



## Achievement and Integration Plan July 1, 2023 to June 30, 2026

*Submissions due by March 15th, 2023*

**District ISD# and Name:** ISD 834 Stillwater Area  
Public Schools

**District Integration Status:** V

**Superintendent:** Dr. Michael Funk  
Phone: 651-351-8400

Email: [funkm@stillwaterschools.org](mailto:funkm@stillwaterschools.org)

**Plan submitted by:** Dawn Lueck

Title: Director of Schools

Phone: 651-351-8400

Email: [lueckd@stillwaterschools.org](mailto:lueckd@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. Non-Applicable

1. Type name of RIS here.
2. Type name of RIS here.
3. Type name of RIS here.
4. Type name of RIS here.
5. Type name of RIS here.
6. Type name of RIS 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: Type name of integration collaborative here, if applicable

1. Roseville Area Schools (RI)
2. Forest Lake Area Schools (V)
3. South St. Paul School District (V)
4. Inver Grove Heights Schools (V)
5. Mankato School District (RI)
6. Rosemount-Apple Valley-Eagan Independent Schools District (RI)
7. North St. Paul-Maplewood-Oakdale (RI)
8. South Washington County (A)

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: Dr. Michael Funk

Signature:

Date Signed:

School Board Chair: Allison Sherman

Signature:

Date Signed:

## 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](#).

**AIPAC Member Signature** (if applicable): \_\_\_\_\_ Date Signed: \_\_\_\_\_

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.

Council Members: NAPAC (Native American Parent Advisory Committee) / NASA (Native American Student Alliance):

1. James Tom: Co-Chair American Indian Community Member
2. Jeremy Josephson: Co-Chair American Indian Community Member
3. Georgia Lickness: American Indian Community Member
4. Paul Red Elk: American Indian Community Member
5. Charles Smith: American Indian Community Member
6. Sarah Neitz: American Indian District Employee (NASA-Native American Student Alliance Co-Advisor)
7. Joanna Tom: District Employee/Family Member of American Indian Student (NASA Native American Student Alliance Co-Advisor)
8. Abby Speckman: NASA Student Leader

9. Grace Cichon: NASA Student Leader
10. Charlie Kern: NASA Student Leader
11. Shannon Foster: District Employee/Family Member of American Indian Student
12. Jennifer Kern: District Employee/Family Member of American Indian Student
13. Janice Lickness: District Employee/Family Member of American Indian Student
14. Erich Borhardt: Family Member of American Indian Student.
15. Ben Straka: District Employee / General Member
16. Dereck Olson: District Employee / General Member

**Meeting Dates 2022-2023 School Year:** 08/30; 09/27; 10/25; 11/29; 01/31; 02/28; 03/28; 04/25; 05/30; 06/27  
(6:00-7:30 pm Sally Manzara Nature Center on the last Tuesday of each month)

**Council Member Recommendations:**

Stillwater’s NAPAC meets monthly to discuss ways to continue to address the standardized testing, achievement and opportunity gaps that exist and persist in our school district. NAPAC recommendations that comprise the core identity of our district’s American Indian Education Program Plan and that intersect with our district’s Achievement and Integration Plan includes:

1. Increasing the percentage of 8-12 American Indian students that enroll in post-secondary preparatory coursework
2. Ensuring that 100% of our American Indian students will graduate on time
3. NASA (Native American Student Alliance) Student Leaders will participate in a minimum of three of the culture specific opportunities offered to them through our American Indian Education Program Plan.

**Multidistrict Collaboration Council:**

Multidistrict Collaboration Council: Stillwater Area Public Schools is a part of an Achievement and Integration Network that meets on the third Thursday of each month.

