

# Indian Education Program Plan (IEPP): Instructions

We appreciate your commitment to the American Indian youth of Minnesota! Please read the following information carefully as IEPP requirements and information have been newly revised.

## IEPP

IEPPs must be created in **full collaboration** with the American Indian Parent Advisory Committee (AIPAC). We have provided an IEPP template for you to type directly into. The template is a Word Document and it is formatted to expand as you type. Always save a copy of your IEPP, and distribute copies to applicable staff and **all** AIPAC representatives.

## Certification Statement

You are **required** to submit a signed statement affirming that district personnel and the AIPAC fully collaborated on the creation of the IEPP and are in full agreement on its contents and execution. This form is a separate PDF and can be found on the [Office of Indian Education page](http://education.state.mn.us/MDE/dse/indian/) of the Minnesota Department of Education website. Print the form, sign, and remit via email with your IEPP.

## AIPAC Representative Roster

You are now **required** to submit an AIPAC representative roster with your completed IEPP. This form is a separate PDF and can be found on the [Office of Indian Education page](http://education.state.mn.us/MDE/dse/indian/). Print, sign, and remit with your IEPP. If you have not yet formed an AIPAC or are new to this process, please review [Minnesota Statutes, section 124D.78](https://www.revisor.mn.gov/statutes/?id=124D.78), and call the Office of Indian Education: 651.582.8280.

## Due Date

The IEPP, signed Certification Statement, and AIPAC roster should be submitted upon completion, **but no later than October 1, 2017**.

## Remittance

All items must be submitted together. All materials are reviewed to ensure that they encompass the intent of [Minnesota Statutes, section 124D.81](https://www.revisor.mn.gov/statutes/?id=124d.81). You will receive follow-up communication from the Office of Indian Education.

### Remittance Option 1: Email

Email is the preferred method for remittance. All required items should be attached to one email.

mde.indian-education@state.mn.us.

### Remittance Option 2: Traditional Mail

Print each of the required items and mail them directly to the Office of Indian Education.

**Minnesota Department of Education**

Office of Indian Education

1500 Highway 36 W.

Roseville, MN 55113

### Contact Information

The Office of Indian Education is available to assist you throughout this process. If you have questions, concerns, or need clarification or guidance, please don’t hesitate to reach out to us.

**Kristen Aeikens | Program Support**

651.582.8558

Kristen.Aeikens@state.mn.us

**Everett Bad Wound | Education Specialist**

651.582.8372

Everett.Bad.Wound@state.mn.us

**Dr. Jane Harstad, D.Ed. | Director of Indian Education**

651.582.8257

Jane.Harstad@state.mn.us



# Indian Education Program Plan

## District/School Information

District/School Name and Number: Hastings Public Schools; ISD 200

Address: 1000 West 11th Street

City: Hastings

Zip Code: 55033

### Contact Information

Enter applicable information for IEPP project leaders, point people, and collaborative partners. Please type for clarity.

| Personnel Role | Name | Phone Number | Email Address |
| --- | --- | --- | --- |
| **Superintendent/Director** | Tim Collins |  | tcollins@hastings.k12.mn.us |
| **Indian Education Program Lead** | Jennifer Reichel | 651-480-7011 | jreichel@hastings.k12.mn.us |
| **Additional Indian Education Staff** |  |  |  |
| **American Indian Parent Advisory Committee Chairperson** | Calais Lone ElkMichelle CorneliusenBecky Buck |  | mrscloneelk@yahoo.comMichelle.Corneliusen@bluecrossmn.comrbuck@isd622.org |

## IEPP: Goals, Narrative, Budget

Please type in each applicable area. The template will expand to meet the needs of your text as you type.

### World’s Best Workforce: Goal Area 1

| **All American Indian (AI) Children Ready for School** | **Narrative** |
| --- | --- |
| 2016-17 Outcomes | The District’s 16-17 Kindergarten readiness goal is, “Working toward all students being academically ready for kindergarten, we will increase the percentage of students who meet district criteria of identification of 13 upper and lower case and 8 letter sounds upon entering Kindergarten from 52% to 55%. While we saw an increase of students who meet these criteria, our 53% doesn’t reach our intended goal.  |
| 2017-18 Goal | Increase to 100% of American Indian students who meet all three benchmarks of our World’s Best Workforce goal of identification of 13 upper and lower case and 8 letter sounds upon entering Kindergarten. |
| 2017-18 Strategies for Goal Achievement | As a District, we’ve formed a partnership with not only our school-based Pre-K program, but have also begun building a relationship with other local preschool providers. Throughout this year, we intend to share with those providers not only our goal areas, but support them with professional development in helping students meet those benchmarks. Additionally, we’ like to set aside some funding to support our American Indian families with scholarships to attend preschool programming at Tilden (our school-based pre-K program). Finally, we’d like to create and purchase materials that can be shared with our American Indian families that encourage at home support of literacy practices. |

