



Achievement and Integration Plan

July 1, 2026 to June 30, 2029

District ISD# and Name: South St Paul ISD 6

District Integration Status: Adjoining District (A)

Superintendent: Brian Zambreno

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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.

1. **St. Paul Public Schools ISD 625** RI -
Racially Isolated
2. **West St. Paul-Mendota Heights-Eagan**
ISD 197 V - Voluntary

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 (RIS), please list each of those schools below. Add additional lines as needed. You will complete one RIS plan, one per RIS, at the end of the form.

1. NA

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

School Board Approval

☐ We certify that we have approved this Achievement and Integration 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: Brian Zambreno

Signature:

Date Signed:

School Board Chair: Kimberly Humann

Signature:

Date Signed:

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a **Multidistrict Collaboration Council (MDCC)** to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with Racially Identifiable Schools (RIS) are required to convene a **Community Collaboration Council (CCC)** 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). *Record your Community Collaboration Council members on the RIS portion of this form.*

Districts with an **American Indian Parent Advisory Committee (AIPAC)** 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 on page 8 of the [Achievement and Integration Plan Guide](#), and page 4 of [Tribal Consultation Guidance](#).

Multidistrict Collaboration Council

Please list your council members and identify American Indian parent committee members.

Name	Position/Role	Email/Phone Number
Kevin Sheridan	Educational Equity Coordinator, ISD 197	Kevin.Sheridan@isd197.org 651-403-7046
Peter Mau	Assistant Superintendent, ISD 197	Peter.Mau@isd197.org 651-403-7004
Roi Kawai	Director, Office of Equity, ISD 625	roi.kawai@spps.org 651-744-2064
Stacey Gray Akyea	Chief of Equity, Strategy, & Innovation, ISD 625	Stacy.gray-akyea@spps.org 651-7676-8361
Sean Soukkala	AIPAC Chair	s.soukkala@gmail.com 612-819-5252
Angela Crowley	AIPAC Member	Crowley7393@gmail.com
Kevin Crowley	AIPAC Member	Crowley7393@gmail.com

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 multiple times to review and refine the Youth Ambassador Program and Beyond our Walls Equity Summit and decide to continue with this multi-district activity as a strategy to support our integration goals.

Committee members requested strong alignment between goals, strategies, and KIPs as well as clear and refined SMART goals.

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)).

Goal #1: Between Spring 2026 and Spring 2029, the % of BIPOC students in grades K-8 on target for their grade level will increase by 5 percentage points as indicated by being Low Risk or MCA on Track on the Spring FastBridge test.

In Spring 2026, 37.4% of BIPOC students were on target for their grade level.

Goal type: Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

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 #1: School and Family Partnerships

Type of Strategy: Family engagement initiatives to increase student achievement

Narrative description of this strategy

Our Cultural Liaisons are a key bridge to building partnerships between schools and families at home for our Hispanic Latino and American Indian families. The paraprofessionals help to fill in racial, cultural, and language gaps between the school and families at home, building trusting relationships and partnerships. Cultural liaisons work with staff, students,

and families to build positive trusting relationships, provide clear communication across language and cultures, foster relationships and connections between staff and families, and provide targeted academic support to students who would benefit from individualized attention. Targeted support for students can include, but is not limited to, support around attendance, academic performance, and behavior and can take place in or outside of classrooms and in small groups. Liaisons can push into classrooms or pull students out to provide support. Cultural liaisons connect families to services within and outside of the school, particularly culturally specific services, and Hispanic Latino Liaisons provide interpretation services for families when engaging with the school system, particularly during the enrollment process, at Open Houses, and Conferences, and when meeting with teachers. Cultural Liaisons will be starting a Parent Academy to further support families in navigating the school system and learning how to support their students. The Parent Academic will include specific learning about how to support their students in Literacy and how to interpret the data and information that is shared during conferences or sent home so that parents know how their student is doing. Parents will learn how to know if their student is learning to read, is on grade level, and how to support them at home.

