

Achievement and Integration Plan

July 1, 2020 to June 30, 2023

Revision Submitted 7/30/2020

District: ISD 625 Saint Paul Public Schools
District Integration Status: Racially Isolated District (RI)
Superintendent: Dr. Joseph Gothard
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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. Phalen Hmong Studies Magnet | 4. Enter text here. |
| 2. Jackson Elementary | 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. West St. Paul-Mendota Heights-Eagan
Area Schools (District 197) A -
Adjoining | 3. Enter text here. Choose district status. |
| 2. Stillwater District (834) V - Voluntary | 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: Dr. Joseph Gothard
Signature:

Date Signed: Enter date.

School Board Chair: Marny Xiong
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.

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: West Saint Paul: Peter Mau, Assistant Superintendent; Andrea Saenz, English Learner and Equity Program Coordinator, Stillwater: Eric Anderson, Coordinator of Equity and Integration.

SPPS: Elizabeth Putnam, Assistant Director of the Department of Alternative Education; Rene Gervais, Program Manager; Rev, Dr. Darcel Hill, Special Projects Coordinator; Darren Ginther Director, Office of Career and College Readiness, Marshall Davis, Supervisor PreK-12 Science

SPPS Leadership Team: Sherry Carlstrom, Director of Title I Federal Programs and Achievement and Integration; Ryan Fell Program Manager Title I and Achievement and Integration; Kimberly Cordes-Sween, Budget Analyst; John Bobolink (Supervisor), Indian Education Program; Marshall Davis, Supervisor PreK-12 Science; Kate Wilcox Harris, Chief Academic Officer ; Jackie Turner, Chief Operations Officer; Efe Agbamu, Assistant Superintendent of Schools; Joshua Delich, Assistant Superintendent of Schools; Benjamin Lacina, Supervisor of Talent Development and Acceleration Services; Myla Pope, Assistant Director Equity; Lori Erickson, Assistant Director Early Learning; Alison Horner Research Analyst; Holly Miller, Program Evaluator, Department of Research; Jayne Williams, Director of Student Placement; Megan Sheppard, Director of Equal Employment Opportunity; Catherine Rich, Principal Phalen Lake;

American Indian Parent Committee: Parent Representatives: Tonya Long – Chair, Priscilla Greenleaf, Melissa Perez, Jenni Marlow, Dewie Sweetwater, Sheila WhiteFace, Lisa Kaste; Teacher Representatives: Taylor Anderson, Robert Pilot; Community Representative: Danielle DeLong; Student Representatives: Kathleen Goggleye, Kyrin Skinaway

Process: SPPS participated in two initial multi-district meetings with eligible districts to determine which districts shared similar needs and goals that could potentially be addressed through a partnership. SPPS and West St. Paul-Mendota Heights-Eagan Area Schools (District 197) determined there was mutual interest in working together. Two, face-to-face meetings were held with multiple follow-up conversations through phone calls and email to determine which activities would be mutually beneficial for the purpose of accomplishing our achievement and integration goals. When those activities were identified we worked together to develop the partnership activities, budgets and metrics for the plan. SPPS's proposed plans were vetted with the leadership committee, other district leaders and the American Indian parent

committee, the SPPS Enrollment Task Force committee members. SPPS also considered budget survey data and focus group information to help determine which priorities to fund.

Recommendations for Districtwide Plan: SPPS engaged thousands of staff, students, families, and community members to identify our priorities. Through the development of SPPS Achieves, our budget survey in fall 2019, targeted meetings and individual feedback, we know that the Saint Paul community cares deeply for its children and their SPPS schools. These themes have come from our most recent conversations.

SPPS Achieves - Survey confirmed support for priorities in SPPS Achieves

- Positive School and District Culture
- Effective and Culturally Relevant Instruction
- College and Career Paths

Themes from Survey - Survey comments identified two priority themes

- Variety of Learning Programs
- Learning Environments

Community Collaboration Council for Racially Identifiable School(s): SPPS Enrollment Task Force Representatives: Jayné Williams, Director of Student Placement; Jackie Turner, Chief of Operations; Community members - Abby Heuckendorf Pete Gaffney, Mahdi Egal, Neftali Ramirez-Rosario, Betsy Dobbins and Phalen Lake Staff: Catherine Rich, Principal; May Lee Xiong, Assistant Principal; Michelle Brown Ton, Learning Lead; and Other district staff: Ryan Fell and Sherry Carlstrom.

Recommendations for RIS Plan:

- 1) Desire to expand after-school support and enrichment as a strategy to make Phalen an attractive choice to more diverse groups of students. Parents from the task force expressed that the availability of after-school enrichment was one of the considerations when choosing a school.
- 2) The group confirmed the importance of efforts to ensure that the school staff reflect the diversity of the students in the school.

