

## 2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Saint Paul Public Schools ISD 625

Grades Served:

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**New this year!** This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual WBWF Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

**Part A:** Required for all districts/charters

**Part B:** Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to [MDE.WorldsBestWorkforce@state.mn.us](mailto:MDE.WorldsBestWorkforce@state.mn.us).

If you have questions while completing the WBWF portion of the summary, please feel free to email [MDE.WorldsBestWorkforce@state.mn.us](mailto:MDE.WorldsBestWorkforce@state.mn.us) or contact [Susan Burris](mailto:susan.burris@state.mn.us), (susan.burris@state.mn.us), program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email [MDE.Integration@state.mn.us](mailto:MDE.Integration@state.mn.us).

## Part A: Required for All Districts

### Annual Report

**WBWF Requirement:** For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

**A & I Requirement:** Districts must post a copy of their A & I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

- Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders. [Saint Paul Public School's World's Best Workforce Plan](#)
- Provide the direct website link to the A & I materials. [Saint Paul Public School's Achievement and Integration Plan](#)

### Annual Public Meeting

**WBWF Requirement:** School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

**A&I Requirement:** The public meeting for A & I is to be held at the same time as the WBWF annual public meeting.

*Saint Paul Public Schools Annual Meeting will be held January 30, 2019.*

## District Advisory Committee

**WBWF Requirement:** The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2017-18 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Hans Ott	Assistant Superintendent Teaching & Learning	X
Sherry Carlstrom	Director Title I Federal Programs	X
Kate Wilcox-Harris	Chief Academic Officer	X
Stacey Gray-Akyea	Director Research Evaluation & Assessment	X
Jackie Turner	Chief Operations Officer	X
John Bobolink	Supervisor Indian Education	X
Yeu Vang	Director Multi Lingual Learning	X
Lori Erickson	Director Early Learning	X
Theresa Battle	Assistant Superintendent Schools and Interim Assistant Superintendent of Special Education	X
Kenyatta Carter	Human Resources	X
Jackie Turner	Chief Operations Officer	X
Megan Sheppard	Director, Equal Employment Opportunity	X

## Equitable Access to Excellent Teachers

**WBWF Requirement:** WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.
- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

**Respond to the questions below. Limit response to 400 words. Bulleted points are welcome and appreciated.**

➤ *Equitable Access to Experienced, Effective, and In-Field Teachers*

- *Who is included in the conversations to review equitable access data and when do these occur?*
  - District Improvement Team
  - Senior Leadership Team
  - St. Paul Federation of Teachers (SPFT)
  - Principals

- Teachers
    - School Leadership Teams
  - *What gaps, if any, has the district found related to equitable access for low-income students, students of color or American Indian students? What data did the district use?*
    - The primary hiring challenge is getting enough qualified applicants for open positions, especially in special education and STEM content areas.
    - Over the last five years, SPPS has lost on average 19% of newly hired teachers after the first year, and 43% by the third year.
    - 79% of the 37,000 PreK-12 enrollees are students of color (33% Asian, 30% black, 21% white, 14% Latino, and 2% American Indian). The teaching workforce serving these students does not mirror the student body: just 20% of SPPS licensed teachers are people of color (SPPS HR Data, 2018). While consistent with the national rate of teachers of color entering the field (Guha et al, 2016), it is far short of the ideal for the diverse student body in SPPS.
  - ***What are the root causes contributing to your gaps?***
    - Availability of Minnesota trained teachers in specific areas such as special education, STEM content areas.
    - Turnover of 19% of newly hired teachers after the first year and 43% by the third year.
    - Difficulty with transferability of licensure from other states to Minnesota.
    - Tenure/Layoff statutes that focus exclusively or primarily on seniority present a challenge to recruiting and retention of diverse teachers.
  - ***What strategies has the district put in place to improve access for low-income students, students of color, and American Indian students to experienced, effective, and in-field teachers?***
    - The St. Paul Urban Teacher Residency (SUTR) brings together Saint Paul Public Schools (SPPS) with the University of St. Thomas (UST), to address shortages, building a more diverse, better-prepared, highly-skilled cohort of teachers and teacher mentors.
    - SPPS Mentor/Mentee supports.
    - The Peer Assistance and Review (PAR) program (induction support for new teachers). SPPS and SPFT negotiated this induction framework as part of the 2009-2011 teacher labor agreement. On average, the PAR team is able to support around 150+ probationary and tenured educators a year.
- *Access to Diverse Teachers*
- ***What has the district discovered related to student access to teachers who reflect the diversity of enrolled students in the district?***
    - Tenure/Layoff statutes that focus exclusively or primarily on seniority present a challenge to recruiting and retention of diverse teachers. When reductions are necessary, the least senior teachers have higher risk. The less senior teachers tend to be the diverse teachers recently brought to the District.
    - Pipeline and Pathway programs are an area of interest for the District. Our goal is to develop a pipeline where we identify students in our schools who have interest and ability to teach. We encourage and nurture enrollment into teacher prep institutions we partner with to offer student teaching opportunities. We complete the process with full-time offers to teach in the District where they were once students.
  - ***What efforts are in place to increase the diversity of the teachers in the district?***
    - **Residency program:** The St. Paul Urban Teacher Residency (SUTR) brings together Saint Paul Public Schools (SPPS) with the University of St. Thomas (UST) building a more diverse cohort of teachers and teacher mentors.
    - **Improve retention:** Utilizing funding from a Teacher Quality Partnership grant, SPPS will be assessing and strengthening its mentor and induction practices with the goal of increasing retention at years 3-7.
    - **Support groups:** SPPS has committed to annually funding affinity groups to help teachers of color have a cultural support network as they balance learning to teach and navigating the Districts culture.

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

## **Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools**

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year. District/charter requirements can be found in the checklists posted [on the MDE website](#).

## Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures.

