

INDEPENDENT SCHOOL DISTRICT NO. 625
Saint Paul, Minnesota
COMMITTEE OF THE BOARD MEETING
Administration Building
360 Colborne Street

March 7, 2017
4:30 PM

A G E N D A

I. CALL TO ORDER

A. Introductions

II. AGENDA

A. 2017-18 Budget Guidelines

1. Introduction

2. Presentation

3

3. Discussion

4. Action (Acceptance of Guidelines)

B. FY 18 General Fund Budget Rollout

1. Introduction

2. Presentation

4

3. Discussion

4. Action (TBD)

C. Racial Equity Spotlight: Innocent Classrooms and SPPS/NUA.

1. Introduction

2. Presentation

14

3. Discussion

4. Action (None Required)

D. Hmong PAC Presentation

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Time: Time Certain: 6:30 p.m.

1. Introduction

2. Presentation

50

3. Discussion

72

4. Action (None Required)

E. Somali PAC Presentation	
Time: Time Certain: 7:00 p.m.	
1. Introduction	
2. Presentation	81
3. Discussion	
4. Action (None Required)	
F. Standing Item: SEAB Statement	
G. Presentation on Achievement and Integration Plan	
1. Introduction	
2. Presentation	94
3. Discussion	108
4. Action (TBD)	
H. Standing Item: FMP Update - None	
I. Standing Item: Policy Update	153
1. Policy 501.03 - Students - Dress Code	157
2. Policy 801.01 - Buildings & Grounds - Name Selection	158
J. Standing Item: SSSC 2.0 Update - None	
K. Work Session	
III. ADJOURNMENT	

2017-2018 Budget Guidelines

Philosophy

The Proposed Budget will reflect the District's Strong Schools, Strong Communities 2.0 (SSSC 2.0) strategic plan as adopted by the Board of Education (BOE). The budget is the District's financial plan that must sustain the academic plan. The District must maintain a stable financial system and effective operational practices, so that students and staff have the resources they need to succeed inside and outside the classroom. School and Program budgets will use the five focus areas: Racial Equity, Personalized Learning, Program Articulations and Alignment, Post-Secondary Preparation, and Infrastructure and Systems, in their budget preparations.

Preparing Budget Calculations

Budget Model: A modified roll-over budget method will be used.

Revenue Projection: Revenue will be calculated using current law.

Inflation: The Finance Office will project salary and fringe benefits using actual salary and benefit amounts if labor contracts have been negotiated and all non-personnel budget items will reflect no more than two percent (2%) inflation except for items related to contractual commitments.

Enrollment: The Office of Research, Evaluation, and Assessment (REA) will prepare District enrollment projections for 2017-2018.

Average Salary and Benefits Calculation Data: A table detailing the average salary and benefits will be provided for budget preparations.

Fund Balance: In accordance with BOE policy, the budget will maintain an unassigned fund balance of five percent (5%) of annual General Fund expenditures. District administration will inform the BOE on potential use of unassigned fund balance during the initial budget planning presentation to the BOE. The District will continue to increase its future unassigned fund balance level to six percent (6%) or greater.

Creating the Budget

Schools:

- Continuation of a refined blended Site-Based and Centralized funding method will be used for schools in 2017-2018.
- Most staffing allocations are criteria based and determined by enrollment and type of school.

Non-School Programs:

- Non-School programs will be reported into three (3) categories: Central Administration, District-wide Support, and School Service Support.

Compiling and Presenting the FY18 Budget

Presentation Format: Summary information will be presented for schools and programs in the preliminary budget document. Each summary page will include an analysis of the changes to the current year budget that are impacting the schools and programs.

Fully Financed Budgets: Fully Financed budgets with anticipated revenues and expenditures that are over \$500,000 for the 2017-18 school year will be included in the Adopted budget.

Other Resources Allocated to Schools: The Adopted budget document will include a school by school detail of resources allocated to schools such as grants, special education, operations, and student activities, to name a few.

The Adopted Budget: Administration will present a balanced budget to the BOE. The budget for 2017-18 must be approved by the Board of Education by June 30, 2017. The Adopted budget will be published on the Business Office website (<http://businessoffice.spps.org>).



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FY 2017-2018 Preliminary General Fund Budget Committee of the Board

March 7, 2017

Marie Schrul, Chief Financial Officer

Purpose

- To provide an overview of the preliminary FY 2017-18 General Fund budget and timeline to the Board of Education

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Agenda

- Preliminary FY 2017-18 General Fund budget numbers & assumptions
- Areas of consideration
- Budget Adoption calendar

FY 2017-18 General Fund Preliminary Big Picture

	FY17 Adopted (in millions)	FY18 Preliminary (in millions)	Difference
Revenue (current law)	\$518.2	\$514.2	(\$4.0)
Use of Fund Balance	0	0	0
Expenditures	518.2	541.5	(23.3)
Balance	\$0	(\$27.3)	

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FY 2017-18 General Fund

Factors Impacting Projected Shortfall

Item	Amount \$M
Inflationary impact of “rolling over” FY 2016-17 budget “as is” without any changes	(\$23.3)
[∞] Net revenue decrease due to enrollment & Compensatory Education	(4.0)
Total Projected Shortfall*	(\$27.3)

*Projected as of 2/19/17 – subject to change



FY 2017-18 General Fund

Areas of Consideration for Reductions

Items	Amount \$M
Reduced inflationary allocations in the areas of Fees, Supplies and Transportation	\$(2.6)
Eliminate one time FY17 Board allocations of \$85/pupil and SSSC 2.0 program additions	(5.0)
Enrollment related service and staffing reductions	(7.5)
Targeted or 1% Program reductions (Excludes MLL & Sped)	(1.6)
Vacant positions, Staff attrition/retirements, negotiated contracts, potential Early Retirement Incentive (PERA)	(6.2)
Total	(\$22.9)

FY 2017-18 Potential Revenue Increases

- 1% Formula increase = \$3.2 m
Governor's Proposal 2%
- Special Education State increase = \$1.2 m
- QComp (or ATPPS) = up to \$9.0 m

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3/7/17

FY 2017-18 General Fund

Preliminary Big Picture Options 1 & 2

⇒

	FY17 Board Adopted (in millions)	Option 1 FY18 Preliminary (in millions)	Option 1 Difference	Option 2 FY18 Preliminary (in millions)	Option 2 Difference
Revenue	\$518.2	\$534.8	\$16.6	\$518.6	\$.4
Use of Fund Balance	0	0	0	0	0
Expenditures	518.2	541.5	(23.3)	518.6	(.4)
Balance	\$0	(\$6.7)		\$0	\$0

- Option 1 - Preliminary revenue with all potential revenue increases and no reductions to preliminary expenditures.
- Option 2 - Preliminary revenue with 1% formula and Special Education increases and all reductions to preliminary expenditures.

FY 2017-18

Budget Adoption Calendar

Date	Description
March 1, 2017	REA Office provides final FY18 enrollment projections
March 7, 2017	Presentation of FY18 Budget Guidelines & Preliminary FY18 General Fund budget at the Committee of the Board meeting
March 8, 2017	Presentation of Preliminary FY18 Budget to Principals
March 27, 2017	Distribute school allocations Distribute General Fund program allocations
March 27- April 21, 2017	Joint budget & staffing meetings (Principals, Human Resources & Finance)
March – June 2017	Community review and input
April 24, 2017	School budgets returned Program budgets returned HR Staffing worksheets due
June 20, 2017	FY 2017-18 Budget adopted by Board of Education

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Questions?

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3/7/17

Racial Equity Spotlights

SPPS/NUA & Innocent Classroom

Bruce Vento Elementary, The Heights Community School,
and the Office of Equity

Committee of the Board - March 7, 2017



Why Racial Equity?

Saint Paul Public Schools identified an “achievement gap” that was predictable by race

- Academic results for students of color have historically been lower than those of white students
- This is true regardless of income



Building Foundation- Beyond Diversity



PACIFIC EDUCATIONAL GROUP

Four Agreements

- Stay ENGAGED
- Experience DISCOMFORT
- Speak your TRUTH
- Expect / Accept NON-CLOSURE

Six Conditions

1. Focus on PERSONAL, local and immediate
2. ISOLATE race
3. Normalize SOCIAL CONSTRUCTION & multiple perspectives
4. Monitor agreements, conditions and ESTABLISH PARAMETERS
5. Use a "WORKING DEFINITION" for race
6. Examine the presence and role of "WHITENESS"

Courageous Conversation is utilizing the four agreements, six conditions, and compass in order to engage, sustain, deepen interracial dialogue about race!

PACIFIC EDUCATIONAL GROUP
20
YEARS

Moving Toward Instruction



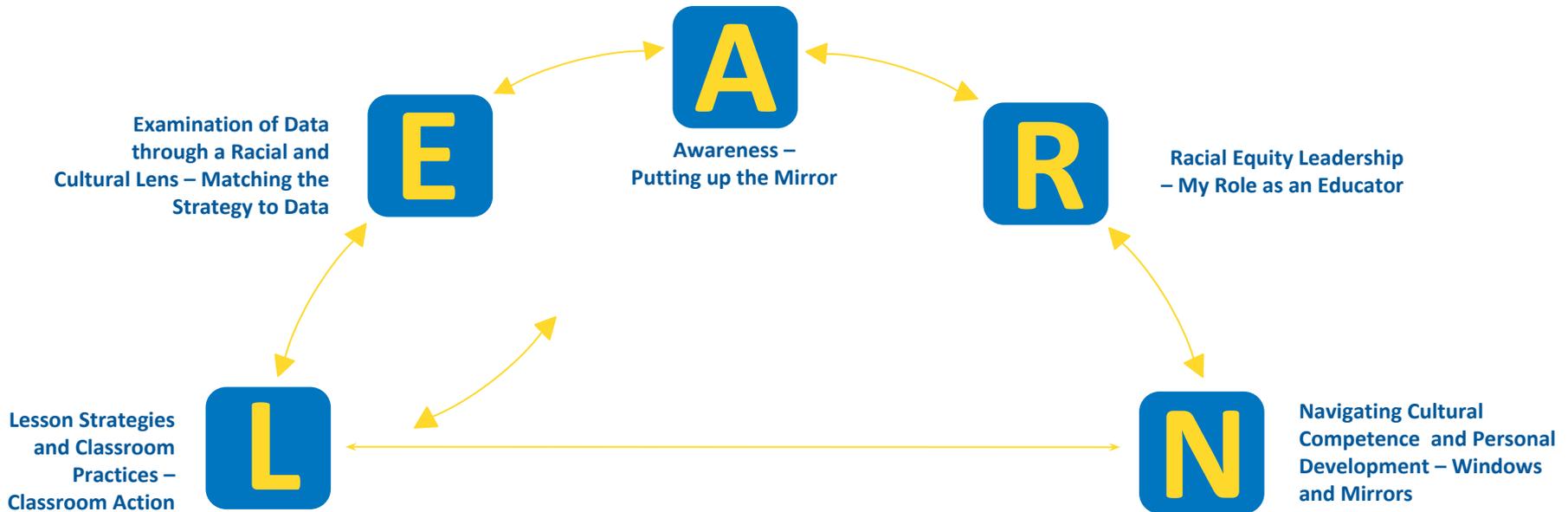
Setting the Stage for CRT

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District Desire	Department Response
<p>“Culturally Responsive Instruction”</p> <ul style="list-style-type: none">● Language was used widely● The term used in very general terms● No clear definition	<ul style="list-style-type: none">● Created a framework for Culturally Responsive Teaching● Used the LEARN framework to identify programming that built on foundational training



Culturally Responsive Learning Environments



Developing **Culturally Responsive Learning Environments** which are engaging, rigorous, equitable, and safe for all staff and students.



Lesson Strategies and Classroom Practices - Classroom Action

Racially conscious process for identifying strategies and planning lessons. Must be based on competency in content knowledge and founded on authentic *relationships*. Incorporate cultural characteristics, student interests, language and strengths, with a focus on fostering student engagement. Establish *relevance* by bridging content to student's culture and prior knowledge. Develop a willingness to integrate new strategies, even if it means going outside of one's comfort zone. Create opportunities to observe and reflect on student responsiveness to currently used strategies and practices.



Examination of Data through a Racial and Cultural Lens – Matching the Strategy to Data

Understanding that data collection occurs throughout the course of the day and is not limited to formative or summative academic assessments. Forms of data include “below the line” and “above the line” information as well as observations from lessons. Analyze data with a lens on racial equity, identify racial disparities, and define solutions to address the outcomes.



Awareness - Putting up the Mirror

Consciousness that racial achievement disparities exist and understanding that race and power need to be discussed in order to address those disparities. The acknowledgement that bias exists in the classroom is imperative in transforming individual practice. A connection should be established between self and practice, acknowledging that culture=pedagogy; we teach who we are first.



Racial Equity Leadership – My Role as an Educator

Holding a belief that effective educators have the highest impact on student learning in a school environment. Developing culturally responsive “caring” as a moral imperative to accept nothing less than high levels of success from all students. Regardless of outside factors and conditions in the school, educators can work to either perpetuate racial achievement disparities or to eliminate them. Interrupting thinking, practices, and systems that marginalize students is necessary to increase *rigor* in the classroom.



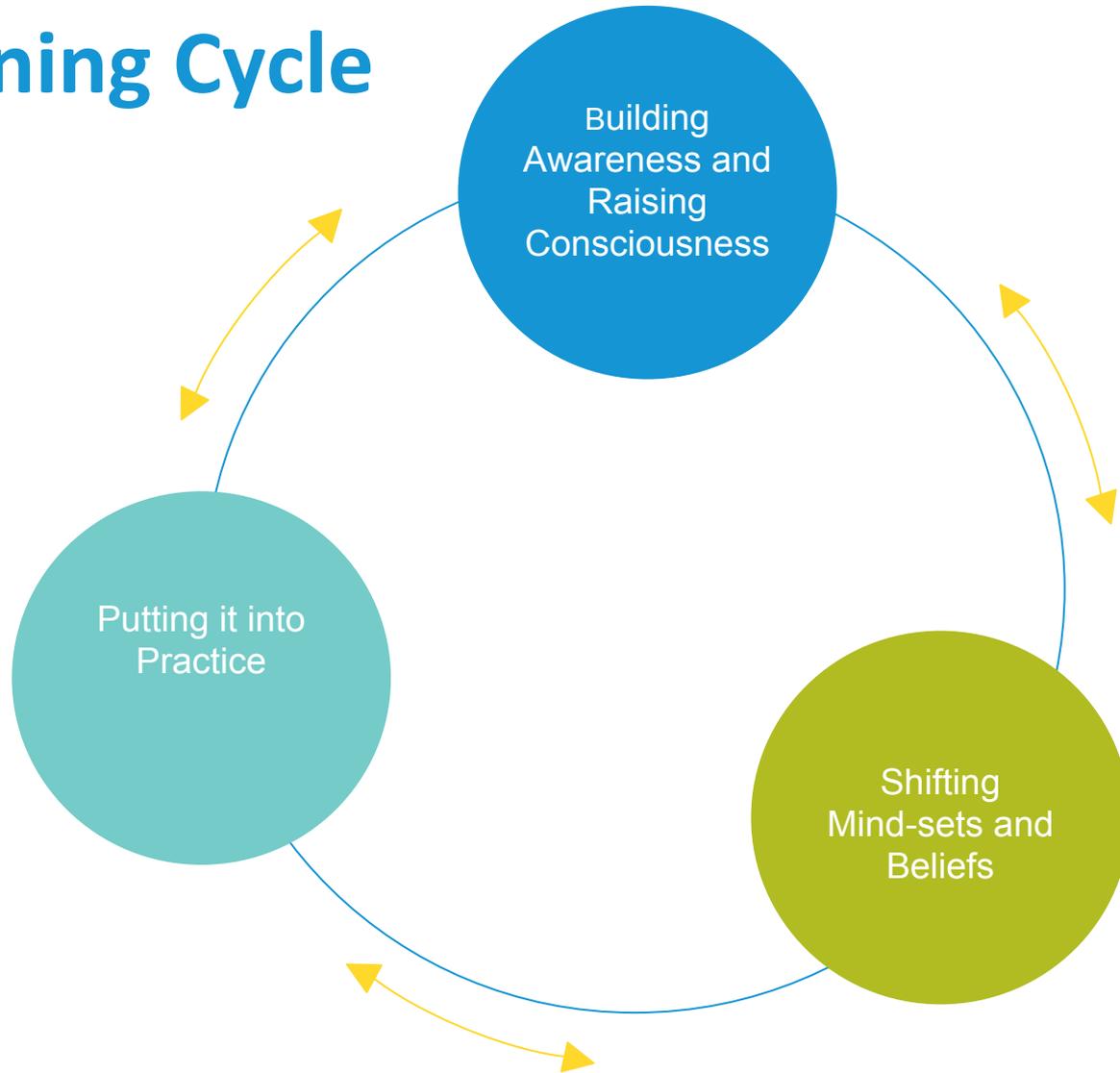
Navigating Cultural Competence and Personal Development - Windows and Mirrors

Be a learner and “keep it real,” knowing that *realness* impacts social interaction, student engagement, and learning. Must develop authentic *relationships* with students, families and staff of color. The educator must continually learn about self as a racial and cultural being and integrate this learning in implementing classroom practices. Educator must also learn about students' cultures, languages, lived experiences, and interests.

Equity In the Classroom



Learning Cycle



Vision of Equity

If your school is truly equitable, all children arrive each day to a clean and inviting environment in which the educators are sure of their capabilities, excited about teaching and learning, and steadfast in their resolve to dismantle the barriers, such as harmful stereotypes and labels, that block children's freedom to learn.

In facilitating learning, teachers are well aware of the individual talents of the students and provide the support that every child needs. The curriculum is respectful and reflective of the diversity of students' experiences, backgrounds, and cultures, both those that are represented in the classroom and perhaps some others as well.

Teachers have the freedom to use whatever teaching method, activities, or materials they may desire, but they also welcome being held accountable for each student achieving the standards on a regular and timely basis. In our equitable anti-racist school system, teachers know that the institution exists to support them in improving their teaching. There is no retribution or condescension directed toward teachers who attempt to take advantage of the support system and who suggest changes and ways of improving it. The teachers work closely as a professional learning community using disaggregated data and action research to determine how best to reach every child. When one teacher succeeds, methods that led to success are shared with the other teachers in an atmosphere of mutual support, void of turf protection and characterized by a desire to achieve excellence school-wide.

