

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

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Plan submitted by: Eric Anderson

Title: Coordinator of Equity & Integration

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

Plans for racially identifiable schools 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)
2. Rosemount-Apple Valley-Eagan (RI)
3. South Washington County (A)
4. Inver Grove Heights (V)
5. White Bear Lake (A)
6. South St. Paul (V)
7. Forest Lake (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. Input for Stillwater Area Public Schools Achievement and Integration Plan (July 1, 2020 to June 30, 2023) was obtained on three fronts:

1. Input from Team 3 (Equity Subgroup) of our districts World's Best Workforce Committee (Jon Becker, Cristi Burdick-Travis, Sachin Gore, Kate Niemann, John Potts, Merilee Reed, Lori Simon and Denise Stephens regarding our 3 Year Achievement and Integration Plan.
2. Input from Robin Gordon Equity Director ISD 196 (Rosemount-Apple Valley-Eagan), Cori Thompson Director of Achievement and Integration ISD 833 (South Washington County) and Gabriel Moreno Equity Coordinator ISD 200 (Hastings Public Schools) regarding both our Achievement and Integration Plan and collaborative cross-district student programming initiatives.
3. Input from Equity Alliance Member districts Forest Lake, Inver Grove Heights, White Bear Lake, Roseville and South St. Paul Public Schools regarding both our Achievement and Integration Plan and collaborative dialogue regarding specific Equity Alliance programming that Stillwater Area Public Schools participates in.

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

Increase enrollment of Stillwater's Hispanic students into postsecondary programs by maintaining the 2020 acceptance rate of students participating in the AVID 12 Elective Course into post-secondary institutions at 100% through 2023.

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: AVID will decrease racial enrollment disparities by increasing the percentage of our Hispanic students in AVID that are enrolled in AP coursework at Stillwater Area High School from 65% in 2021 to 70% in 2023.

Narrative description of this strategy.

AVID will decrease racial enrollment disparities by increasing the percentage of our Hispanic students in AVID that are enrolled in AP coursework at Stillwater Area High School from 65% in 2021 to 70% in 2023. 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 Hispanic Senior Students accepted into Post-Secondary Institutions.	100%	100%	100%
Hispanic students in AVID enrolled in AP 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 exceed on the MCA-reading assessment.	70%	72%	74%
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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 increase by 2% annually.	48%	50%	52%
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 Hispanic students by 2% annually at Stillwater Area High School during the 2021-2024 school years. We will reduce the number of course failures by Hispanic students at Stillwater Area High School from 6.6% in 2021 to 0.6% in 2023.

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

Goal type: Achievement Disparity

Strategies

Strategy #2 BARR Professional Development

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 from 6.6% by 2% annually the number of Hispanic students at Stillwater Area High School who fail one or more courses.	↓2%	↓2%	↓2%
We will decrease by 2% annually the number of Hispanic 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 Hispanic 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 #3 Culturally Responsive Professional Training

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:

- 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:

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).

Cross-District Student Programming

All strategies funded by A&I revenue encourage and enroll racially diverse groups of students that include students of color, white students, American Indian students, and students from diverse economic backgrounds.

Goal #3: Cross-District Student Programming

As measured by the Logic Model, we will increase by 5% each year from 2021-2023 of participating students who will indicate that they strongly agree or agree that the experiences with interactive cross-district programming increased their awareness and knowledge of cultures. The baseline data will be collected in the fall of 2020 through the pre-student survey.

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

Goal type: Integration

Strategies

Strategy #4 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
As measured by the Logic Model, we will increase by 5% each year from 2021-2023 of participating students who will indicate that they strongly agree or agree that the experiences with interactive cross-district programming increased their awareness and knowledge of cultures. The baseline data will be collected in the fall of 2020 through the pre-student survey.	<i>Establish baseline</i>	+5%	+5%
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 backgrounds different from their own.	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 #5 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 My Story, Your Story, Our Story helped them develop relationships with students from backgrounds different from their own.	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 #6: 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 My Story, Your Story, Our Story helped them develop relationships with students from backgrounds different from their own.	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 #7: 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 My Story, Your Story, Our Story helped them develop relationships with students from backgrounds different from their own.	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 #8: 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 #9: 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 10: 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.