



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

**District ISD# and Name:** District 197, West St.  
**Paul- Mendota Heights- Eagan Area Schools**  
**District Integration Status:** Adjoining District (A)  
**Superintendent:** Peter Olson-Skog  
Phone: 651-403-7001

Email: peter.olsonskog@isd197.org  
**Plan submitted by:** Andrea Saenz  
Title: ESL and Equity Coordinator  
Phone: 651-403-7012  
Email: andrea.saenz@isd197.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. Pilot Knob Elementary School | 4. Enter text here. |
| 2. Enter text here.             | 5. Enter text here. |
| 3. Enter text here.             | 6. Enter text here. |

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

**Partnering Districts** Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: Enter name.

- |  |   |
|--|---|
| 1. <b>Saint Paul Public Schools</b> RI - Racially Isolated | 3. Enter text here. Choose district status. |
| 2. Enter text here. Choose district status.                | 4. Enter text here. Choose district status. |

### 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: Peter Olson-Skog  
Signature:

Date Signed: Enter date.

School Board Chair: Joanne Mansur

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.

**Multidistrict Collaboration Council:** *SPPS and WSP- Mendota Heights- Eagan Area Schools met November 15, 2019 and January 22, 2020 to discuss a partnership in programming and opportunities for our students to participate integrated culturally relevant programming for the summer. We also discussed ways to open college and career mentorship courses to SPPS students through the Tri-District Collaborative of which District 197 is a part of. The following participants were in attendance: Sherry Carlstrom, Ryan Fell, Peter Mau, Andrea Saenz, Rene Gervais, Beth Putnam, and Dr. Darcell Hill.*

**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](#).

*The AIPAC met on February 6, 2020 to provide feedback on the proposed Achievement and Integration Plan. Those in attendance were Allicia Waukau-Butler, Nicole McMahon, David Butler, and Rebecca Somnis (AIPAC Chair). During the 19-20 school year our district was heavily involved in Strategic Planning work. Because the timing of this important work coincided with our 20-23 A&I planning, we used the feedback and work from the community stakeholder groups to inform this plan beginning 21-22. The group met December 9-11 for an intense workshop on framing the Strategic Plan. We have informed our partners at the MDE that this work group served as our Community Collaboration Council. The 35 members of the district's strategic planning team — representing community members, business owners, students, parents, and staff — completed the next stage of the district's strategic planning process. During the three-day session, participants analyzed input provided during a series of community meetings with a goal of identifying common themes and goals. Under the title of "We're Planning Our Future," team members discussed the district's main purpose, beliefs, and potential focus areas for work moving forward. After the work was presented to the school board, the team's work will be presented to district staff and community members and used to directly inform this plan.*

Katie Lowe	Community Member
Peter Mau	District Administrator
Sarah Larsen	Family
Amal Younis	Liaison
Tyrell Martin	Paraprofessional
Karen Allen	Site Administrator-MS
Bethany Winter	Staff
Julie Kuntz	Teacher-MS
Sue Powell	Site-Administration
Carmen Pineda	Staff
Khadija Sharif	Student

Ryan Schmitt	Teacher-ES
Phil Hayes	Teacher-MS
Dave Lundy	Community Member
Cari Jo Drewitz	District Administrator
Sarah Lund	Teachers-HS
Carol Beaves	Community Member
Carrie Ardito	District Administrator
Hayley Ball	Staff
Azucena Esparza-Hernandez	Student
Dee Locke	Teacher-ES
Erin Munson	Family
Libby Huettl	Site Administrator-ES
Carlos Cordon Castro	Staff
Nayana Gurung	Student
Peter Olson-Skog	Superintendent
Angela Corbet	Teacher-HS
Danielle Kissinger	Family
Jen Miller	Staff
Eric Vernon	Teacher-HS
Rodrigo Sanchez	Teacher-ES
Daymond Dean	Family
Ron Monson	Site Administrator-HS
Rob McKowan	Staff

## 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](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:** By 2023, 95% of licensed staff in District 197 will attend professional development resulting in increased student access to culturally competent and effective educators and leaders.

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

**Goal type:** Achievement Disparity

**Strategy 1:** Train, support and coach teachers in using an equity-based reflection guide for lesson planning around culturally relevant pedagogy and Ways of Being.