Location of services: Early Learning, Kaposia Education Center, Lincoln Center Elementary, SSP Middle School, SSP High School, Community Learning Center, and Enrollment 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 2027	Target 2028	Target 2029
The number of SSPPS parents that participate in a culturally specific Parent Academy led by Cultural Liaisons will increase from SY26-27 to SY28-29	5	8	12
Parents that participate in the Parent Academic will increase their knowledge about Literacy, including how to understand how their student(s) are progressing and how to provide support at home as demonstrated by a pre- and post-Academy assessment.	Baseline data	2027 result + 5%	2027 result + 8%
The mean response by Parents/Caregivers on a 1-5 scale for the statement “I feel like I am treated with respect at this school.” will increase from Spring 2026 to Spring 2029.	2026 result + .1	2026 result + .2	2026 result + .25

Strategy #2: Professional development focused on the use of data in PLCs and MTSS

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

Narrative description of this strategy

Data literacy, the ability to read, work with, analyze, and communicate with data to make informed decisions, is essential in the process of increasing student achievement and closing opportunity gaps. Teachers need to be able to identify which students are striving and which are struggling and target their instruction, re-teaching, intervention, extension, and support. In order to do this, we need to begin implementation of an updated PLC model based on DuFour’s 4 Questions and provide training in how to gather, interpret, and use WIDA and FAST scores. DuFour’s 4 questions include: What do we want students to learn? How will we know if each student has learned it? How will we respond when some students do not learn it? How can we extend and enrich learning for those who have already demonstrated proficiency?

District leaders, building leaders, Peer Coaches, and Equity and Instruction coaches will collaborate to support teachers in using a variety of data, including but not limited to FAST and unit summative results in their PLCs. K-5 PLCs and 6-8 ELA

and Intervention PLCs will learn to interpret FAST data and use the screening to intervention report to support their students in Reading. They will also learn how to use formative and summative results from Wit & Wisdom and Arts & Letters, which are aligned to Literacy and ELA standards, in their PLCs to monitor student progress and make adjustments in their instruction.

All teachers will be participating in on-going PLC Professional Development and receive support in using the 4 questions to determine what data they need and how to use it. In addition, all teachers of Literacy and ELA will receive training in how to best use FAST data to support monitoring of Reading growth and proficiency.

Location of services: Early Learning, Kaposia Education Center, Lincoln Center Elementary, SSP Middle School, SSP 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 2027	Target 2028	Target 2029
All teachers will attend Professional Development on the PLC model and participate in a PLC.	100%	100%	100%
Increase the number of times PLCs in K-5 and 6-8 ELA gather, analyze, make decisions based on data aligned to Literacy standards (FAST, Formative, or Summative Assessments)	4	5	7
Increase the % of PLCs using the PLC model based on DuFour's 4 questions	50%	75%	100%

Strategy #3: Equity and Instruction Coaching

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

Narrative description of this strategy

Equity and Instruction Coaches provide support for students and teachers in and outside of the classroom. Coaching is focused on high quality instruction and assessment, use of engaging instructional strategies, implementation of curriculum, and building teacher efficacy all through an equity lens. Coaches lead professional development, help facilitate the Curriculum Review process, support curriculum implementation, and support PLCs and team meetings. Coaches regularly push into classrooms to teach or co-teach lessons, assess student skill level and learning, and to work alongside students and teachers, particularly throughout the curriculum implementation process. Equity and Instruction Coaches also push into classrooms to support student assessment and monitoring of interventions.

Equity and Instruction coaches will be key leaders in the implementation of a Culturally Responsive Teaching practices framework. As leaders, they will be responsible for facilitating professional development and follow up, working alongside teachers in classrooms, and providing individualized support in and out of the classroom as teachers become more familiar with Culturally Responsive Teaching practices. Equity and Instruction coaches use a variety of strategies to support teachers, including Cognitive Coaching, model teaching, co-teaching, co-observation, and small group learning facilitation.

