



Achievement and Integration Plan

July 1, 2023 to June 30, 2026

District ISD# and Name: ISD: 0625-01 Saint Paul Public Schools

Title of Person submitting Report: Chief Strategy Officer

District Integration Status: Racially Isolated

Phone: 651-767-8361

Superintendent Name: Joe Gothard

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Superintendent Phone Number: 651-767-8151

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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 Lake Hmong Studies Magnet

2. _____

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. ISD 0197-01 West Saint Paul-Mendota Heights-Eagan

2. ISD 0006-03 South Saint Paul

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. Joe Gothard

Signature: See separate signature page.

Date Signed: 3-14-2023

School Board Chair: Jim Vue

School Board Chair Signature: See separate signature page.

Date Signed: 3-21-2023

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 Name Janice LaFloe **Signature:** See separate signature page. **Date Signed:** 3/9/2023

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.

The Multidistrict Collaboration Council met 4 times to develop our integration strategy. Those meetings were held virtually with members from West Saint Paul and South Saint Paul school districts. The primary meeting dates were as follows. Other meetings took place on a less formal basis to work out the details of the plan.

- Friday, December 9, 2022
- Thursday, January 12, 2023
- Thursday, January 26, 2023
- Friday, March 3, 2023

The group first discussed the various needs they had across our districts and potential strategies that would benefit our students across our districts to address those needs. Those needs and strategies were taken back to each of our districts for more discussion. From those strategies we agreed to implement an integration strategy based in equity development of students and staff. This strategy is called *Beyond OUR Walls: SPPS Equity Summit and Youth Ambassador Integration with West St. Paul & South Saint Paul*. This strategy can be found under Goal #1: Strategy #2.

Multidistrict Collaboration Council Members:

- Stacey Gray-Akyea, Chief Strategy Officer – Saint Paul Public Schools (SPPS)
- Jackie Turner, Chief Operations – SPPS
- Myla Pope, Director of Equity – SPPS
- Sherry Carlstrom -Director of Title Programs – SPPS
- Tom Parent – Executive Director of Operations and Administration – SPPS
- Kathryn Wallace – Facilities Planning Manager
- Peter Mau, Assistant Superintendent – West St. Paul Public Schools
- Kevin Sheridan, Educational Equity Coordinator – West St. Paul
- Chad Schmidt, Director of Equity & Learning – South St. Paul Public Schools
- Lesly Gamez, Assistant Director of Equity & Learning – South St. Paul
- Janice LaFloe, American Indian Parent Committee – SPPS

The Community Collaboration Council for Racially Identifiable School Phalen Hmong Studies Magnet:

The Phalen Lake team assessed our needs by reviewing our school's data and the effectiveness of past RIS goals and strategies. Based on our identified needs, we established three goals that we wanted to address. Our team then developed strategies to meet each of the three goals tied to increasing racial and economic integration, reducing disparities in achievement, and increasing access to qualified teachers of color. Once we had a preliminary plan, we brought the strategies to both our Leadership Team and our Parent/Teacher Organization (PTO) group for their input. We also engaged with more parents during our parent events and incorporated their ideas into our strategies as well. With the feedback we tweaked our plan to accommodate those perspectives into the final plan. Our team met formally on the following days:

- Jan.30, 2023
- Feb. 10, 2023
- Feb. 13, 2023 - Parent input

- Mar. 1, 2023 - Leadership Team

Community Collaboration Council for Racially Identifiable School(s):

- May Lee Xiong, Principal Phalen
- Michele Brown Ton, Assistant Principal
- Hlee Vang, Content Coach
- Bao Xiong, Hmong Dual Language Coach/Coordinator
- Neftali Ramirez, Family Liaison
- Lis Thao, Parent
- Eric Khouchaleun, Parent
- Janice LaFloe, American Indian Parent Committee - SPPS

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

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)).

ISD 625, SAINT PAUL PUBLIC SCHOOLS
2023 – 2026 ACHIEVEMENT AND INTEGRATION PLAN
MARCH 15, 2023

This plan is thoughtfully crafted to be implemented through both coordinated resources with capital funding efforts as well as through identifying and allocating resources in a way that represents scale and depth. The table below presents the comprehensive plan of achievement and integration support of all magnet schools/programs. *The St. Paul Public Schools Comprehensive Achievement and Integration Matrix* specifies the support level of each school as well as the intended support of each strategy. In the plan that follows, each strategy resourced through Achievement and Integration is presented and described. The strategies resourced through Achievement and Integration capital improvement is detailed separately in the corresponding plan.

