

Tribal Consultation Title Programs 2018-2019



Packet 1: SPPS Board of Education and Contact Information
Packet 1: Superintendent Gothard
Packet 1 SPPS Preliminary Budget Overview

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As of 6/18/2018



2017-18 COMPREHENSIVE NEEDS ASSESSMENT

CNA Results	Data Reviewed	Possible Root Causes	Prioritized Need Statements or identified Strategies?	Identified Strategies
READING	<p>MONDO Mondo Data Spring Data 2017</p>	<ul style="list-style-type: none"> Improved use of actionable data to plan instruction is needed Additional resources are needed to support teachers in making instructional decisions. Difficult to provide enough professional development sessions for staff due to limited district coaches. Few buildings have onsite coaches Administrative teams have had limited professional development in literacy 	<ul style="list-style-type: none"> Improve use of diagnostic tool to identify students' needs Increase the quality and consistency of instructional practices to provide differentiated instruction during conferring and small group instruction Independent reading with goal setting and conferring Need for more independent reading materials in all grades 	<ul style="list-style-type: none"> Utilize FAST in planning lessons Professional Development for Staff on small group instruction, independent reading and conferring Resources for teachers--Continuum of Literacy Learning and Reading Strategies book Fund reading coaches at district level. Provide administrators additional PD in literacy. Provide additional reading materials in grades 1 this year progressing to other grades in years to come.
MATH	<p>Mathematics General Student Group Data</p>	<ul style="list-style-type: none"> Opening week is the only professional development day we offer to Elementary. We asked the Elementary and Secondary teachers what are some things that will help you teach the MN standards. Administration has provided limited mathematics professional development for administrators. 	<ul style="list-style-type: none"> Professional Development on an ongoing basis is needed for our Elementary teachers. Our Secondary teachers need more professional development that is collaborative, involves student engagement and different ways to meet a broad range of learners. We need to support our Secondary teachers with conceptual understanding. Our Elementary teachers need more professional development that is collaborative, involve student engagement. We need to support our Elementary teachers with content. Administration needs more professional development Teachers that teach a common course need to collaborate more at all levels. 	<ul style="list-style-type: none"> Task, Question and Evidence PD. Data Driven Instruction PD will be given to selected sites. Secondary staff will have 2 course meetings throughout the year. Task, Question and Evidence PD. Elementary staff will have 3 PD days for selected sites. Task, Question and Evidence PD. Selected sites will have ongoing professional development. Secondary Administrators can attend the 3 professional development days for the year. The will also meet for administration specific PD regarding Task, Questions and Evidence. Selected Elementary Administrators will receive the same professional development

2017-18 COMPREHENSIVE NEEDS ASSESSMENT

CNA Results	Data Reviewed	Possible Root Causes	Prioritized Need Statements or identified Strategies?	Identified Strategies
				<ul style="list-style-type: none"> • Fund Math Coaches • Secondary staff will have 2 course meetings throughout the year. Task, Question and Evidence PD
<p>MLL English Language Learners</p>	<p>Title III English Learner Program Overview and Data</p>	<ul style="list-style-type: none"> • Many educators need additional support to meet the linguistic and academic needs of ELLs, • Cultural competence is needed to be able to teach this diverse group (Newcomer, SLIFE, Long-term ELs, and ELs) of students. • Current school resources are inadequate for educating ELs. Many ELs receive content instruction with little or no language supports. • The programmatic support ELs receive varies from school to school. • SPPS has 2104 Long-term EL students (EL for 6+ years) need additional support so they can progress towards English proficiency and not be held back because they are struggling to master the skills needed for academic success. • SPPS has over 1,000 SLIFE students at the secondary level.. These students need intensive literacy, language, academic as well as social emotional support. Many require extended time to meet grad requirements and post secondary support. 	<ul style="list-style-type: none"> • Title I , Title III and OTL staff must work together to design language instruction programs that help ELs acquire both academic knowledge and English language proficiency and to identify accommodations and interventions for ELs. • Title I , Title III and OTL staff must work together to identify the type of PD for teachers and school administrators that will help them to provide quality instruction and support to EL students. • ELs learn language all day in all content areas • All teachers are teachers of language as well as content • ELs must have access to Academic content + language development + literacy development + social-emotional supports. • Help content area teachers instruct EL students in the knowledge and skills of their subject and language acquisition. 	<ul style="list-style-type: none"> • 4 year PD Plan to train all content teachers and administrators on effective language development practices and culturally relevant pedagogy • English Language Development (ELD) Standards integration into the curriculum scope and sequence/expectation that all teachers will know how to teach not just content but language as well • Schoology modules and resources on effective EL practices • Targeted support from MLL TOSAs • Build capacity among EL teachers (EL lead training and ELM training) • Ongoing district training: “Academic Language in the Content Areas” for staff • Co-teaching training • Ensure literacy coaches are collaborating with MLL to provide professional development.

2017-18 COMPREHENSIVE NEEDS ASSESSMENT

CNA Results	Data Reviewed	Possible Root Causes	Prioritized Need Statements or identified Strategies?	Identified Strategies
		<ul style="list-style-type: none"> Secondary content teachers need additional skills to properly address the language and literacy needs of ELs/SLIFE students. 		
Homeless	Homeless General	<ul style="list-style-type: none"> Statewide students experiencing homelessness were 20.6% proficient. Comparatively, SPPS students were 11.1% proficient. Mobility, homework difficult to complete, incomplete credits, attendance 	<ul style="list-style-type: none"> individualized instruction, partial credit SEL support 	<ul style="list-style-type: none"> Title I or tutor support SAM Counselor Support School Social Work Support
Early Learning	PreK Data Summary	<ul style="list-style-type: none"> Estimated 4000 PreK students in city of St. Paul. We do not have capacity to serve them all. We must partner with Childcare and family/friend neighbor SPPS Site based work: Priority enrollment points impact data - need to highlight growth Focus on isolated skills - missing need to develop Oral language 	<ul style="list-style-type: none"> Partner with childcare centers, home day cares (at least 1 per attendance zone) Continue BOTK for students on waitlist and family/friend/neighbor SPPS Site based work: Work Sampling System will push instructional staff to refocus on Active Learning. Materials have been updated to build to push for extended conversations 	<ul style="list-style-type: none"> Coaching (childcare/spps sites) PD (childcare/spps sites)
Title I Sherry C	Title I budget review from 16/17 Allocation of funds based on identified needs	<ul style="list-style-type: none"> Schools are challenged by the continuous decrease in State and Local funds. Title I funds are now being used in some cases for those things that were once funded by general funds. Due to decreasing funds, fewer licensed staff are being funded. The tendency has been to fund Cultural Specialists, Behavior Interventionist and EAs and TAs. 	<ul style="list-style-type: none"> Ensure TI funds are being used to meet the needs of those at risk of not passing State Standards. Ensure Principals know the various ways TI funds can be used to improve instruction. Ensure schools are the priority for TI funds. 	<ul style="list-style-type: none"> Budget guidelines handout was prepared and presentation to Principals during budget season. Priorities for district funds based on needs assessed at district level.

2017-18 COMPREHENSIVE NEEDS ASSESSMENT

CNA Results	Data Reviewed	Possible Root Causes	Prioritized Need Statements or identified Strategies?	Identified Strategies
		<ul style="list-style-type: none"> Increased pressure on district TI funds to replace waning local, state and federal funds. 		
<p>GRADUATION RATE Darren Ginther</p>	<p>School Counseling</p> <p>STATE DATA The 2016 graduation rates, using the new seven federal race/ethnic codes, show black, Hispanic and American Indian student groups all need to demonstrate the most improvement in order to reach the 2020 goal. Data show the white student group 2016 graduation rate is at 87 percent. Students with disabilities (60%), English learners (63%), and students receiving free or reduced-price lunch are at (69%).</p> <p>SAINT PAUL Data show the white student group 2016 graduation rate is at (82.9%) percent. Students with disabilities (51.1%),</p>	<ul style="list-style-type: none"> We are consistently losing a large chunk of each senior cohort before they enter their junior year of high school. Focus on Freshman addresses some of this, however, we need to provide a higher intensity and frequency of prevention AND intervention both prior to 9th grade and during the 9th and 10th grades to really make a big impact on the graduation rate. The preventative and intervention work needs to focus on: <ul style="list-style-type: none"> co-requisite remedial / support courses in Math 9th grade, ELA 10th Grade, and/or AVID mental / relational / chemical health / and/or SEL supports for students attendance interventions, like Check and Connect We also need to continue investing in our Early College and Career Pathways and Academies model. Research shows that students who earn 12 by 12, 12 college credits by 12th grade, graduate on time and persist through 2 and 4 year degree programs at a very high rate. 	<ul style="list-style-type: none"> Invest in Focus on Freshman and Early College and Career Pathways and Academies at a higher level of intensity and frequency. Multiple options for strategies exist within these models that are Evidenced Based Practices. We need to increase our partnerships with community based providers that can provide direct student support services and build increased capacity amongst our licensed staff. Check and Connect expansion needs to be considered, especially at the 8th and 9th grade levels. Concurrent enrollment - students need the support (academically, social emotional, et). High Schools don't have a lot of extra funds to provide Dreamline Tutors and Sanneh tutors for HS. 	<ul style="list-style-type: none"> Increase funding for tutoring for students through Sanneh Dreamline Tutors (High Priority) Establish funding for Operation Graduation Navigator or Navigators at key high schools in alignment with School Counseling team Broader dissemination of the Early College and Career Pathways and Academies model, PD from Jobs for the Future and/or Pathways to Prosperity, and/or investment into concurrent enrollment courses and mentorship agreements with Saint Paul College Check and Connect staff and Americorps Vistas Increase School Based Mental Health supports in schools that are based on "Family Models of Care." Funding math and ELA support / co-requisite remedial courses AVID afterschool funding. (Title I supplement EDL).

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	<p>English learners (70.7%), and students receiving free or reduced-price lunch are at (71.4%).</p> <p>2017 Grad Rates</p> <p>Naviance (College and Career Planning/Readiness): Vision 90% (Currently at 75.72%); see attached</p>	<ul style="list-style-type: none"> • We have also been piloting a number of preventative measures and interventions to address and improve on-time graduation that I/we could share. An example would be “Operation Graduation - Navigator positions.” • According to data released today by the Minnesota Department of Education, graduation rate highlights for SPPS include the following: <ul style="list-style-type: none"> • American Indian students, Hispanic students, Black students, English Language Learners, homeless students and students eligible for free/reduced lunch had higher graduation rates than the state rate for the same student groups. • Overall, the highest graduation rate for student groups in SPPS were white students 84.3; and Asian students 80.6. • Open World Learning (OWL) had the highest graduation rate in the district. • Six schools posted higher than state average graduation rates for Hispanic students. • Seven high schools reached higher than state average graduation rates for Black students. • Seven schools had higher than state average graduation rates for English Learners. 		

2017-18 COMPREHENSIVE NEEDS ASSESSMENT

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		<ul style="list-style-type: none"> • Five schools surpassed state averages of graduation rates for students experiencing homelessness. • Eight schools had higher graduation rates than the state average for low income / free- and Reduced-Price Meal eligible students. 		
Consistent Attendance Holly	MDE SAINT PAUL Attendance Report			
Family Engagement Heather	Family Engagement PACS (Parent Advisory) Survey of 12 Principals in Priority and Focus Schools	<ul style="list-style-type: none"> • Barriers to Family Engagement • While many principals talked about their successes reaching parents, they also were open to the hurdles they experience reaching families. One school talked about their struggle connecting with parents voicing the difficulty they experienced trying to connect with the greater school community when they could not get parents to participate on an organized parent group. Further, a couple of schools invited parents to review the SCIP plan only to have no one show up. Principals discussed the different ways they tried to get parents involved with no success. 	<ul style="list-style-type: none"> • Overwhelmingly, discussions of barriers led to principals inquiring into district resources available to help them address their parent engagement needs. Principals also voiced an interest in having time during district professional development to hear from their colleagues and what is happening in schools throughout the district. 	<ul style="list-style-type: none"> • The following program considerations came out in the interviews in regards to gaps they identified in support as well as ideas to improve family engagement through district supports. Recognizing the work of the Office of Family Engagement and Title I may support different aspects, the following considerations focus on the needs of the schools, not on the department for which they fall. • Offer more opportunities for principals and family engagement staff to hear from other schools their successes and struggles. • To support the unique needs of schools, fund a district level family engagement coach similar to the literacy or math coaches to support the work in the schools. • “How do we get better access to the department of family services - who

2017-18 COMPREHENSIVE NEEDS ASSESSMENT

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				<p>do schools go to if they need interpreters? Or is there is a language academy group/employee to help?"</p> <ul style="list-style-type: none"> • Work with REA and schools to identify new indicators of parent and family engagement that better measure parent and family engagement. • "I want to be able to identify more qualitative analysis of family engagement rather than quantitative. We need to be there wherever they are as families." • Survey parents and families district-wide to solicit their opinions and ideas on parent and family engagement. • "How would parents perceive parents be more connected?" • "What are tools families will need to support students as they go through this learning process?" • Build capacity of schools to better include parents as decision makers.

SPPS Literacy Data

Spring 2017



Kinder

Skill Level				Skill Group	Reading Stage				Reading Group	Oral Language			Text Level				Fluency			Print Concepts			Phonemic Awareness			Letter Recognition			Letter Sound			Word Knowledge					
Pre	Mid	Pos	Current	Current	Pre	Mid	Pos	Current	Current	Pre	Mid	Pos	Pre	Mid	Pos	Current	Pre	Mid	Pos	Pre	Mid	Pos	Pre	Mid	Pos	Pre	Mid	Pos	Pre	Mid	Pos	Pre	Mid	Pos	Pre	Mid	Pos
Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info
2041	2079	1955	2290	294	2041	2079	1955	2290	652	2304	2343	2311	2162	2288	2225	2433	1869	2090	1971	2252	2301	2270	2270	2303	2305	2277	2325	2336	2275	2280	2303	2257	2302	2289			
544	506	630	295	2291	544	506	630	295	1933	281	242	274	423	297	360	152	716	495	614	333	284	315	315	282	280	308	260	249	310	305	282	328	283	296			
S	B	B	B	2.12	Pre	Early	Early	Early	3.15	6.7	8.62	9.92	0	A	C	B	5.17	22.96	35.65	7.42	12.63	14.94	13.3	32.18	41.06	31.33	45.08	49.21	13.99	36.4	45.65	1.41	6.43	11.81			
I	I	I	I	1	Pre	Pre	Pre	Pre	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
B	B	B	B	4	Trans	Est	Est	Est	8	15	15	15	N	Q	T	T	246	250	243	18	18	18	52	52	52	52	52	55	55	55	20	20	20				
1252	400	299	453	0	0	0	530	950	0	449	401	427	0	0	437	902	0	0	0	544	174	201	1041	318	298	404	141	127	1231	314	134	0	914	679			
61%	19%	15%	20%	0%	0%	0%	27%	41%	0%	19%	17%	18%	0%	0%	20%	37%	0%	0%	0%	24%	8%	9%	46%	14%	13%	18%	6%	5%	54%	14%	6%	0%	40%	30%			
66	133	201	232	0	0	1058	682	708	0	281	125	101	0	1032	1088	967	0	0	476	928	956	715	87	164	230	160	371	415	93	114	95	0	747	954			
3%	6%	10%	10%	0%	0%	51%	35%	31%	0%	12%	5%	4%	0%	45%	49%	40%	0%	0%	24%	41%	42%	31%	4%	7%	10%	7%	16%	18%	4%	5%	4%	0%	32%	42%			
723	1546	1455	1605	0	2041	1021	743	632	0	1574	1817	1783	2162	1256	700	564	0	0	1495	780	1171	1354	1142	1821	1777	1713	1813	1794	951	1852	2074	0	641	656			
36%	75%	75%	70%	0%	100%	49%	38%	28%	0%	69%	78%	78%	100%	55%	31%	23%	0%	0%	76%	35%	50%	60%	50%	79%	77%	75%	78%	77%	42%	81%	90%	0%	28%	28%			

38% Proficient



First Grade

District	Skill Level				Skill Group	Reading Stage				Reading Group	Oral Language			Text Level				Fluency			Print Concepts			Phonemic Awareness			Letter Recognition			Letter Sound			Word Knowledge		
	Pre	Mid	Pos	Current	Current	Pre	Mid	Pos	Current	Current	Pre	Mid	Pos	Pre	Mid	Pos	Current	Pre	Mid	Pos	Pre	Mid	Pos	Pre	Mid	Pos	Pre	Mid	Pos	Pre	Mid	Pos	Pre	Mid	Pos
	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info
1899	1966	1921	2123	180	1899	1966	1921	2123	643	2088	2208	2226	2109	2232	2132	2323	1945	2054	2006	2061	2141	2135	2177	2262	2321	2211	2291	2322	2162	2243	2297	2080	2194	218	
603	536	581	379	2322	603	536	581	379	1859	414	294	276	393	270	370	179	557	448	496	441	361	367	325	240	181	291	211	180	340	259	205	422	308	315	
B	B	B	B	2.36	Early	Emer	Beg	Emer	3.39	9.91	11.33	12.13	C	F	H	F	39.54	53.74	64.38	14.15	15.98	16.81	41.27	46.15	47.87	48.88	50.48	51.06	44.25	49.5	51.1	11.61	15.7	17.7	
I	I	I	I	1	Pre	Pre	Pre	Pre	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
B	B	B	B	4	Est	Est	Est	Est	8	15	15	15	W	W	W	W	172	180	200	18	18	18	52	52	52	52	52	52	55	55	55	20	20	20	
330	210	204	251	0	564	849	790	1027	0	400	556	838	502	649	702	1156	438	350	377	330	568	481	305	181	175	138	115	108	176	91	136	685	655	54	
17%	11%	11%	12%	0%	30%	43%	41%	48%	0%	19%	25%	38%	24%	29%	33%	50%	23%	17%	19%	16%	27%	23%	14%	8%	8%	6%	5%	5%	8%	4%	6%	33%	30%	25%	
220	227	504	527	0	577	366	334	385	0	75	796	270	896	710	585	578	1323	114	1111	746	645	332	178	199	659	478	226	79	67	116	145	721	531	136	
12%	12%	26%	25%	0%	30%	19%	17%	18%	0%	4%	36%	12%	42%	32%	27%	25%	68%	6%	55%	36%	30%	16%	8%	9%	28%	22%	10%	3%	3%	5%	6%	35%	24%	6%	
1349	1529	1213	1345	0	758	751	797	711	0	1613	856	1118	711	873	845	589	184	1590	518	985	928	1322	1694	1882	1487	1595	1950	2135	1919	2036	2016	674	1008	150	
71%	77%	63%	63%	0%	40%	38%	42%	34%	0%	77%	39%	50%	34%	39%	40%	25%	9%	77%	26%	48%	43%	61%	78%	83%	64%	72%	85%	92%	89%	91%	88%	32%	46%	69%	

42% Proficient



Second Grade

Skill Level				Skill Group	Reading Stage			Reading Group	Oral Language			Text Level				Fluency			Print Concepts			Phonemic Awareness			Letter Recognition			Letter Sound			Word Knowledge			
Pre	Mid	Pos	Current	Current	Pre	Mid	Pos	Current	Current	Pre	Mid	Pos	Pre	Mid	Pos	Current	Pre	Mid	Pos	Pre	Mid	Pos	Pre	Mid	Pos	Pre	Mid	Pos	Pre	Mid	Pos	Pre	Mid	Pos
Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info
1488	1513	1400	1782	39	1862	1927	1836	2170	559	2160	2288	2266	2386	2483	2474	2646	2112	2159	2120	2175	2237	2239	1699	1851	1922	2402	2466	2504	1687	1703	1705	2339	2397	239
1284	1259	1372	990	2733	910	845	936	602	2213	612	484	506	386	289	298	126	660	613	652	597	535	533	1073	921	850	370	306	268	1085	1069	1067	433	375	38
Int-L21	Int-L41	Int-L41	Int-L41	1.64	Beg	Beg	Trans	Trans	3.55	11.36	12.32	12.88	I	K	L	K	69.36	78.35	87.52	16.29	16.95	17.3	45.69	48.1	48.99	50.7	51.37	51.59	22.51	28.64	32.63	17.5	18.5	19.1
Int-L1	Int-L1	Int-L1	Int-L1	1	Pre	Pre	Pre	Pre	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No Int	No Int	No Int	No Int	4	Est	Est	Est	Est	8	15	15	15	X	X	X	X	226	197	230	18	18	18	52	52	52	52	52	52	45	45	45	20	20	20
1048	836	543	823	0	819	877	1008	1322	0	1060	0	0	866	877	822	1283	335	561	901	0	501	328	177	82	46	0	0	0	0	0	0	0	0	0
70%	55%	39%	46%	0%	44%	46%	55%	61%	0%	49%	0%	0%	36%	35%	33%	48%	16%	26%	42%	0%	22%	15%	10%	4%	2%	0%	0%	0%	0%	0%	0%	0%	0%	0%
0	0	0	0	0	388	472	0	0	0	267	1070	788	433	450	253	223	1111	1021	540	967	261	198	182	169	155	349	197	128	1114	867	619	653	446	25
0%	0%	0%	0%	0%	21%	24%	0%	0%	0%	12%	47%	35%	18%	18%	10%	8%	53%	47%	25%	44%	12%	9%	11%	9%	8%	15%	8%	5%	66%	51%	36%	28%	19%	11%
440	677	857	959	0	655	578	828	848	0	833	1218	1478	1087	1156	1399	1140	666	577	679	1208	1475	1713	1340	1600	1721	2053	2269	2376	573	836	1086	1686	1951	213
30%	45%	61%	54%	0%	35%	30%	45%	39%	0%	39%	53%	65%	46%	47%	57%	44%	31%	27%	33%	56%	66%	76%	79%	87%	90%	85%	92%	95%	34%	49%	64%	72%	81%	89%

45% Proficient



3rd Grade

Skill Level				Reading Stage				Reading Group	Oral Language			Text Level				Fluency			Letter Sound			Vocabulary		
Pre	Mid	Pos	Current	Pre	Mid	Pos	Current	Current	Pre	Mid	Pos	Pre	Mid	Pos	Current	Pre	Mid	Pos	Pre	Mid	Pos	Pre	Mid	Pos
Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info
1047	1041	465	1267	1820	1616	767	2086	534	2231	2306	1967	2347	2189	1266	2552	2040	1848	926	1206	1232	774	1978	1851	1100
1617	1623	2199	1397	844	1048	1897	578	2130	433	358	697	317	475	1398	112	624	816	1738	1458	1432	1890	686	813	1564
Int-L21	Int-L41	Int-L41	Int-L41	Early Est Int	Early Est Int	Early Est Int	Early Est Int	3.43	12.82	13.19	13.99	L	M	O	N	86.36	90.43	100.44	21.55	25.6	33.03	46.31	52.57	61.81
Int-L1	Int-L1	Int-L1	Int-L1	Beg Int OLRisk	Beg Int OLRisk	Beg Int OLRisk	Beg Int OLRisk	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No Int	No Int	No Int	No Int	Est	Est	Est	Est	7	15	15	15	X	X	X	X	210	204	220	45	45	45	108	110	110
803	646	189	772	1080	855	311	989	0	0	0	0	811	767	477	1124	848	797	373	0	0	0	530	396	258
77%	62%	41%	61%	59%	53%	41%	47%	0%	0%	0%	0%	35%	35%	38%	44%	42%	43%	40%	0%	0%	0%	27%	21%	23%
0	0	0	0	0	486	254	587	0	785	705	260	275	432	185	313	596	630	350	908	760	223	318	250	139
0%	0%	0%	0%	0%	30%	33%	28%	0%	35%	31%	13%	12%	20%	15%	12%	29%	34%	38%	75%	62%	29%	16%	14%	13%
244	395	276	495	740	275	202	510	0	1446	1601	1707	1261	990	604	1115	596	421	203	298	472	551	1130	1205	703
23%	38%	59%	39%	41%	17%	26%	25%	0%	65%	69%	87%	53%	45%	47%	44%	29%	23%	22%	25%	38%	71%	57%	65%	64%

