

# **Curriculum and Instruction Review Process**

## **A Closer Look**

## St. Louis Park public schools curriculum, instruction and program continuous improvement cycle

- 50+ stories from system leaders, students, and community members
  - 7 Board,, 11 Cabinet, 6 principals, 9 coaches, 6 coordinators, 15 students
- Visited and worked in other school districts and learned about our current reality - 81 “top priorities” in Fall of 2018
- We need to examine instructional practices (How we teach), as well as our curricular materials (What we teach).
- We are juggling a lot of work and have widespread will, skill, and knowledge on topics - how do we continue to build capacity for getting better?
- We need a systemic anti-racist approach to counter systemic racism.

# Instruction and Curriculum Review Process

---

We have the talent within to bring about transformational change

Leadership Development program

Design Teams (small and nimble) and Consulting Teams (larger and diverse stakeholders)

Transformational change needs to have an intentional antiracist lens or we replicate old practices with new programs

Student-centered recommendations and plans

Need to consider a pace that is good for the system and meets the needs of all of our students

Personal, Local, Immediate -  
Keep a Spotlight on Race -

Gather Multiple Perspectives -  
Establish Parameters -

Establish A Racial Equity  
Transformation Plan -

**PHASE I:  
LOOKING INWARD**  
*KNOW THYSELF*

- Teacher Self-Reflection
- Examine Disaggregated Data
- Hear and Reflect upon Students Voice and Community Input
- Unpack Standards
- Driven by R.E.P. Statements
- Intersection of IB, AP, & Immersion & CRP
- Engage in Courageous Conversation

**PHASE II:  
LOOKING AROUND**  
*DISTINGUISH KNOWLEDGE FROM  
FOOLISHNESS*

- Research and Visit Regional, National, and International Exemplars
- Engage Scholars of Culturally Relevant Pedagogy, Content Specific Pedagogy and Tech Enrichment
- Establish Criteria for Adopting New Materials (Pilot Curriculum)
- Engage in Courageous Conversation

**PHASE III:  
LOOKING  
OUTWARD**  
*BUILD FOR ETERNITY*

- Develop Content Area Belief Statements
- Adopt New Curriculum with Fidelity or Engage in Curriculum Writing
- Establish Collaborative Team and PD Plans
- Develop 3, 5, and 8 year benchmarks
- Engage in Courageous Conversation

---

*curriculum and instructional development timeline*

**2019-2022**

**Math**  
**Gifted/Talented**  
**World Languages**

**2022-2025**

**Music**  
**Student Services**  
**International Baccalaureate**

**2026-2029 (site based?)**

**BARR**  
**Advanced Placement**  
**Immersion**

**2020-2023**

**Science**  
**Language Arts & Literacy**  
**Multilingual Learning**

**2024-2027**

**Career/Tech.Ed.**  
**Summer School**  
**Special Education**

**2027-2030**

**Math**  
**World Languages & Cultures**

**2021-2024**

**Social Studies**  
**Phy Ed /Health**  
**Progress Reporting**

**2025-2028**

**Media/Digital Learning**  
**Art/Design**  
**Review Process\***

**2028-2031**

**Science**  
**Multilingual Learning**

**2029-2032**

**Language Arts & Literacy**  
**Talent Development**

---

---

*curriculum and instructional development timeline*

**2019-2022**

**Math**  
**Gifted/Talented**  
**World Languages**

**2022-2025 (Phase III)**

**Music**  
**Student Services**  
**International Baccalaureate**

**2026-2029 (site based?)**

**BARR**  
**Advanced Placement**  
**Immersion**

**2020-2023**

**Science**  
**Language Arts & Literacy**  
**Multilingual Learning**

**2024-2027 (Phase I)**

**Career/Tech.Ed.**  
**Summer School**  
**Special Education**

**2027-2030**

**Math**  
**World Languages & Cultures**

**2021-2024**

**Social Studies**  
**Phy Ed /Health**  
**Progress Reporting**

**2025-2028 (Winter 2025)**

**Media/Digital Learning**  
**Art/Design**  
**Review Process\***

**2028-2031**

**Science**  
**Multilingual Learning**

**2029-2032**

**Language Arts & Literacy**  
**Talent Development**

---

# Emergent Themes

---

Barriers to closing our opportunity gaps at each level most often led back to math.

