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# Priority Work #1 Update

Dr. Becca Starr

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.



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# Culturally Relevant Literacy

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## Measurement areas

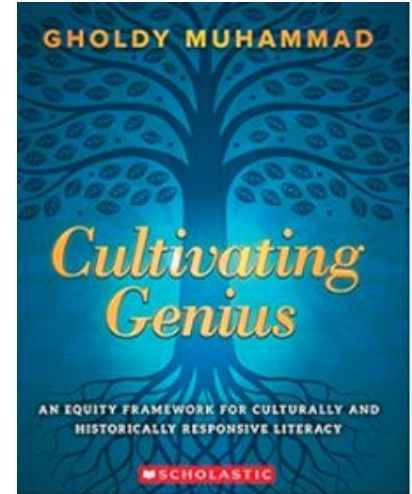
**Skill** - students demonstrate proficiency in reading (decoding, vocabulary, phonics, etc.)

**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

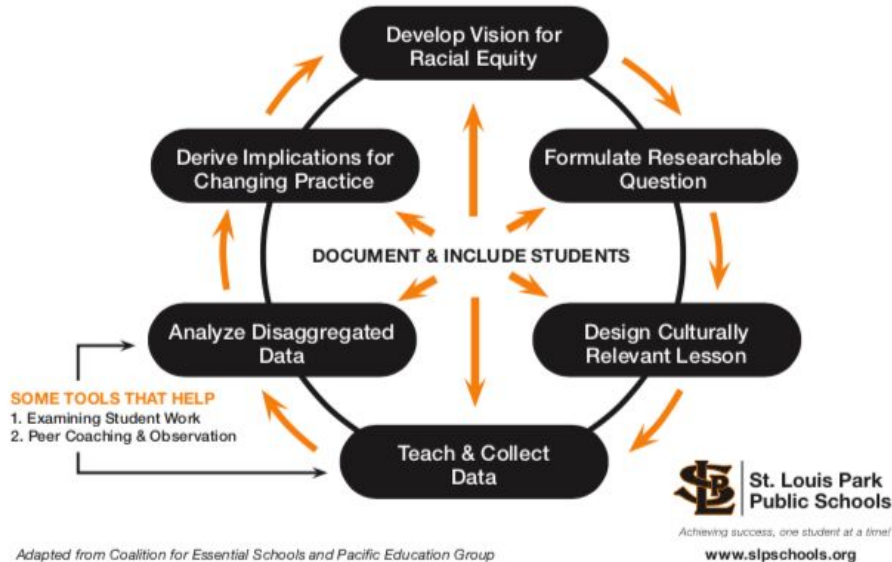
**Joy** - students express happiness and a love for learning



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# CARE Team Work (Collaborative Action Research for Equity)

## Collaborative Team Process



March 13, 2020 1:29 PM

## CARE Teams



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### 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



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# Method

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- Attended some CARE Team meetings
- Requested CARE Team documentation
  - Research Questions
  - Activities implemented
  - Data collected
  - Reflections
- CARE Team survey (n = 39)



# Overall Noticings 2024-2025

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- Growth in understanding and implementation of CARE Team process
- **Early Childhood** dug into ***identity*** both of staff (and how it affects their instruction) and students and families
- **Elementary** kept focus on literacy ***skills*** - with some examples of how identity affects literacy
- ***Skills, identity, and joy*** were woven into the goals of **Middle School** CARE Teams looking at how student experience affects learning
- At the **High School**, CARE Teams used the opportunity to integrate ***culturally relevant literacy*** into unit learning goals and to create course overviews

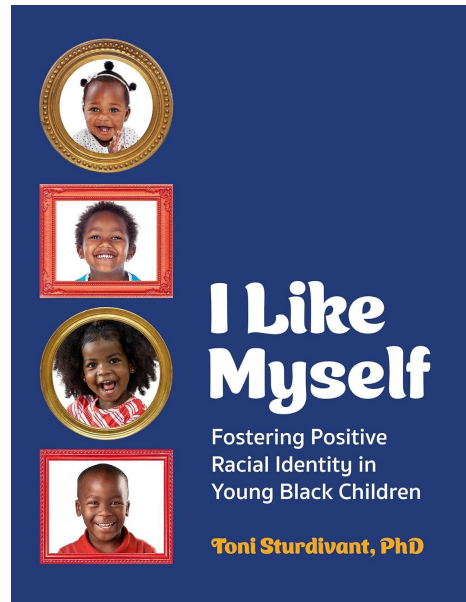


# Early Childhood - Identity

## Overarching Goals

*Cycle 1: Through the lens of the Cultural Competence rubric, teachers will examine their racial identities and consider how these understandings shape their instruction, impact their relationships with students, and support culturally relevant instruction.*

*Cycle 2: Teachers will foster identity development for students and their families through integrating culturally relevant literacy instruction during the SY25.*



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# Early Childhood - Cycle 1



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CARE Teams wrote research questions around self-reflection of their own identities and how they affect interactions with students and families.