26% Proficient



Grade 3 MCA Data 2017

Grade	Race/Ethnicity	Does Not Meet	Partially Meets	Meets	Exceeds	Meets + Exceeds
03	American Indian	54.4	17.6	23.5	4.4	27.9
	Asian/ Pacific Islander	56.2	18.7	21.8	3.2	25.1
	Hispanic	57.1	17.6	21.1	4.2	25.3
	Black	59.5	17.9	19.9	2.7	22.6
	White	19.0	12.6	40.0	28.5	68.5



Fourth Grade

Skill Level				Reading Stage				Reading Group	Oral Language			Text Level				Fluency			Letter Sound			Vocabulary		
Pre	Mid	Pos	Current	Pre	Mid	Pos	Current	Current	Pre	Mid	Pos	Pre	Mid	Pos	Current	Pre	Mid	Pos	Pre	Mid	Pos	Pre	Mid	Pos
Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info
1069	950	437	1287	1782	1452	757	2046	339	1115	1185	971	2192	2046	1316	2445	1989	1924	1209	1155	1177	913	1843	1631	1186
1491	1610	2123	1273	778	1108	1803	514	2221	1445	1375	1589	368	514	1244	115	571	636	1351	1405	1383	1647	717	929	1374
Int-L41	Int-L41	Int-L41	Int-L41	Early Est Int	Early Est Int	Early Est	Early Est Int	3.64	11.13	11.92	13.03	O	P	Q	P	97.77	100.06	105.07	25.95	28.99	33.45	56.63	63.88	74.53
Int-L1	Int-L1	Int-L1	Int-L1	Beg Int OLRisk	Beg Int OLRisk	Beg Int OLRisk	Beg Int OLRisk	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
No Int	No Int	No Int	No Int	Est	Est	Est	Est	7	15	15	15	X	X	X	X	203	240	205	45	45	45	107	107	110
681	466	159	651	901	1049	459	1381	0	0	0	0	843	745	436	926	588	689	652	0	0	0	521	305	177
64%	49%	36%	51%	51%	72%	61%	67%	0%	0%	0%	0%	38%	36%	33%	38%	30%	36%	54%	0%	0%	0%	28%	19%	15%
0	0	0	0	419	0	0	0	0	709	572	287	276	399	266	516	931	916	402	735	576	246	308	415	86
0%	0%	0%	0%	24%	0%	0%	0%	0%	64%	48%	30%	13%	20%	20%	21%	47%	48%	33%	64%	49%	27%	17%	25%	7%
388	484	278	636	462	403	298	665	0	406	613	684	1073	902	614	1003	470	319	155	420	601	667	1014	911	923
36%	51%	64%	49%	25%	28%	39%	33%	0%	36%	52%	70%	49%	44%	47%	41%	23%	16%	13%	36%	51%	73%	55%	56%	78%

39% Proficient



Grade 4 MCA Data 2017

Grade	Race/Ethnicity	Does Not Meet	Partially Meets	Meets	Exceeds	Meets + Exceeds
04	American Indian	49.1	22.8	21.1	7.0	28.1
	Asian/ Pacific Islander	48.9	23.8	22.6	4.7	27.3
	Hispanic	57.6	19.9	18.6	3.9	22.5
	Black	51.7	24.7	19.7	3.9	23.6
	White	15.7	15.8	35.9	32.6	68.5



Fifth Grade

Course: Grade 5 Grade: 5

Demographics		Skill Level				Reading Stage				Reading Group	Oral Language			Text Level				Fluency			Letter Sound			Vocabulary		
Student	Ethnicity	Pre	Mid	Pos	Current	Pre	Mid	Pos	Current	Current	Pre	Mid	Pos	Pre	Mid	Pos	Current	Pre	Mid	Pos	Pre	Mid	Pos	Pre	Mid	Pos
Apply	Select All	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info	Info
Total Students		811	831	240	1044	1411	1276	430	1667	349	748	842	586	1904	1742	679	2149	1786	1627	617	912	993	719	1440	1488	1043
Total Students with N/A	2251	1440	1420	2011	1207	840	975	1821	584	1902	1503	1409	1665	347	509	1572	102	465	624	1634	1339	1258	1532	811	763	1208
Student Average		Int-L41	Int-L41	No Int	Int-L41	Early Est	Early Est	Early Est	Early Est	3.56	11.42	12.21	13.65	R	R	S	R	111.22	112.73	117.07	29.48	31.96	37.19	67.08	71.4	82.27
Lowest		Int-L1	Int-L1	Int-L1	Int-L1	Beg Int OLRisk	Beg Int OLRisk	Beg Int OLRisk	Beg Int OLRisk	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Highest		No Int	No Int	No Int	No Int	Est	Est	Est	Est	7	15	15	15	X	X	X	X	219	240	245	45	45	45	110	110	110
Intensive		415	336	60	415	821	756	228	914	0	0	0	0	635	624	254	980	811	833	328	0	0	0	403	401	112
%Intensive		51%	40%	25%	40%	58%	59%	53%	55%	0%	0%	0%	0%	33%	36%	37%	46%	45%	51%	53%	0%	0%	0%	28%	27%	11%
Strategic		0	0	0	0	0	0	0	0	0	444	384	92	220	536	182	522	685	560	214	474	377	65	156	93	18
%Strategic		0%	0%	0%	0%	0%	0%	0%	0%	0%	59%	46%	16%	12%	31%	27%	24%	38%	34%	35%	52%	38%	9%	11%	6%	2%
Benchmark		396	495	180	629	590	520	202	753	0	304	458	494	1049	582	243	647	290	234	75	438	616	654	881	994	913
%Benchmark		49%	60%	75%	60%	42%	41%	47%	45%	0%	41%	54%	84%	55%	33%	36%	30%	17%	15%	12%	48%	62%	91%	61%	67%	87%

47% Proficient



Grade 5 MCA 2017

Grade	Race/Ethnicity	Does Not Meet	Partially Meets	Meets	Exceeds	Meets + Exceeds
05	American Indian	42.2	25.0	25.0	7.8	32.8
	Asian/ Pacific Islander	32.4	27.1	33.9	6.6	40.4
	Hispanic	33.7	23.3	35.3	7.8	43.0
	Black	40.9	27.8	27.7	3.6	31.3
	White	10.7	12.4	39.4	37.5	76.9



Grade 6 MCA 2017

Grade	Race/Ethnicity	Does Not Meet	Partially Meets	Meets	Exceeds	Meets + Exceeds
06	American Indian	50.0	15.9	25.0	9.1	34.1
	Asian/ Pacific Islander	46.9	21.0	26.0	6.1	32.1
	Hispanic	50.8	19.5	20.5	9.1	29.6
	Black	56.9	17.9	19.7	5.5	25.2
	White	13.3	10.0	32.2	44.5	76.6



Grade 7 MCA 2017

Grade	Race/Ethnicity	Does Not Meet	Partially Meets	Meets	Exceeds	Meets + Exceeds
07	American Indian	45.7	26.1	23.9	4.3	28.3
	Asian/ Pacific Islander	48.2	24.2	23.2	4.3	27.5
	Hispanic	52.2	21.6	22.5	3.7	26.2
	Black	57.1	21.0	17.9	4.0	21.9
	White	19.1	13.3	39.7	27.9	67.6



Grade 8 MCA 2017

Grade	Race/Ethnicity	Does Not Meet	Partially Meets	Meets	Exceeds	Meets + Exceeds
08	American Indian	56.8	18.9	24.3		24.3
	Asian/ Pacific Islander	47.8	20.7	24.5	7.0	31.5
	Hispanic	50.8	15.0	23.1	11.2	34.3
	Black	60.2	17.3	17.8	4.6	22.4
	White	15.0	10.6	38.1	36.3	74.3



Grade 10 MCA 2017

Grade	Race/Ethnicity	Does Not Meet	Partially Meets	Meets	Exceeds	Meets + Exceeds
10	American Indian	40.0	26.7	23.3	10.0	33.3
	Asian/ Pacific Islander	43.2	24.0	26.9	5.9	32.9
	Hispanic	46.4	24.5	23.2	5.9	29.1
	Black	54.8	20.8	18.5	5.9	24.4
	White	13.8	14.8	32.9	38.5	71.4



Describe the trends and findings from your CNA for reading

	2013-2014	2014-2015 District 37%	2015-2016 District 39%	2016-2017
3rd Grade	41	37	37	34
4th Grade	32	38	36	34
5th Grade	47	44	47	46
6th Grade	37	39	38	39
7th Grade	36	26	38	34
8th Grade	33	36	40	39
10th Grade	39	32	38	39



Using the trends and findings of your CNA, list your priorities for reading

- Based on review of trend data, SPPS priorities are
 - Improve use of diagnostic tool to identify students needs
 - Increase the quality and consistency of instructional practices to provide differentiated instruction during conferring and small group instruction
 - Independent reading with goal setting and conferring



Using the data collected from your CNA, write a student achievement SMART goal

- The percentage of students in grade 3 district-wide who are enrolled by Oct 1 who are proficient on the Reading MCA will increase from
- The percentage of students in grade 4 district-wide who are enrolled by Oct 1 who are proficient on the Reading MCA will increase from
- The percentage of students in grade 5 district-wide who are enrolled by Oct 1 who are proficient on the Reading MCA will increase from
- The percentage of students in grade 6 district-wide who are enrolled by Oct 1 who are proficient on the Reading MCA will increase from
- The percentage of students in grade 7 district-wide who are enrolled by Oct 1 who are proficient on the Reading MCA will increase from
- The percentage of students in grade 8 district-wide who are enrolled by Oct 1 who are proficient on the Reading MCA will increase from
- The percentage of students in grade 10 district-wide who are enrolled by Oct 1 who are proficient on the Reading MCA will increase from



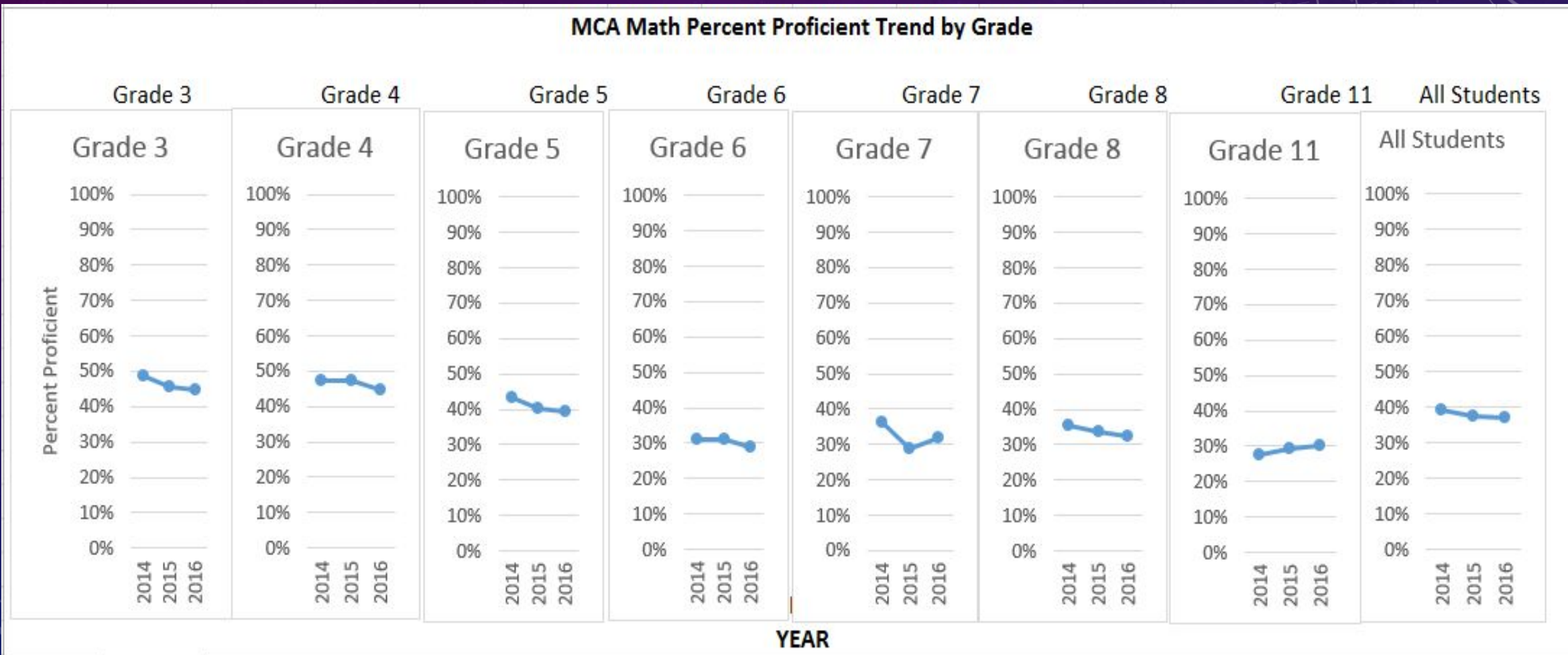
The background features a dark blue gradient with a subtle starry pattern. On the left side, there is a large, semi-transparent circular scale with numerical markings from 140 to 260 in increments of 10. Several circular diagrams with arrows and partial arcs are scattered across the background, suggesting mathematical concepts like angles or rotations.

SPPS BALANCED MATH PROGRAM

JUNE 15, 2017

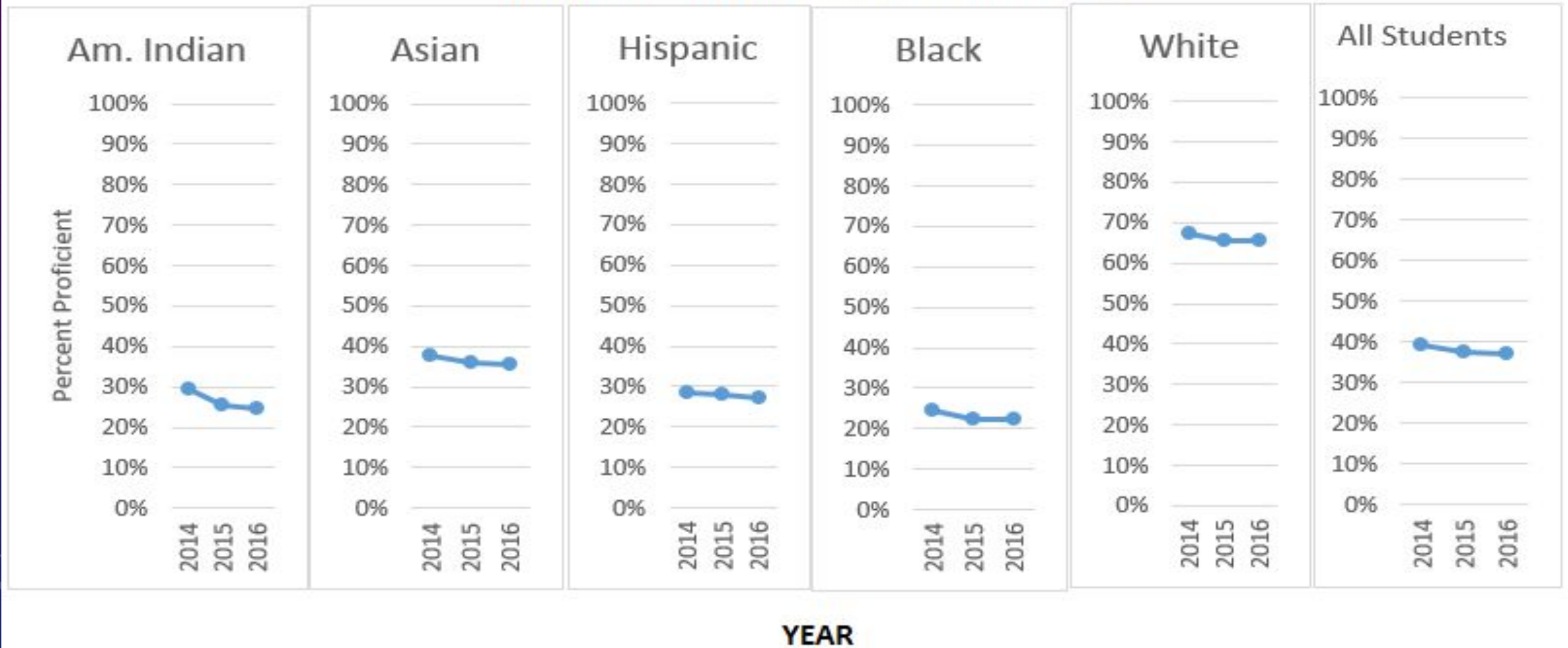
MATH MCA BY GRADE

MCA Math Percent Proficient Trend by Grade



MATH MCA BY RACE

MCA Math Percent Proficient Trend by Grade



K-12 STAFF SURVEY RESULTS

#1. Collaboration

#2. Engagement

#3. Creative Teaching/Instructional Methods

#4. Visual/Hands-On Learning/Manipulatives

#5. Meeting the needs of a wide range of learners

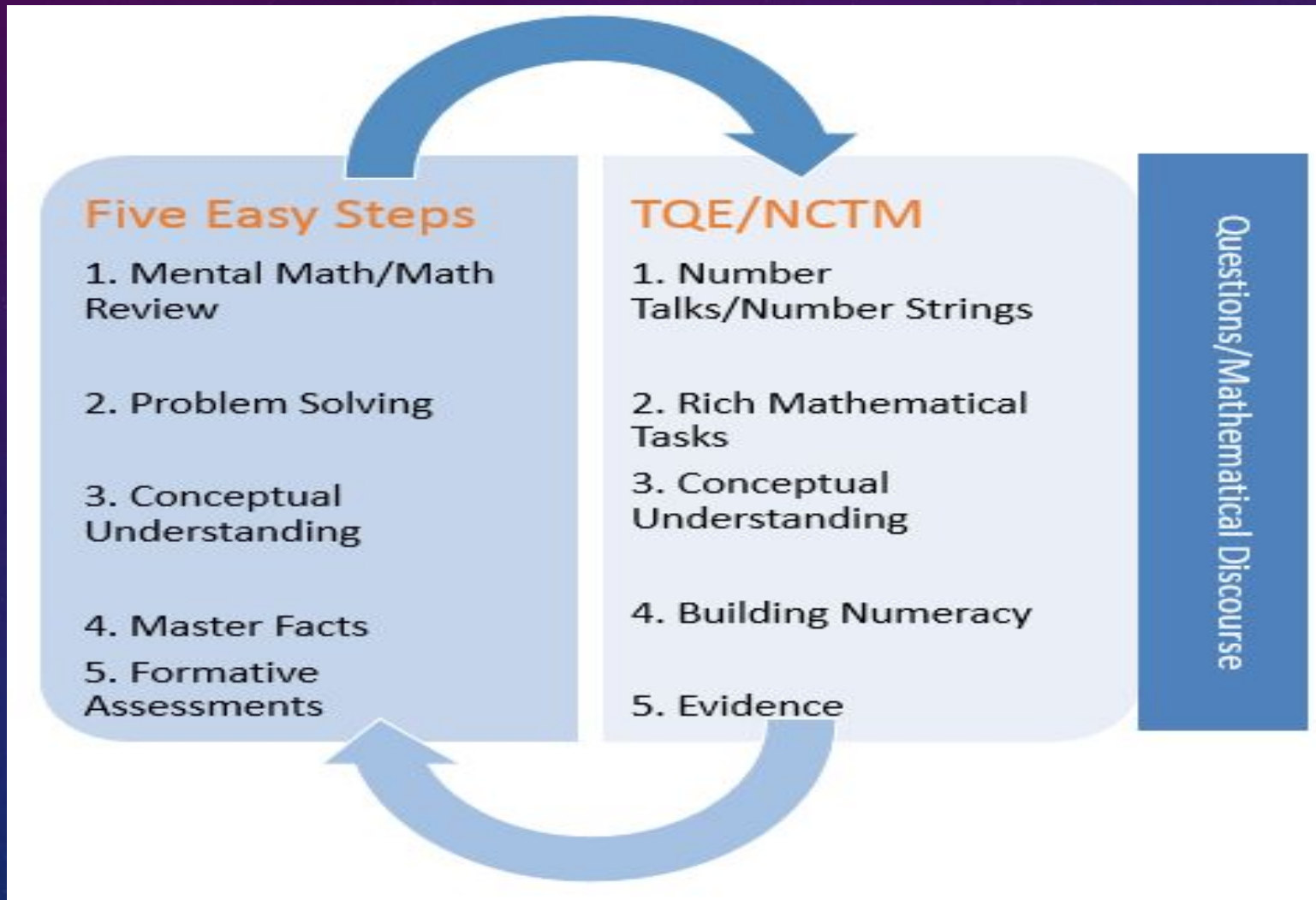
MATH VISION

- Mathematics in SPPS is centered on effective teaching that engages all students in conceptual learning through creative, individual and collaborative experiences that promote their ability to make sense of mathematical ideas and reason mathematically.

NCTM MATHEMATICS TEACHING PRACTICES

1. Establish mathematics goals to focus learning
2. Implement tasks that promote reasoning and problem solving
3. Use and connect mathematical representations
4. Facilitate meaningful mathematical discourse
5. Pose purposeful questions
6. Build procedural fluency from conceptual understanding
7. Support productive struggle in learning mathematics
8. Elicit and use evidence of student thinking

SPPS BALANCED MATH PROGRAM



Standards

Phase 1

MDE

What

Curriculum

Phase 2

RCD

How

Collaboration

Phase 3

PLC

Why

Assessment

Phase 4

DDI

How well

Instruction

Phase 5

TQE

In What Ways

MATH SMART GOAL

- Increase math MCA proficiency scores by 10% by 2020.
- Increase math MCA high growth scores by 20% by 2020.
- Increase the number of students passing Algebra 2 by 10% by 2020.
- Increase students ACT scores by 3 by 2020.

ROTE LEARNING VS CONCEPTUAL UNDERSTANDING

- Rote Learning: is a memorization technique based on repetition. The idea is that one will be able to quickly recall the meaning of the material the more one e repeats it.
- Conceptual Understanding: is knowing more than isolated facts and methods. The successful student understands mathematical ideas, and has the ability to transfer their knowledge into new situations and apply it to new contexts.

A TIME TO TELL?(SCHWARTZ & BRANSFORD, 1998)

- Method 1: Teacher showed methods the students solved problems with them
- Method 2: Students were left to discover methods through exploration
- Method 3: Students were given applied problems to work on, then they were shown methods

THE 3RD GROUP PERFORMED SIGNIFICANTLY HIGHER

- They became more curious
- Their brains were primed to learn new methods
- Students paid more attention
- Students were more motivated to learn

HOW DOES THIS LOOK?