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.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

Achievement and Integration Goals, Strategies & Key Indicators of Performance

Goal #1: Increase the MCA reading proficiency of students receiving free or reduced priced lunches from 27.1% in 2019 to 32.1% by 2023.

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

Goal type: Achievement Disparity

Strategy #1: Racial Equity Overview & Professional Development (Supports Goal 1)

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

Narrative description of this strategy.

Saint Paul Public Schools (SPPS) continues to have significant discipline and achievement disparities that are predictable by race. In order to address this monumental issue, and its intersectional dynamics, professional development will be

provided. Educators, staff, and administrators will receive foundational, ongoing, and consistent learning opportunities focused, but not limited to the following key objectives:

- Build consciousness and awareness of factors that inhibit fairness, justice, and educational equality in our schools.
- Learn, practice, and model the use of the Courageous Conversations about Race (CCAR) Protocol to engage, sustain, and deepen conversations about race and “the broader scope of diversity and the variety of factors that contribute to a racialized problem.” (Singleton, 2015).
- Learn strategies, tools, and frameworks that will aid in improving the quality of instruction and assist in creating inclusive environments.

Professional development opportunities will be provided in a range of formats and enhanced by coaching/consulting support. Our essential priority is building the skill, will, knowledge and capacity of educators, staff, and administrators to interrupt systems of marginalization and oppression in Saint Paul Public Schools.

Location of services: Districtwide

Strategy #1 Key Indicators of Progress (KIP) & Support Goal #1

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 2020- 21	Target 2021- 22	Target 2022-23
The Equity Department will provide five professional development sessions per month for district educators, staff, or administrators over an 11-month period.	55	55	55

Strategy: #2 Student Leadership (Supports Goal 1)

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. | ☒ Increases cultural fluency, competency, and interaction. |
| ☐ Provides school enrollment choices. | ☒ Increases graduation rates. |
| | ☐ Increases access to effective and diverse teachers. |

Narrative description of this strategy.

In Saint Paul Public Schools (SPPS) a student’s academic, social, and emotional success is typically predictable by the race, gender identity/sexual orientation, and other intersectional identities. Drawing upon the 40 Developmental Assets (Search Institute) and the Developmental Skills and supports (Minnesota Student Survey) we will address this area of concern through providing student programming and services. Our Student Development and Leadership work will focus on students identifying, exploring, activating, and transforming their voice through learning and leading experiences. Central to these development opportunities is an intentional emphasis on academic success in school. This programming will include but not be limited to the following:

- Student leadership programming within their school (K- 12)
- Student leadership and development training (K-12)
- Student leadership and development conference attendance (K-12)

Location of services: Districtwide Secondary Schools

Strategy #2 Key Indicators of Progress (KIP) & Support Goals #1

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 2020- 21	Target 2021- 22	Target 2022-23
The Equity Department will increase the number of student-leadership group opportunities to 6 or more by 2023.	4	5	6

Strategy #3: Student Field Trips - Integration with West Saint Paul School District

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:

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

Narrative description of this strategy.

Field trips will offer an opportunity for students to receive meaningful opportunities for intra- and inter- district integration experiences. The venue will host these field trips is Belwin Outdoor Science, with the possibility of expanding to additional venues in the future. Through intentional scheduling and interactive student activities, students from SPPS and neighboring districts such as Stillwater will interact and learn in racially diverse groups. SPPS classrooms will partner one-on-one with a classroom in a neighboring district. The partnership will connect students via Skype, emails and/or letter writing prior to an in-person, full school day field trip at Belwin. Students will participate in a full day of team building activities and use engaging outdoor science investigations as a vehicle to connect further with their partners on Belwin's 225-acre ecological preserve. At a second day at Belwin, students will connect to each other using outdoor-based science. Belwin staff will facilitate teams of 12 or fewer students in student selected outdoor learning experiences. Science investigations could include exploring how animals survive in Belwin's prairies, forests and ponds, and bison visit.

Location of services: Belwin Outdoor Science

Strategy #3 Key Indicators of Progress (KIP) & Supports Goal #1

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 2020- 21	Target 2021- 22	Target 2022-23
6 classrooms for 2 separate daylong trips plus teacher workshops and time for cross-district planning inclusive of Stillwater and SPPS.	6	6	6

Strategy #4: Summer Programs - Integration with West St. Paul

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:

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|--|--|
| ☐ 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.

