

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

**District ISD# and Name:** 006 South St. Paul Public Schools

**District Integration Status:** Adjoining District (A)

**Superintendent:** Dr. David Webb

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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. NA

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: **Equity Alliance, MN.**

1. **831 Forest Lake Area Schools** V - Voluntary
2. **199 Inver Grove Heights Community Schools** V - Voluntary
3. **623 Roseville Area Schools** RI - Racially Isolated
4. **006 South St. Paul Public Schools** A - Adjoining
5. **624 White Bear Lake Public Schools** RI - Racially Isolated

In addition, 834 Stillwater Public Schools (A-Adjoining) and 833 South Washington County (A-Adjoining) are committing to collaborating on student programming with Equity Alliance, MM Collaborators.

In addition, we will be exploring partnership opportunities with:

1. **197 West St. Paul, Mendota Heights, Eagan,** A - Adjoining
2. **625 St. Paul Public Schools,** RI - Racially Isolated

### School Board Approval

x 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).

x We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: Dr. David Webb

Signature:



School Board Chair: Jeff McClellan

Signature:



Date Signed: Enter date.

3/11/2020

Date Signed: Enter date.

3/11/2020

## 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:** South St. Paul Public Schools is a member of the Equity Alliance, MN collaboration which includes the school districts of Forest Lake, Inver Grove Heights, South St. Paul, Roseville, and White Bear Lake. In addition, our American Indian Committee Chair is Renae Davis. As part of our ongoing improvement process, we have received input in planning both through a number of community conversations, data gathering efforts and meetings within the district which included student, staff and parent/community voices. Collaborative work through Equity Alliance, MN includes professional development planning, integrative offerings for students and process/leadership support for systems evaluation and change.

**Community Collaboration Council for Racially Identifiable School(s):** NA

## 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

**Goal #1:** All racial and economic student groups' reading achievement will be no more than 10% from expected targets (i.e., at least 70% proficient) as measured by the spring MCA Reading assessment by 2023.

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

**Goal type:** Achievement Disparity

## Strategies

### Strategy #1: Effective Relationships:

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

#### Narrative description of this strategy.

To build effective relationships and enhance our family partnerships by June, 2023 through culturally responsive practices and communication focused on student achievement; providing training for families and parent education with respect to equity, inclusion and related educational topics. We will build partnerships with families, community organizations and resources to support raising the level of academic proficiency of all students. This includes providing Cultural Liaisons and Home Visiting and direct student support dedicated to partnering with families in accessing quality programming and resources, and 360 Communities Family Support Workers will support families through "Partners for Success" programming focusing on reducing barriers to attendance and academic achievement. We will continue to provide educational and informational classes for parents of preschool to grade 12 students, and complete the development of a multi-model, multilingual communications plan.

**Location of services:** School district sites, buildings, classrooms, on-line

## 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
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Increase yearly parent participation in classes/programs to support parenting, program understanding.	50	75	100
Increase percent of family members and caregivers that report positive, parent-teacher trust using parent survey results after courses.	10%	15%	20%
Increase yearly attendance rates for all families involved in 360s Partners for Success program.	5%	10%	15%

## 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)). Collaborative planning for the events/programs happens with Community Education and uses braided funding with Title I Family Engagement, thus aligning this work and not duplicating.

## Strategies

### Strategy #2: Professional Development:

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

#### **Narrative description of this strategy.**

To provide culturally responsive professional development for all staff, and for teachers PreK-12 teachers and administrators to increase understanding of culturally responsive IB coaching and curriculum development so that the instructional program promotes an intercultural mindset including cultural competency, implicit bias; restorative practices; and trauma-sensitive schools. Professional development (PD) resources and training will be provided for improving achievement of all students. Part-time equity IB coaches work internally with teaching staff to create inclusive curriculum, ensuring IB Standards/Practices, curriculum development happen through an equity lens. We continue our work and PD in support of Equal Opportunity Schools programming, helping to identify and support underserved students in rigorous coursework. We are the host of regional Seeking Educational Equity and Diversity (SEED) training offered yearly, with significant staff participation. Our system is developing the Multi-Tiered System of Support (MTSS) for both academic and social-emotional/behavior. PD to support Positive Behavior Intervention, trauma informed schools, restorative practices are part of this work. In addition, planned PD work includes Innocent Classroom training for all staff. Our district was the recipient of a 2 year, \$210,000 grant to implement training that includes implicit bias and stereotype threat, along with relationship building/restorative strategies, provided for all staff by the end of 2021.

