a)</p>	<p>☻ The school's mission and vision are aligned with AVID's mission and vision for college readiness <u>and</u> are evident in school policies, practices, and procedures.</p> <p>(SWCRCT, Domain III, 1a)</p>	<p>☼ The school's mission and vision are aligned with AVID's mission and vision for college readiness, which serve as a foundation for decision-making and are integrated throughout existing school documents such as the School Improvement Plan.</p> <p>(SWCRCT, Domain III, 1a)</p>
2	Communicate School Mission and Vision to Stakeholders	<p>☹ Principal and School Leadership Team (SLT) do <u>not</u> communicate the school's mission and vision to stakeholders, including faculty and staff, students, families, and community members.</p> <p>(SWCRCT, Domain III, 1a)</p>	<p>☺ Principal and SLT communicate the school's mission and vision to a <u>majority</u> of stakeholders, including faculty and staff, students, families, and community members.</p> <p>(SWCRCT, Domain III, 1a)</p>	<p>☻ Principal and SLT communicate the school's mission and vision to <u>all</u> stakeholders, including faculty and staff, students, families, and community members.</p> <p>(SWCRCT, Domain III, 1a)</p>	<p>☼ Principal and SLT communicate the school's mission and vision and stakeholders (including faculty and staff, students, families, and community members) embrace and support the school mission and vision.</p> <p>(SWCRCT, Domain III, 1a)</p>

Rating for College Readiness Mission and Vision

Number of Indicators at Each Level:
 Not Meet AVID Implementation Expectations **0**
 Meets AVID Implementation Expectations **2**
 Emerging AVID Schoolwide **0**
 Sustaining AVID Schoolwide **0**

Overall Level for College Readiness Mission and Vision:

Meets AVID Implementation Expectations

III. AVID SCHOOLWIDE LEADERSHIP

AVID Schoolwide leadership sets the vision and tone that promote **college readiness** and high expectations for all students in the school.



2. Representative Governance

Representative Governance focuses on the composition of the school leadership and **AVID Site Team** such as the principal, faculty and staff, and other relevant **stakeholders** who work collaboratively to promote **college readiness** and high expectations for all students.

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- **SLT membership list**
- **AVID Site Team membership list**
- **Meeting agendas or minutes that demonstrate collaborative decision-making**
- **Composition of SLT and AVID Site Team**
- **Needs assessment results**

2. Representative Governance

Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
3	School Leadership Team (SLT) Composition	<p>☹ SLT does <u>not</u> include any representation from the AVID Site Team.</p> <p>(SWCRCT, Domain III, 2a)</p>	<p>☺ SLT has a dedicated position for AVID Site Team representation, which might include AVID Elective teachers, AVID counselors, tutors, and students.</p> <p>(SWCRCT, Domain III, 2a)</p>	<p>☺ SLT has a dedicated position for AVID Site Team representation and works collaboratively to ensure decision-making processes are filtered through the aligned AVID and school mission and vision.</p> <p>(SWCRCT, Domain III, 2a)</p>	<p>☺ Furthermore, SLT members have participated in Leadership for College Readiness (LCR).</p> <p>OR</p> <p>AVID Site Team and SLT are combined.</p> <p>(SWCRCT, Domain III, 2a)</p>
4	AVID Site Team Composition	<p>☹ AVID Site Team does <u>not</u> meet the minimum requirement outlined in the Meets AVID Implementation Expectations requirement.</p> <p>(CSS, 11.1.0)</p>	<p>☺ AVID Site Team includes the site administrator, interdisciplinary teachers, a counselor, and AVID Elective coordinator/teachers.</p> <p>(CSS, 11.1.1)</p>	<p>☺ At least 30% of the SLT is on the AVID Site Team, which includes the principal, interdisciplinary teachers, a counselor, and AVID Elective teachers.</p> <p>(AVID Schoolwide Metric)</p>	<p>☺ At least 50% of the SLT is on the AVID Site Team, which includes the principal, interdisciplinary teachers, a counselor, and AVID Elective teachers.</p> <p>(AVID Schoolwide Metric)</p>
5	SLT and AVID Site Team Collaboration	<p>☹ SLT, AVID Site Team, and principal do <u>not</u> have a plan in place for how to make decisions collaboratively that promote college readiness and high expectations of students</p> <p>(SWCRCT, Domain III, 2a)</p>	<p>☺ SLT, AVID Site Team, and principal have a plan in place for how to make decisions that promote college readiness and high expectations of students.</p> <p>(SWCRCT, Domain III, 2a)</p>	<p>☺ SLT, AVID Site Team, and principal collaboratively make decisions that promote college readiness and high expectations of students.</p> <p>(SWCRCT, Domain III, 2a)</p>	<p>☺ SLT, AVID Site Team, and principal collaboratively make decisions that promote college readiness and high expectations of students,</p> <p>AND</p> <p>have a clear and concise process in place to sustain a strong collaborative team over time and through staff transitions.</p> <p>(SWCRCT, Domain III, 2a)</p>

Rating for Representative Governance

Number of Indicators at Each Level:
 Not Meet AVID Implementation Expectations **0**
 Meets AVID Implementation Expectations **0**
 Emerging AVID Schoolwide **2**
 Sustaining AVID Schoolwide **1**

Overall Level for Representative Governance:

Emerging AVID Schoolwide

III. AVID SCHOOLWIDE LEADERSHIP

AVID Schoolwide leadership sets the vision and tone that promote **college readiness** and high expectations for all students in the school.



3. Strategic College Readiness Planning

Strategic College Readiness Planning ensures school documents and policies such as the School Improvement Plan (SIP), District Strategic Plan, and funding mechanisms are aligned with AVID's philosophy of **college readiness** that helps ensure students have **open and equal access** to rigorous courses.

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- Documentation of annual review of schoolwide goals and benchmarks
- School policy and vision statement
- **Master schedule**/Course catalog
- Student/family handbook
- School/district budget
- School Improvement Plan
- Multi-Year College Readiness Plan (MYCRP)
- Staff development meeting logs
- School/district policy on equity/access to **rigor**
- Planning documents for addressing barriers to equity

3. Strategic College Readiness Planning

Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
6	AVID's Philosophy of Open and Equal Access to Rigorous Courses	<p>☹ The principal and SLT do <u>not</u> ensure school policies and published materials reflect AVID's philosophy of open and equal access to rigorous courses for AVID Elective students.</p> <p>(SWCRCT, Domain III, 2c)</p>	<p>☺ The principal and SLT ensure school policies and published materials reflect AVID's philosophy of open and equal access to rigorous courses for AVID Elective students.</p> <p>(SWCRCT, Domain III, 2c)</p>	<p>☺ The principal and SLT ensure school policies and published materials reflect AVID's philosophy of open and equal access to rigorous courses for AVID Elective students and students throughout the school.</p> <p>(SWCRCT, Domain III, 2c)</p>	<p>☺ The principal and SLT ensure that school practices reflect school policies and written documents regarding open and equal access to rigorous courses for all students and serve as a guiding principle for all decision-making throughout the school.</p> <p>(SWCRCT, Domain III, 2c)</p>
7	AVID Is Included in School/District Budgets	<p>☹ Funding for the AVID Elective is <u>not</u> included in school and/or district budgets.</p> <p>(CSS, 10.1.0)</p>	<p>☺ Funding for the AVID Elective is included in school and/or district budgets.</p> <p>(CSS, 10.1.1)</p>	<p>☺ Funding for the AVID Elective is included in school and/or district budgets <u>and</u> the AVID site coordinator participates in the school's budget development process.</p> <p>(CSS, 10.1.2)</p>	<p>☺ Long-term funding mechanisms are in place. Furthermore, the AVID site coordinator(s) has a leadership role in the school's budget development process and continually reviews the school's budget for line-item or specific allocations.</p> <p>(CSS, 10.1.3)</p>
8	Address Barriers to Access and Equity	<p>☹ Principal and SLT do <u>not</u> examine barriers to access and equity in school policies and written documents, including student enrollment and demographics in rigorous college preparatory courses.</p> <p>(SWCRCT, Domain III, 2c)</p>	<p>☺ Principal and SLT examine barriers to access and equity in school policies and written documents, including student enrollment and demographics in rigorous college preparatory courses.</p> <p>(SWCRCT, Domain III, 2c)</p>	<p>☺ Principal and SLT examine and develop a plan to confront barriers to access and equity in school policies and written documents, including student enrollment and demographics in rigorous college preparatory courses.</p> <p>(SWCRCT, Domain III, 2c)</p>	<p>☺ Principal and SLT implement a plan throughout the school to confront barriers and equity in school policies and written documents <u>and</u> ensure that student enrollment in rigorous college preparatory courses reflects school demographics.</p> <p>(SWCRCT, Domain III, 2c)</p>

Rating for Strategic College Readiness Planning

Number of Indicators at Each Level:

Not Meet AVID Implementation Expectations **0**
 Meets AVID Implementation Expectations **3**
 Emerging AVID Schoolwide **0**
 Sustaining AVID Schoolwide **0**

Overall Level for Strategic College Readiness Planning:

Meets AVID Implementation Expectations

Textual Questions

What are some of the particular strengths of **AVID Schoolwide Leadership** at your school?

Our AVID Schoolwide Leadership continues to be reflected in our Building Leadership Team which includes the AVID Coordinator and the AVID District Director. The BLT will continue to be the decision making group around AVID implementation and will continue to use the site plan next school year to help facilitate AVID conversations in the BLT. As previously mentioned, our Middle School Success teamer meets regularly with our 6th and 7th grade teams and is able to discuss AVID schoolwide implementation with those stakeholders.

What aspects of **AVID Schoolwide Leadership** have room for growth at your school? How might you address these in your Site Plan?

We continue to have growth area in the AVID Site Plan. The AVID Coordinator will continue building relationships with the staff to lead conversations about AVID Schoolwide and grow the AVID Elective class. A long term vision would include adding extra sections at either the 8th grade level or in the lower grades in the school.

IV. AVID SCHOOLWIDE CULTURE



AVID Schoolwide culture is evident when the AVID philosophy progressively shifts beliefs and behaviors resulting in an increase of students meeting **college readiness requirements**.

1. Rigor

A culture of **Rigor** ensures **WICOR** strategies are implemented effectively to help all students access rigorous high school and college preparatory courses, become college ready, and succeed in rigorous courses.

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- Originality and inventiveness in student work
- Meeting agendas or sign-in sheets where **rigor** and high expectations are the focus
- Professional learning opportunities available
- Participation in professional learning opportunities
- Classroom observations and walkthroughs
- School policy/protocol that addresses the use of **scaffolding** of instruction
- **Professional Learning Communities (PLCs)**

1. Rigor

Indicator	AVID Criteria	The school does <i>not</i> value a culture of rigor...	The school values a culture of rigor...	The school values a culture of rigor...	The school values a culture of rigor...
1	WICOR, Scaffolding, and Rigorous Instructional Practices	<p>☹ that supports the AVID Site Team's use of WICOR strategies, including scaffolding and rigorous instructional practices in the AVID Elective.</p> <p>(SWCRCT, Domain II, 4c)</p>	<p>☺ that supports the AVID Site Team's use of WICOR strategies, including scaffolding and rigorous instructional practices in AVID Elective and AVID-Site-Team-instructed courses.</p> <p>(SWCRCT, Domain II, 4c)</p>	<p>☺ that supports the AVID Site Team and teachers' use of WICOR strategies, including scaffolding and rigorous instructional practices in AVID Elective, AVID-Site-Team-instructed, and core academic courses.</p> <p>(SWCRCT, Domain II, 4c)</p>	<p>☺ that supports teachers' use of WICOR strategies, including scaffolding and rigorous instructional practices, in all content courses throughout the school.</p> <p>(SWCRCT, Domain II, 4c)</p>
2	Collaboration Through PLCs	<p>☹ where the AVID Site Team collaborates through Professional Learning Communities (PLCs) or other formal collaboration structures in the design of lessons that engage AVID Elective students in rigorous assignments.</p> <p>(SWCRCT, Domain I, 3b)</p>	<p>☺ where the AVID Site Team collaborates through PLCs or other formal collaboration structures in the design of lessons that engage AVID Elective and AVID-Site-Team-instructed students in rigorous assignments.</p> <p>(SWCRCT, Domain I, 3b)</p>	<p>☺ where the AVID Site Team and teachers collaborate through PLCs or other formal collaboration structures in the design of lessons that engage AVID Elective students, students of AVID Site Team members, and students in core academic courses in rigorous assignments.</p> <p>(SWCRCT, Domain I, 3b)</p>	<p>☺ where teachers collaborate through PLCs or other formal collaboration structures in the design of lessons in all content courses that engage students throughout the school in rigorous assignments.</p> <p>(SWCRCT, Domain I, 3b)</p>

Rating for Rigor

Number of Indicators at Each Level:
 Not Meet AVID Implementation Expectations **0**
 Meets AVID Implementation Expectations **2**
 Emerging AVID Schoolwide **0**
 Sustaining AVID Schoolwide **0**

Overall Level for Rigor:

Meets AVID Implementation Expectations

IV. AVID SCHOOLWIDE CULTURE



AVID Schoolwide culture is evident when the AVID philosophy progressively shifts beliefs and behaviors resulting in an increase of students meeting **college readiness requirements**.

2. Community Activities and College Awareness

A culture of **Community Activities and College Awareness** ensures there are active links among schools, community **stakeholders**, local colleges, and universities that facilitate field trips, college/career fairs, academic enrichment programs, and internships and increase students' awareness about college and career opportunities.

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- Review of college and community partnerships
- College/university communication log
- College awareness workshop agendas
- College awareness workshop timeline
- Mailing college awareness materials to parents
- Schedule of visits by colleges/universities
- College awareness sessions
- List of students attending college fairs
- College awareness session agendas and evaluations
- Photos of school events for family and community members

2. Community Activities and College Awareness

Indicator	AVID Criteria	Community/College awareness activities do not promote a culture of college readiness that...	Community/College awareness activities promote a culture of college readiness that...	Community/College awareness activities promote a culture of college readiness that...	Community/College awareness activities sustain a culture of college readiness that...
3	Community Activities	<p>☹ ensures AVID Elective students participate in enrichment activities, internships, community service, or service learning to explore careers.</p> <p>(CSS, 3.3.0; SWCRCT, Domain II, 4h)</p>	<p>☹ ensures AVID Elective and AVID-Site-Team-instructed students participate in enrichment activities, internships, community service, or service learning to explore careers.</p> <p>(CSS, 3.3.1; SWCRCT, Domain II, 4h)</p>	<p>☹ ensures AVID Elective students, students of AVID Site Team members, and students in core academic courses participate in enrichment activities, internships, community service, or service learning to explore careers.</p> <p>(CSS, 3.3.2; SWCRCT, Domain II, 4h)</p>	<p>☹ ensures students throughout the school participate in enrichment activities, internships, community service, or service learning to explore careers.</p> <p>(CSS, 3.3.3; SWCRCT, Domain II, 4h)</p>
4	College Awareness	<p>☹ ensures AVID Elective students attend college fairs, campus visits (in-person or virtual), and college readiness activities (e.g., goal-setting, time management, etc.), and/or research colleges.</p> <p>(SWCRCT, Domain IV, 4a)</p>	<p>☹ ensures AVID Elective and AVID-Site-Team-instructed students attend college fairs, campus visits (in-person or virtual), and college readiness activities (e.g., goal-setting, time management, etc.), and/or research colleges.</p> <p>(SWCRCT, Domain IV, 4a)</p>	<p>☹ ensures AVID Elective students, students of AVID Site Team members, and students in core academic courses attend college fairs, campus visits (in-person or virtual), and college readiness activities (e.g., goal-setting, time management, etc.), and/or research colleges.</p> <p>(SWCRCT, Domain IV, 4a)</p>	<p>☹ ensures students throughout the school attend college fairs, campus visits (in-person or virtual), and college readiness activities (e.g., goal-setting, time management, etc.), and/or research colleges and ensures students are knowledgeable about an increased number of colleges/universities.</p> <p>(SWCRCT, Domain IV, 4a)</p>
5	College Planning and Financial Aid Processes	<p>☹ ensures that families of AVID Elective students are <i>aware</i> about college planning and financial aid processes.</p> <p>(SWCRCT, Domain IV, 3c and 3d)</p>	<p>☹ ensures that families of AVID Elective and AVID-Site-Team-instructed students are <i>aware</i> about college planning and financial aid processes.</p> <p>(SWCRCT, Domain IV, 3c and 3d)</p>	<p>☹ ensures that families of AVID Elective students, AVID-Site-Team-instructed students, and students instructed in core academic courses are <i>aware</i> about college planning and financial aid processes.</p> <p>(SWCRCT, Domain IV, 3c and 3d)</p>	<p>☹ ensures that families throughout the school are <i>aware</i> about college planning and financial aid processes.</p> <p>(SWCRCT, Domain IV, 3c and 3d)</p>

Rating for Community Activities and College Awareness

Number of Indicators at Each Level:
 Not Meet AVID Implementation Expectations **1**
 Meets AVID Implementation Expectations **2**
 Emerging AVID Schoolwide **0**
 Sustaining AVID Schoolwide **0**

Overall Level for Community Activities and College Awareness:

Meets AVID Implementation Expectations

IV. AVID SCHOOLWIDE CULTURE



AVID Schoolwide culture is evident when the AVID philosophy progressively shifts beliefs and behaviors resulting in an increase of students meeting **college readiness requirements**.

3. College-Going Environment

A **College-Going Environment** is a school climate in which college attendance and enrollment is a clear and prominent expectation and students are actively guided by faculty and staff to meet **college readiness requirements** for post-secondary success.

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- Display of college pennants, banners, posters, etc.
- College acceptance letters
- Student surveys
- Documentation of the number of scholarship applications submitted
- Documentation of the number of received scholarships
- AVID Site Team and teacher surveys

3. College-Going Environment

Indicator	AVID Criteria	The school does not promote a college-going culture...	The school promotes a college-going culture...	The school promotes a college-going culture...	The school sustains a college-going culture...
6	College Pennants and Banners	☹ by displaying college pennants, banners, posters, or other décor in any public spaces on campus.	☺ by using college pennants, banners, posters, or other décor in one or two public spaces on campus.	☺ by displaying college pennants, banners, posters, or other décor in three or four public spaces on campus.	☺ by displaying college pennants, banners, posters, or other décor in five or more public spaces on campus
7	College Talk	☹ that engages in college talk in the AVID Elective.	☺ that engages in college talk in AVID Elective and AVID-Site-Team -instructed courses.	☺ that engages in college talk in AVID Elective courses, AVID-Site-Team -instructed courses, and core academic courses.	☺ that engages in college talk in all content courses and throughout the school.
8	Perceived Teacher Expectations	☹ where AVID Elective students believe their teachers expect them to attend college, as evidenced by student surveys.	☺ where AVID Elective and AVID-Site-Team -instructed students believe their teachers expect them to attend college, as evidenced by student surveys.	☺ where AVID Elective students , students of AVID Site Team members, and students instructed in core academic courses believe their teachers expect them to attend college, as evidenced by student surveys.	☺ where at least 90% or more of students throughout the school believe their teachers expect them to attend college, as evidenced by student surveys.
9	Teacher Expectations	☹ where the AVID Site Team expects AVID Elective students to attend college, as evidenced by AVID Site Team and teacher surveys.	☺ where the AVID Site Team expects AVID Elective and AVID-Site-Team -instructed students to attend college, as evidenced by AVID Site Team and teacher surveys.	☺ where the AVID Site Team and other teachers expect AVID Elective students , students of AVID Site Team members, and students instructed in core academic courses to attend college, as evidenced by AVID Site Team and teacher surveys.	☺ where at least 90% or more of teachers expect students throughout the school to attend college, as evidenced by AVID Site Team and teacher surveys.
10	Grants and Scholarships	☹ that ensures AVID Elective students are <i>aware</i> of grants and scholarships. (SWCRCT, Domain IV, 4c, "Planning")	☺ that ensures AVID Elective and AVID-Site-Team -instructed students are <i>aware</i> of grant and scholarship opportunities. (SWCRCT, Domain IV, 4c, "Approaching")	☺ that ensures AVID Elective students , students of AVID Site Team members, and students instructed in core academic courses are <i>aware</i> of grant and scholarship opportunities. (SWCRCT, Domain IV, 4c, "Implementing")	☺ that ensures systems and support structures are in place to assist students in application and submission processes for grants and scholarships. (SWCRCT, Domain IV, 4c, "Sustaining")
11	FAFSA	☹ that supports FAFSA awareness for AVID Elective students .	☺ that supports FAFSA awareness for AVID Elective and AVID-Site-Team -instructed students.	☺ that supports FAFSA awareness for AVID Elective students , students of AVID Site Team members, and students instructed in core academic courses.	☺ that ensures systems and support structures are in place to assist students and their families in the completion and submission of FAFSA forms.

Rating for College-Going Environment

Number of Indicators at Each Level:
 Not Meet AVID Implementation Expectations **2**
 Meets AVID Implementation Expectations **1**
 Emerging AVID Schoolwide **0**
 Sustaining AVID Schoolwide **1**

Overall Level for College-Going Environment:

Does Not Meet AVID Implementation Expectations

Textual Questions

What are some of the particular strengths of **AVID Schoolwide Culture** at your school?

With regards to the AVID Elective, our students are routinely immersed in the service learning opportunities and exposure to college campuses. We have continue to have annual visits to the University of Minnesota Kids on Campus program and were able to visit the University of Wisconsin - River Falls. The students also attended a cabaret program at the Ordway Theatre in St. Paul. Stillwater Middle School is also known for service learning and college awareness schoolwide though these efforts can continue to be expanded. National Junior Honor Society also hosts a food drive, and the Builders Club runs a toy drive during the school year.

What aspects of **AVID Schoolwide Culture** have room for growth at your school? How might you address these in your Site Plan?

We need to continue focusing on bringing in more guest speakers. We do have some every year, but we can continue to grow this valuable resource. Stillwater Middle School continues to have a dedicated day for staff to wear college apparel. More college awareness is a goal building-wide for the next school year.

Stillwater Middle School

(2018-2019)

Program Status: Highly Certified
Year Implemented: 2012

This form has been approved by AVID Center.

Notes

0 record(s) in the list.

No records found.

Overall Indicator Count

Number of Indicators at Each Level:

Does Not Meet AVID Implementation Expectations **5**
Meets AVID Implementation Expectations **45**
Emerging AVID Schoolwide **11**
Sustaining AVID Schoolwide **3**

Overall Level:

Non-Certified Site*

* In this inaugural year, site certification status will not be negatively impacted by the new CCI criteria. Your status will remain the same as 2017-18 unless your ratings indicate a higher level along the continuum. New Year 2 sites will become New Year 3 if certification criteria are not met. **Final status is determined upon approval.**

I. AVID SCHOOLWIDE INSTRUCTION

	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide	Overall Rating
1. WICOR (Writing, Inquiry, Collaboration, Organization, and Reading)					
AVID's proven learning support structure incorporates teaching and learning methodologies in the critical areas of Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) . WICOR provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels (scaffolding) within developmental, general education, and discipline-based curricula.					
	0	13	2	0	Meets AVID Implementation Expectations
Domain Totals:	0	13	2	0	Meets AVID Implementation Expectations

Questions

Q: What are some of the particular strengths of AVID Schoolwide Instruction at your school?

A: One of the highlights of AVID implementation is the Middle School Success course which is now in its second year at our school. This class equitably teaches WICOR strategies to all students. This quarter class is taught to all 6th and 7th grade students and focuses on college preparation and career readiness. The following learning targets are addressed: SMART goals, binder and planner organization, focused note-taking in different scenarios and critical reading strategies such as annotation, thinking maps, and CSE writing style. Technology is addressed through writing email introductions to staff and the incorporation of technology platforms such as Skyward and Schoology. Collaboration is encouraged through comfort and stretch activities and team-building. In addition, students experience Philosophical Chairs in the Grade 6 MSS and Socratic Seminars in Grade 7 MSS.

Q: What aspects of AVID Schoolwide Instruction have room for growth at your school? How might you address these in your Site Plan?

A: Middle School Success greatly continues to advance our efforts to move AVID school-wide. Our Middle School Success teacher meets routinely with our house teams and models teaching and incorporating the WICOR strategies across the curriculum in 6th and 7th grade classrooms. Also, we were fortunate enough to send five staff members to an AVID PATH training this past school year. Next year's plan is to raise reading scores, and AVID strategies will be used to help with this initiative.

