



Welcome!

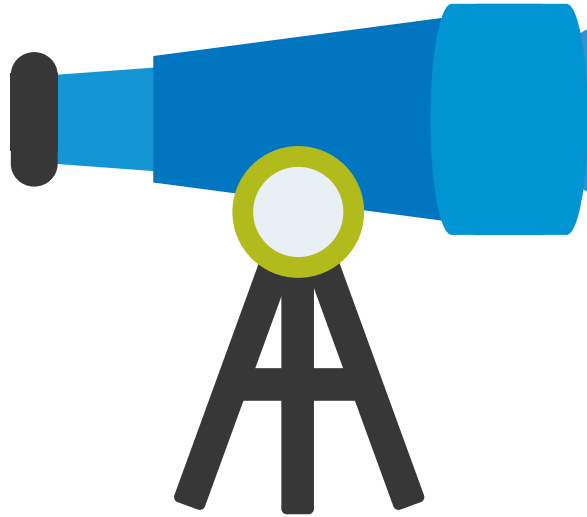
Strategic Plan 2033: Virtual Meeting February 2026

Welcome

- Welcome video from Superintendent Stacie Stanley
- SPPS 2033 Strategic Plan
- 3 Strategic Priority Areas
- Breakout rooms
 - Welcome
 - Discussion
- Closing

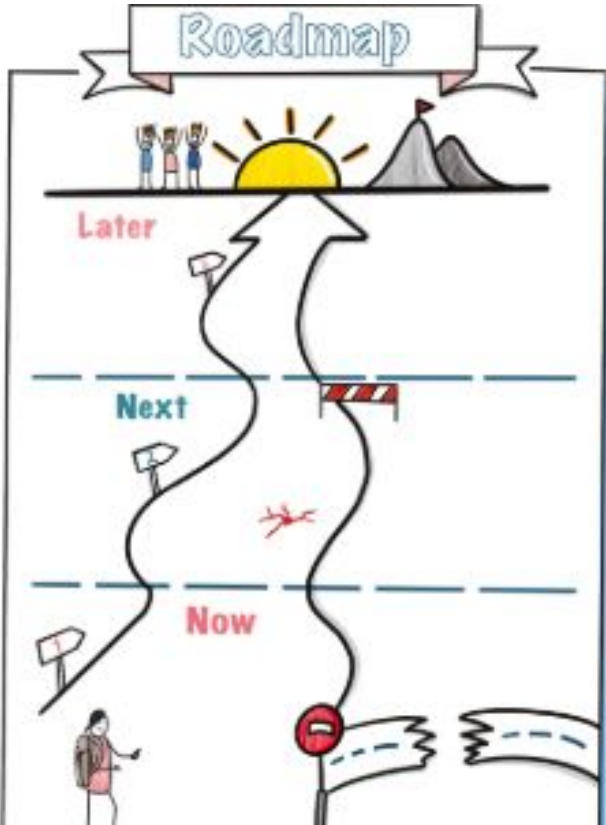
Welcome from Superintendent Stanley





2026-27 to 2032-33
Strategic Plan launching
our new strategic direction

Strategic Planning



The goal of our strategic planning process is to make decisions and take actions that shape and guide *what SPPS is, what we do, and why we do it.*

Who is involved?

- Students
- Families
- Staff
- Community

Strategic Planning Phases

January - February 2026

- Launch planning
- Launch needs assessment
- Convene Advisory Taskforce
- Conduct virtual community engagement

March - May 2026

- Synthesize all information gathered
- Convene Strategy Formation Action Teams
- Conduct community engagement
- Draft strategies

May - June 2026

- Review and revise strategies
- Draft & review implementation plan
- Finalize draft of strategic plan

July - August 2026

- Superintendent recommendation & Board adoption

September 2026

- Launch SPPS 2033 Strategic Plan

Who is involved in creating the Strategic Plan?

