



Annual Progress Report

2018-2022 Highlights
See spps.org/strategicplan for more detail.

	Systemic Equity	Positive School and District	Effective and Culturally Responsive Instruction				College and Career Readiness	Program Effectiveness/ Resource Allocation	Family and Community Engagement
			Culturally responsive instruction	Well-rounded education	Middle School Model	COVID-19 Response			
2018-19	<ul style="list-style-type: none"> Conducted social emotional learning programming assessment with the Collaborative for Academic, Social and Emotional Learning (CASEL) Developed staffing/coaching model to support schools/departments Created a school data dashboard informing Positive Behavioral Intervention & Supports (PBIS) decisions 	<ul style="list-style-type: none"> Developed description of culturally responsive instruction (CRI) in SPPS Constructed goals and purpose for ongoing conversations about common understanding of CRI Planned for 2019-20 CRI rollout 	<ul style="list-style-type: none"> Developed description of culturally responsive instruction (CRI) in SPPS Constructed goals and purpose for ongoing conversations about common understanding of CRI Planned for 2019-20 CRI rollout 	<ul style="list-style-type: none"> Evaluated data from elementary schools regarding access to well-rounded education (WRE) 	<ul style="list-style-type: none"> Determined vision for SPPS middle-level education Completed middle school site-based leadership teams self-assessment, action plans Adjusted schedules to support model Established expectations for Foundations Advisory and sixth grade literacy block 		<ul style="list-style-type: none"> Developed Personal Learning Plan framework, expectations and pilot sites Conducted focus groups with current SPPS students to inform PLP framework Expanded Saint Paul College Career and Technical Education partnership Defined career pathway model and expectations 	<ul style="list-style-type: none"> Determined resources needed for collecting, analyzing and reporting on program effectiveness Completed an environmental scan of existing district commitments to review Reorganized REA to support the work of the initiative and clarify the process for resource allocation 	<ul style="list-style-type: none"> Drafted SPPS stakeholder engagement guide Hired American Indian Cultural Specialist Established engagement trainings for district administrators and staff Determined partnership guidelines and management structures
2019-20	<ul style="list-style-type: none"> Adopted SEL framework and five competencies Piloted Second Step social emotional learning curriculum Expanded number of schools using Zones of Regulation lessons 	<ul style="list-style-type: none"> Adopted the Ready for Rigor framework developed by Zaretta Hammond to guide culturally responsive instruction Completed CRI "practice profile" and checklist for culturally responsive distance learning Began development of instructional resources and PD that integrate CRI 	<ul style="list-style-type: none"> Adopted the Ready for Rigor framework developed by Zaretta Hammond to guide culturally responsive instruction Completed CRI "practice profile" and checklist for culturally responsive distance learning Began development of instructional resources and PD that integrate CRI 	<ul style="list-style-type: none"> Set expectations regarding elementary student access to WRE as recommended minutes per subject Developed annual WRE review cycle to ensure implementation 	<ul style="list-style-type: none"> Created and implemented year one Foundations advisory lessons and practice profile Fully implemented sixth grade literacy block supported by new classroom libraries and reading resources Focused Foundations on student voice, choice and community building 		<ul style="list-style-type: none"> Completed PLP and careers lessons pilot with PreK-12 students in 14 schools Created PLP practice profile. Identified four career pathways offered at comprehensive high schools and established resources for implementation 	<ul style="list-style-type: none"> Hosted year-long course in evaluation for SPPS staff, increasing capacity to evaluate and improve programs Established a district-wide repository of commitments and completed cycle of review Adopted priority-based budgeting framework Established instructional priorities to drive budget decisions, informed by the strategic plan Delivered an on-time, balanced FY21 budget that took into account instructional priorities 	<ul style="list-style-type: none"> Integrated district-level stakeholder engagement and community partnerships into single research-based framework Adopted International Association of Public Participation's (IAP2) spectrum as engagement guiding basis Conducted engagement training for district leaders (additional session cancelled due to COVID)