**Location of services:** School district sites, buildings, classrooms, on-line, PD offsite opportunities

## 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 Score 2021	Target Score 2022	Target Score 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%
5Es Survey: Ambitious Instruction: Academic Press teachers expect students to do their best and meet academic demands (baseline 47)	52	57	62
5Es Survey: Supportive environment: Student teacher trust – students and teachers share a high level of trust and respect (baseline 75)	78	81	84
5Es Survey: Supportive environment: Academic personalism – teachers connect with students in the classroom and support in achieving academic goals (baseline 44)	47	50	53

## 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)). Professional development planning is both a district wide and a site plan. Yearly cycles are documented and alignment is ensured across the district.

## Strategies

### Strategy #3: Career/College Rigorous Coursework

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

**Narrative description of this strategy.**

To identify, enroll and support missing students in challenging career/college preparatory courses by supporting academic motivation and achievement of students from each race/ethnic/socio-economic subgroup at the same rate as their white peers. Working with Equal Opportunity Schools, identify missing students of color who could/should be enrolled in advanced International Baccalaureate courses. Enrollment in these courses should reflect our student body with all groups represented. This project works on exam pass rates, and includes related strategies of leadership, deep data, focused commitment and capacity building for teachers and students.

In addition, 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 South St. Paul Public Schools, West. St. Paul-Mendota Heights-Eagan School District, and the Inver Grove Heights school district join together for this unique opportunity. Because West Saint Paul (a member of TriDistrict), and Saint Paul Public School are exploring the opportunity for students to participate in career exploration with career field exploration options for SPPS students which could include Business Entrepreneurship and Transportation, where students will have access to explore career fields that are not available to students in Saint Paul public schools. Partnering options for South St. Paul are also being explored.

**Location of services:** School district sites, buildings, classrooms, on-line, offsite opportunities

## 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
<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%
Close participation gaps for low income and students of color in IB Diploma Program courses. (Target participation rate minus student group participation rate.)	Less than 10%	Less than 5%	0%
Close participation gaps for low income and students of color in TriDistrict CAPS programming courses. (Target participation rate minus student group participation rate.)	baseline	Less than 10%	Less than 5%
Increase 4-Year Graduation rate for subgroups	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)). Collaborative planning for the events/programs happens with Community Education and uses braided funding with Title I Family Engagement, thus aligning this work and not duplicating.

## Achievement and Integration Goals

**Goal #2:** We will increase grade level access to participation in racially integrated learning groups/activities/opportunities from 3 grade levels in 2020 to 9 grade levels in 2023

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

**Goal type:** Integration

## Strategies

### Strategy #1: Student Participation/Leadership

**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:

- |  |  |
|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices.   | <input checked="" type="checkbox"/> Increases graduation rates.                              |
|  | <input checked="" type="checkbox"/> Increases access to effective and diverse teachers.      |

#### Narrative description of this strategy.

To increase student participation in integrated learning, after school programs focusing on cultural understanding and leadership, we plan to increase the opportunities for students across grade levels to participate in after school options such as student affinity groups, Indigenous Leaders' Circle, Youth Executive Board, and increase access and attendance/participation at equity student leadership conferences. Participation in these activities focuses on cultural fluency, understanding self, cultural competence and positive peer interactions. This connectedness to school is a factor in affecting graduation rates. Faculty advisors for student affinity groups are generally more diverse than the rest of the teaching staff, thus increasing access to students.

**Location of services:** School district sites, buildings, classrooms, on line, offsite opportunities

## 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
<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%
5Es Survey: Annual increase in Supportive Environment area of Peer Support	5%	10%	15%
5Es Survey: Annual increase in Supportive Environment area of Safety	5%	10%	15%
Increase student access each year by grade bands	Gr 8-9	Gr 6-7	Gr 4-5

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

## Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)). With one secondary site, ECA activities and events are planned and aligned. Two elementary schools work together to coordinate efforts.