II. AVID SCHOOLWIDE SYSTEMS

	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide	Overall Rating
1. Management of the AVID Elective					
Management of the AVID Elective ensures the basic requirements of the AVID Elective are in place to ensure college readiness for AVID Elective students . These requirements include processes to verify student selection, voluntary participation, and implementation of the AVID tutorial, and to expand the AVID Elective.					
	1	13	3	N/A	Meets AVID Implementation Expectations
2. Access to Rigor and Student Support					
Access to Rigor and Student Support ensures the master schedule , curriculum, instructional practices, and academic support structures are in place and implemented to promote students' access to and success in courses of high rigor.					
	0	1	2	0	Emerging AVID Schoolwide
3. Assessment of Student Progress					
Assessment of Student Progress demonstrates that an increasing number of students are meeting benchmarks in core content areas to ensure they are prepared to enroll and succeed in rigorous, college-preparatory courses.					
	1	4	2	1	Meets AVID Implementation Expectations
4. Professional Learning					
AVID Professional Learning ensures that AVID Elective teachers, school leadership, and other faculty and staff receive professional learning in AVID learning strategies, methodologies, and structures to ensure college readiness for students.					
	0	4	0	0	Meets AVID Implementation Expectations
Domain Totals:	2	22	7	1	Meets AVID Implementation Expectations

Questions

Q: What are some of the particular strengths of AVID Schoolwide Systems at your school?

A: After seven years of refining recruitment, we feel more confident on our selection process. We continue to analyze data using Illuminate and Skyward information, and our school staff has grown more informed to make recommendations on incoming candidates. The counseling team at SMS has transitioned and has become more involved in recruitment and AVID school-wide going forward. They continue to be an integral in keeping our AVID section at capacity, and again, more PATH training would be helpful in identifying potential candidates. Our AVID Elective teacher and Coordinator has completed his first year in these positions. These combined roles will continue to offer maximum potential for building AVID school-wide. He will continue his role on the BLT and continues to work with the ELA department to push for the further use of WICOR strategies. There continues to be support for the program from the Middle School Success teacher and from the former AVID Elective teacher.

Q: What aspects of AVID Schoolwide Systems have room for growth at your school? How might you address these in your Site Plan?

A: We continue to look at the shift in AVID leadership and expect that the Site Plan will need to be updated and its continued use in leading conversations reinforced. Although the ACT Aspire test is offered yearly for students at Stillwater Middle School, FastBridge and MCA testing seem to be given more weight when it comes to assessing student progress. We need to consider the future of ACT Aspire testing considering the financial state of the district and potential cuts, but for the time being we will continue conversations reflecting on data and college readiness in our BLT meetings. Also, we will continue to engage our staff in AVID professional development considering only a small percentage of our building has received PATH or SI training. Collaborative study groups and tutorials will continue to need to be refined. Again, this year we struggled with recruitment and retention. We are considering other opportunities including PSEO high school students and recently retired teachers from the district.

III. AVID SCHOOLWIDE LEADERSHIP

	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide	Overall Rating
1. College Readiness Mission and Vision					
The school's College Readiness Mission and Vision is aligned with AVID's philosophy for college readiness , reflected in site decisions, documents, and policies, and supported by all stakeholders (faculty, staff, students, families, and community members).					
	0	2	0	0	Meets AVID Implementation Expectations
2. Representative Governance					
Representative Governance focuses on the composition of the school leadership and AVID Site Team such as the principal, faculty and staff, and other relevant stakeholders who work collaboratively to promote college readiness and high expectations for all students.					
	0	0	2	1	Emerging AVID Schoolwide
3. Strategic College Readiness Planning					
Strategic College Readiness Planning ensures school documents and policies such as the School Improvement Plan (SIP), District Strategic Plan, and funding					

mechanisms are aligned with AVID's philosophy of **college readiness** that helps ensure students have **open and equal access** to rigorous courses.

0 3 0 0 **Meets AVID Implementation Expectations**

Domain Totals: 0 5 2 1 **Meets AVID Implementation Expectations**

Questions

Q: What are some of the particular strengths of AVID Schoolwide Leadership at your school?
 A: Our AVID Schoolwide Leadership continues to be reflected in our Building Leadership Team which includes the AVID Coordinator and the AVID District Director. The BLT will continue to be the decision making group around AVID implementation and will continue to use the site plan next school year to help facilitate AVID conversations in the BLT. As previously mentioned, our Middle School Success team meets regularly with our 6th and 7th grade teams and is able to discuss AVID schoolwide implementation with those stakeholders.

Q: What aspects of AVID Schoolwide Leadership have room for growth at your school? How might you address these in your Site Plan?
 A: We continue to have growth area in the AVID Site Plan. The AVID Coordinator will continue building relationships with the staff to lead conversations about AVID Schoolwide and grow the AVID Elective class. A long term vision would include adding extra sections at either the 8th grade level or in the lower grades in the school.

IV. AVID SCHOOLWIDE CULTURE

	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide	Overall Rating
<u>1. Rigor</u> A culture of Rigor ensures WICOR strategies are implemented effectively to help all students access rigorous high school and college preparatory courses, become college ready, and succeed in rigorous courses.	0	2	0	0	Meets AVID Implementation Expectations
<u>2. Community Activities and College Awareness</u> A culture of Community Activities and College Awareness ensures there are active links among schools, community stakeholders , local colleges, and universities that facilitate field trips, college/career fairs, academic enrichment programs, and internships and increase students' awareness about college and career opportunities.	1	2	0	0	Meets AVID Implementation Expectations
<u>3. College-Going Environment</u> A College-Going Environment is a school climate in which college attendance and enrollment is a clear and prominent expectation and students are actively guided by faculty and staff to meet college readiness requirements for post-secondary success.	2	1	0	1	Does Not Meet AVID Implementation Expectations
Domain Totals:	3	5	0	1	Does Not Meet AVID Implementation Expectations

Questions

Q: What are some of the particular strengths of AVID Schoolwide Culture at your school?
 A: With regards to the AVID Elective, our students are routinely immersed in the service learning opportunities and exposure to college campuses. We have continue to have annual visits to the University of Minnesota Kids on Campus program and were able to visit the University of Wisconsin - River Falls. The students also attended a cabaret program at the Ordway Theatre in St. Paul. Stillwater Middle School is also known for service learning and college awareness schoolwide though these efforts can continue to be expanded. National Junior Honor Society also hosts a food drive, and the Builders Club runs a toy drive during the school year.

Q: What aspects of AVID Schoolwide Culture have room for growth at your school? How might you address these in your Site Plan?
 A: We need to continue focusing on bringing in more guest speakers. We do have some every year, but we can continue to grow this valuable resource. Stillwater Middle School continues to have a dedicated day for staff to wear college apparel. More college awareness is a goal building-wide for the next school year.

Recommended Level:

Reflects the certification status for the 2018-2019 school year

Inactive Site - Not AVID/no longer AVID; briefly describe terms by which site has been deemed inactive.

New Implemented Year 2 - Began implementation in ____ / ____ / ____ (MM/DD/YYYY).

New Implemented Year 3 - Year 3 schools that did not meet AVID Implementation Expectations.

AVID Affiliate Site - Affiliate schools that did not meet AVID Implementation Expectations.

Non-Certified Site - A site that has never been certified and has one or more Domains rated at "Does Not Meet AVID Implementation Expectations" and is working toward implementing all four AVID Domains.

AVID Certified Site - All Domains are rated "Meets AVID Implementation Expectations" or higher.

AVID Highly Certified Site - AVID Highly Certified Sites that did not meet Emerging AVID Schoolwide.

AVID Emerging Schoolwide Site - Three out of four Domains are rated "Emerging AVID Schoolwide" or higher. If one Domain is rated less than "Emerging AVID Schoolwide," the rating must be "Meets AVID Implementation Expectations."

AVID Schoolwide Site of Distinction - All domains are rated "Emerging AVID Schoolwide" or higher. Additionally, all Schoolwide Site of Distinction Process Metrics and at least two Schoolwide Site of Distinction Impact Metrics are rated "Sustaining AVID Schoolwide."

Commendations

Stillwater Middle School has embedded a Student Success class where every middle school students get to experience engaging WICOR strategies and are exposed to many opportunities to learn more about college and careers and future planning. This is a great spring board to taking AVID strategies more schoolwide next year. The AVID elective does a great job following WAG's and looking to meet AVID's standards. AVID students get to experience college field trips and service learning activities that are geared to prepare them for future opportunities. When it comes to recruitment, they have really done a nice job planning and coordinating everything. The councilors play a big role in the success of recruitment. The AVID coordinator is currently on the Building Leadership Team, which is a great opportunity to bring AVID schoolwide to the forefront, there are plans for next year to increase the amount of time that AVID is discussed during the meetings.

Recommendations

Stillwater Middle School has a great opportunity next year to improve their AVID system. It would be great if the AVID Coordinator can work with the District Director to make sure that AVID is given the time it needs in the Building Leadership Team meetings. Also, the area of growth for the entire school is to increase reading scores, and this would be a great opportunity to share with staff some AVID Reading strategies for staff to implement in all content areas. Also, with this training to utilize the Student Success teachers who embed WICOR in their everyday lessons to help with professional development with staff. To also increase schoolwide, to train more staff members in AVID. As per the AVID Elective, to keep refining tutorials and tutor recruitment. As well as the retention of students from 8th to 9th grade.

Stillwater Area High School (2018-2019)

Program Status: Certified

Year Implemented: 2014

This form has been approved by AVID Center.



I. AVID SCHOOLWIDE INSTRUCTION

AVID Schoolwide Instruction occurs when the entire instructional staff utilizes **AVID strategies**, other best instructional practices, and 21st century tools to ensure **college readiness** for **AVID Elective students** and improved academic performance for all students.

1. WICOR (Writing, Inquiry, Collaboration, Organization, and Reading)

AVID's proven learning support structure incorporates teaching and learning methodologies in the critical areas of **Writing, Inquiry, Collaboration, Organization, and Reading (WICOR)**. **WICOR** provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels (**scaffolding**) within developmental, general education, and discipline-based curricula.

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- Classroom observations of teachers, tutors, and students using organizational strategies
- Students' focused notes, binders/eBinders, and portfolios
- Student work samples demonstrating **AVID strategies**
- Use of **AVID strategies** included in the AVID Library
- Use of **AVID Critical Reading** curriculum
- Evidence of community service or service learning projects
- Use of time management skills (e.g., keeping agendas and planning calendars)
- Evaluations of professional learning related to **WICOR**
- Observations of effective **WICOR** strategies used in classes
- Peer tutoring/advising
- Videos of students' presentations and academic work
- Lesson plans from AVID Elective, Site Team, and school teachers
- Use of **AVID Focused Note-Taking** curriculum
- Use of **AVID Elective Weeks at a Glance**
- A selection of students' timed-writing essays

1. WICOR (Writing, Inquiry, Collaboration, Organization, and Reading)

Indicator	AVID Criteria	AVID Elective students...	AVID Elective students and AVID-Site-Team-Instructioned students...	AVID Elective students, students of AVID Site Team members, and students in core academic courses...	Students throughout the school...
1	Learning Through Writing	<p>do not receive instruction from the AVID Site Team on learning-through-writing strategies and do not routinely spend time processing content through writing (e.g., interactive notebooks, learning logs, quickwrites, annotation, etc.).</p> <p>(CSS, 6.1.0 and 6.4.0)</p>	<p>receive instruction on learning-through-writing strategies and routinely spend time processing content through writing (e.g., interactive notebooks, learning logs, quickwrites, annotation, etc.).</p> <p>(CSS, 6.1.1 and 6.4.1)</p>	<p>routinely spend time processing content through writing (e.g., interactive notebooks, learning logs, quickwrites, annotation, etc.).</p> <p>(CSS, 6.1.2 and 6.4.2)</p>	<p>routinely spend time on learning-through-writing strategies such as processing content through writing (e.g., interactive notebooks, learning logs, quickwrites, annotation, etc.).</p> <p>(CSS, 6.1.3 and 6.4.3)</p>
2	Writing Process	<p>do not receive instruction from the AVID Site Team on the writing process and do not spend time writing to clarify and organize experiences (e.g., pre-writing, drafting, revising, polishing or editing, and publishing).</p> <p>(CSS, 6.2.0)</p>	<p>receive instruction on the writing process and routinely spend time writing to clarify and organize experiences (e.g., pre-writing, drafting, revising, polishing or editing, and publishing).</p> <p>(CSS, 6.2.1)</p>	<p>routinely spend time writing to clarify and organize experiences (e.g., pre-writing, drafting, revising, polishing or editing, and publishing).</p> <p>(CSS, 6.2.2)</p>	<p>routinely spend time writing to clarify and organize experiences (e.g., pre-writing, drafting, revising, polishing or editing, and publishing) in all content courses.</p> <p>(CSS, 6.2.3)</p>
3	Focused Note-Taking	<p>do not receive instruction from the AVID Site Team on focused note-taking strategies such as Cornell notes.</p> <p>(CSS, 6.3.0)</p>	<p>receive instruction on Cornell notes and other focused note-taking strategies.</p> <p>(CSS, 6.3.1)</p>	<p>use Cornell notes and other focused note-taking strategies.</p> <p>(CSS, 6.3.2)</p>	<p>use Cornell notes and other focused note-taking strategies, consistently use higher-level questions in their notes, and demonstrate critical thinking skills in all content courses.</p> <p>(CSS, 6.3.3 and 7.1.3)</p>
		<p>do not receive instruction from the AVID Site Team on asking higher-level questions</p>	<p>receive instruction on asking higher-level questions using Costa's Levels of Thinking</p>	<p>ask higher-level questions using Costa's Levels of Thinking during tutorials,</p>	<p>ask higher-level questions using Costa's Levels of Thinking during tutorials,</p>

4	Higher-Level Thinking	using Costa's Levels of Thinking during tutorials, collaborative study groups , class discussions, and problem-solving activities. (CSS, 7.2.0)	during tutorials, collaborative study groups , class discussions, and problem-solving activities. (CSS, 7.2.1)	collaborative study groups , class discussions, and problem-solving activities. (CSS, 7.2.2)	collaborative study groups , class discussions, and problem-solving activities in all content courses. (CSS, 7.2.3)
5	Structures for Inquiry	do not receive instruction from the AVID Site Team on the use of structures for inquiry such as Socratic Seminars and Philosophical Chairs . (CSS, 7.3.0)	receive instruction on the use of structures for inquiry such as Socratic Seminars and Philosophical Chairs . (CSS, 7.3.1)	routinely participate and lead discussions using structures for inquiry such as Socratic Seminars and Philosophical Chairs . (CSS, 7.3.2)	use structures for inquiry such as Socratic Seminars and Philosophical Chairs in all content courses. (CSS, 7.3.3)
6	Access Digital Information	do not receive instruction from the AVID Site Team on how to access digital information from multiple sources efficiently and evaluate that information effectively. (CSS, 3.4.0)	receive instruction on how to access digital information from multiple sources and evaluate that information effectively. (CSS, 3.4.1)	access digital information from multiple sources and evaluate that information critically and competently. (CSS, 3.4.2)	demonstrate skills in accessing digital information from multiple sources and evaluate that information critically and competently in all content courses. (CSS, 3.4.3)
7	Technology as a Tool for Collaboration	do not receive instruction from the AVID Site Team on how to use technology and Information, Communications, and Technology (ICT) resources as a tool for collaboration either synchronously (e.g., texting, social media, video conferencing, and cloud-based productivity tools) or asynchronously (e.g., forums and blogs). (CSS, 7.7.0)	receive instruction on how to use technology and ICT resources as a tool for collaboration both synchronously (e.g., texting, social media, video conferencing, and cloud-based productivity tools) and asynchronously (e.g., forums and blogs). (CSS, 7.7.1)	use technology and ICT resources as a tool for collaboration both synchronously (e.g., texting, social media, video conferencing, and cloud-based productivity tools) and asynchronously (e.g., forums and blogs). (CSS, 7.7.2)	use technology and ICT resources as a tool for collaboration both synchronously (e.g., texting, social media, video conferencing, and cloud-based productivity tools) and asynchronously (e.g., forums and blogs) in all content courses. (CSS, 7.7.3)
8	Structures for Collaboration	do not receive instruction from the AVID Site Team on the use of structures for collaboration (e.g., Helping Trios, Jigsaw, Four Corners, and Collaborative Group Roles). (CSS, 7.4.0)	receive instruction on the use of structures for collaboration (e.g., Helping Trios, Jigsaw, Four Corners, and Collaborative Group Roles). (CSS, 7.4.1)	use structures for collaboration (e.g., Helping Trios, Jigsaw, Four Corners, and Collaborative Group Roles). (CSS, 7.4.2)	use structures for collaboration (e.g., Helping Trios, Jigsaw, Four Corners, and Collaborative Group Roles) in all content courses. (CSS, 7.4.3)
9	Tutorials and Collaborative Study Groups	do not receive instruction from the AVID Site Team on how to participate in tutorials and/or collaborative study groups . (CSS, 7.5.0)	receive instruction on how to participate in tutorials* and/or collaborative study groups . *tutorials are required 2x/week for AVID Elective students only (CSS, 7.5.1)	participate in tutorials* and/or collaborative study groups . *tutorials are required 2x/week for AVID Elective students only (CSS, 7.5.2)	participate in tutorials* and/or collaborative study groups in all content courses. *tutorials are required 2x/week for AVID Elective students only (CSS, 7.5.3)
10	Leadership Skills	do not learn leadership skills through collaboration with others. (CSS, 7.6.0)	develop leadership skills through collaboration with others. (CSS, 7.6.1)	demonstrate leadership skills through collaboration with others. (CSS, 7.6.2)	demonstrate leadership skills in all core academic courses, and in activities on campus and in the community. (CSS, 7.6.3)
11	Organizational Methods (Goal-Setting)	do not set goals and consistently monitor their grades to ensure they are college ready. (CSS, 5.5.0)	set goals and consistently monitor their grades to ensure they are college ready. (CSS, 5.5.1)	set goals and consistently monitor their grades to ensure they are college ready. (CSS, 5.5.2)	consistently review their goals and monitor their grades to ensure they are college ready. (CSS, 5.5.3)
12	AVID Organizational Tools	do not receive instruction from the AVID Site Team on the use of AVID organizational tools (e.g., the AVID binder, eBinder, portfolios, graphic organizers, and planning calendars) to keep track of coursework and to organize their thinking and learning. (CSS, 5.1.0–5.3.0)	receive instruction on the use of AVID organizational tools (e.g., the AVID binder*, eBinder, portfolios, graphic organizers, and planning calendars) to keep track of coursework and to organize their thinking and learning. *required for AVID Elective students (CSS, 5.1.1–5.3.1)	use AVID organizational tools (e.g., the AVID binder*, eBinder, portfolios, graphic organizers, and planning calendars) to keep track of coursework and to organize their thinking and learning. *required for AVID Elective students (CSS, 5.1.2–5.3.2)	use AVID organizational tools (e.g., the AVID binder*, eBinder, portfolios, graphic organizers, and planning calendars) to keep track of coursework and to organize their thinking and learning in all content courses. *required for AVID Elective students (CSS, 5.1.3–5.3.3)
		do not arrive prepared with materials to use in their courses,	arrive prepared with materials to use in their courses, and	use course materials to actively participate in class	arrive prepared with course materials, identify points of

13	Arrive Prepared with Course Materials	and do <u>not</u> interact with instructors. (CSS, 5.4.0)	interact with instructors. (CSS, 5.4.1)	discussions and collaborative activities. (CSS, 5.4.2)	confusion, and seek clarity from instructors and peers as they take responsibility for their learning in all content courses. (CSS, 5.4.3)
14	Critical Reading Process	do <u>not</u> receive instruction from the AVID Site Team on the critical reading process to increase comprehension skills. (CSS, 6.5.0)	receive instruction on the critical reading process to increase comprehension skills. (CSS, 6.5.1)	receive instruction and use the critical reading process to access increasingly more rigorous texts. (CSS, 6.5.2)	receive instruction and use the critical reading process in all content courses. (CSS, 6.5.3)
Indicator	AVID Criteria	The AVID Site Team...	The AVID Site Team...	The AVID Site Team...	The AVID Site Team...
15	WICOR Strategies	does <u>not</u> use WICOR strategies in the AVID Elective. (AVID Schoolwide Metric)	uses WICOR strategies in AVID Elective and AVID- Site-Team -instructed courses. (AVID Schoolwide Metric)	and at least 50% of teachers throughout the school routinely use WICOR strategies in AVID Elective, AVID-Site-Team -instructed, and core academic courses. (AVID Schoolwide Metric)	and at least 70% of teachers throughout the school routinely use WICOR strategies in all content courses. (AVID Schoolwide Metric)

Rating for WICOR

Number of Indicators at Each Level:

Not Meet AVID Implementation Expectations **0**
 Meets AVID Implementation Expectations **14**
 Emerging AVID Schoolwide **1**
 Sustaining AVID Schoolwide **0**

Overall Level for WICOR:

Meets AVID Implementation Expectations

Textual Questions

What are some of the particular strengths of **AVID Schoolwide Instruction** at your school?

Inquiry and collaboration are a strength within our AVID Elective courses and in the curriculum throughout our building. Students routinely participate in Socratic Seminars and philosophical chairs and core subject teachers have expressed interest in viewing our tutorial process to adapt in their own classrooms. Student reflect on their progress and set goals every Monday in all AVID sections and share their learning through the use of exit tickets and surveys. These practices are also used throughout the building. The writing process is also emphasized. Timed writing is infused within all AVID Elective sections as part of the WAG curriculum and our 10th grade Academy and ELA classrooms provide and assess weekly vocabulary sets. AVID 9 Elective students participated in the Best Prep Ementor program with Health East and have refined their writing through weekly email conversations with an adult mentor. Our AVID 10 cohort participated in Best Prep's Essay contest focusing on pre-writing strategies and the editing process. All senior English students receive instruction around the college admission essay with our AVID 11 elective students receiving one on one writing support and an additional seminar from an AP Literature teacher. Over the past few years, we have worked hard to strengthen our partnerships in the community and incorporate more of a focus on service learning. Our AVID 11/12 Elective students partner with an adult mentor through the local Rotary program. In addition, we require 10 hours of community service each semester in our AVID Elective. In 2019/2020, students are now able to qualify for a varsity letter in AVID based on their academic, co-curricular and community contributions. Finally, our AVID Elective program excels in the leadership opportunities afforded our students. Current AVID students have spent multiple days in our AVID 8 middle school sections modeling the tutorial process, assisting with transition and generating enthusiasm for the program. AVID students have been very active this year at the community level advocating to our school board on behalf of the AVID system and the diversity of student voices in our school. AVID students continue to share their experience on district subcommittees, staff professional development and serve as role models in summer programming for younger students. Our AVID members have been instrumental in initiating and sustaining several diversity clubs on campus including Black Student Union and Asian Student Awareness and are well represented within student leadership groups such as NHS, Key Club and Student Council. An AVID Elective teacher helped develop the Peer Helpers program on campus this year and many of our AVID students were recognized for their character and trustworthiness and elected to participate. We are quite proud that one of our Student Council co-presidents for next year is a member of our future AVID 12 cohort.

What aspects of **AVID Schoolwide Instruction** have room for growth at your school? How might you address these in your Site Plan?

As addressed in later sections, we are looking to the future and a renewed emphasis on AVID school-wide instruction with an infusion of new teachers and staff to help with professional development. Currently, there areas within our school building where focused notes, interactive notebooks and Socratic Seminars are a focus (namely, Mathematics, Physical Science, Biology and English). With more training, teachers might emphasize the processing and reflection aspect of focused note-taking and avoid using pre-formatted note templates. We have several 9th grade teachers within the BARR (Building Assets, Reducing Risk) program who are looking to align and enhance organizational strategies taught and used by our students and many will be participating in Summer Institute this upcoming session. This spring, our AVID 10 students were asked to participate in a local 4H program allowing them to mentor students at local elementary schools. AVID 9 students raked leaves for Community Thread after their fall field trip to the National College Fair. We are hoping to incorporate more service learning within our programming and further establish partnerships with the local STRIVE Rotary Club and Best Prep. Our Flex Time schedule offers a rich opportunity to highlight service learning and potentially develop a peer tutoring program that incorporates collaborative study groups.

II. AVID SCHOOLWIDE SYSTEMS

AVID is Schoolwide when **systems** are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure **college readiness** for **AVID Elective students** and improved academic performance for all students.



1. Management of the AVID Elective

Management of the AVID Elective ensures the basic requirements of the AVID Elective are in place to ensure **college readiness** for **AVID Elective students**. These requirements include processes to verify student selection, voluntary participation, and implementation of the AVID tutorial, and to expand the AVID Elective.