Location of services: Early Learning, Kaposia Education Center, Lincoln Center Elementary, SSP Middle School, SSP 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 2027	Target 2028	Target 2029
Teachers will indicate an intention to implement what they have learned within a week on a feedback survey when participating in Culturally Responsive Instruction Professional Development.	50%	60%	65%
The mean response by students on a 1-5 scale for the statement “I believe my teachers challenge me to think.” will increase from 2026 to 2029.	2026 result + .1	2026 result + .15	2026 result + .2
Coaches will integrate Culturally Responsive Instruction into classroom walkthrough protocols and evidence will be observed in an increasing number of classrooms.	20%	30%	40%

Goal #2: By the 2028-2029 school year, the gap between BIPOC (Black, Indigenous, People of Color) and white high school students enrolled in IB, Concurrent Enrollment, or CAPS courses will decrease from 15% to 12%. Currently, 38% of the enrollment is BIPOC students while 53% of the school overall is, resulting in a 15% gap.

Goal type: Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

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 #4: Youth Ambassador and Beyond OUR Walls Equity Summit Integration

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

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

- ☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- ☐ Provides school enrollment choices.

- ☒ Increases cultural fluency, competency, and interaction.
- ☐ Increases graduation rates.
- ☒ Increases access to effective and diverse teachers.

Narrative description of this strategy

Our district, in partnership with Saint Paul Public Schools and West St Paul -Mendota Heights-Eagan Public Schools, will (1) coordinate Youth Ambassadors; student equity leadership development program and (2) attend Beyond Our Walls Equity summit. Together partner districts commit to identifying leads in each district, coordinating activities, disseminating information and recruiting staff, students, and their local community members to participate in the summit (i.e. intentional 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), participating in evaluative activities and committing fiscal and human resources towards the strategy.

The Youth Ambassador Program aims to develop student leaders who are committed to equity and inclusion. The program aims to foster dialogue, learning, and action around crucial issues of equity, focusing particularly on gender and racial equity and their intersections.

Youth Ambassadors attend eight Saturday training sessions, an orientation, and the Equity Summit, Beyond Our Walls.

During the Saturday training sessions, Youth Ambassadors build community with fellow ambassadors, learn foundational equity leadership skills/tools, and develop content to present to others.

Youth Ambassadors are expected to co-lead a 60-minute breakout session at the Equity Summit for fellow students, school staff, and community members. In a team, ambassadors design a session around a topic related to racial and/or gender equity.

Youth Ambassador sessions are developed and facilitated by current staff in SPPS's Office of Equity. Feedback from previous years indicates the program is well-received and beneficial, the following are results from the most recent program evaluation:

Participants described the program culture as unexpectedly positive. Many anticipated a formal or rigid space and instead found an environment that was welcoming, relaxed, and emotionally safe. Youth described being surprised by how comfortable they felt in the space, which was intentionally built through opening and closing circles, shared meals, games, and communal reflection. These rituals helped participants feel grounded and included.

Youth Ambassadors were clear that they were not passive participants—they were empowered to lead. Participants highlighted how they were asked to make creative decisions, facilitate breakout sessions, and design presentations from the ground up. Many described a shift in their sense of identity, from student to educator.

The program helped students build a variety of skills, including public speaking, time management, facilitation, and collaboration. Youth emphasized that these skills were developed not through lectures but through practice, planning, and structured peer collaboration.

Youth expressed strong interest in continued connection beyond the summit. They emphasized the importance of structured closure and proposed specific ways to stay engaged:

Youth described the Equity Summit itself as a powerful culmination of their work. They expressed pride in their roles as facilitators and acknowledged how meaningful it was to share space with a large audience of peers, educators, and community members.

Several students noted how affirming it was to be taken seriously by adult participants and appreciated the real-time feedback and interaction during their sessions. Many spoke about the impact of hearing their peers present on equity issues and the inspiration that came from being surrounded by other youth leaders.

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 includes a continental breakfast, Opening Plenary, Keynote, multiple Breakout Sessions, and a Closing Activity/Remarks. Feedback regarding summit has been largely positive indicating both a need and desire for continuation:

The majority of summit respondents agreed that the topics were timely and relevant. Specifically, 78% (n=8) of respondents strongly agreed with this statement. This indicates a strong alignment of the summit's content with the current interests and needs of the participants.