Wondering

"I'm wondering if fractions only work with circles."



QUESTIONS/COMMENTS

Links to professional development plans:

[Secondary](#)

[Elementary](#)

**Office of Multilingual Learning
(OMLL)
Title III
English Learner Program**



AGENDA

- 1:00 Introduction
- 1:15 EL Program and Supports
- 1:45 Service Models
- 2:00 Current Topics - Update & Discussion
- 3:00 Adjourn

Vision and Strategic Planning



Mission and Vision

To provide a premier education for language learners, with long-range goals for language proficiency, strong foundations, community engagement, and collaborative success. The aim is for all students to become bilingual, bi-literate, and culturally proficient in both the majority and partner cultures.

Imagine Every Student...

Proficient in at least two languages, with a strong foundation in academic knowledge, communication skills and cultural understanding.

Proud of their own cultural heritage, with clear appreciation for the many cultures which compose the richness of our community.

Challenged, supported and inspired to graduate to something great.

Imagine every Family...

Welcomed in a language they understand, by staff who embrace the wealth of diversity within our schools.

Empowered with the knowledge and tools to nurture their children's educational efforts.

Sharing their cultural heritage with the students, families, and staff that make up our school district community.

Imagine our community...

Stronger for the gifts that we collectively contribute to the education of our children.

Richer in well prepared, linguistically diverse and culturally proficient graduates.

Prepared to create a bright future together.

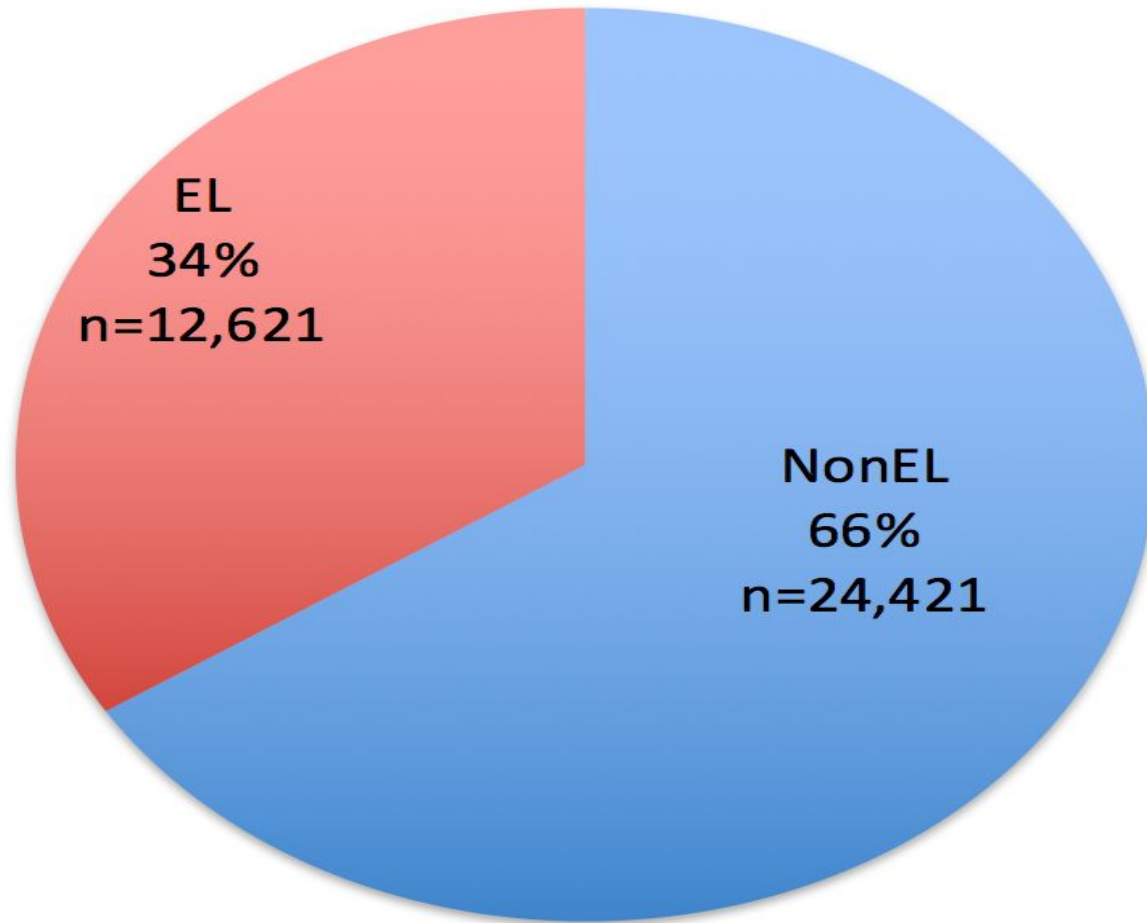


Philosophy

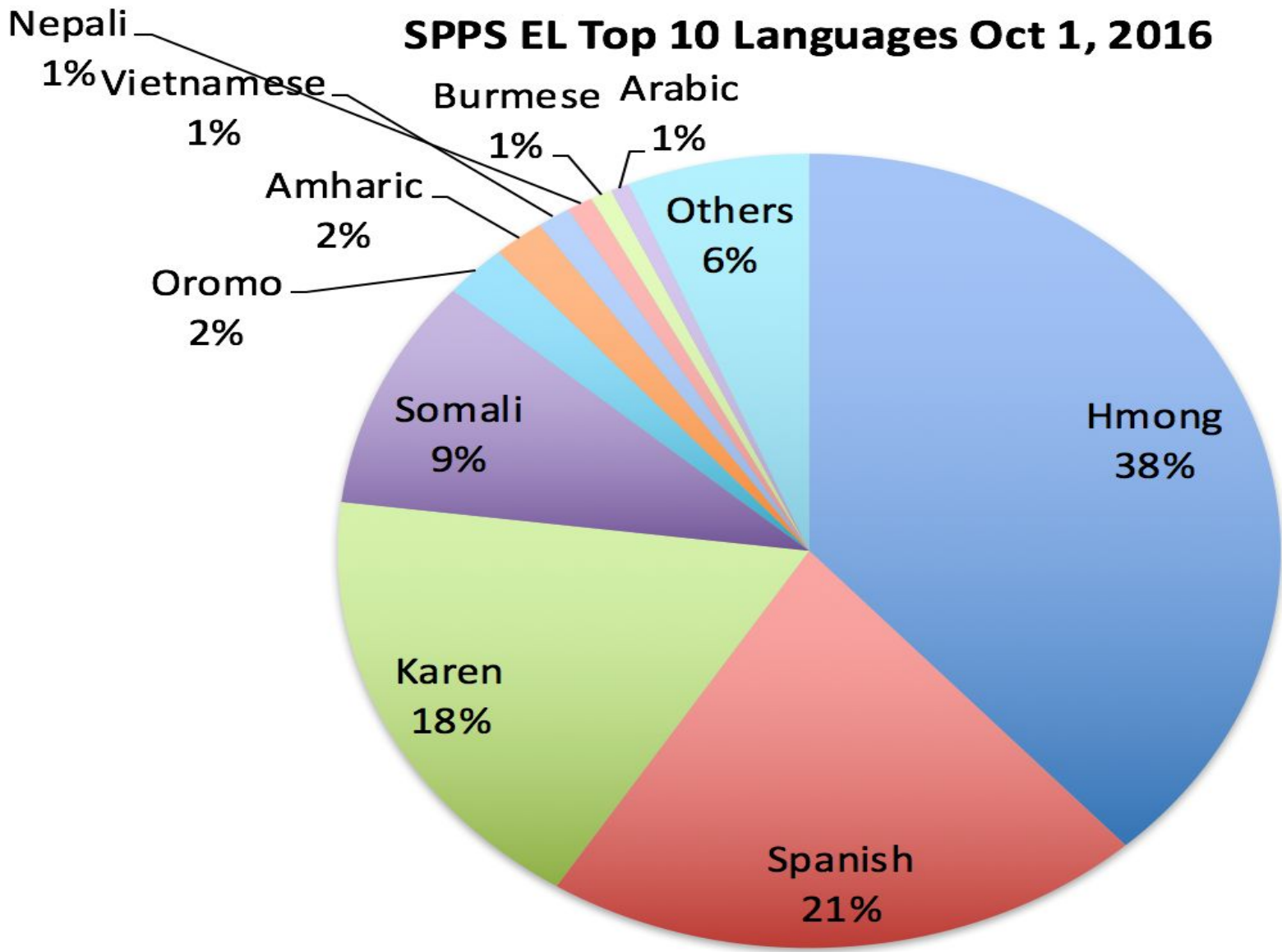
SPPS values, welcomes, and embraces the diversity English learners bring to our schools and communities – their languages, their cultures, and their experiences of the world. We support English learners to be proud of their cultural heritage, obtain academic success, and graduate to a bright future. We are proud that our students learn English in standard-based, grade-level classrooms alongside their non-EL peers.



SPPS EL Population Oct 1, 2016



SPPS EL Top 10 Languages Oct 1, 2016



Title III

Critical Elements

1. Student Identification, Reclassification and Program Exit
2. Appropriate Instructional Programs
3. Staff and Professional Development
4. Family and Community Engagement
5. Accountability Requirements
6. Fiscal Requirements
7. Nonpublic School Participation



EL Programs

Criteria and procedures documented by the LEA, and applied uniformly.

Identification and MARSS Classification

Placement into a Program with an Articulated Amount and Scope of Service

Parent Communication and Engagement

Annual assessment of Progress in English Language Proficiency – **ACCESS for ELLs**

Exit and MARSS Reclassification

EL Service Plan available to parents and other stakeholders upon request.



Federal Guidance Re. Required Programs and Support for English Learners

Lau v. Nichols (414 U.S. 563) – 1971

Districts must have procedures to ensure that ELs

- *Perform as well academically as English proficient peers, including having success across the curriculum*
- *Do not drop out or repeat grades at higher rates than peers*
- ELs may not be barred from regular and advanced classroom content based on language proficiency, but must have the language support necessary to be successful.
- **Districts must provide language acquisition services needed to ensure the above indicators are satisfied.**



Recent Legislature: English Learners

1) [ESSA Overview: English Learners](#)

Key Provisions

- Accountability and EL proficiency for ELs are moved out of Title III into Title
- Progress on EL Proficiency
- Standardized EL entry and exit procedures

2) [The Learning for English Academic Proficiency \(LEAPS\) Act](#)

Key Provisions

- All Educators are skilled of developing English language proficiency of their English Learners
- Identification, definition and accountability reporting for Students with Limited or Interrupted Formal Education (SLIFE)

3) [Dear Colleague Letter: Joint Guidance from US DOJ and OCR](#)

- Joint guidance ensuring English Learner students can participate Meaningfully and equally in educational programs



SPPS Elementary EL Programming

EL students at all English proficiency levels are part of mainstream classrooms and receive their EL service from both the EL teacher and the classroom teacher.

- **Co-teaching and Collaboration**

EL teacher co-teaches and/or collaborates with a classroom teacher to deliver instruction that targets both language and content.

- **Small group English Language Development (ELD) instruction**

EL students receive small group ELD instruction from an EL teacher. The small group ELD instruction targets the academic language required for accessing and producing the knowledge contained in the content standards.



EL Service Model- Elementary

Saint Paul Public Schools EL Service Model • Grades K-5 • 2016 - 2017

Level	Reader's Workshop, Writer's Workshop, Math, or Science		English Now! A/B	Imagine Learning
	Mini-lesson	Small Group Academic English Language Development (AELD)		
Lv 1	Co-taught 15 minutes	4-5 days a week 20-30 minutes per session	English Now! A/B 30 minutes 5 days per week	Dual Language EL Students 30 minutes 4/5 days per week
Lv 2		3-5 days a week 20-30 minutes per session		
Lv 3		2-4 days a week 20-30 minutes per session		
Lv 4		2-3 days a week 20-30 minutes per session		
Lv 5		1-2 days a week 20-30 minutes per session		

Key	Highly Recommended area of EL support	English Now! A/B	Imagine Learning
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SPPS Secondary EL Programming

Secondary EL programming is differentiated by English proficiency level as measured by W-APT or ACCESS test.

Secondary students scoring level 1 or 2 are encouraged to attend a Language Academy (LA) school. Students at LA sites receive intensive English language instruction through sheltered content courses in the following subject areas:

- English Language Arts (ELL teacher)
- Science (ELL teacher)
- Social Studies (ELL teacher)
- Math (Taught by a math teacher, entry determined by student's math skill level)

Secondary students in level 3 receive EL instruction in co-taught classes that emphasize language development through standards-based grade-level academic content.

Level 4 students receive EL instruction through one co-taught class.

Level 5 students spend their entire day in the mainstream.

EL Service Model- Middle School 6-8

Saint Paul Public Schools EL Service Model • Grades 6 – 8 • 2016 – 2017

Level	Reader's, Writer's, ELA Workshop	Science	Social Studies	Math**	Other
Lvl 1 Language Academy	EL 1L: Language & Literacy E301011 Double block	1S: Language through Science E303011	1H: Language through Geography E306011	1M: EL Math Foundations 1 M301021 (or higher) 2M: Math Foundations 2 M301031 (or higher) Math teacher	EL 1E E301031 English Now! <hr/> Language Development in Foundations
	EL 1.5L: Language & Literacy E305111 Double block	1.5S: Language through Science E305121	1.5H: Language through Social Studies E305101		Language Development in Foundations
Lvl 2 Language Academy	2L: Language & Literacy E301101 Double block	2S: Science E303021	2H: Social Studies E306021	Math teacher	Language Development in Foundations
Lvl 3	Co-taught RW/WW/ ELA Workshop	Co-taught Science	Co-taught Social Studies	Co-taught Math	Language Development in Foundations
	ELD Support E301261	ELD Support E301261	ELD Support E301261	ELD Support E301261	ELD courses are directly tied to a particular content course.
Lvl 4	1 Co-taught Content Course				Language Development in Foundations
Lvl 5	1 Co-taught Content Course				Language Development in Foundations
KEY	EL services provided in sheltered classes are comprised of EL students only, taught by an EL teacher (unless otherwise noted)		EL services provided in a co-taught setting with an EL teacher and a content teacher		

OR



Service Model: High Schools 9-12

Saint Paul Public Schools EL Service Model • Grades 9-12 • 2017 – 2018

Level	English Language Arts	Science	Social Studies	Math*
Level 1 Language Academy Elective credit	1L: Language & Literacy E421011 (double block)	1S: Language through Science E403011	1H: Language through Geography E406011	EL Math Foundations* M401131 (1 semester) EL Pre-Algebra* M401141 (1 semester) Algebra 1* (Algebra 1 credit) M403121
	1.5L: Language & Literacy E401901 (double block)	1.5S: Language through Science E401911	1.5H: Language through Social Studies E401921	
Level 2 Language Academy Content credit	English 9** L407301	Physical Science** S402101	World History** H403401	
	ELD English 9 E401301			
Level 3 Content credit	English 10** L407311	Science Co-taught	Social Studies Co-taught	
	ELD English 10 (if needed and available) E401311	ELD Support (if needed and available) E401261		
Level 4+ Content credit	1 Co-taught Content Course or 1 ELD Course			
Key	Elective Credit Courses <ul style="list-style-type: none"> Taught by an EL Teacher Math Courses <ul style="list-style-type: none"> Taught by a Math Teacher 		Content Credit Course Requirements: <ul style="list-style-type: none"> co-taught or taught by a teacher licensed in the content area or taught by an EL teacher meeting the requirements of Section 34, Minnesota Statutes 2016, section 122A.06, or taught by an EL teacher with a variance 	

*Students should be placed in math classes according to their math skills not based on their EL level. This can include additional courses that are not listed here.



Language Academy

Language Academy

New students to Saint Paul Public Schools who have had 2 or less years of English language instruction and – for grades 1-5, scored less than 2 on the W-APT are eligible for the Language Academy (LA) program. EL students in LA sites are integrated into the school and larger communities giving them daily interaction with their peers to build language skills and encourage acceptance and diversity among all students. Students may attend a Language Academy for up to two years. Upon exiting the program, students continue to receive academic and language support from MLL staff as needed.

Elementary

- LA students are a part of mainstream classes for their entire day
- Gen Ed/ content and EL teachers teach grade level content and academic language in 1-2 co-taught content areas
- Small ELD group
- English NOW! Intensive English language curriculum for newcomer students

Secondary

- LA students receive sheltered instruction in English Language Arts, Science, and Social Studies.
- English Now! Intensive English Language curriculum for newcomer students
- Math classes are determined by individual skill level
- Students participate in mainstream elective courses such as Phy Ed, Health, FACs, Art

Language Academy Schools

Language Academy Schools

Elementary Schools Grade 1-5	Middle and High Schools Grades 6-12
Cherokee Heights Como Park Elementary Dayton's Bluff Four Seasons Frost Lake Highwood Hills Linwood/Monroe Lower Mississippi St Paul Music Academy Phalen Lake	Battle Creek Middle Linwood/Monroe Upper Murray Middle School Como Park Senior High Harding Senior High Highland Park Senior High Humboldt Secondary School (6-12) Washington Technology (6-12)



English Now!

A Curriculum for Newcomer EL Students

SPPS uses the English Now! Curriculum to support level 1 LA students in grades K-12.

LA school sites have access to this curriculum

English Now! Provides:

- Intensive oral language development instruction
- Rapid language acquisition
- Support for English instruction in content-area subjects.

Co-Teaching as a Service Model

- WHY
- WHAT



Co-Taught Instruction in General Education Classroom

- Two or more teachers sharing the work of standards-based planning, instructing, differentiating and assessing a group of students in a shared space, utilizing areas of expertise to provide specially designed instruction. Teaching arrangements will vary.
- Teams plan together at least once a week and collaborate with the same PLC.

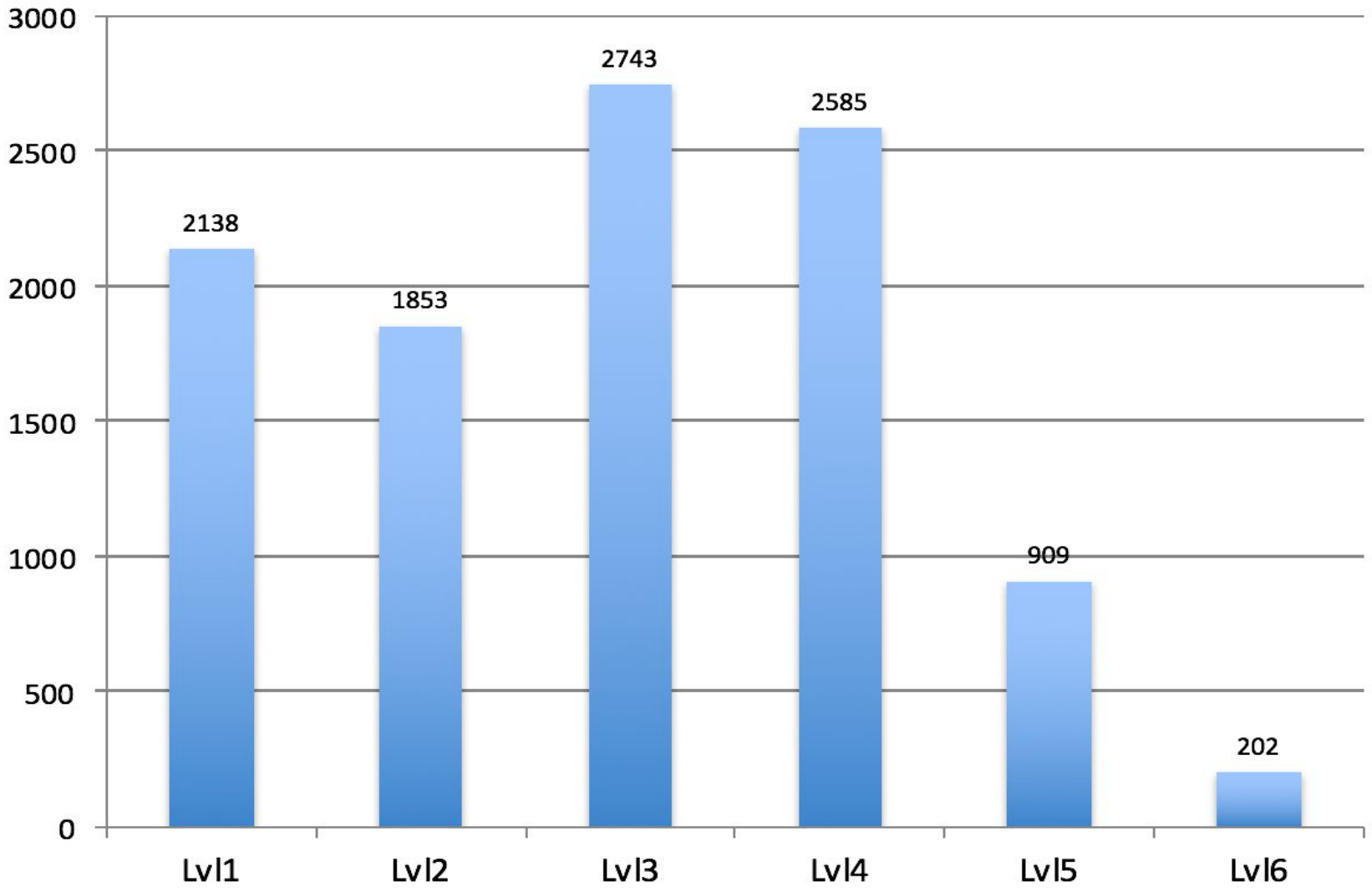
Imagine Learning: Supplemental Language and Literacy Program

In Dual Immersion Programs,
EL students levels 1-3 in receive supplemental language
and literacy support via personalized learning tool:
Imagine Learning (IL).