WHO	WHAT	WHEN
Dr Stanley, Superintendent	Direct the work and bring plan to Board for approval	Ongoing
Advisory Taskforce: 35 students, staff, parents, partners	Review findings and proposed plans, Advise on developmental and final plans	February-June
Community Engagement: Open to anyone	Give input on current conditions Offer insights on proposed initiatives	February, April, May
Strategy Formation Action Teams	Draft strategies to achieve goals Draft implementation plan for SY26/27	March - April
Strategic Plan Work Team	Management of process and planning	Ongoing

SPPS 2033: 3 Priority Areas & 10 Key Topics

Excellence in Instruction

Ensuring every student receives high-quality, culturally responsive instruction that accelerates their growth

- Achievement Gap Reduction & Academic Acceleration Initiative for Every Student Group
- Continuous Improvement Infrastructure
- Literacy Consistency and Coherence

Deliberate Inclusion

Creating schools where every student and staff member experiences dignity, connection and comprehensive support

- Discipline and Belonging Review
- Family Communication and Language Access Standards
- Special Education Programming Enhancement
- Staff Retention and Recruitment Strategy

Sustainable Infrastructure

Purposeful analysis of how we allocate funding for facilities, staff and programs through a lens of equity

- Analysis of Current Resource Allocation Models
- Facility Equity Assessment & Longitudinal Plan
- Marketing and Enrollment Recovery Campaign

Choose a key topic to learn about and give feedback on:

- Achievement Gap Reduction & Academic Acceleration Initiative for Every Student Group
- Special Education Programming Enhancement
- Discipline and Belonging Review
- Family Communication and Language Access
- Marketing and Enrollment

Group Discussion Question

Think of your child, neighbor, or one of your students:

What do you hope they get out of being an SPPS student? By the time that they graduate?

Enter your response in the chat

Breakout Rooms

- Achievement Gap Reduction & Academic Acceleration Initiative for Every Student Group
- Special Education Programming Enhancement
- Discipline and Belonging Review
- Family Communication and Language Access
- Marketing and Enrollment