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- AVID student application
- AVID student questionnaire and interview questions
- Documentation that details the commitment, procedures, and timeline for involving AVID Elective class teachers and AVID Site Team members
- Tutor recruitment plan
- Tutor training plan
- AVID recruitment rubric, spreadsheet, or form showing selection criteria
- School's planned recruitment process with timeline and forms
- Documentation that details the procedures and timeline used for selecting **AVID Elective students**
- Site Plan
- Course breakdown of **AVID Elective students**
- Use of AVID Elective Weeks at a Glance

1. Management of the AVID Elective

Indicator	AVID Criteria	Fewer than 90% of AVID Elective students...	90% or more of AVID Elective students...	100% of AVID Elective students...
1	Defined Selection Criteria	☹ meet locally and nationally defined selection criteria classifying them as "students in the middle." (CSS, 1.1.0)	☺ meet locally and nationally defined selection criteria classifying them as "students in the middle." Evidence of student interviews is available. (CSS, 1.1.1)	☻ meet locally and nationally defined selection criteria classifying them as "students in the middle." Evidence of student interviews is available. (CSS, 1.1.2-1.1.3)
2	Signed Contracts	☹ enrolled have signed contracts by all available parties. (CSS, 2.1.0)	☺ enrolled have signed contracts by all available parties. (CSS, 2.1.1)	☻ enrolled have signed contracts by all available parties and there is evidence of increased involvement of parents in the program. (CSS, 2.1.2-2.1.3)
Indicator	AVID Criteria	There is insufficient documentation...	There is sufficient documentation...	There is sufficient documentation...
3	AVID Elective Student Recruitment and Selection Plan	☹ of an AVID Elective student recruitment and selection plan prior to recruitment. (CSS, 1.2.0 and 1.3.0)	☺ of an AVID Elective student recruitment and selection plan prior to recruitment, and the AVID Site Team plays an active role in implementation. (CSS, 1.2.1 and 1.3.1)	☻ of an AVID Elective student recruitment, selection, and retention plan, which includes the opening of new AVID Elective sections. The AVID Site Team uses data to revise the AVID Elective student selection process and plays an active role in its implementation. (CSS, 1.2.2-1.2.3; 1.3.2-1.3.3)
4	Voluntary Participation	☹ that most AVID Elective class teachers and AVID Site Team members voluntarily participate in the program. (CSS, 2.2.0 and 2.3.0)	☺ that 100% of AVID Elective class teachers and AVID Site Team members voluntarily participate in the program. (CSS, 2.2.1 and 2.3.1)	☻ that 100% of AVID Elective class teachers and AVID Site Team members voluntarily participate, attend AVID Site Team meetings and events, and assume leadership responsibilities for AVID Site Team activities. (CSS, 2.2.2-2.2.3; 2.3.2-2.3.3)
5	Identify and Select AVID Elective Class Teacher(s)	☹ of processes used to identify and select AVID Elective class teachers. (CSS, 2.4.0)	☺ of processes used to identify and select AVID Elective class teachers. (CSS, 2.4.1)	☻ of processes used to identify and select AVID Elective class teachers. The process has been reviewed and updated based on AVID Site Team input. (CSS, 2.4.2-2.4.3)
Indicator	AVID Criteria	The AVID Site Team does <i>not</i> ...	The AVID Site Team...	The AVID Site Team...
		☹ develop a Site Plan that addresses the implementation of	☺ collaborates to develop, write, and implement a Site Plan that	☻ uses a Site Plan as "a living document" that is discussed at

6	Site Plan	AVID. (CSS, 11.2.0)	addresses AVID implementation. (CSS, 11.2.1–11.2.2)	each Site Team meeting and revised according to data and certification results. (CSS, 11.2.3)
7	Collaboration on Access to Advanced Curriculum and Courses	☞ meet at least quarterly to collaborate and advocate on issues of planning, logistics, and awareness of access to rigorous curriculum and advanced courses at each grade level. (CSS, 11.3.0)	☞ meets at least quarterly to collaborate and advocate on issues of planning, logistics, and awareness of access to rigorous curriculum and advanced courses at each grade level. (CSS, 11.3.1)	☞ meets at least monthly to collaborate and advocate on planning, logistics, and student access, and influences school policy concerning access to rigorous curriculum and advanced courses at each grade level. (CSS, 11.3.2–11.3.3)
8	Quality of Implementation	☞ assume responsibility for aspects of AVID Elective implementation beyond attending Site Team meetings. (CSS, 11.4.0)	☞ assumes responsibility for AVID Elective implementation, supports AVID Elective teachers, and advocates for access and equity. (CSS, 11.4.1)	☞ provides proactive support to the AVID coordinator , AVID Elective teachers, faculty, and staff in the implementation and operation of AVID, and advocates for access and equity. (CSS, 11.4.2–11.4.3)
9	Plan for Tutor Recruitment and Retention	☞ have a plan for recruiting and retaining tutors. (CSS, 8.5.0)	☞ has a plan for recruiting and retaining tutors. (CSS, 8.5.1)	☞ assumes responsibility and ownership of implementing a long-term plan to recruit and retain tutors. (CSS, 8.5.2–8.5.3)
Indicator	AVID Criteria	Tutors do <u>not</u>...	Tutors...	Tutors...
10	Trained Tutors	☞ follow guidelines established in the <i>AVID Tutorial Guide</i> , and do <u>not</u> promote student-centered discussions. (CSS, 8.1.0)	☞ follow guidelines established in the <i>AVID Tutorial Guide</i> , promote student-centered discussions, and check student presenters' understanding. (CSS, 8.1.1–8.1.2)	☞ ensure AVID Elective students use collaborative structures and develop effective critical thinking skills. (CSS, 8.1.2–8.1.3)
11	Tutor Training Plan	☞ participate in at least 16 hours of AVID tutorial training as documented in the tutor training plan, and no evidence exists that the AVID tutorial training uses the <i>AVID Tutorial Guide</i> . (CSS, 8.2.0)	☞ participate in at least 16 hours of tutorial training as documented in the tutor training plan, and demonstrate understanding of AVID methodologies and WICOR strategies in their work with AVID Elective students . (CSS, 8.2.1)	☞ receive ongoing coaching and support from teachers in the AVID tutorial process. Evidence exists that the site has a tutor training plan that meets AVID Elective standards and is followed effectively. (CSS, 8.2.2–8.2.3)
12	AVID Tutorial (required 2x/week)	☞ monitor completion of the Tutorial Request Form, and do <u>not</u> guide AVID Elective students in all aspects of the tutorial process. (CSS, 8.4.0)	☞ monitor completion of the Tutorial Request Form and guide AVID Elective students in all aspects of the tutorial process. (CSS, 8.4.1)	☞ raise AVID Elective students' levels of inquiry, deepen the quality of tutorials, and increase critical thinking skills. Trained tutors make adjustments based on feedback from AVID Elective students. (CSS, 8.4.2–8.4.3)
Indicator	AVID Criteria	The AVID Elective...	The AVID Elective...	The AVID Elective...
13	AVID Elective Student–Tutor Ratio	☞ student–tutor ratio exceeds 7:1. (CSS, 8.3.0)	☞ student–tutor ratio is no higher than 7:1. (CSS, 8.3.1–8.3.2)	☞ student–tutor ratio is no higher than 7:1, and at least one of the tutors for each section is a current college student. (CSS, 8.3.3)
14	AVID Tutorial Guide	☞ teachers have <u>not</u> been trained using the <i>AVID Tutorial Guide</i> , videos, and materials. (CSS, 8.6.0)	☞ teachers (at least 50%) have been trained using the <i>AVID Tutorial Guide</i> , and each AVID Elective class teacher has received a minimum of 16 hours of face-to-face and eLearning Tutorology training. (CSS, 8.6.1)	☞ teachers (100%) have been trained using the <i>AVID Tutorial Guide</i> , each AVID Elective class teacher has received a minimum of 16 hours of face-to-face and eLearning Tutorology training, and a plan is in place to ensure that all new AVID Elective class teachers will be trained prior to teaching AVID. (CSS, 8.6.2–8.6.3)
		☞ teachers have <u>not</u> attended an AVID Summer Institute.	☞ teachers (at least 50%) attended a strand appropriate for AVID Elective teachers at an AVID Summer Institute, or those not trained committed to attend	☞ teachers (100%) attended a strand appropriate for AVID Elective teachers at least every other year at an AVID Summer Institute or AVID-Center-

15	AVID Summer Institute		a strand appropriate for AVID Elective teachers at the subsequent AVID Summer Institute, or at an AVID-Center-approved Path to Schoolwide training.	approved Path to Schoolwide training, to keep abreast of new AVID curriculum.
		(CSS, 10.3.0)	(CSS, 10.3.1)	(CSS, 10.3.2–10.3.3)
16	AVID Elective Section Enrollment	☞ is offered in only one section, and that section is not fully enrolled.	☞ is offered in one section, and that section is fully enrolled, or AVID is offered in multiple sections with no more than one under-enrolled section.	☞ has expanded to more than one section, serves more than one grade level, and on-site recruitment occurs to keep each section fully enrolled.
		(CSS, 3.2.0)	(CSS, 3.2.1)	(CSS, 3.2.2–3.2.3)
17	AVID Elective Class Duration and Scheduling	☞ does <i>not</i> meet for the same number of instructional minutes as other academic courses, meet continuously for a full academic year, or meet within the regular school day.	☞ meets for the same number of instructional minutes as other academic courses, meets continuously for a full academic year, and meets within the regular school day.	☞ meets for the same number of instructional minutes as other academic courses, is scheduled within the regular academic school day, and is included in the master schedule the following year.
		(CSS, 3.1.0)	(CSS, 3.1.1)	(CSS, 3.1.2–3.1.3)

Rating for Management of the AVID Elective

Number of Indicators at Each Level:

Not Meet AVID Implementation Expectations **0**
 Meets AVID Implementation Expectations **12**
 Exceeds AVID Implementation Expectations **5**

Overall Level for Management of the AVID Elective:

Meets AVID Implementation Expectations

II. AVID SCHOOLWIDE SYSTEMS



AVID is Schoolwide when **systems** are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure **college readiness** for **AVID Elective students** and improved academic performance for all students.

2. Access to Rigor and Student Support

Access to Rigor and Student Support ensures the **master schedule**, curriculum, instructional practices, and **academic support structures** are in place and implemented to promote students' access to and success in courses of high rigor.

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- Reviews of the **master schedule**
- Reviews of student schedules
- School policy and procedures that outline student enrollment guidelines
- Data on course enrollments by ethnicity
- **Academic support structures** (e.g., tutorials, mentoring)
- **Academic support schedules** (e.g., when support is offered to students)
- Teacher and classroom observations

2. Access to Rigor and Student Support

Indicator	AVID Criteria	Master schedule is <i>not</i> developed...	Master schedule is developed...	Master schedule supports...	Master schedule reflects...
18	Courses of High Rigor	☹ with a sufficient number of AVID Elective sections or courses of high rigor, and includes course conflicts that prevent open access to courses of high rigor. (SWCRCT*, Domain II, 4b)	☺ with a sufficient number of AVID Elective sections and courses of high rigor, and includes few course conflicts that prevent open access to courses of high rigor. (SWCRCT, Domain II, 4b)	☺ the AVID Elective, and includes Honors, Pre-AP® and AP®/IB®/Dual Enrollment growth. There are very few conflicts with the AVID Elective in the master schedule . (SWCRCT, Domain II, 4b)	☺ alignment of AVID and school's mission and vision as evidenced by site policies and procedures that ensure all students access courses of high rigor. (SWCRCT, Domain II, 4b)
Indicator	AVID Criteria	Principal and School Leadership Team (SLT) do <i>not</i> ...	Principal and School Leadership Team (SLT)...	Principal and School Leadership Team (SLT)...	Principal and School Leadership Team (SLT)...
19	Grade-Level Vertical and Horizontal Articulation	☹ implement a system of grade-level vertical and horizontal articulation that helps ensure AVID Elective students are college ready. (SWCRCT, Domain II, 4f)	☺ implement a system of grade-level vertical and horizontal articulation that helps ensure AVID Elective and AVID-Site-Team -instructed students are college ready. (SWCRCT, Domain II, 4f)	☺ implement a system of grade-level vertical and horizontal articulation that helps ensure AVID Elective students , students of AVID Site Team members, and students instructed in core academic courses are college ready. (SWCRCT, Domain II, 4f)	☺ implement a system of grade-level vertical and horizontal articulation , including the expansion of AVID to feeder schools (including schools that may or may not have AVID) that helps ensure students throughout the school are college ready. (SWCRCT, Domain II, 4f)
20	Academic Support Structures and Rigorous Instructional Practices	☹ implement academic support structures and rigorous instructional practices to help ensure AVID Elective students develop deeper levels of understanding in rigorous work. (SWCRCT, Domain II, 4g; SWCRCT, Domain I, 3b)	☺ implement academic support structures and rigorous instructional practices to help ensure AVID Elective and AVID-Site-Team -instructed students develop deeper levels of understanding in rigorous work. (SWCRCT, Domain II, 4g; SWCRCT, Domain I, 3b)	☺ implement academic support structures and rigorous instructional practices to help ensure AVID Elective students , students of AVID Site Team members, and students instructed in core academic courses develop deeper levels of understanding in rigorous work. (SWCRCT, Domain II, 4g; SWCRCT, Domain I, 3b)	☺ implement, monitor, and adjust academic support structures as needed and rigorous instructional practices to ensure students throughout the school develop deeper levels of understanding in rigorous work. (SWCRCT, Domain II, 4g, "Sustaining"; SWCRCT, Domain I, 3b)

Rating for Access to Rigor and Student Support

Number of Indicators at Each Level:
 Not Meet AVID Implementation Expectations **0**
 Meets AVID Implementation Expectations **2**
 Emerging AVID Schoolwide **1**
 Sustaining AVID Schoolwide **0**

Overall Level for Access to Rigor and Student Support:

Meets AVID Implementation Expectations

II. AVID SCHOOLWIDE SYSTEMS

AVID is Schoolwide when **systems** are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure **college readiness** for **AVID Elective students** and improved academic performance for all students.



3. Assessment of Student Progress

Assessment of Student Progress demonstrates that an increasing number of students are meeting benchmarks in core content areas to ensure they are prepared to enroll and succeed in rigorous, college-preparatory courses.

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- Report cards and/or student grades
- Analyses of student schedules
- Master course enrollment lists
- Transcripts
- College entrance test prep exams
- College acceptance lists

3. Assessment of Student Progress

Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
21	Grades of "C" or Better	<p>☹ Fewer than 50% of AVID Elective students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.</p> <p>(CSS, 4.1.0)</p>	<p>☺ At least 50% of AVID Elective students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.</p> <p>(CSS, 4.1.1)</p>	<p>☺ At least 50% of <i>all</i> students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.</p>	<p>☺ At least 70% of <i>all</i> students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.</p>
22	Enrollment in At Least One Course of Rigor	<p>☹ Fewer than 50% of 8th-grade AVID Elective students are enrolled in or have completed at least one course of rigor.</p> <p>(CSS, 4.6.0)</p>	<p>☺ At least 50% of 8th-grade AVID Elective students are enrolled in or have completed at least one course of rigor.</p> <p>(CSS, 4.6.1)</p>	<p>☺ At least 40% of <i>all</i> 8th-grade students are enrolled in or have completed at least one course of rigor.</p> <p>(AVID Schoolwide Metric)</p>	<p>☺ At least 60% of <i>all</i> 8th-grade students are enrolled in or have completed at least one course of rigor.</p> <p>(AVID Schoolwide Metric)</p>
23	Pre-Collegiate Exams (Paid or Practice)	<p>☹ Fewer than 50% of 7th- and 8th-grade AVID Elective students have taken a pre-collegiate exam, paid or practice (e.g., ACT[®] Aspire[™], Stanford 10, PSAT[™] 8/9), appropriate for their grade level.</p> <p>(CSS, 4.8.0)</p>	<p>☺ At least 50% of 7th- and 8th-grade AVID Elective students have taken a pre-collegiate exam, paid or practice (e.g., ACT Aspire, Stanford 10, PSAT 8/9), appropriate for their grade level.</p> <p>(CSS, 4.8.1)</p>	<p>☺ At least 50% of <i>all</i> 7th- and 8th-grade students have taken a pre-collegiate exam, paid or practice (e.g., ACT Aspire, Stanford 10, PSAT 8/9), appropriate for their grade level.</p> <p>(AVID Schoolwide Metric)</p>	<p>☺ At least 70% of <i>all</i> 7th- and 8th-grade students have taken a pre-collegiate exam, paid or practice (e.g., ACT Aspire, Stanford 10, PSAT 8/9), appropriate for their grade level.</p> <p>(AVID Schoolwide Metric)</p>
24	Students' Schedules Reflect Enrollment in Rigorous Courses	<p>☹ Fewer than 100% of AVID Elective students' schedules reflect that they are enrolled in rigorous courses, appropriate to the student, enabling them to access college-prep courses in high school and meet college enrollment requirements.</p> <p>(CSS, 4.5.0)</p>	<p>☺ 100% of AVID Elective students' schedules reflect that they are enrolled in rigorous courses, appropriate to the student, enabling them to access college-prep courses in high school and meet college enrollment requirements.</p> <p>(CSS, 4.5.1)</p>	<p>☺ At least 50% of <i>all</i> students' schedules reflect that they are enrolled in rigorous courses, appropriate to the student, enabling them to access college-prep courses in high school and meet college enrollment requirements</p>	<p>☺ At least 70% of <i>all</i> students' schedules reflect that they are enrolled in rigorous courses, appropriate to the student, enabling them to access college-prep courses in high school and meet college enrollment requirements.</p>
25	Selection of College-Prep Courses for 9th Grade	<p>☹ Fewer than 80% of AVID Elective 8th graders have chosen college-prep courses for 9th grade.</p> <p>(CSS, 4.7.0)</p>	<p>☺ At least 80% of AVID Elective 8th graders have chosen college-prep courses for 9th grade.</p> <p>(CSS, 4.7.1)</p>	<p>☺ At least 50% of <i>all</i> 8th-grade students have chosen college-prep courses for 9th grade.</p>	<p>☺ At least 70% of <i>all</i> 8th-grade students have chosen college-prep courses for 9th grade.</p>
26	Grades of "C" or Better	<p>☹ Fewer than 50% of AVID Elective students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.</p> <p>(CSS, 4.1.0)</p>	<p>☺ At least 50% of AVID Elective students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.</p> <p>(CSS, 4.1.1)</p>	<p>☺ At least 50% of <i>all</i> high school students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.</p>	<p>☺ At least 70% of <i>all</i> high school students received grades of "C" or better on the previous formal grading period report card in each of their core academic courses.</p>
		<p>☹ Fewer than 100% of AVID Elective students' schedules reflect that they are enrolled in</p>	<p>☺ 100% of AVID Elective students' schedules reflect enrollment in rigorous courses</p>	<p>☺ At least 50% of <i>all</i> students' schedules reflect that they are enrolled in rigorous courses,</p>	<p>☺ At least 70% of <i>all</i> students' schedules reflect that they are enrolled in rigorous courses,</p>

27	Students' Schedules Reflect Enrollment in Rigorous Courses	rigorous courses, appropriate to the student, enabling them to fulfill the sequence of four-year college or university requirements. (CSS, 4.2.0)	appropriate to the student, and AVID students have a plan that will enable them to fulfill the sequence of four-year college or university entrance requirements. (CSS, 4.2.1)	appropriate to the student, enabling them to fulfill the sequence of four-year college or university requirements.	appropriate to the student, enabling them to fulfill the sequence of four-year college or university requirements.
28	Enrollment in At Least One Course of Rigor	☞ Fewer than 50% of 11th- and 12th-grade AVID Elective students are enrolled in or have completed at least one course of rigor (e.g., AP, IB, or dual enrollment). (CSS, 4.3.0)	☞ At least 50% of 11th- and 12th-grade AVID Elective students are enrolled in or have completed at least one course of rigor (e.g., AP, IB, or dual enrollment). (CSS, 4.3.1)	☞ At least 40% of <i>all</i> 11th- and 12th-grade students are enrolled in or have completed at least one course of rigor (e.g., AP, IB, or dual enrollment). (AVID Schoolwide Metric)	☞ At least 60% of <i>all</i> 11th- and 12th-grade students are enrolled in or have completed at least one course of rigor (e.g., AP, IB, or dual enrollment). (AVID Schoolwide Metric)
29	AP, IB, AICE, or End-of-Course (EOC) Dual Enrollment Exams	☞ Fewer than 50% of 11th- and 12th-grade AVID Elective students have taken at least one AP, IB, AICE, or EOC dual enrollment exam. (CSS, 4.3.0)	☞ At least 50% of 11th- and 12th-grade AVID Elective students have taken at least one AP, IB, AICE, or EOC dual enrollment exam. (CSS, 4.3.1)	☞ At least 40% of <i>all</i> 11th- and 12th-grade students have taken at least one AP, IB, AICE, or EOC dual enrollment exam. (AVID Schoolwide Metric)	☞ At least 60% of <i>all</i> 11th- and 12th-grade students have taken at least one AP, IB, or AICE, or EOC dual enrollment exam. (AVID Schoolwide Metric)
30	College Entrance Requirements	☞ Fewer than 100% of AVID Elective seniors have completed college entrance requirements. (CSS, 4.2.0)	☞ 100% of AVID Elective seniors have completed college entrance requirements. (CSS, 4.2.1)	☞ At least 60% of <i>all</i> seniors have completed college entrance requirements. (AVID Schoolwide Metric)	☞ At least 80% of <i>all</i> seniors have completed college entrance requirements. (AVID Schoolwide Metric)
31	State-Mandated High School Exit Exam and/or End-of-Course (EOC) Exam	☞ Fewer than 50% of AVID Elective students who are eligible have taken a state-mandated high school exit exam and/or end-of-course exam and scored proficient and/or above. (CSS, 9.5.0)	☞ At least 50% of AVID Elective students who are eligible have taken a state-mandated high school exit exam and/or end-of-course exam and scored proficient and/or above. (CSS, 9.5.1)	☞ At least 50% of <i>all</i> students who are eligible have taken a state-mandated high school exit exam and/or end-of-course exam and scored proficient and/or above.	☞ At least 70% of <i>all</i> students who are eligible have taken a state-mandated high school exit exam and/or end-of-course exam and scored proficient and/or above.
32	Pre-Collegiate Exams (Paid or Practice)	☞ Fewer than 95% of AVID Elective high school students have taken pre-collegiate exams, paid or practice (e.g., Aspire, PSAT/NMSQT® and/or PSAT 10, ACT®, SAT®), appropriate for their grade level. (CSS, 4.4.0)	☞ 95% or more of AVID Elective high school students have taken pre-collegiate exams, paid or practice (e.g., Aspire, PSAT/NMSQT and/or PSAT 10, ACT, SAT), appropriate for their grade level. AVID Elective seniors have taken at least one paid test. (CSS, 4.4.1)	☞ At least 50% of <i>all</i> high school students have taken pre-collegiate exams, paid or practice (e.g., Aspire, PSAT/NMSQT and/or PSAT 10, ACT, SAT), appropriate for their grade level. (AVID Schoolwide Metric)	☞ At least 70% of <i>all</i> high school students have taken pre-collegiate exams, paid or practice (e.g., Aspire, PSAT/NMSQT and/or PSAT 10, ACT, SAT), appropriate for their grade level. (AVID Schoolwide Metric)
33	Application to Colleges/Universities	☞ Fewer than 100% of AVID Elective seniors have applied to one or more colleges/universities. (CSS, 9.6.0)	☞ 100% of AVID Elective seniors have applied to one or more colleges/universities. (CSS, 9.6.1)	☞ At least 50% of <i>all</i> seniors have applied to one or more colleges/universities. (AVID Schoolwide Metric)	☞ At least 70% of <i>all</i> seniors have applied to one or more colleges/universities. (AVID Schoolwide Metric)
34	Acceptance to Colleges/Universities	☞ Fewer than 100% of AVID Elective seniors have been accepted to a two- or four-year college/university. (AVID Schoolwide Metric)	☞ 100% of AVID Elective seniors have been accepted to a two- or four-year college/university. (AVID Schoolwide Metric)	☞ At least 50% of <i>all</i> seniors have been accepted to a two- or four-year college/university. (AVID Schoolwide Metric)	☞ At least 70% of <i>all</i> seniors have been accepted to a two- or four-year college/university. (AVID Schoolwide Metric)
35	AVID Center Data	☞ AVID Center data are <i>not</i> submitted and analyzed to improve AVID implementation for AVID Elective students . (CSS, 9.2.0)	☞ AVID Center data are submitted and analyzed to improve AVID Elective implementation for AVID Elective and AVID-Site-Team -instructed students. (CSS, 9.2.1)	☞ AVID Center data are submitted and analyzed to expand schoolwide for AVID Elective students , students of AVID Site Team members, and students instructed in core academic courses. (CSS, 9.2.2)	☞ AVID Center data are submitted and analyzed to sustain AVID Schoolwide for students throughout the school. (CSS, 9.2.3)
36	Performance, Enrollment, and/or Staffing Data	☞ Performance, enrollment, and/or staffing data are <i>not</i> analyzed to promote AVID Elective students' access to and success in rigorous advanced courses.	☞ Performance, enrollment, and/or staffing data are analyzed to promote AVID Elective and AVID-Site-Team -instructed students' access to and success in rigorous advanced courses.	☞ Performance, enrollment, and/or staffing data are analyzed to promote access to and success in rigorous advanced courses for AVID Elective students , students of AVID Site Team members, and students instructed in core academic courses.	☞ Performance, enrollment, and/or staffing data are analyzed to ensure all students' access to and success in rigorous advanced courses.

