



# SPPS Achieves Strategic Plan 2019-2020 Progress Report

July 21, 2020

## Mission Statement

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

## Guiding Values

- Achievement
- Communication
- Continuous Improvement
- Collaboration
- Accountability
- Inclusive culture

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## Introduction

The [SPPS Achieves Strategic Plan](#) launched in December 2018 with a focus on 10 initiatives. For the school year 2019-2020, two more initiatives were added as Saint Paul Public Schools (SPPS) moved from planning key projects to installing the systems and resources needed to carry them out. During the year, staff, students and families began to see real changes in SPPS due to the strategic plan. Each initiative set outcome goals and performance measures for the school year. This report details the results, some of which were affected by a teachers' strike and school closures due to the COVID-19 pandemic.

The impact of the pandemic will continue to be felt in the coming years. As a result, this fall SPPS will revisit the scope of the strategic plan, prioritizing initiatives that are well under way and tightening our focus to ensure progress on our long-term student outcomes.

<b>Long-Term Outcomes</b>	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
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## Outcome Overview

This year's strategic plan progress monitoring included setting task milestones and outcome performance indicators for each initiative.

There were 80 milestones across 12 initiatives to be completed by the end of July 2020. The move to Distance Learning in March due to COVID-19 redirected resources and interrupted projects that were underway. The initiatives most impacted by this were those working on positive staff and student culture surveys and developing community engagement and partnership resources and training, as these departments were immersed in staff and community support through the pandemic. Other initiatives moved activities online and continued to make progress. The overall result has been a higher level of "in progress" and "paused" activities this year, with an overall 2019-2020 milestone completion rate of 75% compared to the January-August 2019 completion rate of 82% for 38 milestones.

Overall status	January-August, 2019		September-July, 2020	
Milestones completed	31	82%	60	75%
In progress	6	16%	11	14%
Scheduled	1	3%	0	0%
Paused	0	0%	9	11%
Total	38		80	

Regardless of the challenges to meeting this year's milestones, initiatives had solid successes in meeting their outcome targets. Out of 33 performance indicators, 70% of the targets were either met, exceeded, or fell within 3%. Those outcomes and targets are detailed in the sections below along with notes and next steps for 2020-2021.

### Focus Area: Positive School and District Culture

#### Initiative 1a. Implement Positive Behavioral Interventions and Supports (PBIS) at every school, integrating social-emotional learning support

2019-2020 Outcomes	Performance Indicators	Target	Status
School sites have PBIS and SEL implementation goals	% of schools with SEL/PBIS implementation goals in their SCIPs	100%	81%
SEL lessons have been tested at 12 pilot sites	% of classrooms at the 12 pilot sites complete the SEL lessons	80%	100%
Staff capacity to implement PBIS and SEL concepts has increased.	% of PD session seats filled	80%	78.5%

### 2019-2020 Performance Notes

- The Office of School Support led the integration of Social-Emotional Learning with our Positive Behavior Interventions and Support (PBIS) framework.
- The Collaborative for Academic, Social and Emotional Learning (SEL) [Framework and 5 competencies](#) has been adopted as the SPPS definition of SEL.
- 81% of schools choose a SEL/PBIS related goal; that is 55 of 68 sites; the other 13 schools chose a goal that is related.
- The [Second Step](#) Social-Emotional Learning curriculum was used at 12 middle school sites.
- The [Zones of Regulation](#) are being used at more than 20 elementary sites. Lessons designed to foster self-regulation and emotional control are delivered by classroom teachers and supported by counselors and social workers.
- The team provided 48 different professional development opportunities with 3,196 participants, including Special Education, English Learners and other paraprofessional staff. The sessions were delivered in person, through synchronous virtual sessions and through sessions that were available on Schoology for staff to take independently.

### Coming in 2020-21

- Second Step will be used in all middle schools.
- A toolkit of SEL/PBIS resources will be available through Schoology in the fall.
- SEL professional development opportunities will continue through the year.

## Initiative 2a. Improve culture by using input from students, staff and families

2019-2020 Outcomes	Performance Indicators	Target	Status
District adult culture survey is ready for full implementation.	% of survey questions that are updated based on pilot and researcher feedback	100 %	75%
New employees are onboarded and welcomed following recommendations in the district culture improvements document	% of new employees and new supervisors reporting recommendations were followed	80%	Unable to measure due to COVID

### 2019-2020 Performance Notes

- The [Positive School and District Culture](#) guidelines were the basis of professional development for all district operational leaders on developing a culture of belonging and customer service.
- The initiative team developed a staff survey and piloted the question with 10 schools and district departments. The results are being reviewed by Michael Rodriguez of the University of Minnesota for survey question reliability. This review has been delayed due to the pandemic.
- The team established expectations for welcoming new staff that included indicators that are being revised to fit a distance learning environment.
- Measuring and addressing perceptions of district responses has been an aspect of pandemic surveys.