Table 1. SPPS Comprehensive Achievement and Integration Matrix

SPPS Achievement and Integration School Supports 2023-2026									
School	Magnet Status	Magnet Focus	Regional or District Wide Transportation	Placement Incentive Practices	Equity PD & Development	Retention/ Recruitment Focused Support	AVID Supports	Language and Culture	Capital Improvement
Adams	District	Language and Culture	★	★	★	★		★	
American Indian	District	Language and Culture	★	★	★	★		★	★
Battle Creek Middle	Regional	Language and Culture Hmong Immersion	★	★	★	★			
Benjamin E. Mays	Regional	International Baccalaureate	★	★	★	★			
Bruce Vento	Regional	Achievement Plus	★	★	★				★
Capitol Hill	District	Gifted & Talented	★	★	★	★			
Central	District	French Immersion German Immersion International Baccalaureate	★	★	★	★	★	★	
Como Sr	District	Advanced Placement Academy of Finance	★	★	★	★	★	★	
Creative Arts	District	Arts	★	★	★	★	★	★	
Crossroads Montessori	District	Montessori Year Around	★	★	★	★			
Crossroads Science	Regional	Science Year Around	★	★	★	★			
E-Stem	Regional	Science, Technology, Engineering and Math Spanish	★	★	★	★			
Farnsworth Lower	District	Aerospace Engineering	★	★	★	★			★
Farnsworth Upper	District	Aerospace Engineering	★	★	★	★			
Four Seasons	District	Arts	★	★	★	★			
Global Arts Lower	Regional	Arts	★	★	★	★			
Global Arts Upper	Regional	Arts	★	★	★	★			
Harding	District	Hmong Immersion Language & Culture International Baccalaureate	★	★	★	★	★	★	
Hazel Park	Regional	International Baccalaureate	★	★	★	★			
Hidden River Middle	District	French Immersion International Baccalaureate	★	★	★	★		★	★

SPPS Achievement and Integration School Supports 2023-2026									
School	Magnet Status	Magnet Focus	Regional or District Wide Transportation	Placement Incentive Practices	Equity PD & Development	Retention/ Recruitment Focused Support	AVID Supports	Language and Culture	Capital Improvement
Highland Middle	District	Spanish Immersion Mandarin Immersion International Baccalaureate	★	★	★	★		★	★
Highland Sr	District	Spanish Immersion Mandarin Immersion Gifted & Talented International Baccalaureate	★	★	★	★	★	★	★
Highland Park El	Regional	International Baccalaureate	★	★	★	★			
Hmong Language and Culture	District	Language and Culture Hmong Immersion	★	★	★	★		★	
Humboldt	District	Advanced Placement environmental Science	★	★	★	★	★	★	
J.J. Hill	Regional	Montessori	★	★	★	★			
Jie Ming Mandarin	District	Mandarin Immersion	★	★	★	★		★	★
Johnson Sr	District	Advanced Placement Aerospace Engineering	★	★	★	★	★	★	
L 'Etoile du Nord	District	French Immersion	★	★	★	★		★	
Mississippi	Regional	Arts	★	★	★	★			
Nokomis North	Regional	Montessori	★	★	★	★			
Nokomis South	Regional	Montessori	★	★	★	★			
Open World Learning	District	Expeditionary Learning	★	★	★	★	★	★	
Phalen Lake	District	Hmong Immersion Language & Culture	★	★	★	★		★	
Riverview	Regional	Spanish Immersion	★	★	★	★		★	
SPPS Online ES	District	Online Learning	★	★	★	★			
SPPS Online HS	District	Online Learning	★	★	★	★	★	★	
SPPS Online MS	District	Online Learning	★	★	★	★			
St. Paul Music Academy	Regional	Arts	★	★	★	★			
Washington	District	Hmong Immersion Language & Culture Advanced Placement Bio-SMART	★	★	★	★	★	★	
Wellstone	District	Spanish Immersion	★	★	★	★		★	

Goal #1: The percentage of students meeting the college readiness benchmark in reading after calculating the difference in size of student racial groups will go from 18% in 2023 to 31% in 2026 as measured by the student outcome index disparity metric.

Goal Type: Achievement Disparity

WBWF Area:

- ☐ All children are ready for school.
- ☐ All third-graders can read at grade level.
- ☒ All racial and economic achievement gaps between students are closed.
- ☒ All students are ready for career and college.
- ☐ All students graduate from high school.

Strategy #1 Advancement Via Individual Determination (AVID) (Supports Goal 1)

Strategy Type:

- ☐ Family engagement initiatives to increase student achievement.
- ☐ Professional development opportunities focused on academic achievement of all students.
- ☒ Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- ☐ Recruitment and retention of racially and ethnically diverse teachers and administrators.
- ☐ Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)).
 - ☐ 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.

Description: “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.”

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.

Secondary schools will be provided FTEs to support their AVID work in classrooms across the district where AVID teachers will work directly with students.

