In 2011, Saint Paul Public Schools began an ambitious journey to increase student achievement through the Strong Schools, Strong Communities (SSSC) strategic plan. We have accomplished much since then, transforming the way we operate our district and schools to ensure that students continue to be at the center of our decision making. But there is still much work to be done.

The end of the 2013-2014 school year marks the completion of the first phase of SSSC. With the foundation now in place, we are poised to build on the momentum of the past three years to accelerate student achievement. As we embark on the second phase of the strategic plan, which we are calling Strong Schools, Strong Communities 2.0 (SSSC 2.0), we will refine our focus and dig deeper to fully realize our strategic goals: Achievement, Alignment, and Sustainability.

This document outlines:
- Key S SSC accomplishments
- Progress toward goals
- S SSC 2.0 focus areas
The following strategies and tactics were developed to guide and monitor progress toward meeting our strategic goals for **Strong Schools, Strong Communities** (2011-2014). Combined, these strategies and tactics establish the foundation for accelerating student achievement under SSSC 2.0. (See back page for further details.) Outlined below is the status of our progress to date.

### Key:
- **Red** = No progress
- **Yellow** = Some progress
- **Green** = Completed

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### GOAL 1: Achievement

**SPPS provides an outstanding education for some students. We can provide an outstanding education for all students.**

<table>
<thead>
<tr>
<th>2010</th>
<th>By 2014 Expect</th>
<th>Current Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well-rounded curriculum</td>
<td>Guaranteed delivery of curriculum</td>
<td></td>
</tr>
<tr>
<td>Pockets of excellence</td>
<td>Better achievement across the school system</td>
<td></td>
</tr>
<tr>
<td>Principal as building administrator</td>
<td>Principal as instructional leader</td>
<td></td>
</tr>
<tr>
<td>Site decisions made in isolation</td>
<td>Shared leadership and accountability</td>
<td></td>
</tr>
<tr>
<td>Data used at the end of the year to tell us how we did</td>
<td>Data used throughout the year to inform and improve instructions</td>
<td></td>
</tr>
</tbody>
</table>

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### GOAL 2: Alignment

**The Strong Schools, Strong Communities plan ensures that all students have quality choices in their own community.**

<table>
<thead>
<tr>
<th>2010</th>
<th>By 2014 Expect</th>
<th>Current Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Varying supports from school to school</td>
<td>In all schools: academic specialists, nurses, libraries, classroom technology, family and mental health supports</td>
<td></td>
</tr>
<tr>
<td>Uneven enrollment and class sizes</td>
<td>Enrollment and class size targets</td>
<td></td>
</tr>
<tr>
<td>Uneven choice system that does not improve achievement</td>
<td>Better choice system that offers community and magnet options</td>
<td></td>
</tr>
<tr>
<td>• Massive busing across the system</td>
<td>• Streamlined, regional transportation</td>
<td></td>
</tr>
<tr>
<td>• A collection of magnets with undefined criteria</td>
<td>• Magnet schools that follow defined criteria</td>
<td></td>
</tr>
<tr>
<td>Unclear articulation of learning K-12</td>
<td>A clear pathway from elementary to middle to high school</td>
<td></td>
</tr>
</tbody>
</table>

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### GOAL 3: Sustainability

**Our traditional methods of balancing the budget that cut people and programs undermine our ability to implement our academic plan.**

<table>
<thead>
<tr>
<th>By 2014 Expect</th>
<th>Current Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will invest our resources in those proven programs that clearly demonstrate results for students.</td>
<td></td>
</tr>
<tr>
<td>We will use zero-based budgeting for department to ensure equity and efficiency in design.</td>
<td></td>
</tr>
<tr>
<td><strong>NOTE:</strong> This tactic was dropped when it was determined it would have a negative effect on providing consistent school programs district wide.</td>
<td></td>
</tr>
<tr>
<td>We will centrally allocate instruction funds to better serve all schools.</td>
<td></td>
</tr>
</tbody>
</table>
ACHIEVING HIGH LEVELS OF PERFORMANCE

STUDENT PERFORMANCE

Graduation rates up across the board
From 2009 to 2012 (most recent data available), the overall SPPS four-year graduation rate increased by 7 percentage points (+7), from 59% to 66%, and racial disparities have narrowed in this area.

2012 four-year graduation rate by race

- American Indian: 53% (+22)
- Latino: 59% (+15)
- Asian American: 70% (+7)
- African American: 57% (+5)
- Caucasian: 77% (+4)

ACT participation and scores up
- The percentage of 12th grade SPPS students taking the ACT increased from 57% in 2010 to 63% in 2013.
- From 2010-11 to 2012-13, the percentage of ACT-takers scoring 21 or higher increased from 34% to 37%.

MCA Reading scores up
5 percentage points from 2009-10 to 2011-12.

MCA Math scores up
3 percentage points from 2010-11 to 2012-13.

Multiple Measurement Ratings (MMR)*
- Out of the 44 SPPS schools rated under the statewide MMR in 2012 and 2013, 10 (23%) schools improved their designations this year
- Monroe, Harding and Washington schools are now MMR “Celebration Schools”
- Of the 10 schools going up a designation, Humboldt and Phalen Lake jumped up two levels
- Only two schools went down in their MMR designations

* The MMR is based on MCA proficiency and growth results, with graduation rates also included for high schools.