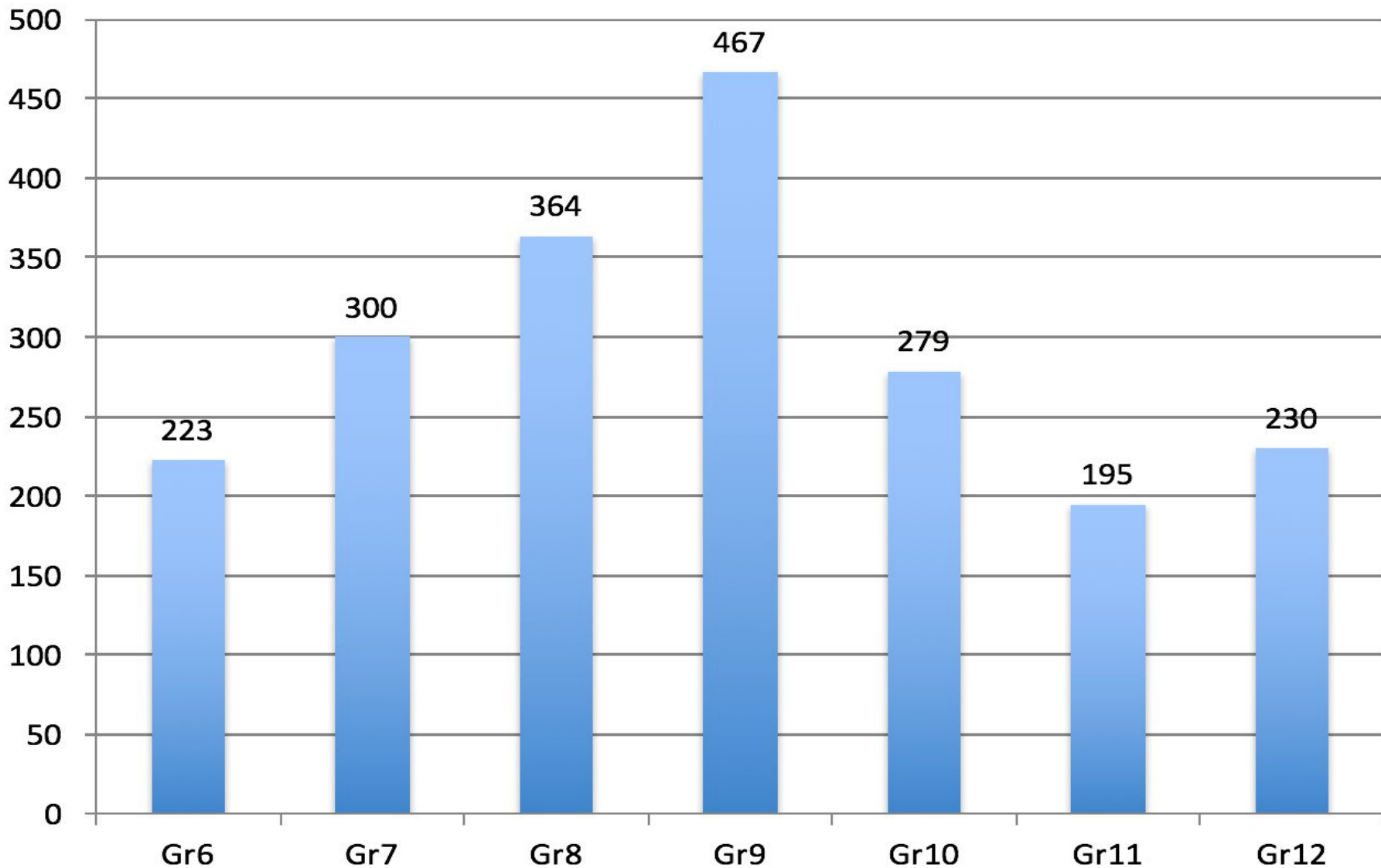
- Reading, writing, listening, speaking and vocabulary instruction
- Individual progress reports, group summaries
- Alignment with Common Core and WIDA standards
- A blended learning environment by implementing Imagine Learning on iPads
- 4-5 times a week for 20 minutes per session



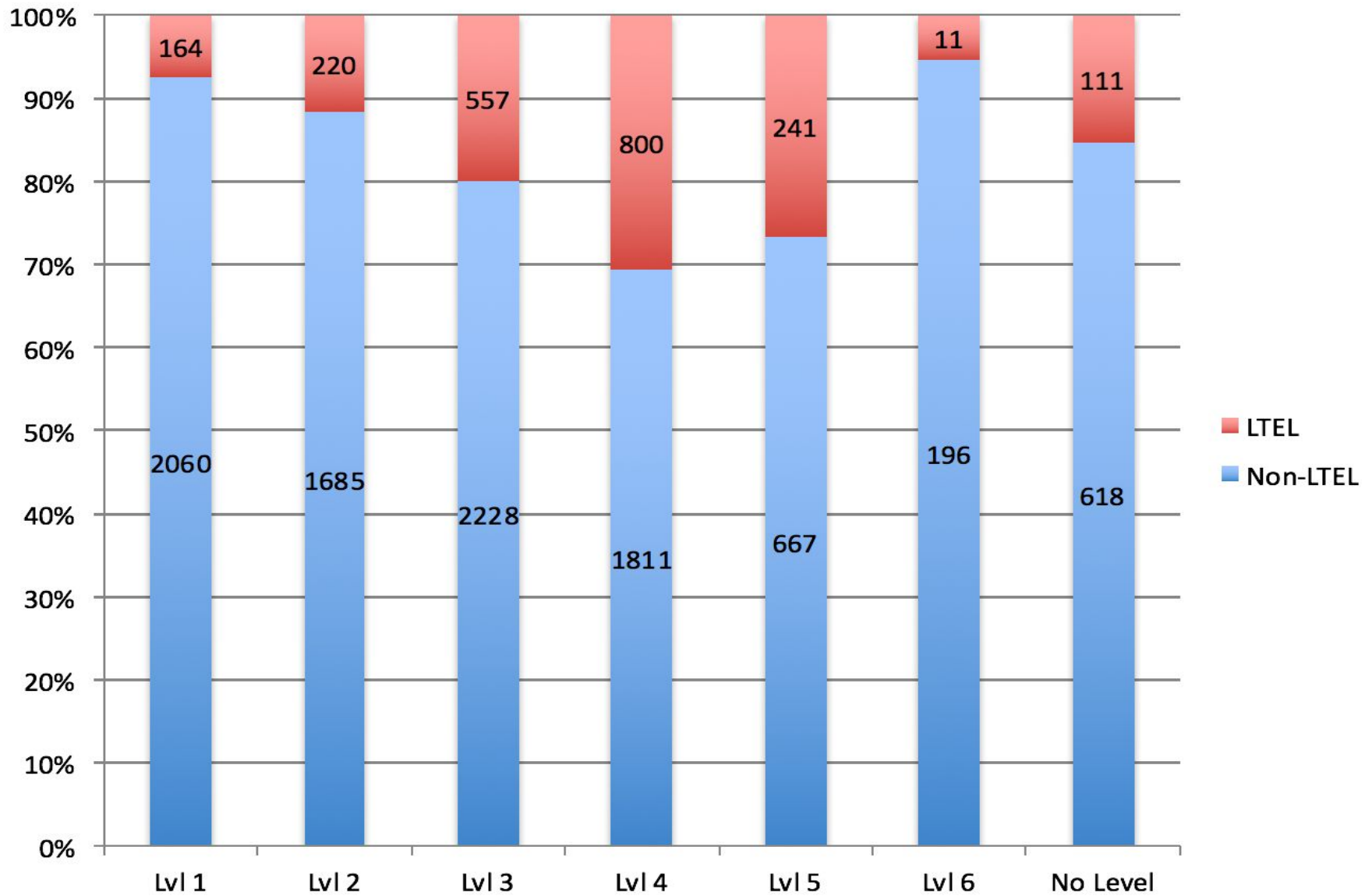
SPPS EL Count by Level Oct 1, 2016



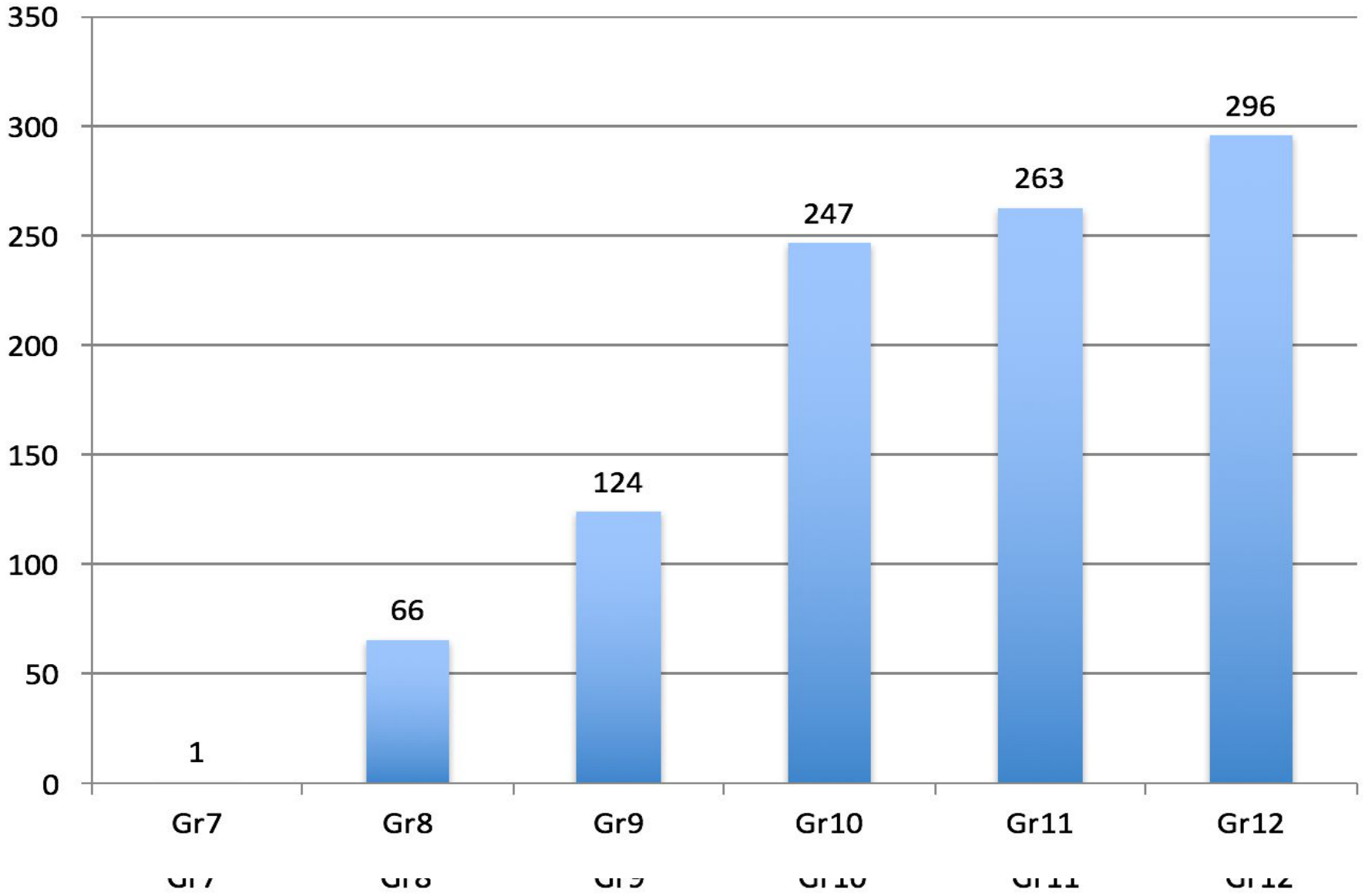
SPPS Longterm EL (6 Plus Years of EL) Count Fall 2016



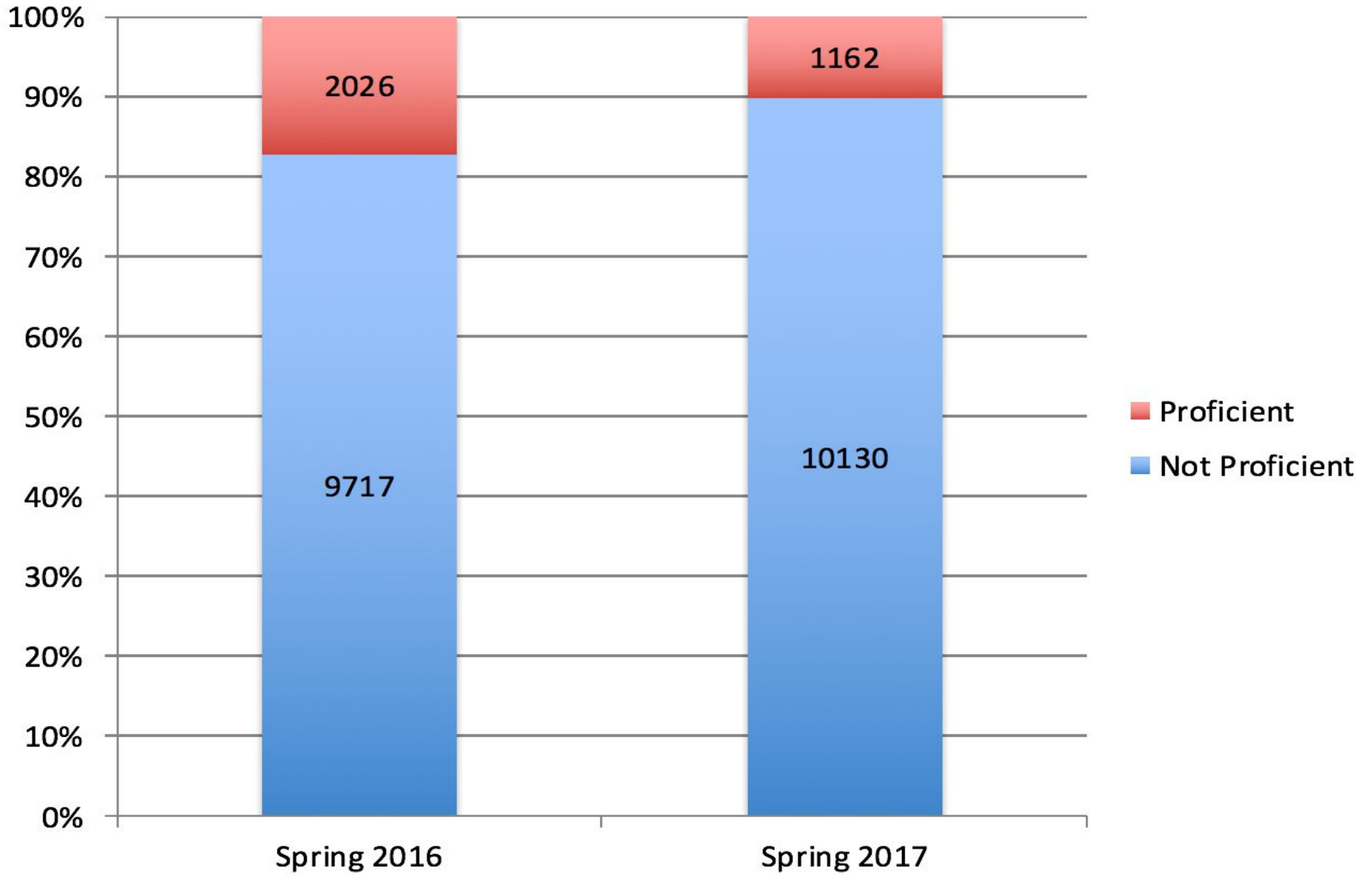
SPPS LTEL Distribution by EL Level Fall 2016



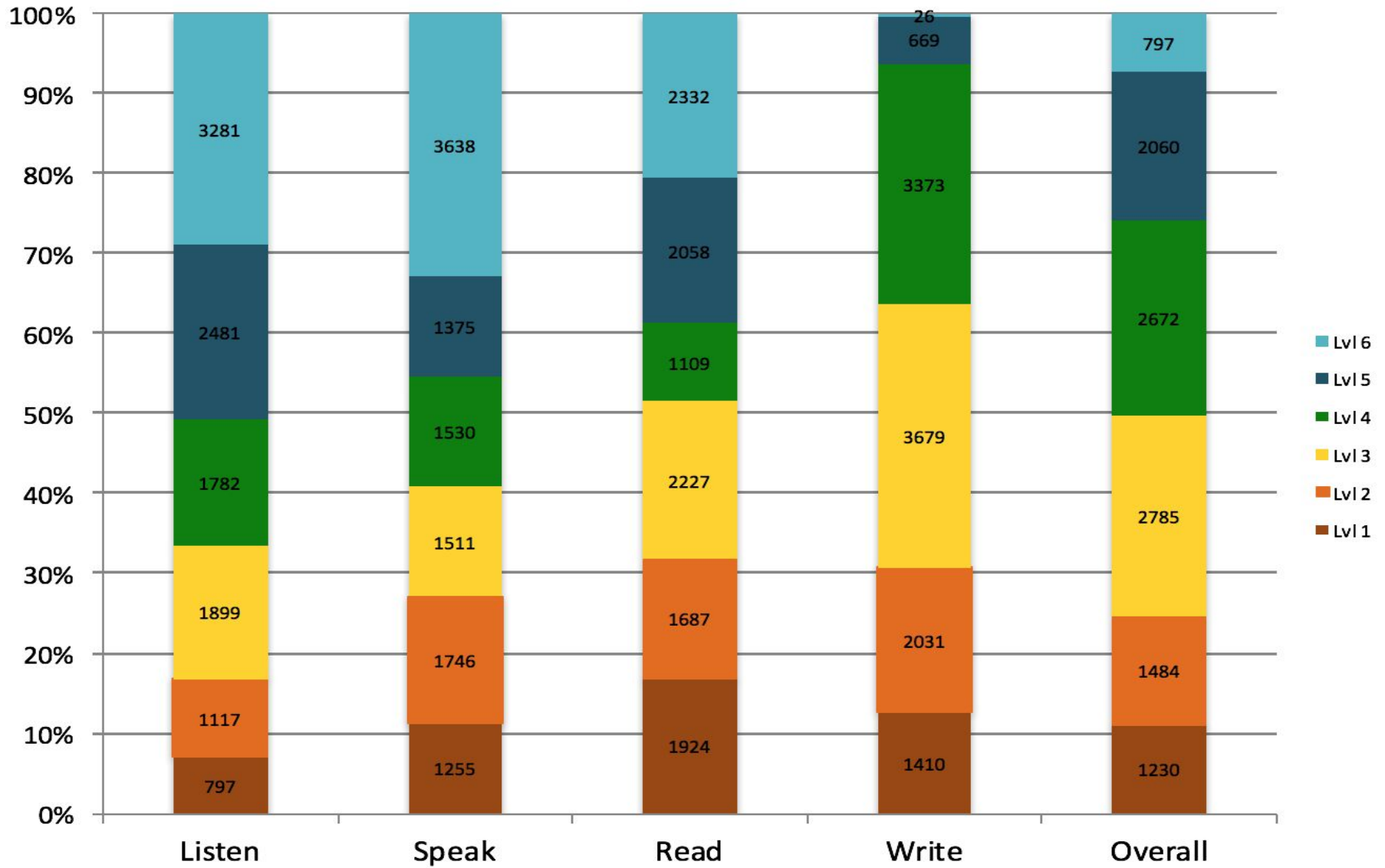
SPPS SLIFE Count Fall 2016



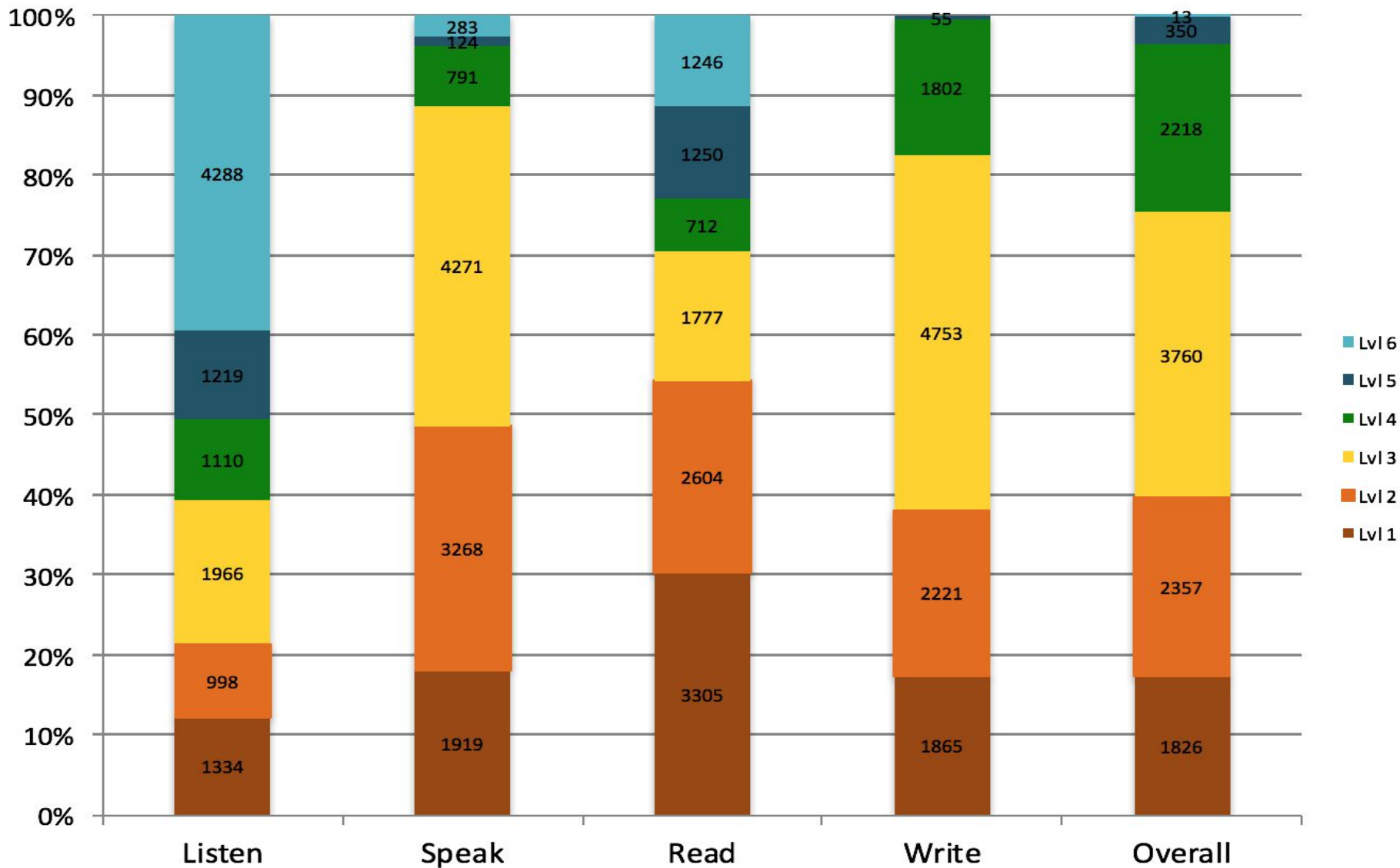
ACCESS 2.0 Proficiency Rate Spring 2016-2017