### All Students Ready for School

<input checked="" type="checkbox"/> <b>WBWF Goal Only</b> <input type="checkbox"/> <b>WBWF /A &amp; I Goal</b>	<b>Result</b>	<b>Goal Status</b>
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p><b>WBWF Goal:</b> All children are ready for school Metric: 70% of students show proficiency in beginning to develop a knowledge of letters as measured by the Work Sampling System assessment.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><b>Results 2017-18:</b> 72% of students show proficiency in beginning to develop a knowledge of letters as measured by the Work Sampling System assessment</p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b>  <input type="checkbox"/> On Track  <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b>  <input checked="" type="checkbox"/> <i>Goal Met</i>  <input type="checkbox"/> <i>Goal Not Met</i></p> <p><input type="checkbox"/> <i>District/charter does not enroll students in kindergarten</i></p>

*Bulleted narrative is appreciated. 200-word limit.*

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
  - SPPS uses PALS for letter ID
  - Routinely this data is disaggregated by student groups. Teachers and coaches receive an Excel spreadsheet detailing literacy assessment results. The spreadsheet disaggregates by race which is used to support routine coaching discussions.
- **What strategies are in place to support this goal area?**
  - Job embedded bi-weekly coaching for early childhood educators.
  - Teacher use of disaggregated data to support planning/instruction for each student.
  - Intentional planning for small group instruction and for a literacy rich environment.
  - Full and half-day pre-K programs are available at schools across the district. Additional pre-K seats are made available each year.
  - Early Childhood Family Education (ECFE) provides classes for children birth to Kindergarten and their parents.
  - Early Childhood Special Education (ECSE) provides services for eligible children ages birth through Kindergarten.
  - Kindergarten summer transition program to support Kindergarten readiness for students who have had limited experience in classroom settings.
- **How well are you implementing your strategies?**
  - Achievement targets have been met.
  - Successful implementation of strategies are also measured through coaching logs.
- **How do you know whether it is or is not helping you make progress toward your goal?**
  - In 2016-17, we changed our small group configuration based upon data.

## All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> <b>WBWF Goal Only</b> <input type="checkbox"/> <b>WBWF /A &amp; I Goal</b>	<b>Result</b>	<b>Goal Status</b>
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p><b>WBWF Goal:</b> 43.4% of 3rd graders are proficient in Reading by 2019 as measured by the MCA + MTAS. 2017</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><b>Results 2017-18:</b> 34.6% of 3rd graders were proficient on the MCA reading assessment.</p>	<p><i>Check one of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met</p> <p><input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

*Bulleted narrative is appreciated. 200 word limit.*

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
  - SPPS uses a comprehensive needs assessment that includes MCA, MTAS, FastBridge Reading Assessment, ACCESS, Credit Acquisition, Work Sampling including social emotional targets in Pre-K, Attendance and Discipline data.
- **What strategies are in place to support this goal area?**
  - Strategies are implemented through district and school based plans.
  - Schools use a comprehensive needs assessment to determine strong evidence based practices that best address the needs of students.
  - District programs align supports for school evidence based practices as well as provided seed practice profiles for additional evidence based practices.
  - District programs provide supplemental professional development to educators, administrators and school staff on high quality evidence based practices which includes individual, small group and school based coaching to expand skill set and effectiveness in reading instruction.
  - SPPS offers 14 specialized magnet programs including: language immersion, arts, science and Montessori.
  - Extended Day Learning (EDL) and S-Term provide additional learning opportunities for students outside of the regular school day or school year.
  - Reading intervention teachers provide targeted support for students who need supplemental services in order to improve towards grade level proficiency.
  - Working with Dr. Nadarajan Raj Sethuraju in restorative practices, understanding implicit bias as a means to address the disproportionately of students with disabilities being suspended in SPPS. We are actively employing Restorative Practices to address these needs and to increase student and parent voice in IEP, evaluation results, and Manifestation Determination meetings.
- **How well are you implementing your strategies?**
  - Evaluation of strategy implementation is done at a school based level through our school comprehensive improvement plans.
  - Implementation of those strategies varies by schools from low to high implementation.
  - District implementation is measured by the number of educators and administrators trained. District implementation ranges from reaching 80%-95% of the target audiences.
- **How do you know whether it is or is not helping you make progress toward your goal?**
  - Implementation cycles, are part of the school comprehensive improvement plans process which allow schools to regularly monitor progress.
  - Through a comprehensive needs assessment in the spring and fall schools evaluate the results of their school comprehensive improvement plans, then revise and implement changes or continue effective practices.
  - The district improvement team meets monthly to review the progress of school plans and dedicated supports.
  - This team reviews data points including; FastBridge assessment data, to determine progress.
  - School administrators/leaders monitor progress data digs with FastBridge assessment data following fall and winter assessment times.

## Close the Achievement Gap(s) Between Student Groups

<input type="checkbox"/> WBWF Goal Only <input checked="" type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p><b>WBWF Goal:</b> (2017) Reduce the range between the student groups with the highest average proficiency and the lowest average proficiency in reading as measured by MCA III. White = 72.1 and Native 20.0 range 52.1.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><b>Results 2017- 2018:</b> White 73.3 and Black 24.9 = Range 48.4</p>	<p><i>Check one of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p>

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
  - Saint Paul Public Schools uses a comprehensive needs assessment that includes MCA, MTAS, FastBridge Reading Assessment, ACCESS, Credit Acquisition, Attendance and Discipline data.
- **What strategies are in place to support this goal area?**
  - Strategies are implemented through district and school based plans.
  - Schools use a comprehensive needs assessment to determine strong evidence based practices that address needs of students.
  - District programs align supports and provide seed practice profiles for school evidence based practices.
  - District programs provide supplemental professional development staff on high quality evidence based practices which includes individual, small group and school based coaching.
    - Over 20,000 hours of professional development provided.
    - District staff attend beyond diversity, a two-day foundational professional development session, aligned with our racial equity policy,
    - Educators and administrators engage in professional development in culturally relevant instruction. Strategies include addressing student/adult relationships, rigorous, relevant and real instruction within a personalized learning environment.
    - Job embedded professional development is provided for teachers expanding their skill set and effectiveness in math and reading instruction.
  - Math and reading intervention teachers provide supplemental services in order to improve toward grade level proficiency.
  - Bilingual Education Assistants work alongside classroom teachers to support English language skills of emergent bilinguals and academic achievement.
  - Parent Academy provides participants with tools to collaborate with schools and support their students' academic achievement.
  - Parent Advisory committees make recommendations regarding the education and needs of specific student groups.
- **How well are you implementing your strategies?**
  - School based plans vary in implementation from low to high.
  - Development of seed practice profiles is on track, with staff from across district programs now trained in the development process.
  - Attendance at district professional development is between 80%-95% of the targeted audiences.
  - Professional development sessions include components of our culturally relevant instruction framework of rigor, relevance, realness and relationships.
  - Beyond diversity is part of our staff onboarding process reaching 80%-90% of new staff.
- **How do you know whether it is or is not helping you make progress toward your goal?**
  - The research, assessment and evaluation office prepares quarterly data reports on student achievement for middle, high school and district leadership teams.
  - Elementary schools utilize assessment data in professional learning communities, building leadership teams and in teacher individual growth and development plans.

- Assistant superintendents of schools monitor progress with school administrators throughout the school year.

