

Committee of the Whole Meeting
Tuesday, May 18, 2021 6:00 PM

Online Meeting

Agenda

- 1) Call to Order
- 2) Presentations and Discussions
 - a. Academic Update
- 3) Adjourn to Closed Session

Committee of the Whole

Academic
Update

May 18, 2021

Academic Update

Dr. Aimee Fearing, Interim Senior Academic Officer
Jennifer Rose, Interim Executive Director, K-12 Academics

Academic Focus



Literacy: Birth-Adult Literacy Framework

Jennifer Rose, Executive Director, K-12 Academics

Jennifer Simon, Indian Education

Birth-Adult Literacy Framework

For while we have our eyes on the future,
history has its eyes on us.

This is the era of just redemption
we feared at its inception.

We did not feel prepared to be the heirs
of such a terrifying hour

but within it we found the power
to author a new chapter.



5 -*The Hill We Climb* by **Amanda Gorman**

Framework Vision and Mission

- **Vision:** MPS will affirm and cultivate learners' **language** and **literacy** development centering **identity, joy, and critical thinking**.
- **Mission:** Our mission is to ensure that all learners from birth to adulthood are **empowered, inspired, and engaged** participants in multicultural local and global societies. We prioritize **language development and literacy** (reading, writing, speaking, listening, viewing, and exchanging ideas) through **culturally-sustaining curriculum and instruction** to achieve equitable educational outcomes in our communities.

Framework Staff Expectations

Staff will engage in...

- **Instructional practices** utilizing data-driven decision making as part of a Literacy Multi-tiered System of Supports that include:
 - standards-based, aligned lessons utilizing district-approved curriculum and supplemental materials (as determined by student need)
 - Include deep knowledge of grade-level standards, reading skills, grade-level literacy benchmarks.
 - Assessments including required screeners and diagnostics as well as other forms of assessments that monitor student progress
 - rapid cycles of intervention and/or extension
 - consistent classroom observations of literacy instruction by school-based coaches, and/or highly trained literacy-focused staff, and administrators
- **Professional Development (REQUIRED SY 21-22 and 22-23)**
 - Reading strategies in: phonics, phonemic awareness, vocabulary, fluency and reading comprehension
 - Dyslexia characteristics
 - Literacy strategies across content (secondary)
 - Curriculum Transformation and Culturally-Sustaining practices
 - Co-construct student goals and priorities for learning that are central to holistic human development and represent the multifaceted identities of their learners.

Framework Staff Expectations

Staff will engage in...

- **Communication** with families
 - Culturally responsive communication about a student's literacy progression aligned to grade-level standards-based reporting in **addition to** parent teacher conferences and quarterly/semester report cards
 - Hosting opportunities to engage families in school-wide literacy such as parent universities and/or literacy open houses
 - Positive messages by
 - removing language barriers so that parents can more easily communicate with school staff
 - providing parent training to help parents understand MPS programs, especially Special Education services.
- **Collaboration** with colleagues
 - Design curriculum that supports literacy as a path to social change and equity.
 - Set aside time to review measurements of literacy engagement and growth and make adjustments to planning and instruction based on evidence.

Framework Student Outcomes

So learners can...

- Read, write and comprehend texts at grade-level or higher
- Engage in authentic literacy practices that cultivate multifaceted identities, criticality, intellect, skills, and joy.
- Be partners in their literacy education and view literacy as a path to social change and equity
- Find liberation and agency as fluent readers, writers and speakers

Framework Commitment to Families

And families can expect...

- to know their learners' literacy strengths and areas for continued growth and can support their learners' development.
- to see themselves as partners in literacy through co-creation of learning and oversight in decision-making.
- to see their identities, cultures, and languages are honored and embedded in student literacy learning.
- to perceive school communication as positive, ongoing, and accessible.

