



Achievement and Integration Plan July 1, 2023 to June 30, 2026

Submissions due by March 15th, 2023

District ISD# and Name: 197 West St. Paul-Mendota Heights-Eagan
District Integration Status: RI.
Superintendent: Peter Olson-Skog
Phone: 651-403-7002
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Plan submitted by: Kevin Sheridan
Title: Educational Equity Coordinator
Phone: 651-403-7046
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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.

1. Pilot Knob Elementary

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. St. Paul Public Schools - RI

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: 3/6/2023

School Board Chair: Joanne Mansur

Signature:

Date Signed: 3/6/2023

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](#).

AIPAC Member Signature (if applicable): NA Date Signed: 2/28/23

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.

District Equity Advisory members who provided input include:

- Nicole McMahon - AIPAC Chair, parent
- Alana Lucio - Parent
- Kelli Walters - Early Learning Teacher & Parent
- Nawal Hassan - Student
- Leah Ruiz - Student
- Sun Van Winkle - Student
- Al Johnson - High School Principal
- Allie Duellman - Elementary Teacher
- Miles Lawson - Secondary Curriculum Coordinator
- Chucky Her - Middle School Counselor
- Andrea Saenz - High School Teacher & ESL Coordinator
- Kevin Sheridan - Educational Equity Coordinator
- Peter Mau - Assistant Superintendent
- Marcus Hill - School Board Member

American Indian Parent Advisory Council members who provided input include:

- Nicole McMahon - AIPAC Chair, parent
- Joan Gunderson-Palmer, Parent
- Teanna Moye, Parent
- Sally Reinhardt, Grandparent

District 197 Administrative Team members who provided input include:

- Al Johnson - High School Principal
- Jess Cabak - High School Associate Principal
- Tom Orth - High School Associate Principal
- Scott Karlen - High School Associate Principal
- Prentice Smith - Activities Director
- Karen Allen - Middle School Principal
- Mike Wilfahrt - Middle School Associate Principal
- Chris Hiti - Middle School Principal
- Kira Fischler - Middle School Associate Administrator
- Steve Goldade - Elementary Principal
- Mark Quinn - Elementary Principal

- Libby Huettl - Elementary Principal
- Sue Powell - Elementary Principal
- Tom Benson - Elementary Principal
- Miles Lawson - Secondary Curriculum Coordinator
- Kate Skappel - Elementary Curriculum Coordinator
- Cari Jo Drewitz - Director of Curriculum, Instruction, and Assessment
- Kara Metz - MTSS Coordinator
- Laurie Hume - Assistant Director of Early Learning
- Rachel Johnston - Special Education Coordinator
- Jen Miller - Special Education Coordinator
- Sara Lein - Director of Special Education
- Sara Blair - Communications Manager
- Kevin Sheridan - Educational Equity Coordinator
- Peter Mau - Assistant Superintendent
- Peter Olson-Skog - Superintendent

The groups listed above recommended the following:

- Provide supports to underrepresented students in rigorous courses at secondary schools
- Provide language supports to families who speak languages other than English and provide a bridge between home culture and school.
- Ensure integration of schools through offering magnet programs at schools that have had historically higher enrollment of students of color.
- Expand supports to American Indian students and families.
- Provide integrated extracurricular activities for students
- Provide curriculum that provides windows and mirror to students to a diversity of racial and other identities
- Provide supports to staff of color that promote retention
- Provide professional development to staff that enhances culturally relevant and responsive teaching practices
- Provide professional development to staff that enhances their own cultural awareness and enhances their understanding of others' cultural backgrounds

Multidistrict Collaboration Council:

Kevin Sheridan - ISD 197 Educational Equity Coordinator
 Peter Mau - ISD 197 Assistant Superintendent
 Chad Schmidt - ISD 6 Director of Learning & Teaching
 Lesly Gámez - ISD 6 Assistant Director of Equity & Learning
 Sherry Carlstrom - ISD 625 Title Programs Director
 Myla Pope, Director - ISD 625 Office of Equity
 Stacey Gray Akyea - ISD 625 Chief of Equity, Strategy & Innovation
 Kayla Battles - ISD 625 Project Coordinator, Office of Equity

