



SPPS Achieves Initiative Status Report

Initiative: Implement culturally responsive teaching districtwide

Sponsor: Kate Wilcox-Harris, Chief Academic Officer

Owner: Craig Anderson, Executive Director, Office of Teaching and Learning

Milestones/Deliverables Review (complete, feasible to complete by 8.1.21, reset timeline, pause)	Status
Implement Zaretta Hammond's <i>Culturally Responsive Teaching and the Brain</i> book study modules with all staff and embed Ready for Rigor framework in lessons for the SPPS lesson repository	In Progress
Collaborate with SPPS departments to understand and integrate the Ready for Rigor framework and Gloria Ladson-Billings' four Rs: Rigor, Relationship, Relevance and Realness	In Progress
Align Culturally Responsive Instruction (CRI) accountability with the Teacher Development and Evaluation evaluation cycle and integrate the Ready for Rigor practice profile into School Continuous Improvement Plans (SCIP)	In Progress
Develop Ethnic Studies as a high school course required for graduation	In Progress

2020-21 Performance Indicators Review (feasible to complete by 8.1.21, reset target or timeline, pause)			
Outcome	Measure	Target	Status
SPPS academic program curriculum resources reflect the culturally responsive information processing for students	Instructional resources	100% of repository lessons reflect a culturally responsive information processing	Feasible to complete by 8.1.21
CRI modules (as defined by practice profiles) are available for all staff	CRI PD modules in Schoology	15% of staff have completed all modules (9/9)	In progress, reset timeline
Ready for Rigor strategy in all School Continuous Improvement Plans (SCIP)	SCIP	100% of schools have Ready for Rigor as a strategy in their School Continuous Improvement Plans	Complete
Ethnic Studies pilot is ready and fully enrolled	Student enrollment	100% of one section of Ethnic Studies at three sites is fully enrolled	In progress, working on the course and enrollment with pilot schools

Celebrations and Progress for 2020-21 (Strategic Plan year 3)

- A needs assessment by school
- Leadership Academy has read Chapters 1-8 of *Culturally Responsive Teaching and the Brain* by Zaretta Hammond
- 13 Academics leaders attended the Anti-Racist Educator Institute taught by Tracey A. Benson and will receive 6 hours of follow-up coaching during 2021-2022
- Departments created a repository of lessons for all grade levels and content areas that reflect the *Culturally Responsive Teaching and the Brain* framework. The final two months of lessons will be complete in time for school in September.

Coming next in 2021-2022 (Strategic Plan year 4)

- Administrators Academy will experience Chapter 9 of *Culturally Responsive Teaching and the Brain* by Zaretta Hammond: "Creating a Culturally Responsive Community for Learning"
- Schools will continue implementation of the book study and use the Ready for Rigor framework to deepen CRI across all classrooms
- CRI / Teaching Expo in June 2022 to share the work of SPPS teachers and examine/celebrate the CRI that teachers developed and students experienced
- 30% of sites requested support from a Division of Academics partner in implementation of the book study. We will coordinate and connect OTL staff and schools to provide this support
- The design team will begin exploring *Academic Conversations* by Zwiers and Crawford as a next step for schools that have fully implemented the *CRT and the Brain* book study. This text will support the Ready for Rigor framework by defining Instructional Conversations as related to that framework
- All departments that complete PD in SPPS will be using a common course design. This design follows the CRI Information processing quadrant of the Ready for Rigor framework



SPPS Achieves Initiative Status Report

Initiative: Ensure all students have access to instruction in science, social studies, the arts, health and physical education

Sponsor: Craig Anderson, Executive Director, Office of Teaching and Learning

Owner: Megan Dols Klingel, Assistant Director, Office of Digital and Alternative Education

Milestones/Deliverables Review (complete, feasible to complete by 8.1.21, reset timeline, pause)	Status
Revise Well-Rounded Education (WRE) plan in consideration of COVID-19 impact	Complete
Implement plan for providing grade-level guaranteed instruction in science, social studies, the arts, health and physical education for FY22	Complete
Review and update annual process for conducting academic programming questionnaire	Complete

2020-21 Performance Indicators Review (feasible to complete by 8.1.21, reset target or timeline, pause)			
Outcome	Measure	Target	Status
Curriculum resources created to support access to instruction in science, social studies, the arts, health and physical education	Curriculum repository	80% of grade-level lessons are available in science, social studies, the arts, health and physical education	Feasible to complete by 8.1.21
Schools provide the recommended number of minutes of instruction in science, social studies, the arts, health and physical education in their FY22 schedules	Check-off form	40% of schools report they are providing the minimum number of minutes in four of five areas	Data collection in October 2021

