



Our Mission

Inspire students
to **think critically**,
pursue their **dreams**
and **change the world.**



Saint Paul
PUBLIC SCHOOLS

Our Guiding Values

- **ACHIEVEMENT:** Fostering academic success by taking action to increase student achievement through challenging and collaborative learning.
- **COMMUNICATION:** Engaging with sincerity and honesty by using language that can be understood by all.
- **CONTINUOUS IMPROVEMENT:** Pursuing excellence by identifying and strengthening what is working well and being flexible to change what is not.
- **COLLABORATION:** Working together in a respectful manner that values and honors families, staff, students and the community.
- **ACCOUNTABILITY:** Holding ourselves to high standards for the outcomes of student achievement and operational, instructional and fiscal performance.
- **INCLUSIVE CULTURE:** Embracing each individual's culture, race, ethnicity, ability and identity.

What's Inside

| | |
|--|----|
| Guiding Values | 3 |
| What We Will Notice in 2019-20 | 4 |
| Long-term Student Outcomes | 5 |
| Strategic Focus Areas | 5 |
| Objectives | 5 |
| Strategic Initiatives | 5 |
| Strategic Plan Chart | 6 |
| Strategic Initiative Progress and Planning (2018-20) | 8 |
| Academic Services | 17 |

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What We Will Notice in 2019-20

For the last year, Saint Paul Public Schools (SPPS) has prioritized, planned and designed key projects through the SPPS Achieves Strategic Plan. During the 2019-20 school year, staff, students and families will begin to see real changes in SPPS based on the progress of several strategic initiatives.

Examples: How the SPPS Achieves Strategic Plan Will Positively Affect Staff, Students and Families in 2019-20

Positive School and District Culture

Students at 12 middle schools will be part of a pilot program where they will receive social-emotional learning programming during Foundations. Foundations is an advisory class held every other day and helps to ease the transition for students from elementary to middle school.

Effective and Culturally Relevant Instruction

Introduced new professional development to SPPS staff to help increase the capacity of educators to meet the instructional needs of all students. Educators will provide challenging academics in a culturally relevant learning environment that fosters positive relationships, a sense of belonging and student engagement.

Program Evaluation/Resource Allocation

As part of the SPPS middle school model, schedules have been adjusted to include a seven-period day instead of the traditional six periods. This change provides students with new opportunities to take electives that are more aligned with their interests. The model also introduces flexible schedules and a whole class period for the Foundations advisory class.

College and Career Paths

Launched the first stage for a K-12 Personal Learning Plan pilot program at 14 sites. Staff received professional development to help students plan for college and career. A Personal Learning Plan helps PreK-12 students identify their strengths and interests to guide their school experiences and post-secondary plans.

Family and Community Engagement

Developed new guidelines to enhance community engagement opportunities and to inform how partnerships are chosen and monitored for district-level programs.

Long-term Student Outcomes

The SPPS Achieves Strategic Plan is shaped through six long-term student outcomes. These are key areas of achievement we want to improve in order to raise the performance of all students.

| 1 | 2 | 3 | 4 | 5 | 6 |
|--|--|---|--------------------------------|---|--|
| Decrease disparities in achievement based on race, ethnicity, culture and identity | Increase achievement of English Learners | Increase achievement of students receiving special education services | Improve kindergarten readiness | Increase academic growth in reading and math for all students | Prepare all graduates for college, career and life |

Strategic Focus Areas

Strategic focus areas are what we need to do as a district to bring about positive change in student achievement. The strategic focus areas include:

| Positive School and District Culture | Effective and Culturally Relevant Instruction | Program Evaluation and Resource Allocation | College and Career Paths | Family and Community Engagement |
|---|--|---|---|--|
| Create a shared sense of community to build trust and collaboration within and outside our schools. | Provide instruction in ways that are relevant to each student so they stay engaged and feel valued in the classroom. | Evaluate effectiveness of current programs and make informed adjustments and investments. | Expose students to more college and career opportunities, including the ability to earn college credit, certifications and internships. | Ensure equitable access to families so they can navigate the school system and the wealth of programs it offers. |

Objectives

Objectives are the decisions made about how to address the strategic focus areas.

