



## 2018-19 Combined World’s Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

**District or Charter Name:** ISD 625 Saint Paul Public Schools

**Grades Served:** PreK-12

WBWF Contact: Cheryl Carlstrom

Title: Director Title I Federal Programs

Phone: 651-744-1451

Email: [cheryl.carlstrom@spps.org](mailto:cheryl.carlstrom@spps.org)

A and I Contact: Cheryl Carlstrom

Title: Director Title I Federal Programs

Phone: 651-744-1451

Email: [cheryl.carlstrom@spps.org](mailto:cheryl.carlstrom@spps.org)

Did you have an MDE approved Achievement and Integration plan implemented in the 2018-19 school year?

- Yes

No

[List of districts with an MDE approved Achievement and Integration plan during the 2018-19 SY.](#)

This report has three parts:

**WBWF:** Required for all districts/charters.

**Achievement and Integration:** Required for districts that were implementing an MDE approved Achievement and Integration plan during the 2018-19 SY. No charter schools should complete Part B.

**Racially Isolated School:** Required for districts that were implementing an MDE approved Achievement and Integration plan for Racially Identifiable Schools during the 2018-19 SY. No charter schools should complete Part B.

Please ensure the World’s Best Workforce leadership and the Achievement and Integration leadership collaborate within your district when completing this report.

## World's Best Workforce

### 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 (SPPS Achieves).** If a link is not available, describe how the district disseminates the report to stakeholders.

- *The report is disseminated through board meeting updates and online. <https://www.spps.org/strategicplan>; <https://www.spps.org/Domain/14098> and <https://www.spps.org/Page/2976>*

**Provide the direct website link to the A&I materials:**

- *Achievement and Integration Materials are located online: <https://www.spps.org/Page/29231>*

### 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.

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2018-19 school year.

- *The board-annual public meeting to review progress on the WBWF plan (SPPS Achieves) and Achievement and Integration plan for 2018 - 2019 will occur prior to March 15, 2020.*

### 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 2018-19 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)
Kate Wilcox-Harris	Chief Academics Officer	x
Jacqueline Turner	Chief Operations Officer	x
Cheryl Carlstrom	Director Title I Federal Programs	x
John Bobolink	Supervisor Indian Education	x
Myla Pope	Assistant Director of Equity	x
Megan Sheppard	Dir - Equal Employment & Opp	x
Kenyatta McCarty	Executive Director Human Resources	
Benjamin Lacina	Supervisor - Talent Development	x
Omoyefe Agbamu	Asst. Superintendent	x
Joshua Delich	Asst. Superintendent	x
Kimberly Cordes-Sween	Senior Budget Analyst	x
Marshall Davis	Supervisor K-12 Science	x
Lori Erickson	Assistant Director of the Office of Early Learning	x
Jayne Williams	Director of Student Placement	x
Ryan Fell	Program Manager Title I and Achievement and Integration	x
Catherine Rich	Principal - Phalen Hmong Studies Magnet.	x
Community Involvement	<a href="https://www.spps.org/Page/2976">https://www.spps.org/Page/2976</a> Accomplished through the Strategic Planning Process and the 2021 budget survey.	x

## Equitable Access to Excellent and Diverse Educators

**WBWF Requirement:** WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters 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 taught for three or fewer 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.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

**Respond to the questions below. Limit response to 400 words.**

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

- **How did the district examine equitable access data? What data did you look at? How frequently do you review the data? Who was included in conversations to review equitable access data?**
  - *SPPS reviewed school level and district level data. Recent comparison of 2018-19 student demographic data to and Minnesota Professional Educator Licensing and Standards Board teacher demographic data for 2018-2019.*
  - *Included in conversations about equitable access to experienced, in-field, and effective teachers.*
    - *District Improvement Team*
    - *Senior Leadership Team*
    - *St. Paul Federation of Teachers (SPFT)*
    - *Principals*
    - *Teachers*
    - *School Leadership Teams*
- **What equitable access gaps has the district found?**
- **What are the root causes contributing to your equitable access gaps?**
  - *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 38,058 PreK-12 enrollees are students of color (31% Asian, 27% black, 21% white, 14% Latino, and 1% American Indian and 6% multi-racial). 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, 2019).*
  - *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 strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?**
- **What goal(s) do you have to reduce and eventually eliminate equitable access gaps?**

