



STRATEGIC INITIATIVE ACTION PLAN

Focus Area	Positive School and District Culture
Initiative 1A	Implement a culturally relevant Positive Behavioral Interventions and Supports (PBIS) framework at every school that integrates social emotional learning and supports
Draft	August 2019

Sponsor: Dr. Kate Wilcox-Harris, Chief Academic Officer

Initiative Owner: Kathy Lombardi Kimani, Director Office of School Support

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I. Intended Objective of the Strategic Initiative

Objective
Create inclusive school cultures where students are supported to show up as their full selves and thrive as individual learners in a global society.

II. Initiative Description

Brief Description of Initiative
<p>PBIS is the framework that will be used in every SPPS school to implement a <i>culturally relevant</i> continuum of supports, including Restorative Practices, Trauma Informed Practices and Social Emotional Learning strategies. PBIS provides a multi-tiered structure for implementing evidence-based practices and requires the systematic use of data.</p> <p>This initiative will include:</p> <ul style="list-style-type: none">• Capacity building among leadership• Comprehensive and differentiated professional development plan that includes coaching and educating• Adequate allocation of resources• Data systems to progress monitor <p>To create and sustain environments that are physically and emotionally safe and healthy, that are essential for academic success, the PBIS Implementation Blueprint will be used.</p>

III. Rationale

Desired State
<p>Across SPPS, there is a mindset shift. We believe that:</p> <ul style="list-style-type: none">• Environments that are physically and emotionally safe and healthy are essential for academic success

- Meaningful engagement and culturally relevant instruction improve academic and social outcomes
- An educational, preventative and restorative approach to behavior and discipline is most effective
- Social emotional skills need to be modeled, taught, and practiced, just like academics

SPPS has a well-articulated vision that aligns and integrates social/emotional learning (SEL), restorative practices and trauma informed practices/mental health and wellness with scaled up PBIS implementation. All staff, along with other stakeholders, possess baseline knowledge and understand the interconnected parts included in the vision. This is evidenced by:

- Creation of a districtwide interconnected PBIS implementation team, representative of various stakeholders
- Commitment to continuous improvement, changing practices and positively impacting learning
- Identification of common metrics that allow buildings to use data to build efficacy, not for punishment
- Use of behavior data in ways similar to how teams use academic data
- Reduction of disproportion in discipline data
- Meaningful and aligned staff development, providing all staff with necessary skills
- Reciprocal accountability and consistency across the system (Tight and Loose)

Evidence that Demonstrates the Efficacy and/or Best Practices of this Program/Initiative

- [PBIS Research](#)
- [SEL Research](#)
- [PBIS Fact Sheet](#)
- [PBIS/Culturally Responsive Field Guide](#)
- [Trauma Informed Schools](#)

IV. Initiative Scope

In Scope
<p>Schools: Administrators at Schools PBIS Tier 1, 2, & 3 (SAT) Teams School Support Staff: SSWs, Counselors, Psychologists Behavior Intervention and Cultural Specialists PBIS Representatives in Buildings</p>

<p>Family & student voice</p> <p>Community: Restorative Practices Steering Committee & Leads in Buildings Parents/Guardians/Families SEAB/Other Student groups</p>
Out of Scope
<p>Facilities staff could be included, but are not first priority to involve.</p> <p>Community Partners: Our partners play a critical role in supporting the social emotional growth of our students. At this time, we will focus our work on internal SPPS staff developing a common understanding of the integrated PBIS framework, before engaging new partners.</p>

V. Initiative Work plan

#	Milestone Deliverable or Activity	Responsible Person or Group	Start Date	Status/ Target End Date
School Year 2018-2019				
1	Create of district-wide leadership team (DW Leadership Team) <ul style="list-style-type: none"> Utilize external consultation i.e. Clay Cook 	Office of School Support	January 2019	Complete
2	Clarify integrated framework, rationale, and means of monitoring with the following groups to engage and ensure support and advocacy for initiative: <ul style="list-style-type: none"> Board of Education Senior Leadership Administrators District Department Heads 	Office of School Support	August/ September 2019	Complete
3	Conduct assessment and analysis supported by Collaborative for Academic, Social, and Emotional Learning (CASEL)	Office of School Support	April 2019	Complete
4	Develop staffing and coaching model that supports sites and district departments	Office of School Support	February 2019	Complete

5	<p>Complete various assessments to establish district baseline and monitor progress District leadership self-assessment</p> <ul style="list-style-type: none"> • PBIS implementation measures (TFI, SAS, Student Climate Survey, etc.) • Student outcome data (academic, behavioral, attendance, disproportionality, etc.) • District SEL Assessment (e.g. CASEL) • Pre and Post data collected by Trauma Focused SSW Coaches • MDHR agreement and related monitoring 	DW Leadership Teams; School teams	January 2019	Complete
6	Create data dashboard to triangulate data points that district/ schools review regularly	DW Leadership Team	January 2019	Complete
7	Develop and implement communication plan	Lead, DW Leadership Team	February 2019	Initial plan complete
School Year 2019-2020				
8	Develop multi-year district action plan based on results of CASEL assessment and analysis		June 2019	November 2019
9	<p>Build and support school capacity to implement and monitor a PBIS framework that integrates SEL, RP, and Trauma Informed Practices, using data to inform decisions.</p> <ul style="list-style-type: none"> • Administrators • Multi-tier school PBIS teams 	Office of School Support in collaboration with SSW, Counseling, RP; School Teams	August 2019	June 2020
10	<p>Implement culturally relevant best practices for multi-tier PBIS that integrates SEL, RP, and Trauma Informed Practices.</p> <ul style="list-style-type: none"> • Licensed Staff • Paraprofessionals • Other 	Office of School Support in collaboration with SSW, Counseling, RP; School Teams	August 2019	June 2020
11	Pilot Social-Emotional Learning curriculum at Middle School sites (Second Step Middle School Program)	Office of School Support in collaboration	June 2019	June 2020

		with Middle School		
12	Provide sites with necessary tools and time to enable progress monitoring across all three tiers of support	Office of School Support, School Counseling, School Social Work	August 2019	June 2020
13	Support social-emotional learning for adults	Office of School Support	September 2019	June 2020
14	Review standards for collecting and monitoring district and school-level PBIS/SEL data to inform decisions; update data collection and analysis process	D.W. Leadership Team	May 2019	December 2019
15	Ensure standardized school-based data collection (e.g. TFI, ODR, etc.) and analysis for decision-making	Shared responsibility: DW leadership team & Building administrators.	January 2020	August 2020
16	Complete assessments to monitor progress	DW Leadership Teams; School teams	September 2019	June 2020
17	Inform stakeholders and build trust <ul style="list-style-type: none"> ● Families ● Community partners ● General public ● SPFE 	School Teams, Office of Family Engagement and Community Partnerships, Communications, Office of School Support	January 2020	August 2020
18	Identify resources and sites for Phase 2 SEL pilot	Office of School Support, DW Leadership Team	January 2020	May 2020
School Year 2020-2021				
19	Support school capacity to implement and monitor a PBIS framework that integrates SEL, RP, and Trauma Informed Practices, using data to inform decisions	Office of School Support in collaboration with SSW,	August 2020	June 2021

		Counseling, RP; School Teams		
20	Identify and acquire the necessary resources for staff to implement district expectations for Social Emotional Learning curricula	Office of School Support in collaboration with stakeholders from other district departments	September 2020	June 2021
21	Implement Phase 2 Social Emotional Learning pilot	Office of School Support	September 2020	June 2021
22	Support standardized school-based data collection and analysis for decision-making <ul style="list-style-type: none"> Provide sites with necessary tools and time to enable progress monitoring across all three tiers of support 	Shared responsibility: DW leadership team & Building administrators.	August 2020	August 2021
23	Complete assessments to monitor progress	DW Leadership Teams; School teams	September 2020	June 2021
24	Continue building trust among stakeholders	School Teams, Office of Family Engagement and Community Partnerships, Communications, Office of School Support	September 2020	August 2021

VI. Performance Indicators

School Year 2018-19			Achievement Completion	
Performance Indicator	Measurement Method	Targeted Achievement	Completed (y/n)	Level of Completion

PBIS Leadership Team is established and has a regular meeting schedule & process	Team agenda/minutes , operating procedures,	80% attendance at scheduled meetings;	Yes	At or above target
DW Leadership Team completes self assessment	Team uses the PBIS Leadership Self Assessment	Completion of the assessment by 5/1/19	Yes	At or above target
Prioritize action items from self assessment	Plan is written and shared.	3 year Action Plan developed by 6/30/19	No	Timeline adjusted
DW Leadership team clearly identifies differences and definitions between: SEL, TI, RP and how they fit into PBIS Framework	Document	A written description for leaders to refer to is available and distributed August 2019	Yes	At or above target
CASEL Analysis is Completed	We will have received report from CASEL	District PBIS Leadership Team receives final CASEL report and considers next steps based on the recommendations	Yes	At or above target
Consistent Messaging with Communication plan	Comprehensive communication plan developed; Differentiated messages for groups of stakeholders	Website presence One pagers shared Bridge Articles	Yes	At or above target
Professional Development created, planned, and scheduled. Training for paraprofessionals aligned with classroom teacher training	Posted on PdExpress and in PD Catalog	There are 2 workshops for paraprofessionals scheduled in the 2019-20 PD Catalog on teacher pd days.	No	District academics and administrator complete; Paraprofessional PD timeline adjusted

Performance Indicator	Measurement Method	Targeted Achievement
School Year 2019-20		
Three-year action plan created by School Support District Leadership Team	Plan	Provides direction for district leaders, addresses sustainability
Pilot SEL program	On-line lesson monitoring	12 Middle School sites participate; 80% of classrooms complete the lessons
PD sessions created and held that illustrate as a PBIS framework that integrates SEL, RP and other supports	Number of staff that attended PD; Staff feedback on PD;	All sessions are at 75% capacity or higher; 100% of schools attend PBIS team workshops.
Each school established an PBIS team that integrates SEL	School report; PBIS/SEL Coaches observation during site visits;	100% of schools have team
By the end of the 2019-20 school year, there will be an identified list of SEL Supports available to SPPS sites	Toolkit created for adult SEL and student SEL	There are SEL supports identified for adults, elementary, middle and senior high.
Process for collecting, analyzing, reporting data on SEL/PBIS implementation	Site checklist District data guidelines	Addresses issues of equity
School Year 2020-21		
All Schools complete the three tiers of the TFI assessment	PBIS Apps	100% of schools complete the assessment and have a TFI Tier 1 score of 70% or higher
Expanded SEL pilot	On-line lesson monitoring	TBD number of sites participate
SEL supports available to SPPS sites	SEL toolkit access monitoring	100% of principals and counselors have been trained on SEL toolkit options

Site action planning to integrate district SEL expectations	School report; Data Dashboard that is selected/developed in Year 2; Review of SCIP	100% of schools have selected and created a SEL plan from a menu of district options
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STRATEGIC INITIATIVE ACTION PLAN

Focus Area	Positive School and District Culture
Initiative 2A	Implement a structure of staff, student and family input to measure and improve culture
Draft	August 2019

Sponsor: Kenyatta McCarty, Acting Director Human Resources

Initiative Owner: Kenyatta McCarty, Acting Director Human Resources

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I. Strategic Initiative Objective

Objective
Create a mission-driven culture where staff are supported to thrive and deliver exceptional outcomes.

II. Initiative Description

Brief Description of Initiative
<p><i>Culture is intentionally designed and created through human choice and behavior.</i></p> <p>We will:</p> <ul style="list-style-type: none">● Engage with stakeholders to identify what positive culture means for SPPS● Conduct research to identify opportunities to improve school and district culture● Prioritize and implement improvements identified by the research <p>All building and department leaders will use input from multiple stakeholders, gathered in multiple ways to improve school and district culture. All staff will experience improvements in their workplace culture, all students in their schools' culture, and all families in their engagement with schools and district staff. This initiative will directly seek to interrupt, repair, and be reverent of past practices that have embedded harm. These improvements in district and school culture will translate to improved student outcomes.</p> <p>A system of input is needed to measure the impact and success our strategic initiatives have on creating positive school and district culture. We will first define "positive school and district culture," then measure and work to continuously improve it. Data collection from multiple sources and multiple methods will be complimented by a continuous improvement framework that supports use of data to inform improvement on an ongoing basis. While the action team will consider data from current sources, we may need to select a cultural index survey. Cultural index survey data will allow for unbiased data-based evaluation and decision-making, and other strategies such as employee recognition, community circles, and analyzing existing data will tell a complete story.</p>

III. Rationale

Desired State
<p>All SPPS buildings are positive places to work, learn, thrive and belong for students, staff, and visitors.</p> <ul style="list-style-type: none">● Everyone feels valued and will want to stay at SPPS to learn and work.● There have been dramatic improvements in school and district culture for all, with particular focus on our most historically marginalized groups.● SPPS continues to support the full implementation of our Racial Equity Policy 101.● All efforts at improvement of school and workplace culture are informed by input

regularly obtained from staff, students, and families.

Evidence that Demonstrates the Efficacy and/or Best Practices of this Program/Initiative

This objective is all about support for adults in the system. There is ample evidence that a positive culture helps people do their job better. For example:

- Satisfied employees are more engaged employees. More engaged employees are more productive, and less likely to leave a company and/or be absent. (Gallup)
- Satisfied employees also increase customer/student satisfaction and retention. (Gallup)
- A positive school culture improves school effectiveness and productivity (Peterson)
- Supportive Environment (one cluster of school culture measures) is identified as an organizational condition necessary for school improvement (5Es - U of Chicago)
- Educators' job satisfaction increases with higher levels of family engagement (Met Life Survey) and educators' belief that parents can and want to support their students and have a significant impact on students' educational outcomes improves collaborative relationships. (Flamboyan)
- Students in schools with positive cultures do better (U of Chicago)

Additionally, a comprehensive system to measure culture will help us to improve and foster positive school and district culture. That system may include a cultural index survey, which should:

- Be conducted based on scientific data and research principles, including questions/statements, the measurement/response scale, and timing (i.e. conducted at the same time annually).
- Be crafted to identify the root causes of satisfaction, managerial relationship and culture.
- Include an initial survey in order to establish baseline or benchmark data.
- Have a clear path of action on who, what, when and how action will be taken in response to survey results. "Without this, morale may actually be damaged as a result of conducting the survey instead of improved when (survey takers) see nothing come of it". (National Business Research Institute: "The Importance of the Annual Employee Survey")
- Be used as a tool for continuous improvement
- Be able to be used to look at a specific site or department. For example: a principal (and their supervisor) should be able to look at staff, family and student information side by side to set goals for improvement of culture. A department leader (and their supervisor) should be able to look at their team's input to inform improvement of workplace culture.