Literacy Multi-Tiered System of Supports



Historical Narrative of Public Education

Literacy as a tool to serve the privileged and powerful



Allow All Learners and Families to Challenge the Status Quo

Literacy will no longer be a tool of oppression but a tool of liberation

Where We've Been

Where We Are Going



Family Engagement
Curriculum Transformation
Collaboration
Professional Development
Plan, Do, Study, Act
School & Community Partnerships

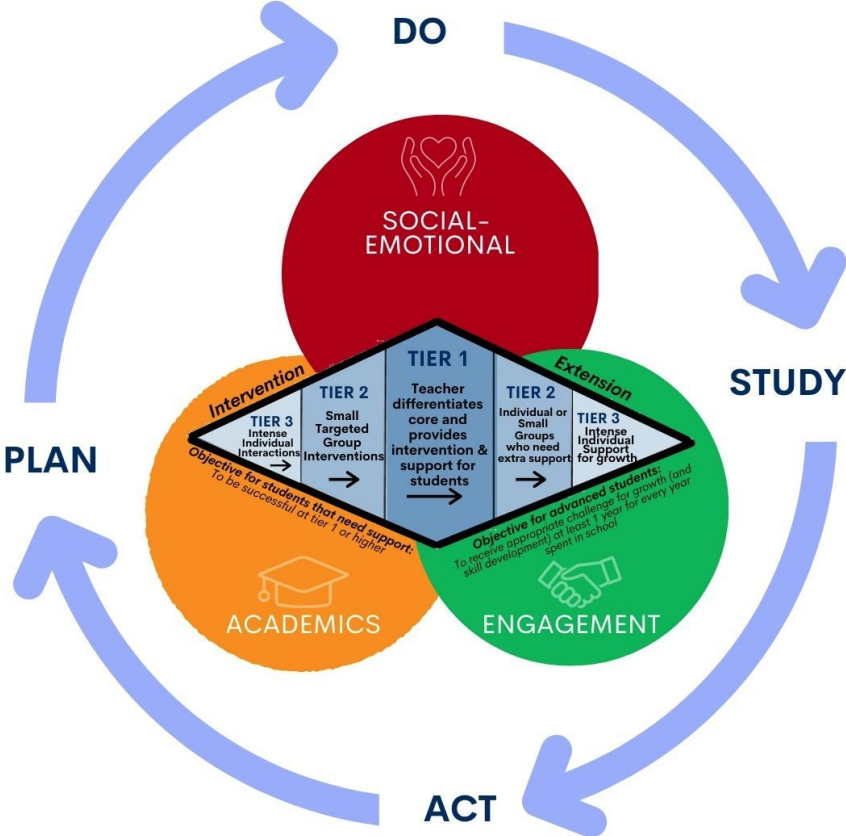
Where We Are Currently

Creating the MPS Literacy Framework
MTSS is the foundation to build a literacy framework that will dismantle the systemic racism and classism of literacy instruction in MPS and serve **ALL** students.



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PUBLIC SCHOOLS
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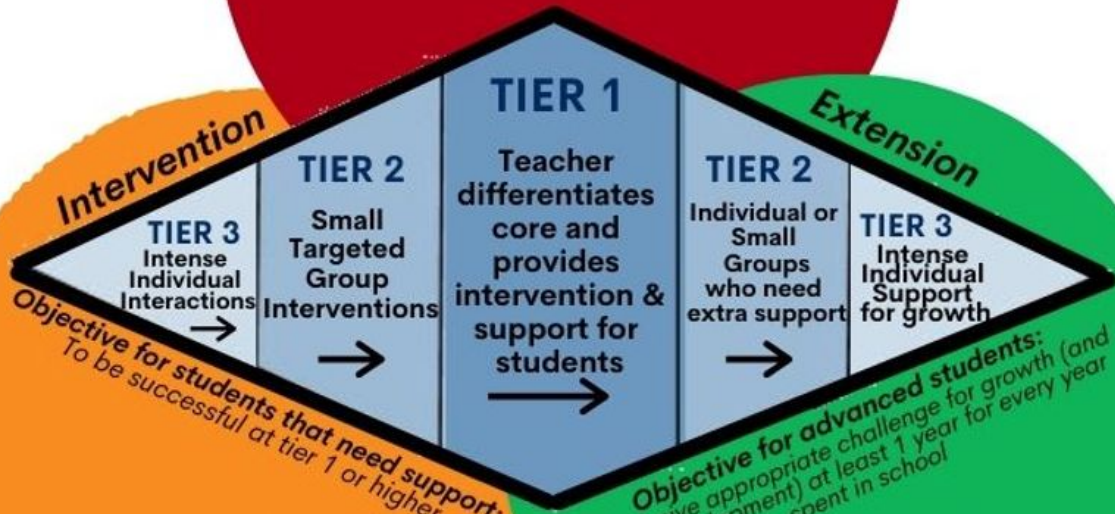
Literacy Multi-Tiered System of Supports