Singleton, Glenn E and Linton, Curtis. *Courageous Conversations about Race*. Thousand Oaks, Corwin Press (2006)

The Programs

Innocent Classroom

- The Innocent Classroom rebuilds the relationship between educators and students, particularly students of color.
- We guide teachers to uncover students' basic motivation and goodness — and help them channel that insight into learning and growth.
- Our approach undermines the negative effects of societal stereotypes, low expectations and implicit bias.

SPPS/NUA

- Grounding Text- *The Pedagogy of Confidence*- Dr. Yvette Jackson
- 5 Classroom Focus Areas
 - Increasing Student Engagement/Motivation
 - Situating Learning in the Life of Students
 - Culturally Responsive Teaching
 - Classroom Climate
 - Self-Directed Learning

Entering the Conversation

Innocent Classroom



THE HEIGHTS

COMMUNITY SCHOOL



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Equity Spotlight

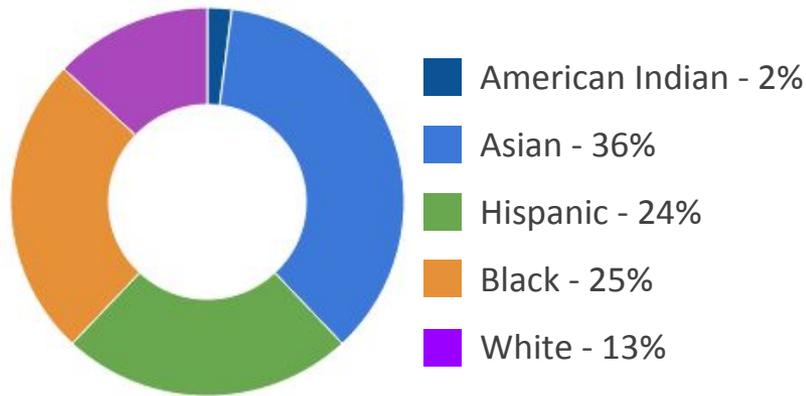
Principal Chreese Jones, Assistant Principal John Bjoraker, 5th Grade Teacher Terry Wylie, and School Social Worker Julie Dums



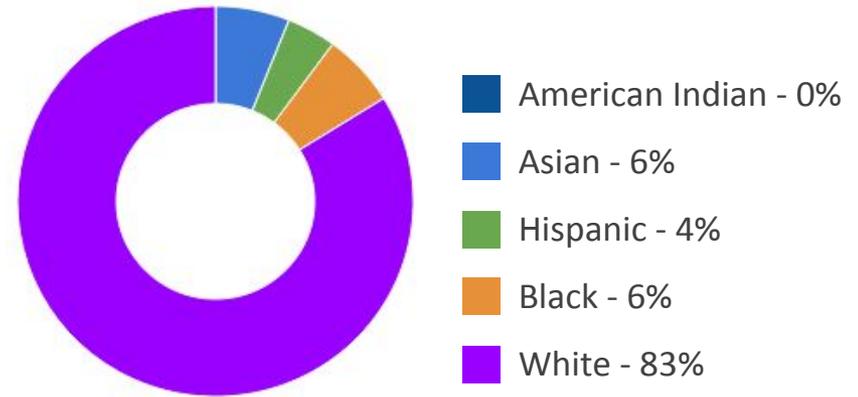
The Heights Community School

We will create a **strong community with focused instruction and critical partnerships** that effectively meet the academic and social needs of all students.

Student Demographics



Licensed Staff Demographics



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Journey - 2015-2016

Leadership

- **Two new administrators**
 - Assessment of Culture and Beliefs
 - Assessment of Need
- **Leadership Team Focus**
 - Represent all grade levels
 - Specialists/SPED/MLL/Admin
 - Ensuring feedback loop
 - Build shared leadership
 - Build capacity around equity work
 - Protocol tools
 - Leadership Team Retreat 2015 & 2016

Racial Equity Development

- **Office of Equity Collaboration**
 - Banks Survey completed
 - Cracking the Codes
 - AMAZE Curriculum in PLCs
 - Ensured ALL staff were trained in Beyond Diversity

WHY- Innocent Classroom

Natural Progression

- Acknowledgement of Racial Equity
- Having and knowing the tools to talk about racial equity
- How we see and talk about our kids with the use of tools in connection to racial equity

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Journey - 2016-2017

Leadership

- Building Racial Leadership Team-Con't
 - Growing a Reflective Teacher Practice
 - TD&E IDGP Goals/Reflection
- Annual Leadership Retreat
- Leadership Team Book Study: Between the World and Me
- Connecting the work with IC, RC and AMAZE in our PLCs, Referral Process

Instruction and Equity

- Equity and Instruction
- All licensed staff trained in Innocent Classroom, Responsive Classroom
- Sustaining IC in our work
- AMAZE Curriculum
- Connected the work with IC, RC and AMAZE in our PLCs, Referral Process
- Growing a Reflective Teacher Practice
 - TD&E IDGP Goals/Reflection
- Annual Leadership Retreat
- Leadership Team Book Study: Between the World and Me



Journey - 2017-2018

Leadership

- Building Racial Leadership Team-Con't
 - Racial Autobiography then roll out to staff at large
 - Deeper with Reflective Practices
 - Teaching and Relationships
 - T<>T and St<>T

Instructional Equity

- School moving towards an Innocent Classroom School-3-Year Plan
 - Mini-Labs, In Practice Sessions and Mentor Development
- Equity Learning Walks



Impact - Shifts

School Culture

- Relationships
- Calm Culture
- Bus Referrals
- ODR Referrals



Staff Perspectives

- Terry Wylie 5th Grade Teacher
- Julie Dums School Social Worker



Culturally Responsive Instructional Practice

SPPS/NUA

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Equity Spotlight

Bruce Vento Elementary

Principal Scott Masini, Assistant Principal Amanda Musachio, Alicia Estrellado, 3rd Grade Teacher and August Spiegelberg, 3rd Grade EBD Teacher Bruce Vento

SPPS/NUA (National Urban Alliance)



Anticipation Guide

“School Spotlight” Anticipation Guide

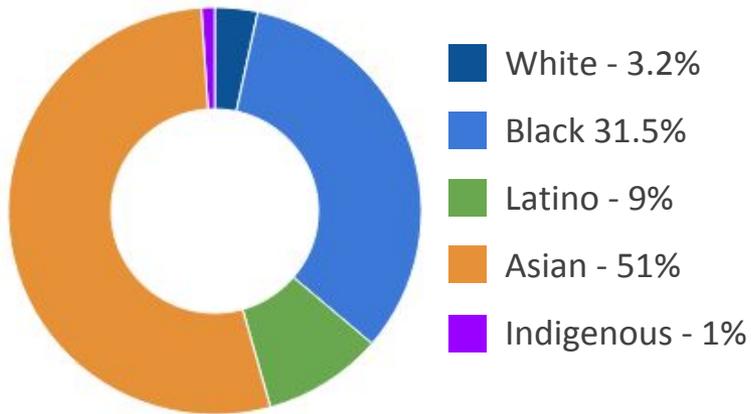
Before Reading A or D		After Reading A or D
	NUA is a supplemental curriculum for students who are school-dependent.	
	NUA is based on the belief that every child should be given access to strategies used for gifted students.	
	NUA values the concept that all students have the capacity to attain their innate intellectual potential, regardless of race.	

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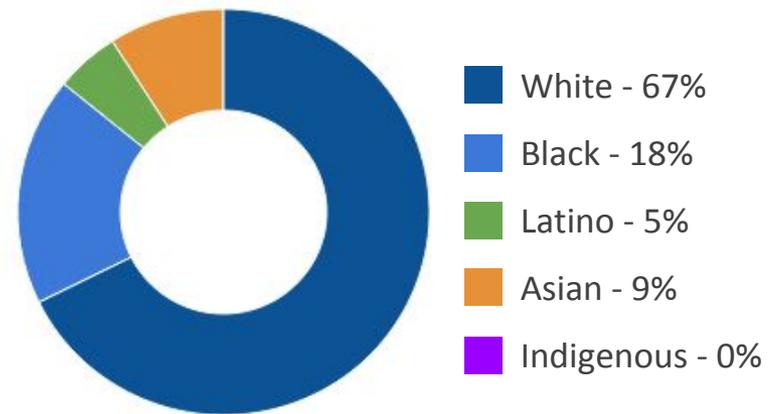


Bruce Vento Elementary

Student Demographics



Licensed Staff Demographics



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Vento Values

Collaboration and Relationships

- Knowing our students, families and colleagues
- Co-teaching at all grade levels
- Partnership with U of M

Racial Equity and Access

- Reflective regarding school-wide practices and beliefs
- Inclusive environment

Positive and Safe Environment

- School Pride/Culture
- Consistency across the building

Whole Child Development

- NUA - understanding how the brain works, culturally responsive teaching, multiple means of representation
- Trauma Sensitive School

Innovation

- Vento Community Garden
- NEU model-college partnerships



Journey - School Perspective

2014-15

- Cohort 1 - Year 1 - 5 six hour sessions
- One day overview for all staff

2015-16

- Cohort 1 - Year 2 - 5 six hour sessions
- Cohort 2 - Year 1 - 5 six hour sessions

2016-17 (decrease in funding)

- Cohort 1 & 2 - 3 coaching sessions
- Cohort 3 - 3 two hour after-school sessions
- What has it taken, where have you been, where are you going?
- Who are your allies?
- What are your resources?

Resources:

Office of Equity

- Materials/Resources
- Professional Development
- Coaching in PLCs



Journey - Teacher Perspective

Ms. Estrellado

- Peace Corps
- Hamline University
- Beyond Diversity
- NUA Cohort 1
- Year 3 - full implementation

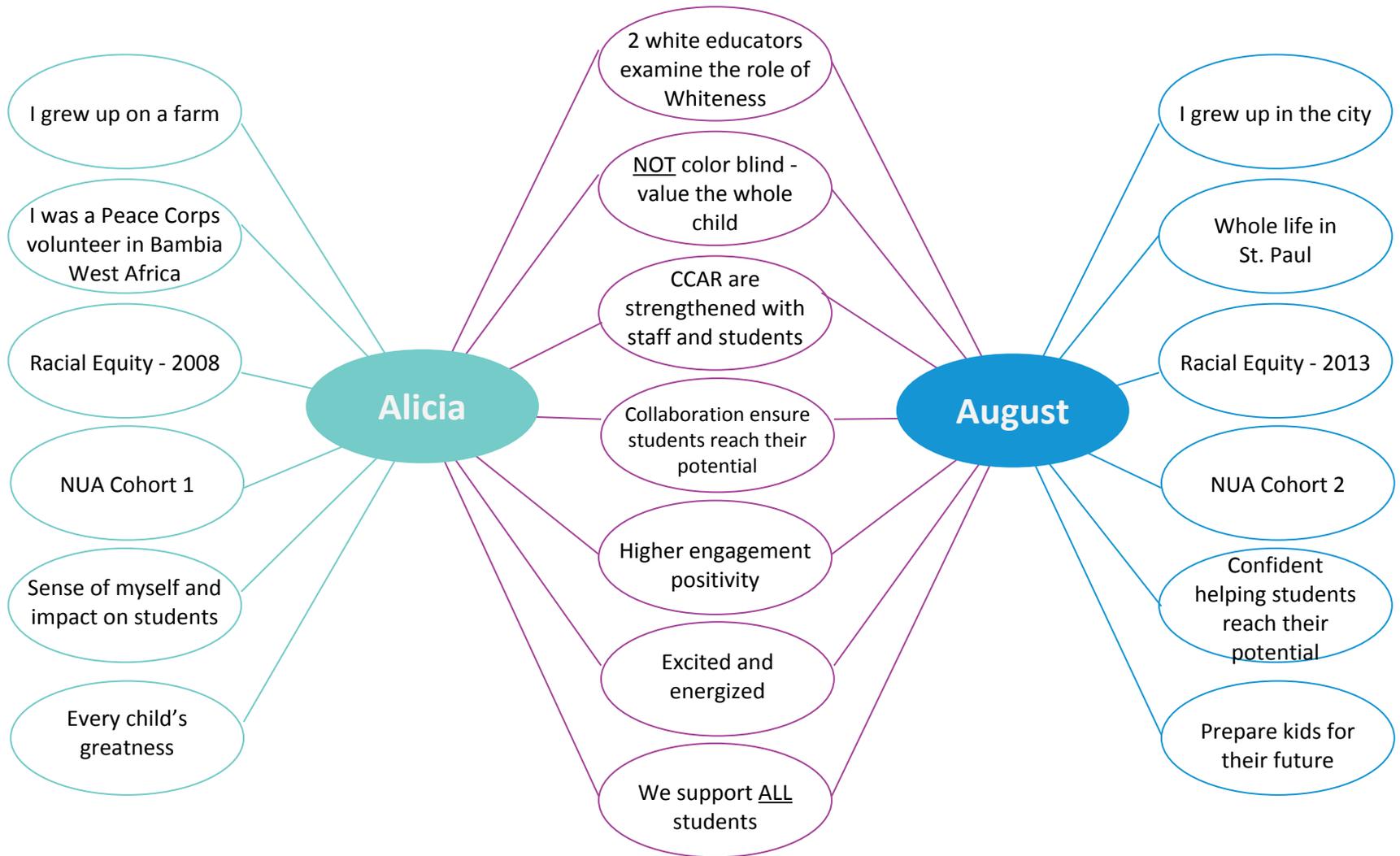
*** Two-Voice Poem

Mr. Spiegelberg

- Approach to school
- NUA cohort 2-MMR
- Team approach
- Building support



Journey - Teacher Perspective



Instructional Focus

- Started with having NUA notebook when lesson planning
- Now embedded in daily instruction, pulling out resources as needed
- Video of recitation, Dancing Definition, Two-Voice Poem,
- Examples of Student Work: Frameworks



Impact - 2015-2016 School Year

Proficiency:

- 5th Grade - Highest group they have ever had coming in

Growth:

- **23% of students made 10 or more points growth** in both reading and math from the OLPA to the MCA
- **41% of students made 10 or more points growth** in reading OR math from the OLPA to the MCA



Anticipation Guide

“School Spotlight” Anticipation Guide

Before Reading A or D		After Reading A or D
	NUA is a supplemental curriculum for students who are school-dependent.	
	NUA is based on the belief that every child should be given access to strategies used for gifted students.	
	NUA values the concept that all students have the capacity to attain their innate intellectual potential, regardless of race.	

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Questions



Evidence of Success

Innocent Classroom data points

45

53%

reduction in weekly referrals reported since beginning the Innocent Classroom training.

81%

of educators have a **more positive daily outlook** as a result of taking the Innocent Classroom.

91%

of educators have seen more **academic growth** than usual in students as a result of participation in the Innocent Classroom.

92%

of educators reported an increase in **academic mindset** when they used Innocent Classroom strategies.

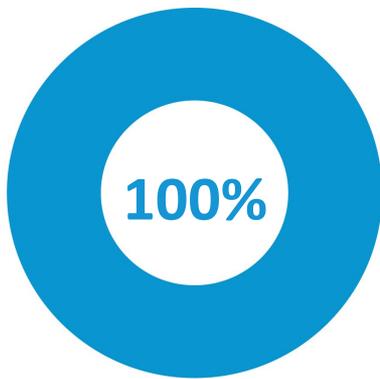
95%

of educators are better able to **redirect student behavior** in a positive direction because of the knowledge, skills, and practice gained in the Innocent Classroom.

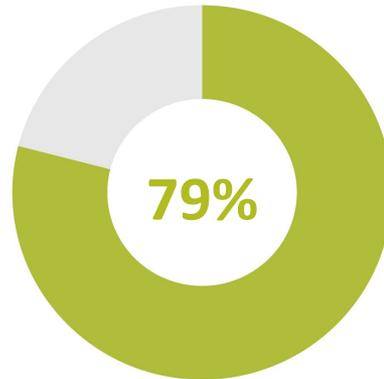


Evidence of Success

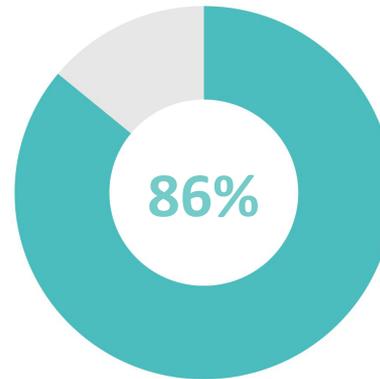
SPPS/NUA data points



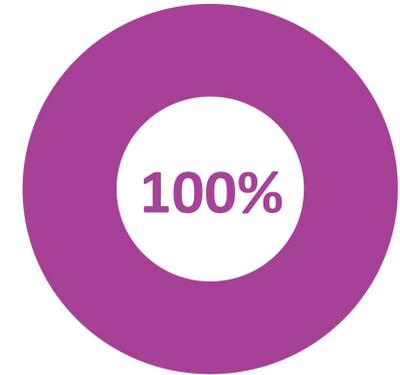
of survey respondents “agreed” or “strongly agreed” that the professional development helped them incorporate culturally relevant strategies into their teaching practices.



of respondents indicated they met with their colleagues on a regular basis to talk and share culturally relevant teaching strategies.



of respondents indicated they incorporate NUA strategies into their teaching practices more than a few times a week.



of respondents indicated they noticed an increase in student engagement since implementing the NUA strategies.