Structural changes with our E-12 pathways are needed.

Mindset shift that builds around math is needed for teachers, students, and families.  
(confidence, high expectations, joy, cultural relevance)

Many of our students at all levels are “bored” in math - more rigor and relevance

Our elementary teachers do not have the resources they need for success

This is going to take some time

# Racial Equity Purpose

---

**Our Why:** All SLP students will see themselves as successful in math regardless of race or background.

**Our How:** As a math team we believe that we can transform every mathematics class in SLP to mirror the racial demographics of the school. We will do this by analyzing and reflecting on our own mindsets and beliefs surrounding mathematics and culture to enable all students to see themselves as mathematicians in and out of the classroom, regardless of race, gender, or background. We will promote a classroom culture that will value and encourage our students' authentic selves as well as value the skills of a mathematician: asking questions, thinking and listening critically, questioning answers, communicating effectively, objectively evaluating without bias, and describing patterns so that all students will understand how they can use math to change the world.





## Math Review - Three Year Benchmark Check

### Early Learning

- Adoption of a new curriculum (Bridges in Mathematics)
- Implement a new math instructional framework and curriculum, E-5 at all sites, that will serve all students.
- Professional development for teachers with the new curricular resource and also with the [Math Frameworks](#)

### Elementary

- Adoption of a new curriculum (Bridges in Mathematics)
- Professional development for teachers with the new curricular resource and also with the [Math Frameworks](#)

### Middle School

- The first structural change will take place at the Middle School regarding course offerings for incoming sixth graders in the Fall of 2020. Currently sixth graders can choose between Math 6 and Advanced Math 6. Beginning in the Fall of 2020, the course offerings for sixth graders will be Pre-Algebra I for most sixth graders, or a seventh grade course offering for those sixth graders who meet the criteria to accelerate a grade level in math.
- Instructional coaching to support teachers shift in instructional practices required of the new model.

### High School

- Graduate each senior with at least one college math course in a pathway of their choice by spring of 2027
- The new middle school course structure will continue to allow students to access any math course pathway at the High School including IB and AP options.
- Pilot curriculum with potential of adoption. (Delta Math, etc.)
- Instructional coaching to support teachers shift in instructional practices.

## Math Review - Three Year Benchmark Check

### Early Learning

- Adoption of a new curriculum (Bridges in Mathematics)
- Implement a new math instructional framework and curriculum, E-5 at all sites, that will serve all students.
- Professional development for teachers with the new curricular resource and also with the [Math Frameworks](#)

### Elementary

- Adoption of a new curriculum (Bridges in Mathematics) (Identify gaps)
- Professional development for teachers with the new curricular resource and also with the [Math Frameworks](#)
- Embed math learning into the instructional framework of our new Talent Development program

### Middle School

- The first structural change will take place at the Middle School regarding course offerings for incoming sixth graders in the Fall of 2020. Currently sixth graders can choose between Math 6 and Advanced Math 6. Beginning in the Fall of 2020, the course offerings for sixth graders will be Pre-Algebra I for most sixth graders, or a seventh grade course offering for those sixth graders who meet the criteria to accelerate a grade level in math.
- Instructional coaching to support teachers shift in instructional practices required of the new model with the [Math Frameworks](#)

### High School

- Graduate each student with at least one college math course in a pathway of their choice by 2027 (identify barriers)
- The new middle school course structure will continue to allow students to access any math course pathway at the High School including IB and AP options.
- Pilot curriculum with the hopes of adoption. (Delta Math, etc.)
- Instructional coaching to support teachers shift in instructional practices with the [Math Frameworks](#)

# Racial Equity Purpose

---

**Our Why:** Grounded in our belief that all students should have opportunities to apply, develop, and cultivate their brilliance and have it recognized and acknowledged, it will be necessary to develop and support the will, skill, knowledge, and capacity of staff to recognize and disrupt the racial predictability of programming, enrichment, and advanced classes.

