



**Saint Paul**  
PUBLIC SCHOOLS

# Strategic Alignment Toward Student Learning

Dr. Joe Gothard, Superintendent

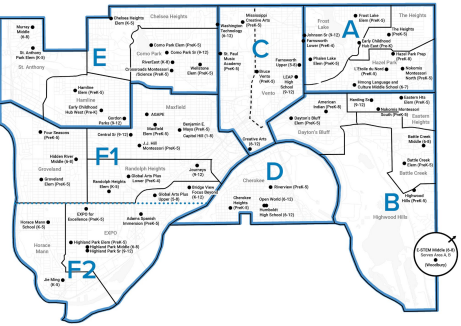
Dr. Stacey Gray Akyea, Chief, Equity, Strategy & Innovation

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"> <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>
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
<b>Strategic Initiatives:</b>	<b>Strategic Initiatives:</b>	<b>Strategic Initiatives:</b>	<b>Strategic Initiatives:</b>	<b>Strategic Initiatives:</b>	<b>Strategic Initiatives:</b>
<ul style="list-style-type: none"> <li>1.1) Capacity building</li> <li>1.2) Knowledge creation</li> <li>1.3) Practice and activation</li> </ul>	<ul style="list-style-type: none"> <li>2.1) Districtwide social emotional learning (SEL) &amp; positive behavior intervention and supports (PBIS)</li> </ul>	<ul style="list-style-type: none"> <li>3.1) Culturally responsive instruction (CRI)</li> <li>3.2) Well-rounded education</li> <li>3.3) Middle school model</li> </ul>	<ul style="list-style-type: none"> <li>4.1) College &amp; career paths</li> </ul>	<ul style="list-style-type: none"> <li>5.1) Program effectiveness</li> <li>5.2) Priority-based budgeting</li> <li>5.3) Envision SPPS</li> </ul>	<ul style="list-style-type: none"> <li>6.1) Community engagement</li> </ul>
<b>ARP Strategies</b>	<b>ARP Strategies</b>	<b>ARP Strategies</b>	<b>ARP Strategies</b>	<b>ARP Strategies</b>	<b>ARP Strategies</b>
<ul style="list-style-type: none"> <li>#9: Retaining teachers of color</li> <li>#28: Recruiting teachers of color</li> <li>#37: Equity training for staff</li> <li>#78: Districtwide equity plan</li> </ul>	<ul style="list-style-type: none"> <li>#3: Early childhood mental health</li> <li>#5: Student mental health support</li> <li>#12: Social emotional learning (SEL)</li> <li>#14: Attendance &amp; engagement</li> <li>#22: Social workers</li> <li>#15: Counselors</li> <li>#66B: American Indian counselor</li> <li>#CP4: Security and Emergency Management coordinators</li> </ul>	<ul style="list-style-type: none"> <li>#7: CRI</li> <li>#8: WINN</li> <li>#44: Job-embedded professional development</li> <li>#66: Am. Indian curriculum</li> <li>#17: High school systems</li> <li>#27: Well-rounded education</li> <li>#21: Credit recovery</li> <li>#20: Special education recovery services</li> <li>#54: MLL coaching</li> <li>#2: Autism support</li> <li>#33: Bilingual Seals</li> <li>#76: MLL support</li> <li>#53: Bilingual EA training</li> <li>#75: Middle school career experience</li> <li>#73: ECSE assessments</li> </ul>	<ul style="list-style-type: none"> <li>#4: Check &amp; Connect special education support</li> <li>#6: Internships</li> <li>#24: Career path materials</li> <li>#34: Career integration</li> <li>#15: Counselors</li> <li>#66B: American Indian counselor</li> <li>#13: Extended Day for Learning Plus (EDL Plus)</li> <li>#31: Flipside after-school program</li> <li>#75: Middle school career experiences</li> </ul>	<ul style="list-style-type: none"> <li>#80: Innovation Office</li> <li>#CP5: Research analysts</li> <li>#70: School allocations</li> <li>#87: Board training</li> </ul>	<ul style="list-style-type: none"> <li>#61: Full-service community schools</li> <li>#62: Districtwide contact center</li> <li>#79: Language support for families</li> <li>#69: Community partnerships</li> </ul>

# ARP Funded Strategies

**56**  
UNIQUE  
STRATEGIES

## STRATEGY COMPONENTS<sup>1</sup>



Direct services for students (32)



Operations and facilities (17)



Procurement of materials (13)

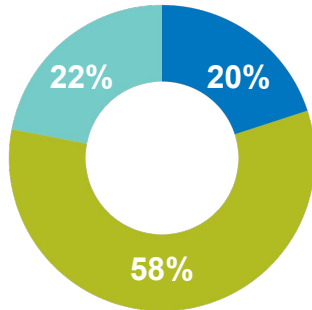


Capacity building for staff (30)