Saint Paul Public Schools, in partnership with West Saint Paul, 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 from neighboring districts may access any of these programs as well, 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). We have provided a description of the programs below. Over the next three years, the goal will be to increase participation in the identified programs. This is a link to the SPPS Summer Learning Programs website: [Link to SPPS Summer Learning Programs Information](#) where there is a description of all available programs. West St. Paul is paying a per student fee for CDF Freedom Schools. There is not a per student fee for participation in the other three programs. ALC funding supports all four programs and to varying degrees, grants/partnerships also support the programs.

American Indian Program (Grades 1-5)

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

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

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.

Children's Defense Fund (CDF) Freedom Schools (Grades K-8)

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, diversity, and experiences of our scholars. The 6 week themes are, "I can make a difference in: 1). Myself; 2). My Family; 3). My Community; 4). My Country; and 5). My World; 6. with Hope, Education, and Action." Essential features include instruction and enrichment in the following: Science, Arts, and Math; Parent and Community Engagement; Pathways to Careers; Health and Wellness; Social Action; and Field Trips. Scholars also see themselves in our high-quality staff who also serve as mentors.

Dates: June 15-July 24

Time: 8:00 a.m.-3:15p.m.

Location of services: Hamline University, Hamline Elementary, Dayton's Bluff, American Indian Magnet, Belwin

Strategy #4 Key Indicators of Progress (KIP) & Support Goal #1

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 2020-21	Target 2021-22	Target 2022-23
During the summer, students from West Saint Paul will participate in integrated learning opportunities with Saint Paul Public Schools students through cultural and academic programming.	10	15	20

Strategy #5: Career Exploration– Integration West St. Paul & TriDistrict (Supports Goal 1)

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. | ☒ Increases cultural fluency, competency, and interaction. |
| ☐ Provides school enrollment choices. | ☒ Increases graduation rates. |
| | ☐ Increases access to effective and diverse teachers. |

Narrative description of this 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. Through the partnership, career field-exploration options for SPPS students include Business Entrepreneurship and Transportation. This partnership helps SPPS address the academic disparities that exist for SPPS students.

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 West. St. Paul-Mendota Heights-Eagan School District, South St. Paul Schools, and the Inver Grove Heights school districts joined together to provide this unique opportunity. 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, and then follow the application procedure. **Program staff works with schools to target recruitment efforts of 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.

SPPS will target the enrollment of students of color, and will also encourage and support participation of students from all racial, ethnic, and economic backgrounds. The purpose of this strategy is to reduce racial enrollment disparities for SPPS students not enrolling into career/college readiness programs at the same rate as other secondary students by providing more opportunities.

Location of services: 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. The host sites may change year to year. During the 2019-2020 school year, the Business Entrepreneurship CAPS program was held at Evolve Workplace in West St. Paul.

Strategy #5 Key Indicators of Progress (KIP) & Support Goal #1

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 2020-21 Report Dec. 2021	Target 2021-22 Report Dec. 2022	Target 2022-23 Report Dec. 2023
Increase career pathway opportunities for SPPS students through enrollment in TriDistrict pathways.	Planning Year 0	Enrollment in 1 TriDistrict pathway 5	Enrollment in 2+ TriDistrict pathways 10

Strategy #6: AVID Supports

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

Narrative description of this strategy.

SPPS has had Advancement Via Individual Determination (AVID) in schools since 2005 and is currently in sixteen schools, with plans for an increase next school year the number of students participating in the program. “AVID is a school-wide transformation effort focused on leadership, systems, instruction, and culture, and is designed to increase the number of students who enroll and succeed in higher education and in their lives beyond high school. AVID-trained educators teach students academic and social skills to help them develop the habits and behaviors needed to succeed in rigorous curriculum. The AVID College Readiness System is a catalyst for developing a school culture that closes the achievement, expectation, and opportunity gaps many students face, and it prepares all students for success in a global society.” Source: What is AVID? Brochure retrieved from http://www.avid.org/dl/about/brochure_whatisavid.pdf. SPPS’s AVID programming successfully provides support to students of demographics who traditionally do not have as high of outcomes as other peer student groups. SPPS will use a targeted approach for AVID, in alignment with restrictions set forth in the Achievement and Integration legislation.

AVID FTEs AVID staff will conduct site certification, build partnerships, sustain and grow AVID, and build system supports. In addition, they will increase site and student support, manage the experiential learning for students, and increase equity, professional development, coaching and feedback for teachers, administration and additional site staff. They will develop community outreach strategies, partnerships (community, district departments, AVID Center, families, post-secondary institutions), and technical support for sites. They will build upon the partnerships with OSS staff and Accelerated Services (AP/IB) to increase student enrollment and academic success in advanced courses. AVID Tutoring an important part of AVID programming provides tutoring services for students in the schools. These school supports are coordinated at the district level by AVID staff.