**ECFE:** *How does my own racial and cultural identity as a white woman impact my capacity to build authentic connection with families of racial and cultural backgrounds that differ from my own?*

**3s:** *How can I learn more about my students and families in order to mitigate my own biases and support their emerging self-identity?*



# Early Childhood - Cycle 2

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CARE Teams wrote questions about how to foster identity development for students and families.

**Infant/Toddler Intervention:** *What opportunities, resources and strategies can we offer to families to help support the development of self-identity at home and in the classroom?*

**ECFE:** *How can I offer more opportunities for voice and choice in my classroom space so that children and families are given ample opportunity to explore and share their interests, experiences, and identities*



# Early Childhood - Identity



## Activities:

- Self-reflection using implicit bias test
- Reflective notes after classes
- Podcasts and readings

**Reflections/Learnings:** “The Infant and Toddler Intervention Team focused on both race and disability when discussing identity within our own team and with families. During home visits we worked hard to establish relationships and trust with families. We encouraged families to join the Village Parent Group and the Parent Connection Group for medically complex children. We continue to have open conversations with families about identity and how we can best support families.”



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# Elementary - Skills

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- Similar to last year - primarily focused on skills
- Most were literacy based
- Implementing curricula (CCC, UFLI, Lexia etc.), small group work, differentiation
- Looking at curricula assessments as well as Fastbridge and MAP to measure reading outcomes
- Some focused on math
- Social/emotional learning

**Aquila:** *“When Tier 1 instruction is driven by student specific data and focused on meeting or exceeding standards, how is each students learning impacted?”*



# Elementary - Example 5th Grade PH

## Elementary Professional Development



Care Question  
CARE TEAM: 5th Grade



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### SMART Goal:

73% or more of 5th grade Students of Color at or below level G on October Math Fact Lab will move at least 3 levels by January 2025. (see next slide)

### January 2025 Data Review:

83% of 5th grade Students of Color at or below level G on October Math Fact Lab moved up at least 3 levels by January 2025.

# Elementary - Example 5th Grade PH

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1. Analyzed Math Fact Lab data for each focal student at CARE Team meetings
2. Developed actionable steps and monitored at each meeting
3. Heavily focused on using data to guide decision making
4. 83% of students of color met or exceeded their goal (moving up 3 levels)



# Elementary - beyond skills

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- Examples of identity (Aquila 1st Grade)
  - Reflecting about African-American English (AAE)
  - Understand that differences are not mistakes - how to allow them to keep their cultural identity while working on literacy
  - “Correction vs. connection with cross linguistic transfer. Segment bath b-a-th vs. baf, while honoring that ‘f’ is correct too”



# Middle School - skills, identity, joy



**Overarching Goal:** CARE Cycles will focus on valuing student experiences in instruction

## **Research Questions:**

- How does centering student needs inform direct practice?
- How does student-to-student talk impact student academic outcomes and increase joy?
- How do structured discussion strategies amplify student voice and engagement?





# Middle School - activities

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- Created more opportunities for group work/small group discussions, provided prompts/sentence starters
- Jigsaw approach - each student gathers some information and then shares with group
- Structured discussion protocols
- Peer-to-peer discussions



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# Middle School - findings/reflections

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- Most student have joy in group work, but it can reduce academic outcomes
- Jigsaw strategy decreases amount of work for each individual but gather same amount of information overall
- Group work successful for some, not manageable for others
- Sharing lived experience increases student engagement
- Most successful when matching strategy with individual skills and preferences



# High School



**CARE Team Goal:** Develop unit learning goals based on the 5 pursuits and then create a course overview.

**Research Question:** *How does writing unit learning goals utilizing the 5 pursuits impact student achievement?*



## The Steps!

1. Take the standards and benchmarks for this unit. Identify the verbs and key learning words/phrases from the standard AND the benchmark.
2. Determine what the students will know and be able to do during the unit.

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  - a. **Understand:** big ideas to comprehend, concepts
  - b. **Know:** specific facts, procedures
  - c. **Able to do:** skills, tasks, actions
3. Utilizing the 5 pursuits, label the unit learning goals. Write unit learning goals for the remaining pursuits.
  - a. **Skill:** *What will your students know and be able to do?*
  - b. **Identity:** *What will your students learn about themselves or others while engaging in this unit? **Important note**—identity is not telling someone who they are, but rather making space/creating conditions for someone to find out for themselves who they are and are meant to be.*
  - c. **Intellect:** *What will your students become smarter about and more deeply understand?*
  - d. **Criticality:** *How will your students engage in thinking about the wider world, in terms of perspective, equity, and consideration of the status quo (especially in regards to power and oppression)?*
  - e. **Joy:** *Describe how you imagine your students will experience joy. Consider how your students will, through interactions with text, connect the pursuits and knowledge gained to joy and fulfillment beyond academic accomplishment.*





**COURSE NAME** Overview  
Semester 1

**COURSE NAME** Course Description:

Unit						
Quarter						
Duration						
Lessons & Activities	•	•	•	•	•	•
Instructional Materials	•	•	•	•	•	•
Literacy Component						
Summative						
Academic Standards Addressed						