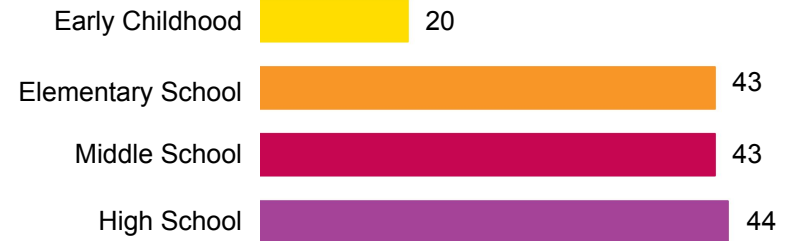
Direct services for families (13)

## NEW, ENHANCEMENT OR CONTINUATION



- Continuation of an existing SPPS strategy/program/service
- Enhancement to existing SPPS strategy/program/service
- New strategy

## STRATEGIES BY GRADE LEVEL<sup>2</sup>



<sup>1</sup> Several strategies encompass multiple components | <sup>2</sup> Includes districtwide strategies that touch multiple grade levels

# 1

## High Level Alignment

# Where Do The Goals Intersect?

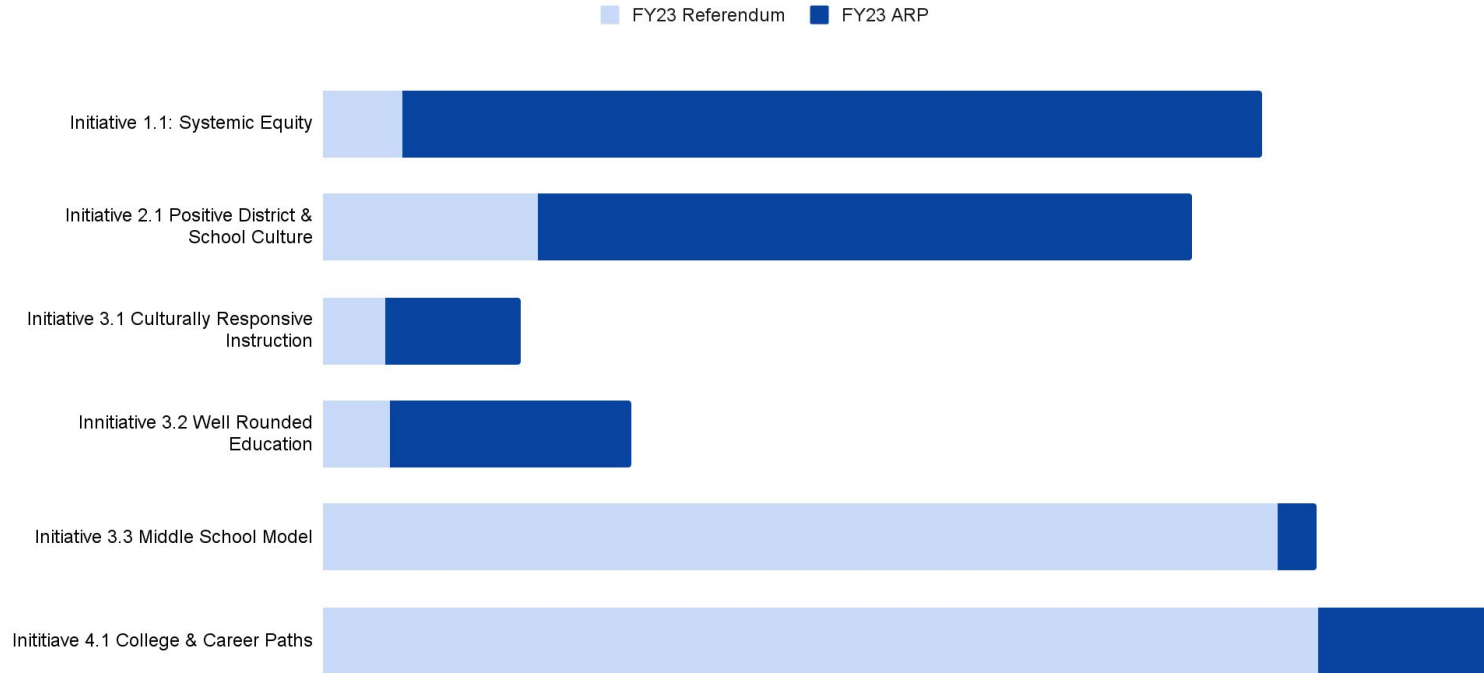
1. Safely reopen schools for all students
2. Address pre- and post-pandemic unfinished learning

