



**Saint Paul**  
PUBLIC SCHOOLS

# Envision SPPS: A well-rounded education for all students

**Council of the Great City Schools**

Dr. Joe Gothard, Superintendent

Jackie Turner, Chief Operations Officer

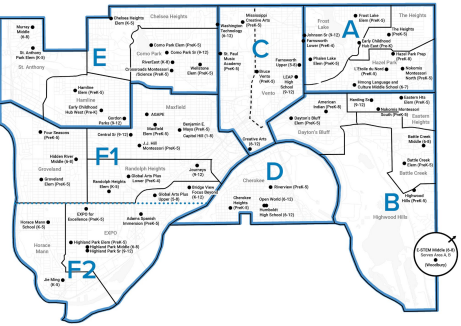
October 20, 2022

Saint Paul Public Schools, District 625 | 360 Colborne Street, Saint Paul, MN, 55102



# Saint Paul Public Schools

Saint Paul Minnesota is the traditional land of the Dakota people and we respectfully acknowledge their stewardship of the land throughout the generations.

Our District	Our Students	Our Indicators
<ul style="list-style-type: none"> <li>● 32,149 PreK*-12 students</li> <li>● 68 schools</li> <li>● 5,500 employees</li> <li>● 61% of school age children in the city attend SPPS</li> </ul> 	<ul style="list-style-type: none"> <li>● 14% Hispanic/Latino</li> <li>● 1% American Indian</li> <li>● 30% Asian</li> <li>● 25% Black</li> <li>● 22% White</li> <li>● 8% two or more races</li> <li>● 30% English Language Learners (more than 100 languages, five major English, Hmong, Karen, Somali, Spanish)</li> <li>● 16% receiving special education services</li> <li>● 61% receiving free/reduced priced meals</li> </ul>	<ul style="list-style-type: none"> <li>● 85% students continue from year to year</li> <li>● 35% proficient in reading</li> <li>● 25% proficient in math</li> <li>● 76% of students graduating in 4 years</li> </ul>

# SPPS Achieves Initiatives & ARP Strategies by Focus Area

## Long-Term Student Outcomes:

1. Decrease disparities in achievement based on race, ethnicity, culture and identity
2. Increase achievement of English Learners
3. Increase achievement of students receiving special education services
4. Improve kindergarten readiness
5. Increase academic growth in reading and math for all students
6. Prepare all graduates for college, career and life

Systemic Equity	Positive School and District Culture	Effective and Culturally Responsive Instruction	College and Career Readiness	Program Evaluation/ Resource Allocation	Family and Community Engagement
<b>Objective 1:</b>	<b>Objective 2:</b>	<b>Objective 3:</b>	<b>Objective 4:</b>	<b>Objective 5:</b>	<b>Objective 6:</b>
<b>Intercept the normalized patterns of unearned privilege/advantage and/or access through policy, procedures, practices and programming</b>	<b>Create inclusive school and district cultures</b>	<b>Increase our capacity to meet the instructional needs of each learner</b>	<b>Increase opportunities for students to envision their future, explore careers and prepare for postsecondary education</b>	<b>Allocate resources based on program effectiveness and organizational priorities</b>	<b>Improve stakeholder engagement in district decisions</b>
<b>Strategic Initiatives:</b>	<b>Strategic Initiatives:</b>	<b>Strategic Initiatives:</b>	<b>Strategic Initiatives:</b>	<b>Strategic Initiatives:</b>	<b>Strategic Initiatives:</b>
1.1) Capacity building 1.2) Knowledge creation 1.3) Practice and activation	2.1) Districtwide social emotional learning (SEL) & positive behavior intervention and supports (PBIS) 2.14) Attendance & engagement 2.22) Social workers 2.15) Counselors 2.66B) American Indian counselor 2.CP4) Security and Emergency Management coordinators	3.1) Culturally responsive instruction (CRI) 3.2) Well-rounded education 3.3) Middle school model	4.1) College & career paths	5.1) Program effectiveness 5.2) Priority-based budgeting 5.3) Envision SPPS	6.1) Community engagement
<b>ARP Strategies</b>	<b>ARP Strategies</b>	<b>ARP Strategies</b>	<b>ARP Strategies</b>	<b>ARP Strategies</b>	<b>ARP Strategies</b>
#9: Retaining teachers of color #28: Recruiting teachers of color #37: Equity training for staff #78: Districtwide equity plan	#3: Early childhood mental health #5: Student mental health support #12: Social emotional learning (SEL) #14: Attendance & engagement #22: Social workers #15: Counselors #66B: American Indian counselor #CP4: Security and Emergency Management coordinators	#7: CRI    #8: WINN #44: Job-embedded professional development #66: Am. Indian curriculum #17: High school systems #27: Well-rounded education #21: Credit recovery #20: Special education recovery services #54: MLL coaching #2: Autism support #33: Bilingual Seals #76: MLL support #53: Bilingual EA training #75: Middle school career experience #73: ECSE assessments	#4: Check & Connect special education support #6: Internships #24: Career path materials #34: Career integration #15: Counselors #66B: American Indian counselor #13: Extended Day for Learning Plus (EDL Plus) #31: Flipside after-school program #75: Middle school career experiences	#80: Innovation Office #CP5: Research analysts #70: School allocations #87: Board training	#61: Full-service community schools #62: Districtwide contact center #79: Language support for families #69: Community partnerships