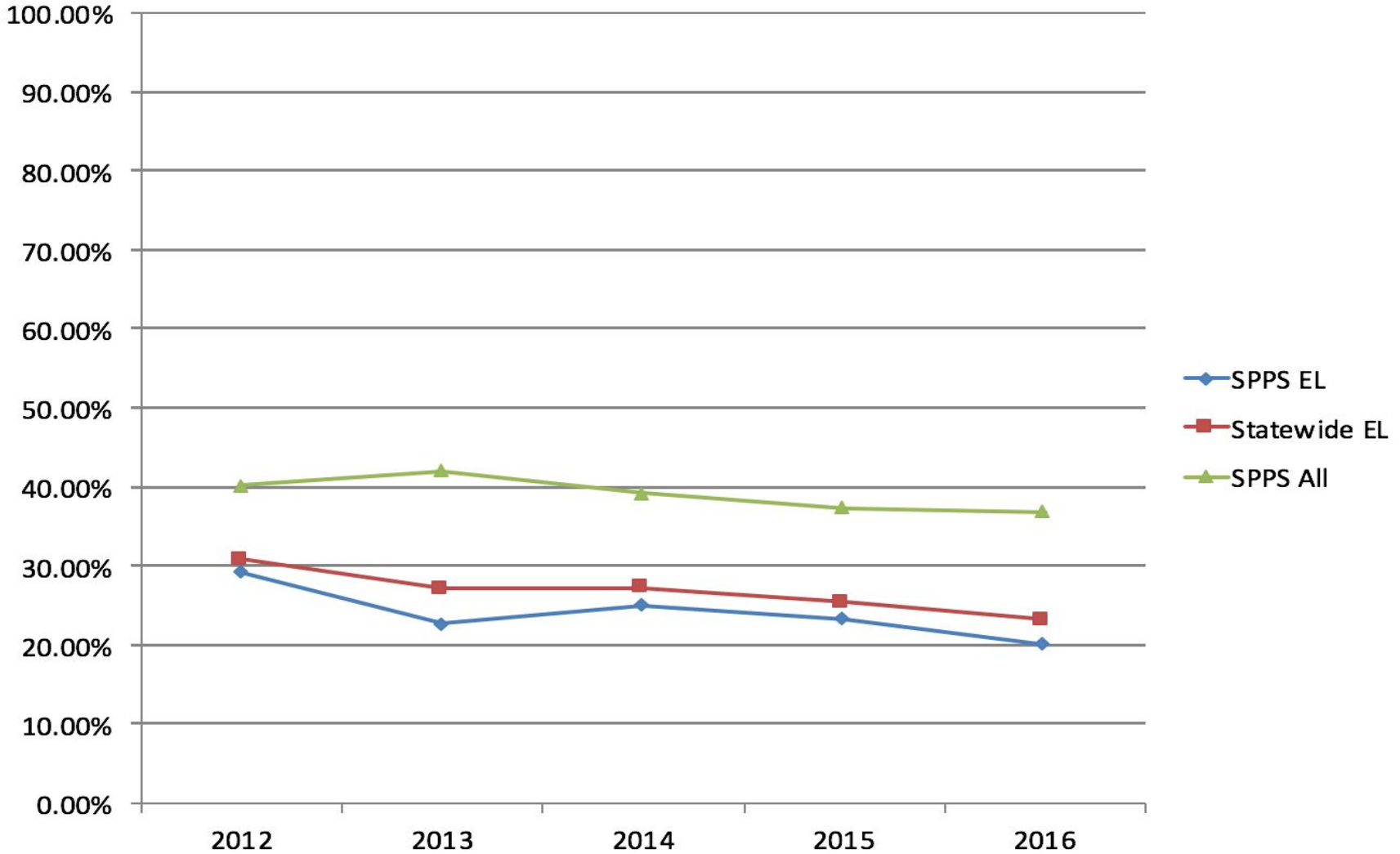
SPPS ACCESS 2.0 Final Result Spring 2016



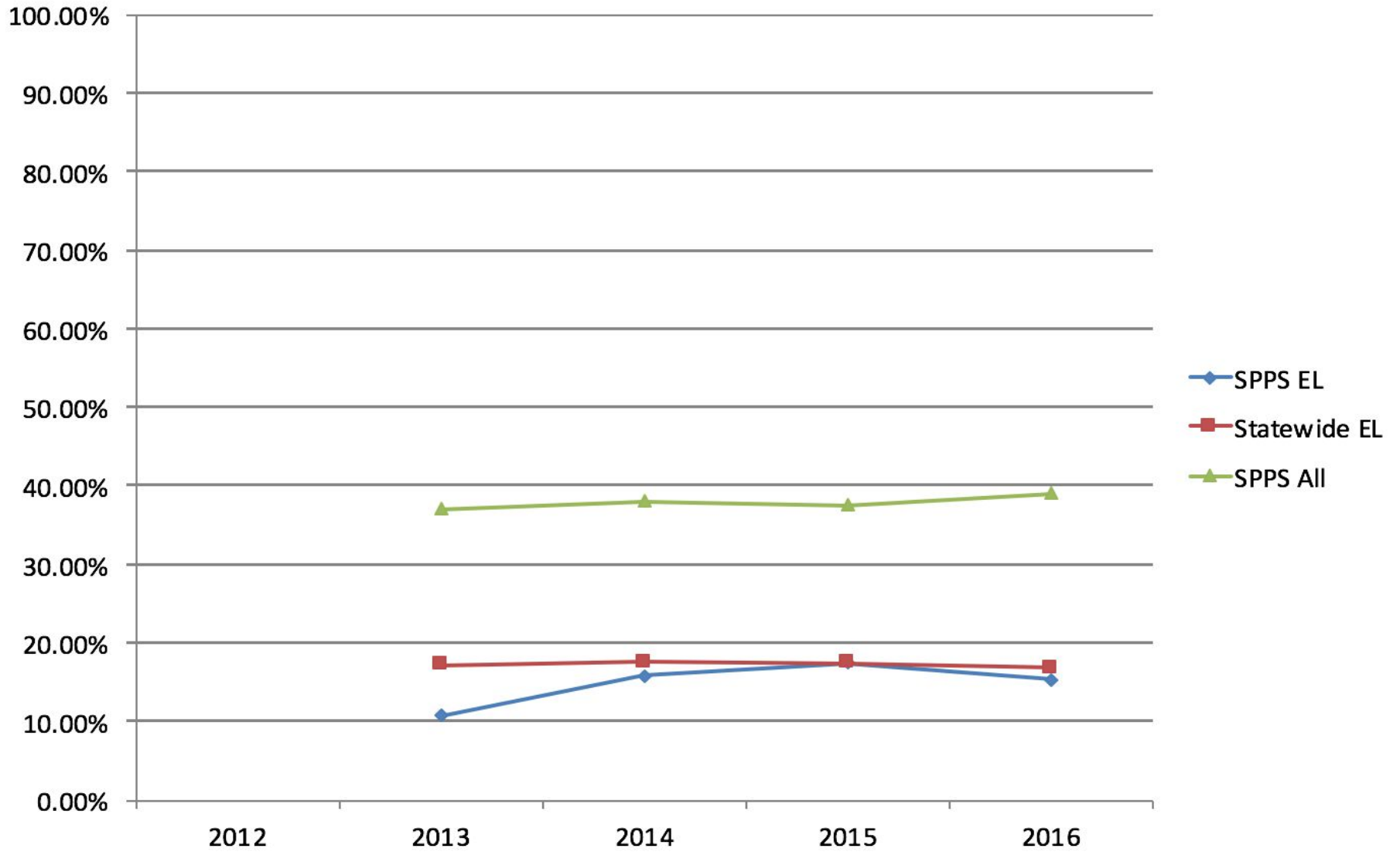
SPPS ACCESS 2.0 Preliminary Result Spring 2017



SPPS EL MCA Math Proficiency Trend Comparison Spring 2012-16



SPPS EL MCA Reading Proficiency Trend Comparison Spring 2012-16





- 3 year District PD Plan
- Academic Language Development in Content Areas of Science, Math, ELA and Social Studies
- Co-Teaching Training for gen.ed/content, EL and SpEd Teachers
- Overview of EL Programming and Services
- Foundational: language acquisition and development
- WIDA Framework and Academic Language Development: individual schools and district PD
- Schoology Course for all educators: Principles of Language Learning; Legal Foundation of EL Education
- ELA/ELL Collaborative Professional Development
- EL Training for Achievement of Tenure
- Professional Development for bilingual EAs

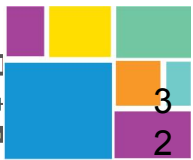
What's working

1. EL and SLIFE identification and exit procedures
2. Written plan of service
3. Valid Assessments
4. Communication and Involvement of Family and Community in program development
5. Family Engagement and Outreach to parents
6. EAs works under the supervision of licensed staff
7. Fiscal Management Procedures



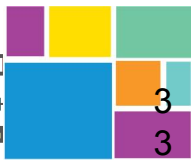
Areas of Improvement

1. **Ensure** EL service and access to core programming for ALL EL students
2. **Ensure** that all core content teachers and administrators receive training on EL practices and culturally relevant pedagogy
3. **Implement** EL Standards into the curriculum scope and sequence
4. **Develop** EL Program Evaluation
5. **Ensure** that ELs have access to teachers qualified in their teaching assignment



Current Topics

1. PD Plan
2. ELD Standards Alignment
3. TOSAs Co-Teaching Part Time
4. WIDA Screener
5. Board related matters:
 - a. MDE Review
 - b. PIC - Grad Pathway; Language Academy; Co-teaching Model;
 - c. Additional 10 FTEs



MLL Schoology

SPPS MLL: EL Teachers

Saint Paul Public Schools

Notifications

Rich text editor toolbar with options for Bold (B), Italic (I), Underline (U), Bulleted List, Numbered List, Indent, Outdent, Undo, Redo, Font Color, Size (12), Text Color, and Link. A blue 'Post' button is located at the bottom right of the editor area.

Most Recent



Elzbieta Murphy

FAQs regarding the English Learner Proficiency Definition



FAQs regarding the English Learner Proficiency ...
<https://drive.google.com/a/stpaul.k12.mn.us/file/d/0Bxlld2l5XlfjUHNyMG93524tSW8/view?usp=sharing>

Fri May 19, 2017 at 3:29 pm [Comment](#) · [Like](#)



Erika Bakkum

Check out the Newcomer Toolkit, a great resource from U.S. Department of Education!

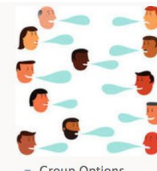
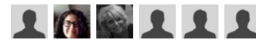


<https://www2.ed.gov/about/offices/list/oela/newcomer-toolkit/ncomertoolkit.pdf>

Upcoming 19 [Add Event](#)

No upcoming assignments or events

181 Members



Group Options

Updates

Discussions

Albums

Members (181)

Resources

Information [Edit](#)

The resources in this group have been designed for SPPS educators that work with English Learners.

[Leave this group](#)

SPPS MLL: EL Teachers

Resources

[Add Resources](#) [Options](#)

- Title
- News and Updates on English Learners**
Added by Elzbieta Murphy · Apr 17, 2017
- English Learner Handbook**
Added by Elzbieta Murphy · Jul 7, 2017
- MS & HS Language Academy Curriculum and Resources**
This folder contains curriculum for Middle and High School EL teachers
Added by Tova Loddigs-Werlinger · Jul 3, 2017
- EL- Special Education Guidance**
Added by Elzbieta Murphy · Nov 8, 2016
- Co-Teaching Documents**
Added by Elzbieta Murphy · Jun 12, 2017
- SLIFE Documents**
Added by Elzbieta Murphy · Jul 11, 2017
- Professional Development Opportunities for Educators**
Added by Elzbieta Murphy · Jan 19, 2017
- WIDA Framework: Tools and Resources**
Use this folder as a resource to support exploration of WIDA's tools and frameworks. These documents can contribute to curriculum design, instruction and assessment of language learners.
Added by Tova Loddigs-Werlinger · Sep 13, 2016
- MLL Newsletters**
Added by Tova Loddigs-Werlinger · Jul 5, 2017
- U.S. Department of Education Guidance Documents**
Added by You · May 17, 2017



Office of Early Learning - Title One



Organizational Structure

- Organization [Chart](#)
- Operating Budget
 - 7 Funding Streams
 - Each stream is tied to a unique purpose

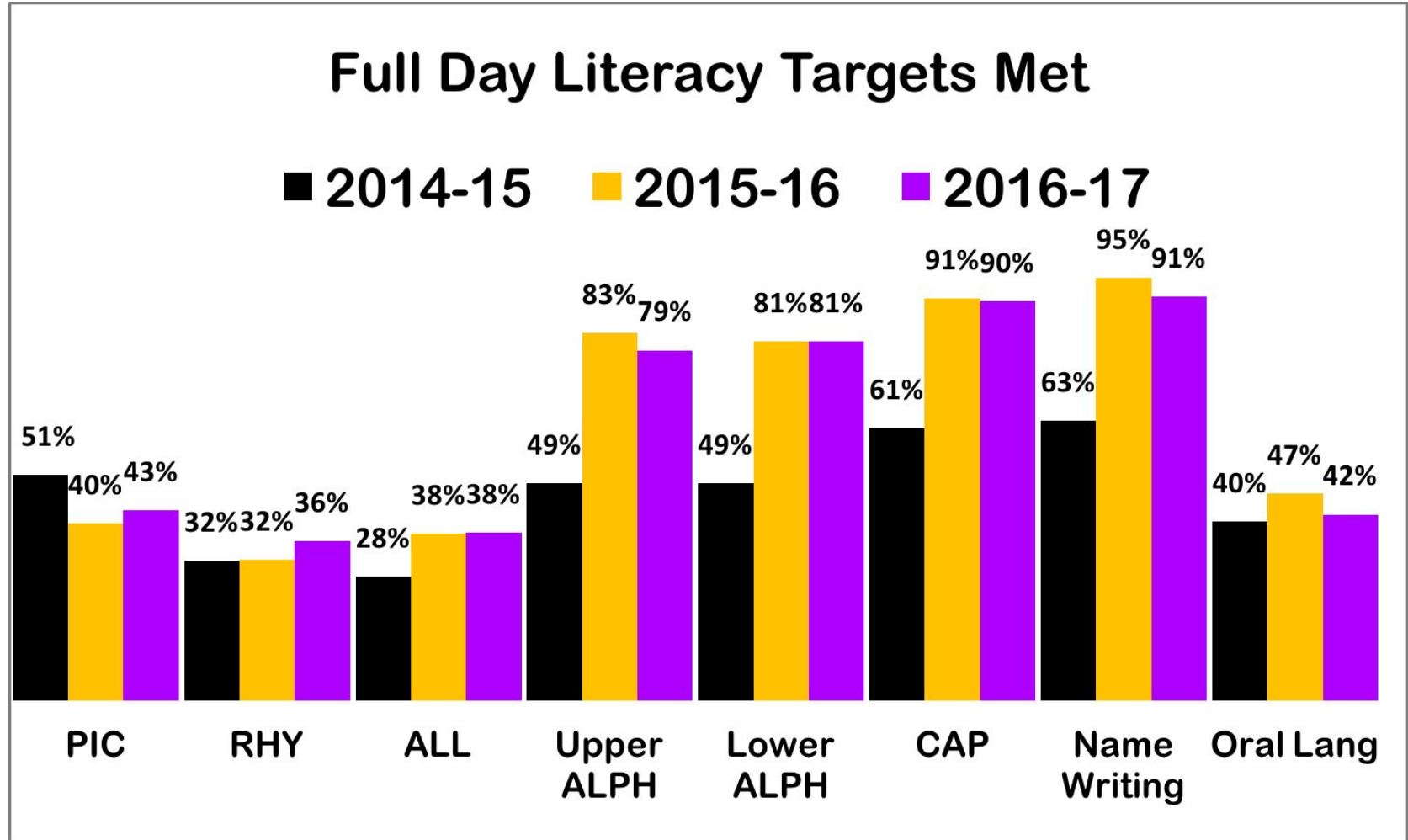


Title One - Early Learning

- Coordinate with Head Start/Early Childhood Programs
 - Head Start MOU
 - [Partnerships Coordinator Map](#)
- Early Childhood Screening
- Curriculum
- Tool to Measure Interactions
- Assessments - staff training, fidelity, document/progress monitor
- Summer School
- Blast Off To [Kindergarten](#)



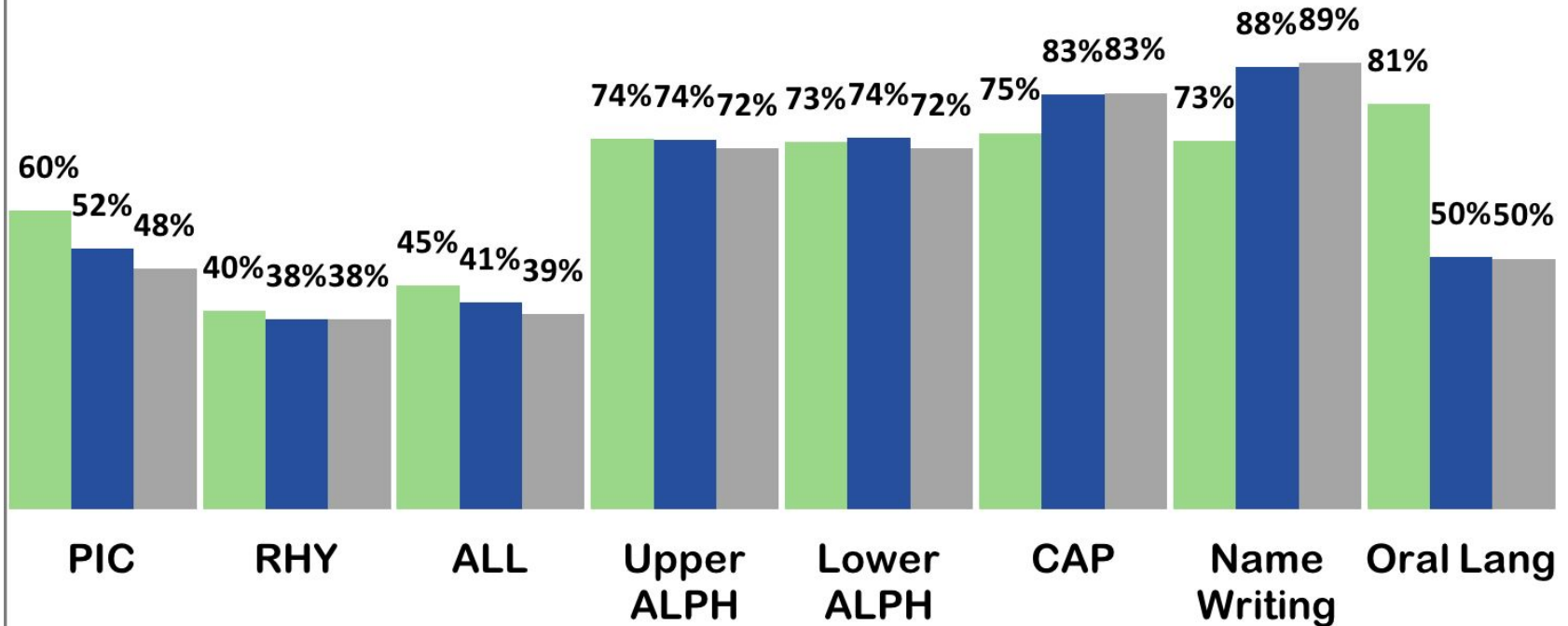
Full Day PreKindergarten Data - Literacy



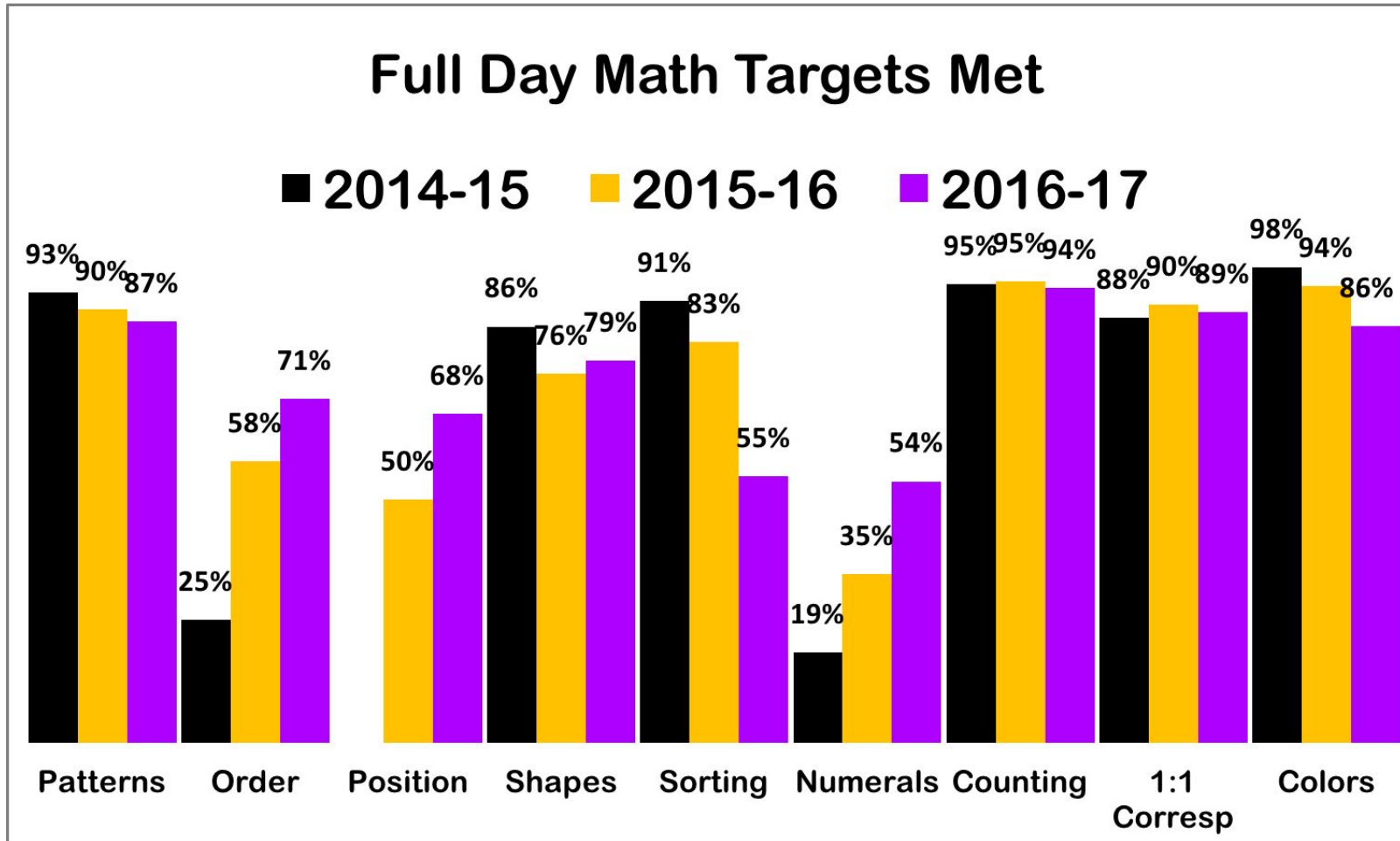
Half Day PreKindergarten Data - Literacy

AM-PM Literacy Targets Met

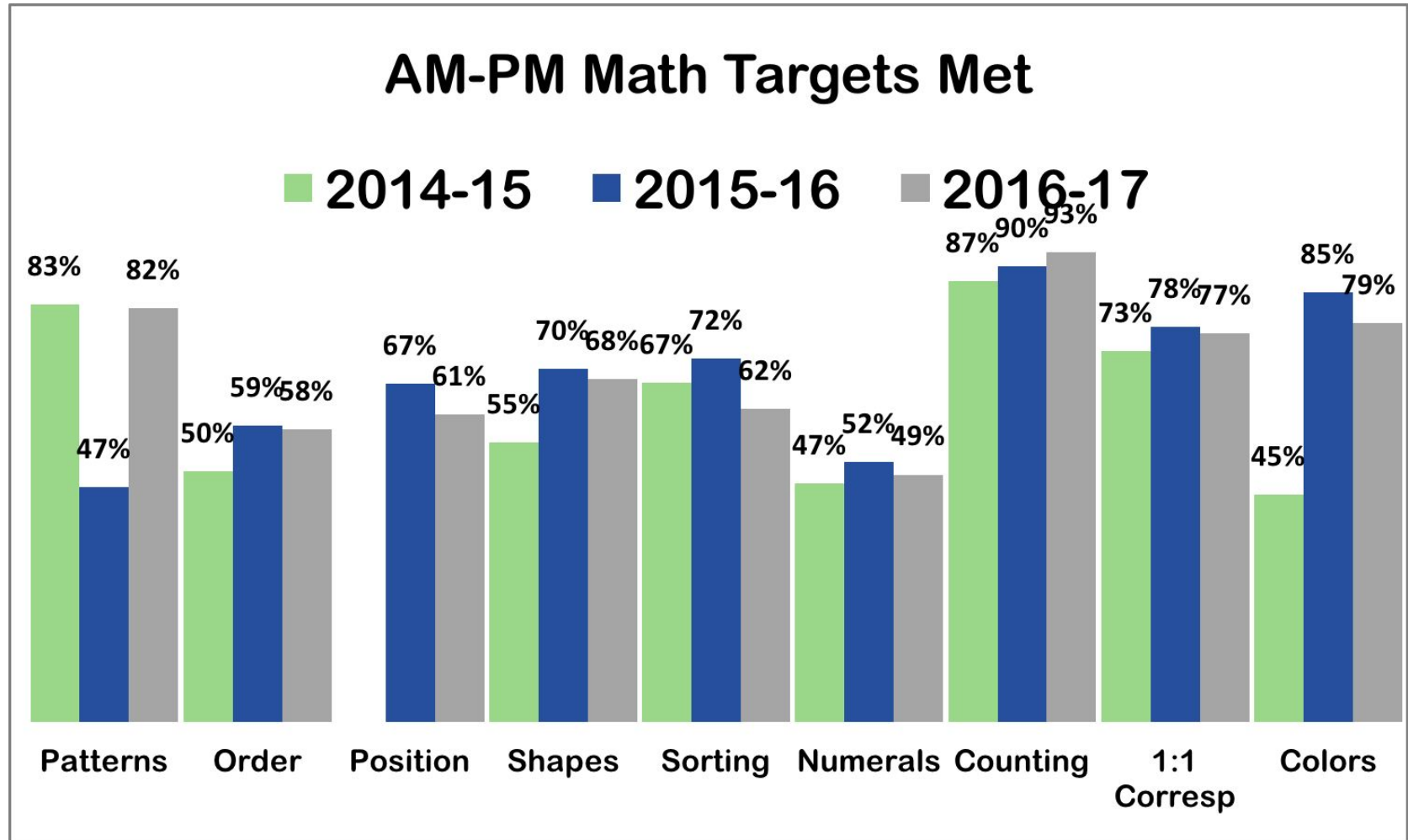
■ 2014-15 ■ 2015-16 ■ 2016-17



Full Day PreKindergarten Data - Math



Full Day PreKindergarten Data - Math



SCHOOL COUNSELING IN SPPS

School Counselors contribute to a safe, healthy and positive school climate by strengthening relational health among students & staff and reinforcing systems of support. School Counseling department leadership has begun to implement a multi-year plan in an effort to ensure all SPPS students receive a high quality comprehensive school counseling program.

