



Saint Paul
PUBLIC SCHOOLS

WINN: What I Need Now Literacy Strategy To Increase Learning

Dr. Joe Gothard, Superintendent

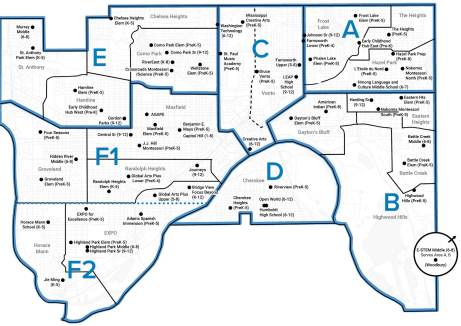
Dr. Stacey Gray Akyea, Chief, Equity, Strategy & Innovation

Council of Great City Schools



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

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
Objective 1:	Objective 2:	Objective 3:	Objective 4:	Objective 5:	Objective 6:
Intercept the normalized patterns of unearned privilege/advantage and/or access through policy, procedures, practices and programming	Create inclusive school and district cultures	Increase our capacity to meet the instructional needs of each learner	Increase opportunities for students to envision their future, explore careers and prepare for postsecondary education	Allocate resources based on program effectiveness and organizational priorities	Improve stakeholder engagement in district decisions
Strategic Initiatives:	Strategic Initiatives:	Strategic Initiatives:	Strategic Initiatives:	Strategic Initiatives:	Strategic Initiatives:
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 3.4) COVID-19 recovery 3.7) CR... 3.44) Job-embedded professional development 3.66) American Indian curriculum 3.17) High school systems 3.27) Well-rounded education 3.21) Credit recovery 3.20) Special education recovery services 3.54) MLL coaching 3.2) Autism support 3.33) Bilingual Seals 3.76) MLL support 3.53) Bilingual EA training 3.75) Middle school career experiences	4.1) College & career paths 4.4) Check & Connect special education support 4.6) Internships 4.24) Career path materials 4.34) Career integration 4.15) Counselors 4.66B) American Indian counselor 4.13) Extended Day for Learning Plus (EDL Plus) 4.31) Flipside after-school program 4.75) Middle school career experiences	5.1) Program effectiveness 5.2) Priority-based budgeting 5.3) Envision SPPS 5.CP5) Research analysts 5.70) School allocations 5.87) Board training	6.1) Community engagement 6.61) Full-service community schools 6.62) Districtwide contact center 6.79) Language support for families 6.69) Community partnerships
ARP Strategies	ARP Strategies	ARP Strategies	ARP Strategies	ARP Strategies	ARP Strategies
#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: CR... #8: WINN #44: Job-embedded professional development #66: American 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 experiences	#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

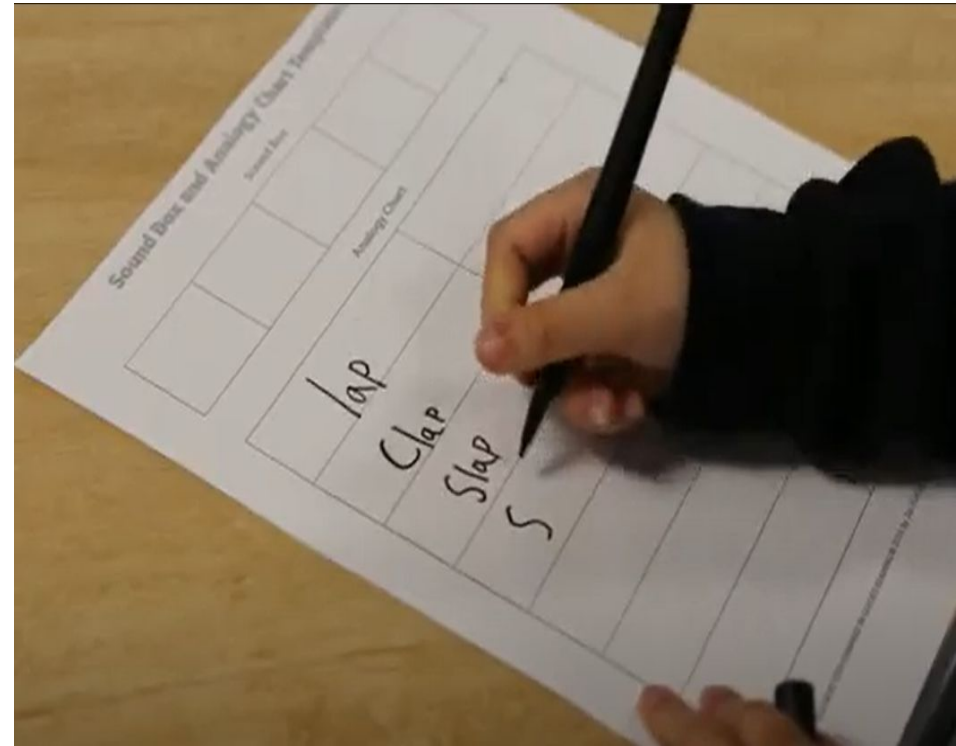
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WINN: What I Need Now