Location of Services: Central, Como Sr., Creative Arts, Harding, Highland, Humboldt, Johnson, Open World Learning and Washington

Key Indicators of Performance: Strategy #1 AVID (Supports Goal 1)

Key Indicator(s) of Progress and Annual Targets	Target 2023-2024	Target 2024-2025	Target 2025-2026
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. 2021-2022 Baseline: All HS students: 32% and AVID HS students: 32%	32	33	34

Strategy #2 Equity Professional Development and Student Equity Development and Leadership (Supports Goal 1)

Strategy Type:

- ☐ Family engagement initiatives to increase student achievement.
- ☒ Professional development opportunities focused on academic achievement of all students.
- ☐ Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- ☐ Recruitment and retention of racially and ethnically diverse teachers and administrators.
- ☒ Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)).
 - ☐ 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.

Description: 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.

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: District Wide

Key Indicators of Performance: Strategy #2 Equity Professional Development and Student Equity Development and Leadership (Supports Goal 1)

Key Indicator(s) of Progress and Annual Targets	Target 2023-2024	Target 2024-2025	Target 2025-2026
The Equity Office will provide 11 professional development sessions per month for district educators, staff, or administrators over an 11-month period. Baseline 2021-2022: 100	121	121	121
Student Equity Development and Leadership The Equity Office will increase the number student leadership opportunities to eight or more by 2026	6	7	8

Strategy #3 Immersion Language Programs (Supports Goal 1 and Goal 2)

Strategy Type:

- ☐ Family engagement initiatives to increase student achievement.
- ☐ Professional development opportunities focused on academic achievement of all students.
- ☐ Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- ☐ Recruitment and retention of racially and ethnically diverse teachers and administrators.
- ☒ Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)).
 - ☒ 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.

Description: SPPS has nine elementary/middle district magnet schools and programs that focus on language immersion, which all students living in the city are eligible to attend. A regional magnet program serves two or more Areas, and students living within the region are given school choice preference. Language immersion options include French, Spanish, Mandarin, Hmong and German. The language immersion magnet school program in Saint Paul, helps to reduce the number of identified racially isolated schools.

Location of services: L 'Etoile du Nord French Immersion (PreK-5), Phalen Hmong Language and Culture, Jie Ming Immersion (PreK-5), Adams Spanish Immersion (PreK-5), Riverview West Side School of Excellence (PreK-5), Wellstone Elementary (PreK-5), Hidden River Middle School (6-8), Highland Park Middle School (6-8), Hmong Language & Culture Middle School (6-8)

Key Indicators of Performance: Strategy #3 Immersion Language Programs (Supports Goal 1 and Goal 2)

Key Indicator(s) of Progress and Annual Targets	Target 2023-2024	Target 2024-2025	Target 2025-2026
The percentage of students of color in language immersion programs achieving typical or aggressive growth in literacy will increase at a greater rate than the district.	(D) 61%	(D) 69%	(D) 71%
	(LI) 63%	(LI) 70%	(LI) 72%
2021-22 Baseline: 56% (D=district) and 59% (LI=language immersion) schools.			

Strategy #10 Districtwide Virtual Courses (Supports Goal 1)

Strategy Type:

- ☐ Family engagement initiatives to increase student achievement.
- ☐ Professional development opportunities focused on academic achievement of all students.
- ☐ Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- ☐ Recruitment and retention of racially and ethnically diverse teachers and administrators.
- ☒ Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)).
 - ☒ 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.

Description: One of the unintended consequences of the pandemic was the quick implementation and verification that we are able to deliver instruction through online / virtual learning platforms. Although we find in-person learning to be the most beneficial, we also acknowledge there is a role for online learning platforms. We have found that some of our community continue to take advantage of the online learning schools at all levels elementary, middle and secondary.

Based on the success we have experienced delivering online instruction, we have solidified our central office support staff and now look to broaden the ability to optimize the online / virtual learning platforms in ways that will expand access and opportunity and options for students through districtwide virtual course offerings (DVC). First implemented in 2022-23, SPPS has experienced success with DVC;

In 2021-22 5 comprehensive high schools offered 2 or less world languages, in 2022-23 every comprehensive high school is offering at least three world languages

In 2021-22, students at two schools were able to access remote pilot certificate classes, now all SPPS students are able to access remote pilot certificate

Essentially, DVC is a strategy to offer an academic course to students. Because the course is virtual, small groups of students from different schools are able to enroll in the same course and the cumulative number of students across all schools yield a viable course enrollment where the smaller number at one school would not. The benefits of DVC are two-fold; (1) DVC supports students by increasing equitable access to subjects / courses including heritage and languages and (2) DVC supports the district by increasing efficiency of course offerings by leveraging the full-time equivalent teaching position and content expert to be able to teach an entire course that is not dependent upon enrollment from one school.

The ability to leverage DVC to provide student access to courses has tremendous potential in two areas;

1. Students needing course credit for core courses. When a student does not receive credit for a course, they need to recover the course credit in order to graduate. Courses are offered based on how many students will enroll. We have found in many cases, the number of students needing the course for credit recovery is substantial but not high enough to warrant the offering of the course during the school day. The student is then required to enroll in the course through alternative education, either after school and or outside of the defined school day. Utilizing the DVC allows students to recover the credit within the school day in which they are more likely to recover the credit.