## All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p><b>WBWF Goal:</b> (2017) Naviance milestone completion. Use the "Vision Card" metric: 75% of students completed Naviance components for grade level (grades 9 - 12).</p> <p>2015: 43%; 2016: 65%; 2017: 76%"</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><b>Results 2017-18:</b> 85% end-of-year completion rate for Naviance.</p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p>

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
  - Formative Assessment: Monthly progress reports
  - Summative Assessment: Year-End reports
  - Contact Log Data to analyze counselor-student contacts by grade level and ethnicity
  - Senior Survey
  - ACT scores
  - Accuplacer
  - National Clearinghouse data
- **What strategies are in place to support this goal area?**
  - Tier 1: All Counselors Receive...
    - Monthly Reports
    - Naviance Updates from Naviance Lead
    - District counselor Naviance training
    - College and Career Counselor as Milestone Completion leads
    - College and Career Counselor targets small groups and individuals for completion (classroom lessons as appropriate)
  - Tier 2: Targets groups of multiple schools receive...
    - Trainings from Naviance Lead on how to increase milestone completion
    - College and Career Counselor targets small groups and individual students
    - Lead Counselor On Special Assignment (COSA) support on classroom lessons, small groups, and individuals
  - Tier 3: Target schools receive...
    - Individualized trainings on documenting completion
    - One-on-one support from Naviance Lead on Naviance as activities, curriculum, and tools.
    - One-on-one support from Lead (COSA) regarding classroom guidance, small groups, and individual strategies for milestone completion
    - Collaboration between DGPA with School Administrator to overcome any system obstacles that may exist
  - Focus on Freshman program that gives freshman students the support they need to get connected at high school and stay on-track to graduate on-time.
  - Naviance tool used by secondary students to assist them in planning for college and career.

- Specialized courses such as Career and Technical Education (CTE), Advanced Placement (AP), International Baccalaureate (IB), Advancement Via Individual Determination (AVID), College in the Schools (CIS), Concurrent Enrollment (CE).
- Well established partnerships with College Access Partners.
- **How well are you implementing your strategies?**
  - Reports, trainings, and school based supports for students have been implemented according to district and school plans.
- **How do you know whether it is or is not helping you make progress toward your goal?**
  - Counselor feedback both anecdotal and PD feedback forms
  - Review of data with administrators, school leadership teams and district improvement teams
  - Regularly reviewing and reporting out data
  - Data continue to improve; 2014-15 - 43% completion, 2017-18 - 85% completion
  - Program evaluation for College Access Partnerships

## All Students Graduate

<input type="checkbox"/> WBWF Goal Only <input checked="" type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2017-18 school year.</i></p> <p><b>WBWF Goal:</b> 2017 metric 70% or more students graduate in four years. Result 75% (2016)</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><b>Results 2017-18:</b> The 2017 four year graduation rate for the district is 76.9%.</p>	<p><i>Check <b>one</b> of the following:</i></p> <p><b>Multi-Year Goal:</b></p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not On Track</p> <p><b>One-Year Goal</b></p> <p><input checked="" type="checkbox"/> Goal Met</p> <p><input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

*Bulleted narrative is appreciated. 200-word limit.*

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
  - Credit accumulation school level reports by grade, disaggregated by race, gender, SpEd, EL, FRL
  - 4 year graduation rate and on-track for graduation data broken down by demographics.
  - Implemented Counselor PLC work to close the achievement and opportunity gaps.
  - Senior Survey Data: use disaggregated student perception data to impact future practices.
  - Specialized services quarterly data booklets.
- **What strategies are in place to support this goal area?**
  - School and district interventions to support students earning credits
  - ALC offerings to make-up credits (Evening High School, S-Term)
  - School counselors provide direct guidance to students
  - Focus on Freshman
  - Graduate to Greatness/Senior Persistence
  - Office of Support monitoring student list with school administrators and counselors
  - Check and Connect for students receiving special education services
  - American Indian Check & Connect
  - American Indian Social Worker Support
  - AVID (Advancement Via Individual Determination)
  - Focus on Academic Achievement and Career & College Readiness:

- **Classroom lessons for all students K-12 emphasizing the importance of:** attendance, working hard, achievement, successful transitions to middle>high school>life, career exploration, understanding how strengths & interests lead to career pathways, goal setting, rigorous coursework, graduation progress
- **Evidence-based small group support:** growth mindset, study skills, organization, trauma-informed, social emotional support and goal setting
- **Individual support :** maintain focus on academic goals, understanding transitions from elementary >middle > high school, understanding the importance of grades; passing courses; staying on track, academic progress check-ins, HS - credit recovery support
- connecting students and families to resources - tutoring, interventions, etc.
- **Family support:** family nights, family conferencing, student-led conferences, student-family conferences
- **Social Emotional Support:**
  - **Focus on the Mindsets & Behaviors for Student Success**
    - Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
    - Self-confidence in ability to succeed
    - Sense of belonging in the school environment
    - Understanding that post-secondary education and lifelong learning are necessary for long-term career success
    - Belief in using abilities to their fullest to achieve high-quality results and outcomes
    - Positive attitude toward work and learning
    - additional support in transition years (i.e. Focus on Freshmen)
    - partnership with other support staff in building
- **How well are you implementing your strategies?**
  - Strategies focused on graduating students have been implemented well across all high schools.
- **How do you know whether it is or is not helping you make progress toward your goal?**
  - Feedback from counselors and principals indicate the strategies support identification of students who need either academic support and/or credit recovery has an impact on student on-time graduation.

## Part B: Achievement and Integration Progress Report

This portion is only required for districts participating in the A&I program.

If one of your A&I goals is the same as your WBWF goals, please note that in the box below and do not feel a need to repeat the information already provided for that goal area.

### Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<p><i>Provide the SMART goal statement here.</i></p> <p><b>GOAL # 1:</b> Reduce the largest difference among student racial groups by 3 percentage points or more of the percentage of students making medium or high growth by 2020, as measured on the MCA reading exam.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p>	<p><i>Provide the baseline starting point here.</i></p> <p><b>Baseline:</b> 2016 largest gap was 12 points between Black students at 60% and Asian students at 72%)</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><b>Results:</b> From 2016-17 to 2017-18, demonstrate an increase in the gap, from 14 to 15 between the highest and lowest student racial groups making medium or high growth in reading. In both years, the gap included the Black or African American students and White students.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p>

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
  - Comprehensive needs assessment that includes MCA, MTAS, FastBridge Reading Assessment, ACCESS, Credit Acquisition, Attendance and Discipline data.
  - Professional development participant evaluations.
  - AVID site team plans, meeting agendas, classroom observations.
  - PreK assessments.
- **What strategies are in place to support this goal area?**
  - Strategies are implemented through district and school based plans.
  - Educators and administrators engage in over 20,000 hours in professional development tied to high-quality, evidence-based practices
    - Small group and job embedded school based coaching.
    - Beyond Diversity, a two-day foundational professional development session, aligned with our racial equity policy,
    - AVID professional development.
    - Bilingual EA professional development
    - Culturally relevant instructional practices with strategies that include addressing student/adult relationships, rigorous, relevant and real instruction within a personalized learning environment.