Strategic Initiatives

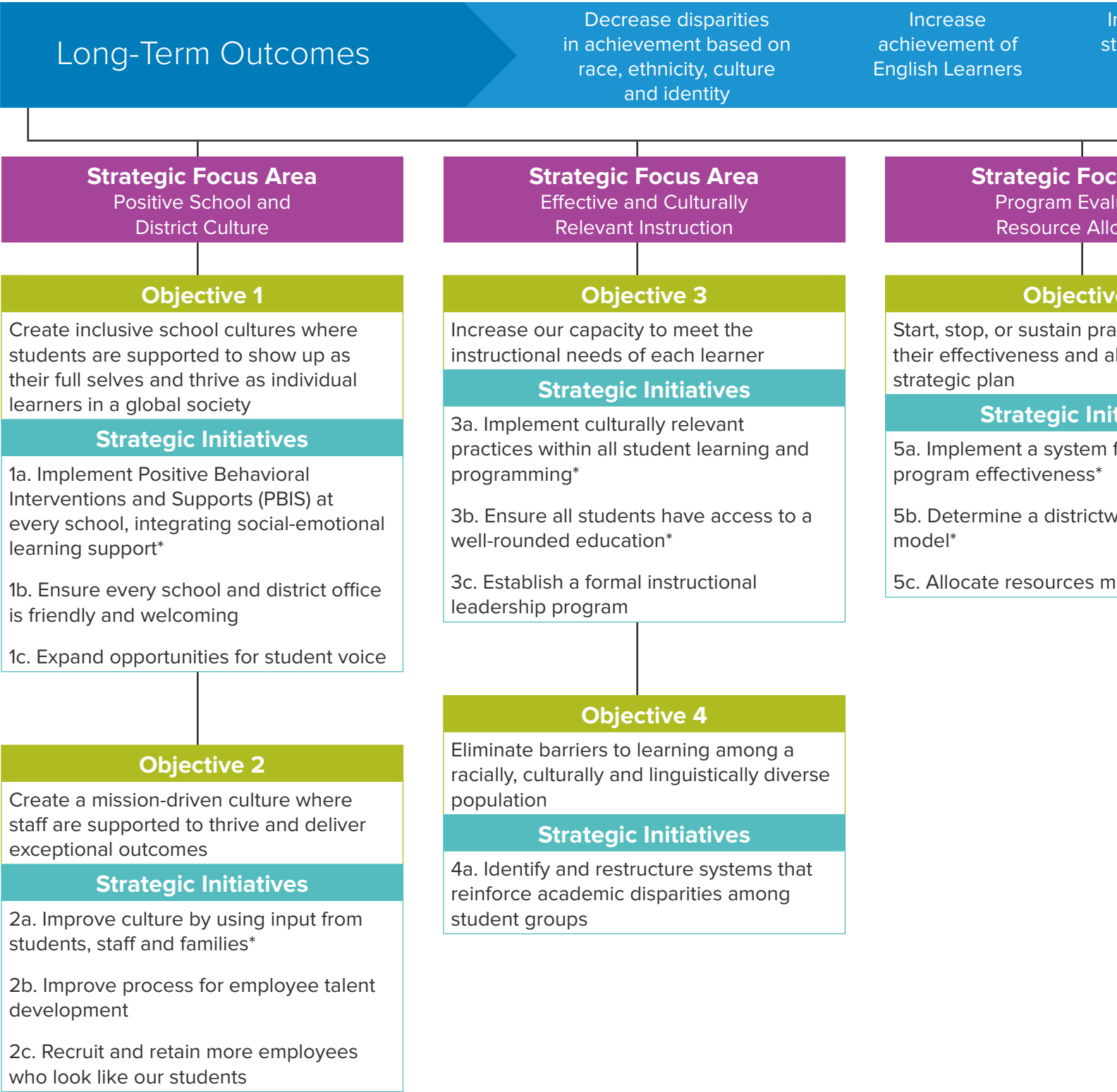
Strategic initiatives are significant projects that will help make a difference in student learning and achievement. Each initiative includes its own action plan that defines the scope, desired outcomes, deadlines and measurements that define success.