Innocent Classroom Schools

Elementary Schools

- Benjamin E. Mays
- The Heights
- John A. Johnson
- Maxfield Elementary
- Battle Creek Elementary School
- Eastern Heights

Schools Represented at Trainings:

- Adams Spanish Immersion
- Capitol Hill
- Como Senior High School
- Crossroads
- Dayton's Bluff
- Farnsworth
- Frost Lake
- Harding
- Highland Park High School
- Humboldt
- Jackson
- Johnson Sr. High School
- Murray Elementary School
- Nokomis Montessori – Upper/Lower
- OWL
- Parkway Montessori
- Phalen Lake
- Riverview
- Saint Paul Music Academy
- Vento
- Washington Tech
- Wellstone

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SPPS/NUA Schools

Elementary Schools

- Bruce Vento
- Dayton's Bluff
- Galtier
- Riverview

Middle Schools/High Schools

- Battle Creek Middle
- Humboldt
- Washington



To: Saint Paul Public Schools Board of Education

From: Heather Kilgore, Interim Director, Office of Family Engagement and Community Partnerships

Date: 3/2/17

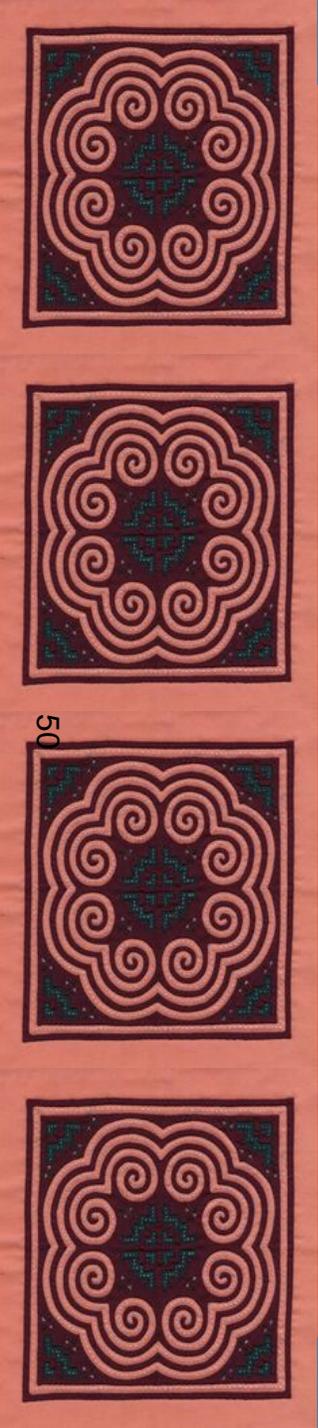
RE: Parent Advisory Councils Presentations at Committee of the Board on March 7, 2017

It is my honor to share background and materials prepared by Saint Paul Public Schools' Parent Advisory Councils (PACs) for the Committee of the Board meeting. Parents, community members, and staff meet together at least monthly throughout the school year to learn, discuss, and make recommendations to improve the education for Saint Paul students. We are all excited to share our work with you, and are grateful for the opportunity to do so.

Presenting in March are:

- Hmong Parent Advisory Council
 - Staff member: Pang Yang
- Somali Parent Advisory Council
 - Staff member: Mohamed Hadi

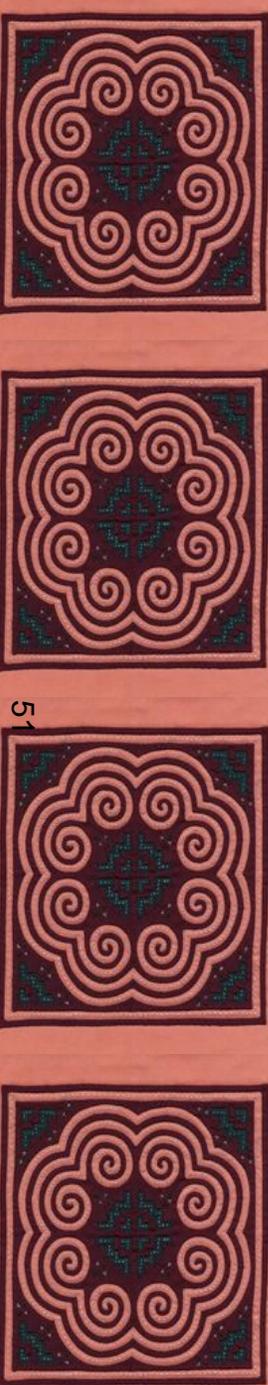
As you'll notice, there are common themes to the presentations, and PACs are working to strengthen their connections to each other. We look forward to regularly updating the Board on these collaborations, as well as the work of individual PACs.



Recommendation Report 2017-2018

Hmong Parent Advisory Council

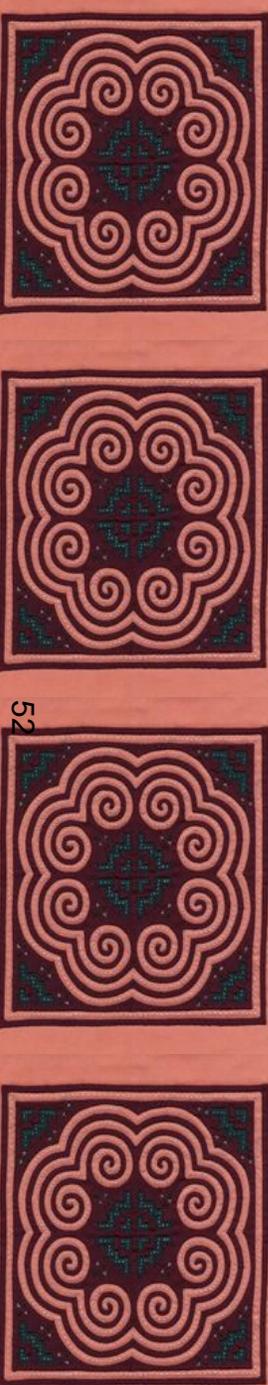
March 7, 2017



VISION

To develop and implement equitable practices for and with our students, their families, district leaders and community members

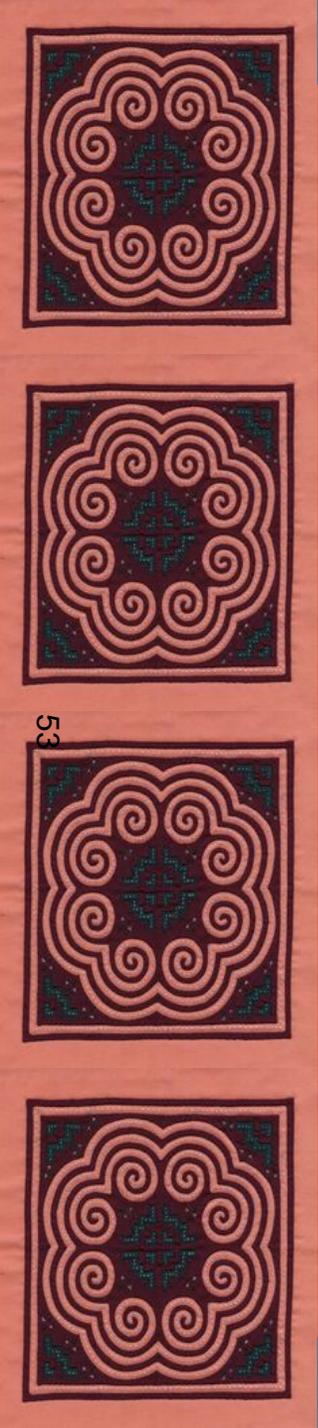
(Policy 101.00 Racial Equity)



MISSION

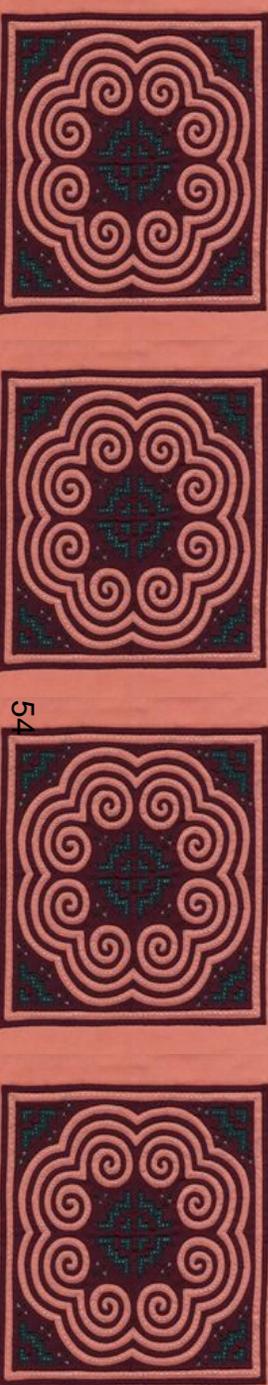
To advance parent partnership with Saint Paul Public Schools in the design and evaluation of district curriculum, policy and research

(Policy 615.00 Family Involvement)



PROGRESS/SUCCESS

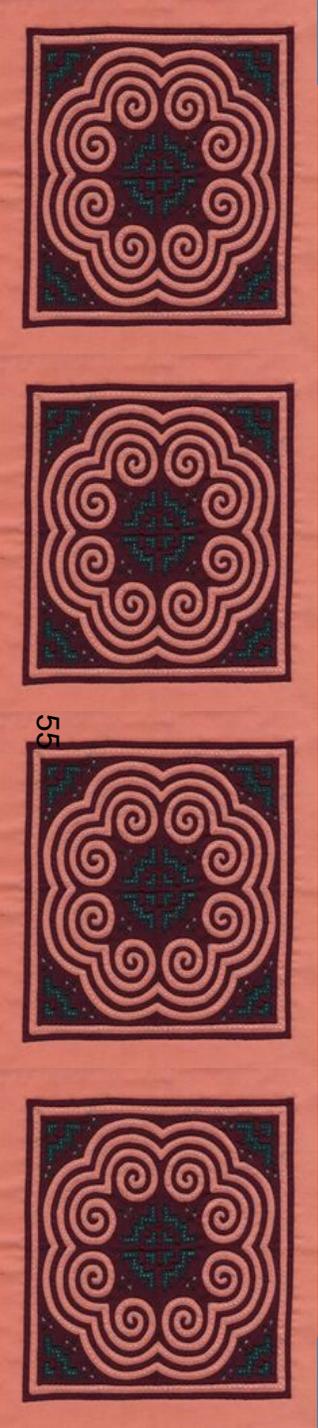
1. Support and resources for PACs
2. Ad hoc committee for superintendent search
3. Budget Committee
4. Hiring Dr. Yeu Vang as Director of Multilingual Learning Department
5. Allocating resources to support HPAC host council and district wide events
6. Continued support and growth for HDL



LONG TERM GOAL

Expand the Hmong Dual Language program so it continues to grow, thrive and provide equitable access to learning in both the English and the focused language and culture- Hmong, including district-wide busing, rigorous curriculum, strong family and community partnerships.

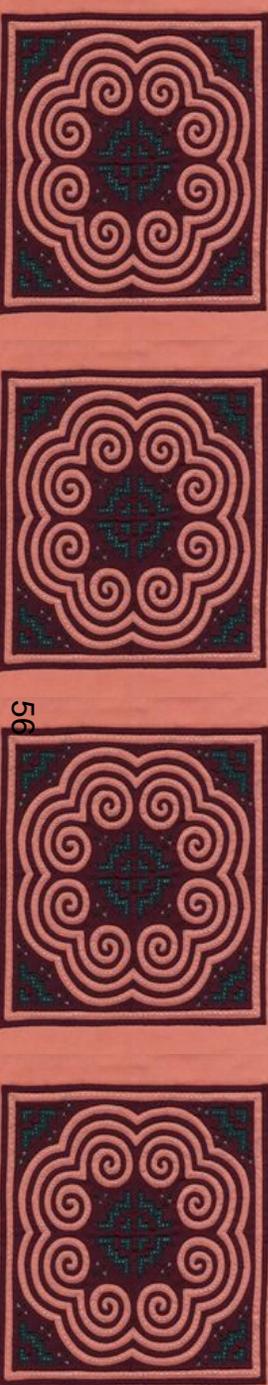
We envision an individual building dedicated to the program available for the entire district.



RECOMMENDATIONS

FOR 2017-2018 ACADEMIC SCHOOL YEAR

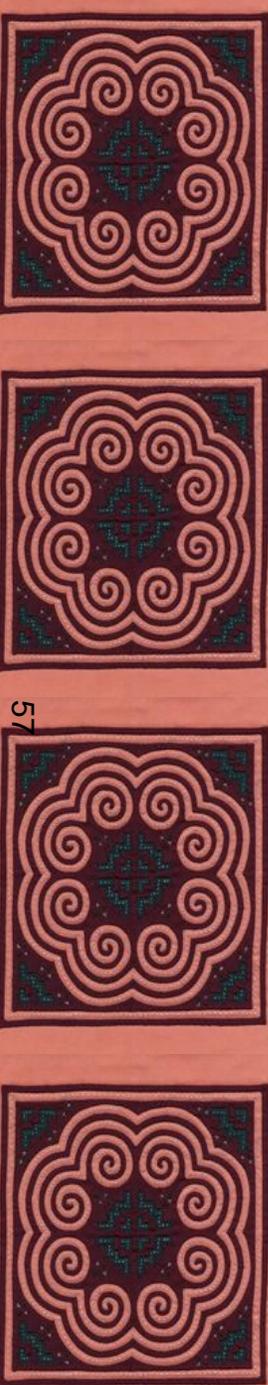
1. HDL Transportation
2. HDL Curriculum
3. Hiring of Vacant Jackson Principal Position
4. Hire Teachers of Colors



RECOMMENDATION 1

IDENTIFIED CHALLENGE

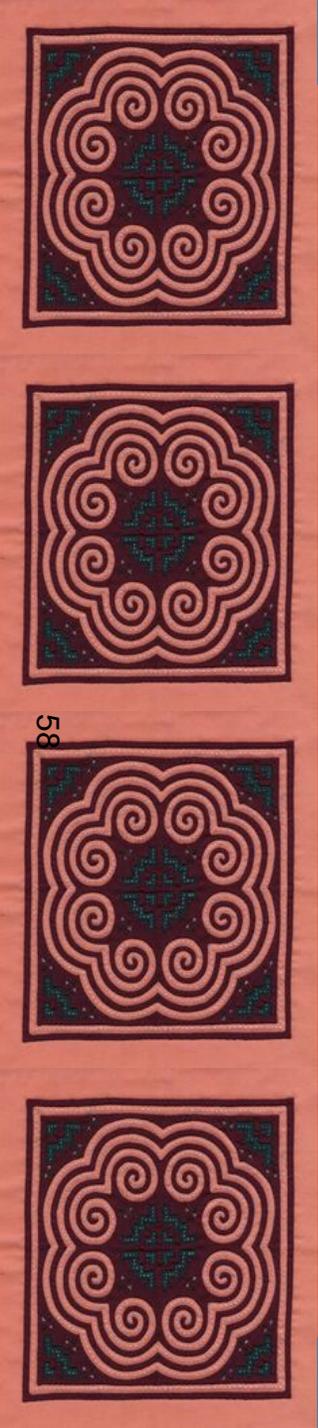
- **Transportation is not available district wide.**
- **Students turned away from regional HDL program due to full capacity.**



RECOMMENDATION 1

HPAC RECOMMENDATION

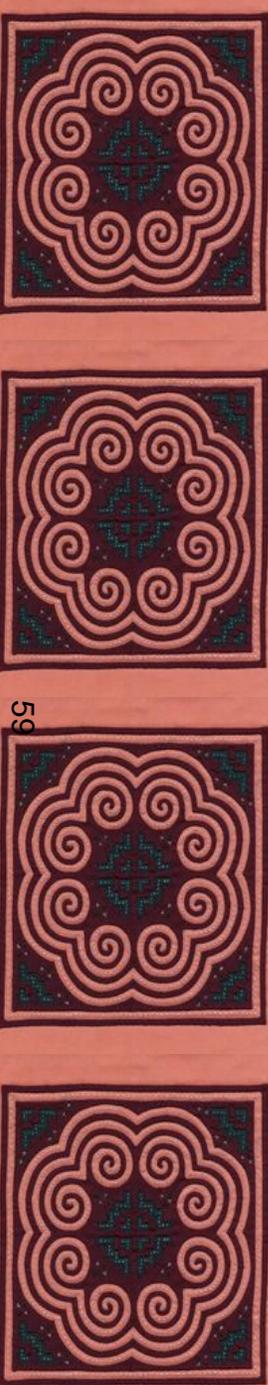
Provide transportation across the district if the regional school's HDL program has reached enrollment capacity.



RECOMMENDATION 1

PARENT STORY 1

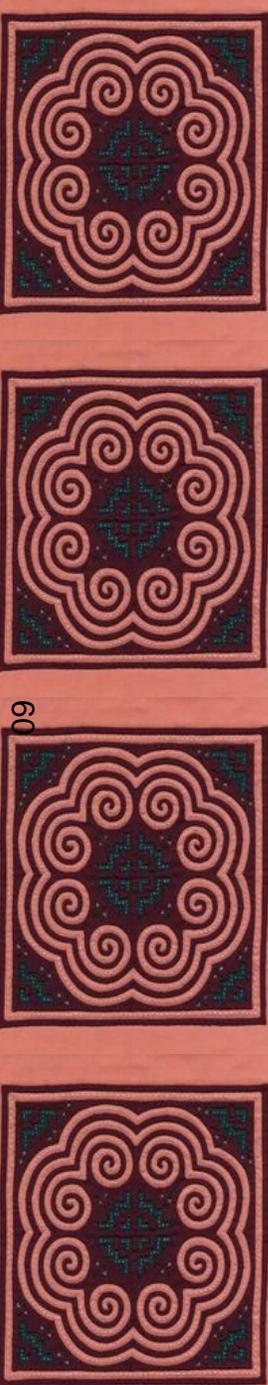
PARENT STORY 2



RECOMMENDATION 2

IDENTIFIED CHALLENGE

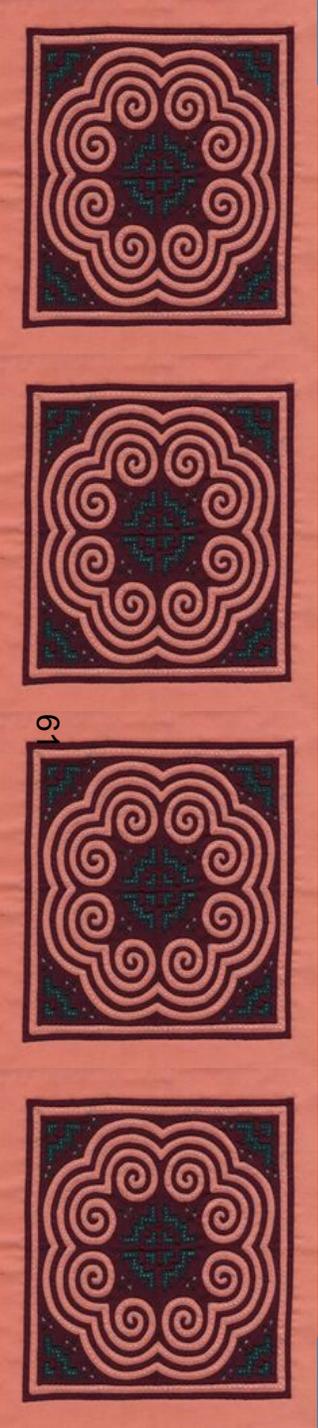
HDL students do not have equitable access to curriculum and materials like mainstream classes.