WINN: What I Need Now

- Frequent and targeted data driven differentiated small group reading instruction
- Delivered by WINN teachers
- Happening during tier 1 (core instructional time), focused on specific foundational needs of students in grades K-2

[WINN Video](#)



SY 2021-22 - WINN Year 1

- \$11,000,000
- Developed internally - Office of Teaching & Learning
 - Executive Director of Teaching & Learning
 - Assistant Director of Elementary
 - Elem. Curriculum Supervisor and Elementary Coordinator
- Implemented at elementary and middle levels
 - Elementary is Tier 1 core instruction
 - Middle is reading intervention
- Staffing
 - 72 WINN teachers
 - 6 WINN TOSA
- Ongoing monitoring and development
 - Monthly professional development
 - On-site coaching



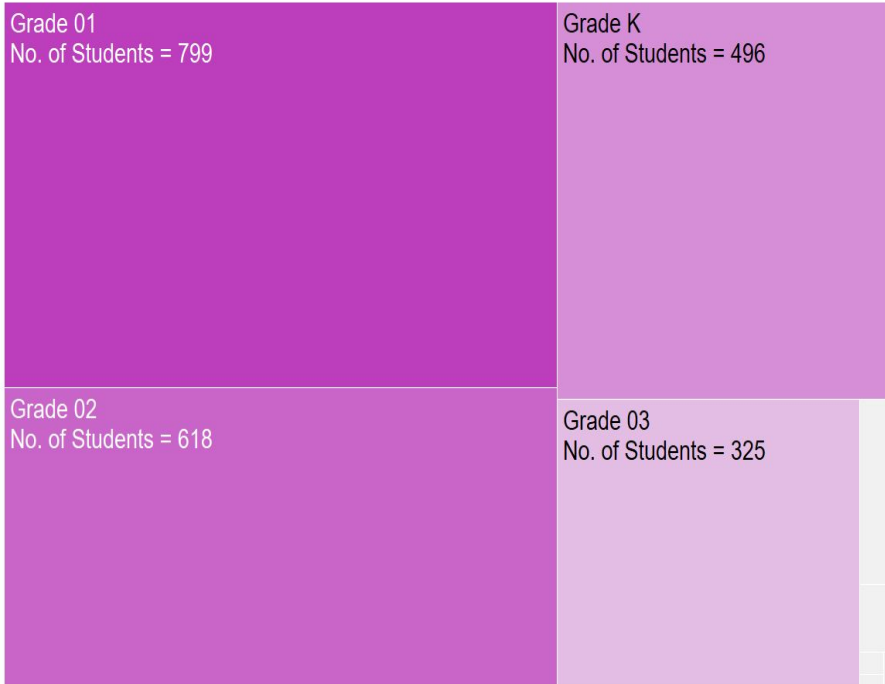
Students...