This document and data points provide a snapshot of the work of SPPS school counselors. It is our goal that these data will help us to determine our areas of strength as well as areas for growth, and encourage the ongoing strengthening of our support of students and families.

CORE COUNSELING CURRICULUM

School counselors support students' academic success through proactive, comprehensive [Core Counseling Curriculum](#) (classroom lessons) for all SPPS students. The curriculum is divided in the three school counseling domains: academic, career and social emotional. Student Learning Targets were developed K-12 in SPPS and data are collected, analyzed and communicated quarterly to assistant superintendents, district leadership and building principals.

SMALL GROUP AND INDIVIDUAL COUNSELING

School counselors support students' academic success through small group intervention (Tier 2). School counselors participate in Professional Learning Communities (PLC) focused on interrupting predictable outcomes for identified students. Significant student growth in credit attainment, GPA, days attended, and time spent in class was shown across grade levels. [Counselor PLC Results Example](#)

School counselors provide Academic, Career and Social Emotional support to students through individual counseling sessions. The [Counselor Contact Log](#) through Campus will show the number and types of individual counseling sessions disaggregated by grade, race and topic. 2016-17: 126,000 individual and group counseling sessions.

MISSION

Licensed School Counselors empower students and families to access their premier Saint Paul Public Schools education through:

- Academic support.
- Social emotional support.
- College & career readiness.

VISION

- All students are college & career ready.
- All students have the mindsets & behaviors needed to be successful.
- All students have advocacy skills.
- All students and families feel welcomed, respected and valued.
- All students have access to a Licensed School Counselor.

GRADE LEVEL DATA SNAPSHOTS

- [Elementary School Counselors](#)
- [Middle School Counselors](#)
- [High School Counselors](#)

Saint Paul Public Schools
2017-2018 Core Counseling Objectives
Aligned with ASCA Mindsets & Behaviors for Student Success

ASCA Domain	Academic	Career	Social Emotional
K & 1	<p><i>Topic: Skills for Learning</i> Learning Objective: I can create relationships with adults that support success. (B-SS 3)</p>	<p><i>Topic: Career Exploration</i> Learning Objective: I can identify long- and short-term academic, career and social / emotional goals. (B-LS 7)</p>	<p><i>Topic: Making Friends</i> Learning Objective: I can create positive & supportive relationships with other students. (B-SS 2)</p>
2	<p><i>Topic: Success in School</i> Learning Objective: I can apply self-motivation and self-direction to learning. (B-LS 4)</p>	<p><i>Topic: Career Exploration</i> Learning Objective: I can identify long and short term academic, career and social / emotional goals. (B-LS 7)</p>	<p><i>Topic: Respect, Empathy, Friendship</i> Learning Objective: I can demonstrate empathy. (B-SS 4)</p>
3	<p><i>Topic: Successful Learning</i> Learning Objective: I can apply self-motivation and self-direction to learning. (B-LS 4)</p>	<p><i>Topic: Career Exploration</i> Learning Objective: I can identify long and short term academic, career and social / emotional goals. (B-LS 7)</p>	<p><i>Topic: Self-Regulation</i> Learning Objective: I can demonstrate self-discipline and self-control. (B-SMS 2)</p>
4	<p><i>Topic: Academic Success</i> Learning Objective: I can demonstrate ability to overcome barriers to learning. (B-SMS 6)</p>	<p><i>Topic: Career Exploration</i> Learning Objective: Demonstrate perseverance to achieve long and short term goals. (B-SMS 5)</p>	<p><i>Topic: Self-Regulation</i> Learning Objective: I can demonstrate self-discipline and self-control. (B-SMS 2)</p>
5	<p><i>Topic: Transition to Middle School</i> Learning Objective: I can demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities. (B-SMS 10)</p>	<p><i>Topic: Career Exploration</i> Learning Objective: I can apply self-motivation and self-direction to learning. (B-LS 4)</p>	<p><i>Topic: Resolving Conflict</i> Learning Objective: I can demonstrate social maturity and behaviors appropriate to the situation and environment. (B-SS 9)</p>
6	<p><i>Topic: Success in Middle School</i> Learning Objective: I can demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities (B-SMS 10)</p>	<p><i>Topic: About Me</i> Learning Objective: I can identify long and short term academic, career and social / emotional goals. (B-LS 7)</p>	<p><i>Topic: Bullying Prevention / Coping Skills.</i> Learning Objective: I can create positive and supportive relationships with other students. (B-SS 2)</p>

7	<p><i>Topic: Academic Goal Setting</i> Learning Objective: I can demonstrate perseverance to achieve long and short term goals. (B-SMS 5)</p>	<p><i>Topic: Career Key</i> Learning Objective: I can identify long and short term academic, career and social / emotional goals. (B-LS 7)</p>	<p><i>Topic: Conflict Resolution</i> Learning Objective; I can use effective collaboration and cooperation skills (B-SS 5)</p>
8	<p><i>Topic: Transition to High School</i> Learning Objective: I can demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities. (B-SMS 10)</p>	<p><i>Topic: Strengths Explorer</i> Learning Objective: I believe in using abilities to their fullest to achieve high-quality results and outcomes. (M 5)</p>	<p><i>Topic: Effective Communication</i> Learning Objective: I can use effective oral and written communication skills and listening skills. (B-SS 1)</p>
9	<p><i>Topic: Graduation Requirements</i> Learning Objective: I can actively engage in challenging coursework. (B-LS 8)</p>	<p><i>Topic: Career Cluster Finder</i> Learning Objective: I believe that postsecondary education and life-long learning are necessary for long-term career success. (M 4)</p>	<p><i>Topic: Accessing Support</i> Learning Objective: I can create relationships with adults that support success (B-SS 3)</p>
10	<p><i>Topic: Graduation Progress</i> Learning Objective: I can demonstrate perseverance to achieve long- and short-term goals. (B-SMS 5)</p>	<p><i>Topic: Resume Writing</i> Learning Objective: I can have a positive attitude toward work and learning. (M 6)</p>	Coming Soon
11	<p><i>Topic: Postsecondary Essay</i> Learning Objective: I can use effective oral and written communication skills and listening skills. (B-SS 1) 17-18 pilot schools only</p>	<p><i>Topic: College SuperMatch</i> Learning Objective: I believe that postsecondary education and life-long learning are necessary for long-term career success. (M 4)</p>	Coming Soon
12	<p><i>Topic: Graduation and Postsecondary Plan</i> Learning Objective: I can identify long- and short-term academic, career and social/emotional goals. (B-LS 7)</p>	<p><i>Topic: Application</i> Learning Objective: I believe that postsecondary education and life-long learning are necessary for long-term career success. (M 4)</p>	<p><i>Topic: Transition</i> Learning Objective: I can demonstrate the ability to manage transitions and ability to adapt to changing situations and responsibilities. (B-SMS 10)</p>

Counselor PLC Results Example

Cycle 1 Data



Nokomis Montessori
St Paul Music Academy
Adams Spanish Immersion

GOAL

YEAR GOAL: The number of students of color with 3 or more office behavior referrals from 2015-2016 school year will reduce by 10% in the 2016-2017 school year as reflected by school-wide data collection system (Campus and/or SWIS).

CYCLE 1 GOAL: The number of identified students of color with 3 or more office behavior referrals from 2015-2016 school year will receive 2 or less office behavior referrals by the end of Q2.

STUDENT GROUP

ALL: Students of Color

SPMA: 4th and 5th

Nokomis: K, 1st, 5th

Adams: 1st, 2nd, 4th

PROBLEM

Students are receiving referrals based on their behavior. The majority of the behavior referrals are for disruptive behavior and fighting. The data is telling us that students of color are receiving office behavior referrals at higher rates than their peers.

- Lack of communication skills to resolve conflict
- Disruptive behavior
- Not following classroom expectations and rules
- Minimal emotion management skills

INTERVENTION

Students participated in group counseling services to learn, practice, and plan to implement skills to help develop behavior management skills. Curriculum picked due for variety of reasons: data driven, professionally we wanted to grow in utilizing curriculums we have not used before, etc.

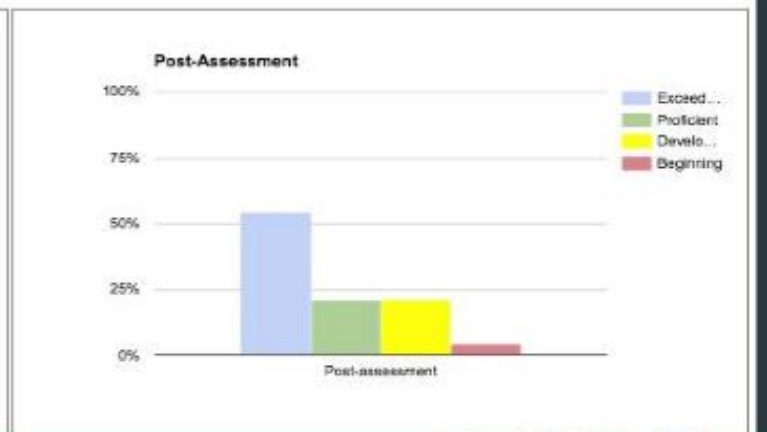
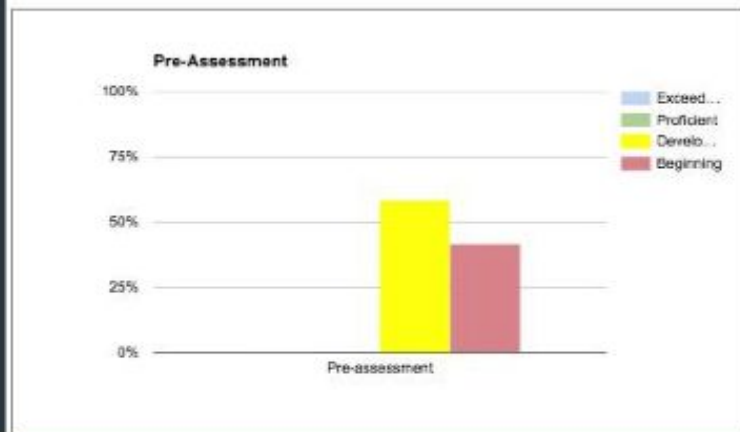
Examples of some of the curriculum we will use include:

- Salvaging Sisterhood- A Small Group Counseling and Classroom Curriculum for Relationally Aggressive Girls.
- Zones of Regulation
- Skillstream
- MeMoves
- Self Control and Regulation - Hunter and His Amazing Remote Control

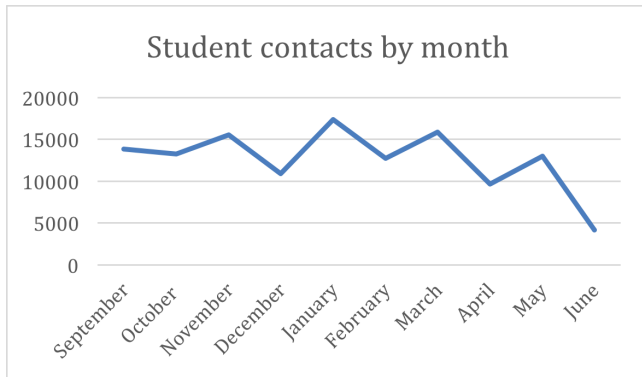
RESULTS

All Educators	Exceeding	Proficient	Developing	Beginning	All Educators	Exceeding	Proficient	Developing	Beginning
Pre-assessment	0%	0%	58%	42%	Post-assessment	54%	21%	21%	4%

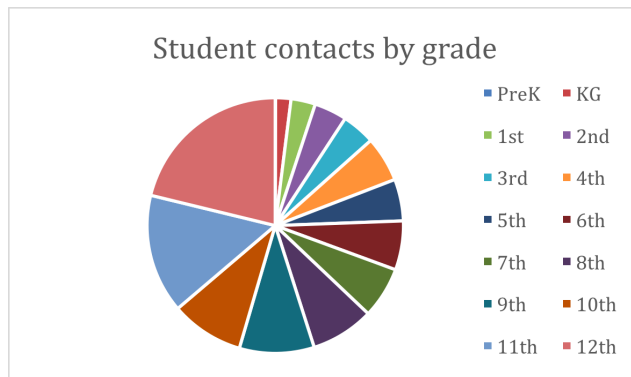
Drop down for each educator's data



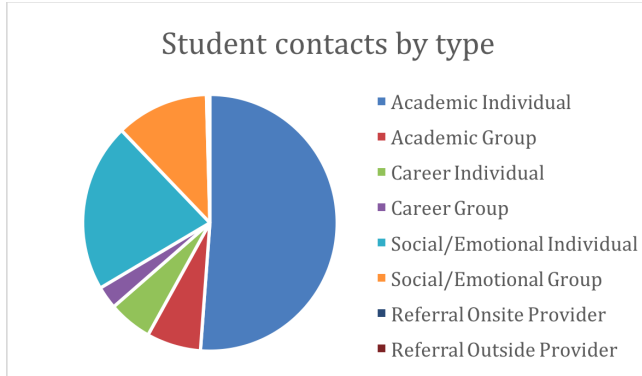
2016-2017 District Counseling Contact Log



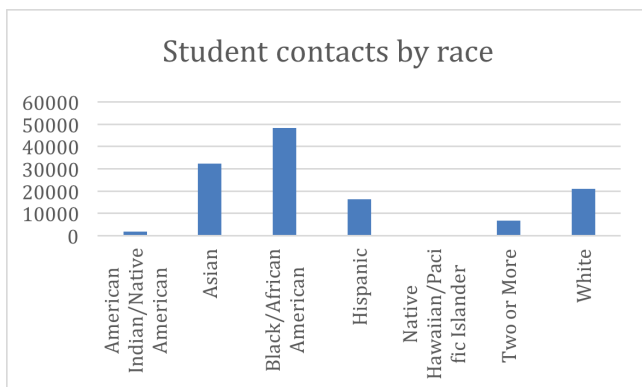
September - 13,823
 October - 13,252
 November - 15,568
 December - 10,930
 January - 17,362
 February - 12,727
 March - 15,891
 April - 9,649
 May - 13,009
 June - 4,200
 Total - 126,408



PreK - 55
 KG - 2,452
 1st - 3,891
 2nd - 5,219
 3rd - 5,306
 4th - 7,256
 5th - 6,677
 6th - 7,850
 7th - 8,194
 8th - 10,092
 9th - 11,929
 10th - 11,673
 11th - 19,033
 12th - 26,781

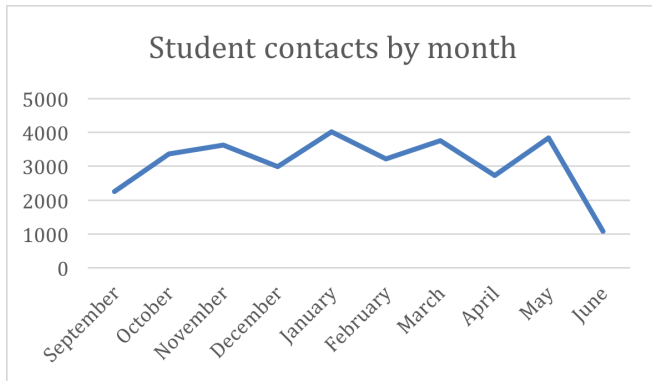


Academic Individual - 62,591
 Academic Group - 8,431
 Career Individual - 3,509
 Career Group - 6,804
 Social/Emotional Individual - 25,996
 Social/Emotional Group - 14,399
 Referral Onsite Provider - 218
 Referral Outside Provider - 319

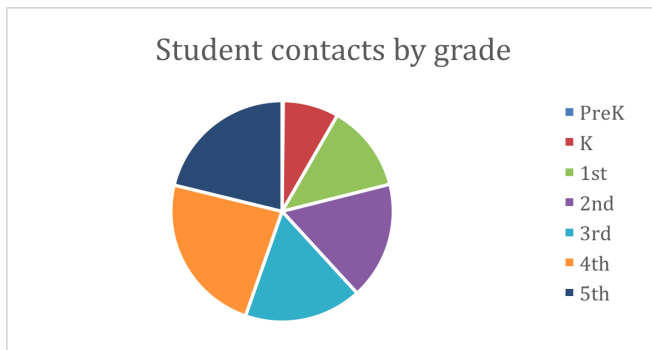


American Indian/Native American - 1,744
 Asian - 32,262
 Black/African American - 48,267
 Hispanic - 16,326
 Native Hawaiian/Pacific Islander - 61
 Two or More - 6,661
 White - 21,087

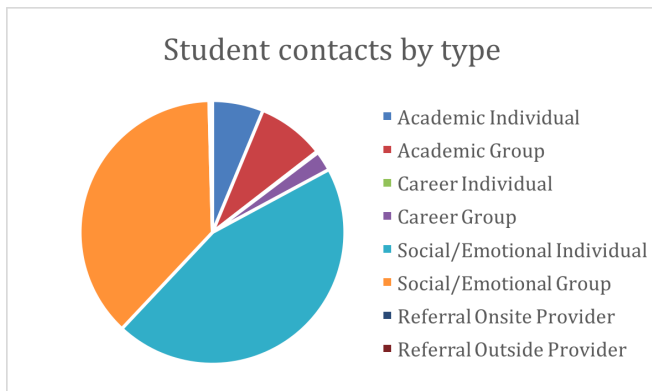
2016-2017 Elementary Counseling Contact Log



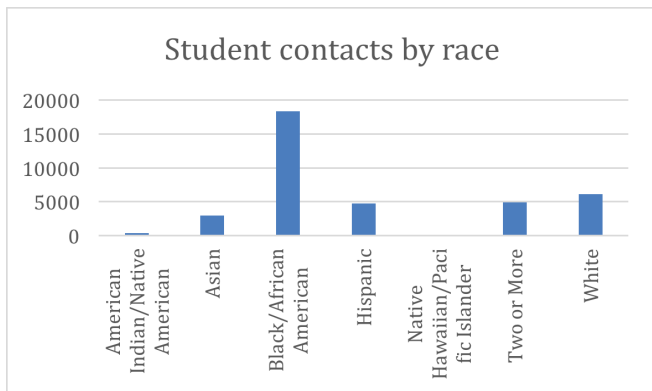
September - 2,246
 October - 3,370
 November - 3,633
 December - 2,989
 January - 4,024
 February - 3,210
 March - 3,761
 April - 2,721
 May - 3,834
 June - 1,072
 Total - 30,860



PreK - 66
 KG - 3,122
 1st - 4,915
 2nd - 6,607
 3rd - 6,588
 4th - 9,036
 5th - 8,149

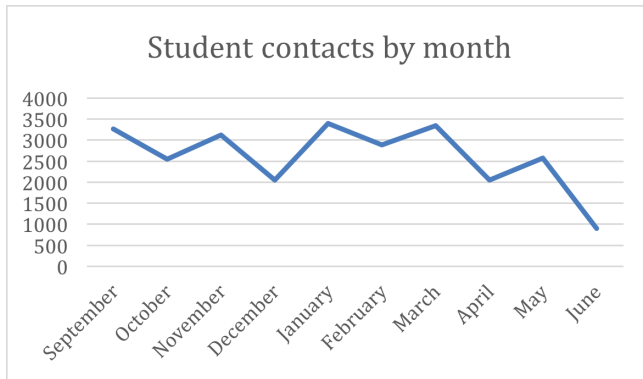


Academic Individual - 2,351
 Academic Group - 3,108
 Career Individual - 68
 Career Group - 918
 Social/Emotional Individual - 16,916
 Social/Emotional Group - 14,172
 Referral Onsite Provider - 78
 Referral Outside Provider - 79

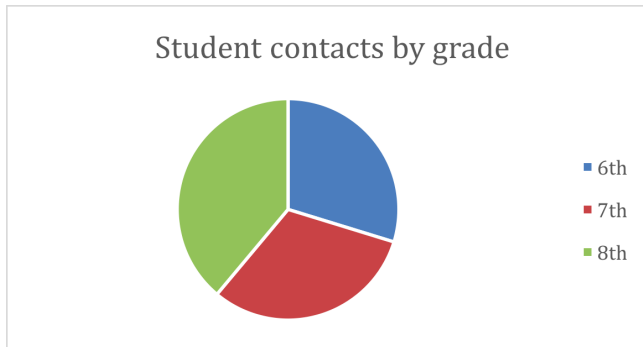


American Indian/Native American - 352
 Asian - 2,928
 Black/African American - 18,344
 Hispanic - 4,735
 Native Hawaiian/Pacific Islander - 45
 Two or More - 4,915
 White - 6,139