Students needing course credit for core courses. Small numbers of students from each of our high schools take advantage of unique learning opportunities outside of the 4 walls of a school. These include PSEO courses, internships facilitated by our Office of College & Career Readiness, or courses at our Career Pathway Center. These opportunities can create significant scheduling challenges for our students to attend in-person core courses. Utilizing DVC to offer virtual sections of certain core courses allows our students to take advantage of these opportunities and is efficient for our district because there is only a small number of students in each building.

2. High interest courses. There are many courses that draw a small, but extremely interested group of students in the building; for example, higher level world languages, leadership in coaching and officiating, digital filmmaking, Ojibwe 1, Ojibwe 2, and Karen for Karen Speakers. In most cases, the course is not able to be offered because the number of students that would enroll is not large enough to create a full section or there are not enough licensed content experts to be in-person in every building.

Location of services: District-wide

Key Indicators of Performance: Strategy #10 Districtwide Virtual Courses (Supports Goal 1)

Key Indicator(s) of Progress and Annual Targets	Target 2023-2024	Target 2024-2025	Target 2025-2026
For each of the student racial and ethnic demographic student groups with more than 30 students, the racial / ethnic demographic characteristics of students enrolled in districtwide virtual courses will reflect, within 3 percentage points, the racial / ethnic demographics of the 9-12 student population in SPPS for that academic year.	80% of student groups (n>30)	90% of student groups (n>30)	100% of student groups (n>30)
Baseline: 3 of 6 student groups (50%) 6 student groups; Hispanic, American Indian, Asian, Black, White, 2 or more races			

Goal 2: 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%

Goal Type: Increasing racial and economic integration.

WBWF Area:

- ☐ All children are ready for school.
- ☐ All third-graders can read at grade level.
- ☒ All racial and economic achievement gaps between students are closed.
- ☒ All students are ready for career and college.
- ☒ All students graduate from high school.

Strategy #4: Beyond OUR Walls SPPS Equity Summit and Youth Ambassador Integration with West St. Paul & South Saint Paul (Supports Goal 2)

Strategy Type:

- ☐ Family engagement initiatives to increase student achievement.
- ☐ Professional development opportunities focused on academic achievement of all students.
- ☐ Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- ☐ Recruitment and retention of racially and ethnically diverse teachers and administrators.
- ☒ Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)).
 - ☐ 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.

Description: Saint Paul Public Schools, in partnership with West Saint Paul, and South St. Paul 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

Location of services: Saint Paul Public Schools

Key Indicators of Performance: Strategy #4 Beyond OUR Walls SPPS Equity Summit Participation (Supports Goal 2)

Key Indicator(s) of Progress and Annual Targets	Target	Target	Target
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	2023-2024	2024-2025	2025-2026
Saint Paul Public Schools will increase the number of staff participants to 90 or more by 2026.	70	80	90
West St. Paul will increase the number of staff participants to 14 or more by 2026.	10	12	14
South St. Paul will increase the number of staff participants to 14 or more by 2026.	10	12	14
The total number of district staff participation will increase to 108 or more by 2026.	90	104	108

Key Indicators of Performance: Youth Ambassador Participation (Supports Goal 2)

Key Indicator(s) of Progress and Annual Targets	Target 2023-2024	Target 2024-2025	Target 2025-2026
Saint Paul Public Schools will increase the number of Youth Ambassadors to 12 or more by 2026.	8	10	12
West St. Paul will increase the number of Youth Ambassadors to 7 or more by 2026.	5	6	7
South St. Paul will increase the number of Youth Ambassadors to 6 or more by 2026.	4	5	6
The total number of Youth Ambassadors participation will increase to 25 or more by 2026.	17	21	25

Strategy #5 Magnet School Choice Transportation (Supports Goal 2)

Strategy Type:

- ☐ Family engagement initiatives to increase student achievement.
- ☐ Professional development opportunities focused on academic achievement of all students.
- ☒ Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- ☐ Recruitment and retention of racially and ethnically diverse teachers and administrators.
- ☒ Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)).
 - ☐ 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.

Description:

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. Bruce Vento is one of our newest regional magnet schools, designated as such as part of our Envision SPPS district wide process to right size and provide all areas of the city with quality schools and programs. Bruce Vento Elementary School program is designated as a regional community school magnet, serving St. Paul's north side both east and west of 35E. With a new building being planned to provide more and better space for all its programs, Vento will be a stand out program in addressing the needs of families, and children from early childhood through the elementary years. As an Achievement Plus site, the current Bruce Vento Elementary school already includes families, schools and communities collaborating for student success. As an Achievement Plus site (Full Service Community School) organizations work with the school to provide resources to families. The new building will provide the space to make the collaboration stronger and more accessible. A community zone in the building will provide a convenient location for family supports and resources. This area will be near the main entry and will be distinct from student areas offering dedicated space where community members may feel comfortable coming to seek assistance, attend events, trainings, meetings, clinics. In addition, numerous dedicated early childhood classrooms will house 120-150 young children in ECFE, ECSE and Pre-K classes, serving families, and regular and special education 3- and 4-year-olds. Achievement Plus additional supports include: Four days of after-school learning; 2 by the school's extended learning day program, and 2 by YMCA-provided Beacons programs, who also connect with students during the school day. Additional mental health therapists Support from partners like the Family center: Assistance for families with food and clothing, legal services, housing information, and Dental clinic, among other things.