RECOMMENDATION 2

HPAC RECOMMENDATION

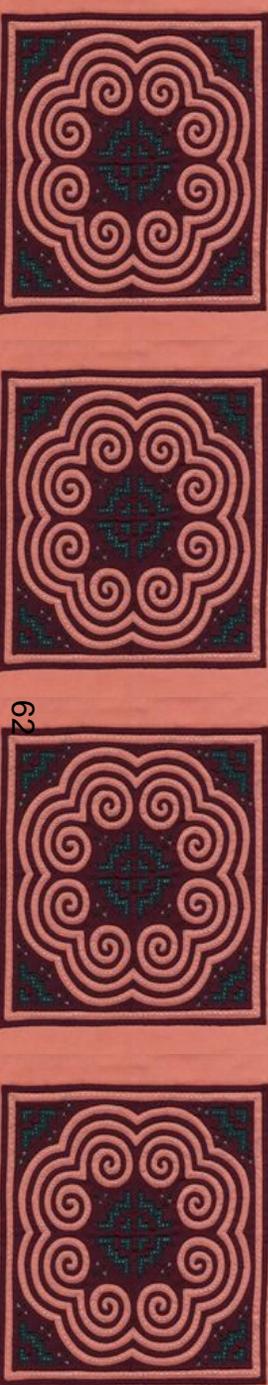
Provide more resources to develop and grow the current HDL curriculum.



RECOMMENDATION 3

IDENTIFIED CHALLENGE

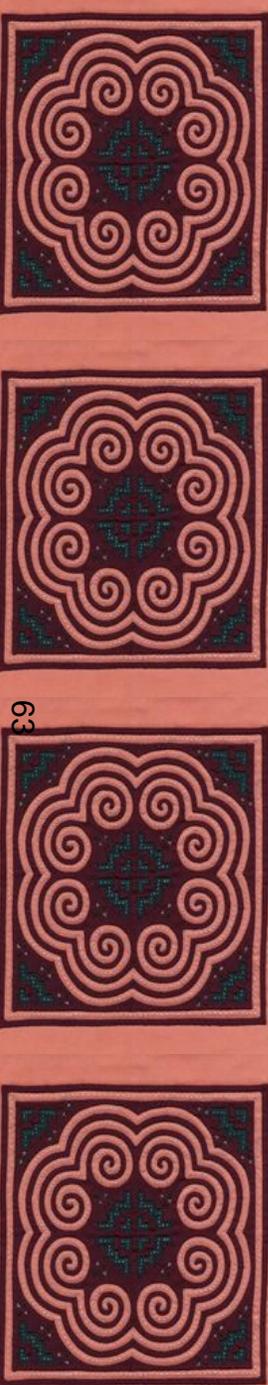
Hiring for the vacant Jackson principal position



RECOMMENDATION 3

HPAC RECOMMENDATION

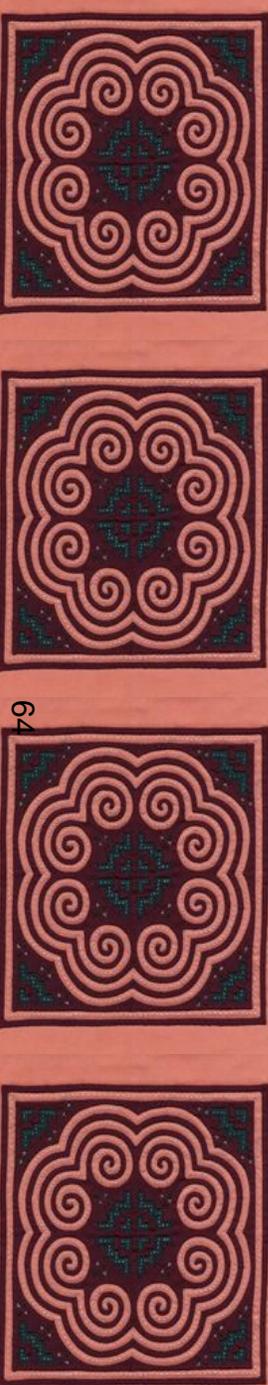
To hire a principal that is knowledgeable of the HDL program, immersion education, build community partnership, knowledgeable of the Hmong community, history and culture.



RECOMMENDATION 4

IDENTIFIED CHALLENGE

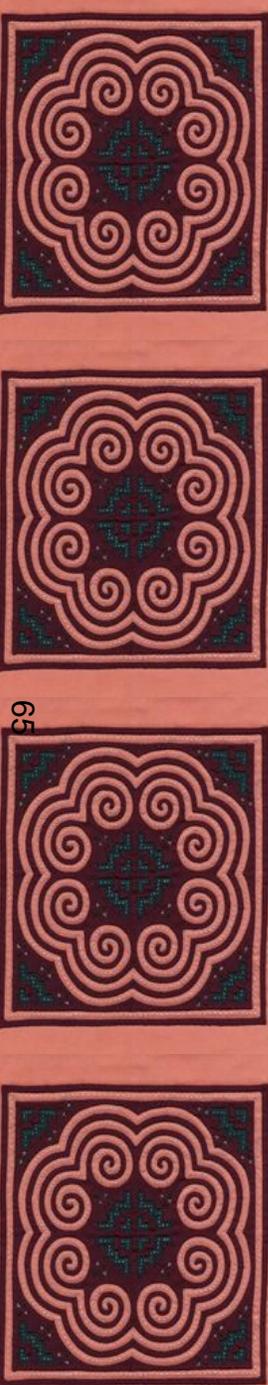
Teachers of colors are not reflective of the student population.



RECOMMENDATION 4

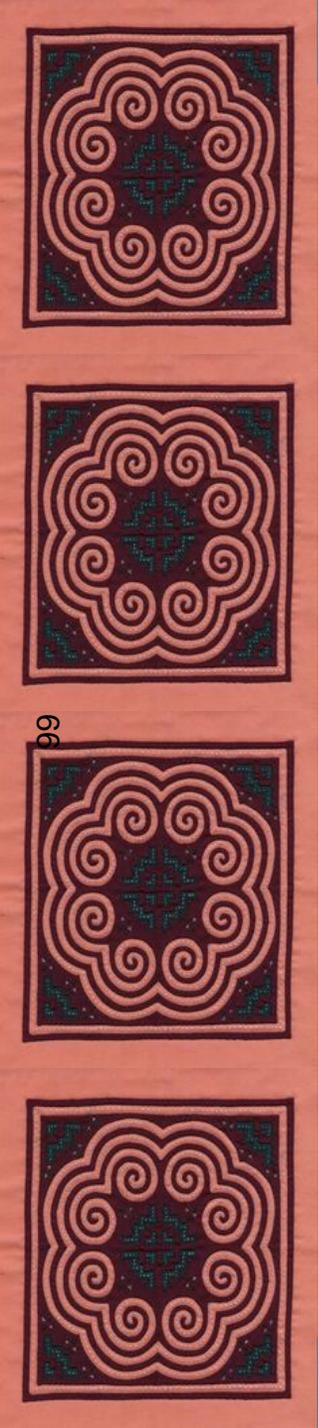
HPAC RECOMMENDATION

Hire more teachers of colors for the schools that have a larger diversity of students.



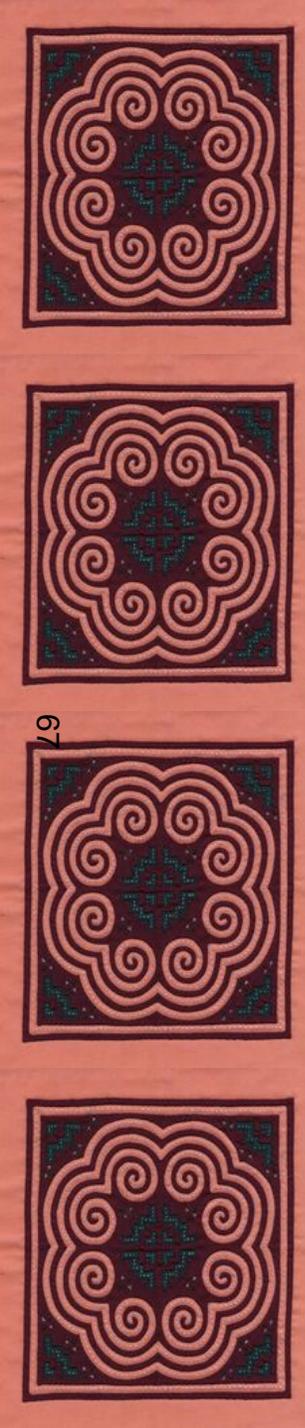
SURVEY

- **Survey of completed by current HDL families.**
- **Both Phalen and Jackson families.**
- **Surveyed 122, Survey Monkey reflect 100 responses.**



OBJECTIVE

- How interested are parents Hmong culture, language, and literacy?
- How important is transportation?
- What is the greatest determining factor for choosing a HDL program?
- How much expose of the Hmong Language?
- How much support for HDL program and/or school?



RESULTS

- What is your interest level to have your child learn the Hmong culture, language, and literacy?

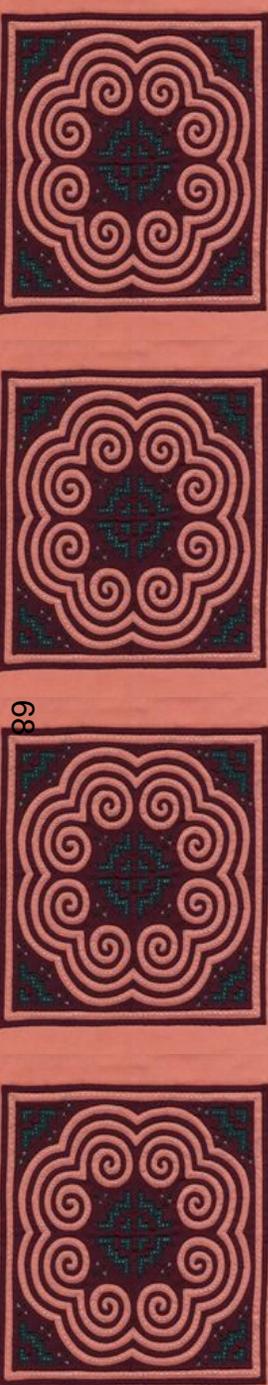
83.67% Very interested, 16.33% Somewhat interested

- If there is a school in SPPS that you may be interested in, how important is having transportation available for your child to attend the school?

85% Very interested, 13% Somewhat important

- What is your greatest concern about the current Hmong language programs being offered in the Saint Paul area?

59% Curriculum, 15% Program Services, 7% Class size, 19% combination



RESULTS

- At school, how much Hmong Language would you like your child to be exposed to per day?

33% (100%-one way immersion), 57% (50%-two way immersion), 10% (combination)

- How likely are you to support a Hmong Language one-way immersion program and/or school?

67% Very Likely, 9% Somewhat, 1% not interest, 23% others-comments



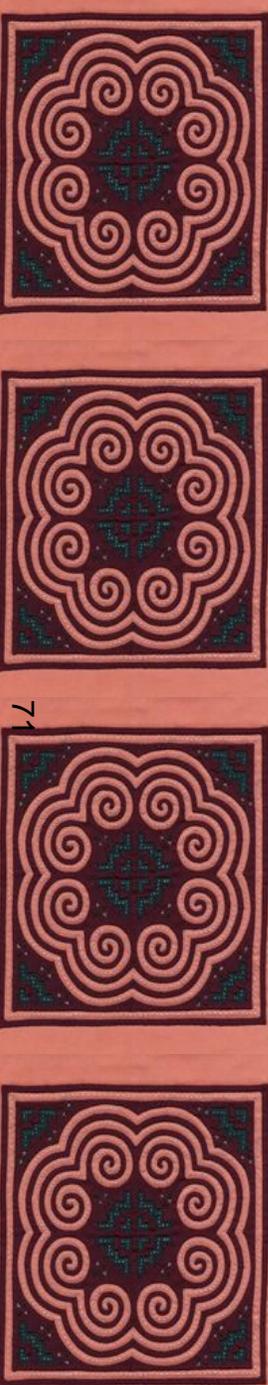
CONCLUSION

- ✓ Parents in HDL program highly valued the Hmong culture, language, and literacy.
- ✓ Transportation is very important in choosing a school.
- ✓ HDL curriculum is the greatest concern and value when choosing a program.
- ✓ Parents want exposure to Hmong language between 50-90%.
- ✓ Parents are most likely supportive of a one-way immersion Hmong Language program or school.
- ✓ Parents want choice of programs offer: one-way immersion, two-way immersion.



NEXT STEP

Requesting a written response from the BOE by Friday, March 31 outlining the intentions, plans and actions.



QUESTIONS

HPAC thanks the Board of Education, respective guests and SPPS parents.



Hmong Parent Advisory Council 2017-2018 Recommendation Report

Pakou Xiong, Chair

Harding High School/ Jie Ming Academy

See Lee Vue, Secretary

Jackson Preparatory Elementary School

Cher Her, DPAC Representative

Phalen Lake Hmong Studies Magnet

Zeur Her, Council Member

Phalen Lake Hmong Studies Magnet

Wakou Hang, Council Member

Washington High School

Kia Vang, Council Member

Jackson Preparatory Elementary School

Maiah Thao, Council Member

Community Member

Shoua Salas, Council Member

Community Member

WHAT IS Hmong Parent Advisory Council (HPAC)?

We are Hmong parents of Saint Paul Public Schools. According to enrollment data based on home language for 2015-16, our students comprise of 20% of the total student population. At every level of Saint Paul Public Schools, we are impacted by the decisions made by the Saint Paul Public Schools Board of Education.

VISION

To develop and implement equitable practices for and with our students, their families, district leaders and community members (Policy 101.00 Racial Equity)

MISSION

To advance parent partnership with Saint Paul Public Schools in the design and evaluation of district curriculum, policy and research (Policy 615.00 Family Involvement)

WHAT DOES HPAC ACCOMPLISH?

We cultivate sustaining partnerships between Hmong parents, Hmong students, educators and district leaders in Saint Paul Public Schools in order to maintain a progressive outlook that identifies the needs of Hmong students in Saint Paul Public Schools.

2016-17 PROGRESS AND SUCCESS

HPAC recognizes and is grateful for the Board of Education and Superintendent Their's partnership and effort to engage our council in important district work that could affect Hmong students and families in Saint Paul Public Schools. We know you work diligently to accomplish Saint Paul Public Schools' mission of providing a premier education for all. HPAC is thankful and appreciative for these opportunities to engage Hmong parents and the council:

1. Continuing to allocate funds and resources to keep all the PACs engaged with the work of the school district through the Office of Family and Engagement
2. Engaging HPAC Secretary See Lee and HPAC Council Member Shoua Salas to the ad hoc committee in the Superintendent search
3. Engaging HPAC Chair Pakou Xiong on the 2018-19 Budget Committee
4. Hiring Dr. Yeu Vang as the new Director for the Multilingual Learning Department
5. Providing the funds and staff resources to hold two district wide events- the Hmong New Year where there were over 700 attendees, and the Hmong School Choice Fair that had more than 150 parents- many of whom were new families
6. Continuing support and growth for the Hmong Dual Language (HDL) program

It is an honor to have our children attend this diverse school district that is reflective of the community we live in. Specifically, we are grateful that St. Paul Public Schools offers the Hmong Dual Language program as one choice of the four immersion programs available for families to enroll their children.

HPAC LONG TERM GOAL BY 2022

- Expand the Hmong Dual Language program so it continues to grow, thrive and provide equitable access to learning in both the English and the focused language and culture- Hmong, including district-wide busing, rigorous curriculum, strong family and community partnerships. We envision an individual building dedicated to the program available for the entire district.

Research has substantiated that immersion students who are bilingual perform better on tests, reduces dementia, lowers their risks for Alzheimer's, are better communicators and have more opportunities for business or job placements.

HPAC was not able to obtain district data comparing HDL MCA test scores to that of the mainstream students. However, HPAC and Hmong parents hold the belief that bilingual language development has advantages at promoting critical thinking and analytical skills that would help them score higher on standard exams like the MCA. Furthermore, HPAC is confident that if the BOE pull up the district data, it will reflect this trend supporting our belief.

RECOMMENDATIONS FOR 2017-2018 ACADEMIC YEAR

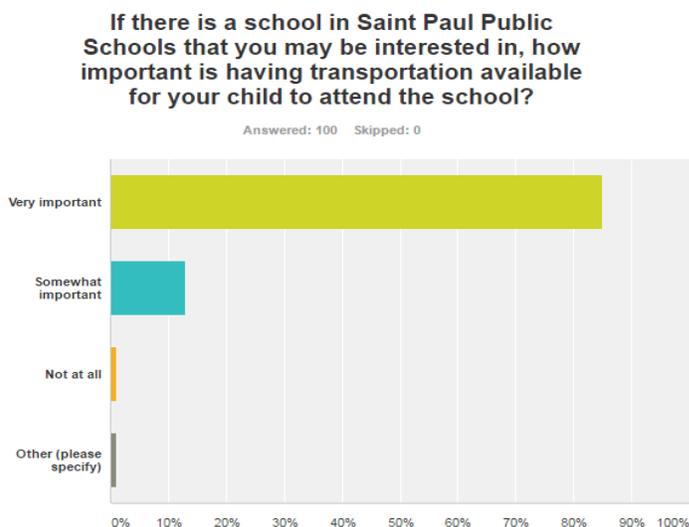
1. **HDL Transportation-** provide district wide transportation for both sites when one regional

school has reached full enrollment

2. **HDL Curriculum**- equitable access to curriculum subjects and specialties as mainstream classes
3. **Hiring for Jackson’s Vacant Principal Position**- allow Jackson parents to participate vocally in the hiring process
4. **Hire Teachers of Colors**- teachers of colors are reflective of the student population

RECOMMENDATION #1- TRANSPORTATION

IDENTIFIED CHALLENGE: HPAC conducted a survey that inquired about interests and challenges from community members and current HDL parents on the existing HDL program. 85% of parents strongly felt that transportation is amongst one of the most significant deciding factors in their choice of schools. The current transportation is available to students in the same regional area as the school.



Answer Choices	Responses
Very important	85.00% 85
Somewhat important	13.00% 13
Not at all	1.00% 1
Other (please specify)	1.00% 1
Total	100

HPAC RECOMMENDATION: Provide transportation across the district if the regional school’s HDL program has reached enrollment capacity.

