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# Priority Work #1 Update

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Data Scientist and Title Coordinator

# Mission Statement

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St. Louis Park Schools sees, inspires, and empowers each learner to live their brilliance in an environment that centers student voice and experience to create racially equitable learning that energizes and enhances the spirit of our community.



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# Priority 1: Culturally Relevant Literacy through the CARE Team Process

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Sustain and deepen culturally relevant literacy development through the Collaborative Action Research for Equity (CARE) Team process.

# Culturally Relevant Literacy

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## Measurement areas

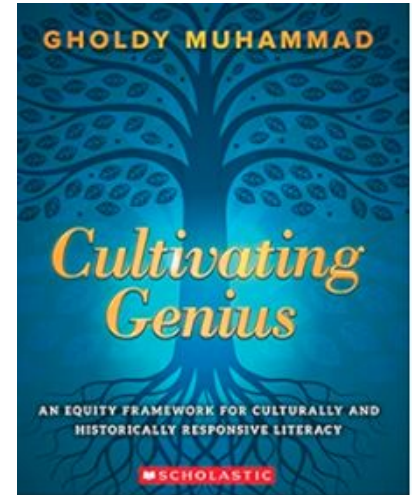
**Skill** - students demonstrate proficiency in reading (decoding, vocabulary, phonics, etc.)

**Identity** - students discover who they are, who others say they are, and who they desire to be

**Intellectualism** - citing textual evidence, writing, and expression of ideas

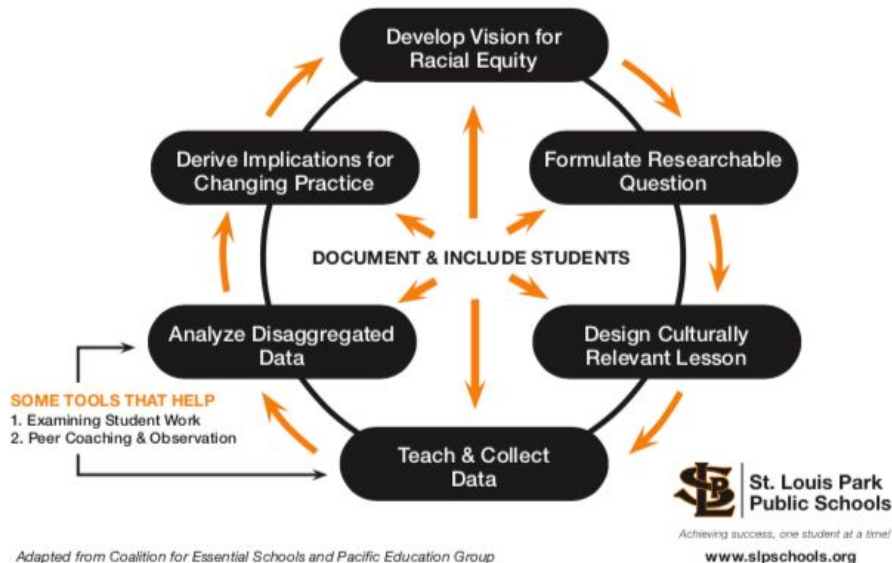
**Criticality** - critical thinking, students understand power, humanity, inequities, oppression, anti-sexism and anti-racism

**Joy** - students express happiness and a love for learning



# CARE Team Work (Collaborative Action Research for Equity)

## Collaborative Team Process



March 13, 2020 1:29 PM

CARE Teams



**St. Louis Park Public Schools**  
Achieving success, one student at a time!

### Essential Elements of C.A.R.E.

1. Feedback/Dialogue with Focal Students of Color
2. Reflection/Log on Lesson brought to CARE Team
3. Peer Observations during CARE cycles
4. Sharing Learning
5. Changing Practices

#IAMBecauseWeAreSLP



**St. Louis Park Public Schools**

# CARE Team Questions/Activities

Culturally relevant literacy as evidenced by the 5 pursuits

Cycle	Cycle 1	Cycle 2
Skills	44%	42%
Identity	27%	28%
Joy	11%	5%
Intellectualism	4%	2%
Criticality	0%	0%



# Early Childhood

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Focus on self-regulation - implementing strategies and sharing with families

“Our CARE team meetings provided opportunities to share resources with one another in a space dedicated to supporting one another, which in turn bolstered our ability to center, uplift and engage our students.”