IV. Initiative Scope

In Scope

- Senior Leadership Team (SLT) and Board of Education along with all administration must review, analyze, plan, and act on the input received.
- Technology Services, Human Resources, Teaching and Learning/Campus, and Research Evaluation and Assessment will help gather input and do data analysis.
- Communications and Translation Services will be needed to make any tool accessible and understandable to students, families, and staff.

Out of Scope
<p>Several other initiatives address important elements of culture in SPPS, though they are planning “the how” of living out a vision of positive school and district culture. This initiative will not include plans to make improvements in these areas, because they will be covered by other initiatives.</p> <p>Culture 1b: Ensure every school and district office is friendly and welcoming will likely address physical environments and customer service, so this initiative will not cover those areas.</p> <p>Culture 2b: Improve process for employee talent development is expected to include work on employee evaluation, so this initiative will not include using employee evaluations as a source of input or evaluating principals and department leaders on their workplace culture.</p> <p>Engagement 1a: Renew schools as hubs that bring together educators, families, and community will likely include activities about collaborative culture, so this initiative will not fully measure aspect of school culture.</p>

V. Initiative Work Plan

	Milestone Deliverable or Activity	Responsible	Start Date	Status/ Target End Date
School Year 2018-19				
1	Review stakeholder input from multiple sources to identify trends, descriptions, possible metrics, and identified challenges that may be able to be fixed quickly to improve culture	Action Team	03/01/19	Complete
2	Identify and analyze existing metrics of positive culture	Research, Evaluation, and Assessment (REA)	03/01/19	Complete
3	Draft one-page publication describing positive SPPS culture based on input	Communications (CMD)	04/01/19	Complete
4	Engage with stakeholders to finalize the description of “positive culture” for SPPS	Family Engagement (OFECP)	04/01/19	Complete
5	Make a decision about the need for a cultural index tool to bring in data that is missing.	Action Team		Complete
6	If necessary based on decision in #9 above,	Action Team		Complete

	research available cultural index tools/surveys, including those in use in other school districts			
7	Report on near term identified and prioritized challenges (from 1) that would improve culture and recommend those changes in alignment with the FY 20 budget	Senior Leadership Team (SLT)	04/01/19	September 2019
School Year 2019-2020				
8	Publish and translate one-page publication describing positive SPPS culture	CMD	September 2019	November 2019
9	Incorporate positive culture description into coaching and support for principals and department leaders	SLT	08/01/19	December 2019
10	Develop a communications plan for recognizing and sharing stories about positive culture (and changes being made), including adopting a toolkit for employee recognition	CMD	September 2019	November 2019
12	Determine frequency of staff cultural index tool administration, or a rotation of administration, in order to support improvement planning	Action Team	September 2019	December 2019
13	Administer staff cultural index tool at selected pilot sites	Action Team	September 2019	December 2019
14	Analyze data from staff cultural index tool pilot and prepare reports	REA, Action Team	January 2020	April 2020
15	Develop and implement plan to improve culture as identified in the pilot data from staff	All building and department administrators	January 2020	April 2020
16	Select or develop SPPS cultural index tools for students and families	REA	September 2019	December 2019
17	Process for collection of family/student perspectives on district culture determined and developed	Action Team	March 2020	June 2020
18	Inform development and provide support for use of manager's handbook with positive culture findings; manager training		March 2020	June 2020
School Year 2020-21				
19	Implement plan for recognizing and sharing	Action Team	September	December

	stories about positive culture (and changes being made), including adopting a toolkit for employee recognition		2020	2020
20	Administer staff cultural index tool district wide	Action Team	September 2020	December 2020
21	Process for collection of family/student perspectives on district culture implemented	Action Team	Sept 2020	Dec 2020
22	Plan and implement cultural improvements as identified in the district-wide staff, student, and family survey data	All building and department administrators	January 2021	April 2022

VI. Performance Indicators

School Year 2018-19			Achievement Completion	
Performance Indicator	Measurement Method	Targeted Achievement	Completed (y/n)	Level of Completion
One pager describing "positive culture"	artifact	finalized and translated incorporating stakeholder feedback	No	Translations by November
Budget recommendations for short term adjustments to improve culture	using stakeholder feedback, gather budget impacts from administrators	presentation to SLT	No	Deadline adjusted
Internal reports on culture using existing data	requested from REA based on description of positive culture	some metrics for both schools and departments to consider	Yes	At or above target
Decide whether or not we need a tool to measure culture			Yes	At or above target

Performance Indicator	Measurement Method	Targeted Achievement
School Year 2019-20		
Description of Positive Culture	artifact	Document is complete and communicated
Administration of Positive Culture Index Tool at pilot sites	Implementation report	Tool used with up to 6 sites K-12 as a pilot

Pilot site data analyzed and action steps recommended	Report Supervisors Handbook, etc	Report includes actions for HR supervisor training
Family and student input tool and process determined	Tool and guide for use	Provides for responses representative of district demographics
Culture improvement actions	Action plan	Near term actions have been implemented
School Year 2020-21		
Staff, family and student cultural index tool administered	Participation data	Participation reflects demographics of district
Stories of positive culture	Communications plan Recognition toolkit	District recognition of employees occurs on a standardized timeline Recognition toolkit use by supervisors as monitored by website access
Actions to improve district culture	Action plan	Longer term actions have been implemented



STRATEGIC INITIATIVE ACTION PLAN

Focus Area	Effective and Culturally Relevant Instruction
Initiative 3A	Implement culturally relevant practices within all student learning and programming
Draft	August 2019

Sponsor: Megan Dols Klingel, Assistant Director, Office of Teaching and Learning

Initiative Owner: Courtney Bell, Program Manager, Culturally Responsive Instruction

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I. Intended Objective of the Strategic Initiative

Objective
Increase our capacity to meet the instructional needs of each learner (in the classroom).

II. Initiative Description

Brief Description of Initiative
<p><i>Culturally relevant practices are grounded in creating learning environments where all students make connections to what they are learning and teachers meet the learning needs of students contributing to successful academic outcomes.</i></p> <p>We will:</p> <ul style="list-style-type: none">● Review current SPPS equity practices, gather stakeholder input, and reference Culturally Proficient School Systems design model to create a shared understanding of culturally relevant instruction.● Provide resources for teachers to implement culturally relevant instruction into their teaching and measurement tools for instructional leaders to ensure accountability● Prioritize and integrate the shared understanding of culturally relevant practices in all teacher professional development.● Provide resources for educators that support culturally relevant practices.● Prioritize and integrate culturally relevant practices in all staff professional development. <p>Strategic Initiative 3a's project plan addresses building a district culture centered on a shared understanding of culturally relevant instruction, its implementation and evaluation for effectiveness. The district culture builds the infrastructure to bring agreement and cohesion to equity work already in place, to bring concrete expectations for implementation and to bring clear processes for evaluation of its effectiveness. With an infrastructure in place, implementation can occur with integrity and accountability. The ability to <i>meet the instructional needs</i> of each learner is at the core why teachers are using culturally relevant instruction. SPPS teacher are working towards the of <i>increased capacity of instructors</i> to meet the instructional needs of each learner (in the classroom).</p> <p>Strategic Initiative 3a encompasses developing professional development for classroom teachers for the common understanding of culturally relevant instruction, its implementation and accountability to support ongoing growth. Professional development will also address teacher growth in examining mindset using a continuum for cultural proficiency and its application in the classroom. Instructional leaders will receive professional development on how to analyze instruction for culturally relevant instruction and processes for accountability.</p>

III. Rationale

Desired State
<p>Teachers, instructional leaders and those providing professional development have a shared understanding of culturally relevant practices. Following these practices is the norm:</p> <ul style="list-style-type: none">• There is a common understanding of terms and meanings for “culturally relevant” and “instruction.”• These common understandings are at the core of all programs, resources, and documents that directly affect classroom instruction• The common understandings include Board of Education policies that address classroom instruction.• Educators clearly see the connection between the common understanding of culturally relevant instruction, its companion PD and their growth as an instructor.• There is a process in place to review and adjust the common understanding of culturally relevant practice in light of new learning and evolving needs.• There is an efficient means to collect data and evaluate the effectiveness of culturally relevant instruction.• There are support and accountability structures in place that move culturally relevant instruction into practice. <p>The SPPS understanding of culturally relevant instruction is the core upon which all professional development is built. This framework provides space for educators at all levels of effective and culturally relevant instruction to grow.</p> <ul style="list-style-type: none">• The Culturally Proficient School Systems model is referenced to determine the standards for baseline data, professional development, critical consciousness and teacher growth.• The SPPS community has unpacked and understands the 4 R’s – rigor, relevance, relationships, and realness• Offices, departments and schools have the time and human resources necessary for effective professional development and the best practice of coaching and support <p>Resources are in place to support culturally relevant practices. These include:</p> <ul style="list-style-type: none">• Professional development is integrated with existing Teacher Development and Evaluation practices.• Professional development options that provide voice and choice for teachers to construct a path to becoming an effective and culturally relevant master teacher.• Resources teachers can access such as a toolkit with rubrics, sample lessons, and/or practice profiles.• Curriculum and materials that all students can connect with, including those that reflect underserved and underrepresented racial and cultural groups
Evidence that Demonstrates the Efficacy and/or Best Practices of this Program/Initiative
What research supports culturally responsive instruction builds teachers’ capacity to meet the instructional needs of each learner?

[Cultural Proficiency: A Manual for School Leaders](#), Randall B. Lindsey and Kikanza Nuri-Robins

[Does Culturally Relevant Teaching Work? An Examination from the Student Perspective](#)

[The Development of Initial Validation of the Student Measure of Culturally Responsive Teaching](#)

[So They May Speak...An agenda for Language and Culture Centered School Reform](#) - Models in Action p.23

[Positive Psychology](#) -

[Culturally Responsive Practices as Whole School Reform](#)

[Employing Culturally Responsive Pedagogy to Foster Literacy Learning in Schools](#)

[Preparing for Culturally Responsive Teaching](#) (Gay, G. 2001)

[Whose Culture Has Capital?](#) (Yosso, 2006)

[Pathologizing the Language and Culture of Poor Children](#) (Dudley-Marlinga & Lucas, 2009)

School board student testimonies - [March 22, 2016](#), [April 26th, 2016](#), [Feeling Invisible](#), 2017, Senior Survey April, 2018, [May 22, 2018](#)

SEAB video [Creating Inclusive Schools](#)

[Defining Culturally Responsive Teaching: The Case of Mathematics:](#)

[Culturally Responsive Teaching: Theory, Research, and Practice.](#) Gay, Geneva. Teachers College Press, 2000.

What research supports utilizing change models supports success for implementation?

[Knoster Model for Managing Complex Change](#)

[Knoster: Managing Complex Change](#)

[NIRN Implementation Science and Hexagon Tool](#)

[Professional Learning for Culturally Responsive Teaching, Summary](#)

IV. Initiative Scope

In Scope
The scope of this phase of implementation is to address instruction in the classroom during regular school hours. The scope of the implementation of this initiative is to involve all SPPS academic offices and departments and that support classroom instruction.
Out of Scope
The Office of College and Career Readiness supervises programming that includes instruction outside of school hours. These include extended day learning (EDL), evening high school, online credit recovery and S-Term. These programs are considered out of scope because they are outside regular school hours, includes partners and vendors we cannot affect (Freedom Schools, APEX) and may include staff who are not SPPS staff during the regular school year/day.

Schools also have the option to offer after school programming in the form of extra-curricular activities. These programs are considered out of scope because they are outside regular school hours, includes partners and vendors we cannot affect and may include staff who are not SPPS staff during the regular school year/day.