### Coming in 2020-21

- Feedback will continue to be gathered on the needs of students, families and staff and ways to improve district culture. This input will help shape planning and implementation of our response to the evolving impact of COVID-19.

## Focus Area: Effective and Culturally Relevant Instruction

### Initiative 3a. Implement culturally responsive practices within all student learning and programming

2019-2020 Outcomes	Performance Indicators	Target	Status
SPPS academic offices, departments affecting instruction have a shared understanding of culturally responsive instruction.	% of Office of Academic supervisors and PD leaders complete the CRT PD series	100%	100%
SPPS academic programs are developing resources that reflect a culturally responsive teaching practice profile using a district-wide framework.	% of instructional resources and PD that integrate a culturally responsive teaching practice profile and district-wide framework	80%	80%

### 2019-20 Performance Notes

- SPPS adopted the [Ready for Rigor framework](#) developed by Zaretta Hammond to guide culturally responsive instruction (CRI). Her book, [Culturally Responsive Teaching and the Brain](#), was foundational in the launch of the equity work in SPPS. Several schools have been using the text in their professional development and professional learning communities. This book will provide the focus for CRI professional development for all paraprofessionals, teachers and administrators through our Schoology learning platform.
- The wording of this initiative was revised from “culturally relevant” to “culturally responsive” to reflect the Hammond framework.
- Other resources completed include a [CRI practice profile](#) and a [checklist](#) for culturally responsive online distance learning.
- Planned CRI institutes for staff and students were cancelled due to COVID-19.

### Coming in 2020-21

- Course design is underway that reflects the Ready for Rigor framework, along with professional learning opportunities.
- Design is underway for a required Ethnic Studies course by 2024.

## Initiative 3b. Ensure all students have access to a well-rounded education

Year 2 Outcomes	Performance Indicators	Target	Status
Specific expectations (# minutes per semester in each content area) for a K-8 Well Rounded Education (WRE) are distributed and understood at the site/school level.	% of school leaders have received training on the expectations document	100%	100%
FY 20 gaps in K-8 WRE in SPPS are identified.	% of schools that report on gaps in access to a well-rounded education	100%	98%
K-8 School schedules are adjusted to meet SPPS expectations for a well-rounded education.	% of 2019-2020 school schedules that reflect the expectations	100%	In process due to COVID-19

### 2019-20 Performance Notes

- In support of equal access to instruction for all students, SPPS articulated and shared [expectations](#) regarding student access to a well-rounded education (WRE).
- An annual well-rounded education [cycle of review](#) was developed to ensure continuous improvement. This annual review process includes opportunities for school leaders to work collaboratively with peers and content leads to improve subject area options, as well as an annual assessment to identify and address gaps in student access to a well-rounded education.

### Coming in 2020-21

- The well-rounded education guidelines provide direction for K-8 scheduling decisions and also the Envision SPPS project, which is looking at programming and size at all schools.
- Principals and educators use a menu of [resources](#) to support providing a well-rounded education.

## Focus Area: Program Evaluation and Resource Allocation

### 5a. Implement a system for assessing program effectiveness

Year 2 Outcomes	Performance Indicators	Target	Status
SPPS commitments are identified and cataloged.	% of district commitments with completed profiles	90%	78%
The number of SPPS district staff with the capacity to participate in self-evaluation of their program has increased.	% of COHORT indicating intention to embed evaluation into sy 20-21 programmatic work	95%	100%

SPPS senior leaders make decisions about sustaining or sunsetting commitments based on collection, analysis and reporting results from 5A action team	% of SELT members who indicate value of 5A CAR process, and the 5A CAR process was instrumental in the decision to sustain or sunset a commitment	100%	80%
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### 2019-20 Performance Notes

- The Department of Research, Evaluation and Assessment (REA) hosted a year-long course in evaluation for SPPS district staff, increasing their capacity to evaluate and improve their programs.
- REA established a district-wide repository of commitments; it is a baseline that will be revised annually.
- REA collected an environmental scan that resulted in identifying 253 district-wide commitments; 90 district-wide commitments were reviewed
- The decision to sustain or sunset was made for 68 district-wide commitments, 78% of the total reviewed.