**Unit Name:** Black History Month

**Unit Theme:**

**Unit verbs & key learning ideas from standards & benchmarks (Steps 1 & 2)**

Setting, character comparisons, main idea and details,

Timeline, maps, Venn Diagrams, identity wheels

Jimi Hendrix, Whitney Houston, Alicia Keys, **Prince**, Stevie Wonder, **Tupac**, [Black artists](#), **Amanda Gorman**, **Jean-Michel Basquiat**, **Jon Batiste**, **John Coltrane**, **Aretha Franklin**, Odetta Holmes, **Bob Marley**, **Beyonce**, **Toni Morrison**, **Maya Angelou**

Students will...		
Understand...	Know (nouns/noun phrases)...	Be able to (verbs)...
Black experience, identity	<ul style="list-style-type: none"><li>Historically</li><li>Now</li><li>Cultural experiences</li><li>Map: where events took place and people lived, cultural experiences</li><li>Impact of identity intersections</li><li></li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Identify their different identity markers</li><li><input type="checkbox"/> Share their history</li><li><input type="checkbox"/> Identify aspects of their identity that has <a href="#">privilege</a></li><li><input type="checkbox"/> Share their <a href="#">identity wheel</a></li></ul>

## Unit Learning Goals (Must Do) (Steps 3 and 4)

1. Skills: Students will be able to name three Black figures. Students will be able to use comprehension strategies. Students will be able to
2. Identity: Students will be able to define their identity markers and that of their classmates.
3. Intellectualism: Students will be able to compare and contrast the identities of different Black people living in America.
4. Criticality: Students will be able to identify different action organizations in the community. Students will identify how white people took blues and jazz music and renamed it rock and roll.
5. Joy: Students will make connections between their identity, self worth, and understanding of self.



### COURSE NAME Course Description:

Unit	American Gov Overview	Citizenship & Freedoms	U.S Geography/Native American Studies?
Quarter	Q1	Q1	Q2
Duration	4 weeks	4 weeks	9 weeks
Lessons & Activities	<ul style="list-style-type: none"> <li>Citizenship questions for warm-ups</li> <li>Vocabulary regarding American Gov</li> <li>Go through the different roles in MN state government               <ul style="list-style-type: none"> <li>State leader videos and activities</li> </ul> </li> <li>Project about what you would do as the leader of MN/United States</li> </ul>	<p>Learn about different kinds of freedoms. Students create a poster of freedoms, and students will analyze each other's posters in a gallery walk.</p>	<ul style="list-style-type: none"> <li>States: Research a state and create a travel brochure</li> <li>Create your own state</li> <li>Do memory activities where we learn where the different states are</li> <li>State flags- Students create their own flags</li> <li>World flags- quizzes</li> <li>Minnesota questions and graphic</li> <li>Go to a museum that talks about Native Americans in Minnesota</li> </ul>
Instructional Materials	<ul style="list-style-type: none"> <li>Teacher powerpoint</li> <li>Vocabulary match to pictures or definitions</li> <li>Fill in the blank activity sheets</li> <li>Base information guide for summative project</li> <li>Citizenship questions</li> <li>Coloring supplies for "If I were a leader" project</li> </ul>	<ul style="list-style-type: none"> <li>Teacher powerpoint</li> <li>Citizenship questions</li> <li>Magazines and poster paper for Freedoms project</li> </ul>	<ul style="list-style-type: none"> <li>Teacher powerpoint</li> <li>Essay guide for summative project</li> <li>Quizzes</li> <li>State Flag creation sheets</li> <li>Minnesota Graphic and drawing/coloring supplies</li> <li>Video about the geography of the United States?</li> </ul>
Literacy Component	Students will use the conditional tense to write about what they would do if they were a leader in the United States	Students will learn about different kinds of freedoms they have either in The U.S. or in their home countries	Students will be introduced to essay requirements and structure
Summative	Being Governor/President Project,	Freedom Posters	State Brochure, Create your own state and talk about it's characteristics
Academic Standards Addressed	<ul style="list-style-type: none"> <li>9.1.1.1.1</li> <li>9.1.3.4.5</li> <li>9.1.4.9.1</li> <li>9.1.5.0.3</li> <li>9.1.4.6.8</li> </ul>		<ul style="list-style-type: none"> <li>9.3.4.9.1</li> <li>9.3.2.3.1</li> <li>9.3.3.5.2</li> <li>9.3.3.6.1</li> <li>9.3.3.7.3</li> </ul>



# CARE Teams: What's working well?

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1. Collaboration time and teamwork highly valued
2. Appreciation of guidance from coaches and leadership
3. Using data to inform instruction
4. Process helps with aligning and developing curriculum
5. Focus on student engagement and voice



# What challenges remain?

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1. More time needed to plan and collaborate
2. Would like more clarity on expectations
3. Support understanding and using data
4. Need more support from building and district admin
5. Some frustration with time required for processes/workload
6. More coaching support