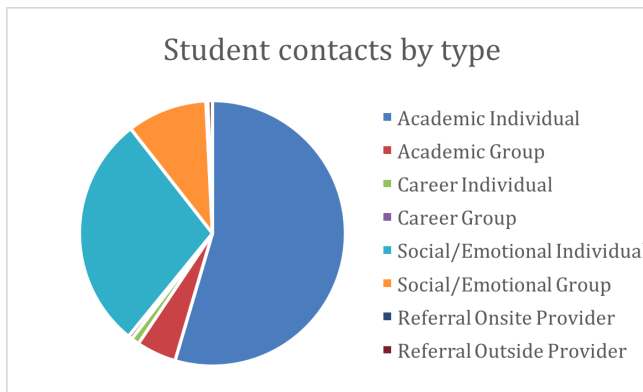
2016-2017 Middle School Counseling Contact Log



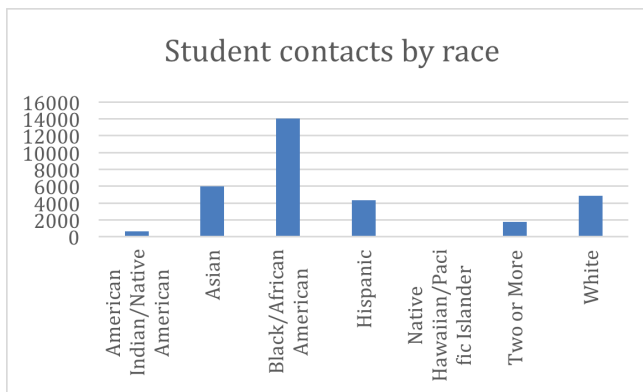
September - 3,272
 October - 2,542
 November - 3,122
 December - 2,045
 January - 3,391
 February - 2,891
 March - 3,349
 April - 2,045
 May - 2,580
 June - 899
 Total - 26,136



6th - 9,420
 7th - 9,920
 8th - 12,320

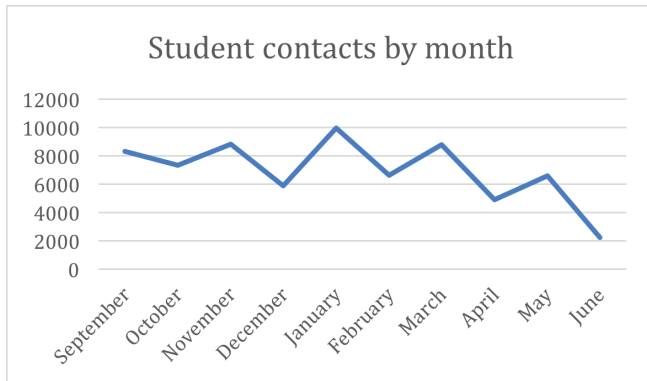


Academic Individual - 16,281
 Academic Group - 1,450
 Career Individual - 293
 Career Group - 148
 Social/Emotional Individual - 8,532
 Social/Emotional Group - 2,912
 Referral Onsite Provider - 70
 Referral Outside Provider - 163

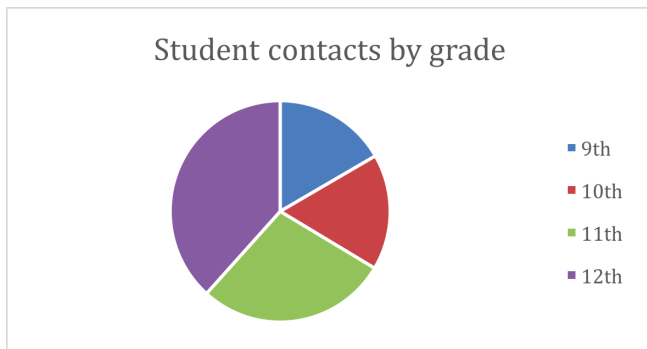


American Indian/Native American - 657
 Asian - 5,999
 Black/African American - 14,061
 Hispanic - 4,328
 Native Hawaiian/Pacific Islander - 15
 Two or More - 1,761
 White - 4,839

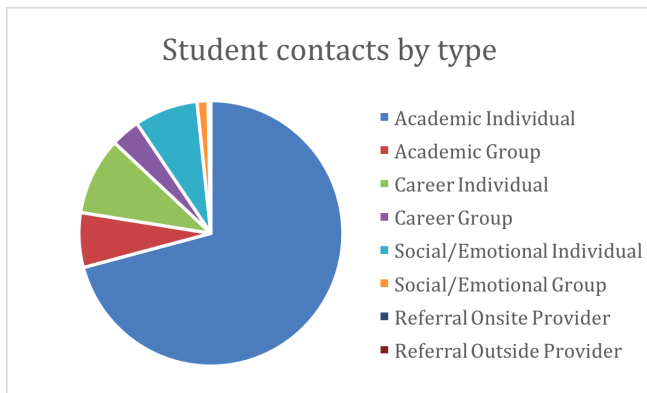
2016-2017 High School Counseling Contact Log



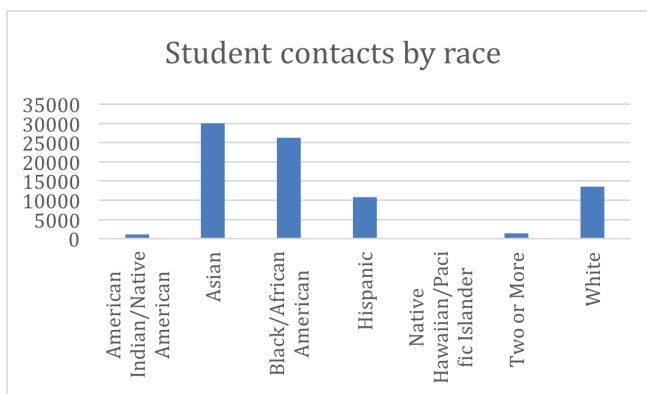
September - 8,306
 October - 7,340
 November - 8,813
 December - 5,896
 January - 9,947
 February - 6,626
 March - 8,781
 April - 4,883
 May - 6,595
 June - 2,229
 Total - 69,416



9th - 13,836
 10th - 14,074
 11th - 23,364
 12th - 31,849



Academic Individual - 57,137
 Academic Group - 5,380
 Career Individual - 7,605
 Career Group - 2,878
 Social/Emotional Individual - 6,273
 Social/Emotional Group - 1,090
 Referral Onsite Provider - 112
 Referral Outside Provider - 163



American Indian/Native American - 1,116
 Asian - 30,019
 Black/African American - 26,194
 Hispanic - 10,738
 Native Hawaiian/Pacific Islander - 14
 Two or More - 1,449
 White - 13,593

Project REACH/Fostering Connections

- “..is a St. Paul Public Schools shelter and street-based program that promotes school stability and academic success of homeless children and youth. Our program staff serve Pre K and school age children who are in temporary housing situations.”
- “..is a St. Paul Public Schools program that assists with the education stability of students placed in out –of –home care”

PROJECT REACH

Si actualmente usted vive:

- En un albergue de transición, doméstico o juvenil
- En un motel u hotel
- Con amigos o familia debido a que usted ha perdido su vivienda
- Casa de acogida (foster) de emergencia
- En un carro, en la calle o en un edificio abandonado

LISTED TIENE DERECHO A:

- Continuar en la escuela y asistir a la escuela en la cual está actualmente.
- Matricularse en la escuela sin tener una dirección permanente, registros de vacunas o escolares.
- Recibir comidas gratuitas en la escuela.
- Obtener transporte desde y hacia la escuela.
- Recibir otros servicios educacionales.

SI TIENE PREGUNTAS O INQUIETUDES, LLAME AL 651-632-3790.

Saint Paul Public Schools Title I Homeless Programs | 1021 Marion Street, St. Paul, MN 55117
State Coordinator | 651-582-8302

PROJECT REACH

If you are currently living:

- In a transitional, domestic, or youth shelter
- A motel or hotel

PROJECT REACH

ಇದೇನು, ಕೂಲಿ-ನಿರ್ದೇಶನ:

- ಉತ್ತರಿಸುವುದು ಉತ್ತರಿಸುವುದು, ಮನೆ, ಫುಲ್ಟೈಮ್ ಅಥವಾ ಉತ್ತರಿಸುವುದು
- ನಿರ್ದೇಶನ ನೀಡುವುದು
- ಈ ಸಂದರ್ಭದಲ್ಲಿ ಉತ್ತರಿಸುವುದು ಉತ್ತರಿಸುವುದು ಉತ್ತರಿಸುವುದು
- ರಾತ್ರಿ ಇಲ್ಲವಾದರೆ ಉತ್ತರಿಸುವುದು ಉತ್ತರಿಸುವುದು
- ವಿವರಿಸುವುದು, ಮನೆಗೆ ಉತ್ತರಿಸುವುದು ಉತ್ತರಿಸುವುದು

ಕೂಲಿ-ನಿರ್ದೇಶನದ ಅರ್ಹತೆ:

- ಮನೆಗೆ ಉತ್ತರಿಸುವುದು ಉತ್ತರಿಸುವುದು ಉತ್ತರಿಸುವುದು
- ಮನೆಗೆ ಉತ್ತರಿಸುವುದು ಉತ್ತರಿಸುವುದು ಉತ್ತರಿಸುವುದು
- ಮನೆಗೆ ಉತ್ತರಿಸುವುದು ಉತ್ತರಿಸುವುದು ಉತ್ತರಿಸುವುದು
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Saint Paul Public Schools Title I Homeless Programs | 1021 Marion Street, St. Paul, MN 55117
State Coordinator | 651-582-8302

Law requires that we post McKinney Vento rights

PROJECT REACH

Hadji aad iminka ku nooshahay:

- Hoy (shelter) ku meel gaar ah, kuwa qoysaska ama kuwa dhallinyarada
- Ama aad degan tahay hotel
- Ama ay gurri la'aan idinku dhacday oo aad la jooftaan qaraabo ama saxaibo
- Ama meelaha caruurta lagu koriyo hadii ay xaalka degdeg ah qoyska la soo darsato
- Ama aad ku hoyatid gaan darsatid, wadooyinka ama guryo laga guray

Hadji xaaladaha kor lagu xusey ay kuula soo dar'aan wixaa xaq u leedahay in aad:

- Si wadatiid iskusiikaaga aad iminka dhigati.
- Waxaa lagu ool yahay in aad la diwaan galisid adiga oo aan shwaan ama diwaan la'aan iscaari waahin.
- In aad hehshid comada iskusiika oo laag la'aan ah.
- In aad hehshid qadiid ku qeyba kaana soo aasata iskusiika.
- In aad hehshid adeegyada kale oo waabaraaha.

HADJI AAD QABTID SU'AALO KA LA XIRIRI ISKIL-XIRAAHA U QAABILSAN AAGAAGA TELEFOONKA 651-632-3790.

Saint Paul Public Schools Title I Homeless Programs | 1021 Marion Street, St. Paul, MN 55117
State Coordinator | 651-582-8302

PROJECT REACH

YOU HAVE THE RIGHT TO:

- Stay in school and attend the school in which you are currently enrolled.
- Enroll in school without a permanent address, immunizations or records.
- Get free school meals.
- Get transportation to and from school.
- Receive other educational services.

CONTACT YOUR LOCAL LIAISON AT 651-632-3790 WITH ANY QUESTIONS OR CONCERNS.

Saint Paul Public Schools Title I Homeless Programs
1021 Marion Street, St. Paul, MN 55117 | State Coordinator | 651-582-8302

PROJECT REACH

Yog hais tias tam sim no koj nyob:

- Haux cov beev so (shelter) laas nyob in riles xab, beev so sau cov neeg raag kev lsim boom haux cuab yig, los sis beev so rau cov hkaas
- Haux cov beev so (motel los yog hotel)
- Neeg phooq ywg thab lam beev neeg nyob vim koj lub beev poob laam
- Neeg nam qhuav biv qhuav nyob vim muaj xwm coov
- Haux lshel, tom tej kev los sis tej lub beev uas lsis muaj neeg nyob laam

Koj muaj cai:

- Kawm ntauv thab kawm hej yem nyob rau lub boov kawm ntauv uas koj lub tom kawm lam sen no.
- Muaj kawm ntauv, kawm las koj sis muaj chaw nyob muaj hmoov, ntauv ntauv losaj lshaj thab lam yem ntauv ntauv tom.
- Nis zaub mov dzaab.
- Caj bheh ntauv muaj kawm ntauv thab rov los beev.
- Tade lam yem hej pob coom rau koj beev kawm.

YOG MUAJ LUS NUG LOS SIS KEV TAJAUJ YEED, HAI RAU THAB NUG TAJAUJ LUS UAS NYOB JE NTAUW KOU NTAUW THAB KEV TAJAUJ 651-632-3790.

Saint Paul Public Schools Title I Homeless Programs | 1021 Marion Street, St. Paul, MN 55117
State Coordinator | 651-582-8302

McKinney Vento and Fostering Connections services

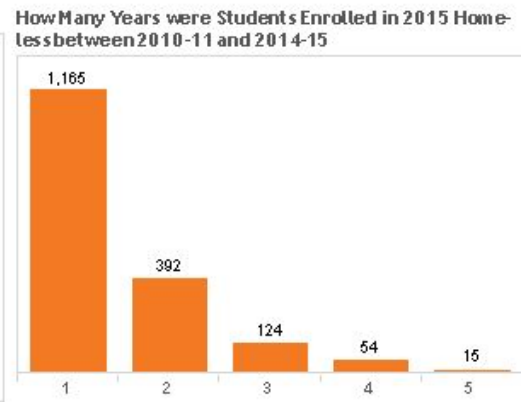
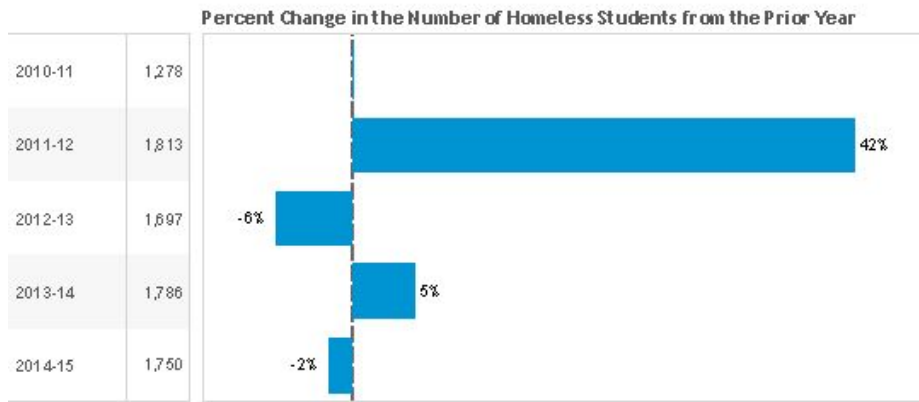
- May stay in the **same school** they attended before they became homeless or placed in foster care and may receive transportation to that school= school of origin
- Automatically qualify for **free school meals**
- May enroll in any school **without proof** of resident status, immunizations, school records, guardianship or other documents

Students and families receive:

- Assistance with school enrollment
- Donations of school supplies and uniforms
- Referrals to community and county agencies that help with medical, legal, food, clothing and housing needs
- Assistance with early childhood registration and screening
- Advocacy for Special Education services
- Evening academic support in several St. Paul shelters
- Food boxes through Second Harvest are also available

- REACH SSW are working with SAM to improve attendance

Homeless Student Enrollment 2010-11 to 2014-15



Year
2014-15

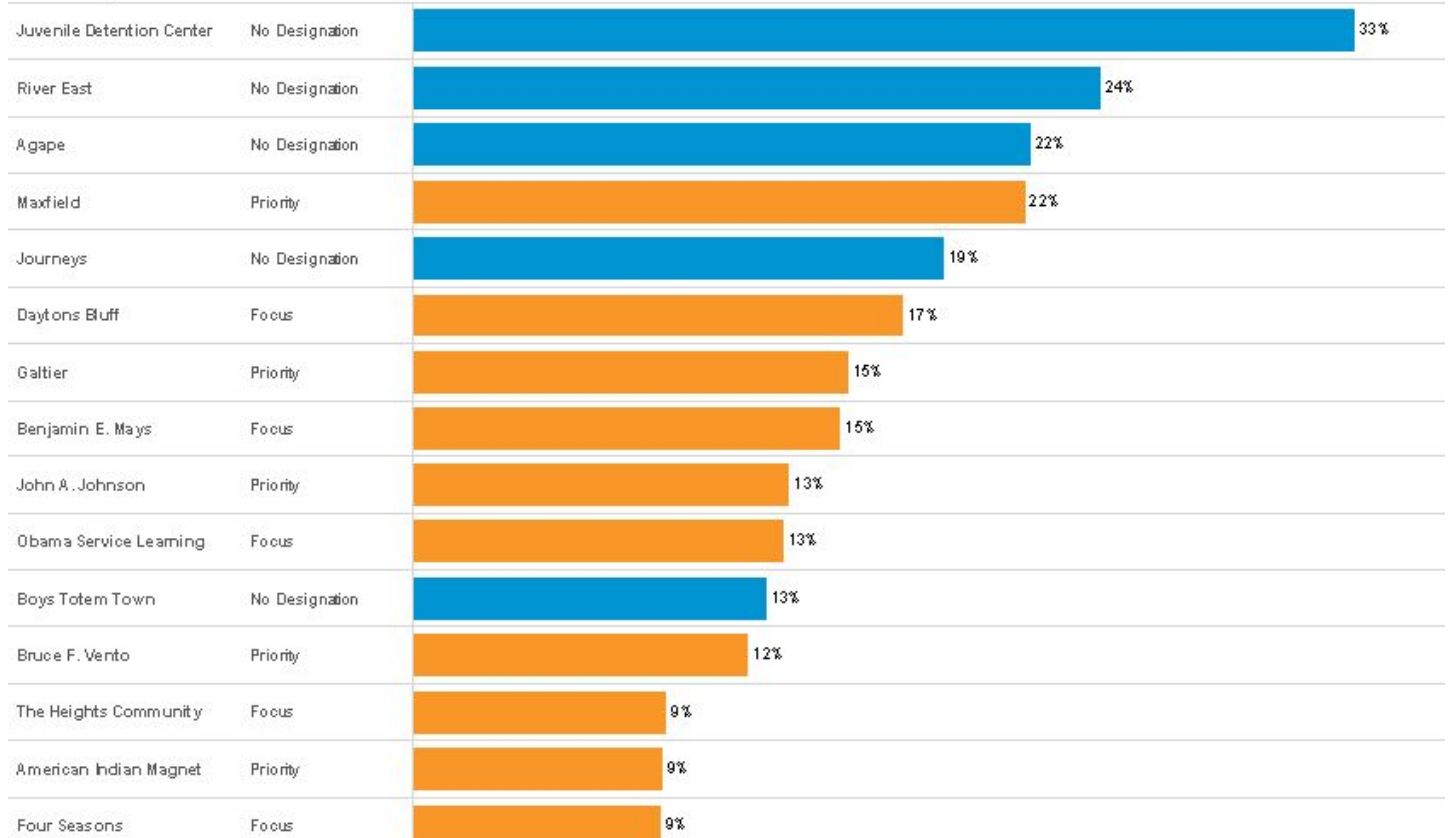
Demographic:
All Students

Breakdown by All Students in 2014-15

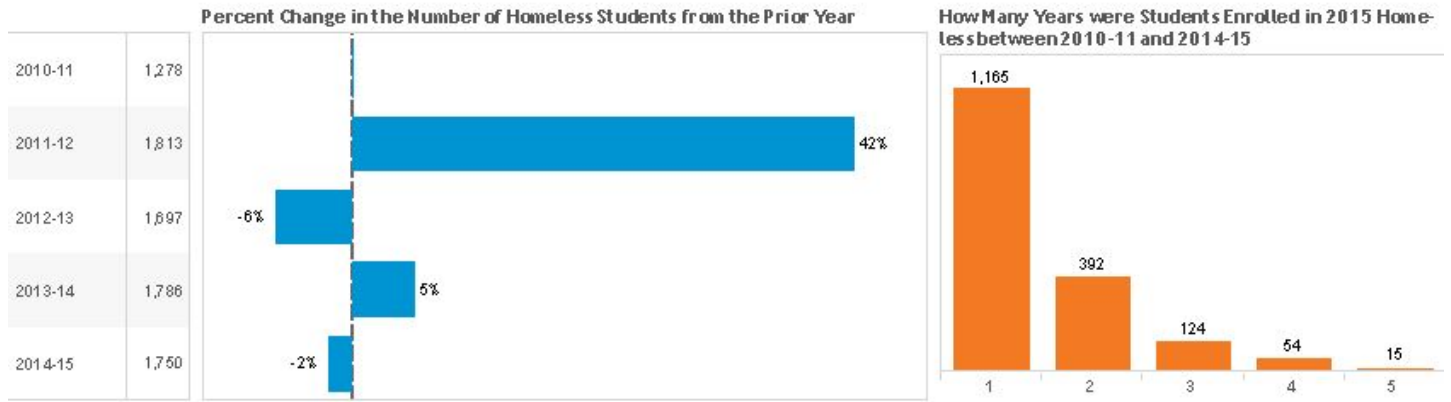


Homelessness Rank
1 to 15

Percentage of Enrolled Students that are Homeless



Homeless Student Enrollment 2010-11 to 2014-15



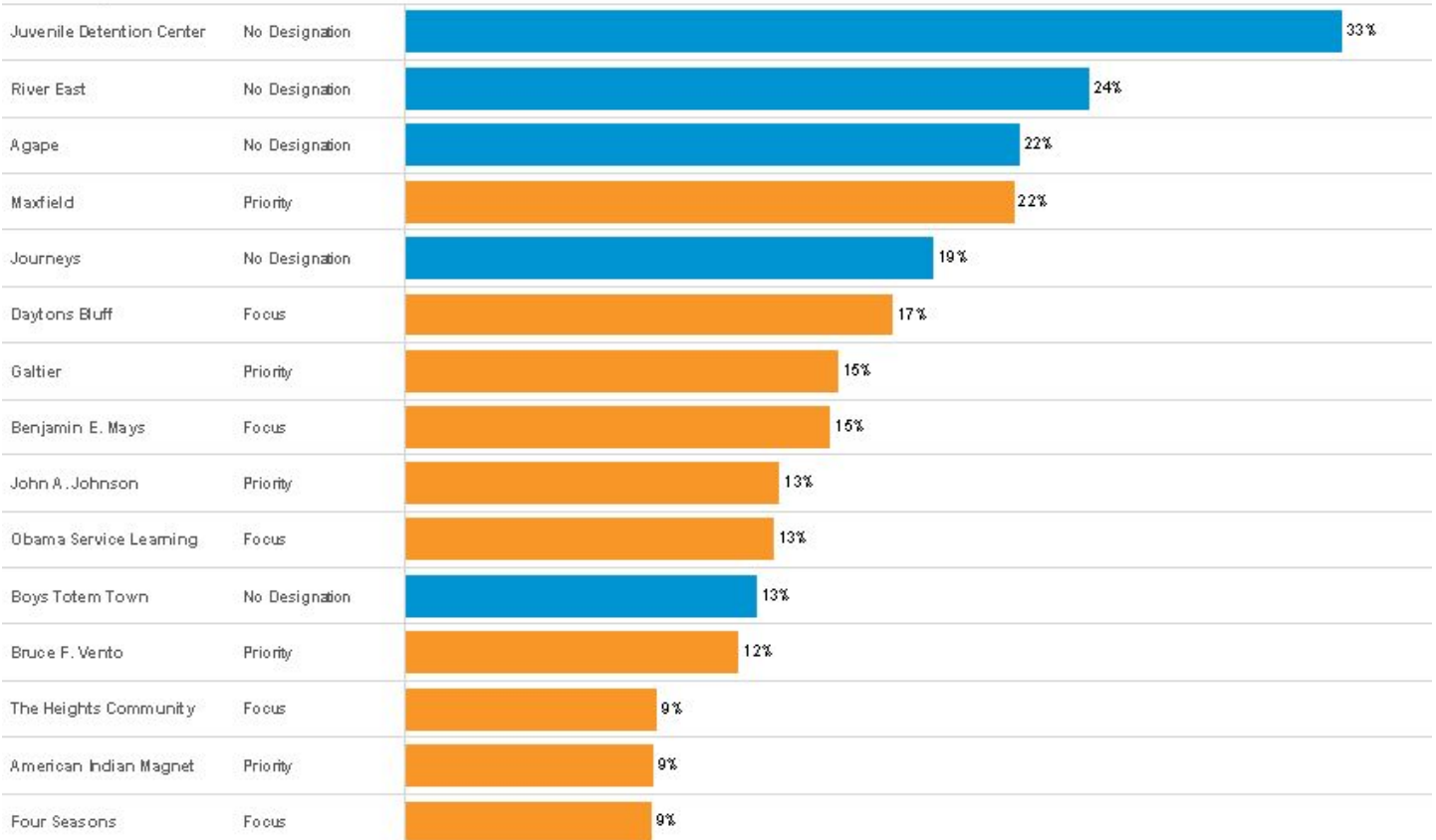
Year: 2014-15
Demographic: Race/Ethnicity

