



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

**District ISD# and Name:** ISD 283 St. Louis Park  
Public Schools  
**District Integration Status:** Not Racially Identifiable  
**Superintendent:** Astein Osei  
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Email: [osei.astein@slpschool.org](mailto:osei.astein@slpschool.org)

**Plan submitted by:** Dr. Patrick Duffy  
**Title:** Director of Curriculum and Instruction  
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### Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

No racially identifiable schools.

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:

- 1. Minneapolis Public Schools
- 2.

### 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: **Astein Osei**

Signature: DocuSigned by:

*Astein Osei*

Date Signed: Enter date. <sup>5/1/2020</sup>

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School Board Chair: **Mary Tomback**

Signature: DocuSigned by:

*Mary Tomback*

Date Signed: Enter date. <sup>4/30/2020</sup>

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## 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.

### Multidistrict Collaboration Council:

**Community Collaboration Council:** American Indian Advisory Council:

Chair: Rebecca Pederson, District Rep: Freida Bailey

Our team was supportive of our intentionality in reviewing our curriculum and instruction through a lens of racial equity. Each member was supportive of our efforts to bring indigenous perspectives into our professional development and to provide workshops and training for staff that would raise their cultural competence and racial consciousness.

## 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:** In St. Louis Park Public Schools, the math proficiency gaps between Black and White students enrolled the full academic year, for all grades tested, as measured by all state accountability tests (MCA, MTAS) will decrease 2% each year for a total of 6% by June, 2023

**Aligns with WBWF area:** Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

**Goal type:** Reducing the disparities in academic achievement

**Goal #2:** In St. Louis Park Public Schools, students in grade 5-12 will double their enrollment in courses specifically designed to teach systemic anti-racist leadership development and apply this learning to integration leadership by June of 2023. (We would like to measure the longitudinal response that engaging students in anti-racist student leadership development will have on student achievement. We will have to train staff and students in this area to see how their increased will, skill, knowledge, and capacity will impact student achievement. In addition to the KIPs below, we will engage in qualitative studies).

**Aligns with WBWF area:** Students in all racial/ethnic groups will engage in more integrated space.

**Goal type:** Increasing racial and economic integration

**Goal #3:** In St. Louis Park Public Schools, we will recruit and retain a larger number of licensed staff of color into teaching, student services, and administrative positions increasing our number from 12% staff of color in licensed positions to 18% by fall of 2023

**Aligns with WBWF area:** Recruiting and retaining staff of color through our hiring practices and support through professional development and support systems

**Goal type:** 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.

To add goals, copy the two lines directly above and paste them below the strategies supporting Goal #1.

## Strategies

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

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

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

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

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

### 1.1 (Goal 1 Strategy 1) Middle School Coaching and Co-Teaching

**Strategy 1.1** is for a math coach and co-teacher dedicated to co-teaching and coaching math classes with other middle school staff. The students participating in these classes will have a record of qualitative and quantitative data indicating they need extra support from teachers. Through research based practices, supported by NCTM and scholars of culturally relevant pedagogy, students will have the opportunity to have additional, dedicated instruction time in math with the intended outcome of accelerating student achievement toward grade level. The person in this role may work in various capacities to support the design, review, and direction of culturally relevant curriculum and instruction.

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2021	Target 2022	Target 203
Our goal is to raise achievement for our students of color in Middle School math on the MCA Math test by 9% in three years	44%	47%	50%

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

**Strategy 1.2 (Goal 1 Strategy 2)**

**This intervention supports the following goal objective: Objective 1.2**

**Strategy 1.2** provides staff members focused on working with students to encourage and guide their participation and success through more rigorous coursework by fostering relationships, supporting academic language development and scaffolding support in rigorous classes. The students selected for this program will be identified as those capable of performing in more rigorous coursework who may need additional motivation and support for participation.

Specifically, Multicultural Learning Advocates and a High Achievement Coordinator will work to increase student of color and Indigenous students participation in more rigorous courses by doing the following:

- Supporting students of color and Indigenous students in the areas of social, emotional growth and in academic subjects.
- Providing leadership, supervision and monitoring assistance during both in- school and after-school programs for students of color and Indigenous students in advanced level courses.
- Coordinating with advanced level course teachers to support students transitioning to more rigorous courses.
- Working to develop systems of support for students that are aligned with our understanding of the impact of color, culture, and consciousness on student learning.
- Working with teachers in advanced level courses to support students with assignments and study techniques.

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2021	Target 2022	Target 2023
Our goal is to decrease our District reading achievement gap on the MCA Reading test by half from 2021-2023.	42%	38%	34%

Our goal is to decrease our District math achievement gap on the MCA Math test by half from 2021-2023.	44%	40%	36%
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*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).*

### Strategy 1.3 (Goal 1, Strategy 3)

**Strategy 3** is to help support .2 IB coursework coordinator working directly with students and staff in three elementary schools: Aquila, Peter Hobart and Susan Lindgren Elementary Schools. This coordinator will help facilitate the IB program and create interdisciplinary units for students in their school leading to greater proficiency on the MCA Math tests.

#### Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2021	Target 2022	Target 2022
Aquila Elementary's MCA Math Proficiency will increase by 3% overall each year.	70%	73%	76%
Peter Hobart's Elementary's MCA Math Proficiency will increase by 3% overall each year.	72%	75%	78%
Susan Lindgren Elementary's MCA Math Proficiency will increase by 3% overall each year.	73%	76%	79%

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

**Goal #2:** In St. Louis Park Public Schools, students in grade 7-12 will double their enrollment in courses specifically designed to teach systemic anti-racist leadership development and apply this learning to integration leadership by June of 2023. (We would like to measure the longitudinal response that engaging students in anti-racist student leadership development will have on student achievement. We will have to train staff and students in this area to see how their increased will, skill, knowledge, and capacity will impact student achievement. In addition to the KIPs below, we will engage in qualitative studies).

**Aligns with WBWF area:** Students in all racial/ethnic groups will engage in more integrated space.

**Goal type:** Increasing racial and economic integration

## Strategy 2.1 (Goal 2, Strategy 1)

**Strategy 2.1** supports student programming across our system. Participation in student programs focused on racial equity and cultural competence for both white and under-represented students develop anti-racist student leadership skills and engage in history and action research (Singleton, 2012). We believe that increased participation in these programs will lead to increased student engagement, which will lead to increased proficiency in reading, math, and science achievement and a decrease in disciplinary referrals.

### **Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2021	Target 2022	Target 2023
Our goal is to increase participation in our anti-racist student programming for Black students.	6	9	12
Our goal is to increase participation in our anti-racist student programming for Hispanic students.	4	6	8

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

## Strategy 2.2 (Goal 2, Strategy 2)

**Strategy 2.2** focuses on the salary and benefits for three employees to help support and co-teach reading and math support courses in our elementary schools. These staff members are providing supplemental support for reading and language arts classes while engaging students in leadership development through the Pedagogy of Confidence (Jackson, 2011). There will be one in each of the following elementary schools: Aquila, Peter Hobart and Susan Lindgren

### **Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2021	Target 2022	Target 2023
Aquila Elementary's MCA Reading Proficiency will increase by 3% overall each year.	60%	63%	66%
Peter Hobart's Elementary's MCA Reading Proficiency will increase by 3% overall each year.	67%	70%	73%
Susan Lindgren Elementary's MCA Reading Proficiency will increase by 3% overall each year.	66%	69%	72%

## Strategy 2.3 (Goal 2, Strategy 3)

**Strategy 2.3** helps to provide Racial Equity Leadership professional development for teachers of heterogeneous classrooms who will be engaging students in leadership development (Duffy, 2011, Jackson, 2011, Noguera, 2014). The purpose of this is to ensure that staff members, in St Louis Park, and their collaborative teams, are continuing to develop equitable teaching practices in their work and showing racial consciousness in their actions with all students.

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2021	Target 2022	Target 2023
Our goal is to increase the number of licensed staff who are trained in anti-racist student leadership development over a three year period.	30%	45%	60%

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

**Strategy 2.4 (Goal 2, Strategy 4)**

**Strategy 2.4** is for our High School to feature an online credit recovery program so that students who have received a non-passing grade can stay on-track for graduation. This program has been an important part of our recent success improving our graduation rates for our students of color and we are looking to continuing to improve.

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2021	Target 2022	Target 2023
Our goal is to completely decrease our 4-year High School graduation rate achievement gap by half from 2020-2023.	3%	2%	0%

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

**GOAL # 3:** In St. Louis Park Public Schools, we will recruit and retain a larger number of licensed staff of color into teaching, student services, and administrative positions increasing our number from 12% staff of color to 18% by fall of 2023

**Aligns with WBWF area:** Recruiting and retaining staff of color through our hiring practices and support through professional development and support systems

**Strategy 3.1 (Goal 3, Strategy 1)**

**Strategy 3.1** supports the development of a “Grow your Own” program for aspiring teachers and principals of color among our students. By providing mentorship for our staff of color to promote retainment. Teachers, both white and of color, will provide opportunities for students to learn the roles of teacher and principal through training in instructional observations, curriculum planning, and the facilitation of workshops, training, and leadership development training for their peers and even for adults in our system and the metro area.

**Key Indicators of Progress (KIPS)**

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2020	Target 2021	Target 2022
Our goal is to double the percentage of participation in student leadership programs for Black students.	10%	20%	30%
Our goal is to double the percentage of participation in our leadership programs for Hispanic students.	5%	10%	20%

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

## Key Indicators

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

For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

**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 American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
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*This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861, subd. 5).*

Copy and paste the strategy and key indicator sections 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 Strategy #1, one Strategy #2, etc.

Remember to copy and paste the goal section when adding additional goals.

## **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)). This plan will help us focus our efforts on students of color, closing gaps through asset based programming and professional development that will help staff directly impact students from every level and program in our organization. District leadership will work to coordinate these efforts and adopt strict strategic delimiters to keep us from duplicating programming. Many of these strategies will align fully with our new strategic plan.

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