- This would support parents to enroll their child in their choice of school and/or HDL program, so students are not turned away from participating in the HDL program simply due to full capacity in their regional school.
- It is notable and imperative that HPAC brings to the attention of the BOE that a Hmong charter school offering the Hmong language and culture in their academic curriculum is expanding. Next year in 2018, a charter school will construct a new building in St. Paul that is K-12 and it projects to grow enrollment from 1000 students to 1300 by fall of 2020, and reach a max capacity of 1650 students. As BOE may already be aware, charter schools provide transportation to all students and even pick up and drop off students at the front of their homes.

It has been rumored that another charter school with the same emphasis in the Hmong language and culture anticipates to start a second location for K-8 in St. Paul where capacity could hold up to 700 students. Saint Paul Public Schools is not losing one student, but an entire family if transportation to the HDL program is not more accessible to retain families who wish to have their children learn the Hmong language and culture.

<http://www.twincities.com/2016/09/02/linders-garden-center-site-sold-for-new-charter-school/>

PARENT STORY 1: *A mother encountered transportation problems when her child's safety became an issue while the child attended Phalen Lake Hmong Dual Program. Her child care provider lived too close in radius to the school therefore, transportation was not available to her child. The preschool-aged child would need to walk to school, which raised both a safety and liability concern for the mother.*

PARENT STORY 2: *A parent of a preschooler at Jackson Hmong Dual Program was told that her resident address was not in the regional area of Jackson, but instead at Phalen Hmong Studies. This parent conducted extensive research of both schools and the HDL program, and concluded that Jackson was the better fit for her child. She based her choice on the fact of smaller class sizes and understanding that her child will get more direct attention, fostering her son for academic success. The parent also had other family members attending Jackson, which made safety and familiarity a critical factor in her decision as well. Due to the transportation limitations, this parent decided her child's education was important enough that she risked her employment to personally transport her child to and from school. She is fortunate that her employer offered the flexibility, but not all working parents are as lucky. Many of the other parents would have been forced to put their children in schools that are not their ideal choice. In addition, when students move locations and they need to change schools because of transportation, this would be disruptive to the students' learning, interpersonal relationships and trust.*

RECOMMENDATION #2- HDL CURRICULUM

IDENTIFIED CHALLENGE: **HDL students do not have equitable access to curriculum and materials like mainstream classes.** Many HDL parents have expressed concerns for the lack of curriculum that can be used in the HDL program. There are not enough resources to provide an equitable learning experience in core subjects like Social Studies and Science. Important core subjects like this should be taught in alignment with the HDL program and focus.

HPAC RECOMMENDATION: **Provide more resources to develop and grow the current HDL curriculum.** By allocating more resources to the HDL curriculum, students will be engaged fairly and equitably in the opportunity to learn.

RECOMMENDATION #3- HIRING JACKSON'S PRINCIPAL

HPAC RECOMMENDATION: To hire a principal that is knowledgeable of the HDL program, immersion education, build community partnership, knowledgeable of the Hmong community, history and culture. In addition to the survey Jackson distributed to parents for feedback on the vacant principal position, we encourage the BOE and Superintendent to consider hiring a principal that will continue to display the same passion and commitment in growing the HDL program at Jackson as Dr. Yeu Vang did. It is important that this new administrative leader at Jackson provide extensive support and dedication to create an equitable HDL program that is comparable in the same academic rigor, curriculum and support like the mainstream program. A suggestion for the Superintendent to engage Jackson parents in their feedback beyond the survey is the opportunity to have a school site forum meeting where parents can vocally express their opinions and wishes.

RECOMMENDATION #4- HIRE TEACHERS OF COLORS

IDENTIFIED CHALLENGE: Teachers of colors are not reflective of the student population. Research by the Coalition of Asian American Leaders in December 2015 has shown only 2.5% of K-12 teachers in Minnesota are Asian American. This translates to 1 Asian teacher for every 70 Asian students statewide, whereas, there is 1 Caucasian teacher for every 11 Caucasian students. Based on observation, schools with a higher concentration of Hmong and Karen students like at St. Paul Music Academy and Farnsworth have a lower number of Asian teachers than the reflection of the Asian student population.

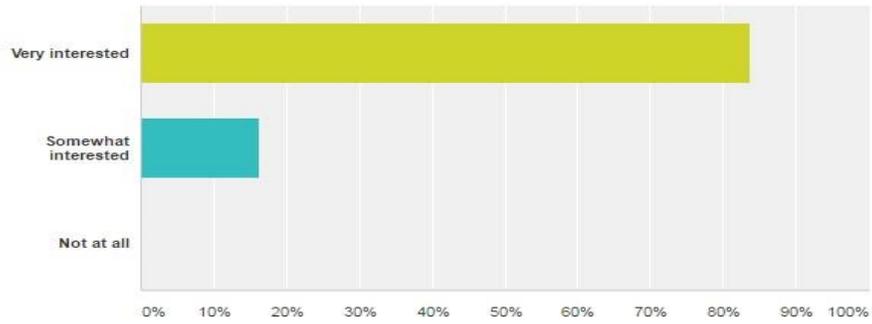
HPAC RECOMMENDATION: Hire more teachers of colors for schools that have a larger diversity of students. Students will be inspired, motivated and become stronger in their belief for success when they see more adults that look like them in professional careers.

SURVEY RESULTS

- HPAC Hmong Language one-way immersion survey at Jackson and Phalen Lake.

What is your interest level to have your child learn the Hmong culture, language, and literacy?

Answered: 98 Skipped: 2

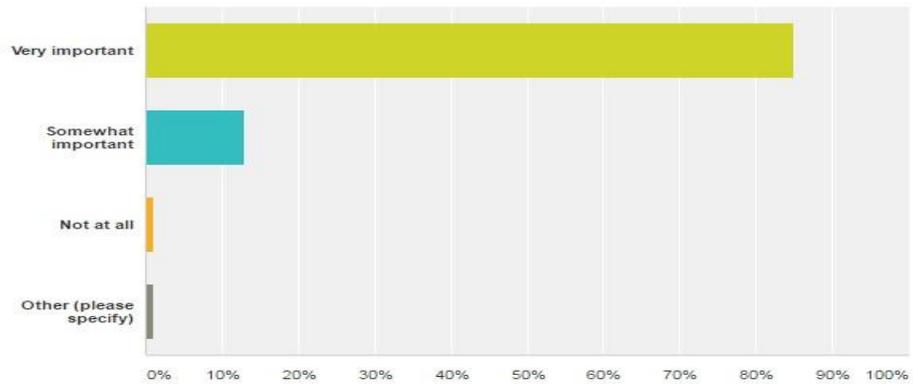


Answer Choices	Responses	Count
Very interested	83.67%	82
Somewhat interested	16.33%	16
Not at all	0.00%	0
Total		98

Comments (0)

If there is a school in Saint Paul Public Schools that you may be interested in, how important is having transportation available for your child to attend the school?

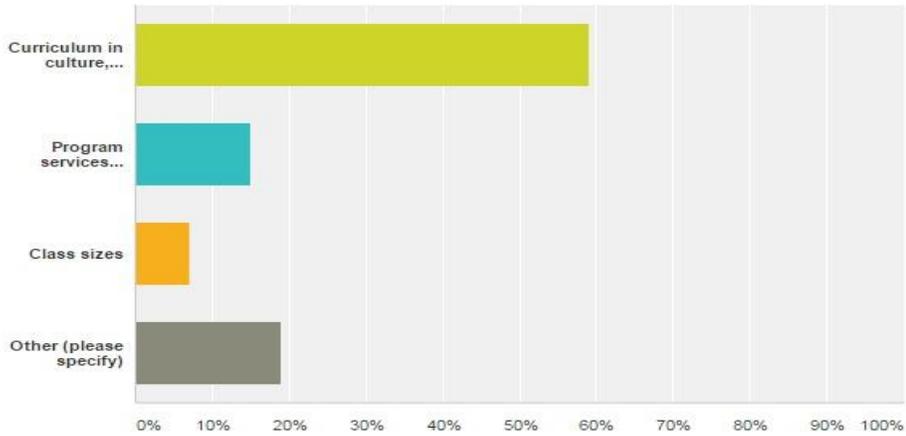
Answered: 100 Skipped: 0



Answer Choices	Responses	Count
Very important	85.00%	85
Somewhat important	13.00%	13
Not at all	1.00%	1
Other (please specify)	1.00%	1
Total		100

What is your greatest concern about the current Hmong language programs being offered in the Saint Paul area?

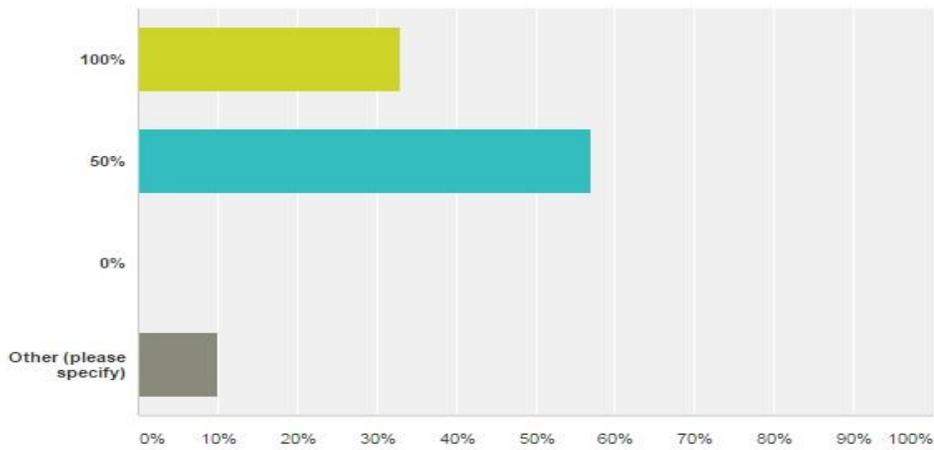
Answered: 100 Skipped: 0



Answer Choices	Responses
Curriculum in culture, language, and literacy	59.00% 59
Program services received by students and parents	15.00% 15
Class sizes	7.00% 7
Other (please specify)	19.00% 19
Total	100

At school, how much Hmong language would you like your child to be exposed to per day?

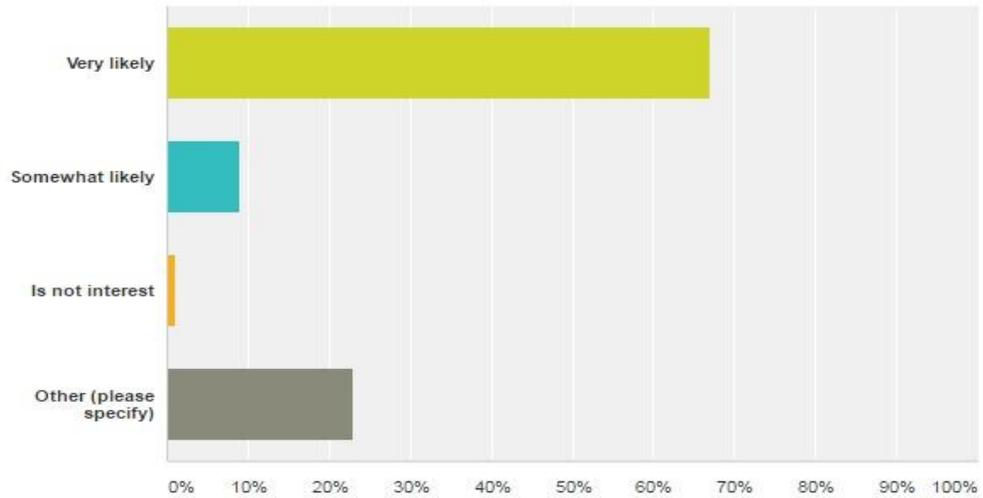
Answered: 100 Skipped: 0



Answer Choices	Responses
100%	33.00% 33
50%	57.00% 57
0%	0.00% 0
Other (please specify)	10.00% 10
Total	100

How likely are you to support a Hmong Language one-way immersion Program?

Answered: 100 Skipped: 0



Answer Choices	Responses
Very likely	67.00% 67
Somewhat likely	9.00% 9
Is not interest	1.00% 1
Other (please specify)	Responses 23.00% 23
Total	100

NEXT STEP

- HPAC requests that after full consideration and review of our recommendations, Friday March 31 is a reasonable date for a written administrative response to our 4 recommendations outlining the intentions, plans and actions to incorporate our recommendations into the district work to create a premier education.

Saint Paul Public Schools Somali Parent Advisory Council

Annual Recommendations
March 2017



Somali Parents Advisory Council (SPAC)
is honored to present their 2016-2017
Recommendations to the SPPS Board of
Education and Superintendent.



Who We Are

The Somali Parent Advisory Council (SPAC) is a parent group supported and coordinated through the Office of Family Engagement & Community Partnerships.

- SPAC was created in 2011 to encourage Somali families and parents to become active participants in their children's education (*Strong Schools, Strong Communities (SSSC) initiatives*)



We Value Education

- Somali parents and community value all levels of education and view education as an important step to success for integration and socio-economic advancement.



Our Goals

The goal of the next four recommendations is to assist Board members in understanding the priorities and hopes of Somali parents so they can help improving the education of their children in SPPS.

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2016-2017 School Year Recommendations



Recommendation 1

Somali Culture

1.1 Create and implement Somali language and culture classes at school sites by providing a culturally responsive K-12 social studies curriculum.

- Work in collaboration with the Social Studies Department.

1.2 Provide Muslim/Somali Culture Orientation.

- Showcase examples of Muslim/East African members as positive role models within SPPS community.



Recommendation 2

Literacy

Revise reading materials that are being used in the schools.

- We found some of books for children not appropriate for our community cultural values.

Recommendation 3

Recruiting and Retaining Somali Personnel: Support in the Schools

3.1 Hire more Somali staff to support schools with Somali students (*Interpreters, Bilingual Educational Assistants, Teachers*).

- Work in collaboration with Human Resources and other departments.

3.2 Utilize Somali staff in the areas most needed.

- Performing other tasks (staff overutilization) other than supporting students and families.

Recommendation 4

Safe & Welcoming Environment

Reassure to our school community that the SPPS district will not tolerate the bullying and intimidation against the Muslim/Somali community.

06



Next Steps

- Continue to work with the Office of Family Engagement and other SPPS departments.
- Organize monthly meetings to inform and educate Somali parents with educational related topics.
- Strengthen the collaboration among home school, and community.



Questions?



MAHADSANID

Thank You!



Achievement and Integration

SPPS Plan for 2017-20

Committee of the Board Meeting
March 7, 2017



Purpose

The purpose of this presentation is to present the **Achievement and Integration Plan** for 2017-20 school year and for the Board to approve the plan.



Achievement and Integration for Minnesota

- The Achievement and Integration (AI) program is required by Minnesota statute, section 124D.861 and 124D.862
- The purpose of the program is to:
 - pursue racial and economic integration,
 - increase student achievement,
 - create equitable educational opportunities,
 - reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in Minnesota public schools.



Goal #1 - Growth

- Reduce the largest difference among student racial groups by 3 percentage points or more of the percentage of students making medium or high growth by 2020, as measured on the MCA reading exam.
 - (Baseline: 2016 largest gap was 12 points between Black students at 60% and Asian students at 72%)



Interventions under Goal 1

- Racial Equity PD
- AVID PD
- Bilingual EA PD
- Preschool Partnership
- Student Field trips (Belwin and Planetarium)
- Classroom Partnerships
- Summer programs
- Racial Equity - Multicultural Resource Center
- Family Engagement



Goal #2 - Graduation

- Increase the district graduation rates for all student groups of color by 2 percentage pts by 2020, as measured by the MDE 4-year graduation rates.
 - (Baseline 2016 rate: American Indian 50.0%, Asian 77.6%, Black 70.7%, Hispanic 71.8%)



Goal #3 – School Choice

- To support families as they navigate the school choice process, SPPS will deliver and/or participate in 200 or more outreach events related to school choice each school year through SY19-20.
 - (Baseline: SY15-16, 195 events)



Interventions under Goal 2

- AVID
- American Indian Studies
- American Indian transition services
- American Indian supplemental services
- Student leadership and engagement programs
- HBCU college tour



Interventions under Goal #3

- Transportation services
- Magnet school FTEs
- Student Placement Center and Reflecting St. Paul
- Facilities Master Plan



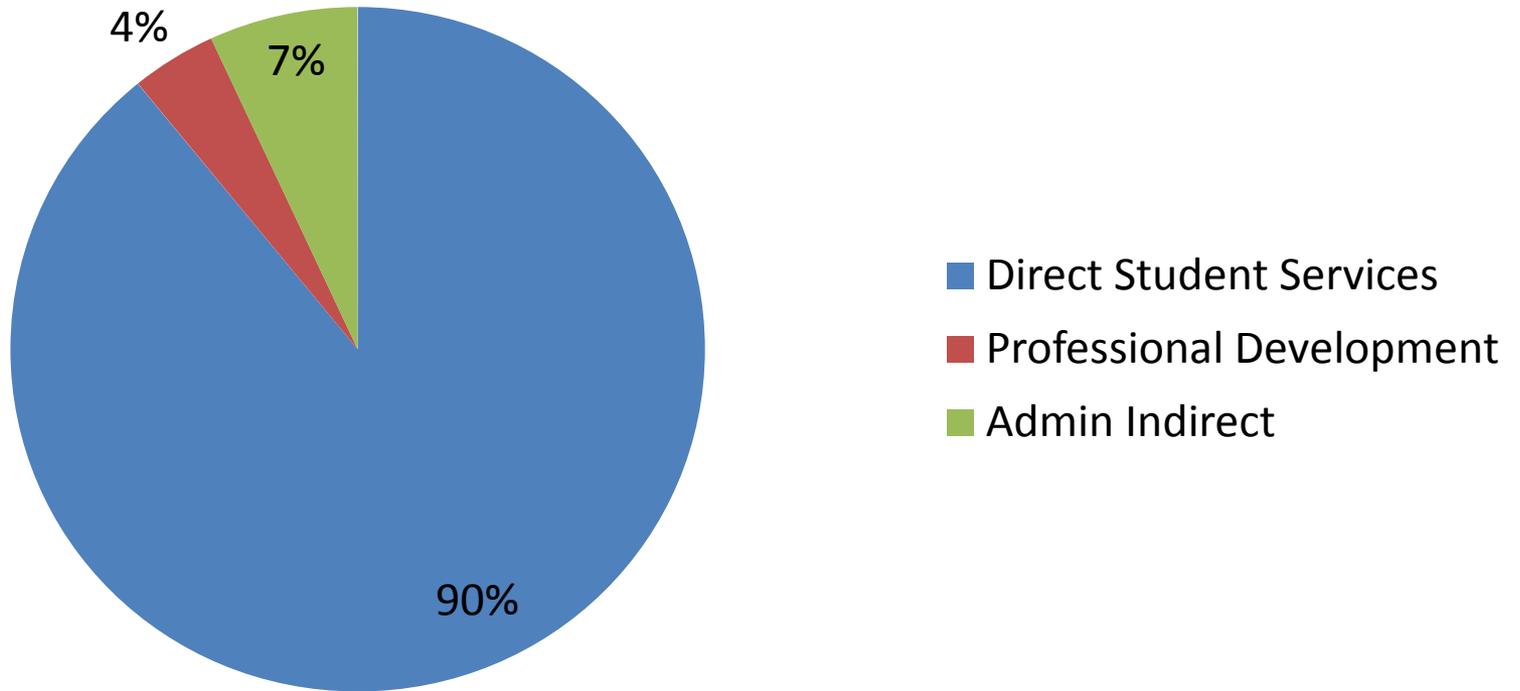
Racially Identifiable Schools

- A school is designated as a Racially Identifiable School (RIS) if its percentage of students of color is 20 points or more higher than the district average for schools serving the same grade levels
- The RIS(s) for SY16-17 are: Mississippi, Obama, Phalen Lake, Riverview, and Highwood Hills
- Each school set their own Achievement and Integration goals



Budget Breakdown

Allocations according Category



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Budget Breakdown

	\$ Millions
Transportation	7.2
Magnet school FTEs	4.5
RIS school FTEs	1.6
Student Placement Center	1.1
American Indian Programs	0.7
Racial Equity PD	0.6
RIS Innovation Allocations	0.5
AVID	0.3
Other	0.5

105



Next Steps

- Submit plan and budget to MDE by 3/15
- Include final plan and budget on consent agenda at BOE meeting on 3/21
- Present final annual report for current plan in December



Questions?