**Type of Strategy:** Professional development opportunities focused on academic achievement of all students.

**Narrative description of this strategy.**

Teachers and staff will engage in professional development on educational equity through the lens of non-dominant narratives in their curriculum and instruction. Instructional coaches and principals at each of our 8 school sites will support teachers with an equity-based lesson reflection tool to use in planning for units or lessons for their students. Teachers will consider how various cultural Ways of Being are supported or not by the curriculum and classroom learning environments in order to create opportunities that include non-dominant narratives in our instruction. Our district data consistently show that we are not providing a well-rounded education to our students of color, American Indian students, and our students who qualify for free and reduced lunch. Our continued equity training on culturally relevant pedagogy and Ways of Being gives us all a common vocabulary to recognize inequity and make changes to how we maximize classroom time, curriculum, and space to support all students.

**Strategy Name and # Strategy :2** Train, support and coach teachers and staff on culturally relevant pedagogy and cultural Ways of Being through high-quality equity professional development.

**Type of Strategy:** Professional development opportunities focused on academic achievement of all students.

**Narrative description of this strategy.**

In order to address the inequities in our educational system, we need all staff members invested in and trained on how to meet students where they are at. All teaching and specialist staff were trained on the mindset work of examining our cultural Ways of Being during the 19-20 school year. We will continue and extend this training opportunity to our paraprofessional and support staff. In addition, we will provide coaching to principals and instructional coaches to support district-wide implementation of our work in culturally relevant pedagogy and Ways of Being.

**Strategy Name and #: Strategy 3** Instructional coach to support the professional development of teachers and staff in culturally relevant teaching strategies.

**Type of Strategy:** Professional development opportunities focused on academic achievement of all students.

**Narrative description of this strategy.**

The use of an instructional coach at Moreland Arts and Health Sciences Magnet will support this school in the work of implementing culturally relevant practices in the classroom. This coach will model lessons, lead collaborative teams in

curriculum design, and work with students in small and large groups to accelerate research-based, high-quality educational experiences throughout the school.

### 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
The percentage of licensed staff who use an equity-based reflection tool to inform lesson planning will increase by 20 percentage points each year.	45%	65%	85%
The number of classrooms the Moreland Instructional Coach supports using the equity-based reflection tool will increase by 40% each year until 2023.	8	11	16

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

**Goal #2:** The percentage of high school students identifying as Hispanic enrolled in courses bearing college credit will increase from 18% to at least 28% by January 2023.

NOTE: Rigorous coursework at the high school is defined as any course bearing college credit.

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

**Goal type:** Achievement Disparity

**Strategy 4:** AVID courses and site team members support and encourage students who identify as Hispanic to enroll in advanced courses

**Type of Strategy:** Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.

### Narrative description of this strategy.

The AVID elective provides support strategies for students to learn how to manage challenging courses, while also offering an intimate and supportive community to take academic risks. Our strategy is to recruit more students of color and American Indian students into the AVID elective class. Our goal is for students to feel supported to continue with enrollment in more advanced courses that prepare them for career and college pathways. We offer the AVID elective at our two middle schools and high school. Our AVID site teams are the primary team responsible for recruitment and retainment of our target group of students.

### 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
The number of Hispanic students enrolled in college credit bearing courses will increase by 5% each school year	18%	23%	28%

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

**Strategy 5:** Increase participation of historically underrepresented families in Parent Academy by adding Somali and American Indian focused Parent Academy offerings at our district magnet schools.

**Type of Strategy:** Family engagement initiatives to increase student achievement.

**Narrative description of this strategy.**

Parent Academy/ Seminar will assist parents in navigating the educational system, increase their understanding of their role in their child's education, what career and college ready means, and how the district's curriculum and instruction is used to support student's learning. We will recruit cultural liaisons as instructors to better reflect the cultural and racial backgrounds of our families, as we know participation is higher under these circumstances. These cultural brokers will work with families and schools to create relevance to the Parent Academy curriculum and create bridges between school and home. Childcare, transportation, and a meal will be provided in order to reduce barriers in attendance.

**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
Increase the number of Parent Academy offerings per year.	5	6	7

**Strategy 6: Integrated experiences with Saint Paul Public Schools for career exploration**

Type of strategy: In partnership with West Saint Paul (a member of TriDistrict), Saint Paul Public School students will have the opportunity to participate in career exploration. Through this partnership, students will have access to explore career fields that are not available to students in Saint Paul public schools.