AVID evaluation: SPPS will provide each AVID site data reports showing the number of AVID students by grade and broken down by gender and race/ethnicity. We will compare AVID students to the general school population in attendance, overall grades, advanced courses taken, and advanced course grades. We will also survey and offer focus groups to AVID students to gain feedback on their experience in AVID.

A goal of AVID is student participation and success in advanced courses. Program evaluation will regularly report on the number of students in Advanced Placement and International Baccalaureate classes, their grades each quarter, and their success on end-of-course examinations. As we continue to work on our SCIP goal of college and career readiness and work towards an early college model for all, it would be beneficial to see how AVID supports students in CIS and dual enrollment courses, including our academies. This data will help us see how AVID can better support students.

Location of services: AGAPE High School, American Indian Magnet, Battle Creek Middle School*, Capitol Hill Gifted and Talented, Central Senior High, Como Park Senior High, Creative Arts Secondary, E-STEM Middle School*, Gateway to College, Farnsworth Aerospace (5-8 Campus), Global Arts Plus, Harding Senior High, Hazel Park Preparatory, Highland

Park Senior High, Humboldt High School, Johnson Senior High, Murray Middle School*, Open World Learning Community, Parkway Montessori Middle School*, Ramsey Middle, Washington Technology *new in this plan

Strategy #6 Key Indicators of Progress (KIP) & Support Goal #1

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 2020-21	Target 2021-22	Target 2022-23
The percent of HS AVID students currently taking one or more AP, IB or Project Lead the Way course will be equal to or greater than the percent of all HS students. 2018-19 Baseline: All HS students: 36% and AVID HS students: 35%	% AVID students ≥ % HS students taking AP, IB or PLW	% AVID students ≥ % HS students taking AP, IB or PLW	% AVID students ≥ % HS students taking AP, IB or PLW

Strategy #7: College Visits, Career Exploration, and Outdoor Experiential Learning (Supports Goal 1)

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

Narrative description of this strategy.

SPPS students will have a variety of opportunities to visit college campuses starting in seventh grade. By experiencing colleges and universities firsthand, students will be better able to envision themselves pursuing post-secondary education after high school and most importantly, learn about what they can do as high school students to best position themselves to be successful in college one day. The field experiences are designed as part of the AVID elective curriculum as building a community of scholars is a key component of each elective class. These experiences in the fall serve to bring the students together and lay that groundwork for the year ahead.

As a way to build community, expose students to new opportunities, and to build their knowledge and skills, students have the opportunity to participate in career exploration field trips and outdoor experiential learning. These experiences primarily — but not exclusively — focus on students enrolled in the AVID elective and student populations often underrepresented in post-secondary environments. To gain a broad perspective of post-secondary educational institutions, students will have opportunities to visit two- and four-year colleges and those with a specialty focus, including historically black colleges and universities and tribal colleges.

SPPS will target the enrollment of students of color, and will also encourage and support participation of students from all racial, ethnic, and economic backgrounds.

With the response to the coronavirus pandemic, our AVID district team is collaborating with colleges and other college access programs to develop quality student experiences that meet our goal of increasing students' exposure and understanding of the college experience.

Location of services: Two- and four-year colleges locally, in greater Minnesota and Wisconsin, and those with a specialty focus, including historically black colleges and universities.

Strategy #7 Key Indicators of Progress (KIP) & Support Goal #1

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 2020	Target 2021	Target 2022
College enrollment rates for SPPS graduates will maintain rates of 60% or higher. (59.4% baseline in 2018)	60%	60%	60%
<u>College visits:</u> After college visits, 80% of students report they are better able to envision themselves pursuing post-secondary education.	70%	75%	80%

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 2020	Target 2021	Target 2022
<u>Experiential learning</u> : After participating in an outdoor activity, 80% of students report they feel more connected with students in their class.	70%	75%	80%
<u>Career exploration</u> : 80% students report they were exposed to new opportunities for careers.	70%	75%	80%

Strategy #8: Ethnic Studies, Language and Culture Programs

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:

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

Narrative description of this strategy.