SOCIAL-EMOTIONAL

PLAN



STUDY

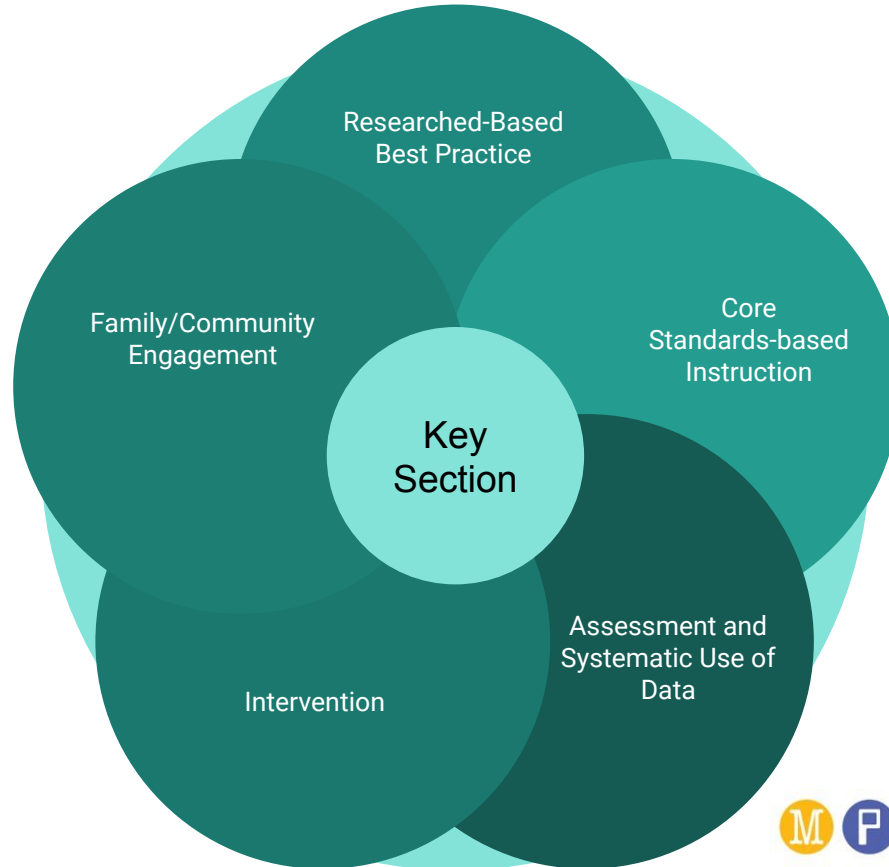


Framework Key Sections

- Birth-Age 3
- Preschool - Age 4-5
- Elementary
- Middle and High School
- Adult Learner

Subgroups to be embedded into age-band subcommittees

- Dual Language
- English Learner
- Special Education
- Library Media



Birth-Age 3

As a result of the literacy framework:

- Learners, ages birth to three years old, with the support of their primary caregivers & teachers, will meet language(s) and literacy developmental benchmarks.
- Expand family education opportunities beyond current language-specific classes, provided in Oromo, Amharic, Spanish, Somali, Hmong and English
- Enhance opportunities that provide a multitude of cultural perspectives including American Indian and African American.