Community Collaboration Council for Racially Identifiable School(s):

Tom Benson - Principal, Pilot Knob Elementary
 Steve Goldade - Principal, Mendota Elementary
 Nicole McMahan - AIPAC Chair, parent
 Farhiyo Farah - East African Cultural Liaison
 Kevin Sheridan - Educational Equity Coordinator
 Peter Mau - Assistant Superintendent

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval **no later than March 15, 2023** (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

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 the 2025-2026 school year, at least 30% of Black, American Indian, and Hispanic high school students will be enrolled in at least one rigorous course (AP, CIS and Concurrent Enrollment).

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

Goal type: Integration

Strategy #1: Beyond OUR Walls Equity Summit and Youth Ambassador Integration with St. Paul Public Schools and South St. Paul Schools

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

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:

Increases cultural fluency, competency, and interaction.

Increases access to effective and diverse teachers

Narrative description of this strategy.

Our district, in partnership with Saint Paul Public Schools and South St. Paul Schools, will participate in the Beyond OUR Walls SPPS Equity Summit and Youth Ambassadors, the student equity development and leadership program connected to the Equity Summit experience. These opportunities will provide learning opportunities for students and staff for the purposes of increasing cultural fluency, competence, and interaction.

Beyond Our Walls stands on the belief that we must engage our entire community in combating inequity in its various forms. Addressing inequity in education should be a collective effort and extends far beyond Saint Paul Public School District. This dilemma of marginalization and oppression plagues our cities, state and nation. Beyond OUR Walls SPPS Equity Summit provides a culmination of activities and learning with the purpose of:

- **Engaging** a broader community in conversation and learning around gender equity, racial equity and their intersections
- Providing a forum for SPPS leadership and staff to **interact** with community stakeholders including students, families, community organizations, and others in a collaborative learning environment
- **Building** on principles of collectivism to address and dismantle the inequity in education and beyond.

This full day event will include a continental breakfast, Opening Plenary, Keynote, multiple Breakout Sessions, and a Closing Activity/Remarks. West St. Paul and South St. Paul will commit to disseminating information and recruiting staff, students, and their local community members to participate in the summit. Both districts will be intentional with their recruitment efforts focusing on inviting building Leadership Teams, Equity Teams, student groups focused on developing student leadership through a lens of equity, and community members/groups that might be of support of equity efforts in their districts.

Tangent with the Beyond OUR Walls SPPS Equity Summit, high school students from the partnering districts will be invited to participate in the Youth Ambassador development program prior to the full-day learning experience. Youth Ambassadors will engage in six- four hour training and program development sessions and one orientation/set up session prior to the Equity Summit. Recruitment for ambassador selection will begin in October and the first session will be held early December. Ambassadors will join together to build community, learn foundational equity leadership skills/tools, develop key components for the event, and onboard to the capacities they will serve at the Equity Summit. Each Youth Ambassador will receive a \$375 stipend, transportation to and from sessions, meals at the sessions, a Youth Ambassador T-shirt, and training materials. Youth Ambassadors will also receive meals at the Equity Summit and transportation to and from the event.

Partner districts will commit to:

- Identifying a key contact for the Partnership
- Identifying a key contact for the Youth Ambassador recruitment, selection, providing media and medical releases, collection of data, and other communication
- Identifying a primary contact for all Beyond OUR Walls Equity Summit staff and community member recruitment, and communication related to the gathering and dissemination of information
- Provide stipend for district lead if necessary
- Provide stipend for Youth Ambassador lead if necessary
- Support program evaluation efforts

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 2024	Target 2025	Target 2026
We will increase the number of staff participants in the Beyond OUR Walls Equity Summit to 14 or more by 2026.	10	12	14
We will increase the number of Youth Ambassadors involved in the Beyond OUR Walls Equity Summit to 7 or more by 2026.	5	6	7
We will increase the percentage of Youth Ambassadors who indicate they agree or strongly agree that the Youth Ambassador experience increased the following: equity awareness, communication with others, foundational equity leadership skills, and building community.	60%	65%	70%

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

Strategy #2: Increase and/or maintain student integration within our schools

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

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.