**Participants include:**

- Delon Smith: Director of Equity and Innovation Roseville Area Schools (RI)
- Chad Schmidt: Director of Equity and Learning South St. Paul Public Schools (V)
- Lesly Gamez: Assistant Director of Equity South St. Paul Public Schools (V)
- Alex Hermida: Equity Coordinator Hastings Public Schools (A)
- Brad Ward: Teaching and Learning Coordinator Forest Lake Area Schools (V)

Multidistrict Collaboration Council discussions focus on both programmatic and systemic and structural efforts within our respective districts and the many and varied ways our districts can collaborate and support one another in these efforts.

In addition, the proposed Achievement and Integration Plan has been discussed with all three of the district’s Family and Community Engagement Groups NAPAC, Caminos and Washington County East African Community Engagement Groups. As a result of their feedback, Stillwater’s 3 Year Achievement and Integration Plan will include 5 culture specific, Student, Family and Community Engagement Specialists, adopting a from you/for you approach to systemically embedding the identified priorities of these groups. Finally, the proposed plan was presented to our district’s World’s Best Workforce Committee for feedback.

Family and Community Engagement and World’s Best Workforce Advisory Committee

NAPAC:

Georgia Lickness: White Earth Elder  
James Tom: Mississippi Choctaw Elder  
Paul Red Elk: Lakota Elder  
Charlie Smith: Anishinaabe Elder

Caminos:

Mirna Rojas: Lake Elmo Paraprofessional  
Pedro Reyes Garcia: 5th grade Spanish Immersion Teacher  
Alex Calero: Washington County Community Health Worker  
Claudia Hernandez: Oak-Land Middle School Counseling Secretary  
Brandon Auge: SCEA Vice President/EL Teacher and Department Lead

Washington County East African Community Engagement Group:

Muna Abdi: Washington County Community Health Worker  
Sofia Aden: Parent  
Idil Farah: Parent  
Marian Hassan: Educator, Consultant, Author

World's Best Workforce Committee:

Heidi Howe: Middle School Teacher  
Maria Reichow: Middle School Teacher  
Angie Donnay: Gate Parent  
Mary Leadem Ticiu: ALC Principal  
Dave Dahl: High School Parent  
Shelly Phernetton: High School Assistant Principal  
Gilo Gora Agwa: High School Parent  
Rachel Steil: High School Teacher  
Jonathan Sobiech: Elementary Parent  
Kristina Jonason: Elementary Teacher  
Jeff Heller: Elementary Parent  
Anna Wilcek: Elementary Principal  
Chandra Martin: Elementary Teacher  
Derek Arubayi: Elementary Parent  
Malinda Lansfeldt: Elementary Principal  
Daniela Perez: Elementary Teacher  
Chris Hilgers: Elementary Parent  
Lisa Michelson: Elementary Teacher  
Jocelyn Gohdes: Elementary Parent  
Nicolle Poechmann: Elementary Teacher  
Amy Berge: Early Childhood Family Education Administrator  
Dawn Lueck: Director of Schools  
Caleb Drexler Booth: Director of Teaching and Learning

**Community Collaboration Council for Racially Identifiable School(s):** N/A

## Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval **no later than March 15, 2023** (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](mailto: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

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

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

### Goal #1:

#### Achievement Disparity SMART Goal:

We will increase by 2% each year from 2023-2026 the percentage of Hispanic and Black students who demonstrate College and Career Readiness on the ACT, ACCUPLACER or ASVAB college and career readiness tools.

ACT Composite ranges at the Silver level or higher on the National Career Readiness Certificate:

- Platinum: 27-36
- Gold: 22-26
- Silver: 17-21

ACCUPLACER Classic Score:

- 73-120: Concordance with ACT Composite 19-36
- 45-72: Concordance with ACT Composite 14-18

ASVAB:

- 93-99: Concordance with ACT Composite 27-36
- 65-92: Concordance with ACT Composite 19-26
- 50-64: Concordance with ACT Composite 17-18

- 2022-2023 Baseline
- 2023-2024 Increase by 2%
- 2024-2025 Increase by 2%
- 2025-2026 Increase by 2%

**Narrative:** Stillwater Area Public Schools acknowledges that the current standardized testing, achievement and opportunity gaps that exist within our school district are unacceptable and that we can and we must continue to do better. To begin with, our school district views these efforts as a shared opportunity and a shared responsibility in partnering with the students and families that we serve. In addition, our district's Operational Plan and Strategic Directions must unapologetically prioritize educational equity, moving the work from merely programmatic, to systemic and structural. Finally, through true collaboration our district level administration, St. Croix Education Association leadership and our teachers and staff must walk alongside one another in our on-going efforts to truly See ALL, Serve ALL and Support ALL of the students and families that we serve.

