



STRATEGIC INITIATIVE ACTION PLAN

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

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

Contents

| | |
|----------------------------|---|
| I. Initiative Objective | 2 |
| II. Initiative Description | 2 |
| III. Rationale | 2 |
| IV. Initiative Scope | 3 |
| V. Initiative Work Plan | 4 |
| VI. Performance Indicators | 6 |

I. Initiative Objective

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

II. Initiative Description

| Brief Description of Initiative |
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| <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 |
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| <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 |

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|------------------------------|--|--|----------------|---------------|
| | 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 |

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|----|--|----------------------------------|--------------|---------------|
| | | 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 | | |