The summit successfully connected participants to the community, with 69% (n=16) of respondents feeling more connected. Of these, 43% (n=10) stated that this was "absolutely true," highlighting the summit's effectiveness in fostering a sense of community and belonging among attendees.

Location of services: SSP 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 2027	Target 2028	Target 2029
We will increase the percentage of Youth Ambassadors who indicate they agree or strongly agree that the Youth Ambassador experience increased the following: equity awareness, communication with others, foundational equity leadership skills, and building community.	60%	68%	85%
We will increase the percentage of Youth Ambassadors who can identify specific ways to apply their emerging equity leadership skills in other groups or settings .	50%	60%	75%
We will increase the number of staff participants in the Beyond OUR Walls Equity Summit to 10 or more by 2029.	5	8	10

Strategy #5: Equity Leadership Development for Secondary Students

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

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

☐ Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.

☐ Provides school enrollment choices.

X Increases cultural fluency, competency, and interaction.

☐ Increases graduation rates.

☐ Increases access to effective and diverse teachers

Narrative description of this strategy.

In order to strengthen student integration and school culture, we offer opportunities for students to develop equity-driven leadership skills through Middle School and High School Affinity Groups. Students of all cultures, ethnicities, and backgrounds are invited to attend Affinity Groups that promote cultural identity and literacy. Participation and leadership within the student Affinity Groups promotes the development of strong advocacy skills, cultural awareness, personal identity, appreciation and acceptance of others, peer interactions, and student agency. Students learn from each other within and across groups and from staff advisors. This type of student leadership leads to a connection to school, which impacts attendance, course selection, grades, graduation rate, and college and career readiness while also supporting a positive school climate and culture.

Location of services: SSP Middle School, SSP High School, Community Learner 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 2027	Target 2028	Target 2029
The mean response by students on a 1-5 scale for the statement “I feel students are nice or show respect to each other at my school.” will increase from 2026 to 2029 at the Middle Schools and High School.	2026 result + .2	2026 result + .3	2026 result + .35
Each Affinity Group in the high school will plan events to engage the larger school community.	1 event/group	Average 1.5 events/group	2 events/group
Average monthly attendance at regular Affinity Group meetings will increase from a baseline gathered in SY26-27.	Baseline data	2027 result + 3%	2027 result + 5%

Strategy #6: Strategic Promotion and Outreach

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

Narrative description of this strategy.

Students who do not see themselves as traditional participants in IB Diploma Program, CAPS, or Concurrent enrollment often respond to direct encouragement by peers, teachers, counselors, and administrators. We will provide teachers and counselors with the professional development and information necessary to identify students that would benefit from these courses and would be likely to succeed with appropriate support. This professional development and information will include building an understanding of the typical barriers to entry for some students even when the school or program does not have formal entrance requirements. We will then identify actions to reach out strategically to students that have been identified while also promoting IB, CAPS, and Concurrent enrollment to all high school students.

Location of services: SSP High School, 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 2027	Target 2028	Target 2029
The number of targeted promotion and outreach activities will increase each year.	1	2	3
By the 2028-2029 school year, the gap between BIPOC (Black, Indigenous, People of Color) and white high school students enrolled in IB will decrease from 15% to 12%. Currently 38% of students in IB Courses are BIPOC while BIPOC students are 53% of the student body.	14% gap	13% gap	12% gap
By the 2028-2029 school year, the gap between BIPOC (Black, Indigenous, People of Color) and white high school students enrolled in CAPS will decrease from 18% to 12%. Currently 35% of students in CAPS Courses are BIPOC while BIPOC students are 53% of the student body.	16%	14%	12%

Goal #3: SSPPS students' access to teachers that are using Culturally Responsive Teaching strategies will increase between SY 2026-2027 and SY 2028-2029. (There is currently no baseline data. Baseline data will be established at the end of SY 2026-2027 after all classroom walkthroughs and teacher observations have been completed.)

Goal type: 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.