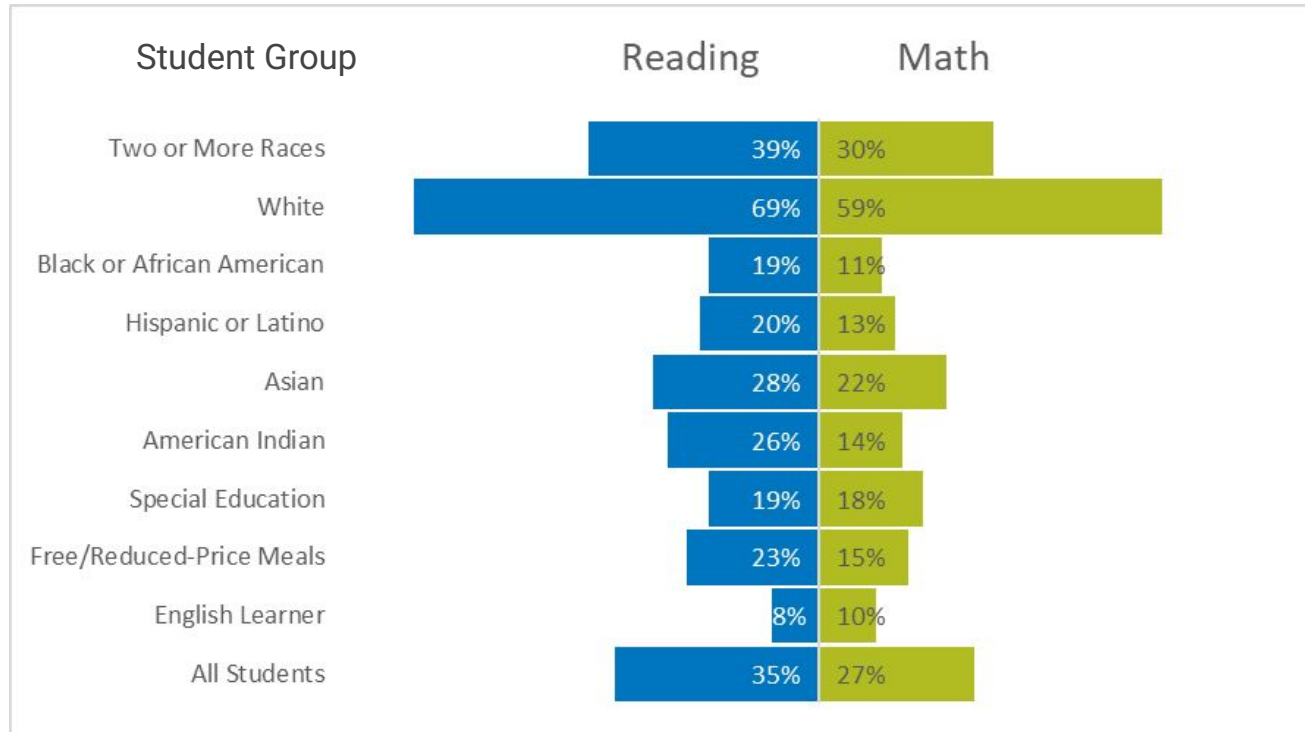


Achievement Gap Reduction & Academic Acceleration Initiative

Achievement Gap Reduction & Academic Acceleration Initiative for Every Student Group

- There is a troubling trend of systemic disparities within and across the district in both math and reading. Overall proficiency in math and reading is very low.
- Academic success is unevenly distributed across different student groups creating wide gaps between white students and other racial/ethnic groups.
- Some groups, like English language learners, struggle with very low rates of proficiency.
- Despite our best efforts, these trends continue to persist.

Achievement Gap Reduction & Academic Acceleration Initiative for Every Student Group



Achievement Gap Reduction & Academic Acceleration Initiative for Every Student Group



If your student or a student you know is having academic problems, what is available to help them? In what ways do the academic supports meet students' needs? If they do not, what are the barriers?



When your student or a student you know has experienced academic success, what was it about the experience that made it a success? Describe what made it a success for the student?



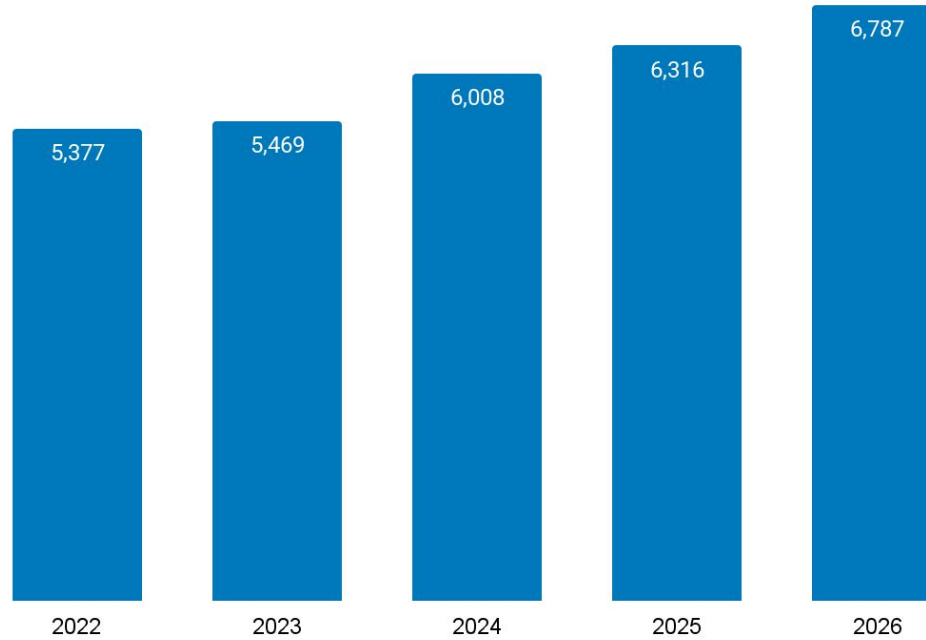
What questions do you have about this area?



