



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

Submissions due by March 15th, 2023

District ISD# and Name: Special School District No. 6,
South St Paul Public Schools

District Integration Status: Adjoining

Superintendent: Dr. Brian Zambreno
Phone: 651-457-9400

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Plan submitted by: Amy Winter

Title: Executive Director of Educational Services

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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. N/A

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: *Type name of integration collaborative here, if applicable*

1. St. Paul Public Schools - Racially Isolated
2. District 197 (West St Paul-Mendota Heights-Eagan) - Voluntary

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. Brian Zambreno

Signature:

Date Signed: Enter date here.

School Board Chair: John Raasch

Signature:

Date Signed: Enter date here

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

AIPAC Member Signature (if applicable):

Date Signed: Enter date here

Intentionally left blank per the email from MDE on May 4, 2023 stating: “If you have not submitted a plan with the required signatures, did not include an AIEPAC member in the planning process, or don’t yet have a fully functioning AIEPAC, you have until **March 15, 2024**, to submit an amended plan.”

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.

AIPAC Committee Members: Renae Davis - Co-Chair, Chris Johnson - SSPPS American Indian Liaison & AIPAC Co-Chair, Nicholas DeShaw, Pam Gokey

Multidistrict Collaboration Council

West Saint Paul Public Schools	Peter Mau, Asst. Superintendent	651-403-7004 Peter.Mau@isd197.org
West Saint Paul Public Schools	Kevin Sheridan, Educational Equity Coordinator	651-403-7046 Kevin.Sheridan@isd197.org
South Saint Paul Public Schools	Amy Winter, Executive Director of Educational Services	651-457-9416 amy.winter@sspps.org
South Saint Paul Public Schools	Lesly Gámez, Assistant Director of Educational Services	lgamez@sspps.org
Saint Paul Public Schools	Myla Pope, Director, Office of Equity	myla.pope@spps.org
Saint Paul Public Schools	Sherry Carlstrom, Title Programs Director	651-744-1451 or 651-747-7007 (c) cheryl.carlstrom@spps.org
Saint Paul Public Schools	Stacey Gray Akyea, Chief of Equity, Strategy & Innovation	stacey.gray-akyea@spps.org

Saint Paul Public Schools	Kayla Battles, Project Coordinator, Office of Equity	kayla.battles@spps.org
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The committee recommended the following:

- The three-district come together to participate in the SPPS Beyond the Walls, Youth Ambassador Program and Equity Summit, as outlined in strategy seven of the integration goal (Goal 3).
- Our district focus on expanding our Culturally Responsive opportunities for our students by working with our partner districts to share resources and services.

Community Collaboration Council for Racially Identifiable School(s): Enter names of Community Collaboration Council Members for RIS here.

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval **no later than March 15, 2023** (Minn. Stat. § 124D.861, subd. 4). Once it’s signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

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

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Achievement and Integration Goals

Goal #1: Reading proficiency for Hispanic or Latino and Black or African American students will increase by at least 5% each year, every year, as measured by the Spring MCA Reading Assessment, through targeted literacy and inclusion support for students.

Aligns with WBWF area(s):

- All third-graders can read at grade level
- All racial and economic achievement gaps between students are closed

Goal type: Achievement Disparity

Strategies

Strategy #1 School and Family Partnerships: K-12

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

Narrative description of this strategy.

The roles of Cultural Liaisons and Student Support Assistants is to support a decrease in racial and economic gaps in attendance, achievement, and behavior over time.

Cultural Liaisons are paraprofessional staff of color who are hired to help bridge racial, linguistic, and cultural gaps between school and home. Steadily increasing populations of students of color and low-income families require our schools to be able to communicate and partner effectively and efficiently with more and more diverse families. Cultural Liaisons work with staff, students, and families to: build positive, trusting relationships; provide clear communication across languages and cultures; foster relationships and connection between staff and families; and provide targeted support to students across racial and economic demographics who would benefit from individualized attention to their attendance, academic performance, and behavior. A designated team at each school, including a district administrator, a building administrator, a school counselor or social worker, the Cultural Liaison, and at least one teacher will work together to identify families who need translating and interpreting services, and who have not had regular contact with the school, as well as students who show regular or increasing absences, are performing under grade level expectations and/or are exhibiting challenging behaviors. The team will meet at least monthly to review attendance, academic performance, and behavior, as well as frequency of contact with families to adjust the Cultural Liaisons' caseload and tasks/responsibilities accordingly.