The Tri-District Center for Advanced Career Studies (CAPS) provides students an opportunity to explore a career of interest in more depth than in a traditional high school setting. Students spend a full year in classroom-based study as well as in internships in the career field of focus. Classroom-based learning, as well as the hands-on, immersive learning experience of internships, take place at host sites in the community. Students from the West. St. Paul-Mendota Heights-Eagan School District, South St. Paul Schools, and the Inver Grove Heights school district join together for this unique opportunity. Career field exploration options for SPPS students include Business Entrepreneurship and Transportation.

Students learn about their profession of interest, develop the professional skills needed for success, and have the opportunity to apply their learning in a six-month internship. In addition to their classroom instructors, students are paired with professional mentors and are exposed to a variety of guest teachers from the profession.

Students express interest in CAPS through the registration process, then follow the application procedure. Program staff works with schools to target recruitment efforts at historically underserved populations. AVID classes, Cultural Liaisons, and parent groups are some of the groups specifically targeted for recruitment efforts.

Our partnership will begin with planning and logistics in the 2020-2021 school year. Our first year of student participation in career exploration across districts will be in 2021-2022.

Location of services: (ex: Districtwide; Name of Specific Locations; etc) Multiple Partner District Career Pathway Opportunities; St. Paul College is the Career Pathways Academy Site for SPPS. Classes and internships for the CAPS program are held at host sites in the community and can change year to year. During the 2019-2020 school year, for example, the Business Entrepreneurship CAPS program was held at Evolve Workplace in West St. Paul.

**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
Increased enrollment of students from racial groups other than white, in Career Pathways Academy coursework by 10% (this would include our partnership district, SPPS). District 197's in SY20 in the Transportation and Business Entrepreneurship CAPS classes is 23% students from racial groups other than White (3/13).	Planning year	28%	33%

## Strategy 7

Provide enriching and integrated leadership experiences for students district-wide.

**Type of Strategy:** *Innovative and integrated pre-K-12 learning environments.*

**If you choose the strategy type, Innovative and integrated Pre-K through 12 learning environments, choose the types of learning environments below that best fit the 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.

District 197 will support leadership and students engagement opportunities through Anglos Latinos Motivated to Succeed (ALMAS), YMCA Youth in Government (YIG) Model United Nations experience, and Synergy/ Lovin' The Skin I'm In. Through the support of our cultural liaisons as direct student and family supports, students will be connected to the resources that will engage them in their school community and beyond.

### 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
Enrollment of students of color and American Indian students in Model UN will increase by 10% until 2023.	21%	31%	41%
Enrollment of non-Latino students in ALMAS will increase by 5% each year until 2023.	5%	10%	15%
Enrollment of American Indian students in Synergy/ Lovin' the Skin I'm In at the middle schools will increase by 6% each year until 2023.	8%	14%	20%

**Strategy 8:** Increase effective communication with families who have a preferred language other than English by utilizing Language Line for communicating important school information including but not limited to student academic progress, social emotional support, school activities and regular family communication

**Type of Strategy:** Family engagement initiatives to increase student achievement.

### 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
Families whose preferred language is not English indicate satisfaction with school communication utilizing Language Line via annual survey	80%	90%	100%

**Goal #3:** Students will increase their cultural competency from (baseline established fall 2020) to X in spring 2023.

**Aligns with WBWF area:** All children are ready for school.

**Goal type:** Integration.

**Type of Strategy:** *Innovative and integrated pre-K-12 learning environments.*

**If you choose the strategy type, Innovative and integrated Pre-K through 12 learning environments, choose the types of learning environments below that best fit the 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.

**Strategy 9:** Summer Programs – Integration with Saint Paul Public Schools

**Narrative description of this strategy.**

West St. Paul- Mendota Heights- Eagan Schools, in partnership with SPPS, will provide summer learning opportunities for students for the purposes of increasing cultural competence, reducing the disparities in academic achievement among all students and improving graduation rates. Students will have available to them a range of summer learning opportunities including (American Indian Program, CDF Freedom Schools, National Youth Sports Program - World Cultures K-4 and National Sports program 5-11). While students may access any of these programs, to ensure access for West Saint Paul students, SPPS will hold a number of seats in the following selected programs (American Indian Program (Grades 1-5), CDF Freedom Schools, National Sports Programs K-11 ). These programs are described below. Over the next three years the goal will be to increase participation in the identified programs. A description of the select programs where Saint Paul described below. This is a link to the SPPS Summer Learning Programs website:

<https://www.spps.org/domain/12661>.