Special Education Programming Enhancement

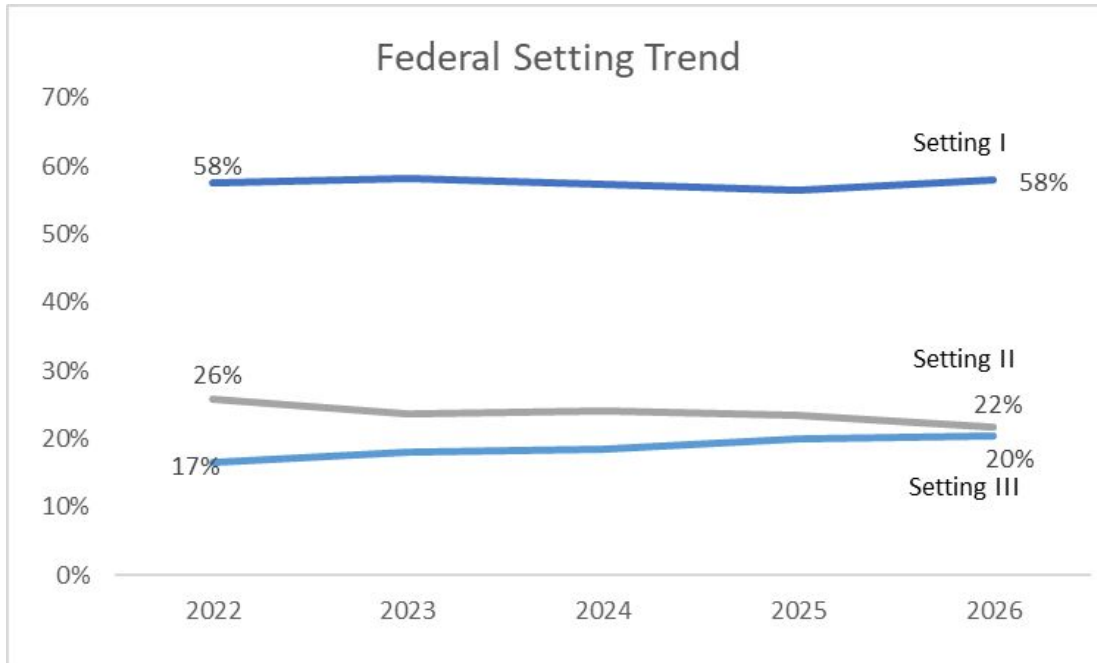
Special Education Programming Enhancement

The number of students (EC-12) receiving special education services in SPPS has been increasing



Special Education Programming Enhancement

While the percent of students in Federal Setting II has been decreasing, Federal Setting III has been increasing over the same time period. Federal Setting I remains stable.



Federal Setting Percent in Contained Classroom
Setting I: 0-19%
Setting II: 20-60%
Setting III: 61-99%



If your student or a student you know who receives special education services is not experiencing full access to general education, how does that impact their learning and educational experience? What are the barriers to full access?



When your student or a student you know who receives special education services has experienced success in school, what was it about the experience that made it a success?



What questions do you have about this area?