“This year was the best CARE cycle I have participated in. The word "data" can be overwhelming, especially when it is not clear on what your process or purpose is supposed to be. Instead of spending most of our time trying to figure out how to collect data and I have in past CARE cycles, we, as a team, took what we were learning and discussed how to turn it inwards, focusing on how we could use our new knowledge and ideas on how to become a better teacher.”



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# Elementary Schools

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- Continuation of work from Cycle 1
- Focused on reading skills
- Implementing curricula (CCC, UFLI, Lexia etc.), differentiation
- Looking at curricula assessments as well as Fastbridge and MAP to measure reading outcomes

“How does utilizing initial phonics and comprehension assessment data to differentiate reading instruction impact student growth?”





# Elementary

“Using the collaborative action for racial equity process,(CARE), teachers will use student voice and feedback to plan and implement curricula through the lens of the 5 pursuits and International Baccalaureate units of inquiry.”

## Introduce Visualizing

Today we will visualize (picture in your mind), what is happening in the story.

*Hoy visualizaremos (imagen en tu mente) lo que está sucediendo en la historia.*

foster care



adoption



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# Middle School: Identity

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Middle School teams continued their work on student sense of “belonging”.

Questions focused on:

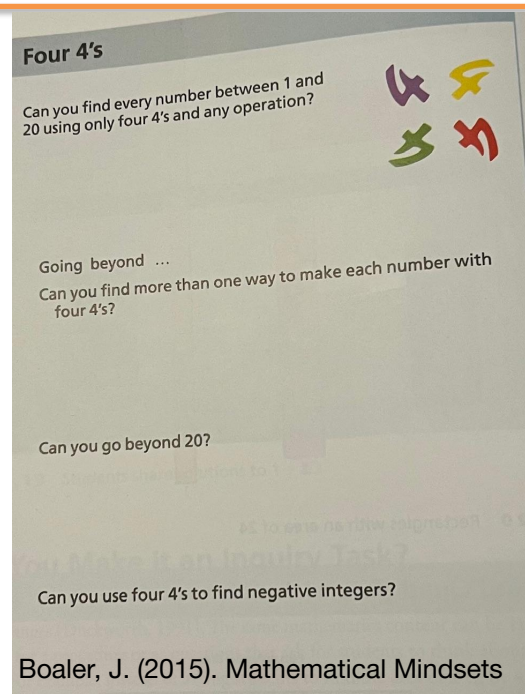
- Providing student feedback
- Relationships
- Centering student experience, voice, and choice

# Middle School: Relationships

**Question:** “How does a teacher fostering positive relationships with students impact students’ sense of belonging?”

**Activities:** Mixed ability group problem solving with low floor/high ceiling tasks.

**Findings:** Increase in knowing and comfort working with peers, feeling needed and heard



# Middle School: Centering Student Voice

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**Question:** “How does valuing students’ experiences, or bringing their own knowledge into the classroom, impact students’ sense of belonging in 8th grade Individuals and Societies?”