- All students benefit from an education that provides strengths based, culturally relevant enrichment rather than one that intervenes based on deficits and provides remediation.
- Each student has untapped brilliance that can be fostered through gifted education.
- Racially integrated classrooms align with our district mission and are aligned to PYP and MYP programming.
- Detracked classrooms in secondary schools help students of all backgrounds gain valuable perspectives and experiences from their peers.
- That all students can succeed in and should have access to college level courses as an essential path to career and college readiness.



## GT Review - Three Year Benchmark Check

### District-wide

- Engage in professional development with Dr. Yvette Jackson, Dr. Gloria Ladson-Billings, and other notable gifted education and CRP scholars

### Elementary

- Replace existing Gifted and Talented programming and Park Fast LANE remedial programming with a new strengths based anti-racist Talent Development program for all.
- Have at least one specialist at each site to provide culturally relevant literacy support for K-2 teachers & classrooms.
- Strengthen partnership between Principals and CARE teams to support professional learning and implementation of differentiated curriculum and instruction.

### Middle School

- Provide extension curriculum choices for every child connected to summative assessments in language arts, science, and social studies in grades 6-10.
- Expand leadership development and identity development in an enrichment course through Keystone.
- Detrack and integrate the Math and Language & Literature courses with more rigor for all students.

### High School

- Provide extension curriculum choices or increase rigor and relevance for every child connected to summative assessments in language arts, science, and social studies in grades 6-10.
- Ensure each student takes at least one IB, AP, or concurrent college course before graduation starting in the spring of 2024.

## GT Review - Three Year Benchmark Check

### District-wide

- Engage in professional development with Dr. Yvette Jackson, Dr. Gloria Ladson-Billings, and other notable gifted education and CRP scholars

### Elementary

- Replace existing Gifted and Talented programming and Park Fast LANE remedial programming with a new strengths based anti-racist Talent Development program for all.
- Have at least one specialist at each site to provide culturally relevant literacy support for K-2 teachers & classrooms.
- Strengthen partnership between Principals and CARE teams to support professional learning and implementation of differentiated curriculum and instruction.