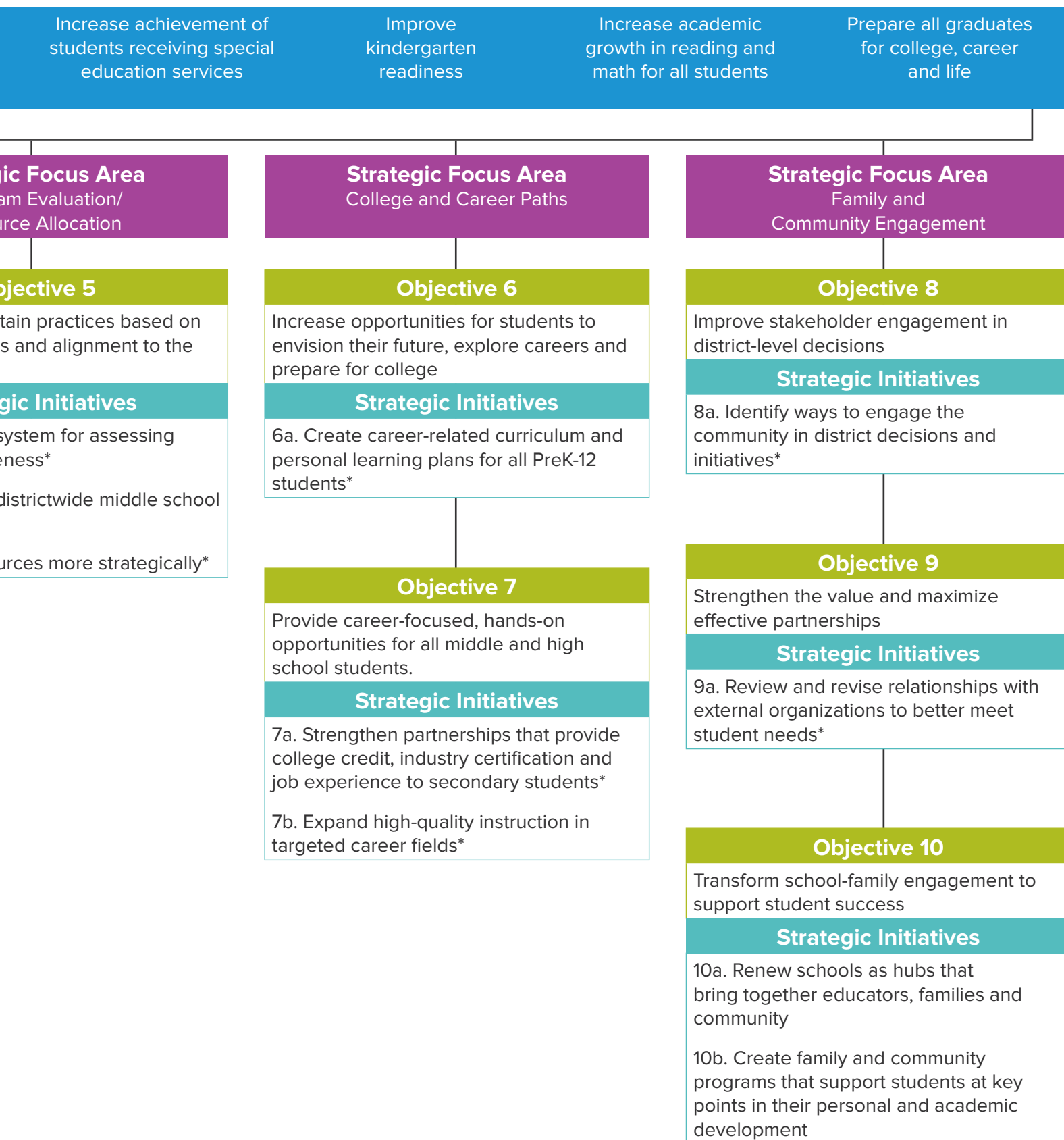
This document provides in-depth details for the strategic initiatives that are currently in progress as noted in the following chart. Unmarked initiatives represent additional work that will happen during the five-year strategic plan. **Strategic initiatives were prioritized based on several factors including:**