*Address health & safety systems  
additional time  
resources to accelerate learning  
engagement in the short term*

3. Build lasting, equitable systems of teaching and learning
4. Support student and staff social emotional needs on returning to full on-site learning

*Enhance and accelerate  
SPPS Achieves  
Strategic Plan*

# What Have We Invested in?



# What Are The Community Needs?



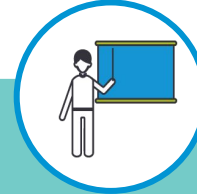
## STUDENTS

1. High-quality instruction
2. Strong feeling of welcome, safety, support as an individual and as a member of an ethnic/cultural/racial group and the school community
3. High level of engagement and representation in the classroom



## SCHOOLS

1. Understanding that different schools have different needs
2. Being flexible and allowing staff to focus



## STAFF

1. Time
2. Professional expectations for culturally relevant teaching and instruction
3. Partnerships with families and community resources



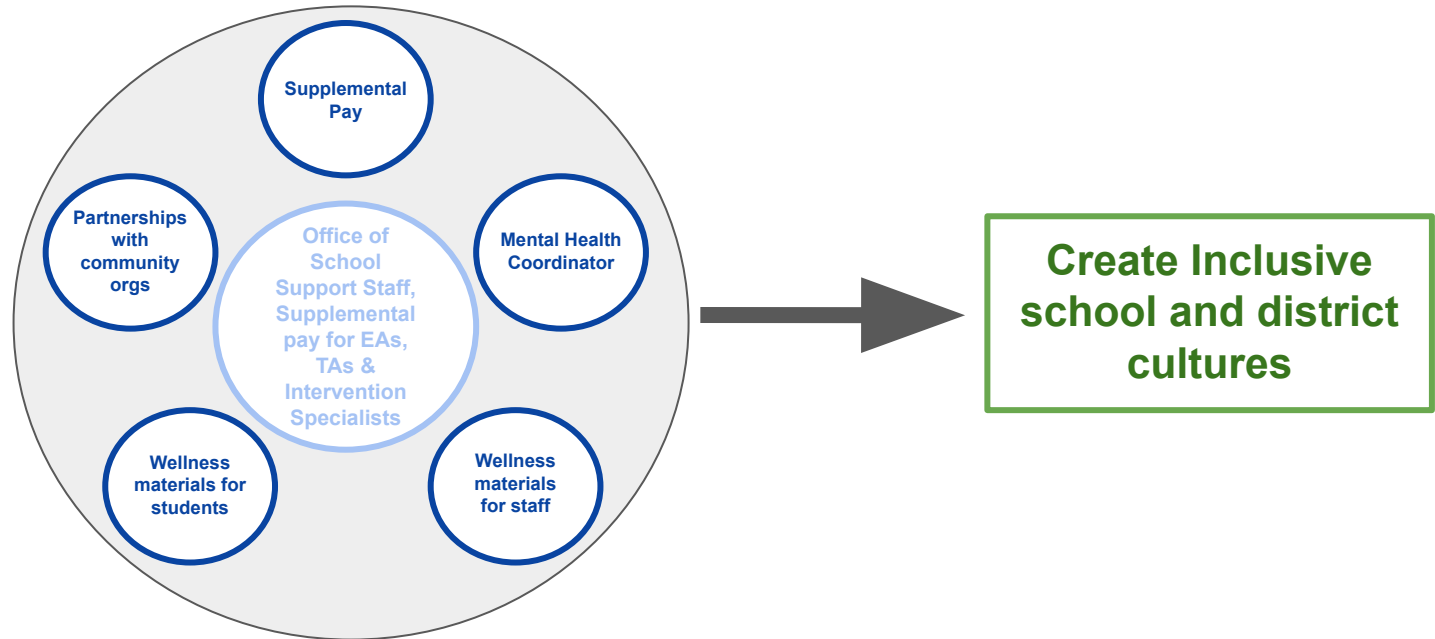
## FAMILY & COMMUNITY

1. Consistent safety procedures at school
2. High-quality, engaging education that addresses core learning
3. Racial/ethnic/linguistic representation
4. Acknowledgement of the challenges facing families with children



**ARP** is funding **additional staff, materials and other resources** that adds to our **referendum investment**, which allow us to enhance and accelerate **SPPS Achieves initiatives** so that we can achieve the **objectives** of SPPS Achieves.