- Math and reading intervention teachers provide supplemental services to improve grade level proficiency.
- Bilingual Education Assistants work alongside classroom teachers to support English language skills of emergent bilinguals and academic achievement.
- Preschool partnerships with South Washington Schools provide Pre-K services for SPPS students at Woodbury elementary.
- Classroom partnerships, student field trips, summer programs promote intra- and inter – district integration experiences.
- Parent Academy provides participants with tools to partner with schools and support their students’ academic achievement.
- Parent Advisory committees make recommendations regarding the education and needs of specific student groups.
- Multicultural resource center programming.
- ***How well are you implementing your strategies?***
  - Attendance at district professional development is between 80%-95% of the targeted audiences.
  - Professional development sessions include components of our culturally relevant instruction framework of rigor, relevance, realness and relationships.
  - Beyond diversity has been added to our staff onboarding process reaching 80%-90% of new staff.
  - 288 participants (a total of district level, building level, and community partners) completed Beyond Diversity  
The total number of participants that have completed Beyond Diversity by 1718SY: 5,743 participants
  - Multicultural Resource Center has outpaced the goal for 2017-18 by reaching approximately 6599 students, staff and community members with its programs and resources.
- ***How do you know whether it is or is not helping you make progress toward your goal?***
  - The research, assessment and evaluation office prepares quarterly data reports on student achievement for middle, high school and district leadership teams.
  - Elementary schools utilize assessment data in professional learning communities, building leadership teams and in teacher individual growth and development plans.
  - Assistant superintendents of schools monitor progress with school administrators throughout the school year.

## Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<p>Provide the SMART goal statement here.</p> <p><b>GOAL # 2:</b> Increase the district graduation rates for all student groups of color by 2 percentage pts by 2020, as measured by the MDE 4-year graduation rates.</p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p>	<p>Provide the baseline starting point here.</p> <p><b>Baseline 2016 rate:</b></p> <ul style="list-style-type: none"> <li>American Indian/Alaskan Native 47.6%,</li> <li>Asian 77.9%,</li> <li>Black or African American 69.6%,</li> <li>Hispanic or Latino 71.4%.</li> </ul>	<p>Provide the result for the 2017-18 school year that directly ties back to the established goal.</p> <p><b>Results: For 2016-17, 4 year graduation results include:</b></p> <ul style="list-style-type: none"> <li>American Indian/Alaskan Native 53.1%,</li> <li>Asian 80.6%,</li> <li>Black or African American 70.2%,</li> <li>Hispanic or Latino 70.4%.</li> </ul> <p><b>Changes from 2016 to 2017 include:</b></p> <ul style="list-style-type: none"> <li>American Indian/Alaskan Native +5.5%,</li> <li>Asian +2.7%,</li> <li>Black or African American +0.6%, and</li> <li>Hispanic or Latino - 1.0%.</li> </ul>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p>

Bulleted narrative is appreciated. 200-word limit.

- What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**

  - Credit accumulation school level reports by grade, disaggregated by race, gender, SpEd, EL, FRL
- What strategies are in place to support this goal area?**

  - School and district interventions to support students earning credits
  - ALC offerings to make-up credits (Evening High School, S-Term)
  - School counselors provide direct guidance to students
  - Focus on Freshman
  - Graduate to Greatness/Senior Persistence
  - Advancement Via Individual Determination (AVID) and AVID Tutoring
  - American Indian Language and Culture Studies
  - Supplemental support and transition services for American Indian Students
  - Student leadership and engagement programs.
  - Historically Black Colleges & Universities (HBCU) Tour
- How well are you implementing your strategies?**

  - Strategies focused on graduating students have been implemented well across all high schools.
- How do you know whether it is or is not helping you make progress toward your goal?**

  - Feedback from counselors and principals indicate the strategies support identification of students who need either academic support and/or credit recovery has an impact on student on-time graduation.
  - Student leadership opportunities are well received and continuing through opportunities such as the Equity Summit, LGBTQ Youth & Government; LGBTQ Youth Leadership, Health, & Advocacy; LGBTQ+ Identity & Community Development.

## Achievement and Integration Goal 3

Goal Statement	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<p><i>Provide the SMART goal statement here.</i></p> <p><b>GOAL # 3:</b> To support families as they navigate the school choice process, SPPS will deliver and/or participate in 200 or more outreach events related to school choice each school year through SY19-20. (Baseline: SY15-16, 195 events)</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p>	<p><i>Provide the baseline starting point here.</i></p> <p>Baseline: SY15-16, 195 events</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><b>Results:</b> 200 events.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p>

*Bulleted narrative is appreciated. 200-word limit.*

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
  - *Students/families applying for enrollment late spring through the start of school are in many instances not aware of the opportunity to access SPPS's robust school choice process and options at the annual onset in early January. The aforementioned results in families not having access to some enrollment options. We have an increase in earlier submission of applications and have a decrease in the number of students/families arriving on the first day of school for enrollment.*
- **What strategies are in place to support this goal area?**
  - *Work with ECFE, area day/childcare sites, Parks & Recreation, Head Start and community organizations to provide small and large group presentations as well as outreach at community events.*
  - *Robust School Choice System (for example)*
    - *Transportation to support school choice.*
    - *Magnet Schools*
    - *Student Placement Center and Reflecting Saint Paul*
- **How well are you implementing your strategies?**
  - *In addition to being widely received as well as welcomed back to organizations, we are receiving applications earlier in the school choice process from more economic and racially diverse student groups*
- **How do you know whether it is or is not helping you make progress toward your goal?**
  - *We have seen an increase in the number of applicants on or before the priority application deadline.*

# Achievement and Integration RIS Goal #1 Highwood Hills

## Key Indicators of Progress (KIPS)

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target	Target	Target
	2018	2019	2020
Percent of students who will attain Medium/High Growth on the MCA Math will increase to 72% by 2020. (2016-17 Baseline: 55%)	57%	59%	62%

Goal Statement Highwood Hills Elementary	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<p><i>Provide the SMART goal statement here.</i></p> <p><b>GOAL # 1:</b> Percent of students who will attain Medium/High Growth on the MCA Math will increase to 72% by 2020. (2016-17 Baseline: 55%)</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p>	<p><i>Provide the baseline starting point here.</i></p> <p><b>Baseline:</b> 2016-17 = 55%</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><b>Results:</b> For the 2017-18 school year, Highwood Hills had 70.5% of students to make medium or high growth on the MCA reading assessment.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p>