- Align with what we are already doing
- Urgency of work
- Resources available
- Staff workload

For detailed action plans for each strategic initiative, please visit spps.org/strategicplan.

SPPS Achieves Strategic Plan





* Strategic initiatives that are currently in progress

Strategic Initiative Progress and Planning (2018-20)

New this year: Planning is underway for Strategic Initiative 5C: Allocate resources more strategically. Strategic Initiative 7B has been incorporated into Strategic Initiative 7A due to their shared alignment with the College and Career focus area.

Focus Area: Positive School and District Culture

Strategic Initiative 1A: Implement Positive Behavioral Interventions and Supports (PBIS) at every school, integrating social-emotional learning support

Oversight: Dr. Kate Wilcox-Harris, Chief of Academics

| School Year 2019-20 | |
|--|---------------|
| Key Actions Steps | Target Date |
| Develop a multi-year district action plan based on the results of the Collaborative for Academic, Social and Emotional Learning (CASEL) assessment and analysis | November 2019 |
| Review standards for collecting and monitoring district and school-level PBIS/SEL data to inform decisions; update data collection and analysis process | December 2019 |
| Build and support school capacity to implement and monitor a PBIS framework that integrates social-emotional learning, restorative practices and trauma-informed practices using data to inform decisions. | June 2020 |
| Implement culturally relevant best practices for multi-tier PBIS that integrate social-emotional learning, restorative practices and trauma-informed practices. | June 2020 |
| Pilot social-emotional learning curriculum at 12 middle school sites and use the results in planning for additional sites next year. | June 2020 |
| Support social-emotional learning for adults as outlined in the CASEL assessment | June 2020 |
| Completed 2018-19 | |
| <ul style="list-style-type: none"> Created districtwide leadership team to guide implementation of PBIS integration with social-emotional learning Clarified work, rationale and measurements for success with the Board of Education, district leadership, administrators and department heads to ensure support, advocacy and success of the initiative Conducted assessment with Collaborative for Academic, Social and Emotional Learning (CASEL) to analyze district social-emotional learning programming Developed a staffing and coaching model that supports school sites and departments Completed assessments of programming and reviewed data to establish the current status (baseline) to monitor future progress Created a data dashboard to gather data for schools to review regularly Developed a communications plan | |

Strategic Initiative 2A: Improve culture by using input from students, staff and families

Oversight: Kenyatta McCarty, Interim Executive Director Human Resources

| School Year 2019-20 | |
|---|---------------|
| Key Actions Steps | Target Date |
| Publish and translate one-page publication describing positive SPPS culture | November 2019 |
| Develop a communications plan for recognizing and sharing stories about positive culture (and changes being made), including adopting a toolkit for employee recognition | November 2019 |
| Incorporate positive culture description into coaching and support for principals and department leaders | December 2019 |
| Administer staff cultural index survey at selected pilot sites | December 2019 |
| Determine the frequency of staff cultural index survey administration, or a rotation of survey administration, in order to support improvement planning | December 2019 |
| Develop and implement a plan to improve culture as identified in the data from pilot sites | April 2020 |
| Select or develop SPPS cultural index survey for students and families and plan for administration in 2020-21 | June 2020 |
| Inform development and provide support for the use of a manager's handbook with positive culture findings and training | June 2020 |
| Completed 2018-19 | |
| <ul style="list-style-type: none"> Reviewed stakeholder input from multiple sources to identify trends, possible metrics and challenges that may help improve culture Created one-page publication describing positive SPPS culture based on input Engaged with stakeholders to finalize the description of "positive culture" in SPPS Developed a survey to measure culture in collaboration with the University of Minnesota Identified and reported challenges to improve culture <ul style="list-style-type: none"> Recommended changes to improve culture in alignment with the Fiscal Year 2020 budget | |

