



Saint Paul Public Schools CSI School Improvement Practices

Benjamin E. Mays Magnet

- Restorative Circles (Restorative Practices)
- Standards-Based Unit Assessment in Reading
- Small Group Reading Instruction
- Phonics/ Word Study Instruction
- Math Fluency Instruction
- Independent Reading
- Writing Instruction
- Purposeful Questioning and Mathematical Discourse
- Rich Mathematical Tasks
- Math Standards Unpacking and Alignment
- Primary Years Program

Central Senior High

- Additional academic support and intervention (by peers) to identified students in the area of math
- School-wide grading policy/system
- Positive Behavioral Interventions and Supports and Restorative Practices
- Effective case management for special education students using a tiered system of support
- Task, Questions, and Evidence framework
- Focused note-taking within Advancement Via Individual Determination (AVID) and International Baccalaureate (IB) Approaches to Learning frameworks

Cherokee Heights Elementary

- Tier I Classroom Expectations
- Relationship Building
- Building a Data Based Culture
- Student Self-Assessment
- Guided Reading
- Number Talks

Como Park Senior High

- Master schedule that supports all students (special education, English learners, 9th grade transition, Academy of Finance).
- Positive Behavioral Interventions and Supports (PBIS) and Restorative Practices
- Check and Connect
- Vertical Alignment of ELA Common Assessments
- Increase volume of reading
- Framing Mathematics Instruction around the Task, Questions, and Evidence

Dayton's Bluff Achievement Plus Elementary

- Social Emotional Learning
- Attendance: Timely Communication with Families and County
- PBIS: Reduce Office Discipline Referral (ODR)'s through increased awareness of our data and implementation of a clearly defined process
- Revising Common Formative Assessments in Literacy Based on Student Data
- Creating Common Formative Assessments for Math: Numbers and Operations
- Small Group Reading Instruction (SCRL Practice #3)
- Independent Reading Striving Readers Comprehensive Literacy (SCRL) Practices 1, 4, 8, 9)
- Academic Language in Math: Sentence Stems and Key Words
- Conferring in Reading (SCRL Practice #5)
- Small Group Math Instruction
- Standards Aligned Writing Instruction: Evidence Based Practice (EBP) #6
- Writer's Workshop: Implementing the New Calkin's Writing Units of Study (aligned to SCRL Practice #6)

Eastern Heights Elementary

- Dual Capacity Framework
- Creating a Welcoming Environment
- Family Partnerships
- Building a Data Based Culture
- Guided Reading
- Small Differentiated Groups—Math

Frost Lake Elementary

- Develop and implement a Tier II behavior system
- Use student achievement data cycles to support instructional decision making
- Standards-based literacy instruction through direct instruction, independent reading, common formative assessments and effective feedback
- Math workshop model focusing on quality small group instruction
- Culturally sustaining practices to support instruction

Gordon Parks High School

- Address the diverse needs of students and provide multiple opportunities for credit obtainment and student engagement
- Collaborating to create more alternative experiences for students
- Positive Behavioral Interventions and Supports (PBIS) that integrates Social, Emotional Learning, Restorative Practice and Trauma Informed Practices
- Personalized Learning and Graduation Plans
- Task, Question and Evidence
- Effective and Culturally Relevant Instruction
- Writing claims with text-based evidence using project-based learning
- Increase volume of reading across subject area and within project-based learning

Guadalupe Alternative Program

- Develop an Advisory Council of Employer and Post-Secondary Partners
- Restorative Practices and Conflict Mediation
- Competency Based Education aligning to Industry Certification
- Personalized Learning and Graduation Plans
- Data Driven Instruction

Harding Senior High

- PBIS integrating social-emotional learning
- Interactions with families
- Personalized Learning and Graduation Plans
- AVID co-taught classes (strategies on organizational, goal setting and credit attainment) offered to Special Education students in an inclusion setting.
- Check and Connect
- Effective and Culturally Relevant Instruction
- Task-Question-Evidence
- Volume and Independent Reading: Provide abundant and diverse reading materials, including texts that are multimodal and of a variety of languages, and opportunities to read in the classroom.
- Close Reading: Provide intentional, research-informed instruction using increasingly complex texts and tasks that build comprehension, knowledge, and strategic analysis
- Implementation of Middle Year Program - Building Grading Policy Statement

Highland Park Senior High

- Culturally relevant practices and teaching strategies
- Focus on Freshman Credit Attainment
- Purposeful Talk and Questioning
- Task, Questions, and Evidence Framework
- Focused instruction for special education and English Learner (EL) students

Highwood Hills Elementary

- Attendance Monitoring, Support and Reward System
- Tier 1 Systems Review: Classroom Rituals and Routines Focus
- Aligning Professional Development to School PD Plan
- Create and implement school Professional Development (PD) plan and calendar to drive implementation of School Improvement Plan (SCIP) goals
- Independent Reading
- Conferring
- Small Group Math Instruction
- Math Review: Going deeper using student data
- Guided Reading
- Building Leadership Team capacity through tight communication loops

Humboldt High School

- Positive Behavior Intervention and Supports (PBIS)
- Family and Community Engagement through Conferences, parent nights to engage newcomer families, interpreters, Parent Academy, teacher parent outreach, family event nights, PTO and Site Council
- Effective culturally relevant practices through Professional Development
- Personalized Learning and Graduation Plans
- Effective and Culturally Relevant Instruction: Reading Stamina – English Language Arts (ELA)
- Effective and Culturally Relevant Instruction: Vocabulary Development (All School)
- Math Review
- Task, Questions, and Evidence

John A. Johnson

- Welcoming Environment
- Standards-based literacy instruction (2019-2022)
- Standards-Based Math Instruction (School Year 2019-21)
- Literacy Standards Alignment (2019-20)
- Literacy: Guided Reading (2019-20)
- Math Standards Alignment

Johnson Senior High School

- School-based interventions for struggling students
- Culturally responsive teaching practices centered on restorative practices approaches in classroom
- Check and Connect
- Increase volume of reading
- Common formative assessment in math classrooms

LEAP High School

- Trauma Informed Care
- Personalized Learning and Graduation Plans
- Task, Questions and Evidence
- Mutually Adaptive Learning Paradigm (MALP)

Maxfield Elementary

- Teaching Expectations (Tiered Fidelity Inventory (TFI) 1.4)
- Classroom Procedures (TFI 1.8)
- Restorative Circles (Restorative Practices)
- Student, Family, and Community Involvement (TFI 1.11)
- Common Formative Assessment in Reading (Striving Readers Comprehensive Literacy {SRCL} Practice 10)
- Common Math Assessment
- Guided Reading (Striving Readers Comprehensive Literacy {SRCL} Instructional Practice #4 - Small Group Instruction)
- Phonics / Word Study Instruction (SRCL K-3 Practice #5 and #6 - Phonological Awareness and Letter-Sound Relationships)
- Writing Instruction (SRCL Practice 7)
- Small Group Math Instruction
- Conceptually-Based Math Tasks
- Math Fluency
- Alignment of Curriculum and Standards in Mathematics

Obama Service Learning Elementary

- Reduce Chronic Absenteeism by providing early intervention for students and families who need more support
- Data Driven Decision-Making: Ongoing observation of children's academic development that informs whole group, small group and individual instruction.
- Small group and individual instruction (SRCL Practice #3)
- Differentiated Small Flex Groups in Math