V. Initiative Work Plan

#	Milestone Deliverable or Activity	Responsible	Start Date	Status/ End Date
School Year 2018-2019				
1.	Document analysis of the Culturally Proficient School Systems design model and SPPS documents relating to culturally relevant, culturally responsive and culturally proficient	Strategic Initiative Team	December 2018	complete
2.	Construct draft 1 of description of the knowledge we have right now culturally relevant instruction (CRI), review with target stakeholders	Strategic Initiative Team	January 2019	complete
3.	Shared understanding of CRI draft 2 written and shared with stakeholders	Strategic Initiative Team	March 2019	complete
4.	Shared understanding of CRI finalized and approved	Strategic Initiative Team, Project Sponsor	June 2019	complete
5.	Construct job description, post and hire Project Manager	Project Sponsor, Project Owner, Strategic Initiative Team	April 2019	complete
6.	Construct Why and What (goal and purpose) for ongoing conversations about common understanding of CRI for SY19-20	Strategic Initiative Team	June 2019	complete
7.	Plan for 2019-20 CRI roll-out (outcomes, activities, resources, assessment tools); include what it mean for sites without Learning Leads	Project Manager with Strategic Initiative	July 2019	September 2019

		Team 3a input		
School Year 2019-2020				
8.	Provide workshops for district offices and departments and school leadership on common understanding of CRI and expected application to revising guiding documents and frameworks	Project Manager with Strategic Initiative Team 3a input	June 2019	January 2020
9.	Provide CRI PD for school Learning Leads and their sites per roll-out plan	Project Manager with Strategic Initiative Team 3a input	July 2019	June 2020
10.	Create a seed practice profile with definitive understandings of what CRI is within SPPS	Project Manager with Strategic Initiative Team 3a input	July 2019	December 2019
11.	Develop CRI toolkit of curriculum resources	Project Manager with Strategic Initiative Team 3a input	July 2019	December 2019
12.	Recommend updates to Standards of Effective Teaching (SET) rubric to align with CRI common understanding and practices	Project Manager with Strategic Initiative Team 3a input, SET oversight committee	October 2019	December 2019
13.	Gather evidence from lead sites to support further growth and implementation (interviews, videos, reflections- both teachers and students)	Project Manager, Learning Leads	February 2020	May 2020
14.	Plan for 2020-21 CRI next steps (outcomes, activities, resources, assessment tools, communication) building on current year's successes and learning	Project Manager, with Strategic Initiative Team 3a input	February 2020	May 2020

School Year 2020-2021				
15.	Expand and deepen CRI implementation to additional programs, with full implementation target year of 2021-22	Project Manager, Instructional leadership	August 2020	May 2021
16.	Align CRI practice accountability with Teacher Development and Evaluation (TD & E) evaluation cycle	Project Manager with Strategic Initiative Team 3a input, SET oversight committee	August 2020	May 2021
17.	Check-in conversations about CRI with stakeholders	Project Manager Strategic Initiative Team 3	August 2020	May 2021
18.	Continue building CRI resources, evidence of best practices	Project Manager with Strategic Initiative Team 3a input	August 2020	May 2021

VI. Performance Indicators

School Year 2018-19			Achievement Completion	
Performance Indicator	Measurement Method	Targeted Achievement	Completed (y/n)	Level of Completion
Shared understanding of effective and culturally relevant instruction (ECRI) is constructed.	The shared understanding is in an infographic that includes clear expectations for implementation	Clear communication to SPPS instructional leaders, instructors, departments and stakeholders about shared understanding of ECRI	Yes	At or above target
		Clear communicated to SPPS instructional leaders, instructors and departments of expectations on the	No	Moved to fall 2019

		application of the shared understanding of ECRI		
Job description for a program manager is constructed, posted and filled	Project managers is hired by July 1	The program manager begins work August 2019.	Yes	At or above target

School Year 2019-20		
Professional development for school and academic administrators, learning leads, and academic coaches	PD plan and schedule	All district educational leaders have received PD on Culturally Responsive Instruction
CRI seed practice profile	Completed Seed Profile Learning lead self reporting	Practice profile is in use at all Continuous School Improvement Sites
District documents that affect instruction are modified to reflect shared understanding of CRI	Documents	30% of district documents that affect instruction are modified
Standards of Effective Teaching (SET)	SET indicators	Indicator review and revision for CRI alignment is complete
School Year, 2020-21		
PD schedule	PExpress	Instructors who are in their formal observation year attend ECRI foundational professional development
District documents that affect instruction are modified to reflect shared understanding of CRI	Documents	60% of district documents that affect instruction are modified
Instructors needing supports for growth in CRI are identified, given support and held accountable for improvement	Teacher Development and Evaluation (TD & E) cycle	CRI practice accountability is aligned with TD & E cycle



STRATEGIC INITIATIVE ACTION PLAN

Focus Area	Effective and Culturally Relevant Instruction
Initiative 3B	Ensure all students have access to a well-rounded education
Draft	August 2019

Sponsor: Megan Dols Klingel, Office of Teaching and Learning Assistant Director

Initiative Owner: John Iverson, Office of Teaching and Learning Innovation Specialist

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I. Initiative Objective

Objective
Increase our capacity to meet the instructional needs of each student/learner PreK-12.

II. Initiative Description

Brief Description of Initiative
<p><i>For a well-rounded education, Minnesota academic content areas are meaningfully taught at each school within the school day.</i></p> <p>We will:</p> <ul style="list-style-type: none">• Establish expectations that each school creates an annual report documenting how much instruction is taking place in Minnesota academic content areas• Identify and address barriers at schools in order to provide a well-rounded education

III. Rationale

Desired State
<p>Every student in SPPS receives a well-rounded education as defined by the Minnesota Department of Education:</p> <p><i>The school has a scheduled time within the school day to meaningfully address the academic standard content areas. Scheduled time could be any of the following: Stand alone content block, Integrated content course, Rotational Specialist, Fieldwork or Field Trips, Targeted Residency, other.</i></p> <p>120B.021 REQUIRED ACADEMIC STANDARDS</p> <p>Subdivision 1. Required academic standards.</p> <p>(a) The following subject areas are required for statewide accountability:</p> <ul style="list-style-type: none">(1) language arts;(2) mathematics;(3) science;(4) social studies,(5) physical education;

- (6) health, for which locally developed academic standards apply; and
- (7) the arts, for which statewide or locally developed academic standards apply, as determined by the school district. Public elementary and middle schools must offer at least three, and require at least two, of the following four arts areas: dance, music, theater, and visual arts.
- (8) Contributions of Minnesota American Indian and Indigenous Peoples.

- PreK-8 academic programming data is collected and analyzed annually via a questionnaire to inform and support decisions around well-rounded programming and practices

IV. Initiative Scope

In Scope
<p>Systems, structures, time and resources that support instruction</p> <p>PreK-8 school day programming</p> <p>Grade level content and course offerings</p> <p>Field trips directly related to curriculum</p> <p>District staff that support instruction</p> <p>Academic Programming:</p> <ul style="list-style-type: none"> ● Elementary (PreK-5) ● Middle (6-8) <p>Structures:</p> <ul style="list-style-type: none"> ● Stand alone content block ● Integrated content course ● Rotational Specialist ● Fieldwork or Field Trip ● Targeted Residency
Out of Scope
<p>Culturally relevant instruction (see Initiative 3A)</p> <p>College and career curriculum (see Initiative 6A, college and career curriculum)</p> <p>Student learning plans (see Initiative 6A, college and career curriculum)</p> <p>District-wide proficiency-based grading practices</p> <p>Offerings that occur outside of regular school day (i.e. extra-curricular activities and athletics)</p> <p>ECFE and Birth to 3 (occurs outside a defined school day and via home visits)</p> <p>Adult learning, post-secondary and Age 21 programming</p>

V. Initiative Work Plan

#	Milestone Deliverable or Activity	Responsible Person or Group	Proposed Start Date	Status/ Target End Date
School Year 2018-2019				
1.	Establish annual process for conducting Academic Programming Questionnaire, including: <ul style="list-style-type: none"> ● Timeline ● Project ownership ● Project management ● Question revisions ● Tool updates ● Reporting format and publication 	Implementation team; Chief Academic Officer; Research, Evaluation and Assessment director	November 2018	Complete
School Year 2019-2020				
2.	Determine gaps in providing access to well-rounded education: <ul style="list-style-type: none"> ● Review State required academic standards ● Analyze data collected Spring 2018 https://www.spps.org/Do-main/14401 ● Report on gaps 	Implementation team; Finance team; REA director; Assistant Superintendents of Schools; Chief Academic Officer; OTL Assistant Superintendent	July 2018	September 2019
3.	Collect data around reasons for gaps and identify barriers	Implementation team; REA director; Assistant Superintendents of Schools; Chief Academic Officer; OTL Assistant Superintendent	July 2018	September 2019
4.	Consider options for addressing specific barriers to providing a	Implementation team; REA director;	September 2019	October 2019

	well-rounded education, including researching structures used in other districts	Assistant Superintendents of Schools; Chief Academic Officer; OTL Assistant Superintendent		
5.	Make recommendations to Senior Leadership Team to address barriers to a well-rounded education	Implementation team; REA director; Assistant Superintendents of Schools; Chief Academic Officer; OTL Assistant Superintendent	September 2019	October 2019
6.	Adopt high-level actions for providing access to a Well-Rounded Education: <ul style="list-style-type: none"> • sets resource priorities that are included in the SPPS budget process • develops curriculum supports • addresses other barriers as identified • provides timeline for implementation 	Assistant Superintendents of Schools; OTL Assistant Superintendent; Senior Executive Leadership team	October 2019	November 2019
7.	Develop and install plan for providing access to a Well-Rounded Education	Assistant Superintendents of Schools; OTL Assistant Superintendent; Senior Executive Leadership team	November 2019	July 2020
School Year 2020-2021				
8.	Implement plan for providing access to a Well-Rounded Education	Assistant Superintendents of Schools; OTL Assistant Superintendent;	August 2020	July 2021

		Senior Executive Leadership team		
9.	Review and update annual process for conducting Academic Programming Questionnaire, including: <ul style="list-style-type: none"> ● Timeline ● Project ownership ● Project management ● Question revisions ● Tool updates ● Reporting format and publication 		January 2020	February 2020

VI. Performance Indicators

Performance Indicator	Measurement Method	Targeted Achievement	Achievement Completion	
			Completed (y/n)	Level of Completion
School Year 2018-2019				
Annual Academic Programming Questionnaire established	Questionnaire completed by each site	All elementary and middle school sites	Yes	95% of sites complete
2018 Academic Programming data analyzed	Report to Senior Leadership Team	Gaps and barriers identified district-wide	No	Deadline revised
Proficiency-based grading practices recommendations	Task force report to senior leadership team	Practices and next steps determined	No	Deadline revised

Performance Indicator	Measurement Method	Targeted Achievement
School Year 2019-2020		
Annual Academic Programming Questionnaire process review	Report and updated process document	Process approved and roles/responsibilities clear for 2020
Recommendation as to how to improve access to well-rounded education	Report	Report complete,

Plan for improving access to well-rounded education	Plan	Plan completed by deadline, includes actions, responsibilities, resource allocations, timeline
Installation of plan	project plan	Planned items completed by deadline
School Year 2019-2020		
TBD based on implementation plan		



STRATEGIC INITIATIVE ACTION PLAN

Focus Area	Program Evaluation and Resource Allocation
Initiative 5A	Define and implement an ongoing process for collecting, analyzing, and using information to assess program effectiveness.
Draft	August 2019

Executive Sponsor: Cedrick Baker

Initiative Owner: Stacey Gray Akyea

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I. Initiative Objective

Objective
Start, stop, or sustain practices based on their effectiveness and alignment to the strategic plan.

II. Initiative Description

Brief Description of Initiative
<p><i>A system to assess effectiveness includes collecting and analyzing data, and establishing clearly understood roles and decision-making responsibilities.</i></p> <ol style="list-style-type: none">1. Develop the capacity for program staff to measure and analyze results toward improving effectiveness.<ul style="list-style-type: none">• This system will be designed as a cohort model in which a group of leaders will be expected to participate in order to identify program outcomes, collect and monitor their activities and input and assess their program's progress and/or stage of operationalization.2. Develop an annual calendar by which categories of district commitments will be reviewed.<ul style="list-style-type: none">• Implement a strategic system for data collection, analysis and regular reporting for the purpose of evaluating district commitments, programs, procedures and/or practices.• This system will be designed as a landscape model in which "buckets" or categories are identified, data is collected across dimensions within the category, analysis is done for the purpose of evaluating the dimensions together and the work is completed aligned to the budgeting decision-making timeline. <p>Notes. Commitments is defined as programs, practices, and other work in the district that have dedicated resources, activities, and other inputs and is designed to meet outcomes. Outcomes can be explicitly stated or implied by the nature of the work.</p>

III. Rationale

Desired State
<p>A comprehensive process of data collection, analysis and reporting is understood at all levels.</p> <ul style="list-style-type: none">• District commitments are identified, examined and their effectiveness explored in a consistent and reliable way• There is a common set of tools and protocols, and reporting methods have consistency in format and/or presentation

- District protocols for data collection, analysis and reporting are applied to grant and partnership evaluation design as well as existing programs and practices
- Implementation project management embeds the protocols for data collection, analysis and reporting
- Results are used in a way that prioritizes improvement and alignment to serving students and families

All types of internal inquiry including formal program evaluation are undertaken with explicit purpose and with the knowledge that information provided will and should be used to make decisions.

- Roles and responsibilities are explicit and well understood, particularly when decisions need to be made and decision-making windows are established and used
- In addition, communication is regular and reliable including timelines, rationales and next steps
- In the case of grants, a well-articulated process defines why we acquire grants and our expectations for implementing, reporting and sustaining/sunsetting the grant
- Tools support effective decision making, for example the fate-determination tool developed by SPPS in 2009

As a district, staff possess necessary training and skills for how to use data. Data literacy is embedded across the district.