SPPS Achieves  
Initiative 2.1:  
Districtwide Social  
Emotional Learning  
(SEL) & Positive  
Behavioral Intervention  
& Supports (PBIS)



# 2

## Activity to Outcome Alignment

# Align The Work

CLIENT FOCUSED OUTCOMES	Students: Improved reading WINN teachers: Improved knowledge & skills in guided reading Classroom teachers: Improved knowledge & skills in guided reading By providing an additional licensed classroom literacy teacher in K-2 classrooms, our staff will increase capacity to provide Tier 1 instruction and small group guided reading. This increased capacity will allow our teachers to better differentiate instruction leading to improvements in students' ability to read.				
RATIONALE STATEMENT	ACTIVITIES	OUTPUTS	SHORT TERM OUTCOMES	MEDIUM TERM OUTCOMES	LONG TERM OUTCOMES
Planned JEPD sessions by the literacy department	Job-embedded professional development sessions for classroom teachers	44 JEPD sessions per site in grades K-2	Teachers will obtain greater knowledge of evidence based practices to meet student specific needs	Teachers will apply learning from JEPD to improve evidence based practices	Full implementation of Tier 1 reading instruction.
54 ARP Funded Literacy What I Need Now (WINN) Teacher for each Elementary Site (1-2 per site based on student enrollment at sites)	Monthly professional development opportunities and PLC time for Literacy WINN teachers	60 hours of PD for Elementary WINN teachers	Elementary WINN teachers have knowledge on how to use FAST and progress monitoring data to inform instruction	Elementary WINN teachers have the knowledge of the science of reading.	Increased the number of elementary sites fully implementing Small Groups/ Guided Reading groups (Tier 1 research based literacy instruction).
15 WINN Teacher for each Middle School (1 per site)	Monthly professional development opportunities and PLC time for Literacy WINN teachers	60 hours of PD for Middle School WINN teachers	Middle School WINN teachers have skills to effectively teach small groups/ guided reading using SPPS materials (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)	Middle School WINN teachers understand how the foundational understanding about how to teach phonics to striving readers.	Increase reading growth for high risk students
6 Literacy WINN TOSAs	Coaching, planning and delivering professional development, creating resources	WINN TOSA Monthly one to one's, weekly visits, bi monthly WINN TOSA planning and PD, Monthly WINN professional development, and creating resources as needed	Greater knowledge of practices and problem-solving solutions to meet student specific needs during WINN sessions	Improved systems, processes and practices for WINN Teachers and classroom teachers	Increase academic growth in reading for all students
Elementary Classroom teachers and reading specialists intervention teachers	Daily small group/guided reading instruction	Daily small group guided reading instruction sites.	Improved decoding and comprehension skills for students		Increase academic growth in reading for all students
Formative Assessment System for Teachers (FAST)	FAST assessments completed by K-5 students	FAST assessment completed by each student, 3 times per year.	Teachers effectively use FAST data to plan for targeted small group guided reading instruction.		Increase academic growth in reading for all students
Minilessons Materials to support Tier 1 instruction	Daily minilessons taught K-5	Quarterly feedback from Administrators, WINN Teachers and K-5 Teachers	Teachers understand how to teach a minilesson		Increase academic growth in reading for all students
Middle School 6 & 8 SPPS Systematic Instruction in Phonological Awareness, Phonics, and Sight Words materials. Materials and resources to support a rich literacy environment (classroom libraries) for independent practice	Middle School Monthly professional development opportunities and planning time for Literacy WINN teachers	54 hours of professional development provided and monthly support by Middle School WINN TOSA	Increased implementation of the materials and understand how to teach striving readers	Students have improved decoding and comprehension skills	Middle School students who need foundational skills will no longer need interventions.
	Purchase new books/decodable books for K-2 classroom libraries	K-2 Students will have access to decodable books to practice the phonics skills they have learned.		Students will need daily in controlled text that align to the science of reading.	Increase academic growth in reading for all students