As a result of the Pre-Kindergarten Literacy Framework:

- All PK learners will have access to a culturally transformed thematic curriculum that will create literacy rich opportunities for them to develop early literacy skills.
- All PK learners will have literacy skills they need to ensure a successful transition from PK to Kindergarten.
- All PK Educators will receive professional development and coaching in curriculum transformation, assessment, differentiation, and early literacy to support learners' individual literacy growth and development.

Adult Learner

As a result of the literacy framework:

- Adult learners will have access to high-quality programming (centered around student voice, data, and best practices) designed to support their goal(s) of English language acquisition, obtaining a secondary credential, and college or career preparation.
- Adult learners will be invited to provide continuous feedback and participate as thought partners, influencing curriculum development, instructional practices, professional development, and program offerings.
- Adult learners will have access to customized learning plans, differentiated course offerings, and Multi-Tiered Systems of Support, developed to enhance student outcomes.
- Access to information about Adult Education programming online and at every school site will be available throughout the district.
- Households, community members, workforce development agencies, and local colleges will be engaged as co-creators and partners in literacy.

Dual Language and English Learner

As a result of the literacy framework:

- MPS Dual Language and ELD programs will partner with families and students to co-create student goals, instructional lessons, and community-based learning experiences embedded with language development
- Dual Language and ELD programs will structure spaces for translanguageing and cross-linguistic transfer within literacy instruction
- MPS will require and set up strong systems of collaboration for all stakeholders in support of student learning and language development
- MPS will align Special Education and ELD programs within language allocation guidelines and instructional best practices for bi/multilingual students
- MPS will develop, pilot and implement needed MTSS resources to focused on biliteracy and language considerations through the tiers

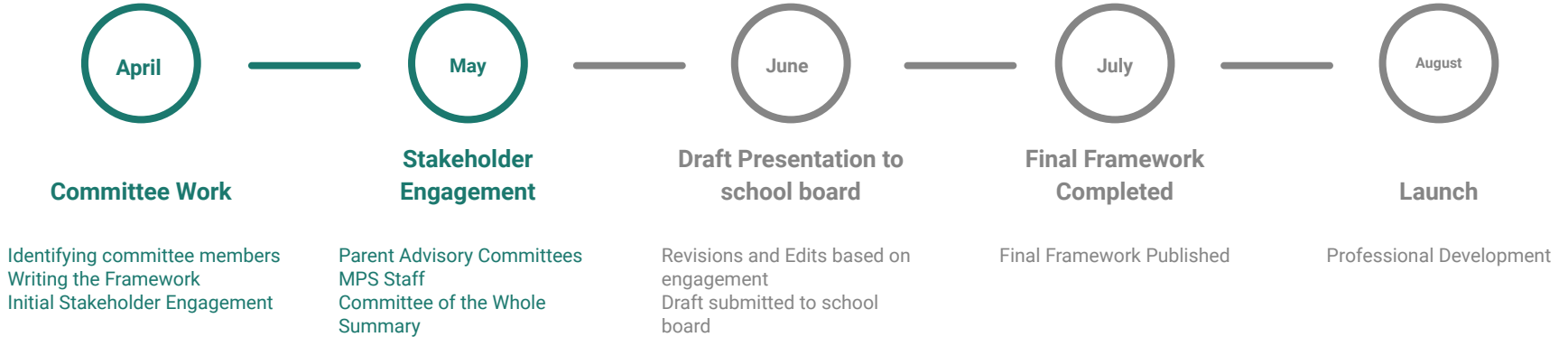
Special Education

As a result of the literacy framework:

- MPS students will be empowered to access age and grade appropriate core and specialized instruction **through use of universal technology and assistive technology skills.**
- MPS educators will utilize an age appropriate whole child approach by **using data and measurement tools that are culturally responsive and relevant to the learner and their family.**
- By **assessing current engagement practices and implementing equitable evaluation and intervention practices**, MPS educators will **disrupt institutionalized and historically predictable practices** in special education whereby students of color are disproportionately identified and qualified for services through all disability categories.
- Through authentic relationships, the MPS community will grow together, creating shared knowledge of language and literacy **between students, families, community partners and educators.** These relationships are the responsibility of MPS staff to cultivate through the IEP process, which needs to **evolve into a true conversation** about a student's reading strengths and areas for growth, leading to a plan of action.