Focus Area: Effective and Culturally Relevant Instruction

Strategic Initiative 3A: Implement culturally relevant practices within all student learning and programming

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

| School Year 2019-20 | |
|---|---------------|
| Key Actions Steps | Target Date |
| Develop a curriculum toolkit for Culturally Responsive Instruction (CRI)resources, including a “seed practice profile” that provides a guide to CRI in the classroom | December 2019 |
| Recommend updates to Standards of Effective Teaching (SET) rubric to align with CRI common understanding and practices | December 2019 |
| Provide workshops for district departments and school leadership on common understanding of CRI and expectations for aligning curriculum | January 2020 |
| Gather CSI examples from sites to support further growth and implementation (interviews, videos, reflections from teachers and students) | May 2020 |
| Plan for 2020-21 by evaluating successes and challenges (outcomes, activities, resources, assessment tools, communication) | May 2020 |
| Provide CRI professional development throughout the year for school Learning Leads and their sites, per roll-out plan | June 2020 |
| Completed 2018-19 | |
| <ul style="list-style-type: none"> Analyzed the Culturally Proficient School Systems design model and aligned to SPPS model for culturally relevant, culturally responsive and culturally proficient teaching Developed a consistent description of culturally relevant instruction (CRI) in SPPS, reviewed and revised with input from multiple stakeholders Developed a job description and hired a project manager to lead this strategic initiative Constructed goals and purpose for ongoing conversations about common understanding of CRI for 2019-20 school year Planned for 2019-20 CRI roll-out (outcomes, activities, resources, assessment tools); including options for sites without Learning Leads | |

Strategic Initiative 3B: Ensure all students have access to a well-rounded education

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

| School Year 2019-20 | |
|--|----------------|
| Key Actions Steps | Target Date |
| Collect data to identify reasons for achievement gaps and barriers to a well-rounded education | September 2019 |
| Consider options and make recommendations for addressing specific barriers to provide a well-rounded education | October 2019 |
| Set resource priorities, curriculum support, and timelines to adopt changes that will increase access to a well-rounded education | November 2019 |
| Develop and implement a resource plan for providing access to a well-rounded education | July 2020 |
| Completed 2018-19 | |
| <ul style="list-style-type: none"> Established an annual process for conducting Academic Programming Questionnaire Collected academic programming data for 2018-2019 | |

Focus Area: Program Evaluation/Resource Allocation

Strategic Initiative 5A: Implement a system for assessing program effectiveness

Oversight: Cedrick Baker, Chief of Staff

| School Year 2019-20 | |
|--|---------------|
| Key Actions Steps | Target Date |
| Provide professional development and support implementation for a group of district staff to process and analyze data collected to determine program effectiveness (cohort model) | June 2019 |
| Define the protocols for data analysis in support of determining program effectiveness | October 2019 |
| Define the process for data collection in support of determining program effectiveness, including types of data to collect, standards and protocols for data collection | November 2019 |
| Define the process for data reporting in support of determining program effectiveness, including reporting standards, protocols, audiences and format | November 2019 |
| Create infrastructure for data repository for data collection, analysis and reporting | June 2020 |
| Completed 2018-19 | |
| <ul style="list-style-type: none"> • Determined resources needed for collecting, analyzing and reporting on program effectiveness • Documented the purpose of driving the collection, analysis and reporting process • Completed an environmental scan of existing district commitments to review • Reorganized REA to support the work of the initiative • Determined schedule for a complete collection, analysis, reporting cycle and implementation of the cohort model cycle • Researched models of evaluation processes in education and business • Considered existing tools and processes that relate to collecting, analyzing and reporting data | |