# SPPS Achieves: Envision SPPS

## Strategic plan priority: Program Evaluation / Resource Allocation

Objective 5: Allocate resources based on program effectiveness and organizational priorities.

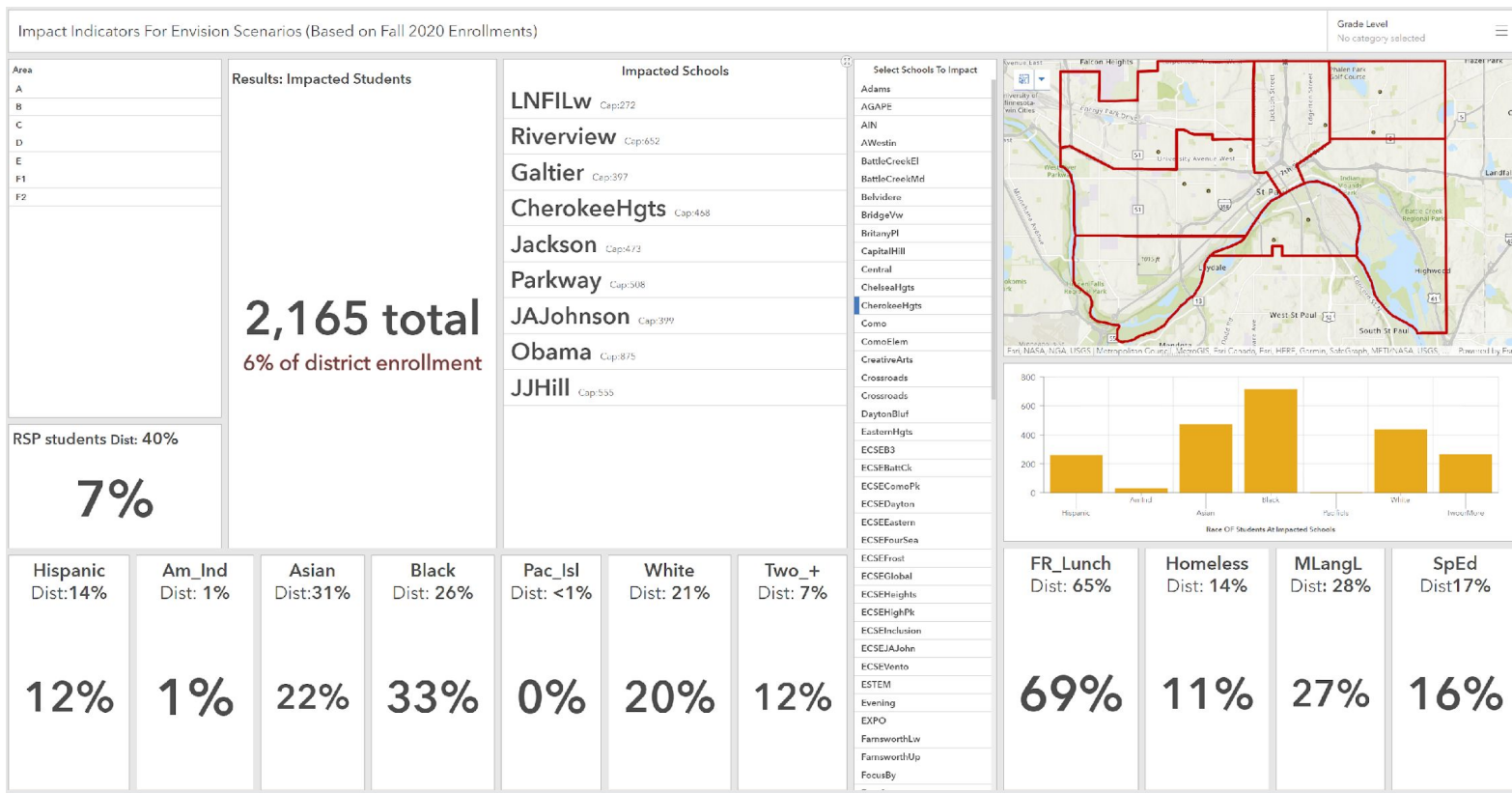
### Objective: 5.3 Align school facilities with well-rounded programs.