## Goal #2:

### Achievement Disparity SMART Goal:

We will increase by 2% each year from 2023-2026 the number of Enriched, Advanced Placement, CIS (College in the Schools), and Post-Secondary Enrollment Options courses taken by our Hispanic and Black students enrolled in the AVID (Advancement Via Individual Determination) Elective in grades 9-12.

2022-2023 Baseline

2023-2024 Increase by 2%

2024-2025 Increase by 2%

2025-2026 Increase by 2%

**Narrative:** AVID (Advancement Via Individual Determination) is a college and career readiness system designed to support students from groups underrepresented in careers and on college campuses including but not limited to those from low-income families and first-generation college-bound students. For the last 10 years, Stillwater Area Public Schools has incorporated the AVID system as an important conduit that reinforces and supports rigorous academic standards, provides a multitude of student leadership opportunities and offers learning environments that encourage on-going social and emotional growth and development. These efforts go far beyond the AVID Elective classrooms, striving to provide collective institutional agency by:

1. Aligning the work into congruent institutional systems and structures
2. Breaking down barriers
3. Insisting on rigor
4. Advocating for ALL students

## Goal #3:

### Integration Smart Goal:

As measured by the Logic Model [Stillwater Schools Evaluative Dashboard FY24 OUTLINE - Google Sheets](#) or through the Ripple Effect Mapping process [Ripple Effect Map:](#), we will increase by 5% each year from 2023-2026, the number of students who indicate that they Strongly Agree or Agree that their experiences with cross-district student programming:

1. Built impactful relationships with students from other districts
2. Created an accepting space for self-expression
3. Cultivated the elevation of student voices
4. Generated feelings of identity pride and empowerment
5. Employed a student-initiated process to unleash creativity

**Narrative:** Stillwater's cross-district student programming provides learning environments in which students have the opportunity to reflect on their own cultural identities and how these identities create a lens through which they view the world. While honoring their own identities, students have the opportunity to explore intercultural competencies. Working in cooperative learning teams, students use mediums such as storytelling, podcasting, film and creative writing to learn skills to communicate, collaborate and to lead equitably and inclusively.

**Goal #4:**

**Teacher Equity SMART Goal:**

We will increase Stillwater Area Public Schools students’ access to TOCAIT (Teachers of Color and American Indian Teachers) from: 3.7% in FY 2023 to 6.0% in FY 2026

2022-2023 3.7%

2023-2024 4.5%

2024-2025 5.3%

2025-2026 6.0%

**Narrative:** In Minnesota, only 5.9 percent of our teacher workforce identify as TOCAIT (Teachers of Color or American Indian Teachers); whereas 36.7 percent of our students identify as Students of Color or American Indian students. These facts illustrate a systemic inequity in access to excellent and diverse teachers. There is mounting and clear evidence supporting the social-emotional and academic benefits for both educators and our children in having teachers that represent our student population. Currently, in Stillwater Area Public Schools 3.7% of our current teaching staff meet these criteria; (592 teachers / 22 TOCAIT). Stillwater schools has adopted a twofold approach to address this urgent need:

1. Grow Your Own programming
2. Provide ongoing professional development for Stillwater Schools Human Resources Department

## Strategies

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

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

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

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

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

## Strategy Name and #

### Goal #1:

#### Strategy #1: JEPD (Job Embedded Professional Development)

**Instructional Coaches:** Stillwater Area Public Schools employs Instructional Coaches in each of our buildings. These coaches facilitate ongoing job embedded professional development sessions focused on targeted student-learning goals, effective pedagogical practices and content training. Through the solicitation of authentic feedback from staff, professional development opportunities are aligned with identified needs in buildings. These opportunities for teacher growth, combined with access to updated instructional materials, support student achievement while reinforcing a growth mindset within the school community.

