

Saint Paul Public Schools
World's Best Workforce Plan (2015-2019)

Department of Strategic Planning and Policy

January 2015



The following pages present the World's Best Workforce Plan by Saint Paul Public Schools (SPPS), ISD #625, as required by Minnesota state statute, section 120B.11. Additional information on this page is included to fulfill recommended components of the plan. This report was presented to and approved by the Board of Education for Saint Paul Public Schools.

School Improvement Plans

<http://scip.spps.org>

District Strategic Plan (District Improvement Plan)

http://www.spps.org/strong_schools

Progress Monitoring and Reporting System

<http://accountability.spps.org/strongschools>

Revenue Allocated to District Programs and School Sites

Information about the amount and type of revenue attributed to each program and site is available in the SPPS Budget Book, on-line at:

http://businessoffice.spps.org/uploads/fy15_adopted_budget_book_-_web_final_072414_011315_2.pdf

Assessing Student Progress

The SPPS Testing Calendar for 2014-15, by subject and grade, is available at:

http://rea.spps.org/uploads/2014-15_testing_calendar_final_11_26_14.pdf



SPPS' World's Best Workforce Plan 2014 - 2019

Introduction – Three Components

Strong Schools, Strong Communities is the strategic plan of Saint Paul Public Schools. The plan, along with its three goals – Achievement, Alignment, and Sustainability, was adopted by the Board in 2011. To continue the momentum, a second phase was adopted in 2014; it is called *Strong Schools, Strong Communities 2.0*. It continues the three over-arching goals, with the support of five focus areas:

- Racial Equity Transformation
- Personalized Learning
- Ready for College and Career
- Excellent PK-12 Programs with Connected Pathways
- Systems that support a Premier Education.

VisionCards is SPPS' system for measuring progress towards reaching the goals of *SSSC 2.0*. Each of the VisionCards, which are organized according to the five focus areas, is composed of a list of performance metrics with five-year targets called Vision Level.

SPPS' World's Best Workforce (WBWF) plan is the district's response to the WBWF bill that was passed by the Minnesota legislature in 2013 to ensure every school district in the state is making strides to increase student performance. Each school district must develop a plan that addresses the following five goals:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

So how are all these three components tied together? To use the analogy of a road trip, *SSSC 2.0* is the destination (where we want to go). SPPS' World's Best Workforce plan is the route on map (how we will get there). And VisionCards are the odometer (how far have we gone and how much farther must we go).

WBWF Plan Structure

SPPS' WBWF Plan is organized according to the five focus areas of *SSSC 2.0*. Under each focus area, the plan provides a list of some of the relevant programs and initiatives the district is undertaking. Also, for each focus area, the plan highlights two to three VisionCard performance metrics that will be used to monitor progress. While the full list of VisionCard metrics will be reported to the public throughout the year, the VisionCard metric highlight list will be reported annually as part of the WBWF plan annual report.



WBWF Program Lists and Performance Metrics Highlights

Racial Equity Transformation

The achievement gap, or rather the “opportunity gap,” between students of color and white students in Saint Paul Public Schools is unacceptable. Racial inequity is a strong contributor to this educational disparity and must be directly addressed for all students to succeed academically.

Programs/Initiatives:

Programs/Initiatives	WBWF Goals				
	All Children Ready for School	All 3rd Graders Reading at Grade Level	All Racial and Economic Achievement Gaps Are Closed	All Students are Ready for College and Career	All Students Graduate from High School
Professional development for SPPS staff including: Beyond Diversity, Culturally Responsive Teaching, and Administrators’ Academy		•	•	•	•
School-specific work led by school Equity Teams		•	•	•	•
Plan for the adoption of racially equitable curriculum		•	•	•	•
Joint racial equity training with city of St. Paul, Ramsey County, Parks and Recreation, and Libraries		•	•	•	•
Parent Academy and Parent Advisory Committees	•	•	•	•	•
Diversity recruiting efforts		•	•	•	•

Performance Metric Highlights:

- Professional development: % of staff participating in racial equity PD - by function, role, department.
 - Vision Level: > 90%
- Diversity recruiting: % of hires are persons of color or indigenous (teachers and administrators)
 - Vision Level: baseline only in 2015



Personalized Learning

Personalized learning is a way of teaching that responds to the unique needs and abilities of each student. It provides students different ways to explore school subjects, express themselves, and show what they have learned. Students' voices and choices are supported in a technology-enriched environment.

Programs/Initiatives:

Programs/Initiatives	WBWF Goals				
	All Children Ready for School	All 3rd Graders Reading at Grade Level	All Racial and Economic Achievement Gaps Are Closed	All Students are Ready for College and Career	All Students Graduate from High School
Student learning in a 1:1 iPad environment		•	•	•	•
Professional development for teaching in a 1:1 iPad environment		•	•	•	•

Performance Metric Highlights:

- Teaching and learning: % who report students are able to make decisions about *what* they learn (students and teachers)
 - Vision Level: baseline only in 2015
- Teaching and learning: % who report students are able to make decisions about *how* they learn (students and teachers)
 - Vision Level: baseline only in 2015



Ready for College and Career

Creating a K-12 culture focused on college and career throughout all SPPS schools results in providing all students with the academics, resources, and experiences to prepare them to be successful in college and their careers is of the utmost importance to the district.