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 up to \$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: District-wide

Key Indicators of Performance: Strategy #5 Transportation (Supports Goal 2)

Key Indicator(s) of Progress and Annual Targets	Target 2023-2024	Target 2024-2025	Target 2025-2026
The percent of students transported to school and from school for integration purposes will be equal to or greater than 63% of all students transported to and from school. (Baseline: average over the last three years = 63 %.)	63%	63%	63%

Strategy #6 Student Placement Center (Supports Goal 2)

Strategy Type:

- ☐ Family engagement initiatives to increase student achievement.
- ☐ Professional development opportunities focused on academic achievement of all students.
- ☐ Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- ☐ Recruitment and retention of racially and ethnically diverse teachers and administrators.
- ☐ Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)).
 - ☐ 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.

Description: 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 in events each year to promote school choice, 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 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.

Location of services: District-wide

Key Indicators of Performance: Strategy #6 Placement Center

Key Indicator(s) of Progress and Annual Targets	Target 2023-2024	Target 2024-2025	Target 2025-2026
The percentage of on-time kindergarten school-choice applications will be within +/- 5% for 5 of the 7 race categories.	5%	5%	5%
Family feedback indicates the likelihood of enrolling in Saint Paul schools. Baseline 83% winter of 2023	85%	87%	89%

Strategy #7 Language and Culture Studies Programs (Supports Goal 2)

Strategy Type:

- ☐ Family engagement initiatives to increase student achievement.
- ☐ Professional development opportunities focused on academic achievement of all students.
- ☐ Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- ☐ Recruitment and retention of racially and ethnically diverse teachers and administrators.
- ☒ Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)).
 - ☒ 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.

Description: 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. Saint Paul Public Schools developed a 2-credit semester-long ethnic studies course which is a multicultural survey course. This course prepares and supports students for the current suite of ethnic studies electives offered in grades 10-12. 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 language program is offered online districtwide. The staffing consists of seven language and culture teachers, three Cultural Specialists, and a School Counselor. 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.

In the fall of 2023, the district will also introduce an East African studies program which again, will be available to all students across the district. This program will hire a program manager and a program specialist to support the program development.

Location of services: Harding HS, American Indian Magnet, Como HS, Johnson HS, District-wide.

Key Indicators of Performance: Strategy #7 Language and Culture Studies Programs (Supports Goal 2)

Key Indicator(s) of Progress and Annual Targets	Target 2023-2024	Target 2024-2025	Target 2025-2026
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.) Baseline 2021-22 - 13%	< 50%	< 50%	< 50%
Students report they have a better understanding and appreciation of other communities different from their own because of their experience in the Ethnic Studies Course. Baseline 93% Pilot Program Survey (2021-2022)	93%	93%	93%
The East African American Studies Program will be successfully launched and implemented by 2026 as measured by student enrollment in the program.	25	50	75

Strategy #8 Immersion Language Programs (Supports Goal 1 and Goal 2)

Strategy Type:

- ☐ Family engagement initiatives to increase student achievement.
- ☐ Professional development opportunities focused on academic achievement of all students.
- ☐ Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- ☐ Recruitment and retention of racially and ethnically diverse teachers and administrators.
- ☒ Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)).
 - ☒ 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.

Description: SPPS has nine elementary/middle district magnet schools and programs that focus on language immersion which all students living in the city are eligible to attend.

A regional magnet program serves two or more Areas, and students living within the region are given school choice preference. Language immersion options include French, Spanish, Mandarin, Hmong and German.

The language immersion magnet school program in Saint Paul helps to reduce the number of identified racially isolated schools.

Location of services: District-wide

Key Indicators of Performance: Strategy #8 Immersion Language Programs (Supports Goal 1 and Goal 2)

Key Indicator(s) of Progress and Annual Targets	Target 2023-2024	Target 2024-2025	Target 2025-2026
Each language immersion program will enroll at least 1% of their student population from each of the 7 district areas (A, B, C D E F1 and F2). Baseline 8 out of 9 language immersion schools have students enrolled from all areas - 89%.	100%	100%	100%

Goal 3: SPPS will increase students’ equitable access to racially and ethnically diverse teachers from 22% percent in 2023 to 26% by 2026.