Cultural Liaison Responsibilities and Support Structures:

- Cultural Liaisons will also partner with school staff to adjust communication, relationship building, and instructional approaches to best meet the needs of the students they serve, engaging in a feedback cycle that allows the school to access the perspective and expertise of the Cultural Liaison.
- Twice monthly training and coaching will be provided by the Office of Equity & Learning to support the Cultural Liaisons' professional growth and development, as well as to monitor and adjust the delivery of services to ensure that students and families are receiving equitable access to opportunities and service.
- Cultural Liaisons keep records of the families and students they are serving, including a contact log, attendance, academic progress, and/or behavior. In year 1, building and district administrators will support weekly monitoring of records; in year 2 monitoring will occur on a monthly basis; and in year three monitoring will occur on a quarterly basis.
- Regular meetings are held at each site to monitor student attendance, academic achievement, and behavior. An agenda and records of attendance, student lists, monitoring, and adjustments are kept and used to track progress over time. In year 1, meetings will be facilitated by district administrators; in year 2 meetings will be facilitated by schools administrators with quarterly reporting to the district office; and in year 3, meetings will be facilitate by school administrators and Cultural Liaisons, with quarterly reporting to the district office.

Student Support Assistant is a role focused on providing social-emotional support for students who are not attending or being excluded from class for behavioral reasons. The focus on this role is to build social-emotional skills for students and bridge relationships with teachers to ensure that students are in class, engaged in their learning, and making academic progress. The Student Support Assistant is also skilled in facilitating communication and collaboration between school and home to ensure that the students they serve are being fully supported in engaging the skills and attitudes that will help them be present and participatory in their educational opportunities.

Location of services: Early Learning Center, Kaposia Education Center, Lincoln Center Elementary, South St. Paul Middle School, South St. Paul High School, and Community Learning Center

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Reading proficiency for Hispanic or Latino 3rd graders as measured by the Spring MCA Reading Assessment. 2022 proficiency is 29.1% of 55 students.	39%	44%	49%
Reading proficiency for Black or African American 3rd graders as measured by the Spring MCA Reading Assessment. 2022 proficiency is 25% of 16 students.	35%	40%	45%
Reading proficiency for all Hispanic or Latino students as measured by the Spring MCA Reading Assessment. 2022 proficiency is 27.6% of 921 students.	37%	42%	47%
Reading proficiency for all Black or African American students as measured by the Spring MCA Reading Assessment. 2022 proficiency is 25.6% of 294 students.	35%	40%	45%

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

Strategies

Strategy #2: Anti-Bias Curriculum, Instruction, and Community Building: Elementary

Type of Strategy:

- Professional development opportunities focused on academic achievement of all students.
- Equitable access to effective and more diverse teachers.

Narrative description of this strategy.

Elementary

In order to increase our opportunities to access equity-focused professional development, high quality curriculum, and building a positive, anti-bias culture and climate in our elementary schools, we are developing a partnership with AMAZeworks and will be implementing both PD and rolling out curriculum over the course of this A&I three-year plan.