**JEPD Learning Cohorts:** Job-embedded professional development refers to all the professional learning opportunities that teachers have during their contract day throughout the school year to identify and address student needs through a continuous cycle of adapting their pedagogy and instruction. Access to high-quality professional development opportunities is a key component in a teacher's continued professional growth.

**Individualized Coaching Cycles:** Instructional Coaches work 1:1 with teachers utilizing the 3 Components from Jim Knight's The Impact Cycle (What Instructional Coaches Should Do to Foster Powerful Improvement in Teaching)

#### IDENTIFY:

Staff assesses their current reality through a variety of means, including: reviewing observational data, working in collaboration with learning specialists, or watching a video of their lesson. Instructional Coaches collaborate with staff to identify a goal and a teaching strategy to implement.

#### LEARN:

Instructional Coaches and staff collaborate on specific strategies and possible approaches. Staff then chooses an approach to learning in which they would like to partake. Some approaches to learning include: modeling, peer observations, and reading research-based articles and resource reviews. Instructional coaches then provide learning opportunities in one or more of these formats.

#### GROW:

Staff implements a chosen practice. Data is gathered on the staff's implementation of the practice and on student progress toward the goal. Instructional Coaches and staff meet to discuss and reflect on practice implementation and progress toward the goal. Staff continues to make modifications until the goal is met.

**CAT (Collaborative Action Teams):** By establishing Collaborative Action teams in buildings, Instructional Coaches and teachers are able to work together to learn from each other and actively sharpen knowledge and skills. This shared commitment contributes to improved teaching and learning, thereby positively impacting student achievement.

### Strategy #2:

**Student Impact and Student, Family and Community Engagement Specialists:** Stillwater Area Public Schools will employ 1 Student Impact (Licensed K-12 Educator) and 5 Family and Community Engagement Specialists. These staff will serve as advocates for high academic achievement, and equity and inclusion, empowering and supporting families to promote



students' academic success. They will also provide a more intensive support structure to our current family and community engagement efforts.

Stillwater Area Public Schools 3 Year Achievement and Integration Plan is written in collaboration with the following Family and Community Engagement groups:

**NAPAC:** Native American Parent Advisory Committee: is a committee with a core team of 20 parents, elders and community members that meet monthly to support the needs of American Indian students and families in our district. NAPAC includes representatives from Dakota, Lakota, Ho Chunk, Ojibwe, Micmac, Mississippi Choctaw and Menominee Nations.

**Caminos:** Pathways (Partnership in Achievement and Transition to Higher Learning) is an on-going collaboration with our Hispanic families with a core group membership of 25 families that meet quarterly at the Family Means building in the Cimarron Mobile Home Community.

**Washington County East African Community Engagement Group:** A series of conversational circles incorporating the voices of our Muslim families in collaboration with the ETCIC (Eastern Twin Cities Islamic Center) and the IRG (Islamic Resource Group).

The individuals and families involved in this work bring mindsets, heart sets and skill sets that continue to lead to important adaptations to our systems and structures as we continue to work towards eliminating the current standardized testing, achievement and opportunity gaps that exist within our school district. These groups have repeatedly identified the need for Stillwater Schools to employ bi/multilingual staff whose primary focus is to improve academic achievement and to strengthen the connection between our schools and our traditionally underserved communities.

## **Goal #2:**

**Strategy #1:** The AVID Elective is a college preparatory regularly scheduled elective class during the school day. Students receive daily instruction in AVID's WICOR strategies and receive additional support twice a week through collaborative tutorial groups with peers and AVID-trained tutors.