The purpose of SPPS Achieves Strategic Initiative 3a: Effective and Culturally Relevant Instruction, is to implement culturally relevant practices within all student learning and programming. Culturally relevant instruction and practices can foster a sense of belonging, academic and social engagement, positive relationships, and a sense of empowerment for students. An ethnic studies course provides an experience where culturally relevant practices are grounded in learning environments in which racial and ethnic identity is valued and contributes to successful academic outcomes. The SPPS Student Engagement and Advancement Board (SEAB) brought before the SPPS Board of Education the need to develop ethnic studies courses. SEAB believes ethnic studies play a huge role in identity and becoming awoken to who they are and the world around them. Saint Paul Public Schools will develop a 2-credit semester-long ethnic studies course for the school year 2021-22. The Ethnic Studies course will be a multicultural survey course. This course will further prepare and support students for the current suite of ethnic studies electives offered in grades 11-12. Integration funds will fund an ethnic studies specialist or TOSA who will support the curriculum, materials, professional development and revisions of the curriculum as needed. All students also have the opportunity to participate in the American Indian culture and language programs that focus on the history, language and culture of American Indian people. The American Indian Studies Program provides opportunities for all students of all cultures to learn American Indian history, literature, art and language from a Native perspective. The program provides accurate and authentic information about American Indians, which have historically been misrepresented in the traditional educational classroom. These programs promote racial equity, which is an overarching component of all that we do in SPPS. The American Indian Studies program is offered at Harding High School and the American Indian Magnet School. The staffing consists of six language and culture teachers, one Cultural Specialist, one School Counselor, and one Educational Assistant. As a collective, American Indian Studies staff are responsible for classroom instruction, field experiences, family and community connections, and serving as a cultural resource for all students and staff. The Braided Journeys Program offered at Johnson and Como Park serves as a scaled back version of the American Indian Studies with one Cultural specialist assigned at each site. The Braided Journeys is open and available to all SPPS students interested in gaining a more accurate understanding of American Indian culture and history. Braided Journeys will serve as a resource for staff and students by providing an authentic representation of American Indians as needed for school celebrations, cultural recognitions events, and individual classroom assignments, and as a teacher resource. Closing the existing educational gaps remains a priority for all SPPS programming.

Location of services: SPPS High Schools

Strategy #8 Key Indicators of Progress (KIP) & Support Goal #1

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 2020-21	Target 2021-22	Target 2022-23
The percentage of American Indian students participating in the introductory language and culture program at American Indian Magnet and Harding High School will remain below 50%. (Demonstrating the opportunity and participation of all students at the sites.)	Less than 50%	Less than 50%	Less than 50%
By 2021-22 a minimum of one - 2 credit semester long Ethnic Studies course will be launched and available for students in all SPPS high schools.	0	2	11

Goal #2: Increase students' equitable access to racially and ethnically diverse teachers from 20% percent in 2019 to 23% by 2023

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

Goal type: Teacher Equity

Strategy #9: Recruitment and Retention of Diverse Teachers

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

Narrative description of this strategy.

Hiring a more inclusive teacher pool that is more representative of our student demographics requires intentional hiring practices and providing ongoing support. Many programs and initiatives across the country provide evidence that an intentional and sustained approach to recruiting and retaining teachers can build a diverse and stable teacher workforce. Based on those practices SPPS will modify its current hiring practices with the aims to recruit, prepare and retain highly qualified teachers who share similar life experiences as our diverse student population in SPPS. Those strategies supported with Achievement and Integration funds include:

- Adoption of a district-wide recruitment and retention strategy that ensures SPPS can hire a greater percentage of new teacher hires earlier in the recruitment season (Earlier in the season is defined as March - May rather than June-August). To ensure the success of this strategy, SPPS will hire an additional HR coordinator who will focus on the recruitment and retention of racially and ethnically diverse teachers and administrators.
- Support new hires through peer mentoring affinity groups and professional development in order to improve retention rates of all new teachers with an emphasis on new teachers of color. This program aims to recruit, prepare and retain highly qualified teachers who share similar life experiences as our diverse student population in SPPS.
-

Location of services: Districtwide

Strategy #9 Key Indicators of Progress (KIP) & Support Goal #2

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 2020-21	Target 2021-22	Target 2022-23
The number of affinity groups meet at least four times per year after initial year of planning and piloting.	0	2	3
The overall percentage of racially and ethnically diverse teachers will be sustained or will increase.	20%	21%	23%

Goal #3: By 2023 increase from 5 in 2019 to 7 the number of student groups identified by race/ethnicity enrolling in SPPS magnet schools at the same rate they enroll into the district within 2 percentage points.

Groups	District	Magnet	Difference
Free/RPL	66%	67.4%	1.4%
Hispanic	13.9%	14.7%	0.8%
American Indian	1%	1.1%	0.1%
Asian	30.7%	32.9%	2.2%
African American/Black	25.8%	25.3%	0.5%
Pacific Islander	<1%	<1%	0.0%
White	21.4%	19.2%	2.2%
Two or More Races	7.1%	6.8%	0.3%

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

Goal type: Integration

Strategy #10: School Choice Transportation (Supports Goal 3)

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. | ☐ Increases cultural fluency, competency, and interaction. |
| ☒ Provides school enrollment choices. | ☐ Increases graduation rates. |
| | ☐ Increases access to effective and diverse teachers. |

Narrative description of this strategy.