- Develop operational measures to assess building utilization, virtual connectivity, transportation costs, and equitable access to well-rounded programs
- **Align well-rounded education program measures, ideal school sizes, and parent demand for programs to determine facility allocations and major capital investment decisions**
- Adjust capital investments to ensure they meet the District's equity policy goals.

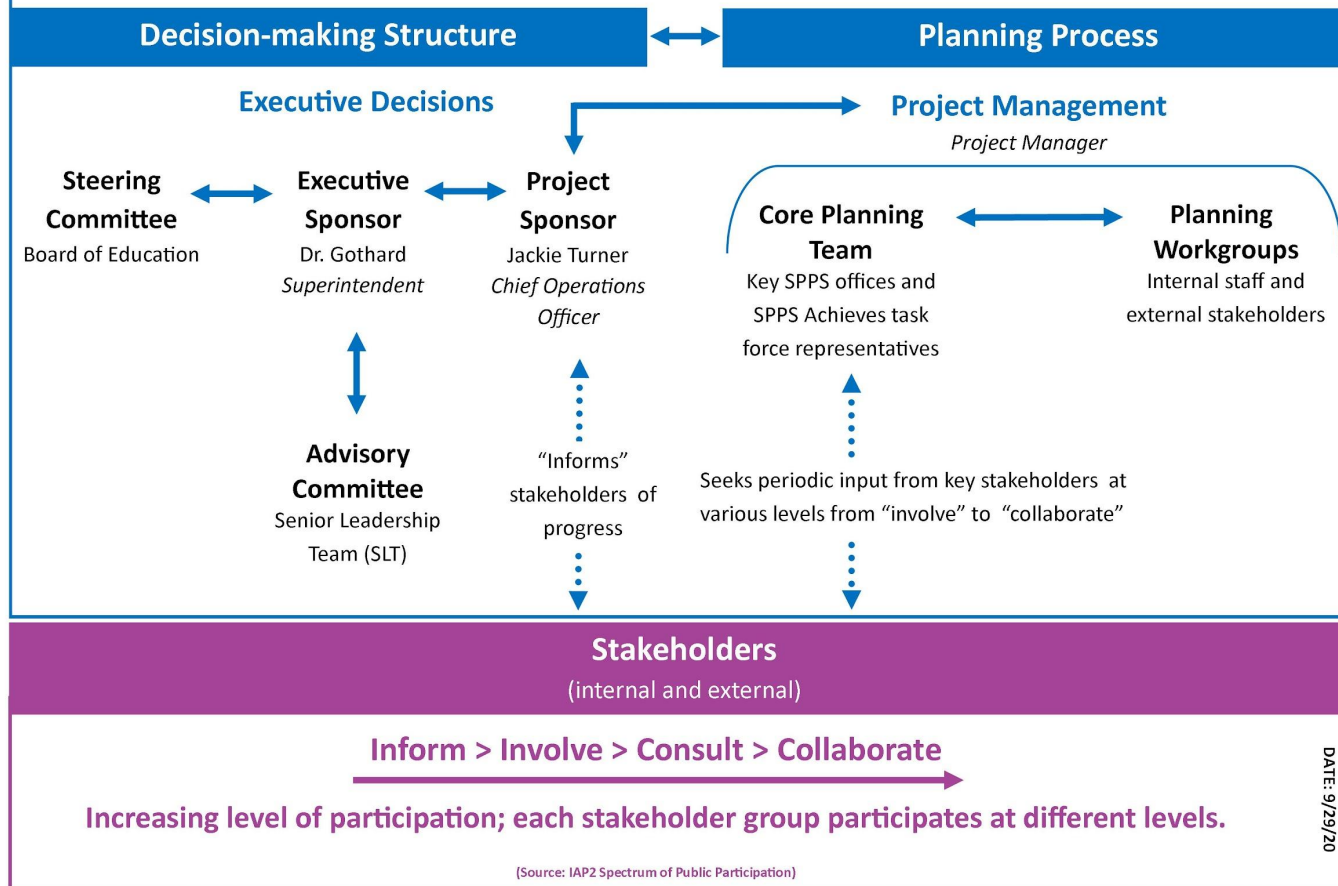
# Rationale for closing/merging schools

- Students deserve equitable educational opportunities
- Well-rounded education
  - Meets state educational standards
  - Specialists
  - Enrichment opportunities
- Declining birth rates and increased competition
- 10,000 excess PK-8 seats