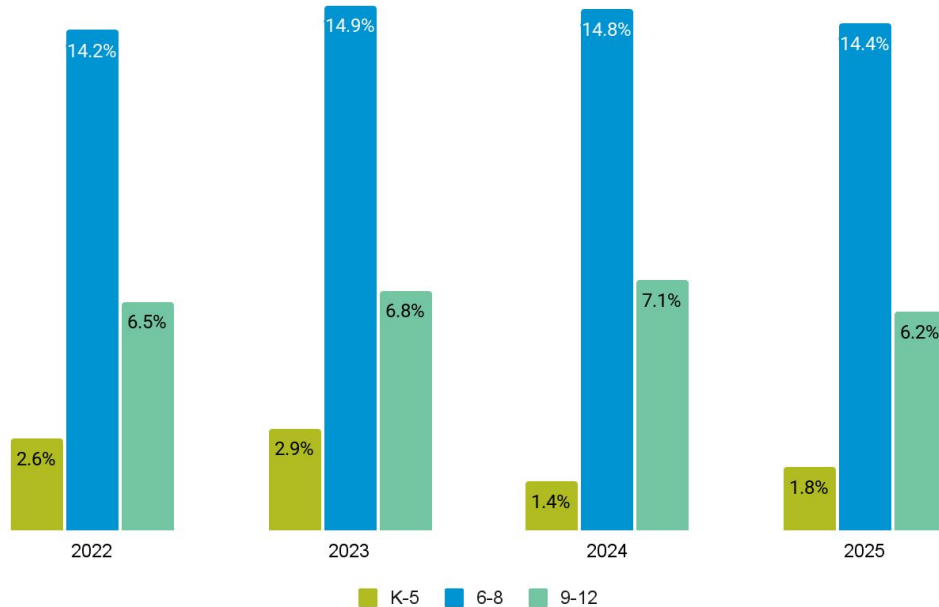


Discipline & Belonging

Discipline and Belonging

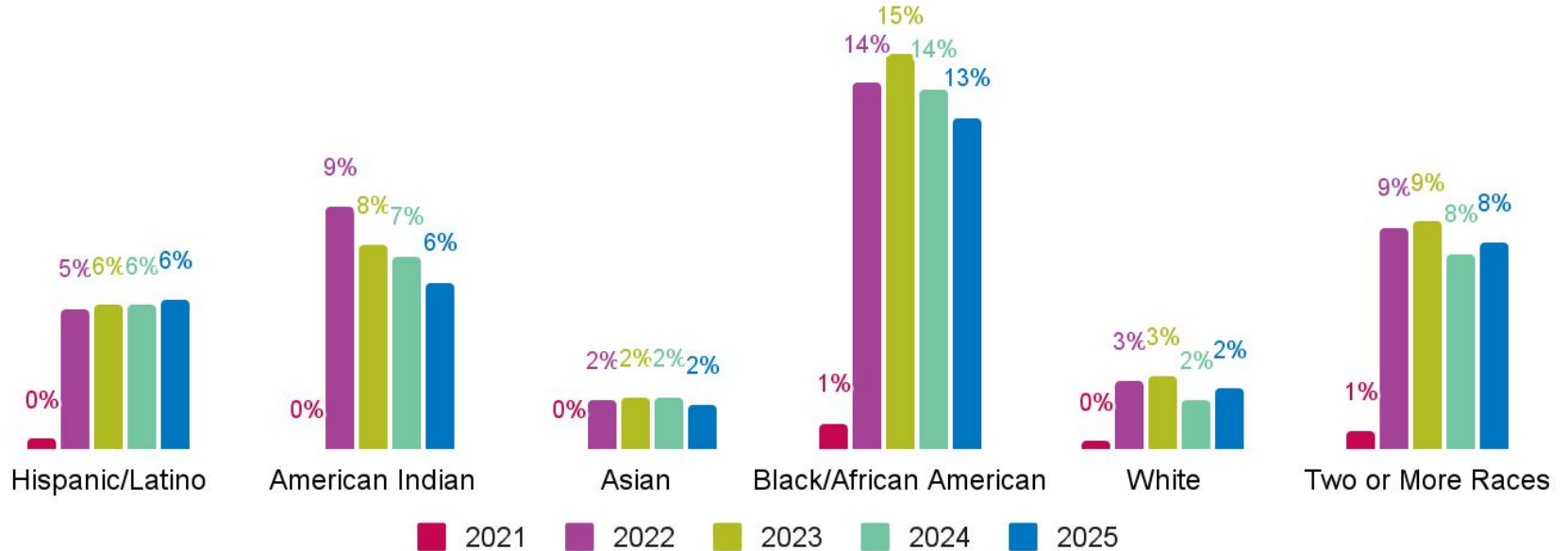
Middle school students (grades 6-8) are consistently the highest percentage of students suspended.