		(CSS, 9.3.0)	(CSS, 9.3.1)	(CSS, 9.3.2)	(CSS, 9.3.3)
37	Standardized Test Data and Outcome Data	<p>☞ Standardized test data and outcome data are <u>not</u> analyzed to inform instruction for AVID Elective students and assess the quality of AVID Implementation.</p> <p>(CSS, 9.4.0; SWCRCT, Domain II, 2)</p>	<p>☞ Standardized test data and outcome data are analyzed to inform instruction and assess achievement of AVID Elective and AVID-Site-Team-instructed students, as well as to assess the quality of AVID Elective implementation.</p> <p>(CSS, 9.4.1; SWCRCT, Domain II, 2)</p>	<p>☞ Standardized test data and outcome data are analyzed to inform instruction and assess achievement for AVID Elective students, students of AVID Site Team members, and students instructed in core academic courses, as well as to assess the quality of schoolwide implementation.</p> <p>(CSS, 9.4.2; SWCRCT, Domain II, 2)</p>	<p>☞ Standardized test data and outcome data are analyzed to sustain schoolwide implementation, to inform instruction and assess achievement for all students and has led to changes in policy and instructional decision-making schoolwide.</p> <p>(CSS, 9.4.3; SWCRCT, Domain II, 2)</p>

Rating for Assessment of Student Progress

Number of Indicators at Each Level:
 Not Meet AVID Implementation Expectations **0**
 Meets AVID Implementation Expectations **10**
 Emerging AVID Schoolwide **0**
 Sustaining AVID Schoolwide **1**

Overall Level for Assessment of Student Progress:

Meets AVID Implementation Expectations

II. AVID SCHOOLWIDE SYSTEMS



AVID is Schoolwide when **systems** are in place that support governance, curriculum and instruction, data collection and analysis, professional learning, and student and parent outreach to ensure **college readiness** for **AVID Elective students** and improved academic performance for all students.

4. Professional Learning

AVID **Professional Learning** ensures that AVID Elective teachers, school leadership, and other faculty and staff receive professional learning in AVID learning strategies, methodologies, and structures to ensure **college readiness** for students.

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- Multi-year professional learning plan
- Professional learning meetings/minutes
- Staff attendance records at AVID Summer Institute
- List of professional learning opportunities and presenters

4. Professional Learning

Indicator	AVID Criteria	The AVID Site Team...	The AVID Site Team...	Teachers, counselors, and administrators...	Teachers, counselors, and administrators...
38	AVID-Trained in WICOR Methodologies	☹ is not AVID-trained in WICOR methodologies through the AVID Summer Institute or other AVID-Center-approved Divisional trainings. (CSS, 10.4.0)	☺ is AVID-trained in WICOR methodologies through the AVID Summer Institute or other AVID-Center-approved Divisional trainings. (CSS, 10.4.1)	☺ (at least 40%) are AVID-trained in WICOR methodologies through the AVID Summer Institute or other AVID-Center-approved Divisional trainings. (AVID Schoolwide Metric)	☺ (at least 60%) are AVID-trained in WICOR methodologies through the AVID Summer Institute or other AVID-Center-approved Divisional Leadership trainings. There is a multi-year plan for AVID professional learning to help maintain 60% of AVID-trained staff. (AVID Schoolwide Metric)
39	AVID Instructional Methodologies	☹ does not collaborate to increase awareness about AVID to other faculty and staff. (CSS, 11.7.0)	☺ collaborates to increase awareness about AVID to other faculty and staff. (CSS, 11.7.1)	☺ receive professional learning from the AVID Site Team on AVID instructional methodologies. (CSS, 11.7.2)	☺ receive professional learning from the AVID Site Team on AVID instructional methodologies, and it is part of the school's overall professional learning plan. (CSS, 11.7.3)
Indicator	AVID Criteria	Principal, SLT, and/or site administrators...	Principal, SLT, and/or site administrators...	Principal, SLT, and/or site administrators...	Principal, SLT, and/or site administrators...
40	Leadership Trainings	☹ have not attended at least one of the AVID Leadership Trainings . (CSS, 10.5.0)	☺ have attended at least one of the AVID Leadership Trainings . (CSS, 10.5.1)	☺ have each attended more than one of the AVID Leadership Trainings . (CSS, 10.5.2)	☺ have attended more than one of the AVID Leadership Trainings and have applied their training to sustain schoolwide college readiness. (CSS, 10.5.3)
41	Professional Learning in AVID Strategies and Structures	☹ do(es) not ensure financial resources and personnel are available to support professional learning in AVID strategies and structures. (SWCRCT, Domain II, 3)	☺ ensure(s) financial resources and personnel are available to support professional learning in AVID strategies and structures. (SWCRCT, Domain II, 3)	☺ ensure(s) processes are in place to support ongoing professional learning in AVID strategies and structures for all faculty and staff. (SWCRCT, Domain II, 3)	☺ ensure(s) processes are in place to monitor, coach, and adjust the implementation of professional learning, and professional learning is embedded in daily routines and release days for peer observations and mentoring. (SWCRCT, Domain II, 3)

Rating for Professional Learning

Number of Indicators at Each Level:
 Not Meet AVID Implementation Expectations **0**
 Meets AVID Implementation Expectations **3**
 Emerging AVID Schoolwide **1**
 Sustaining AVID Schoolwide **0**

Overall Level for Professional Learning:
Meets AVID Implementation Expectations

Textual Questions

What are some of the particular strengths of **AVID Schoolwide Systems** at your school?
 Interest in the AVID Elective continues to grow exponentially and for the first time next year we will have two AVID 12 sections and multiple sections at all levels. We have grown out of our space and are looking forward to having an expanded presence as AVID sections will be taught throughout the building. Retention in the AVID Elective is less of a concern. Students rely upon the Language Seal opportunity and the AVID Summer Health and PE class to fit in their graduation requirements alongside AVID in a 6x2

schedule. We have a full section of students signed up to take a AVID Summer Art course in collaboration with South Washington County's AVID program. Our focus this year has been on refining our AVID Handbook and AVID Assistance program so that we can better recruit and support students who are a match for the AVID profile. Even greater recruitment might be realized if we collaborate with counselors to fully attract transfer students, have a greater presence at Pony Possibilities night and increase our outreach and communication efforts to families. Reflecting upon our AVID Senior Data, we are pleased that all of our AVID seniors applied and were accepted at a 2 or 4 year college. We have been considering and incorporating more data with the work of our BARR Coordinator and Intervention Specialist. After Semester One, there was evidence that at-risk cohorts within our building (African American, Latino/a students and males) were doing better academically within the AVID Elective program. Currently, juniors participate in ACT Testing free of charge. The board has eliminated this expense but we will work with students in need to support their college testing preparation. Through the use of the EPrep curriculum, our junior cohort demonstrated improvements in Math, English, Reading and Science. We have worked with a consultant from Huntington Learning Center this spring to get a better handle on student's baseline scores for our AVID 10 cohort and plan to use this data to inform our curriculum next fall and target areas for growth. Knowing that ACT scores are a driving force for merit based scholarships, this effort will help students in making college attainable and affordable. Our AVID tutorials have been refined this year and the quality of our AVID tutorials has increased. Tutorials are greatly impacted by our ability to recruit and retain quality candidates. Our tutors this year have shown great leadership, consistency and dependability in the classroom. We are using two former AVID graduates, senior AVID mentors, retirees and Stillwater community members. We are hoping to tap these resources as well as our growing PSEO population so that tutorials continue to thrive at Stillwater. Our students need reminders and reinforcement to drive conversations that include higher level questioning and not just go through the motions.

What aspects of **AVID Schoolwide Systems** have room for growth at your school? How might you address these in your Site Plan?

Next year, our AVID Elective program is expecting a big transition in staffing with departures of a FT AVID Elective teacher and the FT AVID Coordinator. We are fortunate to add an AVID Elective teacher who has played a defining role in one of our AVID middle school site teams and helped develop the current 9th grade BARR team. In addition, the new SAHS AVID Coordinator is a seasoned AVID Elective teacher, coordinator, AVID staff developer and program manager for Equity Alliance. Our students are in good hands and the program is poised for growth and success! PSEO remains of high interest to our AVID students and we will need to develop ways to stay connected with our AVID PSEO population and keep them integrated in the AVID family. Students are looking at PSEO as an opportunity to reduce the cost of college but many struggle with a more independent style of learning. Going forward, we need a more dedicated focus on scholarship opportunities in order to remove college cost as a roadblock. More efforts to educate our AVID families on AVID programming and the college process will help us reach the goal of making college financially possible. As a district, we are beginning to examine data that reflects the enrollment and success rate of diverse populations in our AP curriculum. More of our students need to be encouraged to take Advanced Placement curriculum, as they are able, and relationships with AP teachers need to continue to be cultivated. Currently 62% of our currently juniors/seniors have taken an AP/CIS/PSEO course but we'd like to encourage more participation as students are able. Our site team can look at incorporating AVID strategies within the BARR framework to more fully support student success in rigorous curriculum both within the AVID elective and school-wide.

III. AVID SCHOOLWIDE LEADERSHIP

AVID Schoolwide leadership sets the vision and tone that promote **college readiness** and high expectations for all students in the school.



1. College Readiness Mission and Vision

The school's **College Readiness Mission and Vision** is aligned with AVID's philosophy for **college readiness**, reflected in site decisions, documents, and policies, and supported by all **stakeholders** (faculty, staff, students, families, and community members).

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- Documentation of annual review of schoolwide goals and benchmarks
- School policy and vision statement
- School Improvement Plan (SIP)
- Documentation of steps to implement the SIP
- District Strategic Plan
- Multi-Year College Readiness Plan (MYCRP)
- Evidence of communication efforts (newsletters, meeting minutes, posters, agendas, websites, assemblies, etc.)
- Data that supports meeting benchmarks/goals (**master schedule**, staffing lists, budgets, etc.)

1. College Readiness Mission and Vision

Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
1	School Mission and Vision Are Aligned with AVID	☹ The school's mission and vision are <u>not</u> aligned with AVID's mission and vision for college readiness .	☺ The school's mission and vision are aligned with AVID's mission and vision for college readiness <u>but</u> are not evident in school policies, practices, and procedures.	☺ The school's mission and vision are aligned with AVID's mission and vision for college readiness <u>and</u> are evident in school policies, practices, and procedures.	☺ The school's mission and vision are aligned with AVID's mission and vision for college readiness , which serve as a foundation for decision-making and are integrated throughout existing school documents such as the School Improvement Plan.
		(SWCRCT, Domain III, 1a)	(SWCRCT, Domain III, 1a)	(SWCRCT, Domain III, 1a)	(SWCRCT, Domain III, 1a)
2	Communicate School Mission and Vision to Stakeholders	☹ Principal and School Leadership Team (SLT) do <u>not</u> communicate the school's mission and vision to stakeholders , including faculty and staff, students, families, and community members.	☺ Principal and SLT communicate the school's mission and vision to a majority of stakeholders , including faculty and staff, students, families, and community members.	☺ Principal and SLT communicate the school's mission and vision to all stakeholders , including faculty and staff, students, families, and community members.	☺ Principal and SLT communicate the school's mission and vision and stakeholders (including faculty and staff, students, families, and community members) embrace and support the school mission and vision.
		(SWCRCT, Domain III, 1a)	(SWCRCT, Domain III, 1a)	(SWCRCT, Domain III, 1a)	(SWCRCT, Domain III, 1a)

Rating for College Readiness Mission and Vision

Number of Indicators at Each Level:

Not Meet AVID Implementation Expectations **0**
 Meets AVID Implementation Expectations **1**
 Emerging AVID Schoolwide **1**
 Sustaining AVID Schoolwide **0**

Overall Level for College Readiness Mission and Vision:

Emerging AVID Schoolwide

III. AVID SCHOOLWIDE LEADERSHIP

AVID Schoolwide leadership sets the vision and tone that promote **college readiness** and high expectations for all students in the school.



2. Representative Governance

Representative Governance focuses on the composition of the school leadership and **AVID Site Team** such as the principal, faculty and staff, and other relevant **stakeholders** who work collaboratively to promote **college readiness** and high expectations for all students.

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- *SLT membership list*
- *AVID Site Team membership list*
- *Meeting agendas or minutes that demonstrate collaborative decision-making*
- *Composition of SLT and AVID Site Team*
- *Needs assessment results*

2. Representative Governance

Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
3	School Leadership Team (SLT) Composition	<p>⊗ SLT does <u>not</u> include any representation from the AVID Site Team.</p> <p>(SWCRCT, Domain III, 2a)</p>	<p>⊙ SLT has a dedicated position for AVID Site Team representation, which might include AVID Elective teachers, AVID counselors, tutors, and students.</p> <p>(SWCRCT, Domain III, 2a)</p>	<p>⊕ SLT has a dedicated position for AVID Site Team representation and works collaboratively to ensure decision-making processes are filtered through the aligned AVID and school mission and vision.</p> <p>(SWCRCT, Domain III, 2a)</p>	<p>⊖ Furthermore, SLT members have participated in Leadership for College Readiness (LCR).</p> <p>OR</p> <p>AVID Site Team and SLT are combined.</p> <p>(SWCRCT, Domain III, 2a)</p>
4	AVID Site Team Composition	<p>⊗ AVID Site Team does <u>not</u> meet the minimum requirement outlined in the Meets AVID Implementation Expectations requirement.</p> <p>(CSS, 11.1.0)</p>	<p>⊙ AVID Site Team includes the site administrator, interdisciplinary teachers, a counselor, and AVID Elective coordinator/teachers.</p> <p>(CSS, 11.1.1)</p>	<p>⊕ At least 30% of the SLT is on the AVID Site Team, which includes the principal, interdisciplinary teachers, a counselor, and AVID Elective teachers.</p> <p>(AVID Schoolwide Metric)</p>	<p>⊖ At least 50% of the SLT is on the AVID Site Team, which includes the principal, interdisciplinary teachers, a counselor, and AVID Elective teachers.</p> <p>(AVID Schoolwide Metric)</p>
5	SLT and AVID Site Team Collaboration	<p>⊗ SLT, AVID Site Team, and principal do <u>not</u> have a plan in place for how to make decisions collaboratively that promote college readiness <u>and</u> high expectations of students</p> <p>(SWCRCT, Domain III, 2a)</p>	<p>⊙ SLT, AVID Site Team, and principal have a plan in place for how to make decisions that promote college readiness <u>and</u> high expectations of students.</p> <p>(SWCRCT, Domain III, 2a)</p>	<p>⊕ SLT, AVID Site Team, and principal collaboratively make decisions that promote college readiness <u>and</u> high expectations of students.</p> <p>(SWCRCT, Domain III, 2a)</p>	<p>⊖ SLT, AVID Site Team, and principal collaboratively make decisions that promote college readiness <u>and</u> high expectations of students,</p> <p>AND</p> <p>have a clear and concise process in place to sustain a strong collaborative team over time and through staff transitions.</p> <p>(SWCRCT, Domain III, 2a)</p>

Rating for Representative Governance

Number of Indicators at Each Level:
 Not Meet AVID Implementation Expectations **0**
 Meets AVID Implementation Expectations **3**
 Emerging AVID Schoolwide **0**
 Sustaining AVID Schoolwide **0**

Overall Level for Representative Governance:
Meets AVID Implementation Expectations

III. AVID SCHOOLWIDE LEADERSHIP

AVID Schoolwide leadership sets the vision and tone that promote **college readiness** and high expectations for all students in the school.



3. Strategic College Readiness Planning

Strategic College Readiness Planning ensures school documents and policies such as the School Improvement Plan (SIP), District Strategic Plan, and funding mechanisms are aligned with AVID's philosophy of **college readiness** that helps ensure students have **open and equal access** to rigorous courses.

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- Documentation of annual review of schoolwide goals and benchmarks
- School policy and vision statement
- **Master schedule**/Course catalog
- Student/family handbook
- School/district budget
- School Improvement Plan
- Multi-Year College Readiness Plan (MYCRP)
- Staff development meeting logs
- School/district policy on equity/access to **rigor**
- Planning documents for addressing barriers to equity

3. Strategic College Readiness Planning

Indicator	AVID Criteria	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide
6	AVID's Philosophy of Open and Equal Access to Rigorous Courses	<p>☹ The principal and SLT do <i>not</i> ensure school policies and published materials reflect AVID's philosophy of open and equal access to rigorous courses for AVID Elective students.</p> <p>(SWCRCT, Domain III, 2c)</p>	<p>☺ The principal and SLT ensure school policies and published materials reflect AVID's philosophy of open and equal access to rigorous courses for AVID Elective students.</p> <p>(SWCRCT, Domain III, 2c)</p>	<p>☹ The principal and SLT ensure school policies and published materials reflect AVID's philosophy of open and equal access to rigorous courses for AVID Elective students <u>and</u> students throughout the school.</p> <p>(SWCRCT, Domain III, 2c)</p>	<p>☺ The principal and SLT ensure that school practices reflect school policies and written documents regarding open and equal access to rigorous courses for all students <u>and</u> serve as a guiding principle for all decision-making throughout the school.</p> <p>(SWCRCT, Domain III, 2c)</p>
7	AVID Is Included in School/District Budgets	<p>☹ Funding for the AVID Elective is <i>not</i> included in school and/or district budgets.</p> <p>(CSS, 10.1.0)</p>	<p>☺ Funding for the AVID Elective is included in school and/or district budgets.</p> <p>(CSS, 10.1.1)</p>	<p>☹ Funding for the AVID Elective is included in school and/or district budgets <u>and</u> the AVID site coordinator participates in the school's budget development process.</p> <p>(CSS, 10.1.2)</p>	<p>☺ Long-term funding mechanisms are in place. Furthermore, the AVID site coordinator(s) has a leadership role in the school's budget development process and continually reviews the school's budget for line-item or specific allocations.</p> <p>(CSS, 10.1.3)</p>
8	Address Barriers to Access and Equity	<p>☹ Principal and SLT do <i>not</i> examine barriers to access and equity in school policies and written documents, including student enrollment and demographics in rigorous college preparatory courses.</p> <p>(SWCRCT, Domain III, 2c)</p>	<p>☺ Principal and SLT examine barriers to access and equity in school policies and written documents, including student enrollment and demographics in rigorous college preparatory courses.</p> <p>(SWCRCT, Domain III, 2c)</p>	<p>☹ Principal and SLT examine and develop a plan to confront barriers to access and equity in school policies and written documents, including student enrollment and demographics in rigorous college preparatory courses.</p> <p>(SWCRCT, Domain III, 2c)</p>	<p>☺ Principal and SLT implement a plan throughout the school to confront barriers and equity in school policies and written documents <u>and</u> ensure that student enrollment in rigorous college preparatory courses reflects school demographics.</p> <p>(SWCRCT, Domain III, 2c)</p>

Rating for Strategic College Readiness Planning

Number of Indicators at Each Level:
 Not Meet AVID Implementation Expectations **0**
 Meets AVID Implementation Expectations **3**
 Emerging AVID Schoolwide **0**
 Sustaining AVID Schoolwide **0**

Overall Level for Strategic College Readiness Planning:
Meets AVID Implementation Expectations

Textual Questions

What are some of the particular strengths of **AVID Schoolwide Leadership** at your school? Our school has traditionally benefitted from strong AVID feeder schools and in particular staff who have been trained in the AVID WICOR strategies and believe in their implementation. Many of these AVID instructional leaders are now teaching in our high school building and feel energized to make connections between AVID and other aspects of our programming. There is renewed interest in having all staff participate in AVID training and start to re-engage conversations around best practice that will more fully serve our students. Our administration is fully trained in AVID implementation school-wide. This year, our district wide goal was based upon improving student

engagement and incorporated the teachings of Sharoky Hollie at our back to school workshop. At a building level, we are working towards increased ACT scores among all subgroups. Some of the strategies we have been asked to employ as a building staff include increased communication to families, recruitment of underserved students for enrollment in AP and increased range of engagement strategies within the classroom. Teachers are relying upon AVID strategies, the BARR framework and their professional development within Intercultural Coaching cohort trainings to inform their thinking.

What aspects of **AVID Schoolwide Leadership** have room for growth at your school? How might you address these in your Site Plan?

In a building of our size, we have many leadership teams tasked with decision making. The current AVID Site Team has operated within the structure of the Building Leadership Team and Learning Leaders Team where many AVID educators are present. BLT represents department heads across the building and offers leadership for major building initiatives and processes. Our Learning Leaders committee explores instructional strategies and best practice methods for student learning. The current AVID Coordinator has not been a part of these leadership teams and that has impacted the potential for school-wide conversations at this time. In addition to our BLT and Learning Leaders format, we have an AVID PLC that meets weekly as schedules permit. Several sub-committees have been formed from Learning Leaders recently including the Programming and Pathways committee which aims to research and develop career pathways that meet the needs of our entire student population. Many AVID trained staff are members of this committee (including the AVID Coordinator) and engage in conversations about student success in rigorous curriculum. The Pathways committee is also exploring alternate programming including IB, CTE and PLTW as well as the prospect of career academies. Currently, our students struggle to find options within the limits of a 6x2 day but we are investigating new opportunities for students to individualize their learning in an equitable fashion. Engagement and interest in the AVID system is high. AVID is currently funded through our Equity and Integration budget and the most recent plan approved for the 2019-2020 school year. However, continued efforts need to be dedicated so that board members and the larger community are invested in AVID and understand it's impact.

IV. AVID SCHOOLWIDE CULTURE



AVID Schoolwide culture is evident when the AVID philosophy progressively shifts beliefs and behaviors resulting in an increase of students meeting **college readiness requirements**.

1. Rigor

A culture of **Rigor** ensures **WICOR** strategies are implemented effectively to help all students access rigorous high school and college preparatory courses, become college ready, and succeed in rigorous courses.

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- Originality and inventiveness in student work
- Meeting agendas or sign-in sheets where **rigor** and high expectations are the focus
- Professional learning opportunities available
- Participation in professional learning opportunities
- Classroom observations and walkthroughs
- School policy/protocol that addresses the use of **scaffolding** of instruction
- **Professional Learning Communities (PLCs)**

1. Rigor

Indicator	AVID Criteria	The school does <i>not</i> value a culture of rigor...	The school values a culture of rigor...	The school values a culture of rigor...	The school values a culture of rigor...
1	WICOR, Scaffolding, and Rigorous Instructional Practices	☹ that supports the AVID Site Team's use of WICOR strategies, including scaffolding and rigorous instructional practices in the AVID Elective.	☹ that supports the AVID Site Team's use of WICOR strategies, including scaffolding and rigorous instructional practices in AVID Elective and AVID-Site-Team -instructed courses.	☹ that supports the AVID Site Team and teachers' use of WICOR strategies, including scaffolding and rigorous instructional practices in AVID Elective, AVID-Site-Team -instructed, and core academic courses.	☹ that supports teachers' use of WICOR strategies, including scaffolding and rigorous instructional practices, in <i>all</i> content courses throughout the school.
		(SWCRCT, Domain II, 4c)	(SWCRCT, Domain II, 4c)	(SWCRCT, Domain II, 4c)	(SWCRCT, Domain II, 4c)
2	Collaboration Through PLCs	☹ where the AVID Site Team collaborates through Professional Learning Communities (PLCs) or other formal collaboration structures in the design of lessons that engage AVID Elective students in rigorous assignments.	☹ where the AVID Site Team collaborates through PLCs or other formal collaboration structures in the design of lessons that engage AVID Elective and AVID-Site-Team -instructed students in rigorous assignments.	☹ where the AVID Site Team and teachers collaborate through PLCs or other formal collaboration structures in the design of lessons that engage AVID Elective students , students of AVID Site Team members, and students in core academic courses in rigorous assignments.	☹ where teachers collaborate through PLCs or other formal collaboration structures in the design of lessons in <i>all</i> content courses that engage students throughout the school in rigorous assignments.
		(SWCRCT, Domain I, 3b)	(SWCRCT, Domain I, 3b)	(SWCRCT, Domain I, 3b)	(SWCRCT, Domain I, 3b)

Rating for Rigor

Number of Indicators at Each Level:
 Not Meet AVID Implementation Expectations **0**
 Meets AVID Implementation Expectations **2**
 Emerging AVID Schoolwide **0**
 Sustaining AVID Schoolwide **0**

Overall Level for Rigor:
Meets AVID Implementation Expectations

IV. AVID SCHOOLWIDE CULTURE



AVID Schoolwide culture is evident when the AVID philosophy progressively shifts beliefs and behaviors resulting in an increase of students meeting **college readiness requirements**.

2. Community Activities and College Awareness

A culture of **Community Activities and College Awareness** ensures there are active links among schools, community **stakeholders**, local colleges, and universities that facilitate field trips, college/career fairs, academic enrichment programs, and internships and increase students' awareness about college and career opportunities.