- **Professional Development:** Staff will learn about conscious and unconscious bias, how to build awareness of bias, and build their skills in making instructional and materials choices that reflect an anti-bias mindset and ideology.
- **Curriculum:** The AMAZE Anti-Bias PreK-5 Curriculum, in part, includes the following features, which will be covered over the course of 20-40 lessons per year.
 - Fosters social-emotional learning through the lens of anti-bias education.
 - Is literature-based and includes 20 high-quality trade books per grade level, written from authentic voice whenever possible.
 - Includes two printed curriculum guides with lesson plans for each book with discussion questions, journal prompts, and follow-up activities for each unit.
 - Covers a wide range of identities, family structures, and lived experiences, including race/ethnicity, immigration, religion, socio-economics, disabilities, gay/lesbian/transgender family members, divorce/blended, aging, foster care, incarceration, death, deployment, and adoption.
 - Includes a Scope and Sequence and literacy alignment.
 - Is aligned with Common Core standards.
 - Can be used in small and large group settings.

Children are vulnerable to internalizing bias and stereotype, which informs biased-based attitudes, beliefs, and behaviors that persist throughout their lives. Early childhood and elementary learning through anti-bias curriculum helps students to recognize and value diverse identities, epistemologies, and ontologies in their communities, and gives them the skills to interact with others in ways that are positive, affirming, inclusive, and promote both safety and a positive, welcoming school environment. **Teachers** will also benefit from this PD and curriculum as it will give them a wider framework and resources to engage in an anti-biased mindset when developing the classroom community.

Location of services: Early Learning, Kaposia Education Center, Lincoln Center Elementary

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
All early childhood and elementary classrooms will be trained in anti-bias practice and fully implement the AMAZEworks anti-bias curriculum by 2026.	Pilot in two classrooms at each grade level	Implementation of at least 50% of lessons in all PreK-5 classes	Full implementation of curriculum in all PreK-5 classes
Decrease in office referrals and suspensions of all students in elementary schools	Baseline data TBD in SY2023	10% decrease	10% decrease
Reading proficiency for Hispanic or Latino 3rd graders as measured by the Spring MCA Reading Assessment. 2022 proficiency is 29.1% of 55 students.	39%	44%	49%
Reading proficiency for Black or African American 3rd graders as measured by the Spring MCA Reading Assessment. 2022 proficiency is 25% of 16 students.	35%	40%	45%

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

Strategies

Strategy #3: Culturally Responsive Instruction and Equity Leadership for Students: Secondary

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 graduation rates.

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

Increases access to effective and diverse teachers.

Narrative description of this strategy.

Secondary

Culturally Responsive Student Leadership

A key issue affecting school engagement among our middle school students has been identified as a root cause of other challenges in school, especially those of color. To address this, we're developing a more inclusive, culturally responsive environment while also offering tailored support for specific groups who would benefit from personalized attention. Middle schoolers who demonstrate lower levels of engagement will be selected to join small group interventions with Goal Getters aimed at fostering greater involvement and connection.

Program Description

To provide a comprehensive mentoring program for middle school students, designed to provide guidance, support, and motivation to help them navigate their academic and personal challenges. This program will be conducted twice a week, with a focus on small group sessions to ensure personalized attention and effective mentoring. Some of the outcomes in small group include:

- Students will see that they have options for their futures
- Students will recognize obstacles to their plans and identify ways to overcome them
- Students will realize that choices they make now can influence their options later in life
- Students will create personal goals for their futures

Student Affinity Groups

To increase student participation in integrated learning, we will offer after school programs focusing on cultural identity, cultural literacy, and leadership in the form of multicultural student leadership groups. These groups, including the Black Pride Organization, Comunidad de Latinos Unidos, Sexuality and Gender Awareness, Women's Society, and Indigenous Leaders Circle, focus on anti-bias, anti-racism, cultural literacy, understanding of the self and identity, cultural awareness, positive peer interactions, student agency and advocacy, and positive peer interactions. Participating students may sign up independently and/or be identified by peers and faculty for their interest, advocacy, and leadership skills. Students of all races and identities are invited to participate in the Student Affinity Leadership Groups, and all faculty and staff have the opportunity to lead/co-facilitate the groups with the students.

This kind of student affinity and leadership leads to community building and connectedness, which are factors that affect attendance, credit attainment, graduation rates, while at the same time enhancing our students' integrative experiences and contributing to a positive, anti-bias school culture and climate.