Narrative description of this strategy.

Magnet specialists at each of the four magnet schools 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. Further, 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. 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.

Location of services: Garlough Elementary, Moreland Elementary, Pilot Knob Elementary, Heritage Middle 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 2024	Target 2025	Target 2026
District magnet schools will not be identified as racially isolated. That means each year those schools will be less than 20 percentage points higher for enrollment of students of color than the grade band as a whole for the school district. This is measured by race/ethnicity and free and reduced meal status.	Less than 20%	Less than 20%	Less than 20%

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

Goal #2: By the 2025-2026 school year the percent of licensed staff of color will increase from 6% to at least 9%.

Aligns with WBWF area: All students graduate from high school.

Goal type: Teacher Equity

Strategy #3: Retain staff of color

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

Narrative description of this strategy.

In order to retain staff of color we will continue to run a staff of color affinity group. The staff of color affinity group is driven by its members. It serves as a place to network with other staff of color, build relationships, support career advancement, and to develop professionally. Further, we will conduct 90-day check ins or “stay interviews” with new staff of color who choose to participate. These interviews are intended to help connect staff to their purpose for being

an educator, identify the successes they have experienced in the support they have received, and to identify and remedy issues causing them to consider leaving the organization.

Location of services: District wide

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 2024	Target 2025	Target 2026
The number of staff of color who attend at least one Staff of Color Affinity Group meeting will increase each year	15	20	25
The percentage of new staff of color choosing to participate in stay interviews will increase each year.	40%	50%	60%

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

Strategy #4: Implement the AMAZEworks supplemental curriculum in all elementary classrooms

Type of Strategy: Equitable access to effective and more diverse teachers.

Narrative description of this strategy.

PreK and elementary classroom teachers are being trained in the use of the AMAZEworks supplemental curriculum on a three year phase in cycle, beginning in the 2022-2023 school year. As part of the training, teachers receive the curriculum manual, the trade books, and additional materials to support implementation. Classroom teachers read 2-3 children’s books a month focused on one or more identities (race, socio-economic status, and more) and lead a class discussion about the book. AMAZEworks is a “research-based curriculum grounded in anti-bias education theory and presents diversity through the lens of family. The PreK – 5 curriculum:

- Fosters social-emotional learning through the lens of anti-bias education.
- Is literature-based and includes 20 high-quality trade books per grade level, written from authentic voice whenever possible.
- Includes two printed curriculum guides with lesson plans for each book with discussion questions, journal prompts, and follow-up activities for each unit.
- Covers a wide range of identities, family structures, and lived experiences, including race/ethnicity, immigration, religion, socioeconomics, disabilities, gay/lesbian/transgender family members, divorce/blended, aging, foster care, incarceration, death, deployment, and adoption.
- Includes a Scope and Sequence and literacy alignment.
- Is aligned with Common Core standards.
- Can be used in small and large group settings.”

This curriculum and corresponding training builds on anti-bias equity training offered Fall and Winter of the 2021-2022 school year.

Location of services: Early Learning, Garlough Elementary, Mendota Elementary, Moreland Elementary, Pilot Knob Elementary, Somerset Elementary

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 2024	Target 2025	Target 2026
Increase the percentage of elementary classrooms where the AMAZEworks supplemental curriculum is being implemented	75%	95%	100%

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

Strategy #5: 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 of our staff members invested in and trained on how to meet students where they are academically and culturally. Teachers and staff will engage in professional development on educational equity to further develop their cultural competence by exploring their own culture and the cultures of others. Teachers and staff will also engage in professional development on culturally relevant and responsive teaching strategies. Professional development comes in many forms including ongoing site-based professional development, coaching, leadership development, working with outside experts, and attending workshops. Some of the specific areas of focus over the next three years include culturally responsive teaching and relationship building strategies, restorative practices, protocols for facilitating classroom conversations about cultural differences, and equitable grading practices.