# Total Systemic Impact (parameter)



# Decision-making Structure and Planning Process



# Engagement Model

IAP2'S PUBLIC PARTICIPATION SPECTRUM



INCREASING IMPACT ON THE DECISION

TIMELINE	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
SY20-21: Findings and Recommendations	Families/ students/ staff	-----	-----	-----	-----
SY21-22: Solutions proposed and VOTED on	Families/ students/ staff	----- Workgroups (some families and staff)	-----	-----	----- [BOE decision makers]
SY22-23: Solutions begin to be IMPLEMENTED	Families/ students/ staff	Families/ students/ staff	Families/ students/ staff	School Leadership Councils	-----



# Revised Timeline\*

2020-21	2021-22	2022-23	2023-24
Pre-planning	Design	Phasing	Full Implementation
<ul style="list-style-type: none"> <li>• Workgroups research and review data; develop findings</li> <li>• Project Sponsor and Core Planning Team reviews findings and develops recommendations</li> <li>• Superintendent Gothard/ Executive Sponsor reviews findings</li> <li>• Board of Ed. receives progress updates</li> </ul>	<ul style="list-style-type: none"> <li>• Continue Fact Finding via qualitative data</li> <li>• Address high-priority findings</li> <li>• Strategic and targeted engagement, e.g., focus groups, surveys</li> </ul>	<ul style="list-style-type: none"> <li>• Begin implementation of recommendations</li> </ul>	<ul style="list-style-type: none"> <li>• Primary Recommendations fully implemented</li> </ul>

**\*NOTE:** The Envision SPPS planning process will closely monitor the evolving impact of COVID-19 to school communities and the District to inform short- and long-term planning.

# Collaborative Workgroups

- 11 workgroups, including:
  - Early Childhood
  - Facilities Utilization/Enrollment
  - Special Education
  - Language Immersion
  - Well Rounded Education
- Approximately 120 workgroup participants
  - District staff, school staff, parents and community partners
- 100+ hours of work combined

# Key Criteria

- Accessibility
  - Data (birth rates, demographic trends, utilization, enrollment, etc.)
  - Enrollment
  - Equity
  - Facilities
  - Financial/funding
- Location and density of students and schools
  - Market demands
  - Pathway programming
  - State statutes/legal

# Solutions and Options

These terms apply to <b>PROGRAMS:</b>	These terms apply to <b>STAFFING:</b>	These terms apply to <b>BUILDINGS/ FACILITIES:</b>
<ul style="list-style-type: none"><li>● Sustainable</li><li>● Co-locate</li><li>● Relocate</li><li>● Close (also applies to building)</li></ul>	<ul style="list-style-type: none"><li>● Combine</li><li>● Merge</li></ul>	<ul style="list-style-type: none"><li>● Close (may also apply to program)</li><li>● Repurpose</li><li>● Decommission</li></ul>

# Framing/Messaging:

## *A Well-rounded Education for ALL students*



# Engagement: Inform > Consult

## Public Information meetings

- 19+ school-based sessions (staff and families)
- 5 multilingual sessions
- 2 Public sessions
- 2 Board listening sessions
- 1 Public Hearing

## Other small-group meetings

- 3 rounds of small-group Board meetings
- Principals
- Unions reps. from 3 bargaining groups
- Elected officials
- Key community partners (NAACP, Head Start, etc.)