### Strategies

#### Strategy #2: Integrated Learning Experiences

**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.

To increase student participation in integrated, collaborative learning experiences, supporting growth and leadership in racial identity, leadership and advocacy. We will be offering programming that is deep, experiential and integrated learning opportunities so that more of our students can have firsthand collaborative, transformational learning experiences regarding race, critical thinking, research and advocacy. For example, offered through Equity Alliance, MN the Student Ethnic Studies Research Experience (SESRE) is an integrated, student advocacy driven learning experience around the Civil Rights Movement, that includes skill development and theory in conjunction with the University of Minnesota, in field research in the form of a travel/research experience, and curricula/artifact design. Students then come back to the school district, share their knowledge, and have an impact across our schools/community.

**Location of services:** School district sites, buildings, classrooms, on line, offsite opportunities, university campuses, field trips

### 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
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Increase participation in integrated learning programs	baseline	10%	20%
Pre and post assessments of students' cultural knowledge, understanding and cross cultural problem solving skills with increase annually from baseline	5%	10%	15%
Student presentations/curricular artifacts incorporated into scope and sequence of learning plans	One time presentation	Incorporated into content	Used as objective in learning

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)). Integrated learning experiences will be aligned to coursework and content across the grade levels.

### Strategies

#### Strategy #3: IB International Mindedness

**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 district's International Baccalaureate program from K-grade 10 include direct coaching and support for students to build a culture of international mindedness, with focus on inquiring, knowledgeable and caring young people, motivated for success including key-concepts of IB, student exhibition, and Personal Projects.

**Location of services:** School district sites, buildings, classrooms, on line, field trips

## 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
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Increase in academic achievement	2%	2%	2%
Decrease in behavioral referrals	10%	10%	10%
Decrease in suspensions	10%	10%	10%

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)). As an International Baccalaureate school district, our content and classwork is coordinated through our Department of Learning for an aligned, supported program.



## Achievement and Integration Goals

**Goal #3:** By June, 2023, develop and implement a comprehensive plan for recruitment, hiring and training and staff support practices aligned with the belief that all students benefit from working with educators from diverse backgrounds and perspectives that reflect the student body. The percent of teaching/administrative staff of color in South St. Paul Schools will increase from 4% in 2019-20 to 8% in 2022-23.

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

**Goal type:** Teacher Equity

## Strategies

### Strategy #1: Hiring/Recruitment

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

#### Narrative description of this strategy.

Review hiring process and recruitment and alternative pathways to employment strategies to expand outreach and ensure culturally competent expectations and protocols. Review all elements of hiring processes including postings, job descriptions, online application process, interview protocol, references and background checks for cultural sensitivity and inclusiveness. Enhance recruitment efforts to expand outreach and attract more applicants with diverse backgrounds. Explore and refine alternative pathways for students and non-licensed staff to obtain credentials for teaching/administration, through Grow Your Own programs for high school students, and/or current non-licensed staff, including partnerships with Higher Education Partners, residencies or internships.

**Location of services:** School district offices, school sites, on line

## 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
<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%
Develop process for ongoing cycle of review of hiring demographic data. Increase percentage of people of color applying for district positions	baseline	5%	10%
Increase student participation in "Grow Your Own" type programming in high school	baseline	5%	10%
Increase staff participation in Higher Education partnerships for teaching/admin degrees	baseline	5%	10%

*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)). Task force for oversight and development includes HR, Department Heads and Principals.

### Strategies

#### Strategy #2: Staff Support

**Type of Strategy:** Recruitment and retention of racially and ethnically diverse teachers and administrators.

**Narrative description of this strategy.**

To increase retention of staff of color by providing enhanced onboarding, mentorship, and access to participation in affinity groups for staff of color. In collaboration with other member districts of Equity Alliance, MN host and promote affinity group participation for staff of color. Extend and develop the mentorship programming within the district to focus on staff of color.

**Location of services:** School district offices, school sites, on line, collaborative sites

### 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
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Increase staff participation in affinity groups	baseline	5%	10%
Increase staff of color longevity in the district	baseline	5%	10%
Increase staff of color applying for employment	baseline	5%	10%

*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)). Task force for oversight and development includes HR, Department Heads and Principals.