Location of services: District wide

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 2024	Target 2025	Target 2026
Each of our 8 schools will engage in a year-long professional development series with their faculty about culturally responsive teaching and the ready for rigor framework.	1/8	4/8	8/8

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

Goal #3: By the 2025-2026 school year the four year graduation rate for Hispanic students will increase from 78% (2021) to at least 84%.

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

Goal type: Achievement Disparity

Strategy #6: Provide supports for students of color to access and succeed in rigorous courses at the secondary level through the AVID program

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 goal is for students to feel supported to continue with enrollment in more advanced courses that prepare them for career and college pathways, that lead to greater academic achievement and that result in increased four year graduation rates. We know from interviews with students of color that the more students of color they see in advanced classes, the more comfortable they feel taking advanced classes. We also know from interviews that when students of color feel comfortable and supported in those classes that they encourage others to take similar courses. By providing the needed support and through the word of mouth of those students, in addition to other recruiting efforts, we will increase enrollment in rigorous courses. We offer the AVID elective at our two middle schools and our high school. Our AVID site teams are the primary team responsible for recruitment and retention of our target group of students.

Location of services: Friendly Hills Middle School, Heritage Middle School, and Two Rivers High 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 2024	Target 2025	Target 2026
The percentage of 10th-12th grade AVID students enrolled in 2 or more advanced or rigorous courses will increase to % as measured by the CCI.	Baseline	Baseline +2%	Baseline + 4%

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

Strategy #7: Parent Academy

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

Narrative description of this strategy.

Our cultural liaisons serve as cultural bridges to provide support for our American Indian, East African and Hispanic students and families. They strengthen family-school connections and help families access needed resources. In addition, they regularly meet with students both individually and in groups to bolster socio-emotional skills, to support cultural identity, and to foster their overall academic achievement and graduation. Our language supports include districtwide translators/interpreters, LanguageLine and Talking Points. Parent Academy assists parents in navigating the educational system while increasing their understanding of their role in their child's education, what career and college ready means, what graduation requirements are, and how the district's curriculum and instruction is used to support students' learning.

Location of services: All ISD 197 Schools

Key Indicators of Progress (KIP) - Parent Academy

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 2024	Target 2025	Target 2026
The number of families accessing our Parent Academy offerings will increase each year.	55	60	65

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

Strategy #8: Provide integrated out-of-school activities for students to build cultural awareness, competency, and fluency

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

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:

Increases cultural fluency, competency, and interaction.

Narrative description of this strategy.

The out-of-school programming at our two middle schools that we will provide aims to increase interactions among different student populations. This effort creates opportunities for our middle school students to build their cultural fluency and competency. This initiative aligns to our district framework and specifically to one of our beliefs, that seeking to understand each other strengthens the individual and community. The marketing of these activities are intentional in order to bring a variety of student populations together. Research supports student engagement in out of school activities increases their sense of belonging and their achievement.

Location of services: Friendly Hills Middle School and Heritage Middle 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 2024	Target 2025	Target 2026
Increase the number of students participating in afterschool, integrated activities	50	75	100

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

Strategy #5: Equity Professional Development

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

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)).

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, 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, 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.

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: By 2026, Pilot Knob students will have increased opportunities to engage with another district elementary school through a variety of events in order to increase opportunities for racial integration.

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

Goal type: Integration

Strategy #1: Out of School Time Integration Activities

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

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:

- X Provides school enrollment choices.
- X Increases cultural fluency, competency, and interaction.

Narrative description of this strategy.