WBWF Area:

- ☐ All children are ready for school.
- ☐ All third-graders can read at grade level.
- ☒ All racial and economic achievement gaps between students are closed.
- ☐ All students are ready for career and college.
- ☐ All students graduate from high school.

Goal Type: Reducing the disparities in equitable access to effective and more diverse teachers.

Strategy #10 Districtwide Virtual Courses

Strategy Type:

- ☐ Family engagement initiatives to increase student achievement.
- ☐ Professional development opportunities focused on academic achievement of all students.
- ☐ Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- ☐ Recruitment and retention of racially and ethnically diverse teachers and administrators.
- ☒ Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)).
 - ☒ 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.

Description: One of the unintended consequences of the pandemic was the quick implementation and verification that we are able to deliver instruction through online / virtual learning platforms. Although we find in-person learning to be the most beneficial, we also acknowledge there is a role for online learning platforms. We have found that some of our community continue to take advantage of the online learning schools at all levels elementary, middle and secondary.

Based on the success we have experienced delivering online instruction, we have solidified our central office support staff and now look to broaden the ability to optimize the online / virtual learning platforms in ways that will expand access and opportunity and options for students through districtwide virtual course offerings (DVC). First implemented in 2022-23, SPPS has experienced success with DVC;

In 2021-22 5 comprehensive high schools offered 2 or less world languages, in 2022-23 every comprehensive high school is offering at least three world languages

In 2021-22, students at two schools were able to access remote pilot certificate classes, now all SPPS students are able to access remote pilot certificate

Essentially, DVC is a strategy to offer an academic course to students. Because the course is virtual, small groups of students from different schools are able to enroll in the same course and the cumulative number of students across all schools yield a viable course enrollment where the smaller number at one school would not. The benefits of DVC are two-fold; (1) DVC supports students by increasing equitable access to subjects / courses including heritage and languages and (2) DVC supports the district by increasing efficiency of course offerings by leveraging the full-time equivalent teaching position and content expert to be able to teach an entire course that is not dependent upon enrollment from one school.

The ability to leverage DVC to provide student access to courses has tremendous potential in two areas;

1. Students needing course credit for core courses. When a student does not receive credit for a course, they need to recover the course credit in order to graduate. Courses are offered based on how many students

will enroll. We have found in many cases, the number of students needing the course for credit recovery is substantial but not high enough to warrant the offering of the course during the school day. The student is then required to enroll in the course through alternative education, either after school and or outside of the defined school day. Utilizing the DVC allows students to recover the credit within the school day in which they are more likely to recover the credit.

Students needing course credit for core courses. Small numbers of students from each of our high schools take advantage of unique learning opportunities outside of the 4 walls of a school. These include PSEO courses, internships facilitated by our Office of College & Career Readiness, or courses at our Career Pathway Center. These opportunities can create significant scheduling challenges for our students to attend in-person core courses. Utilizing DVC to offer virtual sections of certain core courses allows our students to take advantage of these opportunities and is efficient for our district because there is only a small number of students in each building.

2. High interest courses. There are many courses that draw a small, but extremely interested group of students in the building; for example, higher level world languages, leadership in coaching and officiating, digital filmmaking, Ojibwe 1, Ojibwe 2, and Karen for Karen Speakers. In most cases, the course is not able to be offered because the number of students that would enroll is not large enough to create a full section or there are not enough licensed content experts to be in-person in every building.

Location of services: District-wide

Key Indicators of Performance: Strategy #10 Districtwide Virtual Courses

Key Indicator(s) of Progress and Annual Targets	Target 2023-2024	Target 2024-2025	Target 2025-2026
For each of the student racial and ethnic demographic student groups with more than 30 students, the racial / ethnic demographic characteristics of students enrolled in districtwide virtual courses will reflect, within 3 percentage points, the racial / ethnic demographics of the 9-12 student population in SPPS for that academic year. Baseline: 3 of 6 student groups (50%) 6 student groups; Hispanic, American Indian, Asian, Black, White, 2 or more races	80% of student groups (n>30)	90% of student groups (n>30)	100% of student groups (n>30)

Strategy #9 Recruitment and Retention

Strategy Type:

- ☐ Family engagement initiatives to increase student achievement.
- ☐ Professional development opportunities focused on academic achievement of all students.
- ☐ Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- ☐ Recruitment and retention of racially and ethnically diverse teachers and administrators.
- ☒ Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)).
 - ☒ 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.

Description: 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. Adoption of a districtwide recruitment and retention strategy that ensures SPPS can hire a greater percentage of new teacher hires earlier in the recruitment season. 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.

Location of services: District-wide

Key Indicators of Performance: Strategy #9 Immersion Language Programs

Key Indicator(s) of Progress and Annual Targets	Target 2023-2024	Target 2024-2025	Target 2025-2026
The recruitment specialist will attend an increasing number of recruitment fairs each year.	6	7	8

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)).