Suspensions by Grade Band



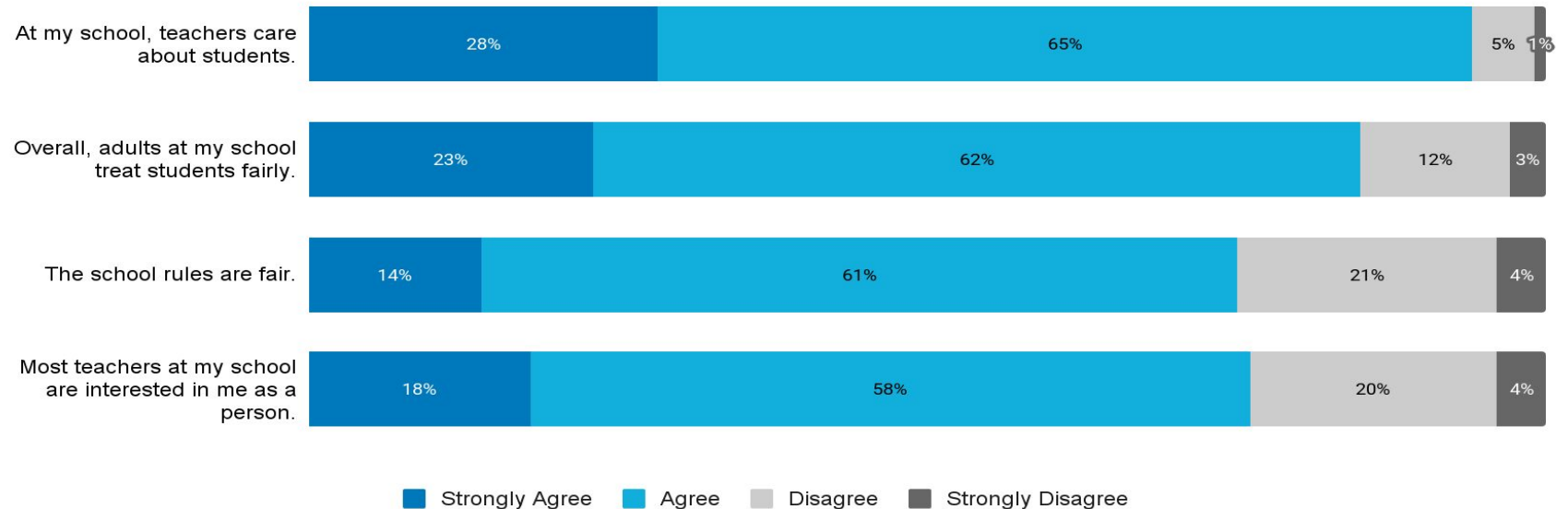
Discipline and Belonging

Across race/ethnicity, the highest group suspended are Black/African American students



Discipline and Belonging

The majority of secondary students in grades 8, 9, and 11 reported on the 2025 MN Student Survey that teachers care about them (93%) and that adults treat them fairly (86%). However, a quarter of students disagreed or strongly disagreed that the rules are fair and that teachers are interested in them as a person.



Discipline and Belonging



If your student or a student you know is disciplined, how does the school provide opportunities for growth and accountability?



When your student or a student you know has felt dignity and belonging in school, describe what the experience was like?



What questions do you have about this area?



Family Communication & Language Access

Family Communication and Language Access

SPPS families speak 114 different languages and dialects at home.

The five most common languages spoken at home in SPPS are English, Hmong, Spanish, Karen and Somali.

Home Language	Percent of Families
English	56%
Hmong	13%
Spanish	11%
Karen	8%
Somali	4%

Language Support Services for Families in the Schools

1

**On-Call
Interpreters**

2

**Language
Line**

3

**Outside
Agencies**

Family Communication and Language Access


The Language Line is one communication tool used by the district.


Over the past two years, this service has been provided to families across many languages. November was chosen as an example because it is the month when parent/teacher conferences are held.


In total for each month, Language Line has billed about 20,000 minutes across all of our schools.

Language	November 2024	November 2025
AMHARIC	287	532
ARABIC	33	229
BURMESE	336	205
DARI	332	231
FRENCH	218	135
GERMAN	20	
HAITIAN CREOLE	28	53
HMONG	1,456	2,172
KAREN	5,367	5,036
KARENNI	227	286
KHMER	127	107
KINYARWANDA	87	12
KOREAN	4	46
LAOTIAN	18	
LINGALA	14	
LUGANDA		63
MANDARIN		59
MONGOLIAN		9
NEPALI	336	255
OROMO	753	765
PASHTO	963	621
PORTUGUESE	84	84
PULAAR		31
RUSSIAN	46	
SOMALI	1,235	1,416
SPANISH	6,242	7,457
SWAHILI	509	964
THAI	10	
TIGRE		56
TIGRIGNA	484	447
TURKISH	166	
UKRAINIAN	113	45
URDU		10
VIETNAMESE	315	156

Family Communication and Language Access

 Tell us about a time when you reached out to SPPS staff and the communication was not welcoming or responsive to your needs. Describe what happened.

 When have you communicated with your school or the district and it was a positive interaction? What made it a positive experience for you?