*Bulleted narrative is appreciated. 200-word limit.*

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
  - *Formative assessment data. Classroom data is reviewed in aggregate and disaggregated as needed to determine specific outcomes/interventions for various student groups.*
- **What strategies are in place to support this goal area?**
  - *Provide targeted math supports in small groups for identified students.*
  - *Provide professional development and collaboration opportunities for staff tied to schoolwide goals and objectives.*
  - *Provide time for staff to focus on prevention efforts and build strong positive relationships with students with the goal of preventing exclusion from the classroom and loss of instructional time.*
- **How well are you implementing your strategies?**
  - *We are intent on increasing our students' achievement in math, and our SCIP goals are tailored to provide effective professional development opportunities for all teachers.*
  - *We have increased the number of intervention and student support staff to be able to run more small groups, within and outside of the classroom.*
  - *We are also using vertical alignment in specific content areas and are incorporating the work that our support staff and specialists are doing in addition to what the classroom teachers are doing.*
- **How do you know whether it is or is not helping you make progress toward your goal?**
  - *We take regular surveys of our teachers and students to know how we are doing. We use the results to reflect on our practice and adjust accordingly.*
  - *We also follow up with teacher's goals and reflections on the TD & E platforms to see whether their goals align with the needs of the students.*
  - *We are proactive about behavior management and have been praised by families and other critical friends for the way that we are following up with behavior incidents and concerns.*

## Achievement and Integration RIS Goal #2 Highwood Hills

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	<b>Target</b>	<b>Target</b>	<b>Target</b>
	<b>2018</b>	<b>2019</b>	<b>2020</b>
Highwood Hills will hold at least 3 parent engagement events each school year	3 events	3 events	3 events

<b>Goal Statement</b>	<b>Achievement or Integration Goal?</b>	<b>Baseline</b>	<b>Year 1 (2017-18) Actual</b>	<b>On Track?</b>
<p><b>Highwood Hills Elementary</b></p> <p><i>Provide the SMART goal statement here.</i></p> <p><b>GOAL # 2:</b> For three consecutive years, Highwood Hills will meet 95% or more of the projected enrollment numbers as measured by October 1 enrollment figures in 2018, 2019, and 2020 (Baseline for SY16-17: actual enrollment was 113% of projected enrollment.)</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p>	<p><i>Provide the baseline starting point here.</i></p> <p><b>Baseline:</b> Baseline for SY16-17: actual enrollment was 113% of projected enrollment.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><b>Results:</b> For the 2018-19 school year, projected enrollment for Highwood Hills was 367 students. In November, enrollment was at 436. Actual enrollment was 19% higher than projected.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p>

*Bulleted narrative is appreciated. 200-word limit.*

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
  - Enrollment data
- **What strategies are in place to support this goal area?**
  - Increase the number of family engagement opportunities per year.
  - Establish partnerships with various stakeholders in the community.
  - Partner with district Communications and Family Engagement Department to enhance school marketing materials.
  - Hold 3 parent events each year.
- **How well are you implementing your strategies?**
  - We have actually increased opportunities for family engagement. We hold monthly meetings that we call Common Ground Conversations where we as practitioners put our heads together with families and look at our data and plan activities that will benefit our students and enhance engagement and achievement.
    - We expanded our services with community organizations and Metro Social Services for mental health support for our students among other things.
    - We are constantly reviewing our SCIP plan and adjusting as we examine our data and the needs of the students.
    - We have school and community building assemblies and parents are invited to attend, and are responding well.
- **How do you know whether it is or is not helping you make progress toward your goal?**
  - We know that it is helping based on our reduced office referral data, number of incidents, and the overall climate of the school. We also know that this is working given the number of community related events held at our school, parents asking to be a part of the education of their children and the reinstatement of the Parent Academy at Highwood Hills this year!.

## Achievement and Integration RIS Goal #3 Phalen Lake

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Percent of students scoring proficient on the MCA reading tests will increase 6 percentage points by 2020. (2016 baseline: 33.2%)	34%	36%	38%

Goal Statement Phalen Lake	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<p><i>Provide the SMART goal statement here.</i></p> <p><b>GOAL #3 :</b> The percent of students scoring proficient in reading will increase from 33% to 38% by 2020 as measured on the annual MCA reading test.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p>	<p><i>Provide the baseline starting point here.</i></p> <p><b>Baseline:</b> (2016 baseline: 33.2%)</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><b>Results:</b> In 2016, Phalen Lake had 33.2% proficient on the reading MCA assessment. In 2017 they had 34.5% proficient and in 2018 they had 31.8% proficient in reading.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p>

*Bulleted narrative is appreciated. 200-word limit.*

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
  - Formative assessment data and MCA assessment data.
- **What strategies are in place to support this goal area?**
  - Provide targeted small-group reading instruction with students K-5 through implementation of specific goal setting utilizing *The Continuum of Literacy Learning* as a guide towards accelerating acquisition of grade level skills.
  - Implement a repeated reading intervention with targeted 2nd, 3rd and 4th grade students identified as just below benchmark text level (strategic) for that grade based on fall reading assessments.
  - Provide time for staff to continue job embedded professional development during the school day with a targeted focus on literacy instruction designed to meet the above mentioned goal.
- **How well are you implementing your strategies?**
  - Provide targeted small-group reading instruction with students K-5 through implementation of specific goal setting utilizing *The Continuum of Literacy Learning* as a guide towards accelerating acquisition of grade level skills.
    - Teachers identified critical new skills as well as skills that are revisited at each text level allowing students to progress more quickly to the next level of text. (Students do not need to read each text at a given level before moving to the next.) .
    - In 2017-2018 teachers then began working through the text, *Next Steps in Guided Reading* by Jan Richardson. (This was the next logical progression to move from the literacy continuum to impacting direct instruction.) Every grade level began to work intentionally and strategically in tightening the small group literacy instruction. 2017-18 Teachers engaged in weekly job-embedded PD to alter teaching practices, analyze where our students are in terms of reading skills and adapt lesson plan template to meet our student needs.
    - In the 2018-2019 school year, teachers continue to utilize Richardson Templates for guided reading instruction and further develop their understanding of implementing components fo the lesson template as well as timing instruction to complete all components of the lesson.