- Staff are adept at accessing, analyzing, and using relevant information
- We collectively interpret information in a reliable and cumulative manner when applicable
- We use common terminology when referring to data/information

Evidence that Demonstrates the Efficacy and/or Best Practices of this Program/Initiative

- Best Practices for Using Data-Based Decision-Making in Evaluation Systems (October 2016) Hanover Research
- Balanced Scorecards for School Districts (December 2013) Hanover Research
- Best Practices in Systemic Program Evaluation (April 2016) Hanover Research
- Program Evaluation Design Within High-Performing School Districts (February 2012) Hanover Research
- St. Paul Public School District implementation audit; A collaborative project between the St. Paul Public School District and the leadership and learning center. (December 2009). The Leadership and Learning Center
- The fifth discipline. Peter Senge
- Data fluency: Empowering your organization with effective data communication. Gemignani & Gemignani
Data teams: The big picture
- Driven by data: A practical guide to improve instruction. Paul Bambrick-Santoya
- Show me the proof: Tools and strategies to make data work for you. Stephen H. White
- Beyond the numbers: Making data work for teachers & school leaders. Stephen H. White

- Learning by doing: A handbook for professional learning communities at work. Richard Dufour, Rebecca Dufour, Robert Eaker & Thomas Many
- Leading schools in a data-rich world: Harnessing data for school improvement.. Lorna M. Earl & Steven Katz
- Learning organizations: Developing cultures for tomorrow's workplace.
- Unleashing the power of collaborative inquiry: The data coach's guide to improving learning for all students. Nancy Love, Katherine E. Stiles, Susan Mundry & Kathryn DiRanna
- SPPS COB Fate determination presentation, esp slide 6
- SPPS Shared Accountability Framework 2008
- Hexagon Tool - Implementation Science
- State Implementation & Scaling-up of Evidence-based Practices Center
- Active Implementation Hub
<http://www.tools4dev.org/resources/how-to-create-an-monitoring-and-evaluation-system/>

IV. Initiative Scope

In Scope
<ol style="list-style-type: none"> 1. Functions/entities across the district engaged in work that of a program or practice that has established logic towards outcomes. 2. Commitments programs, practices, procedures with the following characteristics: <ul style="list-style-type: none"> ○ They are intended to impact the strategic plan student outcomes ○ SPPS has authority over the administration and operation (not a state/fed requirement) ○ A certain dollar amount/threshold is being spent/allocated (TBD) ○ The budget originates outside of a school building ○ It is projected/planned to be mid to long-term ○ It impacts at least 25% of the targeted population ○ Changes can occur based on results of evaluation ○ Examples included but are not limited to: <ul style="list-style-type: none"> ■ reading programs and initiatives ■ parental involvement strategies ■ academic interventions ■ professional development
Out of Scope
<p>Functions and /or entities include the following characteristics:</p> <ul style="list-style-type: none"> ○ SPPS has no authority over the administration ○ It has financial investment of less than 10,000

- It is financed solely at a school building level
- It is short-term
- It impacts less than 25% of a target population
- It has limited capacity for revisions, sustainability,
- It is BOE establish policy or procedure
- Examples include but are not limited to:
 - Strategic Plan implementation
 - Schoolwide continuous improvement of individual schools (SCIP)
 - Legal obligations
 - Federally-triggered audits
 - Finance audits
 - State accountability system
 - BOE policy & procedures
 - Personnel performance reviews
 - Facilities Master Planning
 - Contractual obligations

V. Initiative Work Plan

#	Milestone Deliverable or Activity	Responsible Person or Group	Proposed Start Date	Status/Target End Date
School Year 2018-2019				
1	Determine resources needed for collecting, analyzing, and reporting on program effectiveness	Implementation team	January 2019	Complete
2	Determine resources needed for internal capacity building: cohort model	Implementation team	January 2019	Complete
3	Determine project decision making structure <ul style="list-style-type: none"> ● Who makes final decisions 	Research, Assessment and Evaluation (REA) Director	January 2019	Complete
4	Document the purpose and beliefs driving the collecting, analyzing, and reporting process <ul style="list-style-type: none"> ● Create a Theory of action for this initiative ● Create a statement of beliefs ● Create a Logic model for this initiative 	Implementation team	January 2019	Complete
5	Document the purpose and beliefs driving the cohort model <ul style="list-style-type: none"> ● Create a Theory of action for this initiative ● Create a statement of beliefs ● Create a Logic model for this initiative 	Implementation team	January 2019	Complete
6	Complete a district environmental scan <ul style="list-style-type: none"> ● List existing commitments 	REA team	March 2019	Complete

	<ul style="list-style-type: none"> • Categorize commitments • Determine which are in scope for district review • Prioritize categories of commitments • Venn Universe the district--consider alignment and relationships between commitments 			
7	Reorganize REA <ul style="list-style-type: none"> • Resource Alignment 	REA Director	January 2019	Complete
8	Determine timelines <ul style="list-style-type: none"> • Create a schedule for a complete collecting, analyzing, and reporting cycle • Create a schedule for cohort model cycle 	Implementation team	January 2019	Complete
9	Research models of evaluation processes, in education and business	REA team	January 2019	Complete
10	Consider existing tools and processes that relate to collecting, analyzing, and reporting	REA team	January 2019	Complete
School Year 2019-2020				
11	Define the process for data collection <ul style="list-style-type: none"> • Identify variables or types of data that could be collected • Determine variables common for all reviews • Set standards and guidelines for data collection to ensure validity • Develop a data source book • Create a Protocol(s) for Data Collection 	REA team	April 2019	November 2019
12	Define the curriculum for cohort model <ul style="list-style-type: none"> • Identify what participants need to know • Identify outcomes for participants • Identify existing / previous models • Create lessons/modules • Determine curriculum materials/tools 	REA team	April 2019	September 2019
13	Create Communication Plan for collecting, analyzing, and reporting and cohort model	Implementation team	April 2019	September 2019
14	Define the protocols for data analysis	REA Program evaluator(s), Analyst(s)	April 2019	October 2019
15	Define the process for reporting <ul style="list-style-type: none"> • Define a Protocol(s) for Reporting • Determine the standards for reporting • Determine the report audiences • Determine the type of report for each audience 	REA team	April 2019	November 2019

	<ul style="list-style-type: none"> Develop a data dashboard model 			
16	Create infrastructure for initiative data repository for collecting, analyzing, and reporting and cohort model	Implementation team	April 2019	complete
17	Implement collecting, analyzing, and reporting cohort model	REA team	August 2019	June 2020
18	Conduct project self-reflection, after action review create report template for self-reflection create monitoring tool for implementation	Implementation team, Program Evaluator(s)	January 2020	June 2020
School Year 2020-2021				
19	Implement 5-year calendar for district level reviews for collecting, analyzing, and reporting	Implementation team	August 2020	August 2025
20	Provide professional development and support implementation for additional district staff to process and analyze data collected to determine program effectiveness (cohort model)	Implementation team	August 2020	August 2021

VI. Performance Indicators

Performance Indicator	Measurement Method	Targeted Achievement	Achievement Completion	
School Year 2018-2019			Completed (y/n)	Level of Completion
environmental scan completed	completed report	agreement that the scan is reflective of district commitments	Yes	At or above target
protocols for data collection completed	final documents/tools	95% of stakeholders respond that they are well-prepared to collect data	No	Change of design
protocols for data analysis completed	final documents/tools	95% of stakeholders respond that they are well-prepared to analyze data	No	Change of design

Performance Indicator	Measurement Method	Targeted Achievement
School Year 2019-20		
Data collection process	document	Aligned to the budget process
Cohort model	feedback	90% of participants report the experience as relevant, useful and

		successful in building their capacity for evaluation of program(s)
Effectiveness metrics	report	meta-evaluation complete
Self-review of implementation year 1	document	completed report
School Year 2020-21		
Data collection process	documented decision-making process utilized	informs the budget process
Cohort model	feedback	90% of participants report the experience as relevant, useful and successful in building their capacity for evaluation of program(s)
Effectiveness metrics	report	meta-evaluation complete
Review of year 2	feedback	completed report



INITIATIVE ACTION PLAN

Focus Area	Program Evaluation and Resource Allocation
Initiative 5B	Use program analysis and the process of strategic resource allocation to define and implement a district-wide Middle School Model.
Draft	August 2019

Executive Sponsor: Dave Watkins, Chief of Schools

Initiative Owner: Amanda Herrera-Gundale, Middle School Program Manager

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I. Intended Objective of the Strategic Initiative

Objective
Implement a districtwide Middle School Model for students in grades 6-8.
If we develop capacity to deliver effective middle school level programming, students in grades 6-8, will show increased progress, meet or exceed grade level standards-based expectations as measured by state and district assessments by 2023.

II. Initiative Description

Brief Description of Initiative
<i>A successful middle school model includes challenging core and elective courses, a consistent support team of teachers and advisors, and college and career readiness programming.</i>
We will:
<ul style="list-style-type: none">● Revise middle school schedules with consideration for job-embedded professional development● Support the middle school structure, including organizing groups of teachers and students as learning communities● Update the curriculum and implementation of the middle school Foundations advisory course● Redesign 6th grade literacy to provide both Readers and Writers Workshops

III. Rationale

Desired State
The district-wide Middle School Model provides a foundation that will be consistent from building to building for all students in grades 6-8. The model reflects the 16 characteristics and essential elements from the Association for Middle Level Educators that are developmentally responsive, challenging, empowering and equitable for adolescent learners. All schools encompass:

Curriculum, Instruction & Assessment	Leadership & Organization	Culture & Community
<ul style="list-style-type: none"> ● Value young adolescents ● Engage in Active Learning ● Teach challenging curriculum ● Have multiple learning approaches ● Utilize varied assessment (Standard Based grading & Reporting) 	<ul style="list-style-type: none"> ● Shared vision ● Committed leaders ● Courageous & collaborative leaders ● Professional Development ● Organizational Structures 	<ul style="list-style-type: none"> ● School Environment ● Adult Advocate ● Guidance Services ● Health & Wellness ● Family Engagement ● Community & Business

Evidence that Demonstrates the Efficacy and/or Best Practices of this Program/Initiative

The Association for Middle Level Education (AMLE) position paper, *This We Believe: Keys to Educating Young Adolescents (2010)*, has an overarching framework of four essential attributes that connect with the 16 characteristics of successful middle grades schools.

- An education for young adolescents must be: Developmentally responsive, Challenging, Responsive, and Equitable.
- AMLE organizes the 16 research-based characteristics of effective middle grades education into three areas: Curriculum, Instruction, and Assessment; Leadership and Organization; and Culture and Community. See more at [AMLE](#)

Wood, Chip. Yardsticks: Child and Adolescent Development, Ages 4-14. Center for Responsive Schools, Inc., 2017. Yardsticks serves as a reference guide for parents and educators on the developmental milestones of children from birth through adolescence.

Montessori, Maria. The Absorbent Mind. Translated from the Italian by Claude A. Claremont. Dell Pub. Co., 1969. Dr. Maria Montessori identifies the four planes of human development as infancy, childhood, adolescence and maturity. Each plane has its own set of characteristics. [Montessori's Four Planes of Development](#)

[Effective Career Awareness for K-8 Students](#)
[Best Practices in K-12 Career Readiness](#)

IV. Initiative Scope

In Scope
<ul style="list-style-type: none">● Principals and Assistant Principals● Teachers Middle School● Finance● Human Resources● Communications , Marketing & Development● Assistant Supt Middle Schools● Chief of Schools● Office of College and Career Readiness● Office of Specialized Services● Office of Teaching and Learning● Office of School Support● Office of Multilingual Learning● Office of Family and Community Partnerships● Office of Alternative Education● Office of Research, Evaluation & Assessment
Out of Scope
<ul style="list-style-type: none">● Student Placement● Teachers- High School● Teachers-Elementary● Family Engagement & Community Partnerships (see initiatives 8A Engagement and 9A Partnerships)● Equity● Technology Services● Title 1● Indian Education Programming● Facilities● Nutrition Services● Security & Emergency Management● Transportation● Athletics & Activities Department● Grants

V. Initiative Work Plan

	Milestone Deliverable or Activity	Responsible Person or Group	Start Date	Status/ Target End Date
School Year 2018-2019				
1	Provide opportunities and support leaders to develop a shared vision for middle level education.	Assistant Superintendent	September 2018	Complete
2	Strengthen school-based leadership teams use of best practices relating to the vision.	Continuous Improvement, Leadership Development	October 2018	Complete
3	Finalize Fiscal Year 2020 school sites and establish middle school funding model for those sites	Middle School Model Advisory Group, Business Office, Assistant Superintendent of Middle Schools	November 2018	Complete
4	Measure current state of Middle School foundational areas and readiness for implementation of updated structures, strategic components. Incorporating self-perception data and other measures.	Continuous Improvement, REA	November 2018	Complete
5	Determine & Construct a Middle School Model Advisory Group that focuses on middle school programming	Assistant Superintendent of Middle Schools	December 2018	Complete
6	Implement 7 period day to support Middle School Model at SY 19-20 sites	Middle School Model Advisory Group, OCCR	January 2019	Complete
7	Develop and launch a communication plan for the Middle School Model.	Middle School Model Advisory Group, Assistant Superintendent of	January 2019	Complete

		Middle Schools, Communications		
8	Review and update the Foundations program and curriculum to encompass: Community building & connections Academic Achievement Culturally Responsive Instruction AVID Strategies Digital Citizenship Social Emotional Learning College & Career Readiness	Middle School Advisory Group, School Support Personalized Learning OTL Career & College Post-Secondary Partnerships	January 2019	Complete
9	Redesign the 6th grade literacy block to include Readers Workshop and Writers Workshop	District Literacy Specialist Instructional Coordinators Literacy Coaches & Leads Teachers Principals	January 2019	Complete
10	Establish district-level coaching/leadership support whose expertise focuses on the middle level.	Middle School Model	January 2019	Complete
11	Work with school leadership teams at 6-8 and K-8 sites to develop plans for Leadership, Organization, and Staffing Curriculum, Instruction, and Assessment Culture and Community	Continuous Improvement, REA	January 2019	Complete
12	Develop and implement a professional development plan addressing job-embedded PD and other opportunities in support of the Middle School model	OTL, MLL, SPED, & Middle Level PD Steering Committee	March 2019	September 2019
13	Identify and/or purchase necessary materials/resources for SY 2019-20	Content Leads, OTL, Principal, Business Office	June 2019	Complete
School Year 2019-2020				
14	Support pilot of Personal Learning Plans as developed through Strategic		August 2019	June 2020

	Plan Initiative 6A, at selected sites			
15	Implement and monitor in Foundations that every student has a trusting relationship with at least one adult in the school. Design professional development for Foundations teachers on relationship-building/how to be an advocate/champion.	Middle School Advisory Group Principals, & Staff MS Lead Counselor Restorative Practices School Support	August 2019	June 2020
16	Implement and monitor 6th grade English Language Arts curriculum and instruction	Program manager, District ELA team, site leadership team	August 2019	June 2020
17	Create a model of cross-departmental (horizontal) collaboration to streamline targeted and aligned support and professional development to all middle schools.	Division of Academics, Action team	September 2019	June 2020
18	Support implementation of job-embedded Professional Learning Community time	Program manager content leads, building leadership team	September 2019	June 2020
19	Implement a positive and supportive learning environment with systems that incorporate social emotional learning/PBIS across all areas and classes of a student's school day to increase student achievement and decrease disproportionality in office referrals & suspensions/dismissals especially for our students of color and students with disabilities.	Assistant Superintendent PBIS Building Support Staff Lead MS and HS Counselors	September 2019	June 2020
20	6-8 and K-8 middle schools implement individualized site plans for the Middle School Model	Assistant Superintendent of Middle Schools, SBLTs, Continuous Improvement	September 2019	June 2020
21	Develop long term Middle School Funding Model that includes all middle schools	Middle School Model Advisory Group, Assistant	October 2019	November 2019