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- Review of college and community partnerships
- College/university communication log
- College awareness workshop agendas
- College awareness workshop timeline
- Mailing college awareness materials to parents
- Schedule of visits by colleges/universities
- College awareness sessions
- List of students attending college fairs
- College awareness session agendas and evaluations
- Photos of school events for family and community members

2. Community Activities and College Awareness

Indicator	AVID Criteria	Community/College awareness activities do <i>not</i> promote a culture of college readiness that...	Community/College awareness activities promote a culture of college readiness that...	Community/College awareness activities promote a culture of college readiness that...	Community/College awareness activities sustain a culture of college readiness that...
3	Community Activities	<p>☹ ensures AVID Elective students participate in enrichment activities, internships, community service, or service learning to explore careers.</p> <p>(CSS, 3.3.0; SWCRCT, Domain II, 4h)</p>	<p>☺ ensures AVID Elective and AVID-Site-Team-instructed students participate in enrichment activities, internships, community service, or service learning to explore careers.</p> <p>(CSS, 3.3.1; SWCRCT, Domain II, 4h)</p>	<p>☺ ensures AVID Elective students, students of AVID Site Team members, and students in core academic courses participate in enrichment activities, internships, community service, or service learning to explore careers.</p> <p>(CSS, 3.3.2; SWCRCT, Domain II, 4h)</p>	<p>☺ ensures students throughout the school participate in enrichment activities, internships, community service, or service learning to explore careers.</p> <p>(CSS, 3.3.3; SWCRCT, Domain II, 4h)</p>
4	College Awareness	<p>☹ ensures AVID Elective students attend college fairs, campus visits (in-person or virtual), and college readiness activities (e.g., goal-setting, time management, etc.), and/or research colleges.</p> <p>(SWCRCT, Domain IV, 4a)</p>	<p>☺ ensures AVID Elective and AVID-Site-Team-instructed students attend college fairs, campus visits (in-person or virtual), and college readiness activities (e.g., goal-setting, time management, etc.), and/or research colleges.</p> <p>(SWCRCT, Domain IV, 4a)</p>	<p>☺ ensures AVID Elective students, students of AVID Site Team members, and students in core academic courses attend college fairs, campus visits (in-person or virtual), and college readiness activities (e.g., goal-setting, time management, etc.), and/or research colleges.</p> <p>(SWCRCT, Domain IV, 4a)</p>	<p>☺ ensures students throughout the school attend college fairs, campus visits (in-person or virtual), and college readiness activities (e.g., goal-setting, time management, etc.), and/or research colleges and ensures students are knowledgeable about an increased number of colleges/universities.</p> <p>(SWCRCT, Domain IV, 4a)</p>
5	College Planning and Financial Aid Processes	<p>☹ ensures that families of AVID Elective students are <i>aware</i> about college planning and financial aid processes.</p> <p>(SWCRCT, Domain IV, 3c and 3d)</p>	<p>☺ ensures that families of AVID Elective and AVID-Site-Team-instructed students are <i>aware</i> about college planning and financial aid processes.</p> <p>(SWCRCT, Domain IV, 3c and 3d)</p>	<p>☺ ensures that families of AVID Elective students, AVID-Site-Team-instructed students, and students instructed in core academic courses are <i>aware</i> about college planning and financial aid processes.</p> <p>(SWCRCT, Domain IV, 3c and 3d)</p>	<p>☺ ensures that families throughout the school are <i>aware</i> about college planning and financial aid processes.</p> <p>(SWCRCT, Domain IV, 3c and 3d)</p>

Rating for Community Activities and College Awareness

Number of Indicators at Each Level:

Not Meet AVID Implementation Expectations 0
 Meets AVID Implementation Expectations 3
 Emerging AVID Schoolwide 0
 Sustaining AVID Schoolwide 0

Overall Level for Community Activities and College Awareness:

Meets AVID Implementation Expectations

IV. AVID SCHOOLWIDE CULTURE



AVID Schoolwide culture is evident when the AVID philosophy progressively shifts beliefs and behaviors resulting in an increase of students meeting **college readiness requirements**.

3. College-Going Environment

A **College-Going Environment** is a school climate in which college attendance and enrollment is a clear and prominent expectation and students are actively guided by faculty and staff to meet **college readiness requirements** for post-secondary success.

Examples of Evidence Sources and Resources

The following list includes examples of evidence sources and resources that can be used to validate ratings across implementation levels.

- Display of college pennants, banners, posters, etc.
- College acceptance letters
- Student surveys
- Documentation of the number of scholarship applications submitted
- Documentation of the number of received scholarships
- AVID Site Team and teacher surveys

3. College-Going Environment

Indicator	AVID Criteria	The school does <u>not</u> promote a college-going culture...	The school promotes a college-going culture...	The school promotes a college-going culture...	The school sustains a college-going culture...
6	College Pennants and Banners	☹ by displaying college pennants, banners, posters, or other décor in any public spaces on campus.	☹ by using college pennants, banners, posters, or other décor in one or two public spaces on campus.	☹ by displaying college pennants, banners, posters, or other décor in three or four public spaces on campus.	☹ by displaying college pennants, banners, posters, or other décor in five or more public spaces on campus
7	College Talk	☹ that engages in college talk in the AVID Elective.	☹ that engages in college talk in AVID Elective and AVID-Site-Team -instructed courses.	☹ that engages in college talk in AVID Elective courses, AVID-Site-Team -instructed courses, and core academic courses.	☹ that engages in college talk in all content courses and throughout the school.
8	Perceived Teacher Expectations	☹ where AVID Elective students believe their teachers expect them to attend college, as evidenced by student surveys.	☹ where AVID Elective and AVID-Site-Team -instructed students believe their teachers expect them to attend college, as evidenced by student surveys.	☹ where AVID Elective students , students of AVID Site Team members, and students instructed in core academic courses believe their teachers expect them to attend college, as evidenced by student surveys.	☹ where at least 90% or more of students throughout the school believe their teachers expect them to attend college, as evidenced by student surveys.
9	Teacher Expectations	☹ where the AVID Site Team expects AVID Elective students to attend college, as evidenced by AVID Site Team and teacher surveys.	☹ where the AVID Site Team expects AVID Elective and AVID-Site-Team -instructed students to attend college, as evidenced by AVID Site Team and teacher surveys.	☹ where the AVID Site Team and other teachers expect AVID Elective students , students of AVID Site Team members, and students instructed in core academic courses to attend college, as evidenced by AVID Site Team and teacher surveys.	☹ where at least 90% or more of teachers expect students throughout the school to attend college, as evidenced by AVID Site Team and teacher surveys.
10	Grants and Scholarships	☹ that ensures AVID Elective students are <i>aware</i> of grants and scholarships.	☹ that ensures AVID Elective and AVID-Site-Team -instructed students are <i>aware</i> of grant and scholarship opportunities.	☹ that ensures AVID Elective students , students of AVID Site Team members, and students instructed in core academic courses are <i>aware</i> of grant and scholarship opportunities.	☹ that ensures systems and support structures are in place to assist students in application and submission processes for grants and scholarships.
		(SWCRCT, Domain IV, 4c, "Planning")	(SWCRCT, Domain IV, 4c, "Approaching")	(SWCRCT, Domain IV, 4c, "Implementing")	(SWCRCT, Domain IV, 4c, "Sustaining")
11	FAFSA	☹ that supports FAFSA awareness for AVID Elective students .	☹ that supports FAFSA awareness for AVID Elective and AVID-Site-Team -instructed students.	☹ that supports FAFSA awareness for AVID Elective students , students of AVID Site Team members, and students instructed in core academic courses.	☹ that ensures systems and support structures are in place to assist students and their families in the completion and submission of FAFSA forms.

Rating for College-Going Environment

Number of Indicators at Each Level:
 Not Meet AVID Implementation Expectations **0**
 Meets AVID Implementation Expectations **5**
 Emerging AVID Schoolwide **1**
 Sustaining AVID Schoolwide **0**

Overall Level for College-Going Environment:
Meets AVID Implementation Expectations

Textual Questions

What are some of the particular strengths of **AVID Schoolwide Culture** at your school?

Within the AVID elective, college attendance and enrollment is strongly promoted. College research and one pagers are evident in our classroom. We have outreached to local colleges to provide promotional items including t-shirts, folders and pennants that we routinely use in the classroom. We have nurtured relationships with local colleges and sequence our visits so students can tour both public and private universities that vary in size, major and scholarship potential. Going forward, we plan to routinely visit the University of WI River Falls, Augsburg, University of St Thomas, University of WI La Crosse, University of MN Duluth as well as the National College Fair at the Mpls Convention Center. Schoolwide, college going culture is reinforced. AVID college door signs have been mostly updated on our campus with the transition in our building structure and our College and Career Center is used heavily by seniors. College Signing Day is a schoolwide event for seniors and is publicized within our Stillwater community. SAHS rotates hosting the MACAC regional college fair and the event is highly attended by students and families. This year, all senior students planning to attend Century College (a local community college) and hear more about the Impact program aimed at supporting first generation students and students of color as they transition to college.

What aspects of **AVID Schoolwide Culture** have room for growth at your school? How might you address these in your Site Plan?

Looking at school-wide culture, we continue to seek opportunities for students to examine how their academic learning leads to college and career connections. Our partnership with Best Prep locally has offered us the opportunity to recruit guest speakers. Best Prep also organized a Career Day for our AVID 10/11 students at Xcel Energy that was very interactive and informative as well as sending career professionals to participate in informational interviews. Genesys Works is an organization that we seek to partner with in the future to provide paid internship opportunities for our students. Our college and career center paraprofessional and counseling team are enthusiastic in providing these opportunities for all students. The Pathways/Innovation team has surveyed students on their curriculum opportunities and how prepared they feel for a future career pathway. Student response confirms that internships and coursework that provides meaningful and relevant experience is beneficial and desired. We need to continue efforts school-wide to increase student and parent awareness of college and career opportunities that are available to them.



Stillwater Area High School

(2018-2019)

Program Status: Certified
Year Implemented: 2014

This form has been approved by AVID Center.

Notes

0 record(s) in the list.

No records found.

Overall Indicator Count

Number of Indicators at Each Level:

Does Not Meet AVID Implementation Expectations **0**
 Meets AVID Implementation Expectations **58**
 Emerging AVID Schoolwide **10**
 Sustaining AVID Schoolwide **1**

Overall Level:

AVID Certified Site

I. AVID SCHOOLWIDE INSTRUCTION

	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide	Overall Rating
1. WICOR (Writing, Inquiry, Collaboration, Organization, and Reading)					
AVID's proven learning support structure incorporates teaching and learning methodologies in the critical areas of Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) . WICOR provides a learning model that educators can use to guide students in comprehending concepts and articulating ideas at increasingly complex levels (scaffolding) within developmental, general education, and discipline-based curricula.					
	0	14	1	0	Meets AVID Implementation Expectations
Domain Totals:	0	14	1	0	Meets AVID Implementation Expectations

Questions

Q: What are some of the particular strengths of AVID Schoolwide Instruction at your school?

A: Inquiry and collaboration are a strength within our AVID Elective courses and in the curriculum throughout our building. Students routinely participate in Socratic Seminars and philosophical chairs and core subject teachers have expressed interest in viewing our tutorial process to adapt in their own classrooms. Student reflect on their progress and set goals every Monday in all AVID sections and share their learning through the use of exit tickets and surveys. These practices are also used throughout the building. The writing process is also emphasized. Timed writing is infused within all AVID Elective sections as part of the WAG curriculum and our 10th grade Academy and ELA classrooms provide and assess weekly vocabulary sets. AVID 9 Elective students participated in the Best Prep Ementor program with Health East and have refined their writing through weekly email conversations with an adult mentor. Our AVID 10 cohort participated in Best Prep's Essay contest focusing on pre-writing strategies and the editing process. All senior English students receive instruction around the college admission essay with our AVID 11 elective students receiving one on one writing support and an additional seminar from an AP Literature teacher. Over the past few years, we have worked hard to strengthen our partnerships in the community and incorporate more of a focus on service learning. Our AVID 11/12 Elective students partner with an adult mentor through the local Rotary program. In addition, we require 10 hours of community service each semester in our AVID Elective. In 2019/2020, students are now able to qualify for a varsity letter in AVID based on their academic, co-curricular and community contributions. Finally, our AVID Elective program excels in the leadership opportunities afforded our students. Current AVID students have spent multiple days in our AVID 8 middle school sections modeling the tutorial process, assisting with transition and generating enthusiasm for the program. AVID students have been very active this year at the community level advocating to our school board on behalf of the AVID system and the diversity of student voices in our school. AVID students continue to share their experience on district subcommittees, staff professional development and serve as role models in summer programming for younger students. Our AVID members have been instrumental in initiating and sustaining several diversity clubs on campus including Black Student Union and Asian Student Awareness and are well represented within student leadership groups such as NHS, Key Club and Student Council. An AVID Elective teacher helped develop the Peer Helpers program on campus this year and many of our AVID students were recognized for their character and trustworthiness and elected to participate. We are quite proud that one of our Student Council co-presidents for next year is a member of our future AVID 12 cohort.

Q: What aspects of AVID Schoolwide Instruction have room for growth at your school? How might you address these in your Site Plan?

A: As addressed in later sections, we are looking to the future and a renewed emphasis on AVID school-wide instruction with an infusion of new teachers and staff to help with professional development. Currently, there are areas within our school building where focused notes, interactive notebooks and Socratic Seminars are a focus (namely, Mathematics, Physical Science, Biology and English). With more training, teachers might emphasize the processing and reflection aspect of focused note-taking and avoid using pre-formatted note templates. We have several 9th grade teachers within the BARR (Building Assets, Reducing Risk) program who are looking to align and enhance organizational strategies taught and used by our students and many will be participating in Summer Institute this upcoming session. This spring, our AVID 10 students were asked to participate in a local 4H program allowing them to mentor students at local elementary schools. AVID 9 students raked leaves for Community Thread after their field trip to the National College Fair. We are hoping to incorporate more service learning within our programming and further establish partnerships with the local STRIVE Rotary Club and Best Prep. Our Flex Time schedule offers a rich opportunity to highlight service learning and potentially develop a peer tutoring program that incorporates collaborative study groups.

II. AVID SCHOOLWIDE SYSTEMS

	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide	Overall Rating
1. Management of the AVID Elective					
Management of the AVID Elective ensures the basic requirements of the AVID Elective are in place to ensure college readiness for AVID Elective students. These requirements include processes to verify student selection, voluntary participation, and implementation of the AVID tutorial, and to expand the AVID Elective.					
	0	12	5	N/A	Meets AVID Implementation Expectations
2. Access to Rigor and Student Support					
Access to Rigor and Student Support ensures the master schedule, curriculum, instructional practices, and academic support structures are in place and implemented to promote students' access to and success in courses of high rigor.					
	0	2	1	0	Meets AVID Implementation Expectations
3. Assessment of Student Progress					
Assessment of Student Progress demonstrates that an increasing number of students are meeting benchmarks in core content areas to ensure they are prepared to enroll and succeed in rigorous, college-preparatory courses.					
	0	10	0	1	Meets AVID Implementation Expectations
4. Professional Learning					
AVID Professional Learning ensures that AVID Elective teachers, school leadership, and other faculty and staff receive professional learning in AVID learning strategies, methodologies, and structures to ensure college readiness for students.					
	0	3	1	0	Meets AVID Implementation Expectations
Domain Totals:	0	27	7	1	Meets AVID Implementation Expectations

Questions

Q: What are some of the particular strengths of AVID Schoolwide Systems at your school?

A: Interest in the AVID Elective continues to grow exponentially and for the first time next year we will have two AVID 12 sections and multiple sections at all levels. We have grown out of our space and are looking forward to having an expanded presence as AVID sections will be taught throughout the building. Retention in the AVID Elective is less of a concern. Students rely upon the Language Seal opportunity and the AVID Summer Health and PE class to fit in their graduation requirements alongside AVID in a 6x2 schedule. We have a full section of students signed up to take a AVID Summer Art course in collaboration with South Washington County's AVID program. Our focus this year has been on refining our AVID Handbook and AVID Assistance program so that we can better recruit and support students who are a match for the AVID profile. Even greater recruitment might be realized if we collaborate with counselors to fully attract transfer students, have a greater presence at Pony Possibilities night and increase our outreach and communication efforts to families. Reflecting upon our AVID Senior Data, we are pleased that all of our AVID seniors applied and were accepted at a 2 or 4 year college. We have been considering and incorporating more data with the work of our BARR Coordinator and Intervention Specialist. After Semester One, there was evidence that at-risk cohorts within our building (African American, Latino/a students and males) were doing better academically within the AVID Elective program. Currently, juniors participate in ACT Testing free of charge. The board has eliminated this expense but we will work with students in need to support their college testing preparation. Through the use of the EPrep curriculum, our junior cohort demonstrated improvements in Math, English, Reading and Science. We have worked with a consultant from Huntington Learning Center this spring to get a better handle on student's baseline scores for our AVID 10 cohort and plan to use this data to inform our curriculum next fall and target areas for growth. Knowing that ACT scores are a driving force for merit based scholarships, this effort will help students in making college attainable and affordable. Our AVID tutorials have been refined this year and the quality of our AVID tutorials has increased. Tutorials are greatly impacted by our ability to recruit and retain quality candidates. Our tutors this year have shown great leadership, consistency and dependability in the classroom. We are using two former AVID graduates, senior AVID mentors, retirees and Stillwater community members. We are hoping to tap these resources as well as our growing PSEO population so that tutorials continue to thrive at Stillwater. Our students need reminders and reinforcement to drive conversations that include higher level questioning and not just go through the motions.

Q: What aspects of AVID Schoolwide Systems have room for growth at your school? How might you address these in your Site Plan?

A: Next year, our AVID Elective program is expecting a big transition in staffing with departures of a FT AVID Elective teacher and the FT AVID Coordinator. We are fortunate to add an AVID Elective teacher who has played a defining role in one of our AVID middle school site teams and helped develop the current 9th grade BARR team. In addition, the new SAHS AVID Coordinator is a seasoned AVID Elective teacher, coordinator, AVID staff developer and program manager for Equity Alliance. Our students are in good hands and the program is poised for growth and success! PSEO remains of high interest to our AVID students and we will need to develop ways to stay connected

with our AVID PSEO population and keep them integrated in the AVID family. Students are looking at PSEO as an opportunity to reduce the cost of college but many struggle with a more independent style of learning. Going forward, we need a more dedicated focus on scholarship opportunities in order to remove college cost as a roadblock. More efforts to educate our AVID families on AVID programming and the college process will help us reach the goal of making college financially possible. As a district, we are beginning to examine data that reflects the enrollment and success rate of diverse populations in our AP curriculum. More of our students need to be encouraged to take Advanced Placement curriculum, as they are able, and relationships with AP teachers need to continue to be cultivated. Currently 62% of our currently juniors/seniors have taken an AP/CIS/PSEO course but we'd like to encourage more participation as students are able. Our site team can look at incorporating AVID strategies within the BARR framework to more fully support student success in rigorous curriculum both within the AVID elective and school-wide.

III. AVID SCHOOLWIDE LEADERSHIP

	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide	Overall Rating
<u>1. College Readiness Mission and Vision</u>					
The school's College Readiness Mission and Vision is aligned with AVID's philosophy for college readiness , reflected in site decisions, documents, and policies, and supported by all stakeholders (faculty, staff, students, families, and community members).					
	0	1	1	0	Emerging AVID Schoolwide
<u>2. Representative Governance</u>					
Representative Governance focuses on the composition of the school leadership and AVID Site Team such as the principal, faculty and staff, and other relevant stakeholders who work collaboratively to promote college readiness and high expectations for all students.					
	0	3	0	0	Meets AVID Implementation Expectations
<u>3. Strategic College Readiness Planning</u>					
Strategic College Readiness Planning ensures school documents and policies such as the School Improvement Plan (SIP), District Strategic Plan, and funding mechanisms are aligned with AVID's philosophy of college readiness that helps ensure students have open and equal access to rigorous courses.					
	0	3	0	0	Meets AVID Implementation Expectations
Domain Totals:	0	7	1	0	Meets AVID Implementation Expectations

Questions

Q: What are some of the particular strengths of AVID Schoolwide Leadership at your school?

A: Our school has traditionally benefitted from strong AVID feeder schools and in particular staff who have been trained in the AVID WICOR strategies and believe in their implementation. Many of these AVID instructional leaders are now teaching in our high school building and feel energized to make connections between AVID and other aspects of our programming. There is renewed interest in having all staff participate in AVID training and start to re-engage conversations around best practice that will more fully serve our students. Our administration is fully trained in AVID implementation school-wide. This year, our district wide goal was based upon improving student engagement and incorporated the teachings of Sharroky Hollie at our back to school workshop. At a building level, we are working towards increased ACT scores among all subgroups. Some of the strategies we have been asked to employ as a building staff include increased communication to families, recruitment of underserved students for enrollment in AP and increased range of engagement strategies within the classroom. Teachers are relying upon AVID strategies, the BARR framework and their professional development within Intercultural Coaching cohort trainings to inform their thinking.

Q: What aspects of AVID Schoolwide Leadership have room for growth at your school? How might you address these in your Site Plan?

A: In a building of our size, we have many leadership teams tasked with decision making. The current AVID Site Team has operated within the structure of the Building Leadership Team and Learning Leaders Team where many AVID educators are present. BLT represents department heads across the building and offers leadership for major building initiatives and processes. Our Learning Leaders committee explores instructional strategies and best practice methods for student learning. The current AVID Coordinator has not been a part of these leadership teams and that has impacted the potential for school-wide conversations at this time. In addition to our BLT and Learning Leaders format, we have an AVID PLC that meets weekly as schedules permit. Several sub-committees have been formed from Learning Leaders recently including the Programming and Pathways committee which aims to research and develop career pathways that meet the needs of our entire student population. Many AVID trained staff are members of this committee (including the AVID Coordinator) and engage in conversations about student success in rigorous curriculum. The Pathways committee is also exploring alternate programming including IB, CTE and PLTW as well as the prospect of career academies. Currently, our students struggle to find options within the limits of a 6x2 day but we are investigating new opportunities for students to individualize their learning in an equitable fashion. Engagement and interest in the AVID system is high. AVID is currently funded through our Equity and Integration budget and the most recent plan approved for the 2019-2020 school year. However, continued efforts need to be dedicated so that board members and the larger community are invested in AVID and understand its impact.

IV. AVID SCHOOLWIDE CULTURE

	Does Not Meet AVID Implementation Expectations	Meets AVID Implementation Expectations	Emerging AVID Schoolwide	Sustaining AVID Schoolwide	Overall Rating
<u>1. Rigor</u>					
A culture of Rigor ensures WICOR strategies are implemented effectively to help all students access rigorous high school and college preparatory courses, become college ready, and succeed in rigorous courses.					
	0	2	0	0	Meets AVID Implementation Expectations

2. Community Activities and College Awareness

A culture of **Community Activities and College Awareness** ensures there are active links among schools, community **stakeholders**, local colleges, and universities that facilitate field trips, college/career fairs, academic enrichment programs, and internships and increase students' awareness about college and career opportunities.

0 3 0 0 **Meets AVID Implementation Expectations**

3. College-Going Environment

A **College-Going Environment** is a school climate in which college attendance and enrollment is a clear and prominent expectation and students are actively guided by faculty and staff to meet **college readiness requirements** for post-secondary success.

0 5 1 0 **Meets AVID Implementation Expectations**

Domain Totals: 0 10 1 0 **Meets AVID Implementation Expectations**

Questions

Q: What are some of the particular strengths of AVID Schoolwide Culture at your school?

A: Within the AVID elective, college attendance and enrollment is strongly promoted. College research and one pagers are evident in our classroom. We have outreached to local colleges to provide promotional items including t-shirts, folders and pennants that we routinely use in the classroom. We have nurtured relationships with local colleges and sequence our visits so students can tour both public and private universities that vary in size, major and scholarship potential. Going forward, we plan to routinely visit the University of WI River Falls, Augsburg, University of St Thomas, University of WI La Crosse, University of MN Duluth as well as the National College Fair at the Mpls Convention Center. Schoolwide, college going culture is reinforced. AVID college door signs have been mostly updated on our campus with the transition in our building structure and our College and Career Center is used heavily by seniors. College Signing Day is a schoolwide event for seniors and is publicized within our Stillwater community. SAHS rotates hosting the MACAC regional college fair and the event is highly attended by students and families. This year, all senior students planning to attend Century College (a local community college) and hear more about the Impact program aimed at supporting first generation students and students of color as they transition to college.

Q: What aspects of AVID Schoolwide Culture have room for growth at your school? How might you address these in your Site Plan?