- *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.*
- *Provide SPPS Mentor/Mentee supports (affinity groups).*
- *Provide 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.*
- *Eventually establish a "Grow Your Own" program to create a pathway for SPPS students to enter the teaching field.*

WBWF also requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

**Describe your efforts to increase the racial and ethnic diversity of teachers in your district. Limit your response to 400 words.**

- **Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff?**
- **How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?**
  - *Based on 2018-2019 Minnesota Professional Educator Licensing and Standards Board Teacher demographic data compared to our student demographics:*
  - *To be representative of our student population, we would need to hire teachers in the represented groups by the respective numbers:*
    - *Asian: 487*
    - *Hispanic: 141*
    - *Black: 205*
    - *American Indian is representative (2% of teachers compared to 1% students).*

<b>Total of Teacher FTES</b>	<b>2499.77</b>						
	<b>Am Indian</b>	<b>Asian</b>	<b>Hisp</b>	<b>Black</b>	<b>White</b>	<b>Multi R.</b>	<b>Total FTES</b>
<i>Current Staff FTES by Race</i>	42.66	138.01	108.85	219.68	1989.87		2499.07
<i>Percent of Staff</i>	2%	6%	4%	9%	80%		
<i>% needed for Equitable Representation</i>	0%	25%	10%	17%	0%		
<i>Total number needed equitable representation</i>		487	141	205			
<b>Total Students</b>	<b>38058</b>						
	<b>Am Indian</b>	<b>Asian</b>	<b>Hisp</b>	<b>Black</b>	<b>White</b>	<b>Multi R</b>	

Number by race	379	11879	5376	10092	7941	2386	
Percent of total by race	1%	31%	14%	27%	21%	6%	

- **What are the root causes contributing to a lack of student access to teachers of color and American Indian teachers?**
  - *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 licenses 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 initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?**
  - *Continue The St. Paul Urban Teacher Residency (SUTR) program that 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.*
  - *Continue to provide SPPS Mentor/Mentee supports especially for teachers of color (affinity groups).*
  - *Continue to provide the Peer Assistance and Review (PAR) program (induction support for new teachers).*
  - *Investigate and eventually establish a "Grow Your Own" program to create a pathway for SPPS students to enter the teaching field.*
  - *Investigate ways to support staff (without a college degree) to attain their college degree in teaching.*

### Local Reporting of Teacher Equitable Access to Excellent and Diverse Educators Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers *and* data on all student access to racially and ethnically diverse teachers.

- [Teacher Equity Data](#)
- [Specific Demographics for Teacher Staffing Data](#)

**For this 2018-19 WBWF summary report submission, please check the boxes to confirm that 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.
- District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

## 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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p>All children are ready for school: 70% of students show proficiency in beginning to develop a knowledge of letters as measured by the Work Sampling System assessment.</p> <p><i>SPPS MET its goal, "All students ready for school." The goal was for 70% of students to show proficiency in beginning to develop a knowledge of letters as measured by the Work Sampling System assessment; in 18-19 75% of children showed proficiency.</i></p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>2018-19: 75%</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

**Narrative is required; 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 results are 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.*
  - *The Kindergarten summer transition program supports Kindergarten readiness for students who have had limited experience in classroom settings.*
- **How well are you implementing your strategies?**
- **How do you know whether it is or is not helping you make progress toward your goal?**
  - *Achievement targets are being met.*
  - *Successful implementation of strategies are measured through coaching logs.*
  - *Progress toward Goal: We are seeing yearly increases in percentage of students making progress through the Work Sampling System assessment and PALS for letter ID.*