Object or Outcome Area	Indicator	Data sources	Link to data source (if applicable)	Frequency of data collection	Dates of collection	Who will be collecting the data?	Who will be looking at the data? In what context?	
Outcomes	Elementary WINN teachers have knowledge on how to use FAST and progress monitoring data to inform instruction	Certification Report in FAST	Certification Report in FAST		Fall, Winter, Spring	Elementary Specialist, Literacy Supervisor, WINN TOSA	Elementary Specialist, Literacy Supervisor, OTL Directors	
	Middle School WINN teachers have skills to effectively teach small groups/ guided reading using SPPS materials (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)	% of teachers teaching SPPS as designed	Teacher feedback, and WINN TOSA observation	Feedback and observations	weekly	weekly	Middle School WINN TOSA	Middle School WINN TOSA and Literacy Supervisor
	WINN TOSA increased knowledge of practices and problem-solving solutions to meet student specific needs during WINN sessions	% of teachers teaching SPPS as designed	FAST Growth	FAST Group Screening and Growth Report	three times a year	February, May	Middle School WINN TOSA	Literacy Supervisor, OTL Directors
	WINN TOSA Monthly one to one's, weekly visits, bi monthly WINN TOSA planning and PD, Monthly WINN professional development, and creating resources as needed	% of WINN Coordinators who self report increased knowledge	Meeting Notes, PD planning documents and google slides	WINN Coordinator Notes	Bi monthly	bi monthly	Elementary Specialist, Literacy Supervisor, WINN TOSA	Elementary Specialist, Literacy Supervisor, WINN TOSA
	Teachers effectively use FAST data to plan for targeted small group guided reading instruction.	# classrooms with small groups for targeted small group guided reading instruction.	Attendance Report	Google	Fall, Winter, Spring and bi monthly for progress monitoring	October, January, May	Elementary Specialist, Literacy Supervisor	Elementary Specialist, Literacy Supervisor, OTL Directors
	Teachers who are identified "at risk" in reading will receive targeted instruction. Teachers will know who they are and how better to support them.	FAST growth diagnosed by SPPS, EL	FAST	FAST Screening Report	Fall, Winter, Spring	February, May	Elementary Specialist, Literacy Supervisor, OTL Directors	Elementary Specialist, Literacy Supervisor, OTL Directors
	Teachers who are identified "at risk" in reading will receive targeted instruction. Teachers will know who they are and how better to support them.	FAST data	FAST data align, professional development sessions	FAST data	3x a year	September, January, May	Elementary Specialist, Literacy Supervisor	Literacy Supervisor, OTL Directors
	Teachers who are identified "at risk" in reading will receive targeted instruction. Teachers will know who they are and how better to support them.	FAST data	FAST reports	FAST reports	3x a year	Fall, Winter, Spring	Elementary Specialist, Literacy Supervisor	Literacy Supervisor, OTL Directors
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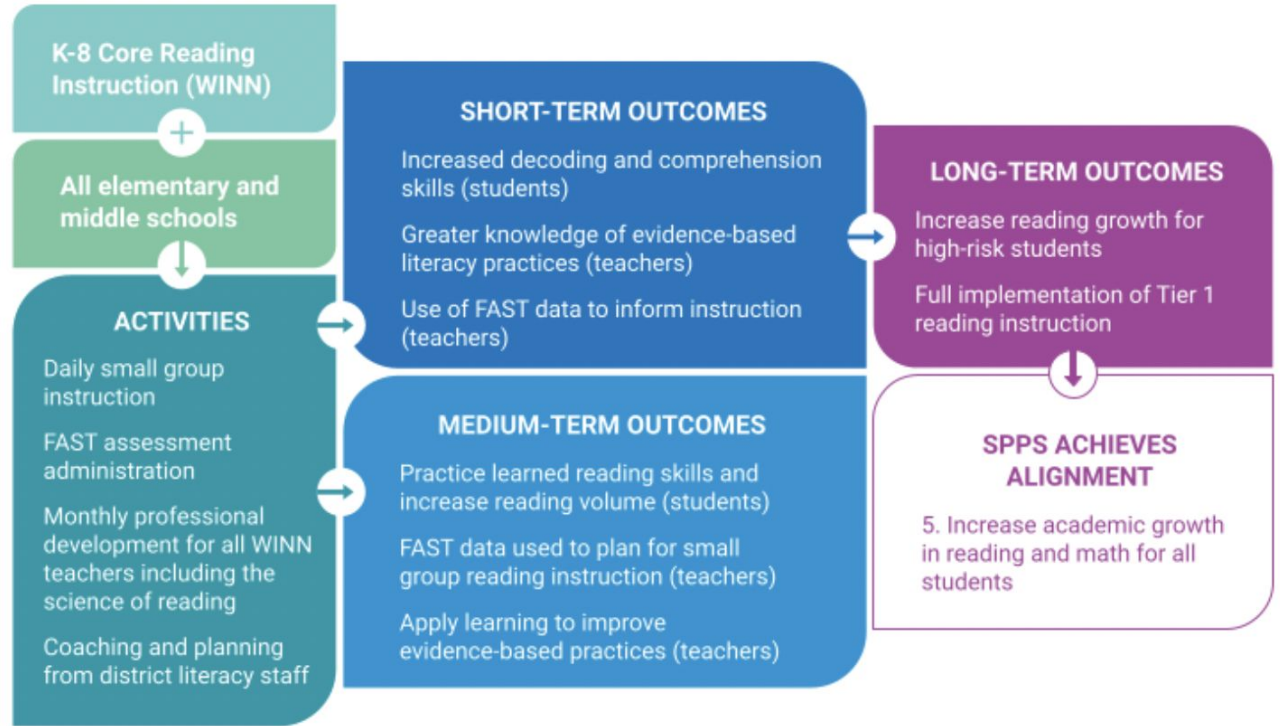
Strategy Sponsor (SST)	Lead, project manager, main point of contact	Major Stakeholder	Strategy Team (members of the team to help progress monitor)	Sub Bralthwaite	
Task Name	Status	End Date	Responsible	Contributor(s)	Comments
Align Instruction & WINN Literacy TOSA	Complete	8/30/2021	Sue Bralthwaite	Majue Longthorn	
Create job descriptions for the positions	Complete	8/30/2021	Sue Bralthwaite	Jennifer Davis	
Conduct interviews and hire TOSAs	Complete	8/30/2021	Sue Bralthwaite	Jennifer Davis	
Create meeting schedule for WINN TOSA meeting	Complete	8/30/2021	Sue Bralthwaite	Jennifer Davis	
Assign WINN TOSAs to a cohort of schools	Complete	8/30/2021	Sue Bralthwaite	Jennifer Davis	
Meet with WINN TOSAs 1 to 1	In progress	June 2022	Sue Bralthwaite		
WINN Professional Development	Complete	September 2021	Sue Bralthwaite	Jennifer Davis, Lisa Olmstead	
Create schedule for WINN PD	Complete	September 2021	Sue Bralthwaite	Jennifer Davis, Lisa Olmstead	
Determine location for WINN PD	Complete	September 2021	Sue Bralthwaite	Jennifer Davis, Lisa Olmstead	
Create learning targets for WINN PD	In progress	June 2021	Sue Bralthwaite	Jennifer Davis, Lisa Olmstead	
Deliver WINN PD to WINN Teachers	-	-	-	-	-
Create Evaluation Tools for Literacy Reporting	Complete	September 2021	Sue Bralthwaite	Jennifer Davis, Lisa Olmstead	
Create feedback forms for PD	In progress	June 2022	Sue Bralthwaite	Jennifer Davis, Lisa Olmstead	
Collect quarterly feedback and analyze	In progress	December 2021, February 2022, June 2022	Sue Bralthwaite	WINN TOSAs	
Create videos of exemplar lessons	Not yet	December 2021, February 2022, June 2022	Sue Bralthwaite	Jennifer Davis, Lisa Olmstead	
Develop visuals to highlight the data	Complete	February 2022	Sue Bralthwaite	Jennifer Davis, Lisa Olmstead	
Create recommendations for staffing for next year	Complete	September 2021	Sue Bralthwaite	Jennifer Davis, Lisa Olmstead	
Create attendance forms for WINN teachers	In progress	June 2022	Sue Bralthwaite	Jennifer Davis, Lisa Olmstead	
Collect attendance data from WINN Teacher PD Monthly	In progress	June 2022	Sue Bralthwaite	Jennifer Davis, Lisa Olmstead	
Collect and analyze monthly student attendance data	Not yet	December 2021, February 2022, June 2022	Sue Bralthwaite	Jennifer Davis, Lisa Olmstead	
Share quarterly reports about WINN progress to leadership	In progress	December 2021, February 2022, June 2022	Sue Bralthwaite	Jennifer Davis, Lisa Olmstead	
Review quarterly FAST data and report data	Complete	June 2021	Sue Bralthwaite	Jennifer Davis	
Purchase minilessons materials	Complete	February 2022	Sue Bralthwaite	Jennifer Davis	
Purchase decodable books for K-2	Complete	February 2022	Sue Bralthwaite	Jennifer Davis	