**Strategy #2:** Middle School Success is a nine-week Wheel course designed to provide all 6th and 7th grade students the opportunity to learn about and incorporate AVID's WICOR (Writing, Inquiry, Collaboration, Organization and Reading) evidence based strategies into their learning. Over the past 7 years this WICOR for ALL approach has served over 4,400 Middle School students.

**Strategy #3:** Stillwater's JEPD (Job Embedded Professional Development) Instructional Coaching Playbook allows Instructional Coaches to systemically embed AVID's WICOR strategies into their Coaching Cycles with our educators. Examples include but are not limited to:

**Writing:** Academic Language, Focused Note Taking, Quick writes and Interactive Notebooks

**Inquiry:** Costa's Levels of Questioning, Design Thinking, Philosophical Chairs and Collaborative Study Groups

**Collaboration:** Jigsaws, World Cafe, Carousel Brainstorming, Four Corners and Socratic Seminars

**Organization:** Daily Planners, Graphic Organizers and Post-Secondary Goal Setting

**Reading:** Reading Comprehension, Academic Vocabulary, Background Knowledge Building and Summarization

## Goal #3:

### Strategy #1:

#### 1. Student Programming:

- a. **Youth Executive Board:**(Stillwater, Roseville, Forest Lake, South St. Paul, Inver Grove Heights)

**Narrative:** The Youth Executive Board (YEB) is a multi-district group of high school students who meet bi-weekly to learn how to use their leadership and power as youth to influence change in our communities. Members create yearlong service-learning projects to address opportunity gaps, to demonstrate positive leadership by advocating for important and relevant issues to today's society, and to connect with their peers across the StoryArk collaborative. YEB is facilitated by a Youth Facilitation Team, a group of 6 youth nominated by their peers as leaders, who also meet bi-weekly to plan and implement YEB programming and build bridges between their peers across the StoryArk collaborative.

- b. **Summer Virtual Storytelling:**(Stillwater, Mankato)

**Narrative:** StoryArk's summer programming focuses on the art of storytelling through the mediums of podcasting, film, creative writing, and music. Students connect with peers from all over Minnesota, collaborate with professional artists from across the world, and participate in either in-person or online programming while imagining and producing original podcasts, films, poetry, prose, music, creative writing, and visual arts.

- c. **Culturally Responsive Student Leadership:** (5th grade classrooms at Brookview and Lake Elmo Elementary Schools)

**Narrative:**The Culturally Responsive Student Leadership programming is geared toward 5th grade students with a focus on establishing a shared understanding and common language that can help increase our student's ability to take on multiple perspectives, build empathy, and strengthen interpersonal relationships; all attributes of effective leadership. This programming provides a myriad of opportunities for students to share about their own culture, identity, values, leadership and communication styles as well as learn about their peers, to develop effective leadership skills to be culturally responsive student leaders of the 21st century. This programming supports students in developing their leadership skills by creating space for students to share about themselves, learn about their classmates, and grow in empathy and understanding towards each other. Through conversations, experiential activities and games, students are empowered, uplifted, and amplified in their experience as everyday leaders.

- d. **My Story, Your Story, Our Story AVID Push In:** (10th/11th/12th grade AVID classrooms)

**Narrative:** Starting with a Storytelling Unit with a focus of "Know Thyself, Know Thy Character," students dive deep into the fundamentals of character, story arc and plot. Students privately consider their own roles, identities, culture, social styles and conflict styles and then apply what they learn to create original characters, determine a theme, and develop a story in creative teams. In the Podcast unit, students explore themes and issues important to them as they learn about podcasting as a means to communicate. Students are introduced to both narrative fiction (sci-fi, fantasy, comedy, drama, etc.) and narrative non-fiction (round table, interview, true crime, etc.) genres and are empowered to use their smartphone as a tool to learn the art of audio storytelling including recording and editing. Finally, the