2,272 students received small group instruction

- 17% students with special needs
- 31% students learning English as a second language
- 4% American Indian
- 24% Asian
- 43% Black
- 15% Hispanic/Latino
- 43% White

Grade Levels



20% of K-3 students enrolled at any time during school year 2021-22

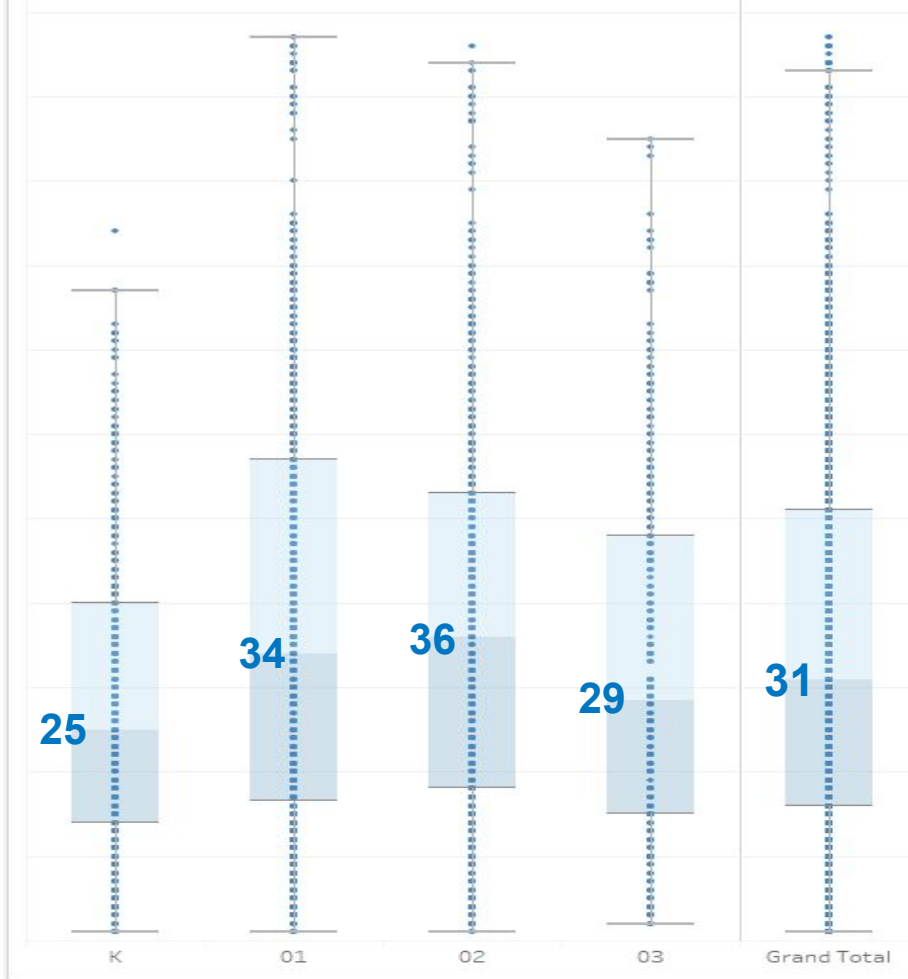
- 16% of students enrolled in K at any time
- 30% of students enrolled in 1st at any time
- 23% of students enrolled in 2nd at any time
- 13% of students enrolled in 3rd at any time

The number of students served across schools ranged; largest number of students served at one school was **138**

Lots Of Small Groups

On average, K-3 WINN participants received **31** small groups

- K WINN participants received **25**
- 1st grade WINN participants received **34**
- 2nd grade WINN participants received **36**
- 3rd grade WINN participants received **29**



Professional Learning



- WINN TOSAs, facilitated **60** hours of professional development on strategies to support literacy instruction
- **44** elementary job-embedded professional development sessions for K-2 classroom teachers

2 Preliminary Outcomes

Preliminary Outcomes:

FAST Assessment Reading Composite Score

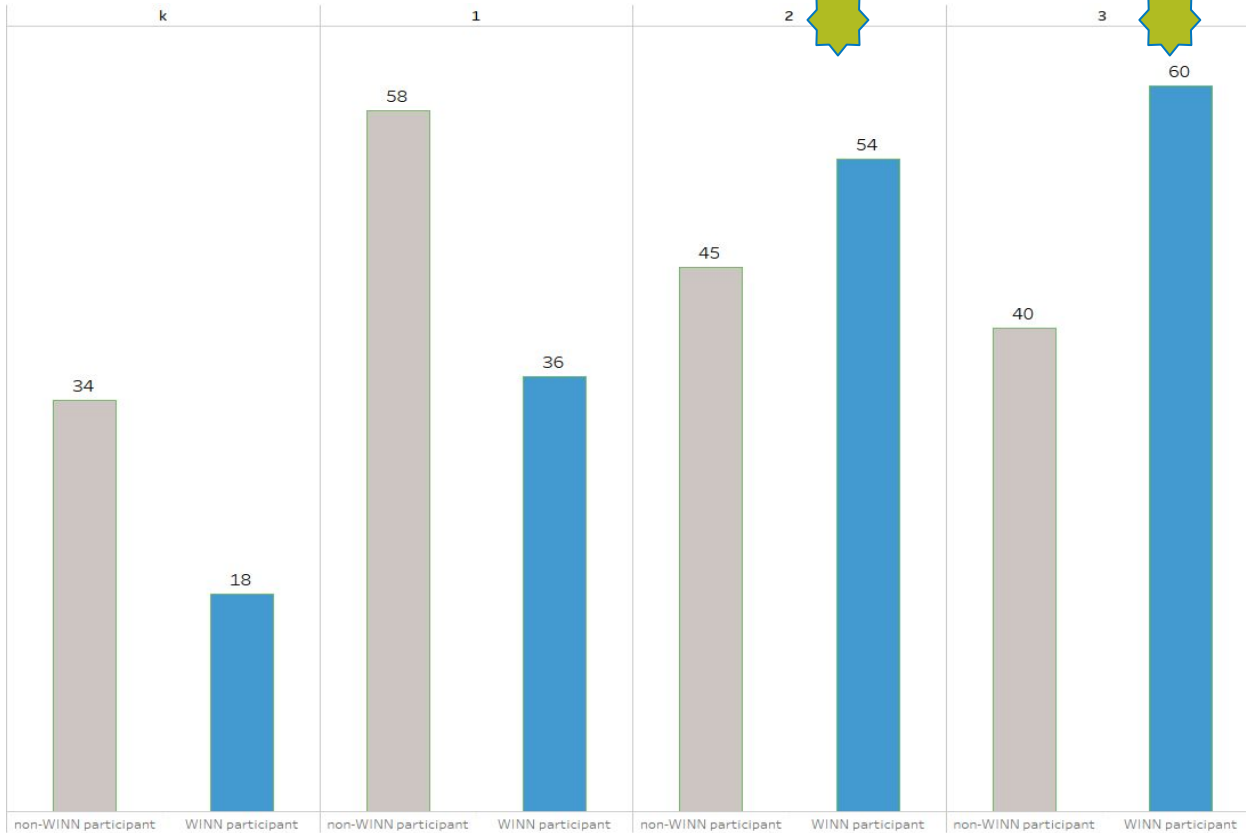
In all grades WINN participants have higher percentage change in composite from fall to spring

In 2nd and 3rd grades WINN participants have higher change in the composite score from fall to spring

Grade	Change in Composite From Fall to Spring		Percentage Change in Composite From Fall to Spring	
	Non-WINN	WINN	Non-WINN	WINN
K	67.5	65.4	168%	170%
1	75.1	73.9	61%	103%
2	24.1	32.9	5%	8%
3	14.2	25.3	3%	6%

Preliminary Outcomes:

FAST Assessment. Reading Growth Percentile by Start Score From Fall to Spring



WINN participants, in 2nd and 3rd, have higher average growth percentile from fall to spring

Preliminary Outcomes:

FAST Assessment. Reading Growth From Fall to Spring

Participation Comparison by Grade



WINN participants in 2nd and 3rd, have higher growth, on average, from fall to spring

Preliminary Outcomes

What Teachers Are Saying...

It has been a very rewarding year and exciting to see the growth of the majority of students I work with in small groups. More importantly, I have seen the confidence in students and their abilities that I haven't seen as much in past years. I look forward to seeing how much more improvement and growth we will see in students in the upcoming years. ~ WINN Teacher

I've been teaching for 30 years, This is by far the best initiative SPPS has implemented. It can't go away. ~ WINN Teacher

This position has been such a blessing for so many of our students. The extra reading instruction has helped target the skills they need additional support in. Classroom teachers are seeing gains and students are celebrating their growth. I really hope this is a position that all elementary (and middle) schools have permanently. This is what our students have needed. ~ WINN Teacher

Being able to see all reading groups every day, 5 days a week was huge! I saw reading growth I've never seen before and there's no doubt in my mind it was because there was an extra reading support teacher in my room. ~Classroom Teacher

In 20 years in SPPS, the WINN implementation has been the most successful initiative that I have been a part of. It has benefited students and teachers. All K-2 teaching staff have increased their skills and changed outdated practices due to the leadership of the WINN teachers. The reading growth data enforces this. ~SPPS Principal

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Why & Now What



Why Did It Go Well?