Saint Paul Public Schools believes students and families should have access to high-quality schools in their own community, as well as access to magnet schools that offer specialized academic programming. Our transportation services are integral to achieving this comprehensive school choice system. These transportation services are above what the district receives general education funding to support them. If the district relied solely on general education transportation funds, the district would be able to provide transportation to each student's neighborhood school. Instead, families have the choice to attend, and are eligible to receive transportation to, the community school in their neighborhood, additional community schools in their Area, eleven elementary districtwide magnet schools, seven elementary regional magnet schools, and every high school has a regional and/or districtwide magnet program. This robust school choice system with yellow bus transportation is a key factor in achieving racial and economic integration in our schools. The intra-district, school choice, transportation services costs the district approximately \$12 million each year. SPPS uses approximately \$7 million of Achievement and Integration funding to cover those costs. The total district transportation budget is over \$20 million. This robust school choice system with yellow bus transportation is a key factor in achieving racial and economic integration in our schools.

Location of services: Districtwide

Strategy #10 Key Indicators of Progress (KIP) & Support Goal #3

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 2020	Target 2021	Target 2022
The percent of students transported to school and from school for integration purposes will be equal to or greater than 62% of all students transported to and from school. (Baseline: average over the last four years = 62 %.)	62% or greater	62% or greater	62% or greater

Strategy #11: Magnet Schools (Supports Goal 3)

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. | ☐ Increases cultural fluency, competency, and interaction. |
| ☒ Provides school enrollment choices. | ☐ Increases graduation rates. |
| | ☐ Increases access to effective and diverse teachers. |

Narrative description of this strategy.

SPPS has a robust school choice system. At the elementary level, 22 community schools offer high-quality general studies programs with a school choice preference to students who live within the school's Area. SPPS has eleven elementary district magnet schools and programs, which all students living in the city are eligible to attend. Likewise, there are ten regional elementary magnet schools and programs. A regional magnet program serves two or more Areas, and students living within the region are given school choice preference. Elementary magnet school options include aerospace, language and culture, gifted and talented, International Baccalaureate, language immersion, arts, science, and Montessori. At the secondary level, each of the six Areas offers one community school option for middle and high school students. These schools also offer district and regional magnet programs. Additionally, for secondary students there are five district magnet schools. The secondary magnet options include aerospace, language and culture, gifted and talented, International Baccalaureate, advanced placement, language immersion, arts, science, and Montessori. The perception of Magnet schools is that they tend to be less racially and economically diverse, however, the Magnet School Program in Saint Paul, helps to reduce the number of identified racially isolated schools with nearly all Magnet schools reflecting the district's diversity.

Location of services: Districtwide PreK-12

Strategy #11 Key Indicators of Progress (KIP) & Support Goal #3

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>The percentage of on-time kindergarten school-choice applications will be within +/- 5% for 5 of the 7 race categories.</i>	4%	4%	5%

Strategy #12: Student Placement Center (Supports Goal 3)

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. | ☐ Increases cultural fluency, competency, and interaction. |
| ☒ Provides school enrollment choices. | ☐ Increases graduation rates. |
| | ☐ Increases access to effective and diverse teachers. |

Narrative description of this strategy.

The Student Placement Center (SPC) serves as the first stop for most families seeking an SPPS school; therefore, it is a key component of the district's school integration efforts. The SPC provides connections and services to three main groups: students and their families, district schools and departments, and the community (in the areas of enrollment and records). The Student Placement Center oversees the district's school choice and application process for students entering all grades, Pre-K through twelve. A significant feature is the ability to have multilingual staff provide information to families in their own language. Another important component of the school choice process is outreach by SPC staff. Staff members from the SPC take part events each year, such as visits to ECFE groups, Head Start centers, preschools, family centers, parent groups, city events and celebrations, and other district programs.

Reflecting St. Paul

Reflecting St. Paul is a program designed and managed to racially and economically integrate our schools, while more closely aligning the demographic makeup at the district's lowest poverty schools with the demographics of the city. Reflecting St. Paul begins by identifying the district schools with low poverty – specifically a free and reduced-price lunch percentage that is 20 points or more below the district average. At those schools, 20% of available seats are reserved for students residing in high-need neighborhoods. Those high-need neighborhoods are identified as census blocks that have:

- high proportions of families with students eligible for free or reduced price lunch
- high proportions of residents with a home language other than English, and
- low rates of student reading and math proficiency.

This program supports the availability of choice for families from high-need neighborhoods. Typically, schools with the lowest poverty in the district are among those in highest demand, resulting in annual waitlists. The Reflecting St. Paul program gives these families preference in the school-choice lottery process, if they choose to apply. The program does not stop with placement at the low-poverty school. Supports must also be in place to ensure that Reflecting St. Paul students thrive in their performance at the school. District work in Culturally Responsive Teaching, is one such support.