		Superintendents		
22	Review and refine schedule that supports the Middle School Model.	Middle School Model Advisory Group, OCCR	November 2019	February 2020
23	Establish the organizational structure for supporting transition for students between grades 4-5, 5-6, 6-7, 7-8, and 8-9.	Elementary, Middle and HS Counselors, Lead Elementary, Middle, & High School Counselors Social Workers OSS Supervisor MLL	August 2019	June 2020
24	Investigate and make recommendations for structures and logistics that organize middle schools with houses and/or cross-disciplinary teams including support staff		August 2019	June 2020
25	Provide opportunities for parents/families to be informed in Middle School topics such as young adolescent development.	Family Engagement Student Placement	September 2020	June 2021
School Year 2020-2021				
26	Install structures and logistics that organize middle schools with houses and/or cross-disciplinary teams including support staff based on recommendations		August 2020	June 2021
27	Monitor implementation of collaborative teaming structure and service delivery model based on rubric	Assistant Superintendent Human Resources School Support/PBIS Building Support Staff Student Behavior Support Leads	September 2020	June 2021
28	Design a comprehensive implementation plan that encompasses robust core and elective/exploratory	OTL, Principals, Teachers, MLL, OSS, & Equity	September 2020	June 2021

	courses.	Department		
29	Create an implementation plan to support interventions and accelerations in alignment with core curriculum.	OTL, MLL, OSS, TDAS, Instructional Coach Leads	September 2020A	June 2021
30	Develop a comprehensive health and wellness program that is implemented throughout the curriculum and includes: physical activity, nutrition, wellness, healthy relationships, & safe and healthy environments. Align w/Effective & Culturally Relevant Instruction & Well Rounded Education	Leadership & Organization, OTL, REA, MS Counselors & Lead, SPPS Health Lead, OSS	September 2020	June 2021
31	Review and incorporate innovative student-leadership programming so that all students have access to opportunities, such as: Urban Debate League AVID W.E.B. Junior Achievement National Jr Honor Society Peer Mentoring	Office of College and Career Readiness, Middle School Advisory Group	September 2020	June 2021
32	Analyze S-Term, Flip Side, and EDL to implement programs, structures, and experiences to align with the Middle School Model.	Middle School Model Advisory Group, Department of Alternative Education	September 2020	December 2020
33	Monitor implementation of positive and supportive learning environment with systems that incorporate social emotional learning/PBIS	Assistant Superintendent, Middle School Model Advisory Group Building Administrators Building Staff Middle School Lead Counselor PBIS Restorative Practices	September 2020	June 2021

34	Create a district process for middle schools to partner with community organizations (social service agencies, service organizations, businesses, postsecondary institutions). Include a plan for recruiting partnerships for each middle school. Align w/Family & Community Engagement	Assistant Superintendent School Support Counselors Social Workers Legal Research, Evaluation, & Assessment College & Career Post-Secondary Partnerships	September 2020	June 2021
35	Align College/Career exploratory experiences with Strategic Plan Initiative 6A		September 2020	June 2021

VI. Performance Indicators

Performance Indicator	Measurement Method	Targeted Achievement	Achievement Completion	
			Completed (y/n)	Level of Completion
School Year 2018-2019				
A shared vision of middle-level education is built with consensus.	Discussion and notes during principal/AP meetings	Shared vision influences decision making and implementation	Y	At or above target
A common school day schedule is planned for all sites SY19-20.	Infinite Campus schedules	100% of schools with grade 6-8 students	Y	At or above target
A comprehensive communication plan to promote the middle school model is drafted and launched.	Communication plan tasks are executed according to a timeline (data)	Communication plan (updated websites, school communication, district-level communication, internal communication and messaging, designed	Y	At or above target

		to reach as many families and stakeholders as possible) is launched in multiple languages/venues, Parent Advisory Committees (PACs), etc. Clear communication and transparency in the rationale & philosophy of the Middle School Model is begun as early as SY18-19		
A middle school funding model is defined.	Allocation data Staffing ratios	Budget allocations for SY19-20 support middle school funding model (contingent on the timeline for individual site implementation)	N	Partial funding provided due to budget constraints
A timeline is developed for individual site implementation plans for SY19-20, SY20-21, and SY21-22.	Results from needs assessment/instrument	Every school serving grade 6-8 students will have an implementation plan that is tailored to their specific needs	Y	At or above target
Professional development for Foundations teachers (around advocating for students & relationship building) is created.	Professional Development plan exists	Plan includes Calendar of PD that considers all drivers necessary for implementation and readiness to deliver PD (materials, trainers etc.)	Y	At or above target
Strengthen district-level and building cross	Processes for cross collaboration	100% participation of district level administrators and	N	Under development

departmental collaboration that focuses on academic and social emotional growth.	expanded Clear outline of how to evaluate the academic and social emotional growth copies of meeting agenda, plan of action	cross departmental staff in planning meeting focused on socio emotional growth Cross departmental plan of action in place Evidence of impact on schools & students - survey		
S-Term, Flipside, and Extended Day Learning (EDL) programs are analyzed to increase alignment with the Middle School Model.	Review current course curriculum and guidelines for alignment Use MCA assessment results as guidelines for instructional need Conduct student and family surveys Monitor student attendance	Increase in attendance and 50% of alignment is in place Surveys are created and results collated	N	Scheduled for 2019-20

Performance Indicator	Measurement Method	Targeted Achievement
School Year 2019-2020		
Foundations curriculum	Lessons plans in Schoology; monitoring tool	Lessons are fully developed and implemented at all PreK-8 and 6-8 middle schools
6th grade English Language Arts curriculum and instruction	Walk throughs	All sites are implementing core components of Readers and Writers Workshop
Middle school support and professional development	PD plan	Cross-department collaboration and alignment
Job-embedded Professional Learning Community time	Teacher Development and Evaluation process	Implements PLC expectations: focus on learning, collaborative culture,

		results orientation
Social emotional learning/PBIS	Tier Fidelity Inventory tool	Tier 1 at 80% for all PreK-8 and 6-8 sites
Individualized site plans for the Middle School Model	SCIP	Leadership teams are using SCIPs to monitor implementation of Middle School model.
Middle School funding priorities	District budget plan	Sustainable resource allocations determined
Middle School schedule	School schedules	Scheduling model for 6-12 sites determined
School transitions	Transitions plan	Plan addresses needs of families and students entering and exiting middle school.
Structures and logistics that organize middles schools with houses and/or cross-disciplinary teams	Recommendations for cross-disciplinary teams	Plan addresses sustainable teaming model
Parents/families informed on Middle School topics	List of engagement opportunities	Options address diverse needs and interests
School Year 2020-2021		
Cross-disciplinary teaming model	Cross-disciplinary teaming plan	Implementation drivers have been addressed
Robust core and elective/exploratory curriculum	Middle School curriculum review	Career exploration course options have been developed, other courses reviewed for alignment with middle school model
Middle School model supporting a well-rounded education	School SCIP	Additional aspects of the Middle School model are installed or initial implementation stages at all Middle Schools



STRATEGIC INITIATIVE ACTION PLAN

Focus Area	College and Career Paths
Initiative 6A	Create career-related curriculum and personal learning plans for all PreK-12 students
Draft	August 2019

Sponsor: Darren Ginther, Director Office of College and Career Readiness

Initiative Owner: Leah Corey, Program Manager Office of College and Career Readiness

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I. Intended Objective of the Strategic Initiative

Objective
Achievement will increase as students dream bigger <i>and envision</i> the possibility of a future that involves education after high school, training, apprenticeship, leading to a productive future in our society.

II. Initiative Description

Brief Description of Initiative
<p><i>Making a personal learning plan is a way for students to consider their strengths and interests, and guide choices about courses. Accompanied by career-related curriculum, the plan will help students prepare for college, career and life.</i></p> <p>We will:</p> <ul style="list-style-type: none">• Establish a central catalog and distribution system for career-focused curriculum resources for educators• Establish a process where PreK-12 students can create and regularly update personal learning plans that include their strengths, interests and goals for the future• Develop and implement career awareness programming for students in grades PreK-5 and career exploration for students in grades 6-8, identifying community partners to help

III. Rationale

Desired State
<p>PreK-12 students have equitable access and support to rigorous academic, early college and career development curriculum as well as career pathway programming opportunities across the district.</p> <ul style="list-style-type: none">• Students in all grades engage in activities designed to encourage them to think about their future; these activities increase in focus as students advance in school such that students enter high school with an understanding of their future career interests and possibilities

- The application of career and workplace skills and concepts is infused into academic instructional practices, with all career paths honored
- Secondary students design a personal program to engage in and explore early college and career development courses and/or career pathway programming opportunities
- Naviance is uniformly implemented throughout grade 6-12 programs as a tool to support this work

Students create Personal Learning Plans that are reviewed and revised annually by the student, family and staff.

- A single document or visual exists that outlines career-related curriculum and expectations for each grade band to help with creating plans; the document is translated.
- Personal Learning Plans are online documents that include:
 - Goals
 - Action on how to accomplish goals
 - Career pathway preferences
 - Identified support if not making adequate progress on goals/pathway
 - Aptitude
 - Interests
 - Identified mentor/counselor
 - Learning mode preferences

Evidence that Demonstrates the Efficacy and/or Best Practices of this Program/Initiative

1. Student Learning Plans: Supporting Every Students' Transition to College and Career-June, 2011; Rennie Center for Education Research and Policy
<https://dpi.wi.gov/sites/default/files/imce/cte/pdf/studentlearningplans.pdf>
2. Career Pathways: Graduation is No Longer the Endgame-May, 2016; American Institutes for Research
<https://www.air.org/resource/career-pathways-graduation-no-longer-endgame>
3. College and Career Readiness Begins With A Well-Rounded Education: Opportunities Under Every Child Succeeds Act-April, 2017; American Institute for Research
<https://ccrcenter.org/products-resources/ask-the-ccrs-center/college-and-career-readiness-begins-well-rounded-education>
4. Oregon Applied Academics Project Final Report-Dec. 2013; National Research Center Career and Technical Education
<http://www.nrccte.org/resources/publications/oregon-applied-academics-project-final-report>
5. Minnesota's World's Best Workforce;
<https://education.mn.gov/MDE/dse/wbwf/>
6. Minnesota's Personal Learning Plan Legislation - June 2017;
https://drive.google.com/a/stpaul.k12.mn.us/file/d/15lI31zBfla-ITYJCc_z1eCbmai16npbJ/view?usp=sharing

- 7. [ConnectED](http://www.connectedcalifornia.org): <http://www.connectedcalifornia.org> , Example: [Career Explorations Integrated Curriculum units on Law and Justice Careers](#)
- 8. Best Practices in K-12 College and Career Readiness-June 2014;Hanover Research [Best Practices in K-12 College and Career Readiness](#)

IV. Initiative Scope

In Scope
Action Team Leaders, Advisory Committees, Post Secondary Partners, Community and Business Partners, AVID Teachers, Campus Teams, Career Pathways Counselors, Career Resources Staff, College Access Partners, Case Managers, Communications Department, Grants Office, Content Area Leads, homeroom/advisory teachers, Career and Technical Education Teachers, Departmental Leadership, Family and Community Engagement, Human Resources, Office of Multilingual Learning, Office of College and Career Partnerships, Office of Specialized Services, Office of Teaching and Learning, Research, Evaluation and Assessment, School Climate, School Counseling Department, Social Workers, Students and Parents, Work Based Learning Teachers, and Business Office
Out of Scope
Broad revisions to core curriculum and instruction.

V. Initiative Work plan

#	Milestone Deliverable or Activity	Responsible Person or Group	Start Date	Target End Date
School Year 2018-2019				
1	Create job description, post and hire Program Manager to oversee the initiative and Counselors to support pilot sites	District Leadership	01/01/19	Complete
2	Conduct analysis of current K-12 staffing and structures to support implementation at the district level and school levels.	Program Manager, Action Team	January 2019	Complete
3	Consider K-12 funding streams currently available or used.	District Leadership, Program Manager	01/01/19	Complete

4	Conduct analysis of current K-12 Personal Learning Plans.	Program Manager, Action Team	01/01/19	Complete
5	Research effective Personal Learning Plans from other sources.	Program Manager, Action Team	March 2019	Complete
6	Review current K-12 career-related curriculum and experiences.	Program Manager, Action Team	January 2019	Complete
7	Draft a Version 1 Personal Learning Plan framework that aligns with and exceeds state statute that will identify student interests, aspirations and goals, supports and course sequences.	Program Manager, Action Team, consulting with Counselors and other stakeholders	June 2019	Complete
8	Develop Version 1 Personal Learning Plan implementation guides and lessons	Program Manager, Action Team, and Counselors	June 2019	November 2019
9	Research and select data warehousing for Version 1 Personal Learning Plans within SPPS.	Program Manager, Action Team, District Leadership	July 2019	Complete
10	Develop site self assessment and other tools to monitor and evaluate Version 1 Personal Learning Plan implementation	Program Manager, Counselors	June 2019	November 2019
School Year 2019-2020				
11	Implement pilot of Personal Learning Plans K-12, providing professional development for site staff	14 school sites, supported by Program Manager and Counselors	September 2019	June 2020
12	Develop a document for families at pilot sites that communicates student learning plan and progress toward goals	Program Manager, Information Technology, Communications	August 2019	January 2020
13	Design and implement communications for internal and external stakeholders at pilot sites	Communications, Program Manager	September 2019	November 2019
14	Complete site self assessment, other data collection and analyze results of Version 1 Personal Learning Plan	Program Manager, Counselors	March 2020	June 2020

	implementation			
15	Determine role for community partners in developing and implementing career awareness programming for all students in grades PreK-5 and career exploration for students in grades 6-8	Program Manager, Action Team, District Leadership	January 2020	May 2020
16	Align career-related curriculum and experiences at each grade level	Program Manager, Action Team	March 2020	June 2020
17	Develop a graphic representation of career related curriculum.	Program Manager, Communications	July 2020	July 2020
18	Develop benchmarks to help identify how well students understand the big ideas of the career-related curriculum.	Program Manager, Action Team	March 2020	June 2020
19	Based on year 1 progress, design a year 2 implementation plan that encompasses career-related curriculum and Personal Learning Plans. Project out plans for years 3-5.	Action Team with input from Office of Teaching and Learning, Career and Technical Education/WBL, Office of College and Career Partnerships, Advisory Committees, Community Partners,	November 2019	February 2020
20	Create version 2 Personal Learning Plan format and curriculum based on findings from year 1	Program Manager, Action Team, Counselors	June 2020	August 2020
21	Research and select data warehousing for Version 2 Personal Learning Plans	Program Manager, Action Team, District Leadership	March 2020	June 2020
22	Create and implement a staff professional development plan for year 2 targeted sites that supports a successful launch of Personal Learning Plan and career-related curriculum implementation.	Program Manager, Action Team	April 2020	August 2020