A: Looking at school-wide culture, we continue to seek opportunities for students to examine how their academic learning leads to college and career connections. Our partnership with Best Prep locally has offered us the opportunity to recruit guest speakers. Best Prep also organized a Career Day for our AVID 10/11 students at Xcel Energy that was very interactive and informative as well as sending career professionals to participate in informational interviews. Genesys Works is an organization that we seek to partner with in the future to provide paid internship opportunities for our students. Our college and career center paraprofessional and counseling team are enthusiastic in providing these opportunities for all students. The Pathways/Innovation team has surveyed students on their curriculum opportunities and how prepared they feel for a future career pathway. Student response confirms that internships and coursework that provides meaningful and relevant experience is beneficial and desired. We need to continue efforts school-wide to increase student and parent awareness of college and career opportunities that are available to them.

Recommended Level:

Reflects the certification status for the 2018-2019 school year

Inactive Site - Not AVID/no longer AVID; briefly describe terms by which site has been deemed inactive.

New Implemented Year 2 - Began implementation in ____ / ____ / ____ (MM/DD/YYYY).

New Implemented Year 3 - Year 3 schools that did not meet AVID Implementation Expectations.

AVID Affiliate Site - Affiliate schools that did not meet AVID Implementation Expectations.

Non-Certified Site - A site that has never been certified and has one or more Domains rated at "Does Not Meet AVID Implementation Expectations" and is working toward implementing all four AVID Domains.

📍 **AVID Certified Site** - All Domains are rated "Meets AVID Implementation Expectations" or higher.

AVID Highly Certified Site - AVID Highly Certified Sites that did not meet Emerging AVID Schoolwide.

AVID Emerging Schoolwide Site - Three out of four Domains are rated "Emerging AVID Schoolwide" or higher. If one Domain is rated less than "Emerging AVID Schoolwide," the rating must be "Meets AVID Implementation Expectations."

AVID Schoolwide Site of Distinction - All domains are rated "Emerging AVID Schoolwide" or higher. Additionally, all Schoolwide Site of Distinction Process Metrics and at least two Schoolwide Site of Distinction Impact Metrics are rated "Sustaining AVID Schoolwide."

Commendations

Stillwater High School has had very strong AVID Elective teachers and AVID Coordinator. They have great support from Administration, who would like to provide more opportunities schoolwide. The AVID Elective is a family environment that holds students at high expectations with the scaffolds and support they need to achieve success. AVID teachers work to elevate student voice as well as provide numerous leadership opportunities for growth. The staff values their students and wants them to have say in their education. WICOR strategies are being used in the AVID Elective ALL the time, with a lot of the strategies being used by many teachers in the building. Stillwater has great connections with local colleges and businesses which are excited to work with AVID students and staff. Interest in the AVID Elective has increased as well as

refinement of recruitment and retention of students. Stillwater High School has put together a Innovation/Pathways team to look at ways to support students with more real world career opportunities and to submerge themselves in opportunities of their career interest. Stillwater has been working to provide open access to AP/Honors courses for ALL students with finding ways to support students new to these programs.

Recommendations

We would like to see Stillwater High School take the great things that they do in the AVID Elective and do it Schoolwide. The increase of AVID professional learning and exposure to the great things that AVID students do can be away to bring things to other staff members. Stillwater high school can work with the Building Leadership Team, AVID Site Team, Community members, and families to build strong engagement of College and Career Readiness and connections to the community that can really enhance the high school experience for all students.

Equity Mission, Vision and Goals

[Robbinsdale Area Schools](#) » [About Us](#) » [Academics](#) » [Achievement and Integration-College and Career Readiness](#) » Equity Mission, Vision and Goals

Equity Mission

The mission of Robbinsdale Area Schools is to inspire and educate all learners to discover their potential and positively contribute to their community.

This mission leads to the following goals:

1. Enrich and accelerate academic achievement
2. Provide high quality, engaging teaching and challenges every student
3. Cultivate learning environments characterized by mutual respect and personal responsibility
4. Strengthen relationships among students, staff, families and community members
5. Maximize resources and demonstrate financial accountability

Robbinsdale Area Schools' District Equity Transformation Framework is designed to address issues of race and equity throughout the district in order to build an institution free of institutional racism and inequities.

Evidence that the plan is working will be based on four key variables that directly relate to the board of education goals:

1. Academic success, as measured by data related to current achievement gap and other data elements.
2. Sense of belonging, as measured by the district student opinion survey and other data elements.
3. Access to and participation in rigorous course/programs and co- and extra-curricular programs, as measured by demographic participation data and other data elements.
4. Institutional practices free of disparate impact on specific groups of people as measured by needs assessment and evaluation data collected by equity teams and the research, evaluation and assessment department.

Equity Vision

The Equity Vision for Robbinsdale Area Schools is that:

1. Children of diverse race, culture and income succeed in school and achieve at high



- levels.
2. School and classroom climate is improved for all students and staff.

Equity Goals

The Equity Goals of Robbinsdale Area Schools are:

1. Increase Cultural Understanding
2. Culturally Competent Teachers & Multicultural Curriculum
3. Equity in Access & Opportunity
4. Increased Staff Diversity, Modeling & Mentoring
5. Increased Parental Involvement & Empowerment
6. Community Understanding & Support

Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

EQUITY VISION

Roseville Area Schools is committed to ensuring an equitable and respectful educational experience for every student, family, and staff member, regardless of:

race
gender
gender identity
sexual orientation
socioeconomic status
ability
home or first language
religion
national origin
age
physical appearance

OUR COMMITMENT

Roseville Area Schools, working in partnership with all families and the community, is a learning organization of engaged, motivated, and high achieving lifelong learners.

THE EQUITY PROMISE

Mounds View Public Schools is committed to preparing all students for opportunities of their choice after high school, whether they choose college, a trade school, technical college, the military or employment.

The Equity Promise states:

- o Programs and services will be in place at all schools to ensure that race, gender, class and disability will not predict students' success in Mounds View Public Schools.
- o Student academic performance will not fall into patterns identifiable by factors such as race, ethnicity, English language proficiency, socio-economic status and disability.
- o The school that a student attends will not be the predictor of his/her school success.



As part of this Pre-K - 14 plan, a brochure was created to show the [12 Habits of Mind](#) students can begin to practice as early as in elementary school.

EQUITY PROMISE SCHOLARSHIP PROGRAM



Program Overview

All students deserve a chance to pursue their dreams after high school. That's why Mounds View Public Schools created the Equity Promise Scholarship program. The District has established a long-standing tradition of working with community businesses and organizations to provide local scholarships to graduating seniors. The scholarship program is aimed at reinforcing the District's Equity Promise of supporting all students in achieving their post-secondary goals, whether at a two-year college or a four-year college or university.

The District's Equity Promise "ensures all students are prepared for post-secondary success regardless of race, class, gender or disability."

Who can qualify?

All graduating seniors continuing on to a 2 or 4 year post-secondary program.

- o The Equity Promise Scholarship Program recognizes a more broad range of students who have demonstrated success in high school through a variety of ways, including academic growth, leadership and perseverance —both inside and outside of the classroom.
- o The program provides one-time awards to graduating seniors.

How much are the awards?

- o About 80 percent of all scholarship awards will be worth a minimum of \$1,000 for a two-year college and \$1,500 for a four-year college or university.
- o The remaining 20 percent of awards will be worth a minimum of \$500, depending on the donor.

1. Please explain how this plan differs from the last plan.
2. Please list all PD for this plan.
3. I would like a more detailed budget than what is provided in the board packet.
4. What is the cost of AVID programming.
5. In speaking with other districts, It seems as though AVID can be tailored. I am concerned with the boxed in note taking strategy only allowing Cornell. Can that be modified to fit different learner styles?
6. Please expand on how A&I funding can be used as operational expenses if the district were to direct funding for the Immersion program including bussing if moved to Oak Park.
7. Can AVID be offered through Community Ed.
8. Can you elaborate why you do not utilize Hammond's methodology regarding culturally responsive pedagogy as 834's primary pedagogy? She explains that culturally responsive pedagogy plays the primary role in providing equity.

DIMENSIONS OF EQUITY		
<small>As equity-focused educators, it is important to distinguish between three key areas in education: <i>multicultural education</i>, <i>social justice education</i>, and <i>culturally responsive teaching</i>. Too often the terms are used interchangeably when they are not. Below is a simple chart to help you understand the distinctions between them. A key point to remember, only CRT is focused on the cognitive development of under-served students. Multicultural and social justice education have more of a supporting role in culturally responsive teaching.</small>		
MULTICULTURAL EDUCATION	SOCIAL JUSTICE EDUCATION	CULTURALLY RESPONSIVE PEDAGOGY
Focuses on celebrating diversity	Focuses on exposing the social political context that students experience	Focuses on improving the learning capacity of diverse students who have been marginalized educationally
Centers around creating positive social interactions across difference	Centers around raising students' consciousness about inequity in everyday social, environmental, economic, and political aspects of life	Centers around the affective & cognitive aspects of teaching and learning
Concerns itself with exposing privileged students to diverse literature, multiple perspectives, and inclusion in the curriculum as well as help students of color see themselves reflected.	Concerns itself with creating lenses to recognize and interrupt inequitable patterns and practices in society.	Concerns itself with building resilience and academic mindset by pushing back on dominant narratives about people of color.
Social Harmony	Critical Consciousness	Independent Learning

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9. I personally would like to see more practices in place academically (ie: culturally responsive pedagogy, literacy PD such as LTRS and intentionally SOR practice to close the gap and address EL. There is research supporting this and it's currently being discussed at the legislative level. I would like to see a shift from 834's recent plan.

MARSS STUDENT FALL ENROLLMENT REPORT

USING FALL DATA

Edited: 2019/09/25 13:04:26.410

District: 0834:01 STILLWATER AREA PUBLIC SCHOOL DIST.

School: All Schools

For students enrolled over OCT 1 of the 2019-2020 School Year
Level of Detail: District

Attachment G

Grade	African American		Asian		Hispanic		Black		White		HPI		Multi		%MALE	%FEMALE	%MINORITY	Total							
	M	F	M	F	M	F	M	F	M	F	M	F	M	F											
EC	0	0	5	7	8	6	14	10	0	10	81	55	136	0	0	14	7	21	61.1	38.9	29.5	193			
HK	1	0	1	3	2	5	6	4	10	1	2	3	45	12	57	1	0	1	3	1	4	74.1	25.9	29.6	81
KG	0	0	0	11	15	26	8	20	28	14	10	24	184	204	388	0	0	0	14	8	22	47.3	52.7	20.5	488
01	0	1	1	13	12	25	33	19	52	17	10	27	226	229	455	0	0	0	16	18	34	51.3	48.7	23.4	594
02	0	0	0	11	22	33	22	25	47	10	15	25	228	212	440	0	0	0	14	13	27	49.8	50.2	23.1	572
03	0	0	0	13	14	27	14	18	32	11	12	23	242	227	469	0	0	0	20	17	37	51.0	49.0	20.2	588
04	1	1	2	22	13	35	26	20	46	13	14	27	225	214	439	1	0	1	15	10	25	52.7	47.3	23.7	575
05	0	1	1	15	18	33	18	30	48	15	15	30	253	236	489	0	0	0	22	22	44	50.1	49.9	24.2	645
06	0	2	2	23	10	33	23	33	56	19	10	29	222	259	481	0	2	2	17	19	36	47.6	52.4	24.7	639
07	0	0	0	16	16	32	19	23	42	19	17	36	254	257	511	0	0	0	12	16	28	49.3	50.7	21.3	649
08	2	1	3	18	14	32	24	18	42	13	21	34	280	271	551	0	0	0	22	21	43	50.9	49.1	21.8	705
09	1	0	1	12	13	25	20	19	39	16	14	30	257	281	538	0	0	0	18	13	31	48.8	51.2	19.0	664
10	2	2	4	15	12	27	21	21	42	18	18	36	293	280	573	0	0	0	14	17	31	50.9	49.1	19.6	713
11	1	1	2	16	21	37	18	14	32	22	10	32	308	277	585	0	0	0	14	11	25	53.2	46.8	18.0	713
12	1	1	2	14	16	30	16	19	35	13	15	28	334	273	607	0	1	1	22	9	31	54.5	45.5	17.3	734
TOTAL All Schools																									
	9	10	19	207	205	412	276	289	565	211	183	394	3432	3287	6719	2	3	5	237	202	439	51.1	48.9	21.4	8553
Total	9	10	19	207	205	412	276	289	565	211	183	394	3432	3287	6719	2	3	5	237	202	439	51.1	48.9	21.4	8553

This report represents data at a preliminary stage.

To be included in the Fall Enrollment counts, students must be enrolled over October 1.

Student records with local errors are excluded from this report as well as students with State Aid Categories 14*16*17*18*24*25*28*52

MARSS01_Fall_Enrollment

MARSS STUDENT FALL ENROLLMENT REPORT
USING FALL DATA

District: 0834:01 STILLWATER AREA PUBLIC SCHOOL DIST.

For students enrolled over OCT 1 of the 2019-2020 School Year

Edited: 9/25/2019 1:04:26PM

School: 047 STILLWATER AREA HIGH SCHOOL

Level of Detail: School

Printed: 10/01/2019 1:51:37PM

GRADE	AM INDIAN		ASIAN		HISPANIC		BLACK		WHITE		HPI		MULTI		%	%	%	TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	MALE	FEMALE	MINORITY		
09	1	1	12	13	20	19	16	14	257	280					18	13			
Totals:			25	25	39	39	30	30	537	537					48.9	51.1	126.0	663	
10	2	1	15	12	20	21	18	18	290	276					14	17			
Totals:			27	27	41	41	36	36	566	566					51.0	49.0	138.0	704	
11	1	1	15	21	18	14	22	10	300	268					12	10			
Totals:			36	36	32	32	32	32	568	568					53.2	46.8	124.0	692	
12	1	1	13	16	15	15	11	15	302	245					19	7			
Totals:			29	29	30	30	26	26	547	547					54.7	45.3	112.1	660	
TOTALS	5	2	55	62	73	69	67	57	1,149	1,069	1	1	63	47	51.7	48.2	14.9	2,719	
Totals:	7	7	117	117	142	142	124	124	2218	2218	1	1	110	110					

This report represents data at a preliminary stage.

To be included in the Fall Enrollment counts, students must be enrolled over October 1. Student records with local errors are excluded from this report as well as students with State Aid Categories 14*16*17*18*24*25*28*52

MARSS STUDENT FALL ENROLLMENT REPORT

USING FALL DATA

District: 0834:01 STILLWATER AREA PUBLIC SCHOOL DIST.

For students enrolled over OCT 1 of the 2019-2020 School Year

Edited: 9/25/2019 1:04:26PM

School: 048 Oak-Land Middle School

Level of Detail: School

Printed: 10/01/2019 1:51:37PM

GRADE	AM INDIAN		ASIAN		HISPANIC		BLACK		WHITE		HPI		MULTI		%	%	%	TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	MALE	FEMALE	MINORITY	
06	2	2	15	9	14	23	16	8	99	103			10	8	50.2	49.8	105.0	307
Totals:	2	2	24	24	37	37	24	24	202	202			18	18				
07			14	12	17	14	11	14	114	119			3	6	49.1	50.9	91.0	324
Totals:			26	26	31	31	25	25	233	233			9	9				
08	1	1	14	10	13	9	13	18	120	117			15	10				340
Totals:	1	1	24	24	22	22	31	31	237	237			25	25	51.5	48.5	103.0	
TOTALS	0	3	43	31	44	46	40	40	333	339			28	24	50.0	49.9	26.8	971
Totals:	3	3	74	74	90	90	80	80	672	672			52	52				

This report represents data at a preliminary stage.

To be included in the Fall Enrollment counts, students must be enrolled over October 1. Student records with local errors are excluded from this report as well as students with State Aid Categories 14*16*17*18*24*25*28*52

MARSS STUDENT FALL ENROLLMENT REPORT
USING FALL DATA

District: 0834:01 STILLWATER AREA PUBLIC SCHOOL DIST.
 School: 049 Stillwater Middle School

For students enrolled over OCT 1 of the 2019-2020 School Year
 Level of Detail: School

Edited: 9/25/2019 1:04:26PM
 Printed: 10/01/2019 1:51:37PM

GRADE	AM INDIAN		ASIAN		HISPANIC		BLACK		WHITE		HPI		MULTI		%	%	%	TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	MALE	FEMALE	MINORITY	
06			8	1	9	10	3	2	123	156		2	7	11	45.2	54.8	51.6	332
Totals:			9	9	19	19	5	5	279	279		2	18	18				
07			2	4	2	9	8	3	140	138			9	10	49.5	50.5	47.0	325
Totals:			6	6	11	11	11	3	278	278			19	19				
08	2	2	4	4	11	9	3	3	160	154			7	11	50.4	49.6	51.0	365
Totals:	2	2	8	8	20	20	3	3	314	314			18	18				
TOTALS	2	0	14	9	22	28	11	8	423	448		2	23	32	48.9	51.0	9.7	1,022
Totals:	2	2	23	23	50	50	19	19	871	871		2	55	55				

This report represents data at a preliminary stage.

To be included in the Fall Enrollment counts, students must be enrolled over October 1.
 Student records with local errors are excluded from this report as well as students with State Aid Categories 14*16*17*18*24*25*28*52

MARSS STUDENT FALL ENROLLMENT REPORT
USING FALL DATA

District: 0834:01 STILLWATER AREA PUBLIC SCHOOL DIST.

For students enrolled over OCT 1 of the 2019-2020 School Year

Edited: 9/25/2019 1:04:26PM

School: 050 Bridge Transition Program

Level of Detail: School

Printed: 10/01/2019 1:51:37PM

GRADE	AM INDIAN		ASIAN		HISPANIC		BLACK		WHITE		HPI		MULTI		%	%	%	TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	MALE	FEMALE	MINORITY		
11																			
Totals:										20	7			1					1
12																			
Totals:														1					30
TOTALS	0	0	0	0	0	2	0	0	20	8			1		66.6	33.3	6.6	31	
Totals:																			

This report represents data at a preliminary stage.

To be included in the Fall Enrollment counts, students must be enrolled over October 1. Student records with local errors are excluded from this report as well as students with State Aid Categories 14*16*17*18*24*25*28*52

MARSS STUDENT FALL ENROLLMENT REPORT
USING FALL DATA

District: 0834:01 STILLWATER AREA PUBLIC SCHOOL DIST.
School: 061 ST CROIX VALLEY AREA LEARNING CNTR.

For students enrolled over OCT 1 of the 2019-2020 School Year
Level of Detail: School

Edited: 9/25/2019 1:04:26PM
Printed: 10/01/2019 1:51:37PM

GRADE	AM INDIAN		ASIAN		HISPANIC		BLACK		WHITE		HPI		MULTI		% MALE	% FEMALE	% MINORITY	TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F					
09																			
Totals:																100.0		0.0	1
10		1				1				3	4								
Totals:		1				1				4	7				44.4	55.6	2.0	9	
11				1							8			2					
Totals:				1						8	16			2		55.0	45.0	4.0	20
12		1		1		1		2			12			2					
Totals:		1		1		1		2		12	21			2		40.9	59.1	11.0	44
TOTALS	0	2	2	0	2	2	2	0	23	34			4	3	43.2	56.7	14.9	74	
Totals:	2	2	2	0	2	2	0	2	23	34			4	3	43.2	56.7	14.9	74	

This report represents data at a preliminary stage.

To be included in the Fall Enrollment counts, students must be enrolled over October 1.
Student records with local errors are excluded from this report as well as students with State Aid Categories 14*16*17*18*24*25*28*52

MARSS STUDENT FALL ENROLLMENT REPORT
USING FALL DATA

District: 0834:01 STILLWATER AREA PUBLIC SCHOOL DIST.
 School: 785 AFTON-LAKELAND ELEMENTARY

For students enrolled over OCT 1 of the 2019-2020 School Year

Level of Detail: School

Edited: 9/25/2019 1:04:26PM
 Printed: 10/01/2019 1:51:37PM

GRADE	AM INDIAN		ASIAN		HISPANIC		BLACK		WHITE		HPI		MULTI		% MALE	% FEMALE	% MINORITY	TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F				
HK					1	1			9	9					90.9	9.1	2.0	11
Totals:																		
KG			3	1	1	4			30	26				2	53.7	46.3	11.0	67
Totals:																		
01			2	2	2	2			34	39					46.3	53.7	9.0	82
Totals:																		
02			1	3	1	3			34	33			1	1	48.1	51.9	10.0	77
Totals:																		
03			3	2	4	4		1	25	29			3	1	48.6	51.4	18.0	72
Totals:																		
04			1	1	1	3		1	34	40			2	1	46.4	53.6	10.0	84
Totals:																		
05			1	1	2	2		1	33	43			2	2	43.5	56.5	9.0	85
Totals:																		
TOTALS	0	0	11	10	10	19	2	1	199	210			10	6	48.0	51.9	11.4	498
Totals:				21		29		3		409				16				

This report represents data at a preliminary stage.

To be included in the Fall Enrollment counts, students must be enrolled over October 1.
 Student records with local errors are excluded from this report as well as students with State Aid Categories 14*16*17*18*24*25*28*52

MARSS STUDENT FALL ENROLLMENT REPORT
USING FALL DATA

District: 0834:01 STILLWATER AREA PUBLIC SCHOOL DIST.
School: 786 ANDERSEN ELEMENTARY

For students enrolled over OCT 1 of the 2019-2020 School Year
Level of Detail: School

Edited: 9/25/2019 1:04:26PM
Printed: 10/01/2019 1:51:37PM

GRADE	AM INDIAN		ASIAN		HISPANIC		BLACK		WHITE		HPI		MULTI		% MALE	% FEMALE	% MINORITY	TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F				
HK										3	2				60.0	40.0	0.0	5
Totals:										22	26				46.2	53.8	4.0	52
KG			1	2		1				22	48				44.6	55.4	10.0	65
Totals:			1	3		1				23	32		3	2	44.6	55.4	10.0	65
01				1		3				23	55				47.5	52.5	6.0	59
Totals:				1		3				27	26		1	1	47.5	52.5	6.0	59
02				1		1				20	29				37.5	62.5	7.0	56
Totals:				1	1	1				22	30		1	1	42.1	57.9	5.0	57
03				1		1				22	52				47.7	52.3	12.0	65
Totals:				1	1	2				24	29		5	3	47.7	52.3	12.0	65
04						2				141	174				44.5	55.4	7.0	389
Totals:						2				141	174		9	11	44.5	55.4	7.0	389
05						4				141	315				44.5	55.4	7.0	389
Totals:						4				141	315		9	11	44.5	55.4	7.0	389
TOTALS	0	0	2	5	8	8	0	1	1	141	174				44.5	55.4	7.0	389
Totals:	0	0	2	5	8	8	0	1	1	141	174				44.5	55.4	7.0	389

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MARSS STUDENT FALL ENROLLMENT REPORT
USING FALL DATA

District: 0834:01 STILLWATER AREA PUBLIC SCHOOL DIST.

For students enrolled over OCT 1 of the 2019-2020 School Year

Edited: 9/25/2019 1:04:26PM

School: 787 LAKE ELMO ELEMENTARY

Level of Detail: School

Printed: 10/01/2019 1:51:37PM

GRADE	AM INDIAN		ASIAN		HISPANIC		BLACK		WHITE		HPI		MULTI		% MALE	% FEMALE	% MINORITY	TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F				
HK	1	1			3	2			6	6					71.4	28.6	8.0	14
Totals:																		
KG			2	6		6	4	5	34	35			1	2	43.2	56.8	26.0	95
Totals:																		
01	1	1	3	3	17	7	3	3	42	34			4	5	56.6	43.4	46.0	122
Totals:																		
02			5	8	10	10	5	7	42	23			4	2	56.9	43.1	51.0	116
Totals:																		
03			3	4	5	4	1	6	39	39			6	2	49.5	50.5	31.0	109
Totals:																		
04	1	1	14	3	13	9	3	5	25	21	1	1	2	3	59.0	41.0	54.0	100
Totals:																		
05			4	8	11	13	3	6	43	42			8	2	49.3	50.7	55.0	140
Totals:																		
TOTALS	2	1	31	33	59	51	19	32	231	194	1.00	1	25	17	52.3	47.6	34.9	986
Totals:																		

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MARSS STUDENT FALL ENROLLMENT REPORT
USING FALL DATA

District: 0834:01 STILLWATER AREA PUBLIC SCHOOL DIST.