Celebrations and Progress for 2020-21 (Strategic Plan year 3)

- Revised elementary schedule for distance learning to incorporate all content areas in a virtual experience September-February; provided sample schedules that ensured all schools could provide well-rounded access
- WRE minutes document updated for 2021-22 as schools set schedules for next year, communicated in Principals Playbook
- Lesson repository created that provides resources to support instruction
- Seesaw classes established for specialists, streamlining content area coursework and collaboration with families

Coming next in 2021-2022 (Strategic Plan year 4)

- Budget for schools who need instructional materials for science, social studies, the arts, health and physical education
- Additional licensed teachers (FTEs) provided to schools as specialists in content areas
- October 2021 questionnaire will determine where gaps still remain
- Office of Teaching and Learning (OTL) providing support for scheduling, lesson development



SPPS Achieves Initiative Status Report

Initiative: Implement a districtwide middle school model

Sponsor: Dave Watkins/Andrew Collins, Chief of Schools

Owner: Amanda Herrera-Gundale, Program Manager, Middle Schools

Milestones/Deliverables Review <small>(complete, feasible to complete by 8.1.21, reset timeline, pause)</small>	Status
Monitor and continue to implement positive and supportive learning environments that incorporate social emotional learning/PBIS	Complete
Support implementation of college/career exploratory experiences	Reset timeline
Fully implement Readers and Writers workshop across all 6-8 programs and classes	Complete
Fully implement Foundations as an advisory across all 6-8 programs and classes	Complete
Support access to literacy materials through Books in Hands project and other strategies	Complete
Support student transitions between grades and learning models	Complete

2020-21 Performance Indicators Review <small>(feasible to complete by 8.1.21, reset target or timeline, pause)</small>			
Outcome	Measure	Target	Status
Middle School professional learning communities (PLCs) are functioning during the school day as job-embedded PD time; PLC teams are content-aligned or grade level teams	Teachers are focusing on social emotional learning objectives and/or English Language Arts (ELA) strategies through PLC teams meeting in job-embedded PD time (<u>SCIP reports</u>)	90% of schools have job-embedded PLCs focused on either instructional practices or PBIS/SEL supports	Complete
All students have experienced SEL, personal learning planning, financial literacy and AVID organizational strategies through Foundations program and curriculum	Audit collecting data from schools	100% of 6-8, K-8 and 6-12 programs are implementing Foundations	Complete

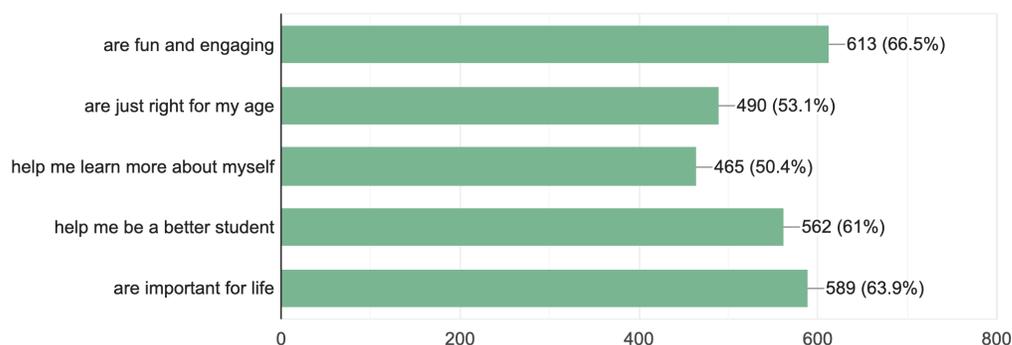
All programs provide students a place for community and support	Responses from student survey	80% of students report a sense of belonging and adult support through Foundations class	Complete
Students understand how to navigate the financial world with confidence	Student pre- and post-assessment results compiled in Everfi curriculum Impact report	There is at least a 50% gain in knowledge following participation in Everfi financial literacy lessons	Complete
% of sixth grade students achieving typical and aggressive growth in literacy has increased	FAST Assessment	46% of students achieving typical and aggressive growth in literacy	Complete

Celebrations and Progress for 2020-21 (Strategic Plan year 3)