Students and their families from Pilot Knob (PK) will participate in district-wide events. One event will be for families served by the district's cultural liaisons and translator/interpreters across all schools: PK students and families will have the opportunity to learn about the different elementary schools, options for secondary schools, and to meet students and staff from other schools. It is also an opportunity for sites to learn more about PK and consider enrolling there through the district's intra-district transfer process. Additionally, PK will host PK Plays events throughout the year: a series of outdoor fun events that promote community building, family engagement, and provide access and opportunity

for students to learn new outdoor sports and activities in a safe, community-oriented environment. PK Plays will be held at PK and other elementary schools, with a larger event held at Two Rivers High School to finish the year and to help students and families learn about the transition to secondary schools.

Location of services: Various sites

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 2024	Target 2025	Target 2026
PK will host or co-host events designed to bring students and/or families from at least one other elementary school together for integrated learning opportunities.	3	4	≥4

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

RIS Goal #2: By 2026, 100% of Pilot Knob Elementary classroom teachers will be trained in and implement the AMAZEworks supplemental curriculum.

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

Goal type: Teacher equity

Strategy #2: Implement the AMAZEworks supplemental curriculum in all classrooms

Type of Strategy: Equitable access to effective and more diverse teachers.

Narrative description of this strategy.

PreK and elementary classroom teachers are being trained in the use of the AMAZEworks supplemental curriculum on a three year phase in cycle, beginning in the 2022-2023 school year. As part of the training, teachers receive the curriculum manual, the trade books, and additional materials to support implementation. Classroom teachers read 2-3 children’s books a month focused on one or more identities (race, socio-economic status, and more) and lead a class discussion about the book. AMAZEworks is a “research-based curriculum grounded in anti-bias education theory and presents diversity through the lens of family. The PreK – 5 curriculum:

- Fosters social-emotional learning through the lens of anti-bias education.
- Is literature-based and includes 20 high-quality trade books per grade level, written from authentic voice whenever possible.
- Includes two printed curriculum guides with lesson plans for each book with discussion questions, journal prompts, and follow-up activities for each unit.
- Covers a wide range of identities, family structures, and lived experiences, including race/ethnicity, immigration, religion, socioeconomics, disabilities, gay/lesbian/transgender family members, divorce/blended, aging, foster care, incarceration, death, deployment, and adoption.
- Includes a Scope and Sequence and literacy alignment.
- Is aligned with Common Core standards.
- Can be used in small and large group settings.”

This curriculum and corresponding training builds on anti-bias equity training offered Fall and Winter of the 2021-2022 school year.

Location of services: Pilot Knob Elementary

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 2024	Target 2025	Target 2026
Increase the percentage of elementary classrooms where the AMAZEworks supplemental curriculum is being implemented	50%	90%	100%

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

RIS Goal #3: By 2026, reduce the proficiency gap on the 3rd Grade Reading MCA III between students of color and white students by at least 6%age points (from 28.5%age points to 22.5%age points)

Aligns with WBWF area: All third-graders can read at grade level.

Goal type: Achievement

Strategy #2: Implement the AMAZEworks supplemental curriculum in all classrooms

Type of Strategy: Equitable access to effective and more diverse teachers.

Strategy #3: 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 of our staff members invested in and trained on how to meet students where they are academically and culturally. Teachers and staff will engage in professional development on educational equity to further develop their cultural competence by exploring their own culture and the cultures of others. Teachers and staff will also engage in professional development on culturally relevant and responsive teaching strategies. Professional development comes in many forms including ongoing site-based professional development, coaching, leadership development, working with outside experts, and attending workshops. Some of the specific areas of focus over the next three years include culturally responsive teaching and relationship building strategies, restorative practices, protocols for facilitating classroom conversations about cultural differences and similarities, and equitable grading practices.

Location of services: Pilot Knob

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 2024	Target 2025	Target 2026
All classroom teachers will be trained in facilitating classroom conversations about cultural differences and similarities.	50%	90%	100%

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 for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)).

By encouraging families and students from other elementary schools to join Pilot Knob in a variety of out of school activities and learning opportunities it reduces or eliminates the need for similar programs at other schools.