For students enrolled over OCT 1 of the 2019-2020 School Year

Edited: 9/25/2019 1:04:26PM

School: 788 LILY LAKE ELEMENTARY

Level of Detail: School

Printed: 10/01/2019 1:51:37PM

GRADE	AM INDIAN		ASIAN		HISPANIC		BLACK		WHITE		HPI		MULTI		% MALE	% FEMALE	% MINORITY	TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F				
HK					1	1	1	1	9	9	1	1	1	1	92.9	7.1	11.1	14
Totals:					2	2	2	2	18	18	2	2	2	2				
KG					2	3	1	1	22	37			2	2	38.6	61.4	11.0	70
Totals:					5	5	2	2	59	59			4	4				
01			2	1	3	3	1	1	36	30			3	4	54.2	45.8	17.0	83
Totals:			3	3	6	6	1	1	66	66			4	7				
02					2	3		2	27	35			3	1				73
Totals:					5	5		2	62	62			4	4	43.8	56.2	11.0	
03			1	1	1	3			41	35			4	4	52.2	47.8	14.0	90
Totals:			2	2	4	4			76	76			8	8				
04					3	2	2	1	40	25			1	1	62.2	37.8	9.0	74
Totals:					5	5	3	3	65	65			1	1				
05			1	1	2	3	1	1	28	29				5	45.1	54.9	14.0	71
Totals:			2	2	5	5	2	2	57	57			5	5				
TOTALS	0	0	4	3	14	18	6	5	203	191	1.00	1	14	16	51.1	48.8	11.2	485
Totals:	0	0	7	7	32	32	11	11	394	394			30	30				

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MARSS STUDENT FALL ENROLLMENT REPORT

USING FALL DATA

District: 0834:01 STILLWATER AREA PUBLIC SCHOOL DIST.

For students enrolled over OCT 1 of the 2019-2020 School Year

Edited: 9/25/2019 1:04:26PM

School: 793 STONEBRIDGE ELEMENTARY

Level of Detail: School

Printed: 10/01/2019 1:51:37PM

GRADE	AM INDIAN		ASIAN		HISPANIC		BLACK		WHITE		HPI		MULTI		%	%	%	TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	MALE	FEMALE	MINORITY	
HK					1	1			9	6					62.5	37.5	1.0	16
Totals:										15								
KG						2			31	20				2	60.0	40.0	4.0	55
Totals:						2				51								
01			1	1	1	1	1	1	36	22			4	2	62.3	37.7	11.0	69
Totals:			2	2	2	2	2	1	36	58			4	6				
02				1	1	3	1		31	32			2	2	50.0	50.0	9.0	72
Totals:				1	1	4	1		31	63			2	4				
03				1					38	33			3	2	53.2	46.8	6.0	77
Totals:				1					38	71			3	5				
04					2				32	24			3	1	59.7	40.3	6.0	62
Totals:					2				32	56			3	4				
05				1	1				45	30			2	2	56.6	43.4	8.0	83
Totals:				1	1				45	75			2	4				
TOTALS	0	0	1	4	7	7	1	0	222	167			16	9	56.4	43.5	4.8	434
Totals:	0	0	5	5	14	14	1	1	389	389			25	25				

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MARSS STUDENT FALL ENROLLMENT REPORT
USING FALL DATA

District: 0834:01 STILLWATER AREA PUBLIC SCHOOL DIST.
 School: 797 Brookview Elementary

For students enrolled over OCT 1 of the 2019-2020 School Year
 Level of Detail: School

Edited: 9/25/2019 1:04:26PM
 Printed: 10/01/2019 1:51:37PM

GRADE	AM INDIAN		ASIAN		HISPANIC		BLACK		WHITE		HPI		MULTI		% MALE	% FEMALE	% MINORITY	TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F				
HK			3	1				2	2	4	2			2	64.3	35.7	8.0	14
Totals:			3	4				2	2	4	6			2				
KG			2	4				9	3	24	30			3	48.1	51.9	27.0	81
Totals:			2	6				9	12	24	54			6				
01			3	1				9	5	25	29			2	49.4	50.6	29.0	83
Totals:			3	4				9	14	25	54			2				
02			4	7				4	5	25	36			1	42.2	57.8	29.0	90
Totals:			4	11				4	9	25	61			1				
03			3	1				8	5	26	23			2	54.1	45.9	25.0	74
Totals:			3	4				8	13	26	49			2				
04			5	5				7	8	18	21			1	47.8	52.2	28.0	67
Totals:			5	10				7	15	18	39			1				
05			3	3				5	7	19	24			2	42.9	57.1	27.0	70
Totals:			3	6				5	12	19	43			2				
TOTALS	0	0	23	22	10	15	42	35	141	165			13	13	47.6	52.3	32.4	499
Totals:	0	0	45	45	25	25	77	77	306	306			26	26				20

This report represents data at a preliminary stage.

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 Student records with local errors are excluded from this report as well as students with State Aid Categories 14*16*17*18*24*25*28*52

MARSS STUDENT FALL ENROLLMENT REPORT
USING FALL DATA

District: 0834:01 STILLWATER AREA PUBLIC SCHOOL DIST.

For students enrolled over OCT 1 of the 2019-2020 School Year

Edited: 9/25/2019 1:04:26PM

School: 798 GATE 4/5

Level of Detail: School

Printed: 10/01/2019 1:51:37PM

GRADE	AM INDIAN		ASIAN		HISPANIC		BLACK		WHITE		HPI		MULTI		% MALE	% FEMALE	% MINORITY	TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F				
04			1	1					17	14			1	1	57.6	42.4	2.0	33
Totals:			3	3	1	1	1	1	9	4					63.6	36.4	9.0	22
Totals:			4	3	1	0	1	0	26	18			1	1	60.3	39.6	16.9	55
TOTALS	0	0	4	3	1	0	1	0	26	18			1	2	60.3	39.6	16.9	55
Totals:				7	1	1	1	1	44									

This report represents data at a preliminary stage.

To be included in the Fall Enrollment counts, students must be enrolled over October 1. Student records with local errors are excluded from this report as well as students with State Aid Categories 14*16*17*18*24*25*28*52

MARSS STUDENT FALL ENROLLMENT REPORT
USING FALL DATA

District: 0834:01 STILLWATER AREA PUBLIC SCHOOL DIST.

For students enrolled over OCT 1 of the 2019-2020 School Year

Edited: 9/25/2019 1:04:26PM

School: 803 STILLWATER SPECIAL SERVICES-ECSE

Level of Detail: School

Printed: 10/01/2019 1:51:37PM

GRADE	AM INDIAN		ASIAN		HISPANIC		BLACK		WHITE		HPI		MULTI		% MALE	% FEMALE	% MINORITY	TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F				
EC			5	7	8	6	10	10	81	55			14	7				193
Totals:			12	12	14	14	10	10	136	136			21	21	61.1	38.9	57.0	193
TOTALS	0	0	5	7	8	6	10	0	81	55			14	7	60.4	39.5	20.9	193
Totals:	0	0	12	12	14	14	10	10	136	136			21	21				193

This report represents data at a preliminary stage.

To be included in the Fall Enrollment counts, students must be enrolled over October 1. Student records with local errors are excluded from this report as well as students with State Aid Categories 14*16*17*18*24*25*28*52

MARSS STUDENT FALL ENROLLMENT REPORT
USING FALL DATA

District: 0834:01 STILLWATER AREA PUBLIC SCHOOL DIST.
School: 804 RUTHERFORD ELEMENTARY

For students enrolled over OCT 1 of the 2019-2020 School Year
Level of Detail: School

Edited: 9/25/2019 1:04:26PM
Printed: 10/01/2019 1:51:37PM

GRADE	AM INDIAN		ASIAN		HISPANIC		BLACK		WHITE		HPI		MULTI		% MALE	% FEMALE	% MINORITY	TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F				
HK									M	F					71.4	28.6	0.0	7
Totals:									5	2								
KG			3	2	3	3			21	30			4	1	45.6	54.4	17.0	68
Totals:			5	5	6	6			51	51			5	5				
01			2	3	5	1			30	43				2	44.4	55.6	17.0	90
Totals:			5	5	6	6			73	73			2	2				
02			1	2	3	1			42	27			3	4	56.5	43.5	16.0	85
Totals:			3	3	4	4			69	69			7	7				
03			2	4	6	3			53	39			2	1	56.4	43.6	18.0	110
Totals:			6	6	7	7			92	92			3	3				
04			1	4	5	3			37	39			4	4	48.0	52.0	22.0	98
Totals:			5	5	8	8			76	76			8	8				
05			1	3	4	1			52	35			3	4	57.8	42.2	22.0	109
Totals:			4	4	5	5			87	87			7	7				
TOTALS	0	2	12	16	18	18	10	4	240	215			16	16	52.3	47.6	14.9	567
Totals:	2	2	28	28	36	36	14	14	455	455			32	32				20
TOTALS	9	10	207	205	276	289	211	183	3,432	3,287	2	3	237	202	50.90	49.00	17.10	8,553
Totals:	19	19	412	412	565	565	394	394	6,719	6,719	5	5	439	439				

This report represents data at a preliminary stage.

To be included in the Fall Enrollment counts, students must be enrolled over October 1.
Student records with local errors are excluded from this report as well as students with State Aid Categories 14*16*17*18*24*25*28*52



Achievement & Integration Plan
2020-2023
First Report

School Board Meeting
February 6, 2020

Stillwater Area Public Schools

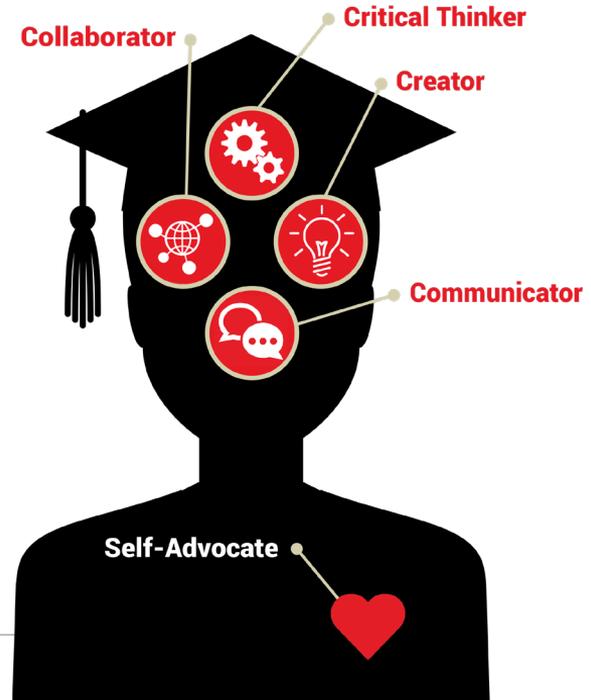
Achievement & Integration Plan

2020-2023

First Report Presentation

- I. Timeline
- II. Purpose & Information
- III. Revenue & Budget
- IV. 2016-2019 Plan Highlights
- V. 2020-2023 Plan Overview
- VI. Questions

Portrait of a Stillwater Graduate



Gratitude & Recognition

Staff	Parents	Community	Professional
*NAPAC *Caminos *Islamic Resource Group *Summer Success *WBWF Sub- Committee *StoryArc	*NAPAC *Caminos *Islamic Resource Group *WBWF Sub- Committee	*NAPAC *Caminos *Islamic Resource Group & Eastern Twin Cities Islamic Center *WBWF Sub- Committee *StoryArc	*MDE *Reimagine Minnesota *Equity Alliance *Century College *UofM Carlson School of Management *UofM African American & African Studies *EMID *ISD 196 *ISD 833 *Minnesota Humanities Center



Stillwater Area Public Schools

Achievement & Integration Plan

2020-2023

Timeline

January 23

Learning Session

February 6

School Board Meeting: First Reading of 2020-2023 Plan

February 20

School Board Meeting: Final Approval of 2020-2023 Plan

March 15

Achievement & Integration 2020-2023 Plan Due to MDE

July 1

2020-2023 Achievement & Integration Plan Funding & Implementation Begins

Minnesota Achievement & Integration Purpose

Minnesota Statutes, sections 124D.861 (handout)

Purpose of Achievement & Integration:

- Pursue racial and economic integration
- Increase student achievement
- Create equitable educational opportunities
- Reduce academic disparities based on students' racial, ethnic, and economic backgrounds

Research-based equity criteria

- Access
- Representation
- Participation
- Outcomes

REIMAGINE MINNESOTA

**A Commitment to Create Lasting Equity and Excellence
in Education for All Students**

THE GOALS

What do we seek to achieve?

A COMMITMENT TO CREATE LASTING EQUITY AND EXCELLENCE IN EDUCATION FOR ALL STUDENTS.

See Me

+ SEE ALL: WELCOMING CLASSROOMS, SCHOOLS AND COMMUNITIES

+ SERVE ALL: PERSONALIZED EDUCATION

+ SUPPORT ALL: EQUITABLE RESOURCES

REIMAGINE MINNESOTA

THE STRATEGIES

What initiatives or directions are needed to address the barriers and implement the goals?

CULTURAL COMPETENCE

Develop, sustain and evaluate cultural competence for teachers

RECRUITMENT AND RETENTION

Develop and build systemic strategies for recruiting and retaining staff of color

COMMUNITY BRIDGES

Build bridges between school and community

PERSONALIZED EDUCATION

Prioritize and ensure personalized education with emphasis on acceleration vs. intervention

STUDENT VOICE

Elevate student voice and leadership and improve/ensure inclusiveness in the school culture and environment

SHARED UNDERSTANDING

Create and sustain consistent shared understanding of equity and high level of skill application for leaders

CULTURAL INCLUSIVITY

Develop and implement culturally inclusive standards, curriculum and comprehensive system of assessment

ADULT BEHAVIORS

Eliminate adult behaviors and policies that lead to disproportionality; provide growth-oriented support

STATEWIDE FUNDING

Statewide funding that ensures equity, access and opportunity for all students



Achievement & Integration Plan Components

- College & Career Readiness
- Family & Community Engagement
- Teacher Diversity
- Professional Learning
- Cross-District Student Programming



Advancement via Individual Achievement (AVID)

2020 AVID Demographics	8th grade (2024)	9th Grade (2023)	10th Grade (2022)	11th Grade (2021)	12th Grade (2020)
Asian	7 12.3%	3 7.9%	7 15.9%	4 11.4%	4 12.9%
Hispanic/Latinx	1 1.8%	6 15.8%	8 18.2%	7 20%	1 3.2%
Black/African American	14 24.6%	10 26.3%	13 29.5%	7 20%	8 25.8%
White	35 61.4%	19 50%	16 36.6%	17 48.6%	18 58.1%
Total	57	38	44	35	31
Total 8-12	205				

Achievement & Integration Revenue/Budget

Category	Budget	Budget Ratios
Direct Services to Students must equal at least 80% of total revenue (staff/teachers, learning experiences/materials, partnerships, courses)	\$848,434.54 (includes incentive revenue of \$92,562)	80.40%
Professional Development may equal no more than 20% of total revenue (staff, professional development, recruitment of staff of color)	\$135,880.68	12.88%
Administrative/Indirect may equal no more than 10% of total revenue (staff, memberships, support)	\$71,006.45	6.73%
Total	\$1,055,321.67	

AVID Budget

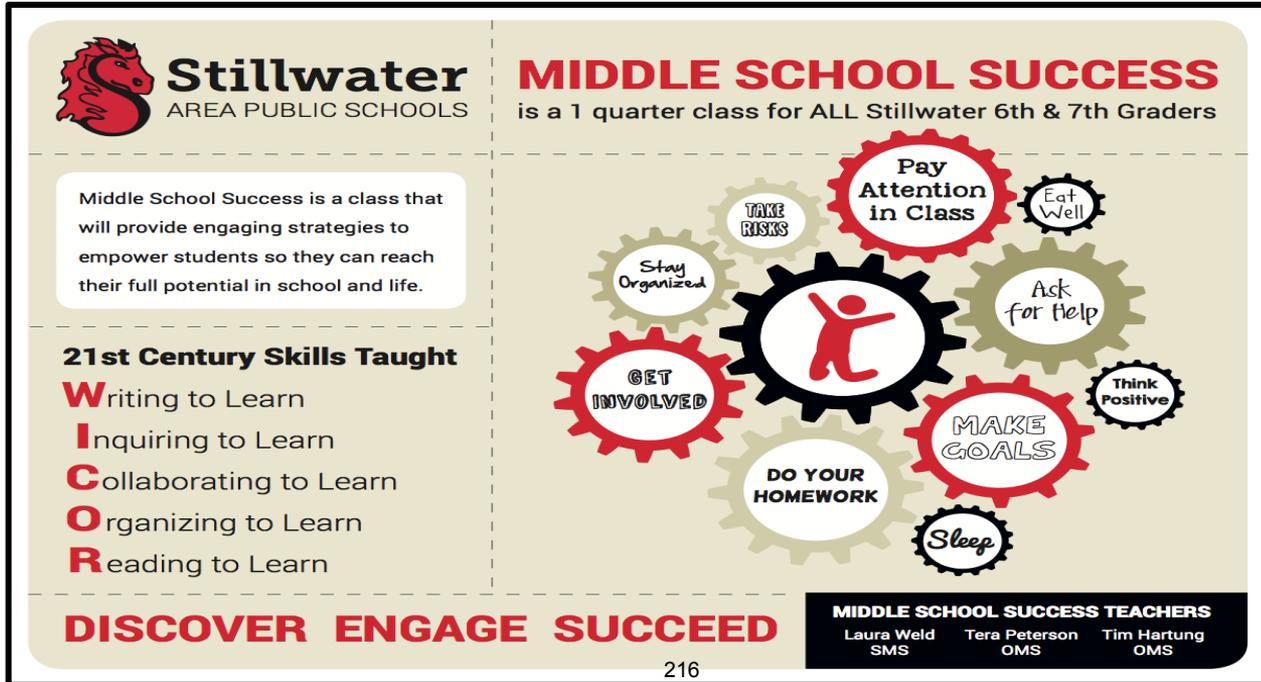
Achievement and Integration Budget	Amount	% of total Achievement and Integration Budget
Direct Services	\$637,888.95	60%
Professional Development	\$0	0%
Admin/Indirect Services	\$14,500	.01%
Incentive Revenue	\$50,000	.05%
Total AVID	\$702,388.95	67%

Program Cost Comparisons

PROGRAM COST COMPARISONS FY20						
<i>*Important: includes only FTE and Learning & Innovation Dept. support costs</i>						
	Cost per student	Total Program Costs: L&I and FTE	Miscellaneous Program Costs	FTE Total Cost	FTE (includes non-certified)	# of Students served
GATE	\$6,813	\$531,413	\$4,000	\$527,423	5	78
ALC	\$11,373	\$864,348	\$4,137	\$860,263	8	76
AVID	\$3,428	\$702,888	\$102,870	\$600,018	2.5	205
EL	\$3,074	\$747,049	\$16,049	\$731,000	11	243

AVID for ALL Middle School Students

Middle School Success: Is a wheel class that uses AVID WICOR methodologies for ALL students in 6th & 7th grade to build a foundation for success. In the past 3 years, over 4,000 students have taken this course.



The poster features the Stillwater Area Public Schools logo (a red horse head) and the title 'MIDDLE SCHOOL SUCCESS' in large red letters. Below the title, it states 'is a 1 quarter class for ALL Stillwater 6th & 7th Graders'. A central graphic consists of several interlocking gears of various sizes and colors (red, black, grey). The largest gear in the center is black and contains a red stick figure. Surrounding it are several smaller gears with text: 'Pay Attention in Class' (red), 'Eat Well' (black), 'Ask for help' (grey), 'Think Positive' (black), 'MAKE GOALS' (red), 'Sleep' (black), 'DO YOUR HOMEWORK' (grey), 'GET INVOLVED' (red), 'Stay Organized' (grey), and 'TAKE RISKS' (grey). To the left of the gears, there is a text box describing the class and a list of 21st Century Skills. At the bottom, there is a black box with the text 'MIDDLE SCHOOL SUCCESS TEACHERS' and the names of the teachers: Laura Weld (SMS), Tera Peterson (OMS), and Tim Hartung (OMS). The slogan 'DISCOVER ENGAGE SUCCEED' is written in large red letters at the bottom left.

Stillwater
AREA PUBLIC SCHOOLS

MIDDLE SCHOOL SUCCESS
is a 1 quarter class for ALL Stillwater 6th & 7th Graders

Middle School Success is a class that will provide engaging strategies to empower students so they can reach their full potential in school and life.

21st Century Skills Taught

- W**riting to Learn
- I**nquiring to Learn
- C**ollaborating to Learn
- O**rganizing to Learn
- R**eadng to Learn

DISCOVER ENGAGE SUCCEED

MIDDLE SCHOOL SUCCESS TEACHERS

- Laura Weld
SMS
- Tera Peterson
OMS
- Tim Hartung
OMS

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AVID Schoolwide

AVID Lead Teachers, Site Teams, and School Leaders work collaboratively to provide tools for all students' academic success.

Building ALL student's Educational Foundation with WICOR Strategies.

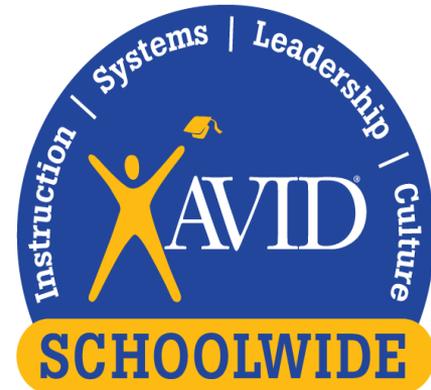
W: Writing to learn

I: Inquiry, building problem solving and critical thinking skills

C: Collaboration to learn

O: Organization of materials, time, and thoughts.

R: Reading to learn



AVID Advancement via Individual Determination: Professional Learning for Teachers & Leaders



AVID helps teachers shift from delivering content to facilitating learning, resulting in an inquiry-based, student-centric classroom.

These elements are at the core of our approach to closing the opportunity gap.

1 AVID National Staff Developer

6 AVID Elective trained teachers

4 Secondary Building Administrators & 6
District Level Leaders AVID trained

93 Secondary Teachers AVID trained

SAHS - 60 trained

SMS - 16 trained

OMS - 17 trained

Family & Community Engagement

NAPAC



Caminos



**Islamic Resource Group/
Eastern Twin Cities Islamic Center**



Professional Learning Within Stillwater Area Public Schools, Office of Achievement and Integration *Growing In Intercultural Awareness, Competency & Effectiveness*

Using **Universal Design** for Culturally Inclusive Teaching

1 Intentionally plan for a range of strategies so every student experiences some strategies that match their cultural style and some that stretch them.

Universal Design is predictable, balanced and inclusive.

2 Choose a workable number of strategies that span the cultural range and repeat them.

3 Use interactive modeling to teach students how to do each strategy.

Universal Design addresses needs of all students as well as the teacher.

4 Teach students why we use comfort and stretch.
(Responsive Classroom, Developmental Designs, BARR activities or lessons to explore student similarities and differences)

Universal Design improves **intercultural awareness** and skills.



Professional Learning Within Stillwater Area Public Schools, Office of Achievement and Integration *Growing In Intercultural Awareness, Competency & Effectiveness*

Relationship Survey - MASTER: PLEASE MAKE A COPY BEFORE SHARING OR MODIFYING

Education research tells us that students learn best in an environment where strong relationships with the teacher and classmates are cultivated. I want this classroom to be a place where you feel supported and valued. I am asking you to include your name so that I may follow up with you as needed. Thank you for your honest responses!

Name *

My teacher knows and cares about me. *

- A lot
- Somewhat
- A little
- Not at all.

What I say matters to my teacher. *

- A lot
- Somewhat
- A little
- Not at all.

Other students in this class respect me for who I am. *

- A lot
- Somewhat
- A little
- Not at all.

Other students in this class know me and care about me. *

- A lot

Universal Design Snapshots

Looking for Range of Independent-Cooperative Strategies, Range of Movement in Learning, Range of Attention Signals & Celebrations

Select the grade/ content level

- Grade 9
- Grade 10
- Grade 11
- Grade 12
- SPED

Select content area

Comment

Observed Learning Activity in process

- Yes
- No

If no learning activity was seen, what was happening? (e.g. transition, testing, ...) Skip to 3A below.



Teacher Diversity

564 full-time equivalent	Teach "In-Field"	Deemed Effective	Advanced Degree	Staff of Color
	99.9%	99.9%	75%	51 (18 teachers)



Stillwater
AREA PUBLIC SCHOOLS

Curiosity Thrives Here

Cross-District Student Programming

Youth Executive Board

Carlson School of Management
Middle School Summer Innovation
and Exploration

4th Grade Partnership between
Stonebridge Elementary &
American Indian Magnet School

What's your Story? A Podcasting
Adventure



Stillwater Area High School Students
Winner of Minnesota's 2019 Cultural Jambalaya Diversity Award

Carnation Podcast

Winner of the 2019
Cultural Jambalaya Diversity Award

StoryArk

What's
your
story?



Achievement and Integration Plan

July 1, 2020 to June 30, 2023

Goal #1: College and Career Readiness

The acceptance rate of AVID students participating in the AVID 12 Elective Course into post-secondary institutions will remain at 100% during each of the school years from 2021-2024.

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

Goal type: Achievement Disparity

Strategy Name and # 1: Stillwater Area Public Schools AVID Framework

Type of Strategy: Career/college readiness and rigorous coursework for underserved students.