This is a continuation of our strategy from the previous A&I plan to intentionally support families in learning about and understanding their school choice options.

Location of services: Districtwide

Strategy #12 Key Indicators of Progress (KIP) & Support Goal #3

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 2020- 2021	Target 2021- 2022	Target 2022- 2023
Student Placement Center and Reflecting St. Paul: % of RSP applicants receive their RSP identified choice.	85%	85%	85%
x % parents indicated that school choice process helped them improve knowledge of available choices in district outside of their home school.	X% Baseline	+2% Of baseline	+3% Of previous year

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)). SPPS works to create efficiencies and eliminate duplicative programs by aligning programming under our World's Best Workforce Strategic Plan "SPPS Achieves". By doing this we become more strategic in the use of resources to help attain our goals. In addition, our A&I leadership team is made-up of cross-departmental leaders with good understanding of other SPPS programs and services being offered and how Achievement and Integration strategies will supplement and enhance those programs. Lastly, SPPS is using "Priority Based Budgeting" as a methodology for ensuring that we evaluate the ultimate goals of our communities and focus on funding objectives and activities that support these results.

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.*

Racially Identifiable Goals, School Strategies and Key Indicators of Performance

Phalen RIS Plan

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: Increase academic achievement of our Asian American students from 31% proficient in based on 2019 MCA reading results to 35% proficient by 2023.

Aligns with WBWF area: All 3rd graders can read at grade level.

Goal type: Achievement Disparity

Phalen RIS Strategy #1: Small Group Literacy Instruction (Supports RIS Goal 1)

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

Narrative description of this strategy.

Teachers use FAST assessment data, progress monitoring data, and running records to determine teaching focus for small group reading instruction. Teachers utilizes the appropriate reading stage template for planning small group instruction (which includes a guided writing session). Job-embedded PD time is dedicated to providing teachers support for reflection, feedback, and revision of instructional practices differentiated for student needs.

Location of services: Phalen Lake Hmong Studies Magnet

RIS Strategy #1: Key Indicators of Progress (KIP) (Supports RIS Goal 1)

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 2020- 2021	Target 2021- 2022	Target 2022- 2023
85% of teachers reported that job-embedded PD time is dedicated to providing teachers time for reflection, feedback, and revision of instructional practices differentiated for student needs.	85%	85%	85%

RIS Goal #2: Increase the percentage of staff that are representative the student body from 47% in 2020 to 50% in 2023.

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

Goal type: Teacher Equity

Phalen RIS Strategy #2: Teacher Recruitment (Supports RIS Goal 2)

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

Narrative description of this strategy

Phalen Lake Elementary currently has one of the most diverse teaching staff in the district (47%). In order to maintain and increase our diverse staff, we will work closely with district HR to identify, recruit and retain highly trained and qualified staff of color. Diversifying the teaching staff to reflect our students is a strategy in the district's strategic plan. Current research indicates that having a highly trained staff of teachers who reflect the diversity of the student population, positively supports an increase in student achievement.

Location of services: Phalen Lake Hmong Studies Magnet

RIS Strategy #2: Key Indicators of Progress (KIP) (Supports RIS Goal 2)

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 2020- 2021	Target 2021- 2022	Target 2022- 2023
Phalen Lake will increase the number of highly trained and qualified staff of color from 47% in 2020 to 50% by 2023.	48%	49%	50%

RIS Goal # 3: RIS School Integration

Increase the percentage of non-protected class students attending Phalen Lake from 1% in 2020 to 2% or more in 2023 with the result of no longer being identified as an RIS school.

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

Goal type: Integration

Phalen RIS Strategy #3: Expanded After School Enrichment Programs (Supports RIS Goal 3)

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, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your 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

Many families across the district have expressed scheduling concerns due to the recent change in school start times. By expanding the after-school programming at Phalen from 2 days a week to 4 days a week, Phalen believes this strategy

will help to alleviate scheduling concerns for families and will help increase community awareness of Phalen Lake Hmong Studies Magnet as an enrollment option for families within our attendance area. By expanding to four days, Phalen will also be able to recruit more licensed teaching staff and therefore, expand the enrollment capacity for after school programming. With the addition of two days a week, we will be able to offer more enriching activities including physical fitness, chess, cultural arts, fine arts and language classes. Our goal is to maintain our after-school program option and increase community awareness of Phalen Lake Hmong Studies Magnet as an enrollment option for families within our attendance area.