The number of AVID high school students getting ready for graduation and college has risen from 1,042 to 1,384.

OUTSTANDING PERFORMANCE

Megan Olivia Hall, science teacher at Open World Learning Community, was named 2013 Minnesota Teacher of the Year by Education Minnesota.

Teresa Vibar, principal of Highland Park Elementary School, received the 2013 Division Leadership Achievement Award from the Minnesota Elementary School Principals’ Association.

All SPPS buildings are now open, renovated and in use including four formerly closed buildings.

Parent Academy has graduated 1,980 parents from spring 2011 to 2013, meeting 72% of its graduation goal (2,736) for spring 2014.

Partnered with Saint Paul Federation of Teachers to launch the Parent/Teacher Home Visit Project.

OPERATIONAL PERFORMANCE

It’s now easier to ride the bus to school in St. Paul because buses pick up elementary students as close as 1/2 mile from their homes.

69% of students (up 26% percentage points since 2009-10) are participating in the Breakfast to Go program that provides free, healthy breakfast to all students.

Families can enjoy updated, more user-friendly school websites.

It’s easier for families to compare classes at different schools, with the addition of some new courses and improved course coding.

98.8% of Washington’s class of 2013, graduated on time (83 out of 84 seniors graduated).
AIMING FOR RACIAL EQUITY

We are working toward racial and economic diversity in each school through the Reflecting Saint Paul program; 82% of qualifying students were placed in schools with higher-income student populations.

The adoption of a Racial Equity Policy cements the district’s commitment to the success of children of ALL races.

More than 1,200 employees participated in racial equity workshops.

Suspensions decreased 38%, resulting in more students staying in school (2010-11 to 2012-13).

To increase equity for children everywhere in St. Paul, school district leaders are working closely with City of Saint Paul and Ramsey County leaders on issues of race.

PROVIDING EXCELLENT SCHOOL CHOICE

Kindergarten enrollment met projections for the 2013-14 school year by August.

40% of students attend schools closer to their homes.

More than 500 students now keep learning during the summer at the Freedom School, nearly 10 times more than three years ago.

Neighborhoods now benefit from students attending community schools with children in their neighborhood due to established school community pathways.

With the addition of a new online enrollment system, 49% of student applications were completed online.

More students participating in instrumental music after school.

SPPS added Parkway, a Montessori middle school.

Our Chinese Immersion program continues to grow by one grade a year and now offers K-3.

Como Park Senior High School opened a finance program in partnership with its on-site Saint Paul Federal Credit Union.

SPECIALIZED PROGRAMS

Students have access and transportation to 14 specialized programs – such as language and cultural immersion programs and aerospace engineering – that begin in kindergarten and go all the way through graduation.

With the addition of classrooms, 26% more 4-year-olds will benefit from Pre-K.
The school district receives some $6 million in grants annually for projects and programs to enrich the student learning experience.

**ALIGNING LEARNING AND SERVICES ACROSS SPPS**

**Language support services are now more accessible** to students new to the United States, because Language Academies are now available in at least one school in every SPPS Area.

**Special Education services are now more conveniently available** in at least one school in every SPPS Area.

**More Special Education programs** are offered within regular classroom settings.

SPPS redesigned gifted services **recognize talent development in all students.**

All elementary schools offer the equivalent of **100 minutes** of science instruction each week.

All middle and high schools are now organized in **quarters and semesters.**

All middle schools have a **seven-period day,** plus an advisory class.

Sixth grade is now part of **middle school,** providing three years to build student and teacher relationships.

Students entering middle school get support with the transition through **CAMP 6,** a new before-school-starts adventure.

All sixth-grade students will have access to **intramural sports teams and activities.**

Created the **Office of Early Learning** to expand Pre-K learning opportunities for Saint Paul families through community partnerships.

**Lengthening the learning day and summer learning through stronger city and out-of-school time programs like Sprockets.**

The successful **Peer Assistance and Review (PAR)** program continues to support the professional development of our teachers in SPPS.

42% of SPPS leaders benefitted from mentoring and coaching to increase their leadership skills.

A new **principal evaluation tool** was instituted.

**MAINTAINING STABLE FINANCES**

SPPS students will experience more instruction tailored precisely to their learning needs as a result of a $39 million referendum approved by 62% of Saint Paul voters, which included $9 million for personalized learning.

Increased direct funding to schools by approximately **$25.2 million** from 2011-12 to 2013-14.

The district is partnering with the University of Minnesota on a **National Science Foundation grant.**

The school district receives some **$6 million in grants** annually for projects and programs to enrich the student learning experience.

SPPS is in its third full year **without significant budget cuts.**
Building on the foundation of SSSC, over the next five years Saint Paul Public Schools will accelerate student achievement by focusing on five key areas tied to our strategic goals. SSSC 2.0 will continue to ensure every student does well in school so they can graduate on time and go on to succeed in college and a career.

Goal 1: Achievement
Focus Areas:
1. Racial Equity Transformation
2. Personalized Learning
3. Ready for College and Career

Goal 2: Alignment
Focus Area:
4. Excellent PK-12 Programs with Connected Pathways

Goal 3: Sustainability
Focus Area:
5. Systems that Support a Premier Education

For more information, visit spps.org/strong_schools

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Follow us on Twitter @SPPS_News and @SPPS_SuptSilva

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