Location of services: South St. Paul Middle School, South St. Paul High School

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Increase the number of students participating in equity-based leadership after school programming will increase by 5% each year.	Baseline data TBD in SY2023	5% improvement	5% improvement
Students participating in equity-based leadership will participate in opportunities to speak to and with stakeholders, such as the School Board, Building Leadership Teams, and at school- and district-wide events.	1 event	2 events	2+ events
Reading proficiency for all Hispanic or Latino students as measured by the Spring MCA Reading Assessment. 2022 proficiency is 27.6% of 921 students.	37%	42%	47%
Reading proficiency for all Black or African American students as measured by the Spring MCA Reading Assessment. 2022 proficiency is 25.6% of 294 students.	35%	40%	45%

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

Achievement and Integration Goals

Goal #2: All teachers will participate in regular, job-embedded, equity-focused professional development that increases their capacity and efficacy in delivering culturally relevant instruction and reducing opportunities and achievement gaps

for each student. 100% of teachers will receive coaching for racial equity, job-embedded professional development, and opportunities to participate in racial and economic equity leadership.

Aligns with WBWF area:

- All children are ready for school
- All racial and economic achievement gaps between students are closed

Goal type:

- Teacher Equity

Strategies

Strategy #4: The Science of Reading

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

Narrative description of this strategy.

“It’s important to include the science of reading practices into the classroom. It is also important to incorporate culturally responsive practices. The two are not mutually exclusive, but rather, can work together to improve student learning, and to begin to break down systemic barriers that have stood in place for so long.” University of Minnesota, Literacy Learning for Leaders

All teachers of grade K-12 students will receive ongoing professional development on the science of reading, including grounding in Scarborough’s Rope, the ideology and practice of learning to read and reading to learn, and how explicit instruction on word recognition and language comprehension is critical for teaching each student to read. Professional development will be delivered to all faculty on 2-3 PD Days during the year, with ongoing coaching and support available through PLC and coaching for racial equity. This goal will impact all licensed teaching staff and support their awareness and integration of literacy across all grades and subject areas, with the belief that literacy is relevant and can be supported in all aspects of education. District and school leaders will use resources from our curriculum (based on the science of reading), our MnMTSS cohort, and UMN Literacy Learning for Leaders to create and facilitate training for coaches and teachers.

Location of services: Early Learning Center, Kaposia Education Center, Lincoln Center Elementary, South St. Paul Middle School, South St. Paul High School, and Community Learning Center

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Aspects of the Science of Reading are included in plans for growth and development through PLCs and/or data meetings.	70% of meetings	80% of meetings	90% of meetings
Percentage of all students showing low risk <u>and</u> MCA on track progress toward benchmarks as measured by the Spring FastBridge aReading Group Growth Report will increase. 2023 Winter Benchmark is 46%.	51%	56%	61%
Percentage of Hispanic or Latino students showing low risk <u>and</u> MCA on track progress toward benchmarks as measured by the Spring FastBridge aReading Group Growth Report will increase. 2023 Winter Benchmark is 35%.	40%	45%	50%
Percentage of Black or African American students showing low risk <u>and</u> MCA on track progress toward benchmarks as measured by the Spring FastBridge aReading Group Growth Report will increase. 2023 Winter Benchmark is 34%.	39%	44%	49%
Reading proficiency for all middle schools students as measured by the Spring MCA Reading Assessment. 2022 proficiency is 33.2%.	50%	55%	60%
Reading proficiency for all middle school students eligible for FRL as measured by the Spring MCA Reading Assessment. 2022 proficiency is 23.3%.	28%	33%	38%
Reading proficiency for all 10th graders students as measured by the Spring MCA Reading Assessment. 2022 proficiency is 45%.	50%	55%	60%
Reading proficiency for 10th grade students eligible for FRL as measured by the Spring MCA Reading Assessment 2022 proficiency is 34.6%	42%	51%	60%

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

Strategies

Strategy #5: Equity & Instructional Coaching

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

Narrative description of this strategy.