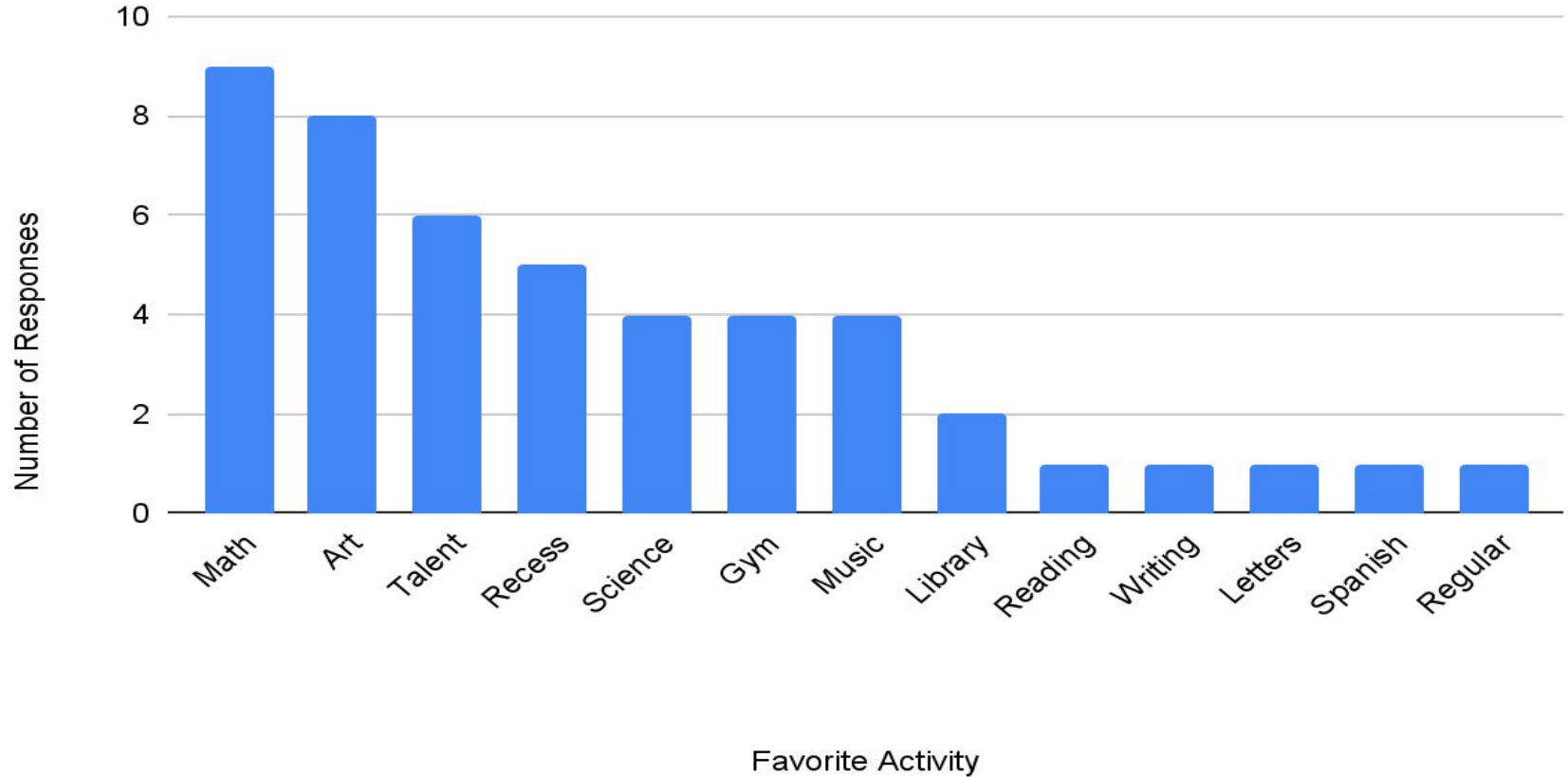
### Middle School

- Provide extension curriculum choices for every child connected to summative assessments in language arts, science, and social studies in grades 6-10.
- Expand leadership development and identity development in an enrichment course through Keystone.
- Detrack and integrate the Math and Language & Literature courses with more rigor for all students.

### High School

- Provide a program to increase rigor and relevance for every child connected to summative assessments in language arts, science, and social studies
- Ensure each student takes at least one IB, AP, or concurrent college course before graduation starting in the spring of 2024.

# What are your favorite activities that you do at school?



# MN Math Standards/Benchmarks

## 1st Stop: Bridges Math Curriculum

(develop students' deep understanding of mathematical concepts, proficiency with key skills, and ability to solve complex and novel problems.)

### Bridges Interventions

provide supplemental, explicit small-group instruction for Tier 2 students within the MTSS framework. Organized by content rather than grade level, Volumes 1–4 address critical numeracy and computation skills at levels generally associated with kindergarten through second grade, while Volumes 5–9 do so for third through 5th grade. Placement tests for each unit guides student placement and/or teacher instructional decisions.

### Concept Quest

is a supplemental resource for grades 2–5 that builds on mathematical concepts related to each of the units in the Bridges curriculum and that uses terminology found in the curriculum. The tasks in Concept Quests provide opportunities for students to engage in additional problem solving and math puzzles.

## 2nd Stop: Generation Genius Math

(address standards not covered through Bridges -5E lesson plans, engaging video, real world connection, diverse cast/student representation; can also be used to enhance Bridges curriculum, and as a reteach as needed to Bridges)

**Intervention:** access prior grade level standards in a quick 5E lesson format for all students or through MTSS model as determined by Bridges assessments, Bridges Intervention placement data, and/or NWEA MAP data

**Acceleration/Enrichment:** access future grade level standards for students demonstrating need for acceleration through Bridges pre assessments and NWEA MAP data

# Recommendations from the Social Studies Team

---

1. Implement Social Studies Frameworks
2. PD time for teachers
3. Cross district coordination





# SOCIAL STUDIES FRAMEWORKS

Social Studies Purpose Statement: To co-create anti-racist communities of belonging where students are seen, heard, and valued through anti-racist pedagogy that celebrates identity and empowers our community to evaluate and critique systems of oppression.