Location of services: Phalen Lake Hmong Studies Magnet

RIS Strategy #3: Key Indicators of Progress (KIP) (Supports RIS Goal 3)

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 2020-2021	Target 2021-2022	Target 2022-2023
Increase community awareness of Phalen Hmong Studies Magnet as an enrollment option for families in our attendance area through increased outreach efforts that showcase Phalen's 4-day program.	2 outreach efforts	3 outreach efforts	4 outreach efforts
Increase newly enrolled families indicating afterschool programming was a factor in their decision to enroll at Phalen Lake.	Collect baseline	Improve by 1%	Improve by 1%
Increase new enrollments to reflect greater diversity of other student groups.	Collect baseline	Improve by 1%	Improve by 1%

Racially Identifiable Goals, School Strategies and Key Indicators of Performance

Jackson RIS Plan

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: Reduce the math achievement gap as measured on the MCA between students of color and white students by 2% points.

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

Goal type: Achievement Disparity

Jackson RIS Strategy #1: What Interests Me (Supports RIS Goal 1)

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

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:

- ☐ 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.

Jackson Elementary will offer more opportunities for students to find out what interests them. During the school day we will offer mini units on coding, book clubs, understanding the stock market to name a few. We will bring in guest speakers as part of our I See Me in You series. Jackson Elementary will look for ways to partner with nature, STEAM, music and theatre organizations. Our students will also have opportunities to complete projects that showcase their accelerated learning opportunities in these subjects.

Location of services: Jackson Elementary School

RIS Strategy #1: Key Indicators of Progress (KIP) (Supports RIS Goal 1)

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 2020- 2021	Target 2021- 2022	Target 2022- 2023
100% of our students will have at least one experience that will help them determine interests they may have and understand how college and careers can be connected to their interests.		100%	100%
100% of students will take part in at least one accelerated learning opportunity that showcases student's independence in their learning which will transfer to other subject areas as well.		100%	100%

RIS Goal # 2: Jackson will increase the number of highly trained and qualified staff of color from 61% to 70%.

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

Goal type: Teacher Equity

Phalen RIS Strategy #2: Teacher Recruitment/Retention (Supports RIS Goal 2)

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

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:

- ☐ 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

Jackson Elementary has a diverse staff that strives to meet all learners' needs. We have 61% staff of color. However, our staff does not reflect all of our students. Our goal is to ensure all of our students see themselves in our highly qualified

teaching staff. We will work closely with district HR to identify, recruit and retain highly trained and qualified staff of color. Current research indicates that having a highly trained staff of teachers who reflect the diversity of the student population, positively supports an increase in student achievement.

Location of services: Jackson Elementary School

RIS Strategy #2: Key Indicators of Progress (KIP) (Supports RIS Goal 2)

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 2020- 2021	Target 2021- 2022	Target 2022- 2023
All staff participating in mentee/mentor program who desire an onsite mentor will receive an onsite site mentor.		100%	100%

RIS Goal # 3: RIS School Integration

Increase diversity of enrollment by increasing the number of white students from 2% to 4%.

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

Goal type: Integration

Jackson RIS Strategy #3: Welcoming Neighborhood Families (Supports RIS Goal 3)

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, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your 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 teacher

Narrative description of this strategy

Jackson is in the heart of Frogtown, a diverse community located near the state capitol. We are going to focus on outreach to our community regarding what Jackson has to offer. We are part of the Saint Paul Promise Neighborhood which offers many supports to families. We are going to do three campaigns in our neighborhood to ensure families know that Jackson is an option. In the fall we will create a video to highlight the academic opportunities that Jackson has to offer and create a flyer to let families know where they can watch the video as well contain information about Jackson's well-rounded academics. In the spring, prior to enrollment time, we will door knock to invite families to come to Jackson as well as ask them to share about our school with family and friends. At the end of the school year we will have our carnival and invite the neighborhood. We will have enrollment information as well as specific information on Jackson's programming.

Location of services: Jackson Elementary School

RIS Strategy #3: Key Indicators of Progress (KIP) (Supports RIS Goal 3)

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 2020- 2021	Target 2021- 2022	Target 2022- 2023
Increase community awareness of Jackson through the three-outreach activities.		3	3

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)). SPPS works to create efficiencies and eliminate duplicative programs by aligning programming under our World's Best Workforce Strategic Plan "SPPS Achieves". By doing this we become more strategic in the use of resources to help attain our goals. In addition, our A&I leadership team is made-up of cross-departmental and school leaders with good understanding of other SPPS programs and services being offered and how Achievement and Integration strategies will supplement and enhance those programs. Lastly, SPPS is using "Priority Based Budgeting" as a methodology for ensuring that we evaluate the ultimate goals of our communities and focus on funding objectives and activities that support these results. Phalen has been included in the A&I process both from a school perspective and helping to plan district's A&I plan.