Full report can be found at:

<http://www.spps.org/Page/29231>

Office of Strategic Planning and Policy
(651) 767-8295



**Achievement and Integration Plan – DRAFT 3/7/17
July 1, 2017 to June 30, 2020**

This document reflects Achievement and Integration requirements included in Minnesota Statutes, sections 124D.861 and 124D.862 as well as Minnesota Rules 3535.0100-0180.

District ISD# and Name: Saint Paul Public Schools, ISD 625

District's Integration Status: Racially Isolated District /Racially Identifiable School (RI/RIS)

Superintendent: John Thein
Phone: 651-767-8152
E-mail: john.thein@spps.org

Plan submitted by: Jackie Statum Allen
Title: Asst. Dir Strategic Planning and Policy
Phone: 651-767-8295
E-mail: jacqueline.allen@spps.org

Racially Identifiable Schools (RIS)

If you have been notified by MDE that your district has a racially identifiable school, please list each of those schools below, adding additional lines as needed.

- Highwood Hills
- Mississippi
- Obama
- Phalen Lake
- Riverview

Plans for racially identifiable schools will include the same information and follow the same format as that provided for district-wide plans. The RIS plan section starts on page six of this document.

Collaborating Districts Racially isolated districts must partner with adjoining districts on cross-district student integration activities (Minn. Rule 3535.0170). List your collaborating districts here, adding lines as needed. If your integration collaborative has a name, enter it here:
Collaborative name.

- South Washington County, 833 A - Adjoining
- Forest Lake Area Schools A - Adjoining

Submitting This Plan

Submit this completed plan template as a word document to MDE by March 15, 2017 for review and approval (Minn. Stat. § 124D.861 Subd. 4). Email it to MDE.integration@state.mn.us. Scan the signed coversheet and attach that to your email as a separate PDF.

School Board Approval (Minn. Stat. § 124D.861 Subd. 4)

We certify that we have formally approved and will implement the attached Achievement and Integration plan as part of our district's comprehensive World's Best Workforce plan and in compliance with applicable federal, state, and local laws and regulations.

Superintendent: John Thein
Signature:

Date Signed: Enter date.

School Board Chair: Jon Schumacher
Signature:

Date Signed: Enter date.

Detailed directions and support for completing this plan are provided in the Achievement Integration Plan Guide available on the MDE Achievement and Integration page.

Plan Input Minnesota School Desegregation/Integration Rule 3535.0170 Subp. 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 integration.

The rule also requires districts with a racially identifiable school (RIS) 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 RIS (Minn. Rules 3535.0160 Subp. 2).

List council members below and briefly describe the community planning process used for your district's plan and for your Racially Identifiable School (RIS), as applicable.

Multi-District Collaboration Council: Jackie Allen ISD 625, Aimee Mediger ISD 625, Jayne Williams ISD 625, Lisa Thao ISD 625, Kristine Schaefer, ISD 833, Cohnna Classon ISD, 833, Joyce Beaird, ISD 833, Carolyn Latady, Forest Lake

Community Collaboration Council: In the fall of 2016, SPPS established a task force to investigate school integration in district schools. The committee has met regularly for several months, and will develop recommendations that may inform updates to the district's Achievement and Integration plans in future years. Members include: Jackie Turner (Chief Operating Officer), Jim Hilbert (NAACP), Roger Barr (Community Member), Clayton Howatt (Parent), Chue Vue (Board Director), Steve Marchese (Board Member), Mary Jane Somerville (Parent), Aida Martinez-Freeman (Parent), Bryan Bass (Principal), Dana Carmichael (Parent), Garse Reynolds (student), Rebecca McCammon (Teacher)

Post to District Website Prior to your district's annual AI and World's Best Workforce meeting, you must post this plan to the district website (Minn. Stat. § 124D.861 Subd. 3 (b)). Please provide the URL where your district's Achievement and Integration plan is posted.
<http://www.spps.org/Page/29231>

Plan Goals This plan must contain goals for reducing disparities in academic achievement among all students and specific categories of students (excluding the categories of gender, disability, and English learners), and for increasing racial and economic integration (Minn. Stat. § 124D.861 Subd.2 (c)).

GOAL # 1: Reduce the largest difference among student racial groups by 3 percentage points or more of the percentage of students making medium or high growth by 2020, as measured on the MCA reading exam. (Baseline: 2016 largest gap was 12 points between Black students at 60% and Asian students at 72%)

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Objective 1.1: Provide opportunities for teachers and instructional support personnel with targeted, robust professional development opportunities

Objective 1.2: Provide opportunities for students to receive pre-kindergarten services

Objective 1.3: Provide sound summer programming opportunities for students

Objective 1.4: Provide opportunities for students to learn in racially and socially diverse settings

Objective 1.5: Improve access to culturally relevant teaching, instruction, and curriculum

Objective 1.6: Empower families to support and advocate for their students and partner with educators to achieve success

GOAL # 2: Increase the district graduation rates for all student groups of color by 2 percentage pts by 2020, as measured by the MDE 4-year graduation rates. (Baseline 2016 rate: American Indian 50.0%, Asian 77.6%, Black 70.7%, Hispanic 71.8%)

Aligns with WBWF area: All students graduate from high school.

Objective 2.1: Provide AVID services to students to support college and career readiness and support graduation.

Objective 2.2: Provide services to American Indian students to increase school engagement, build cultural identity, and provide more regular support to encourage persistence through graduation.

Objective 2.3: Provide opportunities for students to build leadership and engagement in their school communities.

GOAL # 3: To support families as they navigate the school choice process, SPPS will deliver and/or participate in 200 or more outreach events related to school choice each school year through SY19-20. (Baseline: SY15-16, 195 events)

Aligns with WBWF area: All students are ready for career and college.

Objective 3.1: Provide a robust school choice process supported by transportation services

Objective 3.2: Offer a portfolio of magnet schools to complement community schools from which families can choose

Objective 3.3: Provide support to families through services offered by the Student Placement Center

Objective 3.4: Ensure building and site facilities projects are completed in a thoughtful manner with community engagement and are completed with geographic equity in mind

INTERVENTIONS

Directions Eligible districts may use AI revenue to pursue racial and economic integration and student achievement through interventions listed in the *Type of Intervention* drop-down menus below (Minn. Stat. § 124D.861 Subd. 2). Provide the information requested for each intervention.

Requirement for this section: At least one intervention must be designed and implemented to bring together students from the racially isolated district and students from that district's adjoining AI districts (Minn. Rule 3535.0170).

Copy and paste the text below for each intervention. In your annual AI budget use the intervention names below in the budget narrative for expenditures supporting that intervention.

Intervention #1 Racial Equity Overview and Professional Development
This intervention supports the following goal objective: 1.1 and 1.5

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

Narrative description of the critical features of the intervention. Saint Paul Public Schools (SPPS) has significant disparities in student outcomes that are predictable by race. In 2009 the district embarked on a transformational journey to develop staff to interrupt systems and practices that perpetuate racialized outcomes. Phase one, focused on engaging, deepening, and sustaining conversations about race through the use of the Courageous Conversations about Race (CCAR) Protocol. District staff were required to attend Beyond Diversity, the foundational two-day training. Schools and departments were also encouraged to establish Equity Teams, the capacity building entity, to sustain continuous site-level equity development. System tools were also introduced at LEADS Booster sessions, which assisted in the development of the will, skill, knowledge, and capacity to address systemic disparities throughout SPPS.

Phase two began in July 2013. The Office of Equity developed a framework to inform practice in defining and creating culturally responsive learning environments. To inform practice, district level instructional coaches were on-boarded with racial equity and culturally responsive instructional training through four full-day training sessions. Also, select schools are participating in culturally responsive training sessions through SPPS/NUA cohorts and/or Innocent Classroom professional development.

Phase one and two are ongoing approaches toward success measures. Moving forward, SPPS will continue to provide Foundational training, while implementing Connected, Focused, and Targeted professional development opportunities. This training will be provided at the District Level, Building Level, and Department Level (please see table below).

Professional Development		
District Level	Building Level	Department Level
<p>Focus:</p> <ol style="list-style-type: none"> 1. Systems, practices, and interruption 2. Equity Team/Leadership Team Reboot 	<p>Focus:</p> <ol style="list-style-type: none"> 1. Foundational equity development 2. Culturally Responsive Instructional Practices 	<p>Focus:</p> <ol style="list-style-type: none"> 1. Systems, practices, and interruption 2. Culturally Responsive Content Focused PD
<ul style="list-style-type: none"> • Administrator’s Academy • LEADS Booster (3 Sessions) <ul style="list-style-type: none"> • Principals Equity Team Development <p>SDWAM - EOY Principal’s Meeting</p>	<p>Foundational PD</p> <ul style="list-style-type: none"> • Beyond Diversity <p>Connected PD</p> <p><i>CRT Development</i></p> <ul style="list-style-type: none"> • 4 R’s of Culturally Responsive Teaching • Beyond the Cool Stuff: Going Deeper with MRC Materials <p><i>Building/E - Team Development</i></p> <ul style="list-style-type: none"> • BD and a Bite • Compass 4 Kids • Equity Film Showings • Racial Autobiography <p>Focused PD</p> <p><i>CRT Development</i></p> <ul style="list-style-type: none"> • Bdote Field Trip: This is a Dakota Place • Innocent Classroom • SPPS/NUA <p><i>Building/E - Team Development</i></p>	<ul style="list-style-type: none"> • Beyond Diversity • Personalized Learning Team Coaching and E-team Development • Literacy <ul style="list-style-type: none"> • LEADS Support • Curriculum, Materials, Resources, and Instructional Practices (CRT focused)

Grade levels to be served: Staff serving all grades

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Professional Development participant evaluations

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

- Singleton, G. E. (2005). *Courageous Conversations about Race*. Corwin Press Jackson, Y. (2011).
- The Pedagogy of Confidence- Inspiring High Intellectual Performance in Urban Schools. New York. Teacher’s College

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
SPPS will increase the total number of participants in foundational racial equity training to 5,650 participants by 2020. Baseline: SY15-16 was 5,008 participants.	5,300	5,550	5,650

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Intervention #2 AVID Professional Development**This intervention supports the following goal objective: 1.1****Type of Intervention:** Professional development opportunities focused on academic achievement of all students.**Narrative description of the critical features of the intervention.**

AVID Training with Equity Alliance MN

For the past several years, SPPS has partnered with Equity Alliance MN (formerly EMID) to train teachers in AVID in a cross-district environment. The AVID Path Training happens twice a year. The training is available for \$280 per person, per training, plus substitute teacher costs during the year or a teacher stipend during the summer.

Grade levels to be served: 6-12

Location of services: AVID Schools (SY16-7 locations: American Indian Magnet, Battle Creek, Capitol Hill, Farnsworth, Linwood-Monroe, Murray, Open World Learning, Parkway, Ramsey, AGAPE, Central, Como, Harding, Highland, Humboldt, Johnson, Washington

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Pre and post classroom observations, AVID site team plans, AVID site team meeting agendas and minutes

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. "Of the 2009 AVID graduates, 99.6 percent graduated from high school with 92 percent planning to attend college ~ 60 percent to a four-year college and 32 percent to a two-year college. In addition to outstanding graduation rates, AVID students perform well-above their peer groups. AVID students completed four-year college entrance requirements at a rate of two and a half times greater than the national average in 2009." Sources: AVID Center Senior Data Collection System, 2006 - 2009 (N=52,870). Greene, J.P., Forster, G. "Public High School Graduation and College Readiness Rates in the U.S." Manhattan Institute, Ed. Working Paper 3. 2003

Positive results from numerous research studies evaluating the effectiveness of the AVID program may be accessed at <http://www.avid.org/AC-Research-and-White-Papers.ashx>.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
SPPS will participate in AVID training with Equity Alliance MN districts each year.	10-12 teachers	10-12 teachers	10-12 teachers

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Intervention #3 Professional Development for Bilingual EAs
This intervention supports the following goal objective: 1.1

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

Narrative description of the critical features of the intervention. In order for bilingual Education Assistants (EAs) to be fully utilized to support teaching and learning in the classroom, they must be provided opportunities to receive professional development. Under this intervention, these support personnel will receive relevant and robust training to support our emergent bilingual students.

Grade levels to be served: All grade levels Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Evaluations from participants in PD sessions

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
At least one PD course will be offered each year that is targeted towards bilingual EAs.	1 or more targeted course	1 or more targeted course	1 or more targeted course

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Intervention #4 Preschool Partnership

This intervention supports the following goal objective: 1.2 and 1.4

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

SPPS partners with South Washington Schools to provide Pre-K services for SPPS students at Woodbury Elementary. Through a research-based pre-K program, up to 16 SPPS students attend yearlong Pre-K program. The program has staff trained in cross-cultural relationship building. The two districts jointly plan and implement this program to ensure successful integration of students from both districts.

Grade levels to be served: Pre-K

Location of services: Woodbury Elementary

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)): Pre-K assessments

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b)): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Derman- Sparks, L & Edwards, J. (2010). *Anti-Bias Education for Young Children and Ourselves*. Washington, DC. NAEYC Books.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Increase the percent of pre-K staff that report effective cross cultural relationships between students	15%	20%	25%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Intervention #5 Student Field Trips**This intervention supports the following goal objective: 1.4**

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

Field trips will offer an opportunity for students to receive meaningful opportunities for intra- and inter- district integration experiences. The current venue that is being planned to host these field trips is Belwin Outdoor Science, with the possibility of expanding to additional venues in the future.

Through intentional scheduling and interactive student activities, students from SPPS and neighboring districts such as Forest Lake, Stillwater, and others will interact and learn in racially diverse groups. SPPS classrooms will partner one-on-one with a classroom in a neighboring district. The partnership will connect students via Skype, emails and/or letter writing prior to an in-person, full school day field trip at Belwin. While at Belwin students will connect to each other and to nature in teams of 12 or fewer facilitated by Belwin education staff. Students will participate in team building activities and use engaging outdoor science investigations as a vehicle to connect further with their partners on Belwin's 225 acre ecological preserve. Science investigations for 3rd graders could include exploring how animals survive in Belwin's prairies, forests and ponds. 5th graders could engage in a wide variety of activities including radio tracking, orienteering and nature photography

Grade levels to be served: Grades 3 and 5

Location of services: Belwin Nature Center and Como Planetarium

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)):

Formative assessments at Belwin will vary depending on grade level, and season of the field trip.

- 5th grade nature photographers will post pictures on [Belwin's student galleries](#) showing plant and animal structures and demonstrating artistic benchmarks such as rule of thirds, perspective, and contrast.
- 5th grade Orienteers will report on which Minnesota biome was represented at a particular site and how specific plants and animals survive in those habitats.

- 3rd graders will complete a data sheet demonstrating which animals live at Belwin, evidence students observed for those animals, and strategies those animals use for surviving at Belwin.
- Teachers and students frequently write letters to Belwin staff reflecting on their learning and experiences during their field trip. Participating classrooms could write similar letters responding to specific learning prompts as another type of formative assessment.

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

- American Institutes for Research (2005) “Effects of Outdoor Education Programs for Children in California” Dhanapal, S., Lim, C. C. Y., (2013) “A comparative study of the impacts and students' perceptions of indoor and outdoor learning in the science classroom” Asia-Pacific Forum on Science Learning and Teaching, 14(2), 1 - 23
- Kuo, Frances E. and Andrea Faber Taylor, (2004) “A Potential Natural Treatment for Attention-Deficit/Hyperactivity Disorder: Evidence from a National Study” Am J Public Health. September; 94(9): 1580–1586
- Williams, D. R., Dixon, P. S., (2013). “Impact of garden-based learning on academic outcomes in schools: Synthesis of research between 1990 and 2010.” Review of Educational Research, 1 -25

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Inter- and intra-district classroom experiences in science will increase to 11 classrooms per year.	5 classrooms	8 classrooms	11 classrooms

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Intervention #6 Classroom Partnerships (Intra- and Inter-district)

This intervention supports the following goal objective: 1.4

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

With its racially and socio-economically diverse portfolio of schools, SPPS can achieve authentic integration experiences by pairing classrooms both from different schools in the district, as well as with neighboring districts. The goal of the classroom partnerships is to increase student integration with a focus on high-quality education opportunities. In recent years, the Classroom Partnerships program was restructured to develop deeper connections between participating students. The program for secondary students will be a continuation of a long-term partnership with schools in the Forest Lake school district. The program for elementary students will be a new program in which SPPS schools with different predominant student race/ethnic student groups will be paired with one another.