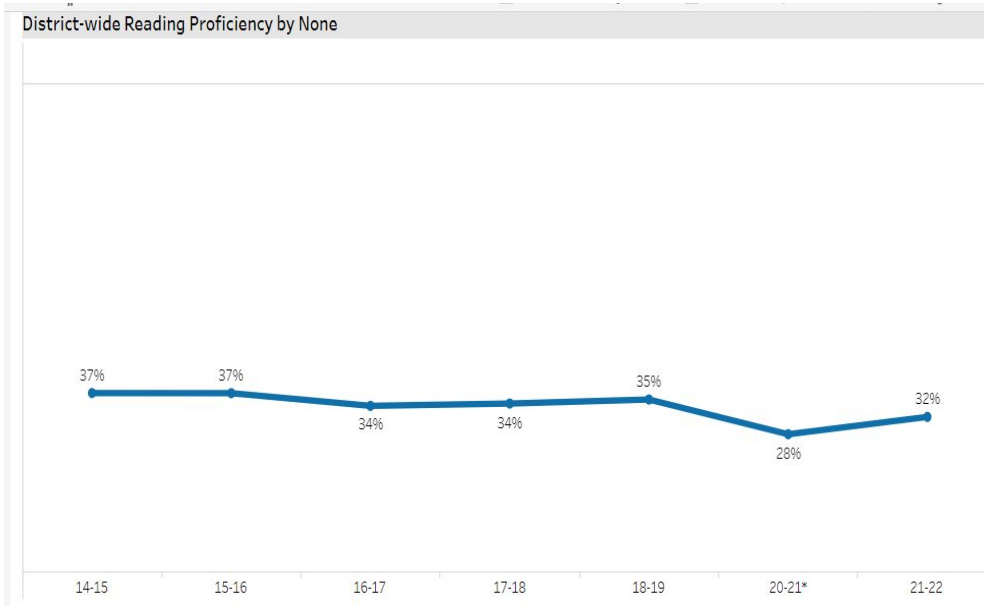
- Team effort
- Intentional staffing
 - Six District level WINN Teachers On Special Assignment (TOSA) to coach WINN teachers
 - Hired by experience e.g., immersion, montessori, dyslexia specialist, recent classroom teacher, previous assistant principal, previous intervention teacher and EL teacher
 - TOSA's provide monthly professional development then follow-up with WINN teachers in the classroom
 - Each WINN TOSA provides coaching to a group of WINN Teachers at assigned sites
 - 72 WINN Teachers
 - Schools hired strong literacy teachers from building
 - Established relationships with staff, students and families already
 - Central office to programmed and directed roles and responsibilities
- Communication
 - WINN “3 things to Know, WINN Wisdom
- Funding for resources and materials; decodable books, letter tiles, tabletop easels, book study book

What Next

- 2021-22 focus on K-2 guided reading
- 2022-23 focus on foundational skills (phonemic awareness and phonics small groups)
- Expand support of the WINN TOSA's to build capacity of classroom teachers
- 200+ teachers taking LETRS training-Science of Reading

Change In Long Terms Student Outcome

Minnesota Comprehensive Assessment in Reading: Proficiency Trend



- District reading proficiency increased from 33% in 20-21 to 35% in 21-22
- Districtwide grade 3 proficiency increased from 28% in 20-21 to 32% in 21-22
- Individual school grade 3 proficiency increases
 - 16% to 34%
 - 9% to 24%
 - 29% to 38%

The Team

Maijue Xiong Lochungvu	Susan Braithwaite	Jenny Davis
<p>Assistant Director maijue.lochungvu@spps.org 763-355-8031</p>	<p>Elementary Curriculum Supervisor susan.braithwaite@spps.org 651-744-1317</p>	<p>Literacy Coordinator jennifer.davis2@spps.org 651-744-4206</p>



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Thank You