### Coming in 2020-21

- There will be a review of 14 district-wide commitments given one year for continuation.
- A meta-analysis for effectiveness of district-wide commitments will be conducted.
- Additional commitments will be identified through next year's environmental scan.

### Initiative 5b. Determine a districtwide middle school model

Year 2 Outcomes	Performance Indicators	Target	Status
The Foundations program and curriculum has been updated & implemented by 11 schools	% of middle schools (P-8, 6-8) implementing foundations	55%	100%
All classrooms/ schools observed during Foundations had at culture of engagement in place * see definition below*	% of middle schools (P-8, 6-8) implementing foundations	100%	100%
Students have an increase in 4 aspects of positive identity as a result of participating in Foundations.	% of students grade 8 indicating that they possess positive identity	100%	Unable to measure due to COVID
Writer's workshop is implemented at 6th grade	% of ELA teachers delivering Writer's Workshop as specified in SCIP	100%	100%
Teachers are collaborating more through Job Embedded PLCs.	% of middle schools with job-embedded professional development	100%	100%
6-12 Schools are implementing the core components of the Middle School Model in the 6-8 grades.	% of 6-12 schools meeting guidelines	100%	100%

## 2019-20 Performance Notes

- Resources focused on improving the Middle School Model provided time in K-8 and 6-8 schools for Foundations advisory classes for students and Professional Learning Communities (PLC) for teachers.
- A full year of Middle School Foundations lessons were created and implemented, for example this link to a lesson on identity, [Where I'm From](#).
- Foundations Daily Connect prompts helped with Distance Learning teacher/student connections and attendance.
- This new [Foundations as Advisory practice profile](#) was written.
- The 6th grade Readers Workshop and Writers Workshop literacy block is fully underway, supported by new classroom libraries and other reading resources.
- \*\* The culture of engagement in Foundations is defined as:
  - Opportunities for student voice, participation, leading a discussion
  - Opportunities for student choice in discussion prompts, partner work, project types, etc.
  - Observation of community building activities where all participate

## Coming in 2020-21

- The 6th-8th grade Foundations curriculum will be updated to include Personal Learning Plans, financial literacy, and lessons with resources from Teaching Tolerance, Black Lives Matter and AVID.
- Middle school English Language Arts course alignment with District Content Supervisors in Literacy and writing.
- Middle school staff will participate in professional development on Young Adolescent Development and Adult Social Emotional Wellness

## 5c. Allocate resources more strategically

Year 2 Outcomes	Performance Indicators	Target	Status
A priority-based budget process is established.	% of 15 budget steps completed as designed	100%	97%
The budget process resulted in an FY21 balanced resource plan that maintains fiscal health.	Level of Unassigned General Fund balance (as required by Board policy)	5.0%	Projected 6.2%
The budget process resulted in an FY21 balanced resource plan that maintains fiscal health.	Bond ratings	Remained Stable or Higher Rating	Remained Stable

## 2019-20 Performance Notes

- In support of clarifying the process for resource allocation, SPPS adopted this [priority-based budgeting framework](#), based on guidelines from the Government Financial Officers Association.
- [SPPS set these instructional priorities](#) to drive budget decisions, informed by the strategic plan.
- The District reviewed and implemented some cost-saving reductions in order to re-invest funding in its instructional and operational priorities.
- The District delivered an on-time, balanced FY21 budget that took into account instructional priorities.
- Challenges this spring led to a delay in developing a formal document that describes the Instructional Priorities and how the investment required to achieve them will be funded over a multi-year period.

## Coming in 2020-21

- The priority-based budgeting process and resources created for FY21 will be refined and expanded in developing a balanced FY22 budget.
- Presenting a multi-year financial plan to the Board of Education that incorporates the priority based budgeting process.
- Ensuring sustainability within the priority-based budgeting process through evaluation of results and making decisions to sunset programs that are not cost-effective or do not support long term student outcomes (in partnership with 5a).

## Focus Area: Career and College Paths

### Initiative 6a. Create career-related curriculum and personal learning plans for all PreK-12 students

Year 2 Outcomes	Performance Indicators	Target	Status
All students create a plan for their future.	% of students with a Personal Learning Plan (PLP) at pilot sites	80%	77%
Benchmarks are established for the PLP curriculum	% of grade levels with career learning objectives established	100%	100%
The framework for PLPs has been implemented.*	% of pilot sites implementing PLP framework	80%	100%

\* See EOY Report: [PLP Pilot 2019-2020 for details](#).