Grade levels to be served: grades K-5 and 10-12

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): teacher and student program evaluations

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Hattie, J. (2012). *Visible Learning for Teachers- Maximizing Impact on Learning*. New York. Routledge. Derman- Sparks, L & Edwards, J. (2010). *Anti-Bias Education for Young Children and Ourselves*. Washington, DC. NAEYC Books.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
SPPS will increase the number of Classroom Partnerships to 18 or more by 2020. Baseline: SY16-17 is 2 partnerships	10 partnerships	14 partnerships	18 partnerships

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Intervention #7 Summer Programs

This intervention supports the following goal objective: 1.4

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

SPPS partners with adjoining school districts to offer multiple programs during the summer term. Those programs include, but are not limited to:

- National Youth Sports Program – four-week programs for grades 1-5 and 6-12
- Belwin Science Camp – one-week camp offered twice

All programs provide opportunities for SPPS students to interact cross-culturally with students from other districts.

Grade levels to be served: K-6

Location of services: Locations vary

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Participant evaluations

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
SPPS will collaborate with other districts to provide students with two or more cross-district summer programs each year	2 or more programs	2 or more programs	2 or more programs

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Intervention #8 Multicultural Resource Center

This intervention supports the following goal objective: 1.1 and 1.5

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

Included in our Racial Equity Transformation work is the Multicultural Resource Center (MRC). The work at the MRC supports the SPPS strategic plan goal of Achievement and the specific focus areas: Racial Equity Transformation and Ready for College and Career.

Programming occurs throughout the year for SPPS students, staff, and community on various topics including the National Geographic giant map event, the Bdote field trip on Dakota history and culture, storytelling and creating art in response to the controversial art at the State Capitol.

The MRC supports student voice and choice by providing opportunities in a variety of areas, including peer teaching, leading professional development for teachers, and contributing to curricular materials. It also serves as an important resource for teachers by providing a lending library of instructional support materials such as learning trunks and other culturally relevant materials. Additionally, the MRC hosts programs for teachers, students, families and community members on topics such as racial equity, student achievement, culturally specific topics, social justice issues and more.

Grade levels to be served: PreK-12

Location of services: MRC

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)): Evaluations from participants

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b)): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

The MRC supports our district's racial equity and gender inclusion policies by developing and implementing resources and programming aligned to these policies. We use the research of scholar James Banks to ensure that our work connects multicultural education and student achievement. Two of his works that we use include [Equity Pedagogy](#) and [The Stages of Multicultural Transformation](#).

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Increase the numbers of students, staff and community members served by MRC resources and programming to 5400 annually by SY 2019-20.	4,700	5,100	5,400

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Intervention #9 Office of Family Engagement and Community Partnerships
This intervention supports the following goal objective: 1.6

Type of Intervention: Family engagement initiatives to increase student achievement.

Narrative description of the critical features of the intervention.

In Saint Paul Public Schools, we recognize that our mission to provide a premier education for all depends on broad-based support – from students, families, staff, partner organizations and community members. The Office of Family Engagement & Community Partnerships (OFCEP) works to build this support. OFCEP's work is in the following program areas: Parent Academy, 10 multilingual, race, and special interest based Parent Advisory Councils (PACs), Community Partnerships, Truancy Intervention Programs, Family Engagement, Ombudsperson, and Parent Information and Outreach. This multi-faceted support will lead to greater student engagement and achievement.

Grade levels to be served: Pre-K - 12

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Program participant evaluations, PAC recommendations

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Enter KIP.			

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Intervention #10 AVID

This intervention supports the following goal objective: 2.1

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

SPPS has had Advancement Via Individual Determination (AVID) in schools since 2005 and is currently in sixteen schools, with plans for an increase next school year.

“AVID is a school-wide transformation effort focused on leadership, systems, instruction, and culture, and is designed to increase the number of students who enroll and succeed in higher education and in their lives beyond high school.

AVID-trained educators teach students academic and social skills to help them develop the habits and behaviors needed to succeed in rigorous curriculum. The AVID College Readiness System is a catalyst for developing a school culture that closes the achievement, expectation, and opportunity gaps many students face, and it prepares all students for success in a global society.” Source: What is AVID? Brochure retrieved from http://www.avid.org/dl/about/brochure_whatisavid.pdf

SPPS offers an AVID AAMI, African American Male Initiative, at Central High School. SPPS will explore this targeted approach for other student groups in the district. Such as for the 2017-18 school year, Farnsworth Upper Campus is pursuing an AVID Elective course(s) for English Learners (ELs) in which AVID strategies will be utilized to promote the academic achievement of these students. Students of all demographics are allowed to take these courses if they so choose.

AVID FTEs

AVID staff will conduct site certification, build partnerships, sustain and grow AVID, and build system supports. In addition, they will increase site and student support, manage the experiential learning for students, and increase equity, professional development, coaching and feedback for teachers, administration and additional site staff. They will develop community outreach strategies, partnerships (community, district departments, AVID Center, families, post secondary institutions), and technical support for sites. They will build upon the partnerships

with OSS staff and Accelerated Services (AP/IB) to increase student success in advanced courses.

AVID College Visits, Career Exploration Events, Outdoor Experiential Learning

AVID students will visit two college campuses per year starting in seventh grade. By experiencing colleges and universities firsthand, students will be better able to envision themselves attending post-secondary after high school.

AVID students have participated in career exploration field trips and outdoor experiential learning as a way to build community, expose them to new opportunities, and to build skills.

AVID evaluation

We will provide each site data reports showing the number of AVID students by grade and broken down by gender and race/ethnicity. We will compare AVID students to the general school population in attendance, overall grades, advanced courses taken, and advanced course grades. We will also survey and offer focus groups to AVID students to gain feedback on their experience in AVID.

A goal of AVID is student participation and success in advanced courses. Program evaluation will regularly report on the number of students in Advanced Placement and International Baccalaureate classes, their grades each quarter, and their success on end-of-course examinations.

As we continue to work on our SCIP goal of college and career readiness and work towards an early college model for all, it would be beneficial to see how AVID supports students in CIS and dual enrollment courses, including our academies. This data will help us see how AVID can better support students.

Grade levels to be served: grades 6-12

Location of services: Current locations (subject to change: AVID Schools: American Indian Magnet, Battle Creek, Capitol Hill, Farnsworth, Linwood-Monroe, Murray, Open World Learning, Parkway, Ramsey, AGAPE, Central, Como, Harding, Highland, Humboldt, Johnson, Washington

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b):

- Report cards
- Graduation rates of participants
- Student Surveys
- Site team meeting plans and notes
- College access data
- AVID Data Center

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Assessing The Value-Added of Literacy Collaborative Professional Development on Student Learning: <http://www.literacycollaborative.org/docs/research/ESJ-value-added.pdf>

Identifying Predictors of College Success Through an Examination of AVID Graduates' College Preparatory Achievements: <http://journals.sagepub.com/doi/pdf/10.1177/1538192711402353>

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Four year graduation rates for students who participate in four years of AVID in high school will continue to outperform graduation rates of students without AVID participation	90%	90%	90%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Intervention #11 American Indian Language and Culture Studies

This intervention supports the following goal objective: 2.2

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

The American Indian Studies Programs focus on the history, language, and culture of American Indians. Integration revenue funds positions at two schools: American Indian Magnet School (K-8) and Harding High school’s American Indian studies, language, and culture magnet program. These positions support students through specialized instruction to build knowledge of American Indian culture and achieve academic success.

The American Indian Studies Program provides the opportunity for all students of all cultures to learn American Indian history, literature, art, and language from a Native perspective. The American Indian Studies Program provides accurate and authentic information about American Indians, which have historically been misrepresented in the traditional educational classroom. The American Indian Studies program promotes Racial Equity, which is aligned with our district Strategic Plan *Strong Schools, Strong Communities 2.0*.

Grade levels to be served: PreK-12

Location of services: American Indian Magnet School and Harding Sr. High

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b)): Quarterly grade reports for American Indian History and Culture courses

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b)): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

- Meriam Report: The Problem of Indian Administration” (1928)
- “Indian Education: A National Tragedy” – A National Challenge – Kennedy Report (1969)

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Increase number of students graduating with American Indian Distinctions by 75% by 2020. Baseline data: 4 students graduated with Distinctions in 2015-2016.	5 students	6 students	7 students

Intervention #12 Transition Services for American Indian students

This intervention supports the following goal objective: 2.2

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

To support American Indian students in successfully transitioning from middle grades to high schools, FTE resources will be provided. Targeted services by a counselor and family engagement specialists will ensure students are prepared for the rigor of high school and remain on track during high school, especially during the critical freshman year.

Grade levels to be served: Grades 8-12

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Credits attained each quarter

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. “The Transition to High School as a Developmental Process Among Multiethnic Urban Youth” (2009) Aprile D. Brenner, Sandra Graham

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Increase the percent of American Indian high school students that earn full credit each year by 6 percentage points by 2020. Baseline: 29%	2% pt increase from baseline	4% pt increase from baseline	6% pt increase from baseline

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Intervention #13 Supplemental Support for American Indian Students

This intervention supports the following goal objective: 2.1

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

Supplemental support will be provided to American Indian students to improve engagement and outcomes. These resources may include, but not limited to, the hiring of mentors, grad navigators, tutors, and utilizing the Check and Connect program. Staff will engage American Indian students and their families to develop a trusting relationship, and create a connection between home and school. Staff will monitor American Indian academic progress, identify issues, identify barriers, and refer services as needed.

Grade levels to be served: Grades 6-12

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Student attendance

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. “Connecting Entrance and Departure: The Transition to Ninth Grade and High School Dropout” (2008) Ruth Curran Neild, Scott Stoner-Eby, Frank Furstenberg

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Decrease dropout rate for American Indian students by 3 percentage points by 2020. Baseline: 16.7% (MDE 2016 4-year graduation rate)	-1 %pt from baseline	-2%pts from baseline	-3%pts from baseline

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Intervention #14 Student Leadership and Engagement Programs**This intervention supports the following goal objective: 1.3 and 2.3**

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

Empowering students with tools to get involved in their school community and to take ownership in their educational experiences and future opportunities, results in a more motivated and engaged learner. SPPS provides several student leadership and engagement programs.

The mission of the SPPS Hmong Youth Leadership Summit was to empower students to use their voices to interrupt systems that perpetuate inequities by strengthening cultural values and leadership capacity. The program was very successful with 106 student participants and over two dozen SPPS staff and community volunteers. SPPS will be looking for opportunities to expand similar convenings with other student groups in the district.

Additional student leadership programs include (but not limited to) programs such as:

- Dare 2 Be Real
- Racial equity focused programs for secondary students such as CLAY (Courageous Leadership Academy for Youth) and RELI (Racial Equity Leadership Institute)
- The Honoring Project
- Student Engagement and Advancement Board (SEAB)
- Racial/ethnic group graduation celebrations
- Girls Inc./ Girls in Action
- Urban Debate League

Grade levels to be served: grades 9-12

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Evaluations from program participants

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement.

Armstrong, T. (2016). *The Power of the Adolescent Brain- Strategies for Teaching Middle and High School Students*. Virginia. ASCD

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Student summit participation will increase by 20% each year. (Baseline 106 students)	130 students	155 students	185 students

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Intervention #15 HBCU College Tour

This intervention supports the following goal objective: 2.3

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

Narrative description of the critical features of the intervention.

The annual HBCU college tour occurs each year during spring break. It is a program that is organized by Progressive Baptist Church Education Ministry and PROCEED Inc. SPPS covers the costs of about 8-10 students to attend each year.

During the tour, participants have the opportunity to tour multiple campuses, speak with current students and faculty, discuss tuition costs and financial aid, learn about degree programs offered at the colleges and universities, and most importantly, learn about what they can do as high school students to best position themselves to be successful in college one day.

Grade levels to be served: 10-12

Location of services: Multiple HBCU campuses

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Participant evaluations

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
SPPS will cover the costs for 8 or more SPPS students to attend the HBCU college tour each year	8 or more students	8 or more students	8 or more students

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Intervention #16 Transportation to support school choice
This intervention supports the following goal objective: 3.1

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

School Choice and Transportation

Saint Paul Public Schools believes students and families should have access to high-quality schools in their own community, as well as access to magnet schools that offer specialized academic programming. Our transportation services are integral to achieving this comprehensive school choice system.

Grade levels to be served: grades Pre-K-12

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Yearly analysis of efficiency of routes and system

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Enter KIP.			
Enter KIP.			
Enter KIP.			

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Intervention #17 Magnet Schools

This intervention supports the following goal objective: 3.2

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

Magnet Schools

SPPS has a robust school choice system. At the elementary level, 22 community schools offer high-quality general studies programs with a school choice preference to students who live within the school’s Area. SPPS has eleven elementary district magnet schools and programs, which all students living in the city are eligible to attend. Likewise, there are ten regional elementary magnet schools and programs. A regional magnet program serves two or more Areas, and students living within the region are given school choice preference. Elementary magnet school options include aerospace, language and culture, gifted and talented, International Baccalaureate, language immersion, arts, science, and Montessori.

At the secondary level, each of the six Areas offers one community school option for middle and high school students. These schools also offer district and regional magnet programs. Additionally, for secondary students there are five district magnet schools. The secondary magnet options include aerospace, language and culture, gifted and talented, International Baccalaureate, advanced placement, language immersion, arts, science, and Montessori.

Achievement and Integration funding is used to fund positions at every magnet school.

Grade levels to be served: Grades PreK-12 Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): School choice applications

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Enter KIP.			

Intervention #18 Student Placement Center and Reflecting St. Paul
This intervention supports the following goal objective: 3.3

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

Student Placement Center

The Student Placement Center (SPC) serves as the first stop for most families seeking an SPPS school; therefore, it is a key component of the district's school integration efforts. The SPC provides connections and services to three main groups: students and their families, district schools and departments, and the community (in the areas of enrollment and records).

The Student Placement Center oversees the district's school choice and application process for students entering all grades, PreK through twelve. Thus far in the 2014 school choice season, the SPC has processed over 7,151 applications. A multilingual staff provides information to families in their own language.

Another important component of the school choice process is outreach by SPC staff. Staff members from the SPC take part in hundreds of events each year, such as visits to ECFE groups, Head Start centers, preschools, family centers, parent groups, city events and celebrations, and other district programs.

Reflecting St. Paul

Reflecting St. Paul is a program designed to integrate our schools, while more closely aligning the demographic makeup at the district's lowest poverty schools with the demographics of the city. Reflecting St. Paul begins by identifying the district schools with low poverty – specifically a free and reduced-price lunch percentage that is 20 points or more below the district average. At those schools, 20% of available seats are reserved for students residing in high-need neighborhoods. Those high-need neighborhoods are identified as census blocks that have:

- high proportions of families with students eligible for free or reduced price lunch
- high proportions of residents with a home language other than English
- low rates of student reading and math proficiency.

This program supports the availability of choice for families from high-need neighborhoods. Typically, schools with the lowest poverty in the district are among those in highest demand, resulting in annual waitlists. The Reflecting St. Paul program gives these families preference in the school choice lottery process, if they choose to apply.

The program does not stop with placement at the low-poverty school. Supports must also be in place to ensure that Reflecting St. Paul students thrive in their performance at the school. District work in Culturally Responsive Teaching, is one such support. Additionally, the district’s Office of Equity has the position of cultural specialist to support students and teachers as the schools progress in their equity work

Grade levels to be served: Grades PreK-12 Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): School choice applications – timing and quantity)

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Each year, 85% or more of Reflecting St. Paul (RSP) Seats go to RSP-eligible students	85%	85%	85%

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Intervention #19 Facilities Master Plan for school improvements

This intervention supports the following goal objective: 3.4

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention. Enter narrative here.

As part of its Strong Schools, Strong Communities 2.0 strategic plan, Saint Paul Public Schools conducted an extensive planning process to develop a 10-year Facilities Master Plan (FMP) to ensure school buildings are able to meet the 21st century learning needs of students. The district consists of 72 facilities, 7.3 million square feet of space, and 465 acres of land—a key component of proactively managing these assets is through the development of a FMP.

Through improvement projects under the FMP, school buildings will be better equipped to meet the needs of students, teachers, and the overall community; thereby, enabling an increase in student outcomes. Projects include improving classroom space, building spaces for break-out instruction to targeted groups, and ensuring our infrastructure can support personalized learning through our 1:1 iPad learning environments. Racial equity, geographic equity, and community engagement were, and continue to be, priorities in the award-winning FMP process.

Grade levels to be served: PreK - 12

Location of services: Districtwide

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Annual FMP 5-year plan

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
At least one FMP project will occur in each of the districts Areas (A-F) each year.	At least one project in each Area	At least one project in each Area	At least one project in each Area

This data will be used to support evaluation of your plan (Minn. Stat. § 124D.861 Subd. 5).

Racially Identifiable School(s)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools (RIS), include achievement and integration goals and strategies for *each* Racially Identifiable School within your district.

If MDE has not notified your district that one of your sites is an RIS, please delete this section.

RIS Plan Goals The plan must contain goals for reducing the disparities in academic achievement among all students and specific categories of students (excluding the categories of gender, disability, and English learners), and for increasing racial and economic integration (Minn. Stat. § 124D.861 Subd.2 (c)).

Requirement for this section: At least one RIS objective shall be to increase racial and economic integration at that school (Minn. Rule 3535.0160).

RACIALLY IDENTIFIABLE SCHOOL INTERVENTIONS

Each Racially Identifiable School will receive an FTE allocation funded through Achievement and Integration revenue.

Additionally, each school will receive an allocation for an RIS Achievement and Integration Innovation Investment. This is an allocation to each school to support the achievement and integration goals set by the school.

At the time of submission of the District's AI plan and budget, specific uses for these innovation funds may not be specified. This is because schools have not yet received their full budget for the upcoming fiscal year. Rather than asking the RIS schools to make decisions regarding this allocation in isolation of their full budget, RIS schools will submit the uses for their innovation funds along with the rest of their budget. The requested use must be approved by the school's Assistant Superintendent and the administrator of the district Achievement and Integration plan.

Directions Racially identifiable schools may use AI revenue for the interventions listed in the *Type of Intervention* drop-down menus below (Minn. Stat. § 124D.861 Subd. 2). Provide the information requested for each intervention.

Copy and paste the text below for each RIS intervention. In your annual AI budget use the intervention names below in the budget narrative for expenditures supporting that intervention.

HIGWOOD HILLS

RIS Goal #1 72% of 4th and 5th grade students who receive targeted supports will make medium or high growth by 2020 as measured on the annual MCA math tests by 2020.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

RIS Objective 1.1: Provide targeted math supports in small groups for identified students.