Breakdown by Race/Ethnicity in 2014-15



Homelessness Rank: 1 to 15

Percentage of Enrolled Students that are Homeless



Facts on mobility and doubled up

Doubled-Up Students

- 1,127 Doubled-up students
 - 3343 different addresses
 - 3.75 addresses per year
 - 170 students with 1 address
 - 75% of students have 4 or fewer addresses

District Enrollment

- 38,252 Students
 - 48,731 different addresses
 - 1.27 addresses per student
 - 30,438 students with 1 address
 - 99% of students have 4 or fewer addresses

Child Homelessness in SPPS

- <file:///Users/e469748/Desktop/Documents/REACH%202015-2016/Homelessness%20in%20SPPS%20%20Piktochart%20Infographic%20Editor.htm#>

Overall REACH Numbers

REACH 2016

- MARSS (does not include under Pre K, Early Childhood etc) 1678 Total K-12
- REACH identified 1929 Pre K- 12

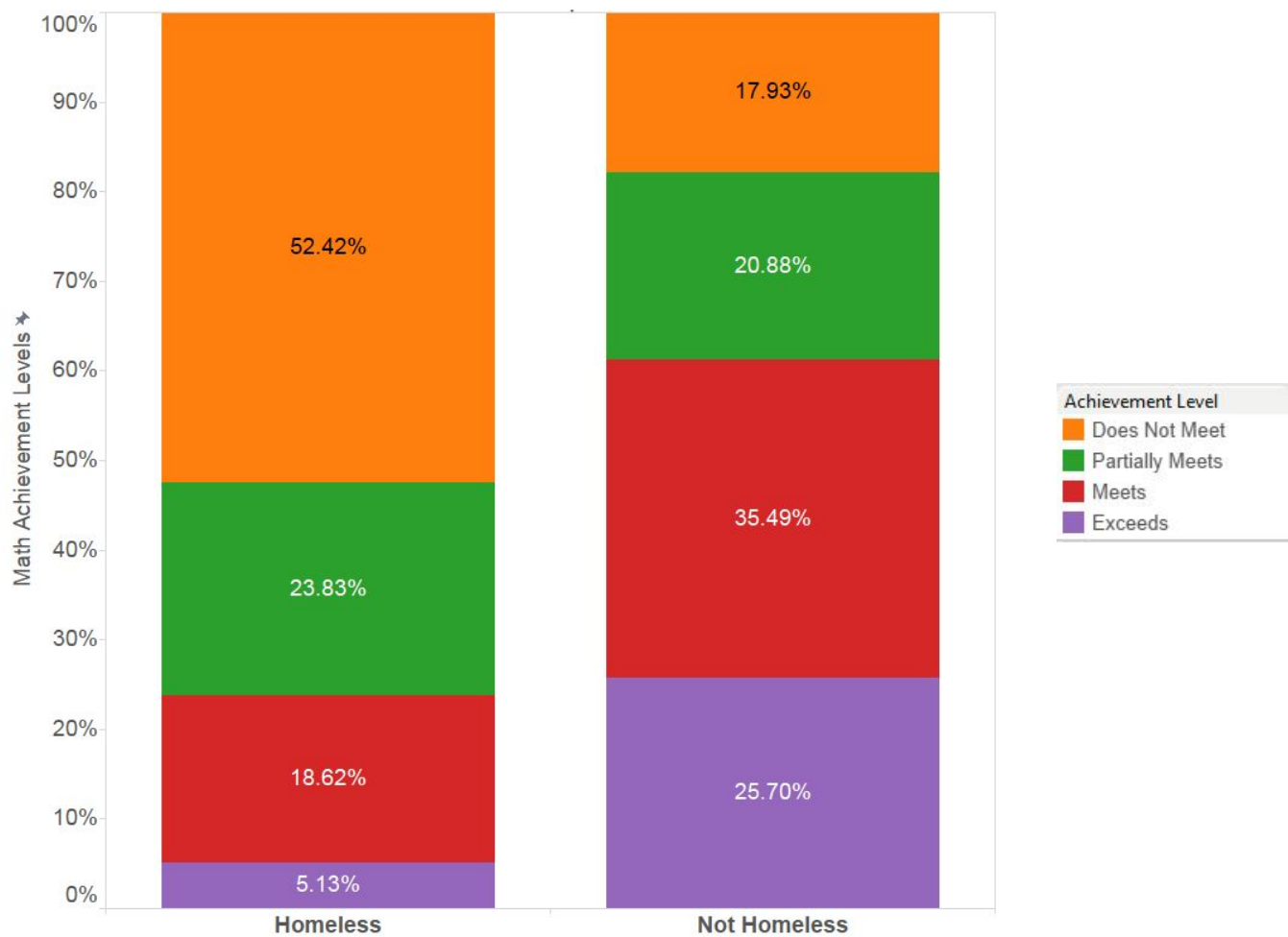
According to MARSS

- 151 EL= 9%
- 435 Special Ed= 26%
- Attendance = 86.3%
- Served (add'l through tutoring etc) 2244

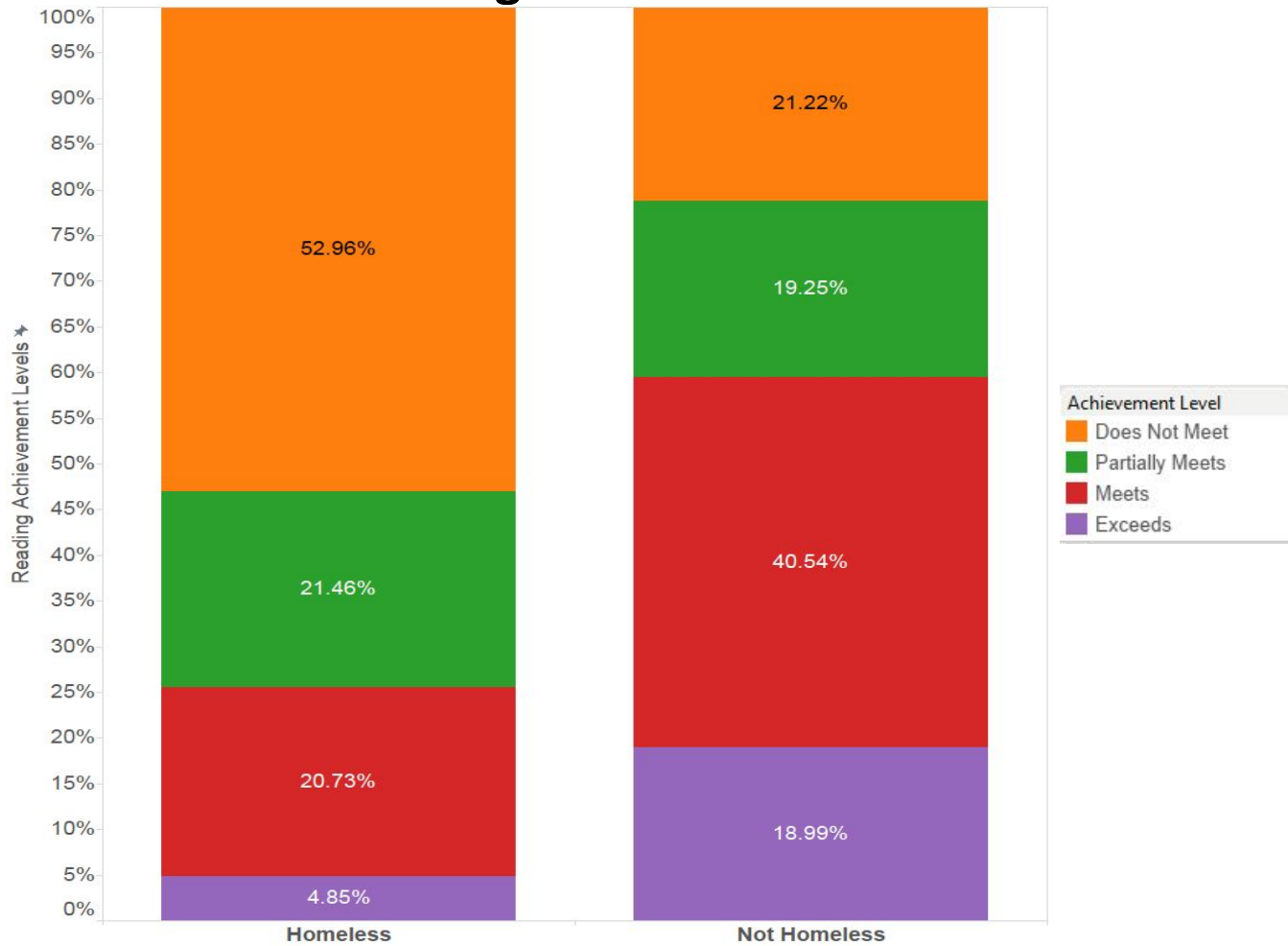
Fostering Connections

- 219 Total 2016
- 250 Total as of May 31, 2017

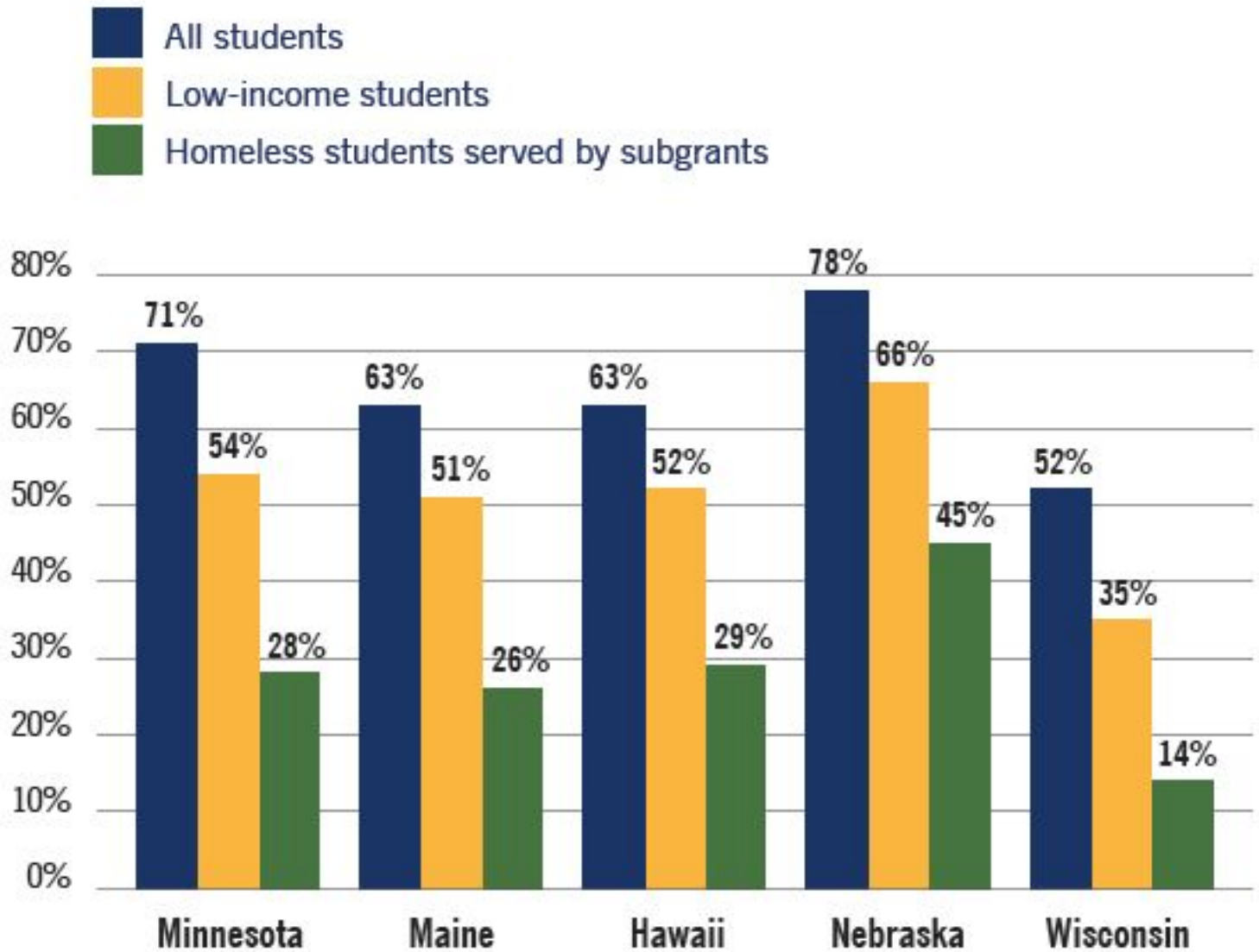
Homelessness and math achievement levels



Homelessness and reading achievement levels



Math Proficiency of 4th Graders in Select States



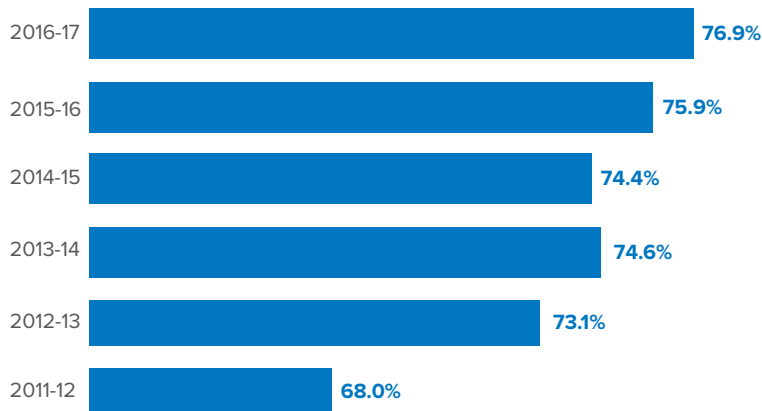
Source: U.S. Department of Education, "ED Data Express," <http://www.eddataexpress.ed.gov>.



SPPS Students Graduate at Higher Rates than Statewide Peers in Multiple Areas

Saint Paul Public Schools congratulates its Class of 2017, which reached a 76.9 percent four-year graduation rate. Multiple groups surpassed the state across SPPS and in specific schools.

SPPS Four-Year Grad Rate



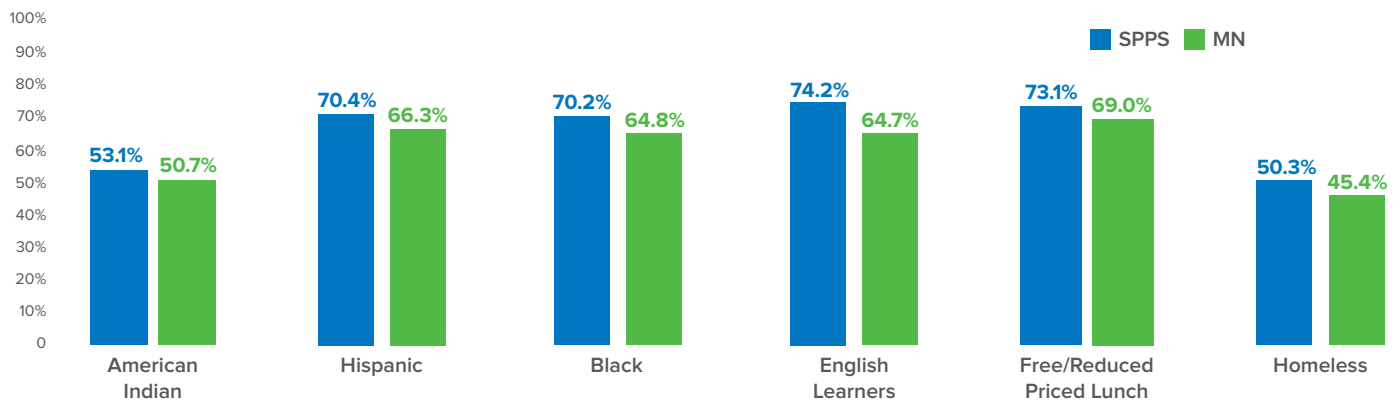
Change In Calculation

This year's graduation results reflect the Minnesota Department of Education's (MDE) revisions to its graduation calculation. This is related to its implementation of the Every Student Succeeds Act (ESSA). For accurate comparisons, MDE has applied the changes retroactively to previous years going back to the class of 2012.

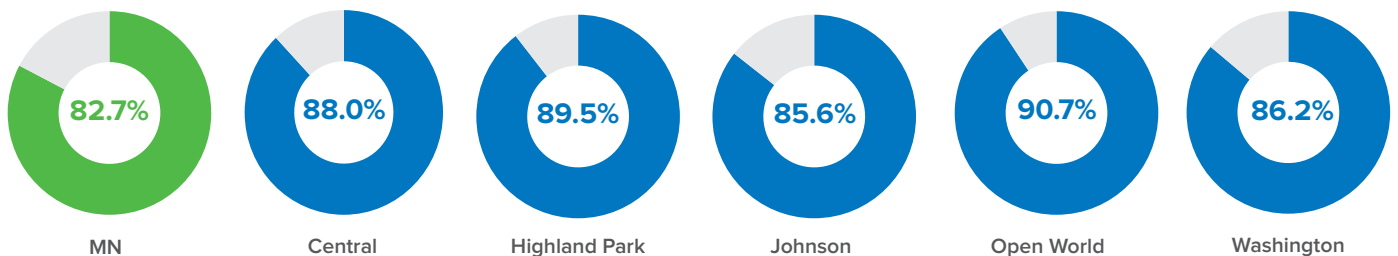
Graduation rates using the previous calculation (prior to February 2018) should no longer be used. Additionally comparisons between the previous calculation (prior to February 2018) and the current calculation are not appropriate.

SPPS to State Comparisons

SPPS students in the Class of 2017 graduated in four years at a higher rate than their peers, statewide, in the following groups of students:



Schools Higher Than State: All Students



For more information, visit spps.org

Priority Areas for 2016-17	American Indian Parent Committees	Gender and Sexual Diversity PAC	Hmong PAC*	Latino Consent Decree PAC*	Somali PAC*	Special Education Advisory Council	Karen PAC*	Parents of African American Students Advisory Council
Hiring and Training (Twelve recs, from six PACs)		Funded staff training plan for gender inclusion, including accountability and enforcement > Plan - Equity + HR - \$	Increase teachers of color > Program - HR - \$	Increase LCD bilingual teachers and EAs Place LCD staff in areas with most need Improve LCD staff expectations > Plan - HR	Increase bilingual Somali staff district-wide > Program - HR - \$ Provide Somali/Muslim cultural training > Plan - OTL + MLL Place Somali bilingual staff in areas with most need > Program* - HR + MLL		Increase or balance Karen staff to students; allocate adequate staff resources to address student needs > Program* - HR + MLL - \$ Create opportunities for Karen staff advancement > Plan - HR	Increase African American teachers to match student demographics > Program - HR - \$ Place African American navigators at every school site > Program - HR - \$
Engagement (Six recs, from four PACs)		Opt-in process for families to self-select to receive information > Plan - OTL + Communications + OFECP		Continue LCD Parent Engagement Programs > Plan - OFECP			Regularly meet to monitor progress > Plan - OFECP	Utilize best practices & clear communication about expectations of students, parents, and personnel -HS Graduation for Af. Am. students -communication with families to access services ex. ESY > Plan - OCCR + OSS Mandate NAAPID observance, and offer visible support > Plan - OFECP + Schools Implement training to develop parent advocates > Plan - OFECP
Curriculum and Materials (Five recs, from four PACs)		Expand multicultural and gender-fair curriculum across disciplines and grade levels > Program - OTL - \$	Grow and develop the Hmong Dual Language curriculum > Program - OTL - \$		Review materials used in schools to be culturally appropriate > Plan - OTL Somali language and culture classes at K-12 sites through the social studies curriculum > Program - OTL + MLL - \$		Create after-school Karen language and culture enrichment programs > Program - OCCR + MLL - \$	

	American Indian Parent Committees	Gender and Sexual Diversity PAC	Hmong PAC*	Latino Consent Decree PAC* (June/July)	Somali PAC*	Special Education Advisory Council	Karen PAC*	Parents of African American Students Advisory Council
Program and Practice (Four recs, from four PACs)				Add an LCD flag to Campus > Plan - OTL		Refine policy to immediately stop suspending students with an IEP for disability related issues. > Practice - OSS	Systematically assess students for readiness before mainstreaming, and provide support for newly promoted students in mainstream classes > Plan*- MLL	Implement mandatory year-round services for SpEd and students experiencing homelessness > Program - OSS + OFP/Proj REACH - \$
Placement and Transportation (Three recs, from three PACs)	Improve access for American Indian students and families at AIMS > Plan - SP		Provide district-wide transportation for Hmong Dual Language programs, if regional programs are at capacity > Plan - SP + TS - \$					Make city-wide busing available for vocational programs > Plan - SP + TS - \$
Decision Making (Three recs, from three PACs)	Develop a reporting structure to ensure that Indian Education receives timely and consistent information on American Indian students in SPPS > Plan - REA + Indian Ed		Hiring of Jackson Principal - prioritize knowledge of immersion, partnerships, and Hmong language and culture > Practice - ASupe + HR			Ensure there is a parent and student Special Education voice on all committees, task forces, and forums, including the search for the new Director of Specialized Services > Practice - OFECP + HR		
Equity (Three recs, from three PACs)					Reassure the Muslim/Somali community that SPPS will not allow bullying and intimidation > Plan - Comm	Continue to aggressively respond to negative and slanderous comments about Special Education > Plan - Comm		Evaluate systemic racism in SPPS, conducted by an external group > Program - Equity - \$
Funding (Two recs, from two PACs)	Stability and sustainability of Indian Education's Check and Connect program > Program - Indian Ed - \$	Stability of Out for Equity programming > Program - Equity - \$						

* Responding to and completing a Corrective Action Plan for Minnesota Department of Education's Title III Monitoring Report (1/17/2017) will be the Administration's priority.