Coaching is a measurable and proven method of changing teacher practice and improving student outcomes. Equity & Instructional Coaches with a focus on coaching for racial equity will work with all teachers at each school. Coaches are trained in Cognitive Coaching, Collaborative Inquiry, and we will be expanding training and support to integrate strategies for coaching for racial equity into their professional development, curricula, and coaching tools. Coaches will support teachers in developing culturally responsive approaches to lesson planning

and instruction, disaggregating data by race and socioeconomic status (when available), and engaging the development of an anti-bias, anti-racist approach to both their pedagogy and professional skills at large.

When teachers receive coaching for racial equity, they have the opportunity for one-on-one, individualized support that accelerates their learning and growth compared to the impact of professional development geared toward all faculty and staff. Coaching gives teachers the opportunity to engage in praxis: taking their learning from strategic and continuous improvement goals, professional development opportunities, and PLC or data meetings and applying their learning to their planning and instruction. Coaching also offers a space for teachers to process their learning with a trusted colleague and receive feedback and help in determining next steps. Coaches will help teachers clarify goals and priorities in their learning and progress through different areas of development to improve their anti-bias, anti-racist teaching practice.

Location of services: Early Learning Center, Kaposia Education Center, Lincoln Center Elementary, South St. Paul Middle School, South St. Paul High School, and Community Learning Center

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Indicators of anti-bias and anti-racist practices are present and recorded in coaching sessions, data meetings, and professional development. <i>Examples might include performance data disaggregated by race, culturally responsive pedagogy used by design, explicit use of Tier I instruction, and efforts to accelerate learning and growth of each student through differentiation, modification, and intervention.</i>	70% of sessions	80% of sessions	90% of sessions
Percentage of all students showing low risk <u>and</u> MCA on track progress toward benchmarks as measured by the Spring FastBridge aMath Group Growth Report will increase. 2023 Winter Benchmark is 48%.	53%	58%	63%
Percentage of Hispanic or Latino students showing low risk <u>and</u> MCA on track progress toward benchmarks as measured by the Spring FastBridge aMath Group Growth Report will increase. 2023 Winter Benchmark is 31%.	36%	41%	46%
Percentage of Black or African American students showing low risk <u>and</u> MCA on track progress toward benchmarks as measured by the Spring FastBridge aMath Group Growth Report will increase. 2023 Winter Benchmark is 31%.	36%	41%	46%
Reading proficiency for all middle schools students as measured by the Spring MCA Reading Assessment. 2022 proficiency is 33.2%.	50%	55%	60%

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
Reading proficiency for all middle school students eligible for FRL as measured by the Spring MCA Reading Assessment. 2022 proficiency is 23.3%.	28%	33%	38%
Reading proficiency for all 10th graders students as measured by the Spring MCA Reading Assessment. 2022 proficiency is 45%.	50%	55%	60%
Reading proficiency for 10th grade students eligible for FRL as measured by the Spring MCA Reading Assessment 2022 proficiency is 34.6%	42%	51%	60%

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

Strategies

Strategy #6: Recruiting, Hiring, and Retaining Teachers of Color

Type of Strategy:

- Recruitment and retention of racially and ethnically diverse teachers and administrators.
- Equitable access to effective and more diverse teachers.

Narrative description of this strategy.

Recruiting and Hiring: We will pursue and form partnerships with teacher preparation programs to actively recruit and hire prospective teachers of color. Our partnership with the University of Minnesota’s Teacher- Scholars of Color program was initiated in 2023, and will begin in earnest in SY23-24. Activities to recruit teacher-candidates and teachers of color include:

- Visiting students at U of M for a Meet & Greet in Spring of each year and Informational event in Fall of each year
- Invite teacher-candidates of color to:
 - SSP New Teacher Week, including a bus tour of the district - August of each year
 - Shadowing, Resume Review, and Mock Interviews in SSP - January/February of each year