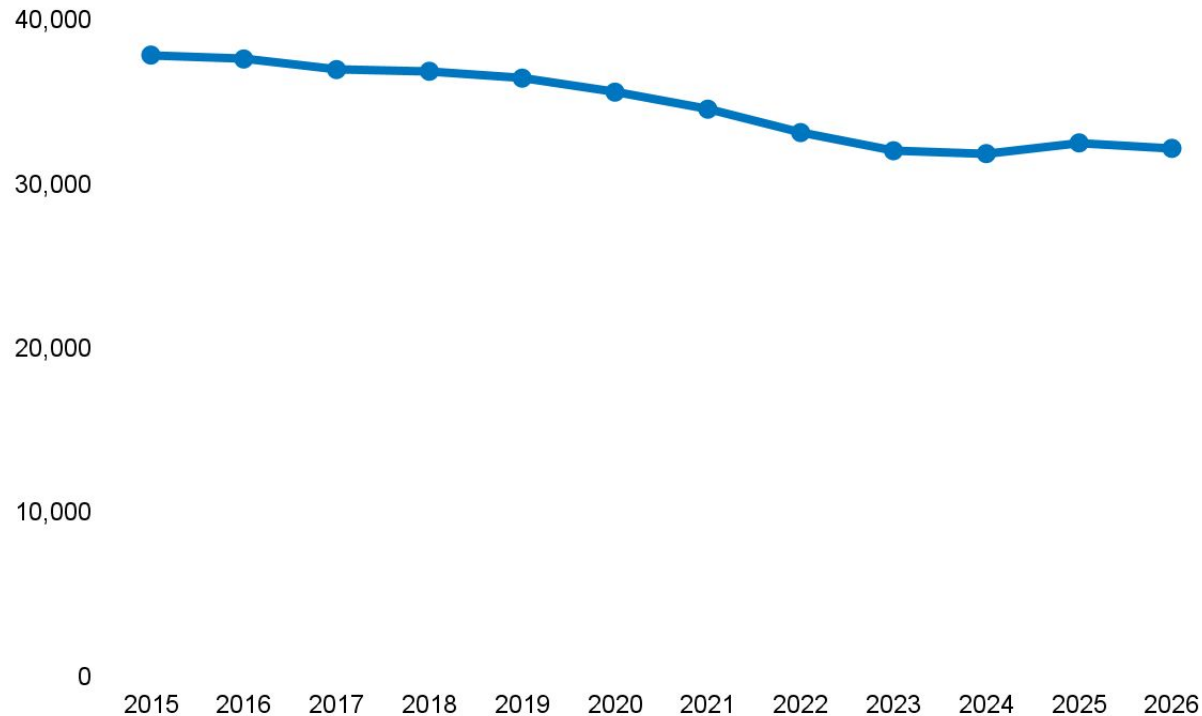
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Marketing & Enrollment

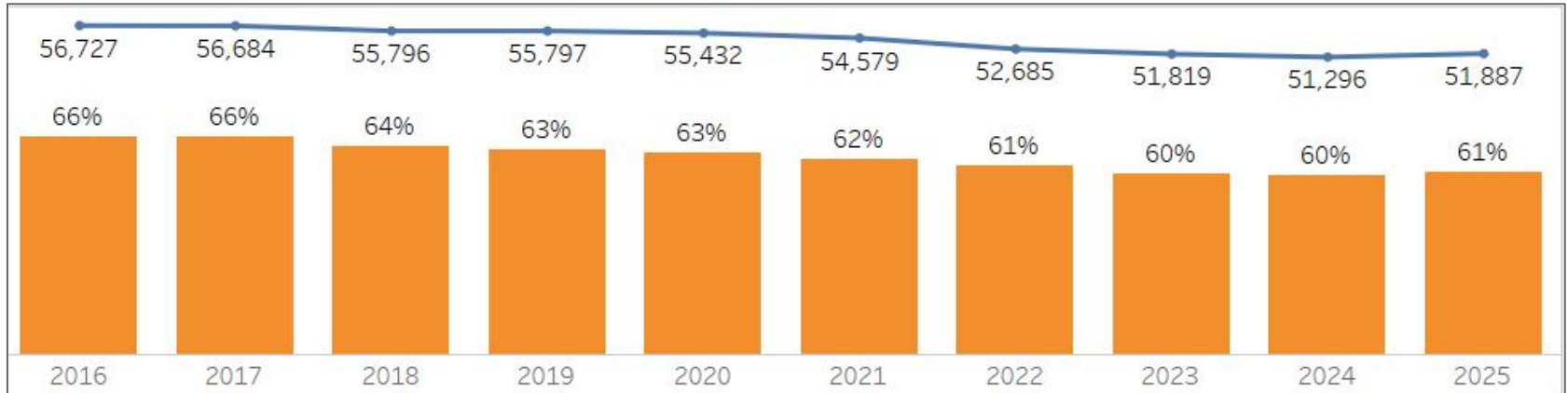
Marketing and Enrollment

For several years, student enrollment in SPPS has been declining.