<b>CLIENT FOCUSED OUTCOMES</b>	<p><b>Students:</b> Increased reading proficiency  <b>WINN teachers:</b> Improved knowledge &amp; skills in support of effective small group differentiated instruction  <b>Classroom teachers:</b> Improved knowledge &amp; skills in support of effective small group differentiated instruction</p> <p>By providing an additional licensed classroom literacy teacher in K-2 classrooms, educators will have an increased capacity to provide Tier 1, small group differentiated reading instruction. This increased capacity will provide K-2 students with more opportunities to engage in small group differentiated reading instruction; thus, leading to improvement in students' reading proficiency.</p>				
<b>RATIONALE STATEMENT</b>					
<b>INPUTS/RESOURCES</b>	<b>ACTIVITIES</b>	<b>OUTPUTS</b>	<b>SHORT TERM OUTCOMES</b>	<b>MEDIUM TERM OUTCOMES</b>	<b>LONG TERM OUTCOMES</b>
56 ARP Funded Literacy What I Need Now (WINN) Teachers for Elementary Schools (1-2 per site based on student enrollment at sites)	Monthly professional development required for all Literacy WINN teachers on topics to support high quality reading instruction; ie. science of reading, data, foundational skills, decodable books	72 hours of PD for Elementary WINN teachers	Elementary WINN teachers have knowledge of how to use FAST screening and progress monitoring data to inform instruction	Teachers will obtain greater knowledge of evidence-based practices to meet student-specific needs	Increase in the number of elementary sites fully implementing Tier 1 evidence-based literacy practices in alignment with the science of reading
15 WINN Teachers for Middle Schools (1 per site)	Monthly professional development and PLC time for Literacy WINN teachers	71 hours of PD for Middle School WINN teachers	Middle School WINN teachers have skills to effectively teach small groups using SIPPS materials (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)	Middle School WINN teachers understand how the foundational understanding about how to teach phonics to striving readers.	Increase reading growth for high risk students
6 Literacy WINN TOSAs	Foster the skills of WINN TOSA's to provide coaching, planning, professional development, record high quality instruction and create resources to support WINN and K-2 teachers.	1:1 monthly coaching sessions with WINN Teachers, weekly visits to cohort schools based on site-specific needs, WINN TOSA bi-monthly planning, facilitating monthly WINN Teacher professional development sessions, supporting PLCs and leadership teams.	WINN Teachers will feel supported by coaching, professional development, and resources.	Improved systems, processes and practices for WINN Teachers and classroom teachers	Increase reading growth for high risk students