- In the 2020-21 school year, the Middle School Foundations course lessons were redesigned for distance learning. Lessons were adapted to be flexible and easy to teach in synchronous/ asynchronous settings.
- High-functioning teams collaborated, reviewed data and made adjustments that resulted in meeting project milestones even with COVID-19 challenges.
- Teacher feedback:
 - “Second Step lessons seem shorter, and therefore more flexible than the past. It was nice to have someone pre-record the lesson as a video. This made [virtual learning] application slick and easy. Also, it was a gift to have so much flexibility in the scope and sequence of lessons this year. This ‘grace’ was well-received by teachers on my team.”
- 2,400 sixth grade students were provided with engaging books to read and own at a time when they had little access to school materials.
- 49.3% of all sixth grade students had typical or aggressive growth from fall to spring in the 2020-21 school year, based on students tested, which is higher than other grade levels.
- Student feedback - see chart below

The activities we do in Foundations... (check all that apply)

922 responses



Coming next in 2021-2022 (Strategic Plan year 4)

- Partnership with Junior Achievement will provide opportunities for all eighth grade students to participate in Finance Park, a financial literacy program that will end with an in-person simulation. This fully immersive experience is designed to engage students as they delve deeper into the financial consequences of life choices and decisions impacting their long-term goals.
- English Language Arts (ELA) next level of support:
 - Increased use and support of the district-provided curriculum. Schedules demonstrate that ELA Workshop happens every day, following the recommendation for using time in the workshop: sites with Literacy Labs use the lab as an extension of the workshop; SPPS Unit Performance Assessments for reading and writing are used for progress monitoring and informing instruction
 - Reading SCIP goal is strategy small group instruction using the units of study from Teachers College.
 - Weekly time is provided for ELA teachers to engage in PLCs, plan and collaborate
- The SPPS Foundations Course was modified for virtual learning last year. In 2021-22, the team, including Foundations teachers, will review teacher feedback and make adjustments to lessons to turn them back to in-person lessons.
- In collaboration with the Office of Career and College Readiness, there will be a pilot to support implementation of college/career exploratory experiences.
- The outcomes of the Middle School Envision SPPS report will also impact middle school priorities.



SPPS Achieves Initiative Status Report

Initiative: Address the challenges to academic progress resulting from COVID-19

Sponsor: Kate Wilcox-Harris, Chief Academic Officer

Owner: Karen Randall, Assistant Director of Strategic Planning

Milestones/Deliverables Review (complete, feasible to complete by 8.1.21, reset timeline, pause)	Status
Accelerate full implementation of the core PreK-5 Inquiry-Based Math Model	In progress
Accelerate full implementation of the core PreK-8 Balanced Literacy Model	In progress
Identify and implement solutions to secondary scheduling, grading and credit challenges to support academic progress in the aftermath of COVID-19	In progress
Sustain and enhance instructional design and blended learning implemented during distance learning	In progress
Provide for ongoing monitoring and instructional support to address interrupted learning	In progress

2020-21 Performance Indicators Review (feasible to complete by 8.1.21, reset target or timeline, pause)			
Outcome	Measure	Target	Status
Planning year			

Celebrations and Progress for 2020-21

- Established support for accelerating elementary math and reading achievement, including hiring additional staff for small group instruction in 2021-22
- Planned for job-embedded professional development (PD) time at the elementary level to support collective efficacy for teachers and full implementation of reading and math framework
- Engaged a wide group of stakeholders in creating a proposal for long-term changes to grading, credit recovery and aligned high school schedules

- Implemented short-term solutions to address student needs in secondary grading and credit recovery
- Developed culturally responsive instructional design guidelines for distance learning to streamline access to lessons and communication between teachers, students and families
- Established American Rescue Plan (ARP) work group to engage stakeholders in setting priorities and allocating federal ARP ESSER funding
- Created Innovation Office to oversee COVID-19 response plan implementation in coming years

Coming next in 2021-2022

- Implementation of ARP-funded strategies addressing safely reopening schools, unfinished learning, social emotional needs of students and staff, and long-term improvements to equitable teaching and learning systems
- Further development of the instructional design model incorporating blended learning strategies and CRI
- Reading and math implementation acceleration through elementary K-5 WIN (What I Need) program
- Job-embedded PD time at the elementary level that will provide 66 additional periods of time for teachers to build collective efficacy
- Finalizing implementation input and planning of grading, credit recovery and aligned high school schedules
- Site-based credit recovery programming