In St. Louis Park schools, we believe that Social Studies instruction is to be offered through these six frameworks:



## COMMUNITY

CULTURALLY RELEVANT AND DIFFERENTIATED INSTRUCTION CREATES A COMMUNITY WHICH POSES PURPOSEFUL QUESTIONS AND FACILITATES MEANINGFUL CIVIC DISCOURSE.



## IDENTITY

CULTURALLY RELEVANT INSTRUCTION THAT SEES, INSPIRES, AND EMPOWERS STUDENTS TO BE GLOBALLY MINDED CITIZENS WHO ARE PROBLEM SOLVERS, AND CONFIDENT IN THEIR SELF-IDENTITY.



## CONNECTION

CULTURALLY RELEVANT INSTRUCTION THAT EMPOWERS STUDENTS TO EXAMINE DIVERSE PERSPECTIVES WHICH ALLOWS STUDENTS TO BUILD EMPATHY, RESPECT, UNDERSTANDING AND CONNECTION.



## CULTURAL COMPETENCE

CULTURALLY RELEVANT INSTRUCTION INCLUDES AN UNDERSTANDING OF SOCIAL STUDIES CONCEPTS IN ORDER TO DEVELOP CULTURAL COMPETENCE AND CRITICAL CONSCIOUSNESS.



## CRITICALITY

CULTURALLY RELEVANT INSTRUCTION DEVELOPS STUDENTS' CRITICALITY: THE CAPACITY TO READ, WRITE AND THINK IN A WAY OF UNDERSTANDING POWER, PRIVILEGE, SOCIAL JUSTICE AND OPPRESSION, PARTICULARLY FOR POPULATIONS WHO HAVE BEEN HISTORICALLY MARGINALIZED IN THE WORLD.



## GROUNDING IN STANDARDS AND SKILLS

CULTURALLY RELEVANT INSTRUCTION ESTABLISHES CLEAR GOALS BASED ON MN SOCIAL STUDIES STANDARDS, MN ENGLISH LANGUAGE ARTS, AND LEARNING FOR JUSTICE ANCHOR STANDARDS. INSTRUCTION IS VERTICALLY ALIGNED AND TRANSDISCIPLINARY.

Resource list:

[National Council for the Social Studies Statement on Diversity, Equity, and Inclusion - National Council for the Social Studies](#)

*Drafted February 2024  
Implementation date:  
2024-2025 school year*

# Recommendation 1 Frameworks

Teachers will offer Social Studies instruction through these six frameworks.



St. Louis Park  
Public Schools

Personal, Local, Immediate -  
Keep a Spotlight on Race -

Gather Multiple Perspectives -  
Establish Parameters -

Establish A Racial Equity  
Transformation Plan -

**PHASE I:  
LOOKING INWARD**  
*KNOW THYSELF*

- Teacher Self-Reflection
- Examine Disaggregated Data
- Hear and Reflect upon Students Voice and Community Input
- Unpack Standards
- Driven by R.E.P. Statements
- Intersection of IB, AP, & Immersion & CRP
- Engage in Courageous Conversation

**PHASE II:  
LOOKING AROUND**  
*DISTINGUISH KNOWLEDGE FROM  
FOOLISHNESS*

- Research and Visit Regional, National, and International Exemplars
- Engage Scholars of Culturally Relevant Pedagogy, Content Specific Pedagogy and Tech Enrichment
- Establish Criteria for Adopting New Materials (Pilot Curriculum)
- Engage in Courageous Conversation

**PHASE III:  
LOOKING  
OUTWARD**  
*BUILD FOR ETERNITY*

- Develop Content Area Belief Statements
- Adopt New Curriculum with Fidelity or Engage in Curriculum Writing
- Establish Collaborative Team and PD Plans
- Develop 3, 5, and 8 year benchmarks
- Engage in Courageous Conversation

# **Curriculum and Instruction Review Process**

## **A Closer Look**