Literary Arts Unit focuses on the fundamentals of storytelling and considers emotion as a driver in artistic efforts to create stories, poems, song lyrics and visual arts. Students privately consider their own internal strengths and struggles and build on what they learned in the storytelling unit to write an original short story with the class. Students also learn the basics of writing a short story, a poem, a song chorus and visual arts and select one for a personal project to create and share.

e. **Boomsite Staff:** (9-12 Stillwater Area High School students)

**Narrative:** Youth initiated and student run, highschoolers from across the state of Minnesota come on staff to publish a literary newsletter and magazine that includes multi-media student submissions. The Boomsite Newsletter is a monthly multi-media digital newsletter featuring student creative work. The Boomsite Magazine is a yearly anthology that combines all student submissions. Students join as editors and writers to brainstorm ideas, consider submissions and create a newsletter/magazine. Student work is shared with other student groups at the StoryArk Network Live event.

f. **Middle School Summer Innovation and Exploration:** (Stillwater, Inver Grove Heights 7th graders that have enrolled in AVID for the 2023-2024 school year)

**Narrative:** This partnership between Stillwater, Inver Grove Heights and 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 7th grade students who have been selected to participate in the AVID program during their 8th grade year.

g. **AVID Summer Art:** (AVID 8-12 Grade Students)

This partnership between South Washington County, Rosemount-Apple Valley-Eagan, North St. Paul Oakdale Maplewood and Stillwater Area High School students, is a convergence of music appreciation and popular culture with thematic learning around Reggae, Motown, Gospe, K-Pop, Latin American and Broadway themes. This course provides the opportunity for participating students to earn required art credits towards graduation.

h. **AVID Summer Health and Physical Education:** (AVID 8-12 Grade Students)

This partnership between Roseville, North St. Paul Oakdale Maplewood and Stillwater Area High School students will be offered online using Canvas and Zoom in a cooperative learning format. This course provides the opportunity for participating students to earn required health and physical education credits towards graduation.

## Goal #4:

### Strategy #1:

Grow Your Own Educator programming strives to improve Minnesota's teacher preparation programs' record of successfully recruiting, training, supporting and retaining TOCAIT (Teachers of Color and American Indian Teachers). As stated in the 2023 proposed Minnesota State Legislation

[https://mcusercontent.com/f6526e7b5b30854510bd70ce3/files/2d6ce5c0-c228-ba46-6753-ce2aa28d9100/2023\\_ITCA\\_Highlights\\_v1.12.23\\_.pdf](https://mcusercontent.com/f6526e7b5b30854510bd70ce3/files/2d6ce5c0-c228-ba46-6753-ce2aa28d9100/2023_ITCA_Highlights_v1.12.23_.pdf) "...the most comprehensive set of legislation in the country to address the multiple,

interconnected factors contributing to the severe and continuous shortage of BIPOC teachers in schools.” Diversifying the pathways to become a teacher is a complex issue and unique to each community.

Stillwater Area Public Schools partners with Century College’s University Pathway to Diversifying the Teaching Field.

Interested AVID (Advancement Via Individual Determination) and other 10-12 grade students, interview and are hired by the school district, participate in in-depth professional development and curriculum writing with elementary grade level teams and serve alongside licensed classroom teachers during the month of July as part of our elementary Summer Success programming. These student leaders are then encouraged and supported to enroll in a Concurrent Enrollment course titled An Introduction to the Teaching Profession for which they receive college credit upon successful completion.

**Strategy #2:** Provide ongoing professional development for Stillwater Schools Human Resources Department.

Stillwater Schools Human Resources Department will participate in on-going professional learning opportunities and/or recruitment fairs focused on recruiting and retaining TOCAIT (Teachers of Color and American Indian Teachers) throughout the 2023-2024 school year.

## Key Indicators

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

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one 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.