23	Develop an educator toolkit of PLP and career-related curriculum resources for use in year 2.	Office of Teaching and Learning, Research, Evaluation and Assessment, Office of College and Career Partnerships, Office of Multilingual Learning, Office of Specialized Services	February 2020	August 2020
24	Develop and implement a communications plan for internal and external stakeholders for year 2 expanded Personal Learning Plans and career-related curriculum sites	Program Manager, Communications	March 2020	September 2020
School Year 2020-2021				
25	Implement expanded year-2 pilot of Personal Learning Plans and career-related curriculum	Program Manager, Action Team	September 2020	June 2021
26	Provide support for educators at year 2 sites	Program Manager, Action Team	September 2020	June 2021
27	Monitor the implementation of the initiative components and their impact on student outcomes at expanded pilot sites	Program Manager, Action Team	September 2020	June 2021
28	Informed by year 2 progress, adjust years 3-5 implementation plan for career-related curriculum and Personal Learning Plans	Action Team with input from Office of Teaching and Learning, Career and Technical Education/WBL, Office of College and Career Partnerships, Advisory Committees, Community Partners,	November 2020	February 2021

VI. Performance Indicators

School Year 2018-19			Achievement Completion	
Performance Indicator	Measurement Method	Targeted Achievement	Completed (y/n)	Level of Completion
Data analysis completed	Reports from groups responsible	Addresses all necessary areas	Y	At or above target
Research of effective personal learning plans	Documentation and summary review	A comprehensive review of research personal learning plan available.	Y	At or above target
Set framework for career-related curriculum completed	Framework Plan Curriculum alignment team identified	Covers PreK-12	Y	At or above target
Benchmarks identified for students understanding of the big ideas of the career-related curriculum completed	Benchmark Tool	Address all necessary areas and skills that students need.	N	Timeline adjusted
Personal learning plan version 1 format	personal learning plan aligns with and exceeds state statute	Personal learning plans are ready to be added to delivery/digital system	N	Timeline adjusted
Professional development plan for career-related curriculum, experiences and personal learning plan Professional development completed and schedule set	Professional development Plan	Plan completed and schedule to implement in year 1 of pilot Professional development addresses best practice and research around personal learning plans and career-related curriculum	N	Timeline adjusted
Comprehensive Implementation Plan that encompasses career-related curriculum and personal learning plan	Implementation Plan	Addresses all components of the initiative	N	Timeline adjusted

completed				
K-5 Career curriculum and experiences is enhanced so that all elementary receive aligned programming and exposure	The actual curriculum is finalized to include a more robust and comprehensive experience for students	Foundational curriculum and programming plan is enhanced through community partnerships and real-world career experiences.	N	Timeline adjusted

School Year 2019-20		
Version 1 career related curriculum implementation guides and lessons	Implementation plan	Addresses all components of the career related curriculum
Version 1 Personal learning plan format and process	personal learning plan aligns with and exceeds state statute	Personal learning plans are ready to be added to delivery/digital system
Personal Learning Plans implemented at pilot sites	personal learning plans in use in schools by students	Counselors and/or teachers provide support for a meaningful and realistic personal learning plan for all students 80%+ of students in target sites have completed or revised a personal learning plan
Career related curriculum implemented at pilot sites	Data, reports, Benchmark tool Scope and sequence document	Counselors and/or teachers provide support for meaningful and realistic career related curriculum 80% of students in target sites engage in career related curriculum
Professional development support for pilot sites	Professional development log and schedule	Staff at targeted sites are facilitating site level PD
Pilot year evaluation	Pilot year evaluation report	Collects, analyzes data from pilot sites, makes recommendations for 2020-21
Guidelines for building level support for PLP process	Systems documentation	Targeted sites have explored and installed for 2020-21
Expanded Implementation Plan for career-related curriculum and personal learning plan in year 2; includes version 2 of CRC and PLP	Implementation Plan	Addresses all components of the initiative Reflects results of pilot

School Year 2020-21		
Ongoing Professional development for targeted sites to support personal learning plan and career related curriculum	Professional development Participation log.	90%+ participation among targeted audience and evidence of learned practices visible/applied in classrooms.
Career-related curriculum use in targeted schools and classrooms	Data, reports, Benchmark tool Scope and sequence documents	Has increased in intensity from previous year and addresses all necessary areas and skills that students need. 90% of students in target sites engage in career related curriculum
Personal Learning Plans implemented in target sites	Personal learning plans professional development plan was delivered. Personal learning plans in use in schools	90%+ of students in target sites have completed or revised a personal learning plan 90%+ Teachers provide support for a meaningful realistic personal learning plan for all students.
Finalized career related curriculum and PLP scope and sequence for use in years 3-5	Implementation Plan	Addresses all components of the initiative Reflects results of pilot
Expanded implementation plan for years 3-5 phase of targeted sites	Implementation Plan	Addresses all components of the initiative Reflects results of pilot



STRATEGIC INITIATIVE ACTION PLAN

Focus Area	College and Career Paths
Initiative 7A	Strengthen partnerships that provide college credit, industry certification and job experience to secondary student
Initiative 7B	Expand high-quality instruction in targeted career fields
Draft	August 2019

Sponsor: Darren Ginther, Director, Office of College and Career Readiness

Initiative Owner: Anna Morawiecki, Career and Technology Education Coordinator,
Office of College and Career Readiness

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I. Intended Objective of the Strategic Initiative

Objective
Provide career-focused, hands-on opportunities for all middle and high school students. “Career-focused” is a broad definition to ensure all students have experiences and rigorous course taking opportunities to explore their career interests and aspirations.

II. Initiative Description

Brief Description of Initiative
<p><i>Partnerships support strong career pathways, which provide students with opportunities to participate in courses and other activities related to their career interests and goals.</i></p> <p>We will:</p> <ul style="list-style-type: none">● Implement and standardize career pathways at all high schools● Establish a family outreach program to build awareness of SPPS career-related programs● Partner with higher education institutions to provide career-related programs that supplement SPPS career pathways <p>This includes:</p> <ul style="list-style-type: none">● Strengthen and explore new partnerships and programs to ensure all secondary students attain real-world experience including internships, work-based learning and other job market related opportunities.● Develop a marketing/rebranding plan for College and Career Paths to ensure all students, families and other stakeholders understand the opportunities within SPPS● Strengthen outreach and marketing for students and families to learn about college credit and industry credentials, increasing enrollment and success in advanced coursework.● Strengthen and develop new acceleration and support strategies to ensure all students are able to access coursework and experiences relevant to their desired college and career path.● Allocate new and re-allocate existing staff to expand partnerships, strengthen collaboration and build coalition among institutions, employers, industry partners, and community to achieve a shared goal: Increase student participation in high quality real-world learning inside and outside the classroom, where students experience workplace and gain employability skills while in high school.● Expand access to aligned career fields for all secondary SPPS students that are relevant to the interests of students and in-demand fields; 6-12 alignment prepares middle school students for career pathways opportunities in 9-12.

- Expand Early College opportunities for students to earn transcribed college credits they can use toward a higher education degree, credential and/or certification

III. Rationale

Desired State
<p>Aligned college and career pathways and coursework equitably prepare students for success in real world experiences, college, college credit, and industry certification.</p> <ul style="list-style-type: none"> ● All high schools have career pathway opportunities that allow students to earn meaningful college credit and job related experiences that equip them for life after high school ● Student Personal Learning Plans are aligned to career pathways; all students have a post-secondary plan for college, military, credential/certification and/or other career ● All secondary schools have an aligned system of career and college support that maximizes college access partners and can identify and address specific student needs ● SPPS has partnerships with industry that include determining high demand, liveable wage certifications and fields <p>Grades 6-12 coursework and career pathway alignment results in all students graduating ready to pursue their career aspirations.</p> <ul style="list-style-type: none"> ● Graduation rate and attendance have increased as students engage in their desired career pathway ● Enrollment and success in advanced coursework and real-world opportunities is proportional among all student demographic groups ● Students are earning more college credits while in high school ● Students have more opportunities for exposure to and certification in industry standards
Evidence that Demonstrates the Efficacy and/or Best Practices of this Program/Initiative
<ul style="list-style-type: none"> ● Career and Tech Ed in 21st Century ● Early College and High School Partnerships ● Best Practices for College and Career Center Structure and Staffing ● Best Practices for College and Career Counseling ● Evaluations of High School Career Academies ● Measuring College and Career Readiness ● Redesigning the High School Experience ● Best Practices in Innovative Programs ● CTE Graduation Pathways

- [Effective Early College Programs](#)
- [Innovative Instruction for College and Career Preparation](#)
- [Best Practices in Alternative and Career and Technical Education](#)
- [K-8 Effective Career Awareness and Development](#)
- [Parental Engagement for CTE](#)
- [Best Practices in K-12 Business Partnerships](#)
- [Planning for In-Demand CTE Programs](#)
- [Meeting Labor Markets through CTE](#)
- [Rethinking Dual Enrollment to Reach More Learners](#)
- [Accelerated Coursework Program Research in MN](#)
- [Disproportionate Access to Dual Enrollment Opportunities](#)
- [AVID Data Summary](#)
- [YCC Data Summary](#)
- [2017-18 9th Grader Career Cluster Interests](#)
- [Advanced Coursework SPPS Data 9-12](#)
- [Redefining Ready!](#) College and Career Readiness

IV. Initiative Scope

In Scope
<ul style="list-style-type: none"> ● Student Engagement Advisory Board (SEAB) ● Building Principals ● Career and College Readiness and Partnerships Office ● Assistant Superintendents ● Office of Academics ● Office of Business and Financial Affairs ● Office of Teaching and Learning ● School Counseling/Counselors ● Core Counseling Curriculum and Naviance ● Personal Learning Plans ● Career and Technical Education and its advisory boards ● Higher Education Institutions ● Employers and business organizations (ex: Saint Paul Chamber of Commerce) ● Potential Funders ● Grants Office ● AVID ● SPPS Transportation ● Metro Transit ● Facilities ● Office of Early Learning ● Human Resources
Out of Scope

- AVID strategies school-wide and in advanced coursework: this could be utilized in future phases related to curriculum
- College Access Partners

V. Initiative Work Plan

#	Milestone Deliverable or Activity	Responsible Person or Group	Start Date	Status/ End Date
School Year 2018-2019				
1	Define College and Career Ready indicators for SPPS based on Redefining Ready! initiative.	Action Team	April 2019	September 2019
2	Establish expectation that all comprehensive high schools have career pathways organized into four broad fields <ul style="list-style-type: none"> • Career fields and pathways are defined in one page overview 	District Leadership	February 2019	September 2019
3	Provide work-based learning teachers/site coordinators for each comprehensive high school <ul style="list-style-type: none"> • task with expanding experiential learning opportunities including internships, workplace learning, apprenticeships and job shadowing aligned to students' desired career pathway exploration. 	Action team, Division of Schools, Human Resources	January 2019	September 2019
4	Confirm the relationship with Saint Paul College where pathways at the College and not available through SPPS are accessible to all SPPS high school students, including Career and Technical Education	Action Team	April 2019	Complete

	(CTE), college credit and industry certifications.			
5	Partner with Saint Paul College to create Summer bridging (coursework) opportunities allowing students to advance into higher developmental or college level coursework upon enrolling at Saint Paul College	Saint Paul College (Director of College Partnerships), Post-Secondary Partnerships	January	Complete
School Year 2019-2020				
6	Collect and Analyze data based on SPPS' definition of Redefining Ready! initiative.	Action Team	September 2019	June 2019
7	Document what a complete career pathway includes and the steps to take in developing one	Action Team	September 2019	October 2019
8	Create an overview of the pathways projected for each comprehensive high school, including: <ul style="list-style-type: none"> At least one pathway for each of the 4 career fields at each site Schedule for developing each pathway at each site Budget and staffing estimates for each pathway 	Action Team, Assistant Superintendents, HS leadership teams	April 2019	October 2019
9	Create school level career pathway development plans that include: <ul style="list-style-type: none"> Determining components of each pathway for that site 9th grade career sampler experience where students select a career pathway Revised core coursework and electives that reflect pathway choices 	Action Team, Assistant Superintendents, HS leadership teams	July 2019	October 2019
10	Establish resources and funding required to implement 2020-21 career pathways	Action Team, Senior Executive Leadership Team	October 2019	April 2020

