

International Baccalaureate Design Team

May 2025 School Board Presentation



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 or PD)
- 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



Our Purpose

As educators, we recognize the value of the International Baccalaureate's mission, framework, and resources in advancing the vision of St. Louis Park Schools.

We believe that as a community, we all thrive when learning is collaborative, inquiry-driven, culturally relevant, concept-based, and fosters international mindedness. True educational excellence requires a commitment to racial equity, ensuring that all students experience affirming, empowering, and identity-conscious learning.

As a design team, we are dedicated to creating more equitable and meaningful experiences for our students. By intentionally disrupting systemic barriers and designing inclusive learning environments, we strive to build a future where every learner has the opportunity to flourish



"If we've been an IB district for nearly a decade... why aren't we seeing the results we expected?"



We became IB schools because we believed in the promise of student-centered, globally minded, inquiry-driven learning.

But the truth is: **we've never fully implemented IB**—so we've never truly tested its impact.


Why Full Implementation Matters Now

We've seen partial use = partial outcomes.

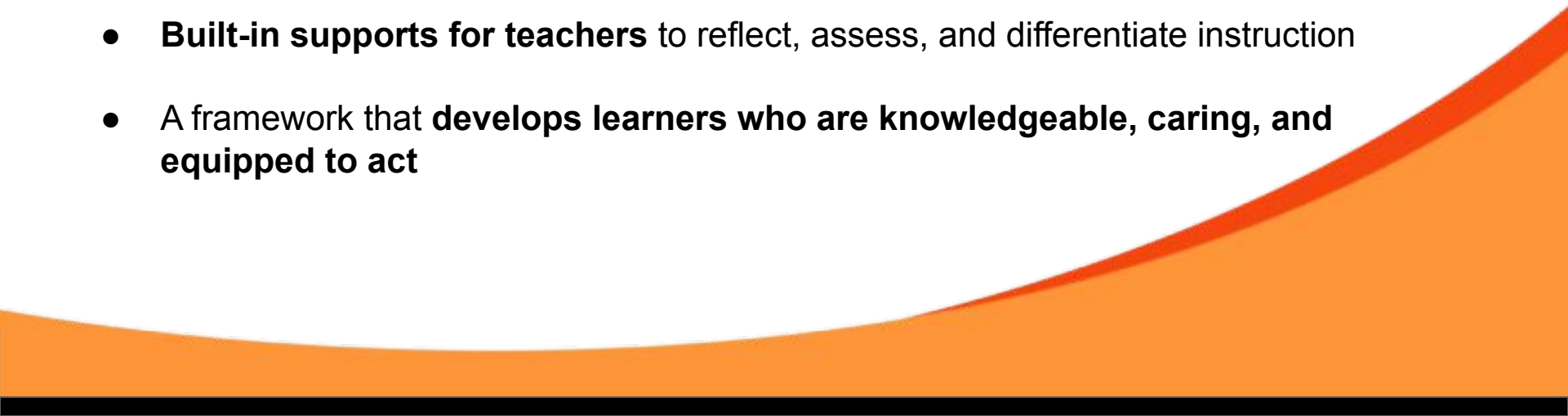
Full implementation brings alignment, consistency, and professional growth.

It transforms classrooms from coverage-focused to *thinking-centered*.

In other districts, **full implementation has helped narrow achievement gaps** by giving all students access to high-level, inquiry-driven learning—especially students who may be underserved by traditional methods.



Utilizing the IB Framework could provide us

- **Aligned structures** for creating deep, culturally relevant learning that aligns with state standards
 - A **shared language** for high expectations, equity, and student voice
 - **Built-in supports for teachers** to reflect, assess, and differentiate instruction
 - A framework that **develops learners who are knowledgeable, caring, and equipped to act**
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District Commitment

“Empower each learner to live their brilliance”

“Racially equitable learning”

“High expectations and collective responsibility”

“Persistent effort toward anti-racist schools”


IB Alignment

IB Learner Profile: Reflective, Inquirers, Thinkers, Risk-takers

IB Units built with student identity, voice, and global perspectives at the center

Collaborative planning, rigorous assessments, differentiation as a core practice

IB requires inquiry into injustice, action, and student-led change



Proposals

Commit to fully implementing the IB framework in alignment with our District Goals

Consolidate initiatives under one cohesive IB-aligned strategy

Invest in Ongoing, Targeted Professional Development focused on

Inquiry-based learning
Culturally responsive instruction
Cross-disciplinary unit planning
Formative and Summative Assessments

Simplify and Clarify Systems in alignment with IB standards/practices

Collaborative Planning, Reflection, and Documentation
Updated policies, roles, and responsibilities

Communications Plan/Strategy

Explore and extend MYP to 9th and 10th Grades

	<u>2025-26</u>	<u>2026-27</u>	<u>2027 +</u>
Elementary	<p>Revise key policies and practices to include clear, actionable protocols that are visible, consistently implemented, and communicated across all stakeholders.</p> <p>Establish and consistently implement collaborative planning and reflection protocols across sites to support a coherent, culturally relevant, inquiry-based curriculum aligned with Minnesota State Standards.</p>	Continue work from 25-26	
Middle School	<p>Align and streamline systems like MTSS and CARE Teams across sites to naturally embed practices advised by IB.</p> <p>Implement a three-year professional development cycle aligned with our SLP Teacher Development Plan, focused on</p>	Continue work from 25-26	Extend MYP to grades 9 and 10
High School	<ul style="list-style-type: none"> Inquiry-based learning Culturally responsive instruction Planning rigorous Units of Inquiry based on MN State Standards Authentic Assessments 	<p>Continue work from 25-26</p> <p>Add IB Arabic as a Language B</p> <p>Align current courses with IB and DP group 3 and 6</p> <p>Begin exploration of MYP to grades 9 and 10</p>	Extend MYP to grades 9 and 10

“We don’t need to buy something new—we need to use what we have. Full IB implementation would give our students the rigorous, equitable, inspiring education we all want for them.”