- *Implement a repeated reading intervention with targeted 2nd, 3rd and 4th grade students identified as just below benchmark text level (strategic) for that grade based on fall reading assessments.*
  - *We have added a Leveled Literacy small group intervention. We found the intervention to be very successful for most students participating. In 2017-2018, two teachers were each doing two groups. Based on teacher reports and student success we added an additional teacher to do this program as a part of the literacy interventions*
  - *In 2018-2019 we have added a literacy academic specialist who is doing the Leveled Literacy intervention for grades K-2*
- *Provide time for staff to continue job embedded professional development during the school day with a targeted focus on literacy instruction designed to meet the above mentioned goal.*
  - *In 2017-2018 our budget allowed us to continue 100-minute weekly job- embedded PD. This time was critical in getting our teachers accomplished in changing their instructional practices in guided reading*
  - *In 2018-2019 due to budget cuts, we were not able to maintain 100 minutes of weekly job-embedded PD. To try and make up the lost time we are participating in a Fast4Success PD in order to gain a greater understanding of the assessment tool. We are also able to maintain 6 half-day PD sessions gr. 3-5 and gr. K-2 . We also are doing 12 45 minute grade level job-embedded PD sessions throughout the year.*
- **How do you know whether it is or is not helping you make progress toward your goal?**
  - *Analysis of the percent of students at each grade level in text level bands below grade level*
    - *In Grade 2: Decrease by 34 percentage points the percent of students in K&1 Text Levels (A-I)*
    - *In Grade 3: Decrease by 30 percentage points the percent of students in 1st and 2nd grade text levels (D-L)*
    - *In Grade 3: Increase by 14 percentage points the percent of students in text levels M and N (Beginning 3rd grade)*
    - *In Grade 4: Decrease by 13 percentage points the percent of students in 1st and 2nd grade text levels (D-L)*
    - *In Grade 4: Increase by 20 percentage points the percent of students in text levels P-S+ (4th-5th grade)*
    - *In Grade 5: Decrease by 24 percentage points the percent of students in 1st-3rd grade text levels (D-P)*
    - *In Grade 5: Increase by 20 percentage points percent of students in text levels T-W+ (end of 4th-5th grade)*
    - *Overall the percent of students benchmarking well below grade level benchmarks for text level decreased considerably indicating students are gaining skills needed to move closer to grade level benchmarks. This year we are hoping/anticipating that this year, we see the reading academic gains reflected in our MCA scores.*

## Achievement and Integration RIS Goal #4 Phalen Lake

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Of the families that visit Phalen Lake Hmong Studies Magnet during school choice season, the percentage that identify as White will increase to 3% by 2020. (2017 Baseline: estimated < 1%)	1%	2%	3%

Goal Statement Phalen Lake	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<p><i>Provide the SMART goal statement here.</i></p> <p><b>GOAL #4 :</b> By 2020 increase from &lt; 1% to 3% the number of White families visiting Phalen Lake Hmong Studies Magnet when considering a school for their child.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p>	<p><i>Provide the baseline starting point here.</i></p> <p><b>Baseline:</b> (2017 estimated &lt; 1%)</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><b>Results:</b> In 2016-2017 we gave 80 tours to families. Of those families visiting 2 were white 2.5%. We had 7 students identified as white attend during that school year.</p> <p>In 2017-2018 we gave 75 tours to families. Of those families visiting 6 of those families were white 8.0%.</p> <p>We had 7 students identified as white attend during this school year.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p>

*Bulleted narrative is appreciated. 200-word limit.*

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
  - Enrollment data
  - Family attendance data (school visitation opportunities).
  - Disaggregated by White and Non White
- **What strategies are in place to support this goal area?**
  - Promote awareness of family engagement events at PLHSM and provide information about our programming at those events.
  - Promote our intended goal with our stakeholders.
  - Partner with district Communications and Family Engagement Departments to enhance school marketing materials
- **How well are you implementing your strategies?**
  - We met our goal, however we are seeing changes since this outcome was first developed. Fewer families have the opportunity to visit our school because more of our families are returning to the school from PreK to K, limiting the number of openings we have at K.
- **How do you know whether it is or is not helping you make progress toward your goal?**
  - Progress is evident through enrollment data and family visiting data.

## Achievement and Integration RIS Goal #5 Obama

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Percent of scholars who will attain medium / high growth on the MCAs for Reading will increase to 75% by 2020 (Baseline SY15-16: 56%)	60%	65%	75%

Goal Statement Obama	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<p><i>Provide the SMART goal statement here.</i></p> <p><b>GOAL # 5:</b> 85% of 4th and 5th grade scholars who participate in the Schoolwide Enrichment Model (SEM) and the Harmony Road/Critical Questioning partnership will make medium or high growth by 2020 as measured on the annual MCA math and literacy tests.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p>	<p><i>Provide the baseline starting point here.</i></p> <p><b>Baseline:</b> (Baseline SY15-16: 56%)</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>51.7% of 4th and 5th graders made medium or high growth in math and 51.1% made medium or high growth in reading.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p>

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
  - MCA data, SEM and Harmony Road/Critical Questioning partnership, participation data
- **What strategies are in place to support this goal area?**
  - Expand our Schoolwide Enrichment Program to provide enrichment clusters based on scholar's' area of interests, learning preference and expression style from 2 session to 3 session each year.
  - Provide professional development for teachers to enable them to move forward with the Schoolwide Enrichment Model program with understanding and confidence. Training will be focused on our goals of building capacity, enhancing understanding, knowledge and background, putting information into context, putting knowledge to work, creating ongoing support, and using evaluation data to improve the program.
  - Increase achievement for our black male scholars through partnership with Harmony Road/Critical Questioning consultants. A year-long implementation of personalized teacher development, direct instruction, outreach and engagement, therapeutic/counseling support, systems change, and continuous improvement for all scholars with a laser focus on black males.
- **How well are you implementing your strategies?**
  - Continuing partnership with Harmony Road with a high level of implementation.
  - Approximately ½ of the staff is new to Obama this year. Obama is implementing SEM PD this year to help teachers develop richer clusters going forward.
  - 100% participation in SEM
  - Obama has increased from two to three clusters as planned.
- **How do you know whether it is or is not helping you make progress toward your goal?**
  - 100% participation in SEM this year. It is our plan that with increased teacher professional development that SEM clusters will be richer and have a greater impact on students' growth on MCAs. We will continue to monitor the SEM clusters to ensure they provide high levels of engagement include enjoyable and challenging learning experiences that are constructed around students' interests, learning styles, and preferred modes of expression in order to develop the strengths and talents of all students.

## Achievement and Integration RIS Goal #6 Obama

Progress indicator for 2018 is 35%.