Continued →

Focus Area: Program Evaluation/Resource Allocation

Strategic Initiative 5B: Determine districtwide middle school model

Oversight: David Watkins, Chief of Schools

| School Year 2019-20 | |
|--|---------------|
| Key Actions Steps | Target Date |
| Develop a long-term middle school funding model for all SPPS middle schools | November 2019 |
| Review and refine class schedules that support the middle school model and its seven-period day | February 2020 |
| Support pilot program at select sites for Personal Learning Plans as developed through Strategic Initiative 6A | June 2020 |
| Implement and monitor new Foundations curriculum for students, and relationship-building professional development for Foundations teachers | June 2020 |
| Implement and monitor 6th grade English language arts curriculum and instruction | June 2020 |
| Support implementation of job-embedded Professional Learning Community (PLC) time for teachers | June 2020 |
| Implement a positive and supportive learning environment with systems that incorporate social-emotional learning and Positive Behavioral Interventions and Supports (PBIS) | June 2020 |
| 6-8 and K-8 middle schools utilize individualized site plans for implementation of the middle school model | June 2020 |
| Establish the organizational structure for supporting grade-level transitions for students between grades 4-5, 5-6, 6-7, 7-8 and 8-9 | June 2020 |
| Investigate and make recommendations for structures and logistics that organize middle schools with houses (students grouped together to form a community) and/or cross-disciplinary staff teams (including support staff) | June 2020 |
| Provide opportunities for parents/families to be informed in Middle School topics such as young adolescent development. | June 2020 |
| Completed 2018-19 | |
| <ul style="list-style-type: none"> • Provided opportunities and support for leaders to develop a shared vision for middle school education • Strengthened school-based leadership teams use of middle school best practices relating to the vision • Finalized middle school funding model for select sites for the 2019-20 school year • Measured the current state of middle school in SPPS • Created a Middle School Model Advisory Group that focuses on middle school programming • Implemented seven-period day to support the middle school model at 6-8 and K-8 sites • Developed and launched a communication plan for the Middle School Model • Reviewed and updated the Foundations advisory class curriculum • Redesigned 6th grade literacy to include Readers and Writers Workshops • Established district-level coaching and leadership support for staff who focus on middle school education • Worked with school leadership teams at 6-8 and K-8 sites to develop plans for leadership, organization staffing curriculum, instruction, and assessment of culture and community • Developed and implemented a plan for job-embedded professional development and other training opportunities in support of the middle school model | |

Strategic Initiative 5C: Allocate resources more effectively

Oversight: Marie Schrul, Chief Financial Officer

| School Year 2019-20 | |
|---|----------------|
| Key Actions Steps | Target Date |
| Determine design model for priority-based budgeting in SPPS | August 2019 |
| Set timeline for development of priority-based budget process, including three levels of implementation FY21-FY23 | September 2019 |
| Align with Initiative 5A process to collect, analyze, and report data on district program effectiveness to support resource allocation | September 2019 |
| Plan and prepare for Level 1 FY21 priority-based budget process implementation by establishing governance, budget principles and policies, analyzing student learning, setting communications strategy, and planning for stakeholder engagement | September 2019 |
| Recommend Level 1 systems for making decisions on what to stop, start, and sustain | November 2019 |
| Support the development of FY21 budget following at Level 1 of the process | May 2020 |
| Plan for and support Level 2 FY22 priority-based budgeting | June 2020 |

Focus Area: College and Career Paths

Strategic Initiative 6A: Create career-related curriculum and personal learning plans for all PreK-12 students