This plan aligns to our SPPS Achieves strategic plan (World's Best Work Force Plan) and supports programs by providing additional resources designed to end racial and academic disparities across our educational system and is integrated with current programs and practices.

Racially Identifiable School(s) (RIS)

Phalen RIS Goal #1: Increase academic achievement of our Asian American students from 26% proficient in reading based on 2022 MCA reading results to 32 % proficient by 2024.

WBWF Area:

- ☐ All children are ready for school.
- ☒ All third-graders can read at grade level.
- ☒ All racial and economic achievement gaps between students are closed.
- ☐ All students are ready for career and college.
- ☐ All students graduate from high school.

Goal Type: Achievement Disparity

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

Type of strategy:

- ☐ Family engagement initiatives to increase student achievement.
- ☒ Professional development opportunities focused on academic achievement of all students.
- ☐ Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- ☐ Recruitment and retention of racially and ethnically diverse teachers and administrators.
- ☐ Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)).
 - ☐ 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.

Description: Administrators and the content coach will lead weekly job-embedded PD (up to 100 minutes each week) for staff to build teacher skills and efficacy in teaching reading in alignment with the Science of Reading. In grade level teams, K-2 teachers focus on tier 1 teaching of foundational reading skills (phonological awareness, phonemic awareness, phonics, and fluency - 3-5 teachers focus on reading comprehension and advanced word study skills and language development. This time will also be dedicated to guide teachers to use data to determine instructional goals for students in small group instruction. Teachers reflect with colleagues on impact of instruction on students and adjust as needed to meet the needs of the students. Coach provides additional support as needed to individual teachers and teams.

Location of services: Phalen Hmong Studies and Culture Magnet

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

Key Indicator(s) of Progress and Annual Targets	Target 2023-2024	Target 2024-2025	Target 2025-2026
K-5 teacher practices around reading and language instruction will align with our JEPD and District goals as measured by walk-through data. Teachers report that job-embedded PD time is dedicated to providing teachers time for reflection, feedback, and revision of instructional practices to increase student achievement in the areas of reading and math.	85% teacher using identified practices	90% teacher using identified practices	95% teacher using identified practices

Phalen RIS Strategy #2: Increased Academic Support for Late Entry Students in Immersion program (Supports RIS Goal 1)

Type of strategy:

- ☐ Family engagement initiatives to increase student achievement.
- ☐ Professional development opportunities focused on academic achievement of all students.
- ☒ Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- ☐ Recruitment and retention of racially and ethnically diverse teachers and administrators.
- ☐ Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)).
 - ☒ 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.

Description: Students who enter late into the Hmong Dual Immersion Program (grades 3-5) often do not have the oral language or literacy knowledge of the target language (Hmong) to access grade level content in the target language. They need additional intensive target language support to develop initial oral language and literacy skills to access the target language curriculum and to increase proficiency in language and literacy. This will allow them access to content standards and skills. The Bilingual Academic Support Teacher collaborates with classroom teachers and coach to provide intensive oral language development and literacy development for students new to the program in grades 3-5. The teacher uses assessments to measure the progress and adjusts instruction as needed to meet students' needs. The teacher will develop resources needed for late entry students as the current curriculum is developed for students starting from Kindergarten.

Location of services: Phalen Hmong Studies and Culture Magnet

Key Indicators of Progress: RIS Strategy #2 Increased Academic Support for Late Entry Students in Immersion program (Supports RIS Goal 1)

Key Indicator(s) of Progress and Annual Targets	Target 2023-2024	Target 2024-2025	Target 2025-2026
Students who are new to the program in grades 3-5 will make above average growth in Hmong language and literacy as measured by the Hmong Reading Assessment and Hmong Language Assessment from Fall to Spring.	50% of students new to the program making above average growth.	50% of students new to the program making above average growth.	50% of students new to the program making above average growth.

Phalen RIS Strategy #3: Engage Families in Learning with their Students (Supports RIS Goal 1)

Type of strategy:

- ☒ Family engagement initiatives to increase student achievement.
- ☐ Professional development opportunities focused on academic achievement of all students.
- ☐ Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- ☐ Recruitment and retention of racially and ethnically diverse teachers and administrators.
- ☐ Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)).
 - ☐ 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.

Description: For a majority of our students and families, there are limited opportunities for families to engage in learning together through field trips. The idea that school is the only place to learn is a common one among a majority of our families. This is due to a number of reasons from cost, to knowledge of resources, to cultural practices. We want to provide engaging learning opportunities for both students and parents through family field trips on Saturdays periodically throughout the school year. Increased parent-child engagement can lead to a positive impact on student learning and achievement. Five family field trips will be planned throughout the school year: September, November, January, March, May. Family field trips will generally take place on Saturdays and will include planning staff. A process will be used to reserve seats up to 150 people for each event.

