

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

Minn. Stat. § 124D.861-124D.862

Minn. School Desegregation/Integration Rules 3535.0100-0180

January 22, 2020

Preface: On January 21, 2020 the school board requested the Achievement & Integration Plan Learning Session materials ahead of time for review. Since it is not part of typical practice to submit Learning Session materials early, we want to note that the materials may be updated between when this is received today, January 22, 2020 and the Learning Session at 4:00 p.m. on January 23, 2020.

Submitted by: Rachel Larson, Director of Learning and Student Engagement and Eric Anderson, Achievement and Integration



Achievement & Integration Plan 2021-2024

School Board Learning Session
January 23, 2020

Stillwater Area Public Schools Achievement & Integration Plan 2021-2024

Agenda

- I. Timeline
- II. Purpose
- III. Revenue & Budget
- IV. 2021-2024 Plan



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



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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



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Minnesota Achievement & Integration Purpose

Minnesota Statutes, sections 124D.861

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



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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 <small>Develop, sustain and evaluate cultural competence for teachers</small>	RECRUITMENT AND RETENTION <small>Develop and build systemic strategies for recruiting and retaining staff of color</small>	COMMUNITY BRIDGES <small>Build bridges between school and community</small>
PERSONALIZED EDUCATION <small>Prioritize and ensure personalized education with emphasis on acceleration vs. intervention</small>	STUDENT VOICE <small>Elevate student voice and leadership and improve/ensure inclusiveness in the school culture and environment</small>	SHARED UNDERSTANDING <small>Create and sustain consistent shared understanding of equity and high level of skill application for leaders</small>
CULTURAL INCLUSIVITY <small>Develop and implement culturally inclusive standards, curriculum and comprehensive system of assessment</small>	ADULT BEHAVIORS <small>Eliminate adult behaviors and policies that lead to disproportionality; provide growth-oriented support</small>	STATEWIDE FUNDING <small>Statewide funding that ensures equity, access and opportunity for all students</small>





DEPARTMENT OF EDUCATION

Achievement & Integration Plan Components

- College & Career Readiness
- Family & Community Engagement
- Teacher Diversity
- Professional Learning
- Cross-District Student Programming



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Achievement & Integration Revenue/Budget

Category	Budget	Budget Ratios
Direct Services to Students must equal at least 80% of total revenue	\$848,434.54	80.40%
Professional Development may equal no more than 20% of total revenue	\$135,880.68	12.88%
Administrative/Indirect may equal no more than 10% of total revenue	\$71,006.45	6.73%
Total	\$1,055,321.67	

Direct Services:

Professional Development:

Administrative/Indirect:



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AVID for ALL

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.

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

Writing to Learn
Inquiring to Learn
Collaborating to Learn
Organizing to Learn
Readng to Learn

DISCOVER ENGAGE SUCCEED

MIDDLE SCHOOL SUCCESS TEACHERS
 Laura Wild SMS Tera Peterson OMS Tim Hartong OMS

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

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Family & Community Engagement



Caminos



NAPAC



**Islamic Resource Group/
Eastern Twin Cities
Islamic Center**

Stillwater Native American Parent Advisory Committee (NAPAC)

Dakota, Ho Chunk, Lakota, Menominee, Mi'kmaq, Mississippi Choctaw, Ojibwe

100+ Native American parents/guardians with students in
Stillwater Area Public Schools

Highlights

- Dakota UMD professor at SAHS Astronomy classes
- Elders and cultural experts at middle schools & elementary schools
- 4th grade classroom partnerships with St. Paul Public Schools
- 2nd grade cultural day



Parent Institute of Quality Education

CAMINOS

2014- Present

Collaborate with
Parents to Navigate the
School System

Support Home Learning
Environments

Develop Skills for
Collaborating with
School Staff

Provide Parents with
the Necessary
Information for Post-
Secondary and College
Options



Islamic Resource Group

IRG's mission is to build bridges of understanding between Muslim Americans and the broader community through education.