11	Develop family-friendly guides and student expectations for 2020-21 individual pathways at each site	Action Team in collaboration with school sites	September 2019	November 2019
12	Determine structure and curriculum for career sampler experience for all 9th grade students <ul style="list-style-type: none"> • Aligned with career pathways offered by specific site • Includes Personal Learning Plans 	Action team, OTL, Division of Schools	September 2019	November 2019
13	Plan for integration of career pathways into high school core courses <ul style="list-style-type: none"> • Curriculum resources • Professional development 	Action team, OTL, Division of Schools	November 2019	February 2020
14	Pilot model for SPPS High School Career Pathway Centers <ul style="list-style-type: none"> • Align goals/outcomes • Provide for equitable staffing 	Action Team, Assistant Superintendents, School Leadership Teams	January 2019	June 2020
15	Collect and analyze data from Career Pathway Center pilots, to inform future implementation	Action Team	January 2020	June 2020
16	Develop marketing resources and communications regarding 2020-21 district career fields and site career pathways to ensure all students, families and other stakeholders understand the opportunities within SPPS	Action Team, Communications Office	August 2019	October 2019
17	Expand Career Pathway Centers to additional SPPS High Schools, informed by pilot results	Office of College and Career Readiness and Assistant Superintendents	February 2020	August 2020
School Year 2020-2021				
	Implement 2020-2021 school level plans for developing career pathway	Schools sites, supported by	September 2020	June 2021

	including revised core coursework and electives that reflect pathway choices	Office of College and Career Readiness		
	Implement structure and curriculum for career experiences for all 9th grade students	Schools sites, supported by Office of College and Career Readiness	September 2020	June 2021
18	Plan for added pathways in school year 2021-22	Action Team, Division of Schools	June 2020	September 2020
19	Develop guides and student expectations for 2021-22 individual pathways at each site	Action Team in collaboration with school sites	September 2020	October 2020
20	Establish specific funding required for 2021-22 career pathways	Action Team, Senior Leadership Team	October 2020	November 2020
21	<p>Implement plan for integration of career pathways into high school core courses</p> <ul style="list-style-type: none"> • Curriculum resources • Professional development 	Office of Teaching and Learning, in collaboration with Action team, school sites	March 2020	December 2020
22	<p>Create a concurrent enrollment credentialing system:</p> <ul style="list-style-type: none"> • Communicates and markets credentialing opportunities for teachers • Maintains a list, by school, of all credentialed teachers • Collaborates with the Office of Teaching and Learning and Career and Technical Education to ensure there are credentialed teachers to offer career pathways in high schools 	Action Team, HR	June 2020	December 2020
23	Provide for recruiting and retaining industry qualified professionals as	Action Team, HR	Spring 2020	December 2020

	SPPS educators			
24	Work with current partners and seek out new partnerships to enhance student programming and real-world opportunities.	School Work-based learning coordinators	Spring 2020	June 2021
25	Expand experiential learning opportunities including internships, workplace learning, apprenticeships and job shadowing aligned to students' desired career pathway exploration.		Spring 2020	June 2021
26	Review and expand Concurrent Enrollment courses/offerings at all high schools	Early College Team and post-secondary partners	April 2020	Spring 2021

VI. Performance Indicators

Performance Indicator	Measurement Method	Targeted Achievement	Achievement Completion	
School Year 2018-2019			Completed (y/n)	Level of Completion
SPPS definition with indicators related to College/Career/Life Ready	Redefining Ready! (SPPS specific); aligned to College/Career database created between 6A/7A	Set Baselines based on 2018-19; set targets for improvement	No	50%
The SPPS Career Pathways plan	Mapping of career pathways in all high schools, St. Paul College, with transportation considerations.	Plan provides for: <ul style="list-style-type: none"> equitable access across the district for all students to participate in career pathways (multiple year plan) comprehensive organization 	No	Deadline extended

		of current pathways and the development of new pathways at all high schools.		
Definition of a SPPS College Access Program/Partner (CAP) and clear expectations between CAP and SPPS regarding roles/responsibilities of the partnership	Collaboration with programs, high school leadership, and the Office of College and Career Readiness	Succinct definition that eliminates confusion	Yes	At or above target
SPPS will know which and how many students are currently receiving College Access Partnership services, which students are not and why	Data analysis, by district and secondary school, to understand enrollment vs. capacity of college access programs/partnerships	Clear information will enable programs, in collaboration with schools, to fill to capacity in years 2 and three and determine where greater or different capacity is needed	No	50% complete
For students not meeting Accuplacer/ACT/Minnesota Comprehensive Assessments (MCA) requirements, multiple measures and additional programming will be developed in partnership to ensure access to Saint Paul College coursework. #8	Enrollment at St. Paul College	SPPS grads improve placement level if take part in bridging program and enroll at Saint Paul College.	Yes	At or above target

Performance Indicator	Measurement Method	Targeted Achievement
School Year 2019-2020		
Data based on SPPS' definition of Redefining Ready!	Redefining Ready! (SPPS specific); aligned to College/Career database	Improvements in College/Career readiness based on baseline data
District Career Pathways plan	Plan and related documents	Plan defines: <ul style="list-style-type: none"> • 4 common career fields at all comprehensive high schools • common and unique career pathways at each school • schedule for pathway development • Budget and staffing estimates for each pathway
School level pathway development plans	Plan and related documents	Plans address: <ul style="list-style-type: none"> • Components of each pathway for that site • 9th grade career sampler experience where students select a career pathway • Revised core coursework and electives that reflect pathway choices
Baseline data and understanding of all partnerships related to career pathways	Database to track partnerships	Increase number of partnerships by 5% by the end of the school year
Increased and equitable student enrollment in career pathway programs and industry internships	student registration/schedules	100% of SPPS students grades 9-12 will be aware of pathway opportunities. Increased enrollment for new pathways and increased student internships for established pathways.

Increased student capacity in College Access Programs (CAP) to maximize impact of CAP's on student	Measure increased capacity in programs	Desired percentage growth currently unknown; will need to determine based on Year One data analysis
Every SPPS High School will have equitably funded Career and College staff with aligned goals/outcomes	Staffing list	All comprehensive high schools have at least a half time college and career staff <ul style="list-style-type: none"> staff allocation in proportion to 9-12 student enrollment at a high school along with other factors such as Free/Reduced Lunch, English Language Learners, Special Education, etc
Improve on bridging programs and multiple measures for "college level" coursework placement based on lessons learned from year 1.	Measure student enrollment	Students improve placement levels and enroll at Saint Paul College Awareness of next steps of coursework
Increase in the number of students in experiential learning opportunities (internships, job shadowing, etc)	Developed system to track all experiential learning opportunities	Process data: increase of 3% of students participating in experiential learning opportunities.
SPPS High School Pathway Centers pilot results	Report	Pilot implementation is analyzed, includes recommendations for future sustain or expand
School Year 2020-21		
Collect and Analyze data based on SPPS' definition of Redefining Ready!	Redefining Ready! (SPPS specific); aligned to College/Career database	Improvements in College/Career readiness based on baseline data
Increased and equitable student enrollment in career pathway programs and industry internships	Data from course enrollments and performance reviews	Increased enrollment for new pathways and increased student internships for established pathways.
Increase in partnerships that impact Career Pathways	Database to track partnerships	Increase number of partnerships by 5% by the end of the school year

Increase enrollment at Career Pathways Academy (at Saint Paul College)	Student Enrollment	200 students enrolled in Career Pathways Academy coursework
Increase in graduation rate for class of 2021	Graduation rate	3% increase in graduation rate
Increased student capacity in College Access Programs (CAP) to maximize impact of CAP's on student outcomes	Measure increased capacity in programs	Desired percentage growth currently unknown; will need to determine based on Year Two data analysis
Improve on bridging programs and multiple measures based on lessons learned from year 2	Measure student enrollment	Students improve placement levels and enroll at Saint Paul College Awareness of next steps of coursework
Increase in the number of students in experiential learning opportunities (internships, job shadowing, etc)	Developed system to track all experiential learning opportunities	Process data: increase of 3% of students participating in experiential learning opportunities.



STRATEGIC INITIATIVE ACTION PLAN

Focus Area	Family and Community Engagement
Initiative 8A	Identify ways to engage the community in district decisions and initiatives
Draft	August 2019

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

Initiative Owner: Hsajune Dyan, Coordinator Office of Family Engagement and Community Partnerships

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I. Initiative Objective

Objective
Improve stakeholder engagement in district level decisions

II. Initiative Description

Brief Description of Initiative
<p>Respectful engagement includes providing consistency, transparency and accountability to internal and external stakeholders about decision-making processes and creating authentic opportunities for input.</p> <p>We will:</p> <ul style="list-style-type: none">• Develop and standardize districtwide engagement guidelines that define stakeholder roles• Create a collection of staff resources on engagement strategies• Provide training for staff and community members on engagement guidelines and strategies• Identify and revise practices that hinder community engagement <p>As a district, we need clarity about what people can and can't impact as advocates. We seek to broaden the kinds of decisions people can affect, and bring transparency to issues and decisions that are not subject to advocacy. To operationalize these decisions, we need to (1) build a welcoming culture where community input is integral to the decision-making process, and (2) establish timelines to ensure opportunities for community input, guidance, and feedback.</p>

III. Rationale

Desired State
<p>SPPS welcomes and encourages engagement by all members of the community, with a framework that guides the kinds of participation appropriate for the context of decisions.</p> <ul style="list-style-type: none">• The framework describes the mission and values for stakeholder engagement and how and when the district uses community input in its decisions; it has been informed by the International Association for Public Participation Pillars of

[Participation](#) and input from the community

- Staff receive training in various ways to engage external and internal constituents, understanding that engagement looks different in different cultural communities and there is no one “right” way to involve community members
- There are a variety of strategies in practice for engagement
- The district is clear about when it informs constituents of decisions they cannot affect, and when it seeks input from constituents before making decisions they can affect
- Families understand district decisions because leaders take time to explain the process and reasoning behind those decisions
- The district builds in sufficient time to seek community input before making decisions
- SPPS has a process for two-way communication with the community, with a timeline for discussions, presentations, and feedback or follow up

Evidence that Demonstrates the Efficacy and/or Best Practices of this Program/Initiative

1. International Association for Public Participation (IAP2):
<https://www.iap2.org/page/jpd>
2. Parent Academy evidence of success/effectiveness:
<https://www.piqe.org/news-articles/>
3. “Intentional Social Interaction” (IZI)evidence of connections: IZIs at Murray, Ramsey, AIMS, HPHS, HPMS - parents indicated satisfaction with connection to other parents and school staff around issues raised. (IZIs 2017-2018 school year)www.marnitastable.org
4. IZIs - [References from organizations that have worked with Marnita’s Table](#) (MN Dept of Health, Ramsey Cty Attorney, MN DEED, Carver Cty HHS, Suburban Ramsey Family Collaborative, etc.)
5. National Coalition for **Parent Involvement** in education. 2006. Research Review and Resources. [Responsive Classroom](#)
6. *U of M: Public Engagement Action Plan*
https://engagement.umn.edu/sites/engagement.umn.edu/files/OPE%20Twin%20Cities%20Action%20WEB2_0.pdf
7. [Indigenous Family Engagement: Strong Families, Strong Nations](#)
8. Parent Advisory Councils:
https://www.lpfch.org/sites/default/files/field/publications/creating_and_sustaining_effective_hospital_family_advisory_councils.pdf
9. Cultural specialist (family/community liaison) as a catalyst for community-home-school engagement
<https://drive.google.com/drive/u/2/folders/0ADLXXdMCTgakUk9PVA>

IV. Initiative Scope

In Scope

The initiative primarily focuses on improving district-level decision and this action team proposed that key staff members who work directly with families receive appropriate tools and trainings to effectively support and engage diverse families. In addition, to create a reciprocal decision making process at the district level.

- Office of Family Engagement (OFE)
- Communication Department
- Research and Evaluation
- Office of Equity
- Parents Advisory Councils (PACs) and Student Engagement and Advancement Board (SEAB)
- Board of Education
- School (i.e. principals) and district leaders
- Office of Multilingual Learning
- Educators (Teachers and counselors)
- IAP2, IZI, Community Circle
- Surveys
- Professional Development

Out of Scope

We placed both community-based, faith-based organizations or others here because most of the action plan we proposed will direct at internal stakeholders (i.e. district staff, PACs, specialist, etc.); however, those who we considered as out of scope will be consulted as needed.

- Community-based organizations
- Faith based organization
- Intergovernmental agencies (city and counties)
- Local businesses
- Local non-profit organizations

V. Initiative Work Plan

#	Milestone Deliverable or Activity	Responsible Person or Group	Start Date	Target End Date
School Year 2018-2019				
1.	Develop guidelines for public engagement in SPPS decisions and actions	Action Team, Director of OFECP	April 2019	August 2019
2.	Develop toolkit of public engagement strategies for use by SPPS programs and departments	Action Team, Director of OFECP	April 2019	August 2019
School Year 2019-2020				
3.	Provide training to district leadership, frontline staff on community engagement	Action Team & OFECP	October 2019	June 2020
4.	Publish public district engagement guidelines in 5 main languages	OFECP & Office of Communication	October 2019	December 2019
5.	Establish routine for identifying and publicizing District engagement opportunities for families.	Action Team & OFECP, Office of Communication	October 2019	December 2019
6.	Hire a full-time American Indian Cultural Specialist for OFECP	Director of OFECP & Human Resources	July 2019	September 2019
7.	Establish process to monitor implementation of community engagement guide.	Action Team & OFECP	October 2019	January 2020
School Year 2020-2021				
8.	SPPS and its stakeholders follow the community engagement guide in a continuous cycle of improvement to meet benchmarks of success and adopt changes as needed	Action Team & OFECP, REA, & Office of Communication	August 2020	July 2021
9.	Identify and address district policies/practices and programs that hinder community engagement and/or develop policies/practices and	Action Team & OFECP	August 2020	July 2021

	programs that promote community engagement			
10.	Identify innovative/expanded ways to seek engagement	Action Team & OFECP	August 2020	July 2021

VI. Performance Indicators

Performance Indicator	Measurement Method	Targeted Achievement	Achievement Completion	
School Year 2018-19			Completed (y/n)	Level of Completion
Mission, value or belief about stakeholder engagement document is finalized		Published document with translations	Y	Audience adjusted to be internal, no translations needed
Stakeholder engagement framework is complete		Published document with translations	Y	Audience adjusted to be internal, no translations needed

Performance Indicator	Measurement Method	Targeted Achievement
School Year 2019-20		
District leadership, frontline staff on community engagement trained	Training plan	Internal training team established; engagement toolkit complete; district staff attendance based on engagement needs
Public district engagement guidelines published	Public engagement guidelines	One-pager available in 5 main languages
Routine for identifying and publicizing District engagement opportunities for families.	Content calendar	Evidence that communication went out in district channels
American Indian Cultural Specialist for OFECP hired		Position filled
School Year 2020-21		

Benchmarks and method for tracking implementation	Monitoring plan	Operationalized, aligned with Initiative 2A positive culture
Improvement of stakeholder engagement monitored	Cycle of improvement data collection, process improvement	Data being collected, analyzed, reported to inform improvement;
District policies/practices and programs review	Report and policy/procedure revisions	Policy/procedure updates complete
Innovative/expanded ways to seek engagement	Identified strategies	Updated toolkit and training



STRATEGIC INITIATIVE ACTION PLAN

Focus Area	Family and Community Engagement
Initiative 9A	Review and revise relationships with external organizations to better meet student needs
Draft	August 2019

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

Initiative Owner: Aquanetta Anderson, Community Partners Project Coordinator, Office of Family Engagement and Community Partnerships

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I. Strategic Initiative Objective

Objective

Create mission-driven partnerships that are aligned to the district's strategic plan in advancing long-term student outcomes. This will strengthen and maximize effective partnerships throughout the district directly impacting a wide range of organizations and individuals within the community.