Location of services: Minnesota Zoo, Arboretum, Sea Life at the Mall of America, Science Museum of MN, Fort Snelling State Park

Key Indicators of Progress: RIS Strategy #3 Family Engagement in Learning with their Students

Key Indicator(s) of Progress and Annual Targets	Target 2023-2024	Target 2024-2025	Target 2025-2026
Parents participating in school activities will report an increase in awareness of their child's capacity to learn and ways to support that learning.	75%	75%	75%

Key Indicator(s) of Progress and Annual Targets	Target 2023- 2024	Target 2024- 2025	Target 2025- 2026
Parents will report a positive impact on parent-child relationship through engagement and participation in family learning field trips.	75%	75%	75%

Phalen RIS Goal #2: Phalen will retain the percentage of staff of color (currently 69%), representative of the student body.

WBWF Area

- ☐ All children are ready for school.
- ☐ All third-graders can read at grade level.
- ☒ All racial and economic achievement gaps between students are closed.
- ☐ All students are ready for career and college.
- ☐ All students graduate from high school.

Goal type: Reducing the disparities in equitable access to effective and more diverse teachers.

Phalen RIS Strategy #4: Teacher Recruitment (Supports RIS Goal 2)

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

- ☐ Family engagement initiatives to increase student achievement.
- ☐ Professional development opportunities focused on academic achievement of all students.
- ☐ Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- ☒ Recruitment and retention of racially and ethnically diverse teachers and administrators.
- ☐ Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)).
 - ☐ 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.

Description: 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

Key Indicators of Progress RIS Strategy #4 Teacher Recruitment (Supports Goal 2)

Key Indicator(s) of Progress and Annual Targets	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%

Phalen RIS Goal #3: Provide the opportunity for 100% of Phalen 4th and 5th graders to participate in an outdoor learning experience and engage in cross-cultural learning.

WBWF Area:

- ☐ All children are ready for school.
- ☐ All third-graders can read at grade level.
- ☒ All racial and economic achievement gaps between students are closed.
- ☐ All students are ready for career and college.
- ☐ All students graduate from high school.

Goal type: Increasing racial and economic integration.

Phalen RIS Strategy #5: Outdoor Fieldtrips with Cross-Cultural Experiences (Supports RIS Goal 3).

Type of Strategy:

- ☐ Family engagement initiatives to increase student achievement.
- ☐ Professional development opportunities focused on academic achievement of all students.
- ☐ Career/college readiness and rigorous coursework for underserved students, including students enrolled in ALC.
- ☐ Recruitment and retention of racially and ethnically diverse teachers and administrators.
- ☒ Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)).
 - ☐ 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.

Description: Fourth Grade Field Trip – Phalen Lake is a magnet school with a focus around Hmong culture and language. Agape Hmong Garden is a new outdoor learning space that teaches students about how the Hmong connect with nature through their daily life routines, from their house structures to farming, to the tools they use every day. A collaborative day of learning between Phalen’s 4th grade students and another SPPS school with a different demographic make-up at Agape Hmong garden will allow students from both sites to engage in cultural learning together. They will engage in hands-on learning about the Hmong culture. Teachers from both schools will foster positive cross-cultural teaching and learning.

Fifth Grade Field Trip – Phalen Lake students have had few experiences with extended time learning in the outdoors. Historically, due to limited funds and connections, Phalen students have not had the opportunity to participate in extended overnight trips to learn content in an immersive experience like other school-aged children in more White, affluent neighborhoods. These types of learning experiences are often reserved for students who have the funds or resources. One report in 2020 shows that White Americans made up nearly three-quarters of all outdoor recreation participants. This is a phenomenon known as the nature gap (NPR story). Love for the outdoors, an interest in the environment, and possible career choices start with positive experiences with the outdoors. Phalen seeks to provide this rich experience for all the 5th grade students as part of their learning experience at Phalen as a way to increase racial and economic integration. Phalen students will pair up with another SPPS elementary school of another demographic that has a similar experience for their students for students to share their learning from the experience.

Location of services: Phalen Lake Hmong Studies Magnet

Key Indicators of Progress RIS Strategy #5 Outdoor Field Trips with Cross-Cultural Experiences (Supports RIS Goal 3).

Key Indicator(s) of Progress and Annual Targets	Target 2020-2021	Target 2021-2022	Target 2022-2023
Students will participate in outdoor learning experiences during the school year.	95-100% student participation	95-100% student participation	95-100% student participation
Increase students' knowledge, understanding, and appreciation of other cultures and languages as measured by student surveys after the field trip.	75% report an increase in their awareness of other cultures and languages.	75% report an increase in their awareness of other cultures and languages.	75% report an increase in their awareness of other cultures and languages.

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)). This plan aligns to our SPPS Achieves strategic plan (World's Best Work Force Plan) and supports Phalen's School Continuous Improvement Plan by providing additional resources designed to end racial and academic disparities across Phalen's programs. These funds will be used to supplement or enhance current programs and practices at Phalen.