"An Introduction to Islam & Muslims, Women in Islam"

Brookview
Early Childhood Family Center
Lake Elmo
Oak-Land Middle School
New Teacher Mentor Program

2018 Building Bridges Award
Stillwater Area Public Schools
Office of Equity & Integration



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Teacher Diversity

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



Summer Success Century Partnership

Partnering with Century College to offer Summer Success student leaders opportunities to take Education A.S. PSEO course



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Cross-District Student Programming

Youth Executive Board

Carlson School of Management
Middle School Summer Innovation
and Exploration

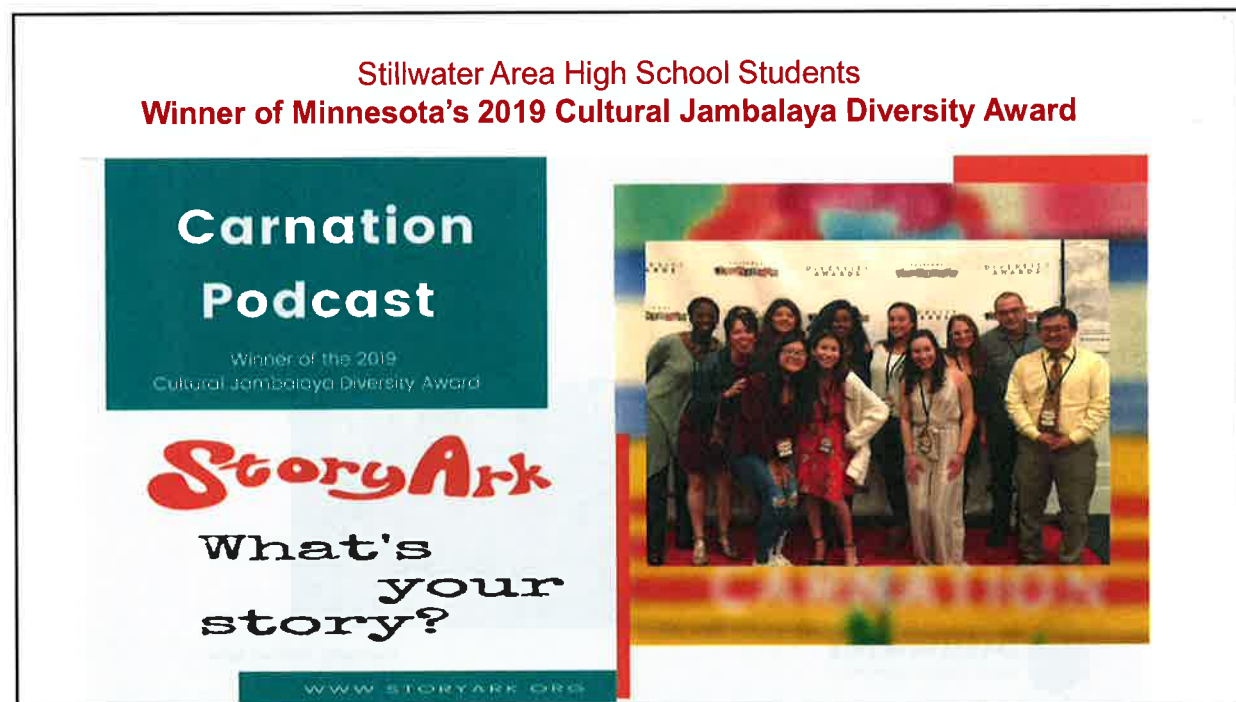
4th Grade Partnership between
Stonebridge Elementary &
American Indian Magnet School

What's your Story? A Podcasting
Adventure



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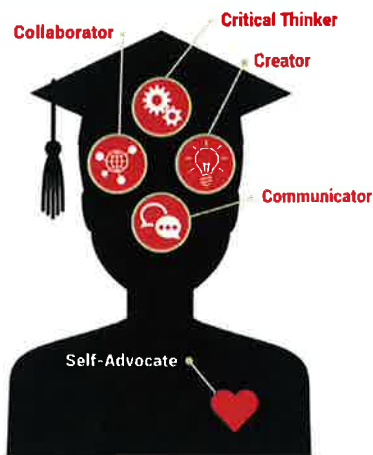
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2021-2024 Achievement & Integration Plan Format

Plan Component
 Goal #
 Aligns with WBWF Area
 Goal type
 Strategies/Strategy Name/Number
 Type of Strategy
 Integrated Learning Environments
 Narrative description of this strategy
 Location of Services
 Key Indicators of Progress (KIPS)

Portrait of a Stillwater Graduate



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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.



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Goal #2: We will reduce the number of course failures by 2% at Stillwater Area High School through expanding the Building Assets, Reducing Risks (BARR) Model.

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.



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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.



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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.



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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.

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.



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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?



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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% at Stillwater Area High School through expanding the Building Assets, Reducing Risks (BARR) Model.

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).

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.