Marketing and Enrollment

The decline in enrollment is due in part to declining birth rates and an overall decline in the population across the city. In the graph below, the blue line represents all children ages 5-18 living in the city of St. Paul. The orange bar represents K-12 enrollment in SPPS. The gap between the blue line and the orange bar represents the number of students who live in St. Paul but attend schools other than SPPS.

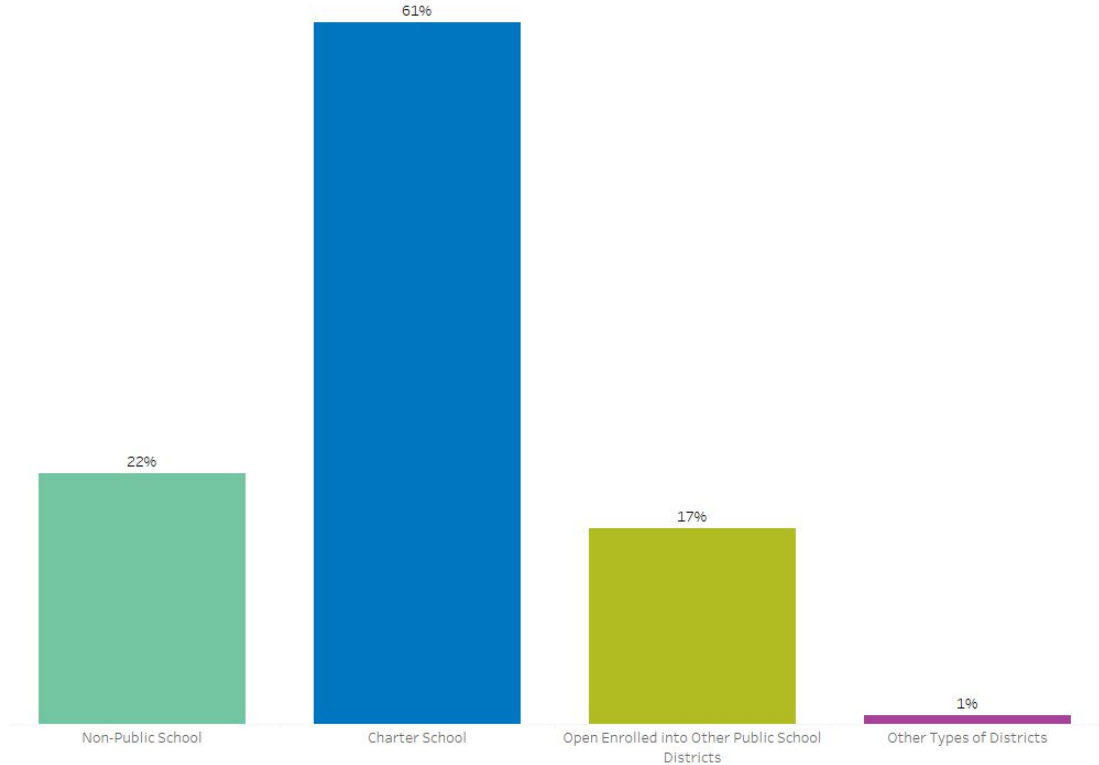


Marketing and Enrollment

Most students who enroll in schools outside of SPPS most often attend:

- Charter schools (61%)
- Nonpublic schools (22%)
- Other public school districts (17%)

Data on the right is from 2025, but this trend has been consistent over time.



Marketing and Enrollment



Why have you continued to choose SPPS?
Who or what helped you connect or navigate to your school or the district? What keeps you connected?



If you know any families who chose another option, what were the reasons? What do you think will increase enrollment?



What questions do you have about this area?

Thank You