**Activities:** Students sharing lived experiences, relating content (e.g., refugee camps, polio vaccine) to students’ home countries, virtual visits

**Findings:** When students share own experiences, engagement is high



# Middle School: Teacher Reflections

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- “Belonging” is:
  - Inclusive, feeling invited
  - Having your voice/opinion respected
  - Friendship, familiarity
- Genuine work was done, see that students are feeling more belonging
  - However, belonging may be felt in some, but not all, spaces - room for growth
- Students benefit from:
  - Individual attention
  - Having choice and voice in the classroom
  - Leaning into individual strengths and interests
  - Relationship building



# Middle School: Teacher Reflections

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- We need to intentionally create belonging
  - Building community from day 1
  - Incorporate into content and how students learn and interact in class
- And also maintain high expectations
- Continue to center student voice in what belonging means to them



# High School: Share Out

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1. Researchable Question and Teaching Practice
2. What did you try in Tier I?
3. What's the relationship between theory and practice?



# High School: Research Questions

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How do....

Teacher identity

Feedback

Collaboration

Differentiation

...Affect **relationships**?

How do student led learning and scaffolding affect student engagement?

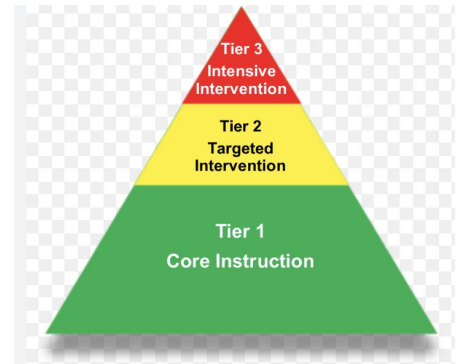




# High School: Activities

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- Discussion on student and teacher identity
- Providing frequent feedback, peer and teacher
- Community building activities
- Student led projects
- Collecting student voice



# High School: Activities

## Speculative Fiction Summative: Writing a New World



**Assignment Overview:** Your writing goal for this unit is to write a speculative fiction story. Remember that speculative fiction is all about imagining a new reality—a reality very different from the one in which we live.

You will use your independent reading book as a mentor text to inspire and guide your writing. You will also go through the writing process and learn how to develop and elaborate on **ideas**

and **organize** your story. You will also learn how to revise your **word choice** and make your **sentences** more fluent and varied.

### POLITICS

STORY: \_\_\_\_\_

#### WORLD POLITICS

What resources (or lack of) affect the balance of power?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What are the main political axes or allegiances?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How are resources transferred? Who has power over these trade routes?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How does economy affect politics?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Which community is the most powerful? Why?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Where, when, how, and among whom do political meetings take place?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How do they keep in power?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How are conflicts resolved?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Who is interested in usurping their power?

\_\_\_\_\_  
\_\_\_\_\_

How has history shaped the current political processes?

\_\_\_\_\_  
\_\_\_\_\_

# High School: Reflection

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- “Identity as a teacher has an impact. It matters how you show up and many different parts of teacher identity connect (or disconnect) with students. The more we understand about our own identity as teachers helps to better support students in discovering their own identities.”
- “Students are growing in their ability to name that the class is currently not representative of the school and that they want to increase representation within the yearbook. They understand our goals for next year.”



# Next Steps

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- Continue for Priority Work for 2024-2025
- Observe and interview CARE Teams
- Work on more detailed documentation

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# Priority Work #2

Ashley Sukhu, Communications Senior Specialist  
Jason Loewe, Assistant Director of Human Resources

## Priority Work #2

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Develop a retention strategy that amplifies the voices, perspectives, and needs of staff of color leading to a safer, more empowered, and fulfilling culture of belonging focused on retaining racially-conscious staff.



# 2020-25 Strategic Plan for Racial Equity Transformation

<u>Staff of Color New Hires each year</u>	<u>Staff of Color Total</u>	<u>Teachers of Color</u>
2014-15 = 17.9%	2014 = 11.13%	2014 = 29
2015-16 = 21.5%	2017 = 15.48%	2018 = 41
2016-17 = 24.4%	2018 = 16.3%	2019 = 41
2017-18 = 30.0%	2019 = 17.0%	2020 = 47
2018-19 = 36.5%	2020 = 18.9%	2021 = 54
2019-20 = 27.8%	2021 = 22.5%	2022 = 53
2020-21 = 35.6%	2022 = 24.2%	2023 = 58
2021-22 = 38.5%	2023 = 25.5%	
2022-23 = 28.0%		
2023-24 = 35.8%		