# Public Facing

## Strategy Rationale:

*By providing an additional licensed classroom literacy teacher in K-3 classrooms, teachers will increase capacity to provide Tier 1 instruction and small group guided reading. This increased capacity will allow our teachers to better differentiate instruction leading to improvements in students' ability to read.*



# 3

## Monitoring & Reporting Alignment

# Monitoring: Teaming

	Strategy & Initiative Teams	ARP Allocation Team	Outcome Consultation Group	Senior Executive Leaders (SELT)	Board of Education
<b>Purpose</b>	Oversee day-to-day operation of an ARP strategy or SPPS Achieves initiative	Make recommendations to SELT around ARP funding	Provide consultation on impact of ARP strategies and SPPS Achieves initiatives on students, families and community	Oversee big picture monitoring  Make final decisions regarding ARP & SPPS Achieves	Approve ARP plan & SPPS Achieves
<b>Members</b>	District staff	District staff Building staff	Community stakeholders	Executive leaders	Elected Directors
<b>Meeting Frequency</b>	Monthly	3X per year	3X per year	Monthly	4X per year



# Monitoring Cycle: Fall 2022

	August				September				October				November				December			
	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4	W1	W2	W3	W4
<b>Strategy Team</b>	Year 2 Training				Monitoring Cycle 1				Monitoring Cycle 2				Monitoring Cycle 3							
<b>SELT</b>					Review SPPS Achieves Areas 1 & 2								Review SPPS Achieves Areas 3 & 4				Review SPPS Achieves Areas 5 & 6			
<b>Allocation Team</b>													Fall Review							
<b>Outcome Group</b>													Fall Review							
<b>Board of Ed.</b>					Summative Review of SY2022												Fall Report Out			



# Outcome Consultation Groups

To provide clear accountability/feedback/engagement with regard to ARP and SPPS Achieves and consult with a wide variety of stakeholders on our use of ARP funds, we are creating outcome consultation groups that will:





- Review SPPS data
- Provide consultation on impact of ARP strategies and SPPS Achieves initiatives on students, families and school communities
- Offer ideas for district leadership on opportunities to improve or strengthen specific strategies and initiatives

Focused on each of the long-term student outcomes:

1. Improve kindergarten readiness
2. Improve achievement of EL learners
3. Improve achievement of SPED learners
4. Prepare all students for career, college & life
5. Improve growth in reading and math
6. Decrease racial/ethnic disparities