## Goal #1:

### Strategy #1 - 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. <b>Based on 2022-2023 Baseline</b>   | Target 2024 | Target 2025 | Target 2026 |
|---|-------------|-------------|-------------|
| <i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>   | 42%         | 52%         | 62%         |
| As indicated by the Instructional Coaching and Data Tool, building Instructional Coaches will measure contact points and follow up actions by teachers  | +2%         | +2%         | +2%         |
| As indicated by the Impact Cycle Agreement, building Instructional Coaches will measure both teacher goals and student academic achievement growth which they record on their Individualized Impact Cycle Agreements.   | +2%         | +2%         | +2%         |
| Through staff feedback and as measured by the District Instructional Coach Survey, Instructional Coaches will have the opportunity to reflect upon their efficacy in engaging with 4 out of 12 roles which they have prioritized as identified by Joellen Killion (Learning Forward). | +2%         | +2%         | +2%         |

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

### Strategy # 2 - 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. <b>Based on 2022-2023 Baseline</b>   | Target 2024 | Target 2025 | Target 2026 |
|---|-------------|-------------|-------------|
| <i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>   | 42%         | 52%         | 62%         |
| Stillwater Schools will employ 1 Student Impact Specialist and 5 Student, Family and Community Engagement Specialists during the 2023/2024 school year.   | +2%         | +2%         | +2%         |
| Student Impact Specialist and Family and Community Engagement Specialists will collaborate with building administration and staff to identify and provide outreach and support to a caseload of students in need of Tier 2 and Tier 3 interventions   | +2%         | +2%         | +2%         |
| In collaboration with Stillwater Schools Office of Achievement and Integration, our Native American Parent Advisory Committee, Caminos, and Washington County East African Community Engagement Groups will meet monthly with our Family and Community Engagement Specialists and select district staff and administration.   | +2%         | +2%         | +2%         |
| In collaboration with Stillwater Schools Office of Achievement and Integration our Student Impact Specialist and Student, Family and Community Engagement Specialists, we will develop an on-going data collection tool that incorporates feedback from our students, families and staff, including the aforementioned groups, regarding but not limited to their Desired Daily Experiences in our schools. These Desired Daily Experiences are outlined in our District Operational Plan | +2%         | +2%         | +2%         |

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

### Families Desired Daily Experiences

My child is safe, respected and included at school.

My child loves learning, and has the opportunity to explore their passions and excel.

My child's teacher partners with me so I know what is happening in the classroom and can support their academic and behavioral needs at home.

My child's education is meaningful and balanced between academics and activities.  
 My family is connected to my child's teachers and staff, and the school community as a whole.  
 My child uses technology with purpose at school.  
 My child is developing self-awareness, responsibility, academic, and social, and emotional skills.  
 My child is part of a community that is kind, loving and respectful of each other.

## Goal #2:

### Key Indicators of Progress:

| List key indicators of progress for this strategy and annual targets for each indicator.<br>Choose indicators that will help you know if the strategy is creating the outcomes you want to see. <b>Based on 2022-2023 Baseline</b>   | Target 2024                                  | Target 2025   | Target 2026   |
|--|--|---|---|
| <i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>  | 42%  | 52%   | 62%   |
| Increase the number of 8-12 grade Hispanic students enrolled in the AVID Elective.   | +2%  | +2%   | +2%   |
| Increase the number of 8-12 grade Black students enrolled in the AVID Elective.  | +2%  | +2%   | +2%   |
| Middle School Success teachers will participate in the following professional development opportunities: Job Embedded Professional Development offered by Instructional Coaches and/or AVID Lead Teacher, AVID Path to Schoolwide and AVID Summer Institute. Based on 2022-2023 Baseline JEPD (2x/month) | JEPD (2x/mo)+<br>AVID<br>Summer<br>Institute | JEPD (2x/mo)<br>+<br>AVID<br>Summer<br>Institute<br>+AVID<br>Path | JEPD (2x/mo)+<br>AVID<br>Summer<br>Institute +<br>2AVID<br>Path |