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

| School Year 2019-20 | |
|---|----------------|
| Key Actions Steps | Target Date |
| Design and implement communications for internal and external stakeholders at pilot sites | November 2019 |
| Develop a document for families at pilot sites that communicates student learning plan and progress toward goals | January 2020 |
| Based on first-year progress, design an implementation plan for the second year that encompasses career-related curriculum and Personal Learning Plans | February 2020 |
| Determine role for community partners in helping develop and implement career awareness programming for all students in grades PreK-5, and career exploration for students in grades 6-8 | May 2020 |
| Implement a pilot program for K-12 Personal Learning Plans at 14 pilot sites, providing professional development for site staff | June 2020 |
| Revise the K-12 scope and sequence for college and career curriculum | June 2020 |
| Develop benchmarks to help identify how well students understand the career-related curriculum | June 2020 |
| Create second-year pilot for Personal Learning Plan format, curriculum and software based on the results of the first-year pilot | August 2020 |
| Create and implement a staff professional development plan for the second-year pilot sites that supports a successful launch of Personal Learning Plans and career-related curriculum | August 2020 |
| Develop an educator toolkit of resources for Personal Learning Plans and career-related curriculum | August 2020 |
| Develop and implement a communications plan for internal and external stakeholders for expanded Personal Learning Plans and career-related curriculum for second-year pilot | September 2020 |
| Completed 2018-19 | |
| <ul style="list-style-type: none"> Created job description and hired a program manager to oversee the initiative and to support counselors at pilot sites Conducted analysis of current K-12 staffing and structures to support Personal Learning Plan implementation at the district level and school levels Conducted an analysis of current K-12 Personal Learning Plans Researched effective Personal Learning Plans from other sources Reviewed current K-12 career-related curriculum and experiences Identified 14 sites to pilot K-12 Personal Learning Plans in 2019-20 and engaged with site staff to plan implementation Drafted a first-year pilot for a Personal Learning Plan framework that aligns with and exceeds state statute that requires a Personal Learning Plan no later than ninth grade Developed first-year pilot for Personal Learning Plan implementation guides and lessons with input from pilot site counselors and student focus groups Researched and selected software platform to use for first-year pilot Personal Learning Plans within SPPS | |

Strategic Initiative 7A: Strengthen partnerships that provide college credit, industry certification and job experience to secondary students

Strategic Initiative 7B: Expand high-quality instruction in targeted career fields

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

| School Year 2019-20 | |
|--|---------------|
| Key Actions Steps | Target Date |
| Document what a complete career pathway includes and the steps to take in developing one | October 2019 |
| Create a districtwide overview of the pathways projected for each comprehensive high school | October 2019 |
| Create school-level career pathway development plans | October 2019 |
| Develop marketing resources and communications regarding available 2020-21 career fields and career pathways | October 2019 |
| Develop family-friendly guides and student expectations for 2020-21 career pathways at each site | November 2019 |
| Determine structure and curriculum for career experiences for all 9th grade students | November 2019 |
| Plan for integration of career pathways into high school core courses | February 2020 |
| Establish resources and funding required to implement 2020-21 career pathways | April 2020 |
| Pilot SPPS High School Career Pathway Centers at Central Senior High, Como Park Senior High, Creative Arts Secondary and Humboldt High School | June 2020 |
| Expand Career Pathway Centers to additional SPPS High Schools, informed by pilot results | August 2020 |
| Completed 2018-19 | |
| <ul style="list-style-type: none"> Defined college and career-ready indicators for SPPS based on Redefining Ready! initiative. Established 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 Provided work-based learning for teachers/site coordinators at each comprehensive high school Confirmed the relationship with Saint Paul College where pathways at the college, and not available through SPPS, are accessible to all SPPS high school students Partnered with Saint Paul College to create summer coursework opportunities allowing students to advance into higher developmental or college-level coursework upon enrolling at Saint Paul College | |

Focus Area: Family and Community Engagement

Strategic Initiative 8A: Identify ways to engage the community in district decisions and initiatives

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

| School Year 2019-20 | |
|--|----------------|
| Key Actions Steps | Target Date |
| Hire a full-time American Indian cultural specialist for the Office of Family Engagement and Community Partnerships | September 2019 |
| Develop a toolkit of public engagement strategies for use by SPPS programs and departments | November 2019 |
| Publish district engagement guidelines in 5 main languages for the public | December 2019 |
| Establish a routine for identifying and publicizing district engagement opportunities for families | December 2019 |
| Establish a process to monitor implementation of community engagement guide | January 2020 |
| Provide training to district leadership and frontline staff on community engagement | June 2020 |
| Completed 2018-19 | |
| <ul style="list-style-type: none"> Developed guidelines on when to engage the public for decision-making opportunities that affect SPPS | |