**American Indian Program (Grades 1-5)**

Locations: Dayton's Bluff 262 Bates Ave, Saint Paul 3 Belwin | 1553 Stagecoach Trail S., Afton

American Indian and non-American Indian students spend two weeks at American Indian Magnet School learning indigenous cultural awareness, and two weeks at Belwin learning cultural connections to Minnesota animals and their habitats. This program is developed in collaboration with the Department of Indian Work.

Dates: June 15-July 10, 2020

Time: 7:30 a.m.-1:30 p.m

**World Cultures (National Youth Sports Program) (Grades K-4)**

Locations: Hamline Elementary (drop off) | 1599 Englewood Ave., Saint Paul Hamline University, West Hall (pick up) | 1492 Hewitt Ave., Saint Paul

Students learn about cultures from around the world, participate in daily athletic activities, experience a college campus and receive two meals a day.

Dates: July 13-Aug. 6

Time: 8:30 a.m.-1:30 p.m

**National Youth Sports Program (NYSP) (Grades 5-11)**



Locations: Hamline Elementary (drop off) | 1599 Englewood Ave., Saint Paul Hamline University, West Hall (pick up) | 1492 Hewitt Ave., Saint Paul

Student learning focuses on math, language arts and science. Activities include daily athletics, access to a college campus and receive two meals a day.

Dates: June 15-July 9

Time: 8:30 a.m.-1:30 p.m

**CDF Freedom Schools**

CDF Freedom Schools is a six-week program that strengthens literacy skills through an Integrated Reading Curriculum featuring books and materials that represent the heritages and experiences of our scholars. Essential features include Science, Arts, and Math instruction; Parent and Community Engagement; Pathways to Careers; Health and Wellness; Social Action; and Field Trips. Scholars see themselves in our high quality staff who also serve as mentors.

Dates: June 15-July 24, 2020

**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
Twenty students from District 197 will participate in integrated learning opportunities with Saint Paul Public Schools students through cultural and academic programming during the summer.	10	15	20

**Strategy 10: Increase and/or maintain integration within our district’s schools**

**Type of Strategy:** *Innovative and integrated pre-K-12 learning environments.*

**If you choose the strategy type, Innovative and integrated Pre-K through 12 learning environments, choose the types of learning environments below that best fit the strategy.**

- X Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- X Provides school enrollment choices.
- X Increases cultural fluency, competency, and interaction.
- X Increases graduation rates.
- X Increases access to effective and diverse teachers.

**Narrative description of this strategy.**

District 197 partners with Dodge Nature Center to build career and college STEM pathways in district magnet schools at Garlough Environmental Magnet School (GEMS) and Heritage E-STEM Magnet School. Students work with Dodge Nature Center naturalists to engage in integrated, hands-on STEM experiences. Magnet specialists lead students through integrated opportunities for students based on the magnet theme of that school. These experiences are embedded in the curriculum throughout the day. Both Garlough and Heritage were both previously identified as racially isolated schools; the implementation of these programs effectively increased racial diversity within enrollment and neither school is identified as a racially isolated school at this time. Magnet schools have been effective in helping us achieve racial diversity; the science programs appeal to a variety of families and enrollment strategies to achieve racial balance are utilized.

**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
District magnet schools will increase their racial balance in enrollment between students of color and white students by 1% each year.	34.3%	35.3%	36.3%

## **Creating Efficiencies and Eliminating Duplicative Programs**

Our Achievement and Integration Plan creates efficiencies by enabling us and our adjoining district to jointly implement cross-district opportunities for our students that focus on student interaction, career and college readiness, cultural empowerment, and academic growth. This plan allows for intentional alignment with systems we have in place to reduce opportunity and achievement gaps, and access to supports and highly sought after opportunities. These goals create more opportunities for alignment with our district-wide professional development around Equity, Personalized Learning, Culturally Relevant Teaching, American Indian Education, and Career and College pathways. By supplementing these programs and initiatives, we avoid program duplication and can build on the good work already happening to reduce racial and economic opportunity gaps in our district.