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

## Goal #3:

### Key Indicators of Progress:

| List key indicators of progress for this strategy and annual targets for each indicator.<br>Choose indicators that will help you know if the strategy is creating the outcomes you want to see. <b>Based on 2024 Baseline</b>   | Target 2024 | Target 2025 | Target 2026 |
|---|-------------|-------------|-------------|
| <i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>   | 42%         | 52%         | 62%         |
| Using the Evaluative Dashboard, we will measure the % of students who indicate that they Strongly Agree or Agree that<br>their experiences with cross-district student programming<br>1. Built impactful relationships with students from other districts<br>2. Created an accepting space for self-expression<br>3. Cultivated the elevation of student voices<br>4. Generated feelings of identity pride and empowerment<br>5. Employed a student-initiated process to unleash creativity | 0           | +5%         | +5%         |

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

## 1. Key Indicators of Progress:

| 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 2024         | Target 2025          | Target 2026          |
|--|---------------------|----------------------|----------------------|
| <i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>      | 42%                 | 52%                  | 62%                  |
| We will increase the incorporation of the Ripple Effect Mapping process as a qualitative evaluative metric into our cross-district student programming                                       | 1 Ripple Effect Map | 2 Ripple Effect Maps | 3 Ripple Effect Maps |
|  |                     |                      |                      |
|  |                     |                      |                      |

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

## 2. Key Indicators of Progress:

| 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. <b>Based on 2022-2023 Student Participants</b> | Target 2024 | Target 2025 | Target 2026 |
|---|-------------|-------------|-------------|
| <i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>   | 42%         | 52%         | 62%         |
| We will increase the number of Stillwater Schools students participating in cross-district student programming.   | +5%         | +5%         | +5%         |
|   |             |             |             |
|   |             |             |             |

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

## Goal # 4:

### Key Indicators of Progress:

| 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. <b>Based on 2022-2023 Baseline</b>   | Target 2024 | Target 2025 | Target 2026 |
|---|-------------|-------------|-------------|
| <i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>   | 42%         | 52%         | 62%         |
| Increase the number of Student Leaders that participate in our Elementary Summer Success programming by 5% each year from 2023-2026.  | +5%         | +5%         | +5%         |
| Track the Spring/Fall FastBridge scores of our K-1 Summer Success scholars participating in Camp Letterland (which uses an explicit and strategic method of ensuring that our students at highest risk for learning loss are able to maintain or enhance their skills) to establish a baseline for projected student growth.  | +5%         | +5%         | +5%         |
| Continue to offer Grow Your Own opportunities including Introduction to the Teaching Profession Concurrent Enrollment Course.   | +5%         | +5%         | +5%         |
| Incorporate and offer the complimentary Concurrent Enrollment Course Culturally Responsive Classrooms as an elective during the 2024-2025 school year.  | +5%         | +5%         | +5%         |
| Expand Century College Field Experience opportunities for Century students (currently) hosted at Andersen Elementary School)  | +5%         | +5%         | +5%         |
| Continue to present Stillwater’s Diversifying the Teaching Pathway model at state and national conferences (a Stillwater team presented this work at the AVID National Conference in December 2022) Session See session S 35<br>  <a href="https://explore.avid.org/national-conference/concurrent-sessions/#CoPs">https://explore.avid.org/national-conference/concurrent-sessions/#CoPs</a> | +5%         | +5%         | +5%         |
| Collaborate with Americorps Emerging Educators Program as a source for providing tutors for the AVID Elective   | +5%         | +5%         | +5%         |
| Continue having Stillwater’s Office of Achievement and Integration serve on the Advisory Board of Century College   | +5%         | +5%         | +5%         |

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

Stillwater Area Public Schools 3 Year Achievement and Integration Plan is designed to complement and support our district’s MTSS (Multi-Tiered Systems of Support) and evolving Comprehensive Social Emotional Learning Framework by continuing to work towards providing more equitable systems, structures and rigorous college and career ready learning opportunities for our traditionally underserved students and their families.

Minnesota’s Educational Equity gap is one of the worst in the nation. We need to continue to work together so that every student can get what they truly need.