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
Percentage of parents/guardians responding to survey will increase each year. (Baseline: n/a; survey will be introduced SY17-18)	35%	45%	50%

Goal Statement Obama	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<p><i>Provide the SMART goal statement here.</i></p> <p><b>GOAL #6</b> : Obama Elementary will survey 80 % of parents using the ASPIRE Program and 50 % of those parents will actively participate in our Schoolwide Enrichment Model enrichment clusters.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p>	<p><i>Provide the baseline starting point here.</i></p> <p><b>Baseline:</b></p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p>Results: 35% of parents actively participate in the Schoolwide Enrichment clusters (n=141).</p> <p>The ASPIRE survey was not conducted in the 17-18 school year.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p>

*Bulleted narrative is appreciated. 200-word limit.*

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
  - ASPIRE survey tool
- **What strategies are in place to support this goal area?**
  - Renew our contract with ASPIRE, a simple and effective program to foster mutually meaningful engagement with parents and other members of our school community.
  - Provide advanced training for staff on using the ASPIRE program to assess the collective talent pool of all parent and adults associated with our school as well as the assets and talents of our own community.
- **How well are you implementing your strategies?**
  - This strategy was not implemented as planned.
- **How do you know whether it is or is not helping you make progress toward your goal?**
  - Results are weakened due to uneven implementation.
  - This goal needs to be revised for 19-20.

## Achievement and Integration RIS Goal #7 Mississippi

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
83% of 4th/5th grade students will attain Medium/High Growth on the MCAs by 2020. (Baseline: 2016-2017 71.2%)	74%	78%	83%

Goal Statement Mississippi	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<p><i>Provide the SMART goal statement here.</i></p> <p><b>GOAL # 7:</b> RIS Goal #7 The percentage of 4th and 5th graders making medium or high growth, as measured on the annual MCA reading tests, will increase from 71% to 83% by 2020.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p>	<p><i>Provide the baseline starting point here.</i></p> <p><b>Baseline:</b> (Baseline: 2016-2017 = 71.2%)</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><b>Results:</b> From 2016-17 to 2017-18, Mississippi had 80.2% of 4th and 5th grade students who made medium or high growth as measured on the MCA reading assessment.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p>

*Bulleted narrative is appreciated. 200-word limit.*

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
  - MCA test results
- **What strategies are in place to support this goal area?**
  - Provide targeted reading supports in small groups for identified students.
- **How well are you implementing your strategies?**
  - 2017-18 results for growth= 80.2%
  - We are implementing The Fountas & Pinnell Leveled Literacy Intervention System (LLI) to address the gap in reading.
- **How do you know whether it is or is not helping you make progress toward your goal?**
  - We know we are making progress towards our goal because our current growth has reached 80% and we are intentionally providing interventions with students.

# Achievement and Integration RIS Goal #8 Mississippi

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	Target 2018	Target 2019	Target 2020
The school will host two parent arts integration engagement events each school year through 2020.	2 events	2 events	2 events

Goal Statement Mississippi	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<p><i>Provide the SMART goal statement here.</i></p> <p><b>GOAL #8 :</b> By 2020, MCAS will establish a clear arts integration focus as measured by the establishment of a planning committee and meeting accountability measures. (2017 Baseline: no committee and no arts integration measures established)</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p>	<p><i>Provide the baseline starting point here.</i></p> <p><b>Baseline:</b> (2017 Baseline: no committee and no arts integration measures established)</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><b>Results:</b> This school year 2018-19, Mississippi created an Arts Task Force that is meeting monthly and as needed to review and monitor the arts integration component of the School Continuous Improvement Plan (SCIP) and the implementation of the plan, using the measures as outlined in the SCIP. This team is currently collecting data and assessing this progress and will have the SCIP updated by Dec. 14th, 2018.</p> <p>Mississippi has also added an Arts Integration coach position to lead the Arts Task Force and support this work in their SCIP. In the last two years, Mississippi has been able to meet the KIP (2 Arts Events) each year. This year, Mississippi has already had their first event, Oct. 16th. Another even is scheduled for the Spring, date TBD.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p>

Bulleted narrative is appreciated. 200-word limit.

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
  - Parent feedback after events.
- **What strategies are in place to support this goal area?**
  - Establish a committee to lead the strategic work in developing a more robust arts program.
  - Establish accountability measures to ensure arts integration goals are met
- **How well are you implementing your strategies?**
  - We are successful- teachers are utilizing an arts integration task board to organize arts focused tasks related to the Units. Teachers are following the scope and sequence that was finalized for implementation this year.
- **How do you know whether it is or is not helping you make progress toward your goal?**
  - There is participation of parents, increased in partnerships with community arts organization on our Leadership Team and Arts Integration Task Force. In addition, evidence is from walkthroughs we've initially done to create a baseline, that will assess the implementation of scope and sequence of arts integration units, the rigor in the units, refined them accordingly and adjust how we will teach them. This year, we are working on creating rubrics and measures for progress monitoring.

## Achievement and Integration RIS Goal #9 Riverview

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	<b>Target</b>	<b>Target</b>	<b>Target</b>
	<b>2018</b>	<b>2019</b>	<b>2020</b>
Percent of 4th grade students that will achieve medium or high growth on the Reading MCAs. (2016-2017 Baseline: 70%)	73%	76%	81%

<b>Goal Statement</b> <b>Riverview</b>	<b>Achievement or Integration Goal?</b>	<b>Baseline</b>	<b>Year 1 (2017-18) Actual</b>	<b>On Track?</b>
<p><i>Provide the SMART goal statement here.</i></p> <p><b>GOAL #9</b> : The percentage of 4th grade students who make medium to high growth will increase from 71% to 81% as measured by the MCA III Reading assessment by 2020.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>Achievement Goal</i></p> <p><input type="checkbox"/> <i>Integration Goal</i></p>	<p><i>Provide the baseline starting point here.</i></p> <p><b>Baseline:</b> (2016-2017 = 70%)</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><b>Results:</b> In 2018, Riverview had 73.6% of 4th graders make medium or high growth on the reading MCA assessment.</p>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> <i>On Track</i></p> <p><input type="checkbox"/> <i>Not on Track</i></p>

*Bulleted narrative is appreciated. 200-word limit.*

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
  - MCA Results
- **What strategies are in place to support this goal area?**
  - Provide targeted reading interventions and supports in small groups for identified students.
  - Provide professional development and collaboration opportunities for staff on English Language Arts standards and Guided Reading.
- **How well are you implementing your strategies?**
  - Last year, our Academic Intervention Teacher and our Content Coach were able to provide small group reading instruction to several groups in 4th grade. The majority of the students made progress throughout the year and we believe that this had an impact on the growth scores. We also started providing professional development for staff in guided reading last year and have continued this year to strengthen Tier 1 instruction.
- **How do you know whether it is or is not helping you make progress toward your goal?**
  - We believe that the growth made by targeted 4th graders supported overall growth for 4th grade. Teachers are now meeting weekly in PLCs and work together regularly to consider next steps in reading instruction.