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

Goal	Result	Goal Status
<p><i>Provide the established SMART goal for the 2018-19 school year.</i></p> <p><b>All students in third grade achieving grade-level literacy:</b> 43.4% of 3rd graders are proficient in Reading by 2019 as measured by the MCA + MTAS.</p> <p><i>SPPS is not on track to meet its goal, “All students in third grade achieving grade-level literacy.” The goal was for 43.4% of third graders to reach proficiency in reading by 2019 as measured by the MCA + MTAS. In 2018-19, 35.8% of third graders were proficient.</i></p>	<p><i>Provide the result for the 2018-19 school year that directly ties back to the established goal.</i></p> <p>2018-19: 35.8%</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

**Narrative is required; 200-word limit.**

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
  - *SPPS data review includes MCA, MTAS, FastBridge Reading Assessment, ACCESS, and walk-through data.*
- **What strategies are in place to support this goal area?**
  - *District programs aligns support for school evidence based practices.*
  - *District programs provide 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.*
  - *Reading intervention teachers provide targeted supports for students who need supplemental services in order to improve towards grade level proficiency.*
  - *Use of school-based district coaches (learning leads) to help implement district initiatives across high need schools.*
  - *Implementation of new phonics curriculum 2018-2019 with aligned professional development for teachers.*
- **How well are you implementing your strategies?**
  - *Evaluation of strategy implementation is done at a school based level through our school improvement plans and walk-through data. This data varies by school, however plans are in place to understand how to better evaluate implementation and put practices into place that ensure fidelity of implementation.*
- **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.*
  - *Monitoring of strategies is done through the use of the classroom/school walk-through protocol.*
  - *Progress is also measured through periodic benchmark testing.*
  - *Frequent review of results by the leadership team and assistant superintendents ensure implementation fidelity.*

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

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2018-19 school year.</p> <p>Close the achievement gap(s) between student groups: 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 48.4)).</p> <p>SPPS DID NOT MEET its one-year goal, "Close the Achievement gap(s) between student groups." The goal was to reduce the range between the student groups with the highest average proficiency and the lowest in reading as measured by the MCA + MTAS to less than 48.4%; in 2018-19 the range was 49.4%.</p>	<p>Provide the result for the 2018-19 school year that directly ties back to the established goal.</p> <p>2018-19: White = 74.1, Black = 24.7 (Range=49.4)</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input type="checkbox"/> Goal Met (one-year goal)</p> <p><input checked="" type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

**Narrative is required; 200-word limit.**

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
  - Monthly and year-end progress reports
  - Walk-through data
  - Formative assessments
- **What strategies are in place to support this goal area?**
  - Schools implement evidence based practices that address needs of students.
  - District programs align support for school evidence based practices.
  - District programs provide professional development for staff on high quality evidence based practices which includes individual, small group and school based coaching.
  - Use of school-based district coaches (learning leads) to help implement district initiatives across high need schools.
  - All staff attend Beyond Diversity, professional development, aligned SPPS's racial equity policy
  - Educators and administrators engage in professional development in culturally relevant instruction.
  - Bilingual Education Assistants work alongside classroom teachers to support English language skills and academic achievement of emergent bilinguals.
  - Parent Advisory Committees make recommendations regarding the education and needs of specific student groups.
- **How well are you implementing your strategies?**
  - Implementation varies across the district.
  - Attendance at district professional development is between 80%-95% of the targeted audiences.
  - Beyond Diversity professional development 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?**

- Schools utilize assessment data in professional learning communities, building leadership teams and in teacher individual growth and development plans.
- Progress is monitored through classroom/school walk-through and monitoring of school based assessments and other data.