## 2019-20 Performance Notes

- PreK-12 students in 14 schools participated in piloting the use of Personal Learning Plans (PLP) and career-related lessons. Their experiences and feedback informed next year's expansion of the curriculum district-wide.
  - [Sample K-2 lesson plan](#)
  - [Middle school end of year project assignment](#)
  - We missed the PLP goal by 3.5%. This is largely driven by tracking challenges at the K-2 level.
- A PLP [practice profile](#) was created.

## Coming in 2020-21

- SPPS students grades K-12 will be led by counselors in self exploration, career exploration, creating portfolios and developing personal learning plans using a new tool, [Xello](#).
- A [Career Pathway Guide](#) will be provided for families and students to have a clear, visual document detailing students' progress toward graduation and opportunities for life after high school.
- Our partnership with the University of Minnesota's counseling and student psychology program (CSPP) will be expanded to increase opportunities for elementary on-campus experiences; partnership will also support future school counselors in building skills in career counseling at the elementary school level.

## Initiative 7a. Strengthen partnerships that provide college credit, industry certification and job experience to secondary students

## Initiative 7b. Expand high-quality instruction in targeted career fields

Year 2 Outcomes	Performance Indicators	Target	Status
Students in comprehensive high schools have course options that lead to careers in the Arts/Human Services field	% of the 7 comprehensive high schools that have a course in the Arts & Human Services pathway	100%	100%
9th graders have a career sampler curriculum	% of 9th grade students scheduled for career sampler	100%	100%
Dual enrollment course offerings are increased	% increase from last year in sections concurrent enrollment courses to satisfy MN Transfer Curriculum Goal Areas	10%	10%
Students are accessing Career Pathway Centers	% of a school's students visiting Career Pathway Centers	100%	Unable to complete due to COVID

### 2019-20 Performance Notes

- At the secondary level, comprehensive high schools have identified what 4 Career Pathways will be offered through their programs and committed to funding and staffing them on behalf of students and their expanding career and college choices

### Coming in 2020-21

- The Arts and Human Services career pathway will roll-out in SY20/21 at comprehensive high schools, and their 9th grade students schools will participate in Career Sampler experiences.
- SPPS Career Fields will be integrated into secondary courses, with a [Practice Profile](#) developed to use in School Continuous Improvement Plans (SCIP).

## Focus Area: Family and Community Engagement

### Initiative 8a. Identify ways to engage the community in district decisions and initiatives

Year 2 Outcomes	Performance Indicators	Target	Status
District program leaders are operating under a standard expectation for authentic engagement design, strategies and tools, as reflected in a guidelines document.	% of district program leaders that have a common understanding of authentic engagement design, strategies and tools	100%	33%
District program leaders are using engagement resources that reflect the SPPS engagement guidelines.	% of district programs reporting use of engagement planning and one or more strategies	20%	Unable to complete due to COVID

### 2019-20 Performance Notes

- The Office of Family Engagement and Community Partnerships led the integration of district-level stakeholder engagement and community partnerships into a single research-based [framework](#), aligned with [district policy](#).
- The International Association of Public Participation's (IAP2) spectrum has been adopted as the [guiding basis for engagement](#).
- Training was provided to some district leaders on stakeholder engagement in one of three planned cohorts. We were unable to meet with the other groups or follow-up with program leaders due to the strike and pandemic.

### Coming in 2020-21

- The team has pivoted to put engagement training online, so it will be available to all leaders in a virtual format along with a toolkit of stakeholder engagement resources.

### **Initiative 9a. Review and revise relationships with external organizations to better meet student needs**

Year 2 Outcome	Performance Indicators	Target	Status
The Office of Family Engagement and Community Partnerships has documented existing partnerships.	% of district-level of partnerships that are categorized in the partnership database	100%	100%
District-level partnerships meet contract and data requirements.	% of district-level of active partnerships registered and documented in Syssoft	50%	Unable to complete due to COVID

#### **2019-20 Performance Notes**

- District-level partnerships were documented and mapped with services aligned to SPPS Achieves, allowing us to address gaps in partner services to advance long-term student outcomes.
- The process, criteria and timeline for district-level partnerships evaluation were established in collaboration with the Department of Research, Evaluation and Assessment.
- Partnership documentation is on hold pending 2020 guidance from MDE and finalizing what next year will look like.

#### **Coming in 2020-21**

- We will be documenting partnerships in August as soon as fall planning is further along.