Retention: Faculty and staff of color have unique needs as they frequently experience institutional racism, microaggressions, tokenization, and other forms of oppression due to their racial identity. Staff of color often experience feelings of isolation, disconnectedness, or other effects of marginalization in public school settings. More and more teacher-candidates and new teachers of color name this concern as early as their interview and ask what supports are in place to ensure their social-emotional and professional wellbeing. In response to these realities, we are designing supports that include mentorship, racial affinity groups, committees focused on educational equity, and integrating more explicit protocols, procedures, and resources for staff to engage in and develop anti-bias and anti-racist mindset and ideology. Staff of color will be invited to participate in mentorship and racial affinity groups, and all staff are invited to engage in committees, a group for educators committed to racially-equitable education in

tandem with the racial affinity groups, and in aligning and designing protocols, procedures, and resources focused on developing anti-bias and anti-racist practices.

We believe that both the climate and culture of our classrooms and schools, as well as the academic achievement of our students, will improve by diversifying our staff, providing our staff of color with support to ensure their commitment to SSP, and inviting all staff to develop and improve their anti-bias and anti-racist approach to teaching.

We will develop tools for increasing and measuring the number of new hires with an anti-bias and anti-racist lens and approach to education. This includes revising interview materials and job descriptions and creating a system for tracking new hires and retention.

Location of services: Early Learning Center, Kaposia Education Center, Lincoln Center Elementary, South St. Paul Middle School, South St. Paul High School, and Community Learning Center, Community Education, District Office

Key Indicators

Key Indicators of Progress (KIP)

List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see.	Target 2024	Target 2025	Target 2026
<i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i>	42%	52%	62%
Indicators of anti-bias and anti-racist practices are present and recorded in coaching sessions, data meetings, and professional development. <i>Examples might include performance data disaggregated by race, culturally responsive pedagogy used by design, explicit use of Tier I instruction, and efforts to accelerate learning and growth of each students through differentiation, modification, and intervention.</i>	70% of sessions	80% of sessions	90% of sessions
Increase in the number of teachers and administrators of color. Number of Teacher/Admin Staff of Color in SY22-23: 8.	10	12	14
Increase the number of applicants of color who we interview	Baseline data TBD in SY2023	+5%	+5%

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

Achievement and Integration Goals

Goal #3: Increase the racial and economic diversity and integration in schools and districts. A growing number of South St. Paul students will participate in racially and economically integrated activities with partner districts.

Aligns with WBWF area:

- All students are ready for career and college
- All students graduate from high school

Goal type: Integration

Strategies

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

Strategy #7: Beyond OUR Walls SPPS Equity Summit and Youth Ambassador Integration with School District 197 and Saint Paul Public Schools

Type of Strategy:

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

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

Narrative description of this strategy

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. The 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 community members in a collaborative learning environment
- **Building** on principles of collectivism to address and dismantle the inequity in education and beyond.

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

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

Partner districts will commit to:

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

Key Indicators

Key Indicators of Progress (KIP)

Youth Ambassador Participation

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 2023- 2024	Target 2024- 2025	Target 2025- 2026
South St. Paul will increase the number of Youth Ambassadors to 6 or more by 2026, disaggregated by race, ethnicity or FRPL.	4	5	6
South St. Paul will increase the percentage of Youth Ambassadors who either strongly agree or agree that the Youth Ambassador experience increased the following: equity awareness; communication with others; foundation equity leadership skills; and community building.	50%	60%	67%

Creating Efficiencies and Eliminating Duplicative Programs

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

Our goals and strategies have been carefully designed to supplement and not supplant our existing programs and services, and carefully consider our strategic goals and initiatives, as well as the goals and strategies from other plans (Title I, Title III, and AIEP, for example), to ensure that the A&I Plan bolsters and works in alignment with other programs and services. Our goals and strategies support wider, districtwide efforts to improve curriculum and instruction, support the social-emotional development of staff and students, create safe and nurturing school environments, engage families, and increase positive academic outcomes for each student. The activities and roles outlined in this plan are not funded or coordinated by any other program, services, or budget.