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

Goal	Result	Goal Status
<p>Provide the established SMART goal for the 2018-19 school year.</p> <p>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% 2018: 85%</p> <p><i>SPPS MET its multi-year goal for, "All students are career- and college-ready by graduation." The goal was for 75% of students to complete the Naviance components for their grade level (9-12); in 2018-19, 77% of students completed the Naviance components.</i></p>	<p>Provide the result for the 2018-19 school year that directly ties back to the established goal.</p> <p>2018-19: 77%</p>	<p><b>Check one of the following:</b></p> <p><input type="checkbox"/> On Track (multi-year goal)</p> <p><input type="checkbox"/> Not On Track (multi-year goal)</p> <p><input checked="" type="checkbox"/> Goal Met (one-year goal)</p> <p><input type="checkbox"/> Goal Not Met (one-year goal)</p> <p><input type="checkbox"/> Met All (multiple goals)</p> <p><input type="checkbox"/> Met Some (multiple goals)</p> <p><input type="checkbox"/> Met None (multiple goals)</p>

**Narrative is required; 200 word limit.**

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
  - Monthly and year-end progress reports
  - Counselor Contact Log Data - student contacts by grade and ethnicity
  - Senior Survey
  - ACT scores
  - Accuplacer
  - National Clearinghouse data.
- **What strategies are in place to support this goal area?**
  - Provide monthly reports to track progress.
  - Naviance training and updates
  - Use College and Career (CC) Counselor as milestone completion leads, also targets small groups and individuals for completion (classroom lessons as appropriate)
  - Counselor On Special Assignment (COSA) support classroom lessons, small groups, and individuals also supports milestone completion
  - One-on-one support from Naviance lead on Naviance as activities, curriculum, and tools.
  - Focus on Freshman program gives freshman students the support they need to get connected at high school and stay on-track to graduate on-time.
  - 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 anecdotal and PD feedback forms
  - Review of data with administrators, school leadership teams and district improvement teams

## All Students Graduate

Goal	Result	Goal Status
Provide the established SMART goal for the 2018-19 school year.  2017-18 metric 70% or more students graduate in four years. Result 75% (2016)  <i>This is a lagging indicator. SPPS MET its goal, "All students graduate." For the 2017-18 school year the goal was for 70% or more to graduate; in 2018-19 76.9% of students graduated.</i>	Provide the result for the 2018-19 school year that directly ties back to the established goal.  Lagging indicator: 2017-18 - 76.9%	<b>Check one of the following:</b>  <input type="checkbox"/> On Track (multi-year goal) <input type="checkbox"/> Not On Track (multi-year goal) <input checked="" type="checkbox"/> Goal Met (one-year goal) <input type="checkbox"/> Goal Not Met (one-year goal) <input type="checkbox"/> Met All (multiple goals) <input type="checkbox"/> Met Some (multiple goals) <input type="checkbox"/> Met None (multiple goals) <input type="checkbox"/> District/charter does not enroll students in grade 12

**Narrative is required; 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 by grade, disaggregated by race, gender, SpEd, EL, FRL
  - disaggregated 4 year graduation rate and on-track for graduation data
  - Senior Survey Data:
  - Specialized services quarterly data booklets.
- **What strategies are in place to support this goal area?**
  - School and district interventions to support students earning credits
  - Credit make-up (Evening High School, S-Term)
  - Counselors provide direct guidance to students
  - Focus on Freshman
  - Graduate to Greatness/Senior Persistence
  - Office of Support monitoring student list with school administrators
  - Check and Connect for students receiving special education services
  - American Indian Social Worker Support
  - AVID (Advancement Via Individual Determination)
  - Focus on Academic Achievement and Career & College Readiness:
    - Classroom lessons emphasizing the importance of: attendance, working hard, achievement, successful transitions to middle>high school>life, career exploration,
    - 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
- **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.

## Achievement and Integration

This portion is only required for districts with an approved A&I plan during the 2018-19 school year.

[View list of participating districts.](#)

### Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
<p>Reduce the largest difference among student racial groups as measured by the percent of students who improve or maintain their achievement level on the MCA reading exam.</p> <p><i>Using MDE Progress data, SPPS is NOT ON TRACK to meet the goal of "Reducing the largest difference among student racial groups who improve or maintain their achievement level on the MCA + MTAS. In 2017-18 the difference was 32.6% and in 2018-19 it was 36.3%.</i></p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p>	<p>Increase to 15 pts between white and black students.</p> <p>MDE no longer reports growth by student groups. NorthStar Progress data is now being used.</p> <p>2016-17: Black students at 40.6%, White students at 73.8%</p>	<p>2018-19: Black students at 38.4%, White students at 74.7%</p>	<p>Check one of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p>