# Achievement and Integration RIS Goal #10 Riverview

List the key indicators of progress for this intervention and how your district will measure the yearly target for each indicator.	<b>Target 2018</b>	<b>Target 2019</b>	<b>Target 2020</b>
Number of parent engagement events for each school year as indicated by our school family calendar and parent event agendas.	4 events	4 events	4 events

Goal Statement Riverview	Achievement or Integration Goal?	Baseline	Year 1 (2017-18) Actual	On Track?
<p><i>Provide the SMART goal statement here.</i></p> <p><b>GOAL # 10:</b> Riverview will host four parent engagement events each school year through 2020.</p>	<p><i>Check one of the following:</i></p> <p><input type="checkbox"/> Achievement Goal</p> <p><input checked="" type="checkbox"/> Integration Goal</p>	<p><i>Provide the baseline starting point here.</i></p> <p><b>Baseline:</b> Less than 4 events per year.</p>	<p><i>Provide the result for the 2017-18 school year that directly ties back to the established goal.</i></p> <p><b>Results:</b> Exceeds goal of 4 events per year.</p> <ul style="list-style-type: none"> <li>● Meet your Teacher Night - 8/30/17</li> <li>● Take Your Parent to School Day (PreK) - 9/26/17</li> <li>● Restorative Practices Workshop - 9/28/17</li> <li>● Family Literacy Night/Annual Title I Meeting (open to community members/families) - 10/12/17</li> <li>● Science &amp; Engineering Night - 11/30/17</li> <li>● Open House for Prospective Families - 2/1/18</li> <li>● National African American Parent Involvement Day - 2/13/18</li> <li>● New Student Orientation - 5/16/18</li> <li>● Spring Dance (families &amp; students) - 4/20/18</li> <li>● All School BBQ and Field Day - 6/5/18</li> <li>● Fall &amp; Spring Parent-Teacher Conferences</li> <li>● Monthly Parent Meetings all year, various topics</li> </ul>	<p><i>Check one of the following:</i></p> <p><input checked="" type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p>

*Bulleated narrative is appreciated. 200-word limit.*

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
- **What strategies are in place to support this goal area?**
  - To offer various opportunities throughout the school year for current families, as well as community members.
  - To include parents to partner with Riverview to develop and implement these events.
  - To increase awareness of Riverview as an option for both the community program as well as the Spanish Dual Immersion program.
- **How well are you implementing your strategies?**
  - We have growing parent engagement opportunities at Riverview. We hold parent meetings about monthly, we also have family events to participate in activities at school. This year, we also started a PTA, who partnered with us to plan our Fall Festival Event.
- **How do you know whether it is or is not helping you make progress toward your goal?**
  - Parents share by word of mouth. Our enrollment has been increasing in small amounts.

## Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2017-18 school year. Also consider ways that your A&I plan strategies have increased integration within your district.

### A&I District Partnership Strategies:

- **AVID Professional Development with Equity Alliance MN** to provide professional development in AVID in a cross-district environment twice a year.  
**Results:** SPPS had 10 teachers attend the Equity Alliance AVID Path Training last February and 11 attend in August.
  - Equity Alliance hosted the AVID Professional Development last February and invited many surrounding districts. St. Paul attended teachers were a portion of those teachers that attend.
  - A Washington reading teacher attended in August and emailed me that she thought it was one of the best trainings she has been to. She is using the strategies in her classes and would like to go again to Critical Reading II to get even more strategies.
  - A former AVID tutor, who is now teaching AVID at Capitol Hill, said it was great to get the bigger picture of AVID strategies beyond what he knew about as a tutor.
  - Most of the Como teachers that went were part of their Department of Education AP STEM grant that Como has. They have been discussing the strategies in math and science departments to determine which work best to push department wide.
- **Preschool Partnership** with South Washington Schools to provide Pre-K services for SPPS students at Woodbury Elementary.  
**Results:** The established partnership with South Washington County provided access to quality Pre-K educational experiences for SPPS students and their families. SPPS had 12 students who were not accepted into the SPPS Pre-K programming, but who are attending in South Washington county. Transportation, educational events, screenings and evaluations are coordinated across districts and provide a seamless Pre-K education leading into an SPPS kindergarten experience.
- **Student Field Trips** offer an opportunity for students to receive meaningful opportunities for intra- and inter-district integration experiences. Belwin Outdoor Science is the primary venue for these field-trips where students from neighboring districts such as Stillwater, Forest Lake and others, interact and learn in racially diverse groups.  
**Results:** All SPPS elementary school 5th grade classes attended Belwin Outdoor Science. There are numerous students at each school who have not been exposed to outdoor activities, the wildlife and educational opportunities. Students overwhelmingly have voiced satisfaction and learning during the experience.
- **Classroom Partnerships** Authentic integration experiences are achieved by pairing classrooms from both different schools in the district, as well as with neighboring districts. Secondary students will continue their long-term partnership with Forest Lake. The elementary program for students is a new program in which SPPS schools with different predominant student race/ethnic student groups are paired with one another.  
**Results:** One partnership was implemented last year with two high schools. Forest Lake/SPPS Creative Arts partnership: There were 60 participants total. A four-year curriculum plan has been created to cycle students through the program from 9th - 12th grade. This year we have six elementary partnerships confirmed.
- **Summer Programs** in which SPPS partners with adjoining districts to offer multiple programs during the summer term such as: a) National Youth Sports Program; b) Belwin Science Camp; c) Camp Teranga with ARTS Us; d) World Cultures Program (NYSP); e) Native American Program; f) STEM Camp (Sponsored by 3M);

**Results:** For the 3M STEM camp, a total of 125 students attend five or more days of the two week camp with 24 students (19%) were from out of the district or attended a charter school. Together students participated activities and exposed to careers in the fields of STEM, specifically, students explored computers, construction, drones, engineering, and veterinary careers.

**In what ways have your A&I plan strategies increased integration within your district?**

- Parents have had more access to choice
- Transportation has allowed more students to take regional and district options
- More students are participating in AVID providing more options to take part in post secondary and college experiences.
- The inaugural SPPS equity summit drew between 350 to 450 staff, families and community organizations to collaborate and brainstorm about ways to combat inequality in our schools and city. The event provided a forum for SPPS staff to interact with stakeholders (students, community members, community partners) in a collaborative learning environment.
- LGBTQ+ students in Saint Paul Public Schools are reflective of the racial diversity of the district (2013, Minnesota Student Survey). LGBTQ+ people of color historically experience high levels of bias, discrimination, and victimization. LGBTQ+ programming and professional development in the Equity Department is grounded in the Courageous Conversations About Race Protocol. It focuses on the nuanced impacts of racism on LGBTQ+ youth of color in education.
- SPPS students have growing opportunities to participate in authentic integration experiences through field trips, classroom partnerships (Belwin Outdoor Science; pre-k opportunities; elementary and secondary partnerships).