RIS Objective 1.2: Provide professional development and collaboration opportunities for staff tied to school-wide goals and objectives.

RIS Objective 1.3: Provide time for staff to focus on prevention efforts and build strong positive relationships with students with the goal of preventing exclusion from the classroom and loss of instructional time.

RIS Goal # 2 For three consecutive years, Highwood Hills will meet 95% of the projected enrollment numbers as measured by October 1 enrollment figures in 2018, 2019, and 2020

Aligns with WBWF area: Choose an item.

RIS Objective 2.1: Increase the number of family engagement opportunities per year

RIS Objective 2.2: Establish partnerships with various stakeholders in the community

RIS Objective 2.2: Partner with district Communications and Family Engagement Departments to enhance school marketing materials

To add goals and objectives, copy and paste the text above.

RIS Intervention #1: Highwood Hills Targeted Supports

This intervention supports the following goal objective: RIS 1.1, RIS 1.2, RIS1.3

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

Highwood Hills will utilize funding from the RIS Achievement and Integration Innovation fund to allow for targeted support to provided to students and professional development

to be provided to instructional staff. Specifically, time will be provided to teach targeted math supports in small groups for identified students. Also, professional development resources and training will be provided to improve achievement of all students. Plus, time will be provided for classroom teachers to build relationships with students that are asset-based.

Grade levels to be served: PreK - 5

Location of services: Highwood Hills

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): MCA test results

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Percent of students who will attain Medium/High Growth on the MCAs	63%	68%	72%

This data will be used to support evaluation of your plan (Minn. Stat. §124D.861 Subd. 5).

RIS Intervention #2: Highwood Hills Community Engagement

This intervention supports the following goal objective: RIS 2.1, RIS 2.2, RIS2.3

Type of Intervention: Family engagement initiatives to increase student achievement.

Narrative description of the critical features of the intervention.

As we continue to build trust and positive relationships with families, more families will choose Highwood Hills for their children because of the positive school culture. Integration will be achieved through parent education and family engagement events that contribute to increased student achievement. As these improvements are made, families will gravitate towards Highwood Hills as an option for high quality education. Highwood Hills will also sustain partnerships by continuing effective communications with all stakeholders. Plus, Highwood Hills will work with school leadership and District Communications to create new school marketing materials to attract new families and retain current families.

Grade levels to be served: PreK - 5

Location of services: Highwood Hills

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Enter formative assessment.

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Highwood Hills will hold at least 3 parent engagement events each school year	3 events	3 events	3 events

This data will be used to support evaluation of your plan (Minn. Stat. §124D.861 Subd. 5).

PHALEN LAKE HMONG STUDIES MAGNET

RIS Goal #3 The percent of students scoring proficient in reading will increase to 38% by 2020 as measured on the annual MCA reading tests.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

RIS Objective 3.1: Provide targeted small-group reading instruction with students K-5 through implementation of specific goal setting utilizing The Continuum of Literacy Learning as a guide towards accelerating acquisition of grade level skills.

RIS Objective 3.2: Implement a repeated reading intervention with targeted 2nd, 3rd and 4th grade students identified as just below benchmark text level (strategic) for that grade based on fall reading assessments.

RIS Objective 3.3: Provide time for staff to continue job embedded professional development during the school day with a targeted focus on literacy instruction designed to meet the above mentioned goal.

RIS Goal # 4 By 2020 increase to 3% the number of White families visiting Phalen Lake Hmong Studies Magnet when considering a school for their child.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

RIS Objective 4.1: Promote awareness of family engagement events at PLHSM and provide information about our programming at those events.

RIS Objective 4.2: Promote our intended goal with our stakeholders.

RIS Objective 4.3: Partner with district Communications and Family Engagement Departments to enhance school marketing materials

To add goals and objectives, copy and paste the text above.

RIS Intervention #3: Phalen Lake Targeted Supports

This intervention supports the following goal objective: RIS 3.1, RIS 3.2, RIS 3.3

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

This intervention supports the following goal objective: RIS 4.1, RIS 4.2, RIS 4.3

Type of Intervention: Family engagement initiatives to increase student achievement.

Narrative description of the critical features of the intervention.

Based on parent surveys, our non-Asian parents report they wished they had enrolled their children at Phalen Lake Hmong Studies Magnet earlier than they had. PLHSM holds three significant family engagement events that can be targeted to increase the attendance of White families coming to the event to learn more about our school.

Our families also report deeply valuing the support provided them by our Family Room staff. PLHSM has an open door policy, offering new and current parents the opportunity to drop in for “tea and a tour” any time during the school day. The Family Room offers parents the opportunity to connect with community resources, to communicate with teachers, and to be involved in their child’s learning experience during the school day.

In collaboration with District Communications and Family Engagement Department, PLHSM will create an informative awareness package including a short video and flyers to inform white families within the community as well as with our stakeholders of the program options PLHSM has to offer.

Grade levels to be served: PreK - 5

Location of services: Phalen Lake

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Data from school visits during school choice season

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Percent of White families visiting Phalen Lake Hmong Studies Magnet will increase to 3% by 2020	1%	2%	3%

This data will be used to support evaluation of your plan (Minn. Stat. §124D.861 Subd. 5).

OBAMA

RIS Goal #5 Eighty-five percent of 3rd, 4th and 5th grade scholars who participate in the Schoolwide Enrichment Model and the Harmony Road/Critical Questioning partnership will make medium or high growth by 2020 as measured on the annual MCA math and literacy tests.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

RIS Objective 5.1: Expand our Schoolwide Enrichment Program to provide enrichment clusters based on scholar's' area of interests, learning preference and expression style from 2 session to 3 session each year.

RIS Objective 5.2: Provide professional development for teachers to enable them to move forward with the Schoolwide Enrichment Model program with understanding and confidence. Training will be focused on our goals of building capacity, enhancing understanding, knowledge and background, putting information into context, putting knowledge to work, creating ongoing support, and using evaluation data to improve the program.

RIS Objective 5.3: Increase achievement for our black male scholars through partnership with Harmony Road/Critical Questioning consultants. A year-long implementation of personalized teacher development, direct instruction, outreach and engagement, therapeutic/counseling support, systems change, and continuous improvement for all scholars with a laser focus on black males.

RIS Goal # 6 Obama Elementary will survey 80 % of parents using the ASPIRE Program and 50 % of those parents will actively participate in our Schoolwide Enrichment Model enrichment clusters.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

RIS Objective 6.1 Renew our contract with ASPIRE, a simple and effective program to foster mutually meaningful engagement with parents and other members of our school community.

Objective 6.2 Provide advanced training for staff on using the ASPIRE program to assess the collective talent pool of all parent and adults associated with our school as well as the assets and talents of our own community.

RIS Intervention #5: Obama School wide Enrichment Model

This intervention supports the following goal objective: RIS 5.1, RIS 5.2, RIS 5.3

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways.

Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

Obama Elementary will utilize funding from the RIS Achievement and Integration Innovation fund to expand our Schoolwide Enrichment Model program based on the research of Dr. Joseph Renzulli. Our school community’s learning goal is to elicit from our scholars a personal motivation for learning and to provide the strategies needed for efficient and effective learning. The scholars at our school will benefit from this funding because we will continue to improve on our enrichment clusters which are an important part of the Schoolwide Enrichment Model program. An enrichment cluster involves scholars of various ages and talents working together to produce a product or service for an authentic audience. The enrichment cluster--part of Renzulli’s overall Schoolwide Enrichment Model--provides a vehicle for children to develop their gifts & talents while collaborating in areas of interest. A cluster is true differentiation, where students are not all working on the same thing at the same time but rather working and learning in different areas based on the needs of the product and their particular areas of strengths.

RIS funding will also be used to help all teachers better understand and know their scholars and thus meet their diverse needs through an interest inventory (Renzulli Learning). Staff will also attend trainings enabling them to move forward because the training will develop understanding and confidence. We need to create a feeling of ownership and involvement in the program, the process and the need for improvement. Appropriate staff development and support will be what makes the difference between success and failure of the Schoolwide Enrichment Model program at our school. That is why RIS funding will also be used for selected staff to attend the SEM Conference at the University of Connecticut.

RIS funding will also be used to implement Phase II of the partnership between Obama Elementary School and Harmony Road/Critical Questioning consultants. This year-long implementation of personalized teacher development, direct instruction, outreach and engagement, therapeutic/counseling support, systems change, and continuous improvement will support teachers to modify their instructional program to positively meet the needs of Obama scholars.

Grade levels to be served: PreK - 5

Location of services: Obama

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): MCA test results

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Percent of scholars who will attain medium / high growth on the MCAs will increase to 75% by 2020	65%	70%	75%

This data will be used to support evaluation of your plan (Minn. Stat. §124D.861 Subd. 5).

RIS Intervention #6: Obama Survey Tool

This intervention supports the following goal objective: RIS 6.1, RIS 6.2

Type of Intervention: Family engagement initiatives to increase student achievement.

Narrative description of the critical features of the intervention.

Obama Elementary will utilize funding from the RIS Achievement and Integration Innovation fund to renew our contract with ASPIRE corporation enabling our staff to use this survey tool. This tool provides an inventory of 6 different variables and allows teachers to recognize and utilize parent and community contributions and increase their involvement within the school program. Knowing our parent and community members' assets, skills, profession, interests, relationships and environment will increase their role in each scholar's education.

RIS Achievement and Integration Innovation funds will also be used to provide advanced training for all staff using the ASPIRE program. Advanced training will enable teachers to analyze the "human capital" data that they collected from the ASPIRE survey, connect ASPIRE data to a specific unit of study and state standard. All of this will match parent and community members' skills with our scholar's needs with less effort, more meaning and greater returns.

Grade levels to be served: PreK - 5

Location of services: Obama

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): ASPIRE survey tool

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Percentage of parents/guardians responding to survey will increase each year	35%	45%	50%

This data will be used to support evaluation of your plan (Minn. Stat. §124D.861 Subd. 5).

MISSISSIPPI

RIS Goal #7 83% of 4th and 5th grade students who receive targeted supports will make medium or high growth by 2018 as measured on the annual MCA reading tests.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

RIS Objective 7.1: Provide targeted reading supports in small groups for identified students.

RIS Goal # 8: By 2020, MCAS will establish a clear arts integration focus

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

RIS Objective 8.1: Establish a committee to lead the strategic work in developing a more robust arts program.

RIS Objective 8.2: Establish accountability measures to ensure arts integration goals are met

RIS Intervention #7: Mississippi Targeted Reading Supports

This intervention supports the following goal objective: RIS 7.1

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

MCAS will utilize funding from the RIS Achievement and Integration Innovation fund to allow for targeted support to be provided to students and professional development to be provided to instructional staff. Specifically, time will be provided to teach targeted reading supports in small groups for identified students.

Reading Intervention Teacher will use research based reading program to address and support identified students in small groups.

Grade levels to be served: Grades 4 and 5

Location of services: Mississippi

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): MCA test results

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
4th grade students will attain Medium/High Growth on the MCAs.			

This data will be used to support evaluation of your plan (Minn. Stat. §124D.861 Subd. 5).

RIS Intervention #8: Mississippi Arts Integration

This intervention supports the following goal objective: RIS 8.1, RIS 8.2

Type of Intervention: Family engagement initiatives to increase student achievement.

Narrative description of the critical features of the intervention.

In Fall of 2017, a new articulation of the re-designed and strengthened mission and vision of Mississippi creative Arts will be advertised to a wider community of Saint Paul Public Schools magnet community. The school will host two parent arts integration engagement events each school year, plus additional Arts showcase evenings. Also an Arts Integration staff/parent/community board will be formed and meet at least four times per year.

Grade levels to be served: PreK - 5

Location of services: Mississippi

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Parent feedback after events

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
The school will host two parent arts integration engagement events each school year through 2020.	2 events	2 events	2 events

This data will be used to support evaluation of your plan (Minn. Stat. §124D.861 Subd. 5).

RIVERVIEW

RIS Goal #9: The percentage of 4th grade students who make medium to high growth will increase from 71% to 81% as measured by the MCA III Reading assessment in 2020.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

RIS Objective 9.1: Provide targeted reading interventions and supports in small groups for identified students.

RIS Objective 9.2: Provide professional development and collaboration opportunities for staff on English Language Arts standards and Guided Reading.

RIS Goal # 10: Riverview will host four parent engagement events each school year through 2020.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

RIS Objective 10.1: To offer various opportunities throughout the school year for current families, as well as community members.

RIS Objective 10.2: To include parents to partner with Riverview to develop and implement these events.

RIS Objective 10.3: To increase awareness of Riverview as an option for both the community program as well as the Spanish Dual Immersion program.

RIS Intervention #9: Riverview Targeted Reading Supports

This intervention supports the following goal objective: RIS 9.1, RIS 9.2

Type of Intervention: Innovative and integrated pre-K-12 learning environments. * If you choose this, complete the Integrated Learning Environments section below.

Integrated Learning Environments (Minn. Stat. § 124D.861 Subd. 1 (c)). Complete this section if you chose *Innovative and integrated Pre-k through grade 12 learning environments* as the intervention type above.

Integrated Learning Environments increase integration and achievement in the following ways. Select those that best describe the focus of your integrated learning environment:

- 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.

Narrative description of the critical features of the intervention.

Students will be identified to receive targeted reading interventions and supports and be provided instruction in small group settings. Student progress will be monitored regularly to ensure progress towards the Achievement Goal and Key Indicators of Progress. Additionally,

ongoing professional development and opportunities for collaboration will be offered to staff to continue to improve Tier 1 Instruction.

Grade levels to be served: Grade 4

Location of services: Riverview

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): MCA test results

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Percent of 4 th grade students that will achieve medium or high growth on the Reading MCAs.	73%	76%	81%

This data will be used to support evaluation of your plan (Minn. Stat. §124D.861 Subd. 5).

RIS Intervention #6: Riverview Parent Engagement

This intervention supports the following goal objective: RIS 10.1, RIS 10.2, and RIS 10.3

Type of Intervention: Family engagement initiatives to increase student achievement.

Narrative description of the critical features of the intervention.

At least four parent engagement events will be offered each school year. Efforts to include parents in the planning and implementation process will be made in order to increase parent leadership and parent voice in our events. As part of parent engagement, we will also open some of the events to the broader community to increase awareness of Riverview's programming.

Grade levels to be served: PreK - 5

Location of services: Riverview

Formative assessment(s) used to inform instructional decision-making (Minn. Stat. § 124D.861 Subd. 2 (b): Parent feedback after events

Evidence of research-base (Minn. Stat. § 124D.861 Subd. 2 (b): Indicate the rigorous, objective research analysis that provides evidence this intervention is proven to improve student achievement. Enter research citation.

Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Number of parent engagement events for each school year as indicated by our school family calendar and parent event agendas.	4 events	4 events	4 events

This data will be used to support evaluation of your plan (Minn. Stat. §124D.861 Subd. 5).

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)).

The work of SPPS is guided by its strategic plan, Strong Schools, Strong Communities. The first phase of plan was approved by the board in 2011, and the second phase was approved in 2014. The plan is centered on three goals – Achievement, Alignment, and Sustainability. Under Alignment, the district has accomplished greater consistency and efficiency of programming at all schools districtwide.

Furthermore The leadership team that was involved in developing this Achievement and Integration plan included individuals who are involved in the development of several other plans in the district including World’s Best Workforce and Title I planning. Through the process of the needs assessment and determining the list of district interventions, there was robust discussion about the most efficient use of Achievement and Integration funding, as well as other funding sources.

Policy Update

Jackie Statum Allen

Assistant Director, Strategic Planning and Policy

Committee of the Board Meeting

March 3, 2017



Student Dress Code – Policy 501.03

- SEAB recommendation in their inclusivity presentation at December BOE meeting
- Policy Work Group met and developed amendments to current policy.
- Draft was sent to all principals and SEAB for feedback
- Summary of Amendments
 - Add cross-references to existing SPPS policy
 - Add statement restricting requirements based on gender
- Work Group recommendation: Advance to three reading process

Building Names – Policy 801.01

- SEAB recommendation in their inclusivity presentation at December BOE meeting
- Policy Work Group met and developed amendments to current policy.
- Summary of Amendments
 - Add cross-reference to Racial Equity policy
 - Add statement with requirements for naming after a person.
- Work Group recommendation: Advance to three reading process
 - SEAB does not agree with Work Group recommendations

Upcoming Policy Agenda Topics

- Working with Special Education Advisory Committee and Office of Specialized Services on major updates to Pupils with IEPs – Policy 508.00
- Working with Wellness Committee on updates to Wellness Policy – 533.00 to align with new mandates in Healthy and Hunger Free Kids Act

DRAFT AMENDMENTS – 3/3/17

Adopted: 1974

Saint Paul Public Schools Policy

501.03

Revised: 6/17/2008

501.03 STUDENT DRESS CODE

1. The principal or the principal's designee shall mandate minimum standards of cleanliness and neatness.
2. Footwear is required.
3. There shall be no other restrictions, except as previously stated, on any student's hair style or manner of dress unless the hair style or manner of dress presents a clear and present danger to the student's health and safety, causes an interference with work or creates classroom or school disorder.
4. Dress code mandates may not set limitations or requirements of students based on gender.

LEGAL REFERENCES:

CROSS REFERENCES:

102.00, Equal Opportunity / Non-discrimination

500.00, Gender Inclusion

501.04, Student Dress: Uniforms

DRAFT AMENDMENTS – 2/6/17

Adopted: 9/ 4/ 1990
Revised: 6/ 17/ 2008

Saint Paul Public Schools Policy

801.01

801.01 BUILDINGS AND GROUNDS: NAME SELECTION

New names of schools and school programs and school mascots and logos shall reflect the diversity of the District. When buildings or programs are named for a person, that person must possess a legacy that aligns with the values of the District.

NAMING OF SCHOOLS AND BUILDINGS

The Board shall name all district-owned schools and buildings. The Board shall name the schools in consultation with the school community.

NAMING OF SCHOOL PROGRAMS

Elementary and secondary school programs that are located within a building that already has a name, or are assigned to a building that will house several programs, may recommend to the Board of Education a name to identify the program that is consistent with its goals and purposes.

AREAS WITHIN BUILDINGS

The Superintendent shall develop procedures for the naming of areas within buildings.

MASCOTS AND LOGOS

The Board shall approve names of mascots and logos.

LEGAL REFERENCES:

CROSS REFERENCES:

101.00, Racial Equity