# ARP Strategy Overview

Long-Term Student Outcome	Strategy Name	Percent Spent FY23	Action Steps Completed by Quarter																																				
Decrease disparities in achievement based on race, ethnicity, culture and identity	Early Childhood Mental Health Support	 <p>7%</p> <p>\$3.3M spent of \$50.6M budgeted</p>	<table border="1"> <thead> <tr> <th>Quarter</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>31%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td>0%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Summer</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Quarter	1	2	3	4	Summer	1	31%					2	0%					3						4						Summer					
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Increase achievement of English Learners	Internships and Certifications for High School Students	 <p>7%</p> <p>\$1.8M spent of \$25.9M budgeted</p>	<table border="1"> <thead> <tr> <th>Quarter</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>33%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Summer</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Quarter	1	2	3	4	Summer	1	33%					2						3						4						Summer					
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Increase achievement of students receiving special education services	Early Childhood Autism Support	 <p>8%</p> <p>\$2.3M spent of \$27.6M budgeted</p>	<table border="1"> <thead> <tr> <th>Quarter</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>29%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Summer</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Quarter	1	2	3	4	Summer	1	29%					2						3						4						Summer					
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Summer																																							
Early Childhood Mental Health Support																																							
"Check and Connect" Special Education Program																																							
Culturally Responsive Instruction (CRI)																																							
Improve kindergarten readiness	Early Childhood Autism Support	 <p>6%</p> <p>\$1.2M spent of \$18.9M budgeted</p>	<table border="1"> <thead> <tr> <th>Quarter</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>Summer</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>33%</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Summer</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Quarter	1	2	3	4	Summer	1	33%					2						3						4						Summer					
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Elementary Specialists and Job Embedded Professional Development (JEPD)																																							
Indoor Air Quality Improvements Infrastructure																																							

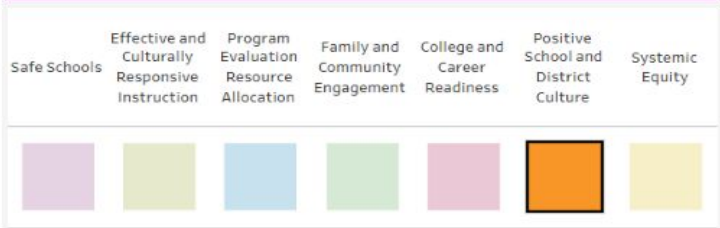
Dashboard: Quarterly monitoring of budget spend down and project completion

**Total Budgeted:** \$70,604,147

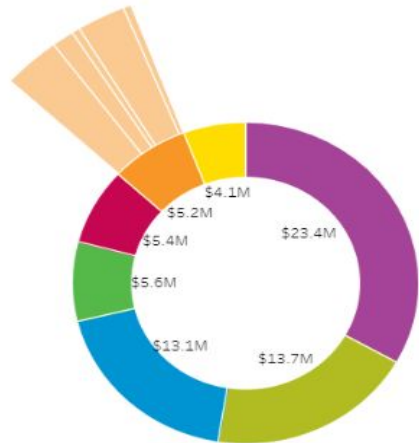
**Total Spent:** \$328,073

**Budget by SPPS Achieves Focus Area:**

**Strategy Budget and Spending:** *Last update: 10/12/22*



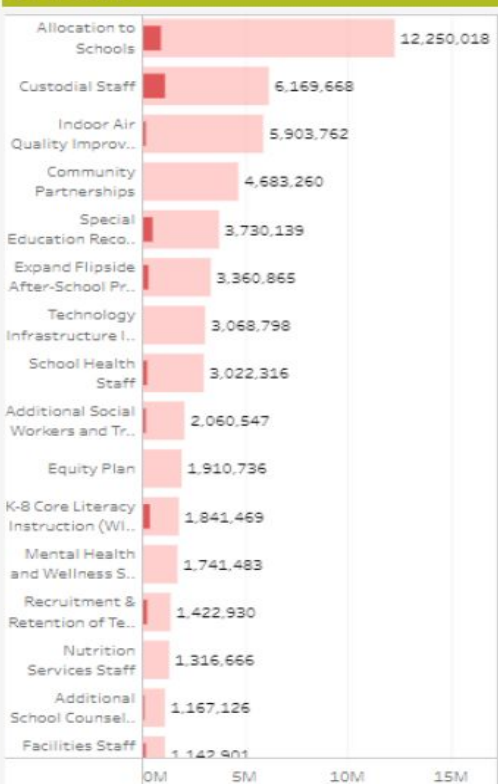
Strategy Name	Budgeted (FY23)	Spent (FY23)
Additional Social Workers and Training for Responding to Trauma	\$2,060,547	\$194,737
Mental Health and Wellness Support	\$1,741,483	\$62,733
Attendance Interventions through Community Partnerships	\$800,000	\$13,356
Social Emotional Learning Support	\$290,000	\$32,886
Early Childhood Mental Health Support	\$286,718	\$24,362



Dashboard:  
Monthly  
monitoring of  
budget spend  
down



### By Strategy



### Summarize By



Dashboard:  
Public facing  
budget spend  
down



**Saint Paul**  
PUBLIC SCHOOLS

Thank You