Narrative description of this strategy.

The school district ensures that AVID experiences are available to students from middle school through high school. At Stillwater and Oak-Land Middle Schools, all 6th and 7th grade students take a Middle School Success course which teaches them WICOR (Writing, Inquiry, Collaboration, Organization and Reading) evidence based learning strategies. Over the last three years, over 4,000 students have taken this course. AVID elective classes begin in eighth grade for qualifying students and continue through senior year. A district AVID Lead Teacher works collaboratively with administration, staff, students and parents to reduce predictable opportunity and achievement gaps. This Lead Teacher coordinates AVID's recruitment process, directs our AVID tutors, supports academic success and provides individual counseling for students to facilitate enrollment and success in Advanced/Honors/AP/PSEO course work and assists them with college and career exploration. This system provides intensive educational support to ensure student success in rigorous academic coursework. Stillwater's AVID system also develops strong teacher-student relationships utilizing a comprehensive social-emotional framework for all of the students in the AVID cohorts. Through this supportive process AVID students develop skills to serve as role models and leaders, not only for their peers but also in the district and community. Students provide feedback on their experiences through the AVID Student Survey as part of the AVID Center's annual Certification Coaching Tool so we can determine impact and program improvement needs.

NEW TO THE PLAN!

Goal #2: We will reduce the number of course failures by 2% annually at Stillwater Area High School every school year from 2021-2024.

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

Goal type: Achievement Disparity

Strategy # 1 Building Assets, Reducing Risks (BARR)

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

Narrative description of this strategy.

Building Assets, Reducing Risks (BARR) is a strengths-based secondary whole school model that provides schools with a comprehensive approach to meeting academic, behavioral, social, and emotional needs of all students. Stillwater Area High School implemented BARR for ninth grade students in the 2017-2018 school year. Ninth grade student failure rate has decreased by 56% from the year prior to BARR implementation, and by 24% from last year. To continue this effort in reducing achievement disparities, we will be expanding the BARR model at Stillwater Area High School.

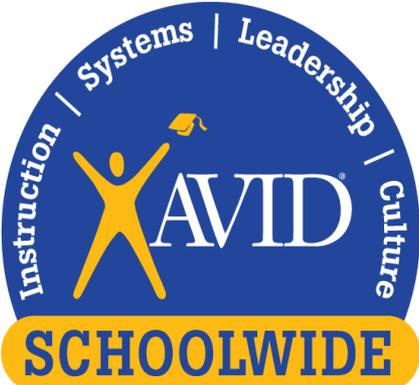
Strategy # 2 Inclusive and culturally responsive learning environments

Type of Strategy: Professional development opportunities for creating culturally responsive learning environments.

Narrative description of this strategy:

Students in our three secondary buildings have identified language as a barrier to establishing safe and caring learning environments in all of their classrooms. Dr. Keith Mayes Associate Professor and Chair of African American and African Studies at the University of Minnesota will engage in skillbuilding workshops with secondary staff about authentically incorporating discussions about race into classroom pedagogy. This will also include student voice and input on curricular resources so that all of the students we are serving are seeing themselves reflected in their classroom curriculum.

Professional Learning



Goal #3: Cross-District Student Programming

As measured by the Logic Model, 80% of participating students will indicate that they strongly agree or agree that the experiences with interactive cross-district programming increased their awareness and knowledge of cultures.

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

Goal type: Integration

Strategy #1 My Story, Your Story, Our Story

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

Narrative description of this strategy.

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, Rosemount-Apple Valley-Eagan (racially isolated), South Washington County and Hastings 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.

Strategy #2 AVID Summer Art Courses

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

Narrative description of this strategy.

This partnership between Stillwater Area Public Schools, North St. Paul, Oakdale, and Maplewood 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 will have the option to continue enrollment in the AVID Elective class.

Location of services: Stillwater Area Public Schools

Strategy #3: AVID Health and Physical Education Courses

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

Narrative description of this strategy. : In collaboration with Equity Alliance and Roseville Area Public Schools, Stillwater Area Public School students will earn credits required for graduation during a summer program. As a result of earning these credits in the summer, students will have the option to continue enrollment in the AVID Elective class.

Continued Goal #3: Cross-District Student Programming

As measured by the Logic Model, 80% of participating students will indicate that they strongly agree or agree that the experiences with interactive cross-district programming increased their awareness and knowledge of cultures.

Strategy #4: Middle School Summer Innovation and Exploration

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

Narrative description of this strategy.

This partnership between Stillwater Area Public Schools, Roseville 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. This opportunity is provided to seventh grade students who have selected to participate in the AVID program.

Strategy #5: Youth Executive Board

Type of Strategy: Innovative and integrated pre-K-12 learning environments.

Narrative description of this strategy.

A multi-district group of high school students (Youth Executive Board) will meet weekly to build bonds through team-building activities, learn how to use their power in positive ways to influence change, and work to fulfill their leadership and academic potential. Members learn about social and political advocacy, create yearlong service-learning projects to address the achievement and opportunity gap, demonstrate positive leadership to other Equity Alliance MN after-school program participants (including Roseville Area Public Schools), and have fun connecting with their peers across the Equity Alliance MN collaborative. The Stillwater Area Public School Students on this youth board will meet quarterly with their high school administrators to share their perspectives and voice any concerns regarding the traditionally underserved youth.

Goal #4: Access to Effective Diverse Teachers

To create and retain a racially diverse teacher workforce so that students and their communities are reflected in their classroom, we will increase from 3.2% staff of color to 4.0% by 2023.

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

Goal type: Teacher Equity

Strategy #1: Summer Success Student Leaders

Recruitment and retention of racially and ethnically diverse teachers and administrators.

Narrative description of this strategy.

The district will employ student leaders from the District's AVID program to serve as leaders and educational assistants during the Elementary School Summer Success Program. This Summer Success Program serves K-5 students providing project based learning to help them develop skills for success in learning during the coming school year.

During this month long program, the student leaders collaborate with teachers and help facilitate learning. In this process the student leaders experience and develop skills that will support their future roles as teachers.

NEW TO THE PLAN!

Strategy 2: Century College Elementary Education Pathway Program Collaboration

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

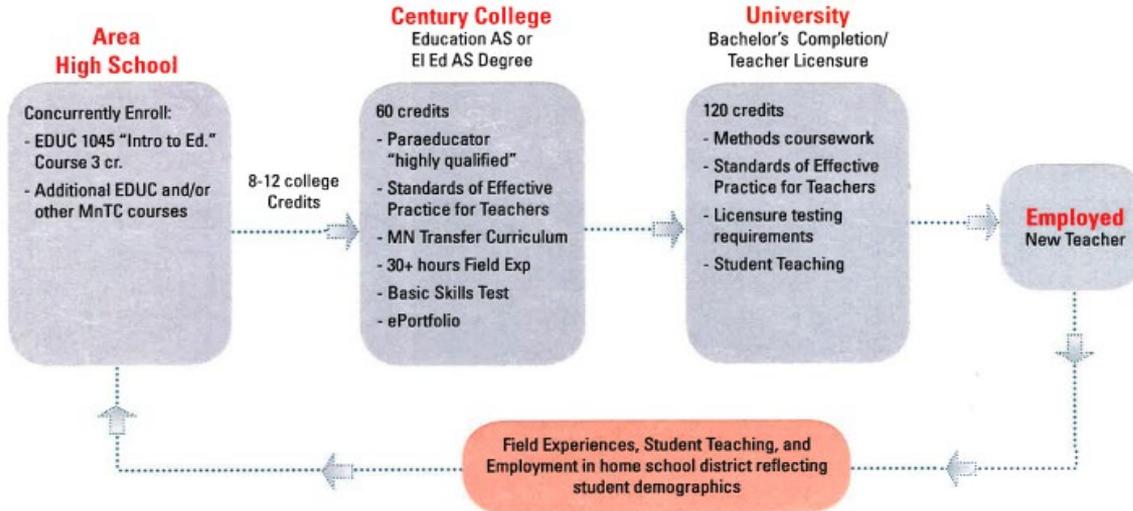
Narrative description of this strategy.

Century College will provide field experience credit for students enrolled in the AS Education Pathway Program who work in the Stillwater Summer School Success Program. These college level students will assist teachers and provide mentoring for the Stillwater AVID student leaders who are also working with K-5 students.

In the following year, Century College will provide admit qualified student leaders from Stillwater Area Public Schools into their AS Education Pathway Program for certification.

Summer Success Century Partnership

High School, Century College, and University Pathway to Diversify the Teaching Field



century.edu/programs/education

Discover What's Next!

Century College is a member of Minnesota State. We are an affirmative action, equal opportunity employer and educator. This document can be available in alternative formats to individuals with disabilities by calling 651.773.1745 or emailing access.center@century.edu.

Stillwater Area Public Schools

Achievement & Integration Plan

2020-2023

Timeline

January 23

Learning Session

February 6

School Board Meeting: First Reading of 2020-2023 Plan

February 20

School Board Meeting: Final Approval of 2020-2023 Plan

March 15

Achievement & Integration 2020-2023 Plan Due to MDE

July 1

2020-2023 Achievement & Integration Plan Funding & Implementation Begins

Questions?



Stillwater
AREA PUBLIC SCHOOLS



Agenda Item X. B.
Date Prepared: January 28, 2020
ISD 834 Board Meeting

Report for Information: Demographic study proposals
 Meeting Date: February 6, 2020
 Contact Person: Ms. Kristen Hoheisel, Executive Director of Finance and Operations
Action Timeline: February 20, 2020

Summary:

During the school district boundary conversation at the January 15, 2020 school board work session, consideration was given to procuring services to complete a demographic study. Administration contacted two vendors to provide demographic study proposals. Both vendors responded with the results listed:

Company	Pricing for Demographics	Data Provided	Other Products
Davis Demographics	Demographic Study - Year 1 = \$23,750 Demographic Update - Year 2 = \$21,500 Demographic Update - Year 3 = \$21,500	Residence-based student forecast - helpful in facilities planning Attendance Matrix 2 year - impact of open enrollment/school of choice Variety of maps included with the demographic study report	Planning Software - \$7,000 year 1, \$3,500 subsequent years
Hazel Reinhardt Consulting Services	Demographic Study - Year 1 = \$19,250	District-wide enrollment projections Individual school projections and attendance area projections Enrollment and Housing study	

The summarized proposal pages are attached for your review.

Recommendation:

This is a report for action. Action will be requested at the February 20, 2020 school board business meeting.

Appendix A Comprehensive Demographic Study Scope and Fee

Tasks Performed and Deliverables:

- Collection and research of all information required for resident student forecasts
 - New housing research, mapping, type, number, phasing schedule
 - Historical birth data trends
 - In/out migration trend analysis
 - Historical enrollment trends at District, mapping student residence (geocoding (mapping) students for Fall 2016, 2017, 2018, 2019)
- Creation/update of all GIS computer mapping layers for planning purposes including existing attendance zones, small planning areas and school locations.
- Acquisition/setup of computer GIS basemaps appropriate for school district from local county sources.
- Research and compile all new residential housing project information, including type, number of planned units, and estimated timing of completion.
- Prepare 7 Year Residence-based Student Forecasts at the detailed level of each individual small planning area, and summarized by school attendance area, by grade level, and district-wide. So for example, a typical school district that we might partition into 400 small planning areas, we would generate 400 unique student forecasts, one unique forecast for each individual planning area. This shows WHERE enrollment growth/decline is occurring. Our specialized software then aggregates together those 400 forecasts into meaningful summaries depending on how the data is being examined.
- Residence-based Forecasts are based on student residency, not student school of enrollment. **WHY?** (another type of forecast, by student's school of enrollment is useful for staffing and budgeting..... we will provide that type of 2-year forecast as well). These RESIDENCY FORECASTS are by far the most useful for long-range facility planning and any decision-making related to facilities.
 - Boundary realignment
 - Next new school location or modeling the closing of a school
 - Program placement optimization
 - Capacity/portables
- Final Report including methodology, source data utilized and discussion of results. Includes third-party demographic information in support of the forecasts.
- Impact of open enrollment/school of choice; report of student's home attendance area versus their school of enrollment. We call it an Attendance Matrix. Very useful and eye-opening.
- A variety of maps included with the demographic study report.
- Two (2) onsite visits to SAPS. The first for a kickoff meeting with district staff as well as research of any new housing. The second visit at the conclusion of the study is for a presentation to the School Board. Additional meetings available at a \$1750 per meeting fee (includes all travel costs).
- Discussion with SAPS about any next steps after forecasts. Redistricting is the most common. Let's talk.
- Setup of online mapping tools: SchoolSite Locator (complimentary through June 2021).

TOTAL FEE ONE YEAR: \$23,750

Initial above
for ONE-YEAR Consulting Services Agreement

3 YEAR AGREEMENT OPTION

Initial above
for THREE-YEAR Consulting Services Agreement

Year 1: \$23,750
Year 2: \$21,500
Year 3: \$21,500

There is one thing that we can be certain about. The population is growing older. By 2025, 20 percent of the population will be 65 years of age or older. There is no historical precedent for this high proportion of older population; therefore, society is entering uncharted waters as to the effects of this change. However, we know that aging will affect the housing market and reduce geographic mobility because older people move less frequently than younger people. Further, the percentage of households with school age children will decline.

The kindergarten and net migration (survival rate) assumptions are trend lines, which remove annual fluctuations. However, the future, like the past, will be characterized by annual fluctuation, sometimes large. Because there is no reasonable way to forecast when fluctuations around trend lines will occur, it is arbitrary to project them. Long-term projections are designed to approximate a future point in time not to yield the best projection for each intervening year between the present and the projection end date. For this reason, long-term projections should not be used for annual budgeting purposes.

Making decisions based on projections always contains some element of risk. The user must decide whether it is better to err on the high side or the low side.

Work Products

District-wide Enrollment Projections

- District-wide K-12 enrollment projections by grade by year for 10 years into the future (cohort survival method) excluding Early Childhood
- District-wide K-12 enrollment projections for five years into the future using the housing unit method (residents only) excluding Early Childhood

Individual School Projections and Attendance Area Projections

- Elementary Schools. Individual school projections for 7 elementary schools by grade by year using the cohort survival method and elementary attendance area projections for 7 elementary attendance areas using the housing unit method. Both these projections will be for five years into the future
- Middle Schools. Individual school projection for 2 middle schools (cohort survival method) and 2 middle school attendance areas (housing unit method). Projections will be for five years into the future

The sum of the individual school cohort projections will closely approximate the district-wide projections, which will be made first. The sum of the individual schools will equal the district-wide projections at kindergarten and Grade 6. The sums of other grades may not equal the district-wide projections for those grades.

The individual attendance area projections will be based on each attendance area's annual rate of turnover (sales) for single-family detached units, per student yield for newly constructed single-family detached units, existing single-family detached units that did not turnover and existing single-family detached units that did turnover.

This work, along with all assumptions and analysis, will be contained in a report and presentation to the district.

Enrollment and Housing Study

This project consists of the following:

- Acquisition of resident births by attendance areas;
- Geocoding of K-12 enrollment to parcels;
- Housing unit counts district-wide and by attendance area;
- Projected new housing development by attendance area;
- K-12 yield analysis by housing type district-wide and for each attendance area;
- K-12 yield analysis for single-family detached units for new units, recently sold units, units not sold district-wide and for each attendance area;
- K-12 yield analysis for single-family detached units by age and value district-wide;
- K-12 analysis of socio-economic characteristics (race/ethnicity and economic indicator) district-wide;
- Analysis of household structure of single-family detached units (empty/nester households and households with District 834 students); and
- Resident enrollment based on current elementary and middle school boundaries

Results from this work will be used to project enrollment via the housing starts method.

Cost

- \$7,000 District-wide study with district-wide K-12 enrollment projections
- \$5,500 Housing and Enrollment Study
- \$3,850 for 7 individual elementary school projections (\$550 per school)
- \$1,100 for 2 individual middle school projections (\$550 per school)
- \$1,800 for 9 attendance areas (\$200 per attendance area)

Timeline

This project can be completed by mid to late May 2020

Terms

A payment of \$3,500 payable to Hazel Reinhardt Consulting Services is required as a part of accepting this proposal.

Data Requirements

To make district-wide enrollment projections for the Stillwater Area Public Schools, the following data from the school district are required:

1. Fall enrollment (headcount) by grade in the Stillwater Area Public Schools—2009-10 through 2019-20. (Excluding Early Childhood)

There is one thing that we can be certain about. The population is growing older. By 2025, 20 percent of the population will be 65 years of age or older. There is no historical precedent for this high proportion of older population; therefore, society is entering uncharted waters as to the effects of this change. However, we know that aging will affect the housing market and reduce geographic mobility because older people move less frequently than younger people. Further, the percentage of households with school age children will decline.

The kindergarten and net migration (survival rate) assumptions are trend lines, which remove annual fluctuations. However, the future, like the past, will be characterized by annual fluctuation, sometimes large. Because there is no reasonable way to forecast when fluctuations around trend lines will occur, it is arbitrary to project them. Long-term projections are designed to approximate a future point in time not to yield the best projection for each intervening year between the present and the projection end date. For this reason, long-term projections should not be used for annual budgeting purposes.

Making decisions based on projections always contains some element of risk. The user must decide whether it is better to err on the high side or the low side.

Work Products

District-wide Enrollment Projections

- District-wide K-12 enrollment projections by grade by year for 10 years into the future (cohort survival method) excluding Early Childhood
- District-wide K-12 enrollment projections for five years into the future using the housing unit method (residents only) excluding Early Childhood

Individual School Projections and Attendance Area Projections

- Elementary Schools. Individual school projections for 7 elementary schools by grade by year using the cohort survival method and elementary attendance area projections for 7 elementary attendance areas using the housing unit method. Both these projections will be for five years into the future
- Middle Schools. Individual school projection for 2 middle schools (cohort survival method) and 2 middle school attendance areas (housing unit method). Projections will be for five years into the future

The sum of the individual school cohort projections will closely approximate the district-wide projections, which will be made first. The sum of the individual schools will equal the district-wide projections at kindergarten and Grade 6. The sums of other grades may not equal the district-wide projections for those grades.

The individual attendance area projections will be based on each attendance area's annual rate of turnover (sales) for single-family detached units, per student yield for newly constructed single-family detached units, existing single-family detached units that did not turnover and existing single-family detached units that did turnover.

This work, along with all assumptions and analysis, will be contained in a report and presentation to the district.

Enrollment and Housing Study

This project consists of the following:

- Acquisition of resident births by attendance areas;
- Geocoding of K-12 enrollment to parcels;
- Housing unit counts district-wide and by attendance area;
- Projected new housing development by attendance area;
- K-12 yield analysis by housing type district-wide and for each attendance area;
- K-12 yield analysis for single-family detached units for new units, recently sold units, units not sold district-wide and for each attendance area;
- K-12 yield analysis for single-family detached units by age and value district-wide;
- K-12 analysis of socio-economic characteristics (race/ethnicity and economic indicator) district-wide;
- Analysis of household structure of single-family detached units (empty/nester households and households with District 834 students); and
- Resident enrollment based on current elementary and middle school boundaries

Results from this work will be used to project enrollment via the housing starts method.

Cost

- \$7,000 District-wide study with district-wide K-12 enrollment projections
- \$5,500 Housing and Enrollment Study
- \$3,850 for 7 individual elementary school projections (\$550 per school)
- \$1,100 for 2 individual middle school projections (\$550 per school)
- \$1,800 for 9 attendance areas (\$200 per attendance area)

Timeline

This project can be completed by mid to late May 2020

Terms

A payment of \$3,500 payable to Hazel Reinhardt Consulting Services is required as a part of accepting this proposal.

Data Requirements

To make district-wide enrollment projections for the Stillwater Area Public Schools, the following data from the school district are required:

1. Fall enrollment (headcount) by grade in the Stillwater Area Public Schools—2009-10 through 2019-20. (Excluding Early Childhood)



**Agenda Item XI. A.
Date Prepared: January 30, 2020
ISD 834 Board Meeting**

Action Item: Policy for Final Reading
Meeting Date: February 6, 2020
Contact Person(s): Policy Working Group

Summary:

The Policy Working Group will be presenting Policy 521 – Student Disability Nondiscrimination for final approval.

Recommendation:

A motion and a second to approve Policy 521 and the removal of R 1.3.3 will be requested.

Motion by: _____ **Second by:** _____ **Vote:** _____

SCHOOL DISTRICT ADMINISTRATION

POLICY TITLE	POLICY NUMBER	ADOPTED	REVIEW FREQUENCY
Student Disability Nondiscrimination	521	Adopted:	

I. PURPOSE

The purpose of this policy is to protect students with disability from discrimination on the basis of disability and to identify and evaluate learners who, within the intent of Section 504 of the Rehabilitation Act of 1973, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

II. GENERAL STATEMENT OF POLICY

- A. A learner who is protected under Section 504 is one who has a physical or mental impairment that substantially limits one or more of such person’s major life activities, or has a record of such impairment, or is regarded as having such an impairment.

Learners who meet this criteria are protected from discrimination on the basis of a disability.

- B. The responsibility of the school district is to identify and evaluate learners who, within the intent of Section 504, need services, accommodations, or programs in order that such learners may receive a free appropriate public education.

- C. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Act.

III. COORDINATOR

Persons who have questions or comments should contact Paul Lee, Director of Student Support Services; School District 834, 6355 Osman Ave N, Stillwater, MN 55082, leep@stillwaterschools.org, 651-351-8629. This person is the school district’s Americans with Disabilities Act/Section 504 coordinator.

Legal References: Pub. L. 110-325, 122 Stat. 3553 (ADA Amendments Act of 2008, § 7)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. Part 104 (Section 504 Implementing Regulations)



Agenda Item XI. B.
Date Prepared: January 28, 2020
ISD 834 Board Meeting

Agenda Item: Appointment of District Consultants for 2020
Meeting Date: February 6, 2020
Contact Person: Denise Pontrelli, Superintendent

Background:

Administration recommends appointing these consultants for the 2020 calendar year. The district has worked with these consultants for several years to help care for the human, financial and facility resources of the district.

- Financial Auditor – Malloy, Montague, Karnowski, Radosevich, & Co., P.A.
- Actuarial Analyst – Hildi Incorporated
- Financial Consultant – R. W. Baird
- Architect – BWBR
- Construction Management Consultant – Kraus-Anderson
- Environmental Services – Field Environmental
- Building Control – Northern Air Corp and Johnson Controls
- Legal Counsel – Kennedy & Graven Chartered and Booth Law Group
- Benefits Consultant – One Digital
- Workers Comp Advisor – Marsh McLennan
- Tax Sheltered Annuity Consulting – Employee Benefits Consulting
- Civil Engineering – Larson Engineering
- Mechanical/Electrical Engineer – Hallberg Engineering

Recommendation:

Administration recommends appointing these consultants for the 2020 calendar year.

Motion by: _____ **Seconded by:** _____ **Vote:** _____



Agenda Item: XI. C.
Date Prepared: January 28, 2020
ISD 834 Board Meeting

Report for Action: Change in Elementary Start/Stop Times for 2020-2021

Contact Person: Ms. Hoheisel, Executive Director of Finance and Operations & Dr. McDowell, Assistant Superintendent

Action Timeline: February 6, 2020

Summary:

Currently all elementary schools except for Stonebridge have a daily schedule of 8:40 am to 3:10 pm. Stonebridge's schedule is 8:45 am to 3:15 pm. Administration is recommending that beginning the 2020-2021 school year all elementary schools change to a 8:45 am to 3:15 pm daily schedule. This change will increase the efficiency and effectiveness of scheduling across all elementary schools, and will potentially have a positive impact on transportation costs. The change will not impact other transportation tiers.

Recommendation:

Administration is recommending that beginning the 2020-2021 school year, all elementary schools change to 8:45 am to 3:15 pm daily schedule.

Motion by: _____ **Second by:** _____ **Vote:** _____



**Agenda Item XII. A. B.C.
Date Prepared: January 27, 2020
ISD 834 Board Meeting**

Agenda Item: School Board Reports
Meeting Date: February 6, 2020

Background:

- A. Chairperson Report
- B. Working Group Reports
 - 1. Community Engagement
 - 2. Finance and Operations
 - 3. Legislative
 - 4. Policy
- C. Board Member Reports

Each meeting the Board Chair and the members of the school board will provide updates on items of interest in the announcement category. Many times these topics develop between the time the agenda is prepared and distributed, and the meeting date. Topics generally include announcement of attendance at district events, working group updates, communication items, informational items and correspondence items worth noting. What is included in this item will vary each meeting depending on the nature of the topics, the school year schedule and time of activities.

Recommendation:

Board action is not required.



Agenda Item XIII.
Date Prepared: January 29, 2020
ISD 834 Board Meeting

Agenda Item: Adjournment
Meeting Date: February 6, 2020
Contact Person: School Board Chair

Background:
The meeting must be adjourned formally.