**Narrative is required; 200-word limit.**

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
  - Monthly and year-end progress reports
  - Walk-through data
  - Formative assessments
- **What strategies are in place to support this goal area?**
  - Schools implement evidence based practices that address needs of students.
  - District programs align support for school evidence based practices.
  - District programs provide professional development for staff on high quality evidence based practices which includes individual, small group and school based coaching.
  - Use of school-based district coaches (learning leads) to help implement district initiatives across high need schools.
  - All staff attend Beyond Diversity, professional development, aligned SPPS's racial equity policy
  - Educators and administrators engage in professional development in culturally relevant instruction.

- *Bilingual Education Assistants work alongside classroom teachers to support English language skills and academic achievement of emergent bilinguals.*
- *Parent Advisory Committees make recommendations regarding the education and needs of specific student groups.*
- **How well are you implementing your strategies?**
  - *Implementation varies across the district.*
  - *Attendance at district professional development is between 80%-95% of the targeted audiences.*
  - *Beyond Diversity professional development 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?**
  - *Schools utilize assessment data in professional learning communities, building leadership teams and in teacher individual growth and development plans.*
  - *Progress is monitored through classroom/school walk-through and monitoring of school based assessments and other data.*

## Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
<p>Copy the SMART goal statement from your 2017-20 plan.</p> <p>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. (Baseline 2016 rate: American Indian 50.0%, Asian 77.6%, Black 70.7%, Hispanic 71.8%)</p> <p><i>For 2017-18 (2018-19 data is not available), SPPS is NOT ON TRACK for all 4 student groups to meet the goal, "Increase the district graduation rates for all student groups of color by 2 percentage points by 2020. The two groups on track to meet the goal are Am Indian and Asian student groups.</i></p>	<p>Check one of the following:</p> <p><input checked="" type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p>	<p>Copy the baseline starting point from your 2017-20 plan.</p> <p>Lagging indicator: Available March 2020 for 2018-19</p>	<p>Provide the result for the 2018-19 school year that directly ties back to the established goal.</p> <p>2017-18:</p> <p>AI + 7% Asian -2% Black -3.7% His. -3.3</p>	<p>Check <b>one</b> of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input checked="" type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p>

**Narrative is required; 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) o School counselors provide direct guidance to students
  - Focus on Freshman
  - Graduate to Greatness/Senior Persistence
  - Advancement Via Individual Determination (AVID) and AVID Tutoring o American Indian Language and Culture Studies
  - Supplemental support and transition services for American Indian Students
  - Student leadership and engagement programs.
  - Colleges & Universities Tours
- **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 2 (2018-19) Actual	On Track?
<p>Copy the SMART goal statement from your 2017-20 plan.</p> <p>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>For 2018-19 SY we DID NOT MEET the goal of delivering and/or participating in 200 or more outreach events related to school choice, only having 174 events.</i></p>	<p>Check one of the following:</p> <p><input type="checkbox"/> Achievement Goal</p> <p><input type="checkbox"/> Integration Goal</p>	<p>Copy the baseline starting point from your 2017-20 plan.</p> <p>Baseline: SY15- 16, 195 events</p>	<p>Provide the result for the 2018-19 school year that directly ties back to the established goal.</p> <p>174 events during the 2018-19 SY.</p>	<p>Check <b>one</b> of the following:</p> <p><input type="checkbox"/> On Track</p> <p><input type="checkbox"/> Not on Track</p> <p><input type="checkbox"/> Goal Met</p>

**Narrative is required; 200-word limit.**

- **What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?**
  - Enrollment on-time or early submission data vs late enrollment data: 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.*

- **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.*
  - *Provide a 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?**
  - *Our outreach efforts are widely received as well as we are welcomed back to organizations where we have provided services from Student Placement at the targeted events. As a result, we are receiving applications earlier in the school choice process from more economic and racially diverse student groups Progress: We have seen an increase in the number of applicants on or before the priority application deadline*
- **How do you know whether it is or is not helping you make progress toward your goal?**
  - *Implementation data shows earlier enrollments vs first day of school enrollments over time.*

## Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2018-19 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

**Narrative:** (Narrative is required. 400 word limit.) \*

- *Beginning of the grant SPPS had 5 RIS (Mississippi, Obama, Highwood Hills, Riverview and Phalen). As of 2019 only one RIS school remains.*
- *The A&I plan included opportunities for both inter-district and intra-district classroom partnership activities. With SPPS's racially and socioeconomically diverse portfolio of schools, SPPS is able to achieve authentic integration experiences by pairing classrooms from different schools in the district. SPPS anticipates these A&I opportunities support stronger school cultures and achievement at the secondary level because of the common experiences and relationships established during their elementary years.*
- *Students are able to experience an enriched blend of science, culture and team building. Students are empowered to lead and learn from students of diverse backgrounds. Visits and teacher workshops did happen the first year of the program, and are scheduled for this year. Both schools and 4th grade teachers have done the work and set aside the time to make the program work.*

## Racially Identifiable Schools

If your district’s 2017-20 A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This is only required for [districts with one or more racially identifiable schools](#).

Provide the information requested below for each of the racially identifiable schools in your district.

**School Name: Highwood Hills**

### Highwood Hills - Achievement and Integration Goal 1

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
The percentage of 4th and 5th graders making medium or high growth as measured on the annual MCA math tests will increase from 55% to 62% by 2020	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	2016-17: 55%	2018-19: The percentage of 4th and 5th grade students making medium or high growth as measured on the MCA test increased to 61.4% . They are ONTRACK to meet their 62 goal by 2020.	Check <b>one</b> of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

**Narrative is required; 200-word limit.**

#### Data

- *Formative assessment data is reviewed in aggregate and disaggregated as needed to determine specific outcomes/interventions for student groups.*

#### Strategies

- *Targeted math supports.*
- *Professional development and collaboration opportunities.*
- *Time for staff to focus on prevention efforts and build strong positive relationships with students to prevent lost instructional time.*

#### Implementation

- *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 interventions and student support staff to run more small groups.*
- *We are using vertical alignment in specific content areas and incorporating the work of our support staff and specialists to the work of classroom teachers.*

#### Progress

- *Regular surveys of our teachers and students are used to reflect on our practice and adjust accordingly.*
- *Follow up on teacher's TD&E goals to see whether they align with student needs.*
- *Proactive behavior management and praise families and other critical friends for the way we are following up with behavior incidents and concerns.*

## Highwood Hills - Achievement and Integration Goal 2

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
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	Check one of the following:  <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal	(Baseline for SY16-17: actual enrollment was 113% of projected enrollment.)	<i>Highwood Hills met 99.3% of projected enrollment numbers and has exceeded their goal.</i>	Check <b>one</b> of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

**Narrative is required; 200-word limit.**

### Data

- Enrollment data

### Strategies

- Increase the number of family engagement opportunities per year.
- Establish partnerships with various stakeholders in the community.
- Partner with Communications and Family Engagement Department to enhance school marketing.

### Implementation

- We hold monthly meetings called 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.
- We are constantly reviewing our SCIP plan and adjusting as we examine our data and student needs.
- We have school and community building assemblies and parents are invited to attend.

### Progress

- We 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.

**Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2018-2019 school year. In what ways have the integration strategies increased racial and economic integration at that site?**

- At the start of the grant, Highwood Hills was identified as an RIS school. They are no longer identified as of this reporting period. Highwood Hills used data with intentionality to inform decision-making. For example, they met regularly with families and looked at their data to identify how and in what ways they were improving student and family engagement. Similarly, Highwood Hills educators looked at their formative math assessments and other student surveys to identify specific needs and successful ways to engage students to improve math achievement.