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

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: Culturally Responsive Teaching Practices

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

Narrative description of this strategy

All licensed South St Paul educators will participate in Culturally Responsive Teaching practices professional development over the next three years as we identify and implement a culturally responsive teaching framework. Upon identification of a framework, we will begin training building and district leaders and identify priorities to embed in the Teacher Evaluation process. We will then begin training educators in the schools over the course of the coming years in order to build a knowledge base and sustainable implementation. While building a knowledge base, we can begin building

systemic understanding of Culturally Responsive Teaching practices into Curriculum Review, other Professional Development, Teacher Evaluation, and other district communication and processes.

Location of services: Early Learning, Kaposia Education Center, Lincoln Center Elementary, SSP Middle School, SSP 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 2027	Target 2028	Target 2029
Teachers will indicate understanding the key components of the identified Culturally Responsive Teaching framework.	35%	45%	65%
Coaches will integrate Culturally Responsive Instruction into classroom walkthrough protocols and evidence will be observed in an increasing number of classrooms.	20%	30%	40%

Strategy #8: Retaining Staff of Color

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

Narrative description of this strategy

Staff members of color face unique experiences in our school system including microaggression, tokenization, and other forms of oppression that impact their experience in our predominantly white system. In order to retain staff of color, we will continue to offer a Staff of Color Affinity Space for networking, relationship building, and professional grounding. In addition, we will begin offering 60 day check-ins through the Educational Services department for licensed staff of color during their first year in the district to learn about their experience and how to better meet their needs. We will follow this up with a monthly survey for new licensed staff of color to indicate support they might need. This will help us learn what support they have already received and what support is needed to ensure we are able to retain them as educators.

Location of services: Early Learning, Kaposia Education Center, Lincoln Center Elementary, SSP Middle School, SSP 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 2027	Target 2028	Target 2029
The percentage of new staff of color who participate in 60 day check-ins will increase from SY2026-2027 to SY2028-2029.	35%	45%	50%

Strategy #3: Equity and Instruction Coaching

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

Narrative description of this strategy

Equity and Instruction Coaches provide support for students and teachers in and outside of the classroom. Coaching is focused on high quality instruction and assessment, use of engaging instructional strategies, implementation of curriculum, and building teacher efficacy all through an equity lens. Coaches lead professional development, help facilitate the Curriculum Review process, support curriculum implementation, and support PLCs and team meetings. Coaches regularly push into classrooms to teach or co-teach lessons, assess student skill level and learning, and to work alongside students and teachers, particularly throughout the curriculum implementation process. Equity and Instruction Coaches also push into classrooms to support student assessment and monitoring of interventions.

Equity and Instruction coaches will be key leaders in the implementation of a Culturally Responsive Teaching practices framework. As leaders, they will be responsible for facilitating professional development and follow up, working alongside teachers in classrooms, and providing individualized support in and out of the classroom as teachers become more familiar with Culturally Responsive Teaching practices. Equity and Instruction coaches use a variety of strategies to support teachers, including Cognitive Coaching, model teaching, co-teaching, co-observation, and small group learning facilitation.

Location of services: Early Learning, Kaposia Education Center, Lincoln Center Elementary, SSP Middle School, SSP 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 2027	Target 2028	Target 2029
Teachers will indicate an intention to implement what they have learned within a week on a feedback survey when participating in Culturally Responsive Instruction Professional Development.	50%	60%	65%
The mean response by students on a 1-5 scale for the statement “I believe my teachers challenge me to think.” will increase from 2026 to 2029.	2026 result + .1	2026 result + .15	2026 result + .2
Coaches will integrate Culturally Responsive Instruction into classroom walkthrough protocols and evidence will be observed in an increasing number of classrooms.	20%	30%	40%

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 in this plan are carefully aligned with other efforts currently underway in the district, which is driven by our strategic planning and efforts to increase student achievement. These goals align with goals set by our schools in their School Improvement Plans (SCIP) and many of the Key Indicators of Progress align with data that we are also monitoring related to our strategic plan or SCIPs.