### World’s Best Workforce: Goal Area 2

| **All AI Third-graders Achieve Grade Level Literacy** | **Narrative** |
| --- | --- |
| 2016-17 Outcomes | Our District goal for reading was this: Working toward a goal of all 3rd graders being proficient in reading, increase from 57% to 60% of third graders meeting or exceeding expectations on the MCAs.We saw a decline in our 3rd grade reading scores overall – decreasing from 57% to 52.3%. 17% of our American Indian students met proficiency on the 3rd grade MCAs. |
| 2017-18 Goal | Our goal is to increase to at least 75% of our current 3rd grade Native American students who meet or exceed expectations. |
| 2017-18 Strategies for Goal Achievement | In addition to the school liaison meeting with students and families – which we believe will correlate to an increase in overall academic improvement, our intention is to increase the effectiveness of our core reading instruction in grades k-3 and provide more intentional intervention services to those students whose data suggest that improvement is needed. Our reading intervention teachers (funded through Title and ADSIS dollars) will ensure that our American Indian students in our primary grades are included as part of rotations for support. Additionally, we’d like to provide books with AI main characters seen positively into classroom libraries. This will serve not only to allow our American Indian students to see characters like themselves in books, but will reinforce positive perceptions to all students in the classroom. In addition to added texts to classroom libraries, we’d like to create collections of non-fiction texts and artifacts that can be used as students are learning history related to American Indians (these trunks are modeled after the collections that ISD 622 has assembled as part of their American Indian program). Through hands-on exploration accompanied by authentic texts told from the lens of the American Indian, students will have the opportunity to hear the histories from a more historically accurate lens. |

### World’s Best Workforce: Goal Area 3

| **All Achievement Gaps Closed for AI Students** | **Narrative** |
| --- | --- |
| 2016-17 Outcomes | Our District goal for 16-17 was, “Working toward closing the achievement gap of all of our students, increase from 69.6% to 75% of all students making medium or high growth as measured by 2017 MCAs. This year, an average 75.35% of students made medium or high growth in the areas of math and reading on the 2017 MCAs. An average of 60.6% of our American Indian students made medium or high growth in the area of reading and math. |
| 2017-18 Goal | Our District goal is to increase the percent of students making medium or high growth from 75.35% to 78% and increase the percent of our American Indian students making medium or high growth from an average of 60.6% to 65%. |
| 2017-18 Strategies for Goal Achievement | In addition to an intentional focused improvement on core instruction in the areas of math and reading, we’ll capitalize on our liaison to build relationships with American Indian students and families and use that advocacy for targeted interventions within and beyond the school day. |

### World’s Best Workforce: Goal Area 4

| **All AI Students Attain Career and College Readiness** | **Narrative** |
| --- | --- |
| 2016-17 Outcomes | District 200 created a survey for seniors to reflect on their experience with our system and asked a series of questions related to our defined “college and career readiness” standards. In each of the questions, no fewer than 90% of respondents responded positively. Of the 249 students who completed the survey, here’s the disaggregated data:1: I had the opportunity to participate in a variety of course options intended to spark my interest. 98.8% agree or somewhat agree2: I had the opportunity to participate in a variety of course options that appropriately challenged me. 100% agree or somewhat agree3: My coursework challenged me to think and apply concepts to complex situations.97.2% Agree or somewhat agree4: My coursework was up-to-date and meaningful for my future. 94.4% Agree or somewhat agree5: I had access to real-life practitioners, speakers, internships and/or career exploration. 89.2% Agree or somewhat agree6: We had students – using a scale of 1 to 5 (1 being strongly disagree and 5 being strongly agree) - rate the following: Throughout my k-12 education, I had the opportunity to learn, develop and practice the following skills and habits:Flexibility of thinking – average score 4.1Confidence in my success– average score 4.1Organizational skills– average score 4.0Problem-solving skills– average score 4.3Persistence– average score 4.1Curiosity– average score 4.2Resilience– average score 4.0Collaboration– average score 4.1Time management– average score 3.9Reliability– average score 4.2Communication– average score 4.2Adaptability– average score 4.2Desire to be a lifelong learner– average score 4.17: I was encouraged to balance school and outside-of-school responsibilities. 96.8% Agee or somewhat agree8: I had the opportunity to understand how I fit in a global society. 91.1% Agree or somewhat agree When we collected data last year, we didn’t create a question that allowed for the disaggregation to our ethnic groups so this data is representative of our entire graduating class and not specific to our Native American students.  |
| 2017-18 Goal | This year we plan to add a question that allows for us to disaggregate the data to determine to what degree the data follows the trend for the school with each of our ethnic groups. We will use that data as baseline data to inform our next year’s goals. Additionally, we intending to increase the percent of students who feel generally positively about their college and career readiness from a collective 95.4% to 97% and related specifically to the skills and habits, increase from an average of 82.3 to 85.0. |
| 2017-18 Strategies for Goal Achievement | Our plan is to hire a part-time school liaison who will partner with elementary, middle school and high school counselors provide opportunities for our American Indian students to participate in age-appropriate college and career readiness experience. High priorities have been determined as building a positive relationship between school and home, offering periodic check-ins to include (but not limited to) academic progress and social/ emotional awareness. As students move into high school, our AI students will be invited to participate in college tours and will access resources like scholarship, grant and other resources that share financial support for college and transportation costs will be provided. Knowing that part of our College and Career Readiness goal is to give all our students an opportunity to understand how they fit in a global society, we would like to host two American Indian cultural events for our families. We’d like to focus on traditional toys and games in one of our events and center our second around a drumming or a storytelling experience. |

### World’s Best Workforce: Goal Area 5

*\*There is a one year lag in release of graduation rates.*

| **All AI Students Graduate from High School** | **Narrative** |
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| 2016-17 Outcomes | Our graduation goal is, “Working toward a goal of all students graduating, increase from 96% to 97% of students in Hastings Public Schools meeting high school graduation requirements. Our 2016 6 year graduation rates increased to 97.7%. 100% of our American Indian students met graduation requirements. |
| 2017-18 Goal | Our intention is to sustain our high graduation rates. |
| 2017-18 Strategies for Goal Achievement | While our data suggests this isn’t a high priority area, we’re planning to capitalize on our liaison to provide check ins with our American Indian students supporting them primarily with college and career readiness, but also working to ensure graduation. |