# Additional Data

## 2022-23 Turnover by Race

Race	Total Employees	Termed Total	Total After Termed	Retention Rate	Turnover Rate
American Indian/Alaskan	5	0	5	100.0%	0.0%
Asian	19	2	17	89.5%	10.5%
Black or African American	96	15	81	84.4%	15.6%
Hawaiian/Pacific Islander	1	0	1	100.0%	0.0%
Hispanic/Latino	39	6	33	84.6%	15.4%
Two or More	24	3	21	87.5%	12.5%
White	593	78	515	86.8%	13.2%
Total	777	104	673	86.6%	13.4%

## Overall Turnover Rate by Building

Building	Total Employees	Termed Total	Total After Termed	Retention Rate	Turnover Rate
AQUILA ELEMENTARY	90	6	84	93%	7%
CENTRAL COMMNTY CNTR	98	9	89	91%	9%
DISTRICT OFFICE	80	9	71	89%	11%
GROUND SHOP	6	2	4	67%	33%
HIGH SCHOOL	144	24	120	83%	17%
LENOX COMMUNITY CNTR	9	1	8	89%	11%
MIDDLE SCHOOL	112	18	94	84%	16%
PARK SPANISH IMMERSN	72	7	65	90%	10%
PETER HOBART ELEM	79	13	66	84%	16%
SUSAN LINDGREN ELEM	78	13	65	83%	17%
TRANSITION PLUS	9	2	7	78%	22%





# Plan of action

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Engage at least 50% of staff of color through digital and in-person opportunities to understand current experiences and needed elements of a culture of belonging that will lead to greater retention of racially conscious staff of color.

# Process

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- Cabinet developed a process to engage with staff of color
- Generated ideas from staff interested in participating in an engagement event
- Created a half-day meeting to review in the survey data

# Meeting Outcomes

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- Build a shared understanding of essential information guiding strategic priority work #2
- Develop a retention strategy that amplifies the voices, perspectives, and needs of staff of color leading to a safer, more empowered, and fulfilling culture of belonging focused on retaining racially-conscious staff
- Grow in community to build solidarity, support, and an environment that helps to achieve the mission

# What would help make you want to stay in SLP?

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## Staff of Color

- Authentic relationships and support
- Accountability and action
- Courageous leadership and equity

## Leaders of Color

- Accountability and action
- Support and recognition
- Anti-racist allyship



# Dreams for the future

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“Staff that actually feels comfortable and confident in speaking their actual truth”

“Accountability for white colleagues to do the interruption of white supremacy work.”

“That all staff feel safe and a sense of belonging”



# Steps we could take to improve retention of staff of color

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## Staff of Color

**Authentic Relationships and Support:** Build authentic relationships, listen to, and support staff of color, and ensure competitive salaries and respect for BIPOC voices.

**Training and Allyship:** Develop white allyship training, educate white colleagues on microaggressions and whiteness, and hold admin accountable with a focus on mentoring and trust.

**Administrative Practices and Organizational Culture:** Place teachers of color intentionally, conduct meaningful exit interviews, and create affinity groups with purpose, while allowing staff time and space for well-being.

## Leaders of Color

**Healing and Accountability:** Address and repair racial harm, implement consistent HR practices to address systemic racism, and hold staff accountable with data.

**Amplify and Value Voices:** Elevate BIPOC voices, ensure they are heard and valued, and believe their experiences, while taking concrete actions, not just listening.

**Shared Responsibility:** Require white colleagues to do the heavy lifting in addressing racial issues, demonstrate their commitment, and ensure white leaders actively support and call out issues.



# Next steps

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- Implement at least three recommended practices, activities, systems, and structures at each site and district-wide under the guidance of the superintendent

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# Questions?