Programs/Initiatives:

Programs/Initiatives	WBWF Goals				
	All Children Ready for School	All 3rd Graders Reading at Grade Level	All Racial and Economic Achievement Gaps Are Closed	All Students are Ready for College and Career	All Students Graduate from High School
Camp 6 orientation program for rising 6 th graders				•	•
Focus on Freshman targeted support program for at-risk 9 th graders			•	•	•
Naviance advisory college and career planning tool			•	•	•
Specialized courses such as: CTE, AP, IB, and AVID			•	•	•
Mentoring programs: Honoring Project, New Lens, African American Male Initiative			•	•	•

Performance Metric Highlights:

- CTE: Number of students participating in out-of-school career programs and internships
 - Vision Level: >1200
- Advanced courses: Proportionality ratio (student group % of those in classes / % of student group in district) by race enrolled in advanced courses
 - Vision Level: All groups > 0.75
- Naviance: % of students completed recommended components for grade level (grades 6 - 12)
 - Vision Level: > 90%



Excellent PK-12 Programs with Connected Pathways

Providing students with the best community schools and magnet programs possible is a top priority for the district. Those programs will continue from elementary to high school and provide students with the consistent education families expect.

Programs/Initiatives:

Programs/Initiatives	WBWF Goals				
	All Children Ready for School	All 3rd Graders Reading at Grade Level	All Racial and Economic Achievement Gaps Are Closed	All Students are Ready for College and Career	All Students Graduate from High School
Fourteen specialized programs including: language immersion, arts, science, and Montessori	•	•	•		
Creation and expansion of programs to meet needs of district	•	•	•	•	•
Additional Pre-K seats each year to meet high demand	•	•			
Alternative education opportunities: Extended Day Learning and S-Term		•	•		•

Performance Metric Highlights:

- ECFE participation: Proportionality ratio by race (% group in ECFE / % of student group in K-12 in district)
 - Vision Level: All groups > 0.75
- Program retention: % students staying enrolled in community or specialized program pathway across transition grades (5th to 6th grade, 8th to 9th grade)
 - Vision Level: >70%
- School choice: % Students that are awarded first or second choice school (KG and grades 1-12)
 - Vision Level: >85%



Systems that Support a Premier Education

In order to provide a premier education to our students, we must maintain a stable financial system and effective operational practices, so that our students and staff have the resources they need to succeed in an outside the classroom.

Programs/Initiatives:

Programs/Initiatives	WBWF Goals				
	All Children Ready for School	All 3rd Graders Reading at Grade Level	All Racial and Economic Achievement Gaps Are Closed	All Students are Ready for College and Career	All Students Graduate from High School
Peer Assistance Review (PAR) program		•	•		•
Teacher Development and Evaluation (TD&E) program		•	•		•
Principal and administrator performance reviews		•	•		•
Facilities Master Plan	•				

Performance Metric Highlights:

- Leadership: % of Central Administrators/Principals/Assistant Principals rated at or above standard on last evaluation
 - Vision Level: >90%
- Professional Development: % of current probationary teachers who have been supported through PAR
 - Vision Level: >90%
- Operational Excellence: % of unassigned general fund balance
 - Vision Level: >5%

Growth and Proficiency

While this is not one of the five focus areas of *Strong Schools, Strong Communities 2.0*, a VisionCard was developed with this topic in order to capture student achievement data assessed by annual standardized tests – specifically MCA and MTAS.

Performance Metric Highlights:

- MCA+MTAS 3rd Grade: % proficient in Math and Reading
 - Vision Level: >75%
- MCA+MTAS Math/Reading/Science (total grades 3-8, 11): Largest % gap between race/ethnic groups
 - Vision Level: < 10 percentage points



District Councils, Committees, and Task Forces

SPPS has developed many organizations with the purpose of soliciting feedback and recommendations from the families of students. There are several Parent Advisory Committees that are organizations entirely composed of parents and guardians of students. These PACs are supported by personnel from the Office of Family Engagement and Community Partnerships. These groups include:

- District Parent Advisory Council (DPAC)
- Special Education Advisory Council (SEAC)
- Latino Consent Decree (LCD)
- Parents of African American Students Advisory Council (PAASAC)
- American Indian Education Program
- Hmong Parent Advisory Council (HPAC)
- Somali Parent Advisory Council (SPAC)
- Karen Parent Advisory Council (KPAC)
- Green and Healthy Kids Advisory Council

In addition to the parent advisory councils, there are also committee and task forces whose memberships include both district personnel and parents. Those committees include:

- Curriculum Advisory Committee (ongoing)
- Information Technology Governance Committee (ongoing)
- Talent Development committee (ongoing)
- English Learning committee (ongoing)
- 21st Century Learning Center (ongoing)
- Facilities Master Plan task force (special project)
- Rethinking Start Times task force (special project)