Strategic Initiative 9A: Review and revise relationships with external organizations to better meet student needs

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

| School Year 2019-20 | |
|---|---------------|
| Key Actions Steps | Target Date |
| Document all district-level partnerships (what partners are doing where, with what supports) | November 2019 |
| Design communications plan for internal and external audiences to increase knowledge of new system | December 2019 |
| Identify common themes in existing district-level partnerships and gaps in partner services to advance long-term student outcomes | March 2020 |
| Define and implement evaluation process, criteria and the timeline for district-level partnerships | March 2020 |
| Develop a procedure for ending or changing partnerships voluntarily or involuntarily | June 2020 |
| Monitor district-level use of partnership forms and systems | June 2020 |
| Revise forms and systems based on district-level outcomes | August 2020 |
| Completed 2018-19 | |
| <ul style="list-style-type: none"> Developed foundational guidelines for partnerships Developed partnership documentation process for district-level partnerships Identified and piloted partnership data management tool Established and collected baseline data about current district-level partnerships | |

Academic Services

In addition to the strategic initiatives described in this report, the following academic services are underway to improve long-term student outcomes.

Early Learning

- Maintain and build partnerships with home and center-based early childhood services
- Develop and implement professional development in best practices for World Class Instructional Design and Assessment (WIDA) Early Years
- Fully implement digital portfolio-based assessment of student progress in all pre-kindergarten classrooms
- Align programming in Early Childhood Family Education (ECFE), Early Childhood Special Education (ECSE), early childhood screening and pre-kindergarten to help students and their families prepare for success on the first day of kindergarten

Literacy (PreK-12)

- Deepen the instruction of phonics skills to further develop reading skills for students in grades K-5
- Use data to improve guided reading/small group instruction for students in grades K-8
- Enhance educator professional development and increase independent reading time to help students read more difficult text in different genres
- Improve participation of underrepresented students in accelerated programs

Math (PreK-12)

- Deepen the understanding of Balanced Math (math review, problem-solving, understanding of math concepts, fact fluency and data-driven instruction) for students in grades K-12
- Collaborate with educators across the district to create materials that meet the needs of our culturally diverse population
- Use data-driven instruction to monitor student progress

Multilingual Learning

- Increase access to curriculum and support for Students with Limited or Interrupted Formal Education (SLIFE)
- Provide professional development for teachers and counselors who work with English learner students
- Improve communication with families of students in high school Language Academy programs
- Provide additional after-school tutoring at high schools with Language Academy

Personalized Learning

- Embrace technology as a key strategy for schools, educators and students to enhance achievement, productivity and creativity
- Provide families with access and support to use digital tools to support their students' learning
- Provide students with learning choices and multiple ways to meet academic standards
- Encourage students to voice their perspectives, learning preferences and interests

School Improvement

- Increase achievement and decrease disparities in student outcomes through a focus on schools with the highest academic needs
- Engage all schools in a comprehensive assessment process that supports continuous academic improvement
- Standardize the instructional coaching model and provide support to school administrators and leadership teams

Specialized Services

- Obtain and retain highly qualified special education staff
- Improve direct, co-taught and supplemental literacy instruction
- Increase understanding and implementation of social-emotional learning

Measurements for Success

How We Will Know the Strategic Plan is Working

The SPPS Achieves Strategic Plan incorporates performance measurements to indicate progress toward long-term student outcomes. Our metrics of 37 data points measure the current status (baseline) and our goal at the end of the plan (five-year target). Progress will be measured annually. For a list of metrics and goals, visit spps.org/strategicplan. This year's data will be available on the strategic plan website in October 2019.



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