2020-21	<ul style="list-style-type: none"> Provided learning opportunities to build consciousness and awareness surrounding fairness, justice and educational equity Implement Cultural Competency proficiency in district professional development (PD) District Equity Committee identified patterns of inequity and recommended solutions Completed 203 requests for equity coaching, support, concerns and/or development of equity PD 	<ul style="list-style-type: none"> Developed distance learning resources, Daily Connect activities, PBIS toolkits Provided social emotional learning curricula and focused mental health supports during the pandemic Provided professional development and wellness opportunities/ resources for staff 	<ul style="list-style-type: none"> Developed and implemented Culturally Responsive Teaching and the Brain book study with school leaders Embedded Ready for Rigor Framework in SPPS lesson repository Departments integrated Ready for Rigor Framework and Four Rs: Rigor, Relationship, Relevance and Realness in PD Developed Ethnic Studies course 	<ul style="list-style-type: none"> Revised WRE plan in consideration of COVID-19 impact Planned for FY22 guaranteed instruction in science, social studies, the arts, health and physical education Used WRE guidelines to inform space and program alignment 	<ul style="list-style-type: none"> Monitored implementation of supportive learning environment, incorporating SEL/PBIS Fully implemented Foundations and Readers and Writers workshop for grades 6-8 Supported access to literacy materials 	<ul style="list-style-type: none"> Implemented school-based secondary credit recovery model and common grading guidelines recognizing impact of COVID-19 Provided extra instructional support through Academic Learning Centers Completed needs assessment to inform COVID-19 response strategies Expanded summer programming to address unfinished learning 	<ul style="list-style-type: none"> Rolled out PLP system across SPPS schools Provided internships aligned to SPPS Career Pathways Implemented comprehensive high school courses for at least two Career Pathways Piloted ninth grade career integration into core subjects 	<ul style="list-style-type: none"> Continued evaluation course for SPPS staff Completed summative evaluations and reports for selected programs Based strategic investments on instructional priorities Refined priority-based budgeting process and resources Collected and synthesized foundational data to inform decisions about aligning school facilities with well-rounded programs (Envision SPPS) 	<ul style="list-style-type: none"> Implemented engagement framework within Office of Family Engagement and Community Partnerships Aligned engagement framework to projects included in SPPS Achieves Publishing SPPS engagement guidelines, framework, toolkit, including translations of parent documents
Coming in 2021-22	<ul style="list-style-type: none"> Complete district equity needs assessment and systems map Develop and implement a long-term equity plan, revising district policies to address equity system-wide Planning for Equity LEADS implementation Assessment, planning and implementation for district-wide Student Leadership and Development programming 	<ul style="list-style-type: none"> Foster a welcoming, engaging return to school that centers on relationships Support the implementation of articulated mental health and wellness supports that address student and staff social emotional needs Ensure SEL and PBIS systems are equitable and responsive to trauma 	<ul style="list-style-type: none"> Align CRI accountability with the Teacher Development and Evaluation cycle Integrate the Ready for Rigor practice profile into School Continuous Improvement Plans (SCIP) Pilot Ethnic Studies course at three high schools 	<ul style="list-style-type: none"> Conduct academic programming questionnaire for grades PreK-8 Address any instructional gaps identified 	<ul style="list-style-type: none"> Support implementation of college/career exploratory experiences Enhance literacy small group instruction Adjust Foundations curriculum based on feedback 	<ul style="list-style-type: none"> Develop district-wide instructional design model incorporating blended learning strategies and CRI Accelerate reading and math achievement through K-5 WIN (What I Need) program Build teacher collective efficacy through job-embedded PD time Finalize planning for grading, credit recovery and aligned high school schedule improvements in fall 2022 	<ul style="list-style-type: none"> Roll out Career Pathway Guide and PLP parent portal Launch four-year course planner for eighth and ninth graders Roll out four career pathways in comprehensive high schools and expand internship opportunities Embed career integration lessons in ninth grade content area courses, tie students' learning back to PLPs 	<ul style="list-style-type: none"> Continue providing summative evaluations and reports to inform budget and program decisions Continue providing evaluation training for staff Complete multi-year financial plan incorporating priority-based budgeting Approve initial Envision SPPS framework; continue to collect and analyze data to inform decisions 	<ul style="list-style-type: none"> Expand SPPS engagement guidelines training and implementation to additional district offices and staff