## Board of Education meetings

- 10 special meetings
- 3 regular meetings
- 2 committee meetings

**TIMELINE: February  
2020-December 2021**

**FINAL VOTE: Dec. 1, 2021**

# Envision SPPS: Outcomes

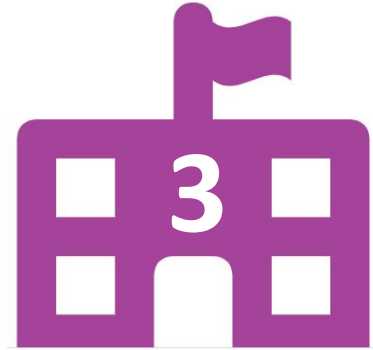
## CLOSURES/MERGERS

**9** RECOMMENDED

**6** CLOSED/MERGED - FINAL VOTE

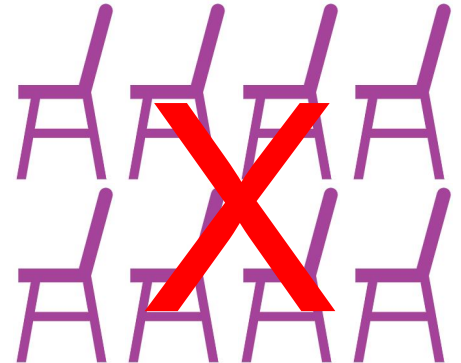


## NEW PROGRAMS



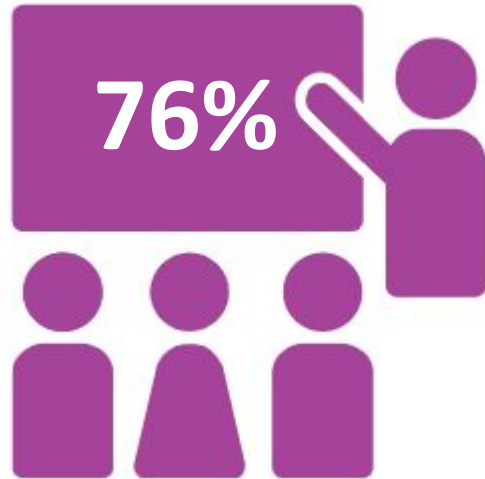
**2,400**

EXCESS SEATS  
ELIMINATED

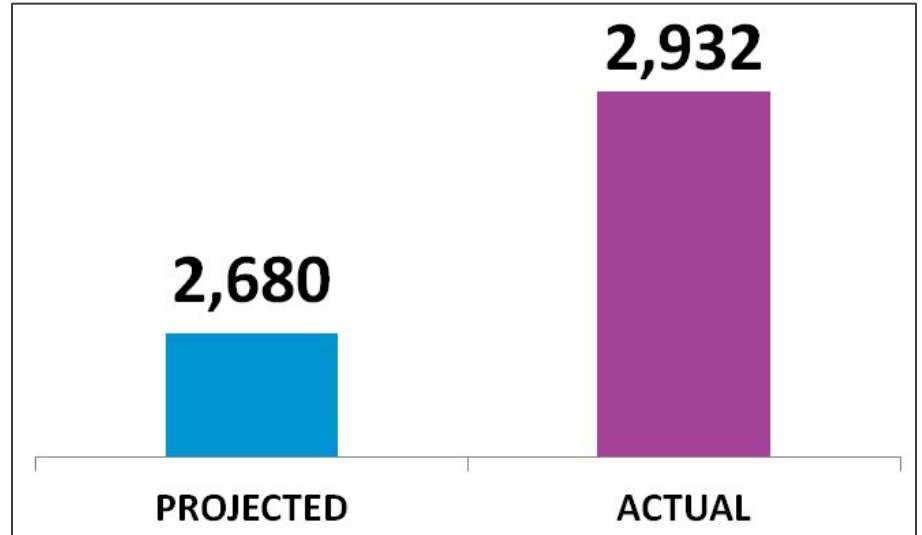


# Envision SPPS: Outcomes

**STAFF MOVED TO  
MERGED SCHOOL**



**ENROLLMENT = 252 MORE**





# Supporting schools through transition (1.5 years)

<b>Phase 1 - SY21-22:</b> Individual school communities build understanding/healing + support personal choices	Winter	Spring	Summer	Fall+
<b>Phase 2 - SY21-22:</b> Sending and receiving school communities jointly plan for change, build relationships and community	Winter	Spring	Summer	Fall+
<b>Phase 3 - SY21-22/SY22-23:</b> Staff/administration develop and implement financial, instructional, and operational plans	Winter	Spring	Summer	Fall+
<b>Phase 4 - SY22-23:</b> School communities implement new programs, assess and plan next steps, and continue building together.	Winter	Spring	Summer	Fall+

# Key Takeaways

- Shared vision by entire senior leadership team
- Timing: Board dynamics; superintendent contract; broader political landscape/issues
- Prepare your board and leadership for emotional impact
  - Present data and information over period of time v. all at once
  - Board and community need to see themselves reflected in decision
- Ensure unions included in planning
- Not all recommendations will be accepted
- Doing nothing is not a path forward

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