School Name: Phalen Lake

**Phalen Lake - Achievement and Integration Goal 3**

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
The percent of students scoring proficient in reading will increase from 33% to 38% by 2020 as measured on the annual MCA reading test.	Check one of the following:  <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	(2016 baseline: 33.2%)	<i>In 2016, Phalen Lake had 33.2% proficient on the reading MCA assessment. In 2017 they had 34.5% proficient, in 2018 they had 31.8% and in 2019 they had 32.9% proficient in reading.</i>	Check <b>one</b> of the following:  <input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

**Narrative is required; 200-word limit.**

**Data**

- Formative assessments
- MCA

**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.
  - o Implement a repeated reading intervention with targeted students identified as just below grade level benchmark on fall assessments.

**Implementation**

- Provide targeted small-group reading instruction through implementation of specific goal setting
- 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.
- 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 participated 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.

**Progress**

- Analysis of the percent of students at each grade level in text level bands below grade level
- Overall the percent of students benchmarking well below grade level benchmarks for text level decreased considerably

**Phalen Lake - Achievement and Integration Goal 4**

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
By 2020 increase from < 1% to 3% the number of White families visiting Phalen Lake Hmong Studies Magnet when considering a school for their child.	Check one of the following:  <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal	(2017 estimated < 1%)	<i>During the 2018-19 school year, white families represented 10.5% of families visiting Phalen Lake Elementary.</i>	Check <b>one</b> of the following:  <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

**Narrative is required; 200-word limit.**

**Data**

- *Enrollment data*
- *Family attendance data (school visitation opportunities).*
- *Disaggregated by White and Non White*

**Strategies**

- *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*

**Implementing**

- *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.*

**Progress**

- *Progress is evident through enrollment data and family visiting data.*

**Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2018-2019 school year. In what ways have the integration strategies increased racial and economic integration at that site?**

- *Because Phalen Lake Hmong Studies Elementary is a heritage language school, there has been a misconception about who can enroll, however, school staff have been very intentional about their marketing and family engagement events that have demonstrated increased awareness interest for other families.*

School Name: Obama

**Obama - Achievement and Integration Goal 5**

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
55% of 4th and 5th grade black scholars who participate in the Schoolwide Enrichment Model will make medium or high growth by 2020 as measured on the annual MCA math and literacy tests (Revised for remainder of the grant due to math results of 51.7% and Reading results of 51.1% on SY17-18 MCA).	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	(Baseline SY15-16: 56%)	Provide the result for the 2018-19 school year that directly ties back to the established goal.  <i>53.4% medium or high growth in math for African American students</i>  <i>60.2% medium or high growth in reading for African Americans.</i>	Check one of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

**Narrative is required; 200-word limit.**

**Data**

- MCA and SEM participation data

**Strategies**

- Expand our Schoolwide Enrichment Program to provide enrichment clusters based on scholar's' area of interests, learning preference and expression style.
- 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.

**Implementation**

- 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.

**Progress**

- 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.

## Obama - Achievement and Integration Goal 6

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Barack and Michelle Obama Elementary School will increase racial and economic integration of students by increasing enrollment of students that aren't eligible for FRPL from 10% in 2017- 2018 to 14% in 2019 - 2020.	Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal	2017-2018: % not F&R 10%	Provide the result for the 2018-19 school year that directly ties back to the established goal.  <i>Results for 2018-2019 is 13% non free and reduced lunch students. (see results below).</i>	Check <b>one</b> of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

October 1 Data	Enrollment	Free & Reduced Priced Lunch	Non Free and Reduced Priced Lunch (NFRPL)	% NFRPL
<b>2019-2020</b>				(Target 14%)
<b>2018-2019</b>	313	271	42	13%
<b>2017-2018</b>	314	283	31	10%

**Narrative is required; 200-word limit.**

**Data**

- MDE Report Card

**Strategies**

- Foster mutually meaningful engagement with parents and other members of our school community.

**Strategies**

- This strategy was revised and implementation is still in progress.

**Progress**

- The number of students not eligible for FRPL has increased by 4% over the last year, continued implementation will show whether progressing is helping to meet the goal.

**Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2018-2019 school year. In what ways have the integration strategies increased racial and economic integration at that site?**

- At the start of the grant, Barack and Michelle Obama Elementary was identified as an RIS school. They are no longer identified as of this reporting period. The school's principal was in her first year at the school in 2018-2019. With the change in administration, some partnerships did not continue and goals were changed during the 2018-2019 school year. The school has an intentional focus on working with the community and establishing a school enrichment model. Implementation of SEM is progressing. Initial data shows a decrease in the number of students who qualify for free or reduced priced lunch.

School Name: Mississippi

**Mississippi - Achievement and Integration Goal 7**

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
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.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	(Baseline: 2016-2017 = 71.2%)	From 2017-18 to 2018-19, Mississippi had 71.9% of 4th and 5th grade students who made medium or high growth as measured on the MCA reading assessment.	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

**Narrative is required; 200-word limit.**

**Data**

- MCA test results

**Strategies**

- Provide targeted reading supports in small groups for identified students.

**Implementation**

- We are implementing *The Fountas & Pinnell Leveled Literacy Intervention System (LLI)* to address the gap in reading.

**Progress**

- We know we are making progress towards our goal because our current growth has reached 80% and we are intentionally providing interventions with students.

**Mississippi - Achievement and Integration Goal 8**

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
By 2020, MCAS will establish a clear arts integration focus as measured by the establishment of a planning committee and meeting accountability measures.	Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal	(2017 Baseline: no committee and no arts integration measures established)	The Arts integration task force met seven times during the 2018-2019 school year to plan and determine how arts integration will take place at MSCA. Mississippi Creative Arts held two arts integration showcases for families in the 2018-2019 school year.	Check <b>one</b> of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

**Narrative is required; 200-word limit.**

**Data**

- Parent feedback after events.

**Strategies**

- 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*

**Implementation**

- *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.*

**Progress**

- *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.*

**Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2018-2019 school year. In what ways have the integration strategies increased racial and economic integration at that site?**

- *At the start of the grant, Mississippi Creative Arts was identified as an RIS school. They are no longer identified as of this reporting period. Collaboration with community arts organizations and more family engagement with art-focused events increases the awareness and interest in diverse enrollment at the school.*

School Name: Riverview

**Riverview - Achievement and Integration Goal 9**

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
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.	Check one of the following: <input checked="" type="checkbox"/> Achievement Goal <input type="checkbox"/> Integration Goal	(2016-2017 = 70%)	<i>In 2018, Riverview had 73.5% of 4th graders make medium or high growth on the reading MCA assessment.</i>	Check <b>one</b> of the following: <input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

**Narrative is required; 200-word limit.**

**Data**

- MCA Results

**Strategies**

- 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.

**Implementation**

- 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.

**Progress**

- 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.

**Riverview - Achievement and Integration Goal 10**

Goal Statement	Achievement or Integration Goal?	Baseline	Year 2 (2018-19) Actual	On Track?
Riverview will host four parent engagement events each school year through 2020.	Check one of the following: <input type="checkbox"/> Achievement Goal <input checked="" type="checkbox"/> Integration Goal	Less than 4 events per year (2016-2017).	<i>16 events in 2018-2019</i>	Check <b>one</b> of the following: <input checked="" type="checkbox"/> On Track <input type="checkbox"/> Not on Track <input type="checkbox"/> Goal Met

**Narrative is required; 200-word limit.**

**Data**

- Family events attendance data, input to our Family Engagement Plan by families.

**Strategies**

- 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.*

**Implementation**

- *We have growing parent engagement opportunities at Riverview. We hold parent meetings about monthly (held both evenings and mornings), we also have family events to participate in activities at school. The PTA continues to steadily grow and partner with us on events.*

**Progress**

- *Our enrollment has been increasing in small amounts.*
- *Monthly parent meeting attendance has increased so far this year as compared to last year.*

**Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2018-2019 school year. In what ways have the integration strategies increased racial and economic integration at that site?**

- *At the start of the grant, Riverview Westside School of Excellence was identified as an RIS school. They are no longer identified as of this reporting period. Riverview Westside School of Excellence has exceeded their family and community engagement goals over the last two school years. Intentionally engaging families and the community has shown greater interest in the school.*