II. Initiative Description

Initiative Description

Mission-driven partnerships align to the strategic plan and positively impact long-term student outcomes.

We will:

- Align partnerships to meet the needs of students, as prioritized by the SPPS Achieves Strategic Plan
- Centralize the management of partnerships within the Office of Family Engagement and Community Partnerships
- Establish standardized partnership requirements with ongoing data collection and reviews
- Document current partnerships and identify opportunities for new relationships aligned to long-term student outcomes

III. Rationale

Desired State
<p>SPPS develops and sustains effective partnerships through a robust management system. These partnerships focus on supporting the SPPS strategic plan and achieving our long-term student outcomes. Partnership management includes:</p> <ul style="list-style-type: none">● A common definition of partnership● An up-to-date inventory of partnerships● Information about gaps in services and/or needs of schools and programs● A single point of entry for both prospective partners and the schools/departments who seek them● Standard intake, vetting, development and follow-up processes● Consistent communication about expectations of and support for partnerships● Evaluation of partnership impact● Acknowledgement of work and progress by all stakeholders
Evidence that Demonstrates the Efficacy and/or Best Practices of this Program/Initiative
<p>Research on Best Practices</p> <ol style="list-style-type: none">1. Collaborative school-family-community partnerships contribute to student success and well-being, specifically in the areas of academic achievement, attendance, social-emotional development, and community and civic participation (Epstein et al, 2019; Hands, 2010; Sanders, 2003).2. Community partnerships should be developed with involvement and input from key stakeholders, including but not limited to students, parents, teachers and other school staff, principals, district administrators and staff, and community members (Sanders, 2003). When these stakeholders are not involved or consulted with, tensions and feelings of resentment can arise that hinder the success and impact of the partnership.3. Selection of partnerships should be based on common goals (Sanders, 2003; Hands, 2010; Hanover, 2018).4. Partnerships among schools, families, and the community should be focused on improving student learning and development (Epstein et al, 2019).5. Community partnerships with businesses help to prepare students for the workforce (Sanders, 2003).6. Effective school-family-community partnerships have established plans for open communication, problem solving, and decision making (Epstein et al, 2019; Hanover, 2018; Sanders, 2003).7. It is important for community partnerships to implement a process for reflection and evaluation to assess the implementation and quality of activities, quality of the partnership itself, and progress towards achieving goals (Epstein et al, 2019; Hanover, 2018; Sanders, 2003).

8. It is important for teachers, school staff, and district staff to have skills in managing partnerships. Personnel involved in school-community partnerships need to have experience and skills in planning and organizing collaboration, facilitating communication, and mediating conflicts (Hands, 2010; Sanders, 2003).
9. Children learn through a variety of social and educational contexts, and the goals for student academic success are best achieved through the cooperation and support of schools, families, and communities (Willems and Gonzalez-DeHass, 2012).
10. Engaging students in activities that are consistent with environmental and sociocultural structures existing outside school walls will ensure a greater degree of parallel between school environments and real-life tasks that will facilitate students' meaningful learning of academic subject matter (Willems and Gonzalez-DeHass, 2012).
11. School-community partnerships lead to many benefits, including creating a caring community, improving the school's programs and climate, supporting families, enhancing student achievement, improving behavior, increasing attendance and graduation rates, and helping students to succeed both in school and in later life (Epstein, 2010a, 2010b).
12. Collaboration between schools and members of the community is beneficial for students because it can provide students with opportunities for mentorships and afterschool programs that extend the classroom curriculum to the real-world setting (Ferreira, 2001).
13. School-community partnerships are most effective when all parties see the benefits that the alliance will bring to all stakeholders involved, and because the collaborative efforts are viewed as fruitful and valuable, then each individual's commitment to the success of the partnership is encouraged (Hands, 2005).
14. Effective partnerships include leadership from an action team, which takes responsibility for assessing current practices and implementing and evaluating next steps for building partnerships. Ultimately, the practice should take into account the particular needs of students, teachers, and families in their school (Epstein, 2010b).

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IV. Initiative Scope

In Scope
<ul style="list-style-type: none">● Office of Family Engagement and Community Partnerships (OFECP)● Office of College and Career Readiness (OCCR)● Office of Communications, Marketing and Development (CMD)● Office of Research, Evaluation and Assessment (REA)● Office of Community Education (OCE)● Office of Technology Services (OTS)● Office of Early Learning (OEL)● Office of Teaching and Learning (OTL)● Facilities (Permits) Department● Athletic Department● Senior Leadership Team (SLT)● Office of Student Health and Wellness● Office of Transportation● Office of Nutrition Services● Office of Title I Federal Programs● Professional Development● Board of Education● Office of Equity
Out of Scope
<p>These groups are considered out of scope as they will likely be consulted on an “as needed” basis, or will be included in subsequent phases that involve engagement strategies or establishment of advisories.</p> <ul style="list-style-type: none">● Business Office - Procurement division will be consulted in initial information gathering phases as some partners may also have contracts for services with the District.● Vendors - may be consulted is providing direct services to students● Business Office (Accounting) may be consulted to run numbers to assess financial impacts● Legal Department will be consulted on data sharing, risk management and liability issues.● Student Placement Center may be consulted for information regarding school enrollment numbers and feedback families may have about school choice.● American Indian Education, Specialized Services, Multilingual Learning, Equity and School Support departments may be consulted regarding best practices, metrics and cultural relevance of some partnerships.

V. Initiative Work Plan

#	Milestone Deliverable or Activity	Responsible	Start Date	Status/ End Date
School Year 2018-2019				
1.	Form Advisory committee.	Initiative Team	January 2019	Restructured
2.	Develop foundational guidelines for partnerships a. Define “partnership,” “partner,” “sponsor,” and “vendor.” b. Establish common expectations and goals between SPPS and partners; c. Create a belief statement about partnerships (i.e., Why are partnerships important?). d. Determine the elements, benefits, outcomes and levels of partnerships	Initiative Team	January 2019	Complete
3.	Determine implementation stages <ul style="list-style-type: none"> ● Districtwide Stage 1 ● Schools Stage 2 	Initiative Team	January 2019	Complete
4.	Establish stage 1 partnership registration a. Determine what information partners will be required to submit. b. Establish core requirements for partnerships (e.g., background checks, insurance, rosters of students served, etc.).	Initiative Team, Office of Family Engagement and Community Partnerships (OFECP) staff	January 2019	Complete

5.	Develop partnership documentation process for Stage 1 a. Investigate successful partnership management models, both within SPPS and externally. b. Use research to design an equitable process for partners to access and use SPPS resources. c. Define internal and external roles in creating and maintaining effective partnerships	Initiative team, OFECP staff, REA staff	January 2019	Complete
6.	Identify partnership data management tool a. Design or purchase a partnership management tool b. Pilot system with small number of partners before launching.	OFECP, Purchasing, REA	January 2019	Complete
7.	Create forms that support Stage 1 SPPS/partners relationship a. establish or reaffirm shared vision and goal b.outline mutual expectations and responsibilities c. identify how the partnership will align to strategic plan and impact long-term student outcomes.	OFECP, SLT	January 2019	March 2020
8.	Establish and collect baseline data on partners for initiative.	REA, intern	January 2019	Complete
School Year 2019-2020				
9.	Document all Stage 1 partnerships (what partners are doing where, with what supports)	OFECP staff	July 2019	November 2019

10.	Identify common themes in existing Stage 1 partnerships, gaps in partner services to advance long-term student outcomes	OFECF, REA	October 2019	March 2020
11.	Define and implement evaluation process, criteria, and timeline for Stage 1 partnerships	OFECF, REA	October 2019	March 2020
12.	Design communications plan for internal and external audiences to increase knowledge of new system	OFECF, Communications	October 2019	December 2019
13.	Develop procedure for ending or changing partnerships voluntarily or involuntarily	OFECF, REA, SLT	January 2020	June 2020
14.	Monitor Stage 1 use of partnership forms and systems	OFECF	January 2020	June 2020
15.	Revise forms and systems based on Stage 1 outcomes	OFECF	June 2020	August 2020
School Year 2020-2021				
16.	Document all Stage 2 partnerships	OFECF	August 2020	December 2020
17.	Analyze gaps in Stage 2 partnerships	OFECF	December 2020	January 2021
18.	Use gap analysis to design and implement a targeted recruitment strategy for new partnerships.	OFECF	February 2021	August 2021
19.	Implement evaluation process for schools to assess partnerships and revise as needed	OFECF, Division of Schools	January 2021	June 2021
20.	Design and deliver PD sessions for SPPS staff on partnerships	OFECF	July 2020	June 2021
21.	Design and deliver onboarding sessions for new partners.	OFECF	April 2021	June 2021

VI. Performance Indicators

Year 1: 2018-19		
Performance Indicator	Measurement Method	Targeted Achievement
<i>What will indicate successful implementation? This can be a product, an amount of activity, or a measurable change in condition.</i>	<i>How will this information be collected?</i>	<i>What level of accomplishment will be considered successful?</i>
Develop a Customer Relationship Management (CRM) or Contact Lifecycle Management (CLM) partnership tool to manage and complete an inventory of partnerships	Progress of work reported by Advisory Committee, consultant, OFECP, and/or Technology Services	Partnership information can be entered and pulled for use. At a minimum, the district will know who its partners are, what services/supports partners provide, where partners provide services/support, and who partners serve.
Total number of partnerships, including types of partnerships and partnerships by school/program	Information will be collected through the CRM/CLM partnership tool through purchasing department	Track over time to determine whether partnerships are equitably fulfilling needs of schools/programs
Number of programs completing the on-boarding process	Information will be collected through the CRM/CLM partnership tool through purchasing department	Track over time to examine how many partners complete the on-boarding process
Number of partnerships aligned to the district's strategic plan outcomes	Information will be collected through the CRM/CLM partnership tool by forms completed annually by partners; program evaluation	There will be an increase of partnerships with shared vision and goals over time
Number of students served in partnerships by demographics	Rosters will be collected through the CRM/CLM partnership tool	Track over time to examine how many students are supported by partnerships and whether partnerships are equitably serving students across demographics and geographic areas
Definition of Partnership	Consult with external and	Definition and category that

	internal members to develop a working definition	eliminates confusion
Year 2: 2019-20		
Performance Indicator	Measurement Method	Targeted Achievement
Functionality of partnership CRM/CLM partnership tool	Advisory Committee/REA will assess how the partnership tool is working	The tool continues to track useful and relevant information
Total number of partnerships, including types of partnerships and partnerships by school/program	Information will be collected through the CRM/CLM partnership tool	Track over time to determine whether partnerships are equitably fulfilling needs of schools/programs
Number of programs completing the on-boarding process	Information will be collected through the CRM/CLM partnership tool	Track over time to examine how many partners complete the on-boarding process
Number of partnerships aligned to the district's strategic plan outcomes	Information will be collected through the CRM/CLM partnership tool and program evaluation	There will be an increase of partnerships with shared vision and goals
Number of students served in partnerships by demographics	Rosters will be collected through the CRM/CLM partnership tool	Track over time to examine how many students are supported by partnerships and whether partnerships are equitably serving students across demographics and geographic areas
Develop a process and timeline to evaluate partnerships	Progress of work reported by Advisory Committee, Partnership Office, and/or REA	There is established criteria to evaluate partnerships (effectiveness & satisfaction of relationships) and evaluations are planned for Year 3
Development of PD session and materials for SPPS staff	Partnerships Office, Office of Early Learning	PD curriculum is developed, piloted, and revised accordingly for launch in Year 3
Year 3: 2020-21		
Performance Indicator	Measurement Method	Targeted Achievement
Functionality of partnership CRM/CLM partnership tool	Advisory Committee will assess how the tool is working	The tool continues to track useful and relevant information
Total number of partnerships,	Information will be collected	Track over time to determine

including types of partnerships and partnerships by school/program	through the CRM/CLM partnership tool	whether partnerships are equitably fulfilling needs of schools/programs
Number of programs completing the on-boarding process	Information will be collected through the CRM/CLM partnership tool	Track over time to examine how many partners complete the on-boarding process
Number of partnerships aligned to the district's strategic plan outcomes	Information will be collected through the electronic tool and program evaluation	There will be an increase of partnerships with shared vision and goals
Number of students served in partnerships by demographics	Rosters will be collected through the CRM/CLM partnership tool	Track over time to examine how many students are supported by partnerships and whether partnerships are equitably serving students across demographics and geographic areas
Completed evaluations of partnerships - following the defined process & timeline	Evaluations will be completed by REA	The district has information needed to determine the value and impact of specific partnerships
Number of PD sessions offered, number of participants, & participant satisfaction with PD	PD sessions & participants will be tracked by PDExpress and by Partnership Office; Review of participant satisfaction surveys	Track over time to assess the need for and quality of the PD in managing partnerships