Framework Timeline

2021



Literacy: Elementary

Julie Tangeman, Teaching and Learning
Meghan Gasdick, Teaching and Learning

Updates from December

Early Literacy
Content
Knowledge



Strong
Literacy Core
Instruction



Effective Team
Collaboration



Literacy
Acceleration:
Intervention &
Extension

Connecting Literacy Framework to Read Well By Third Grade

As a result of the elementary literacy framework all K-5 MPS learners will:

- **read, write, and comprehend** text at or above grade level by receiving **explicit** and **systematic reading instruction** that develops their **automatic word recognition, language comprehension, and strategic knowledge**.
- engage with literacy instruction that fosters their love for literacy by developing their **identity, skills, intellect, criticality, and joy**.
- use reading, writing, speaking, and visual representations in development of their **voice and criticality**.
- have their **literacy strengths** and **needs** regularly assessed using **multiple measurements** so educators can better understand their strengths and needs to inform curriculum and instruction .
- have educators who will engage in ongoing **professional development** and **collaborative planning** that supports **curriculum transformation process** and **literacy development**.

Read Well by Third Grade/Local Literacy Plan

- **Required** by Minnesota Statute, section 120B.12 and **due July 1, 2021**
- Reflects **required** components of the **World's Best Workforce** legislation, Minnesota Statutes, section 120B.11, subdivision 1.
- Is **required** to receive ***Literacy Incentive Aid*** as provided by Minnesota Statutes, section 124D.98, subdivision 1.
- Includes **requirements** to **report** district efforts to **screen** and **identify** students with **characteristics of dyslexia**.

Read Well by Third Grade/Local Literacy Plan

Reflect and Revise

Current *Read Well by Third Grade Plan* based on

- FAST earlyReading data
- Intervention implementation
- Family engagement
- Teacher training
- Monitoring and response to students' literacy needs before MCAs in Grade 3

**FAST earlyReading and aReading assessments are used to report to MDE our efforts to screen and identify students with characteristics of dyslexia*

Draft

- Revising 2019-2020 *Read Well By Third Grade Plan*
- Aligning to Birth-Adult Literacy Framework
- Adding in Culturally Sustaining
- Adding in intentional focus on early literacy.
- Adding additional requirements for teacher training in dyslexia
- Adding in MTSS Literacy Framework

Final Submission

Final Submission to MN Department of Education, July 1, 2021

Literacy: Secondary Literacy

Molly Vasich, Teaching and Learning

Secondary Literacy Framework (Grades 6-12)

As a result of the secondary literacy framework secondary learners will:

- Engage in **authentic disciplinary literacy practices** that **affirm their identities, cultures, and languages** in all courses
- Receive **instruction** that includes **vocabulary, critical thinking, and comprehension**
- Have teachers participating in ongoing **professional development** and **collaborative planning** that integrates the **curriculum transformation process** and **literacy development**.
- Have teachers who know each learners' literacy strengths and needs regularly using **multiple measurements** including **standardized screeners, classroom-based assessments, and learner surveys**.

Instructional Practices

- Literacy practices that...
 - Sustain learners' **culture** and **language**
 - Integrate **identity, criticality, skills, intellect, and joy**
 - Support **ongoing advancement** for all learners

- Literacy practices in **all content areas** that...
 - Guide students in **reading, writing, and expressing ideas** in ways that are authentic to the discipline (math, science, CTE, etc.)
 - Build **vocabulary, personal understanding of how they read, and comprehension**

Instructional Practices & Assessment

- Information and digital literacy practices that...
 - Ensure learners **access, analyze, evaluate, create** and **participate** with information and technology in all forms
- Literacy assessments that...
 - Provide **multiple measurements** so teachers can **adjust** instruction and meet the literacy needs of **all learners**
 - Engage learners in **meaningful tasks, collaboration,** and **problem-based experiences.**

Professional Development - Highlights

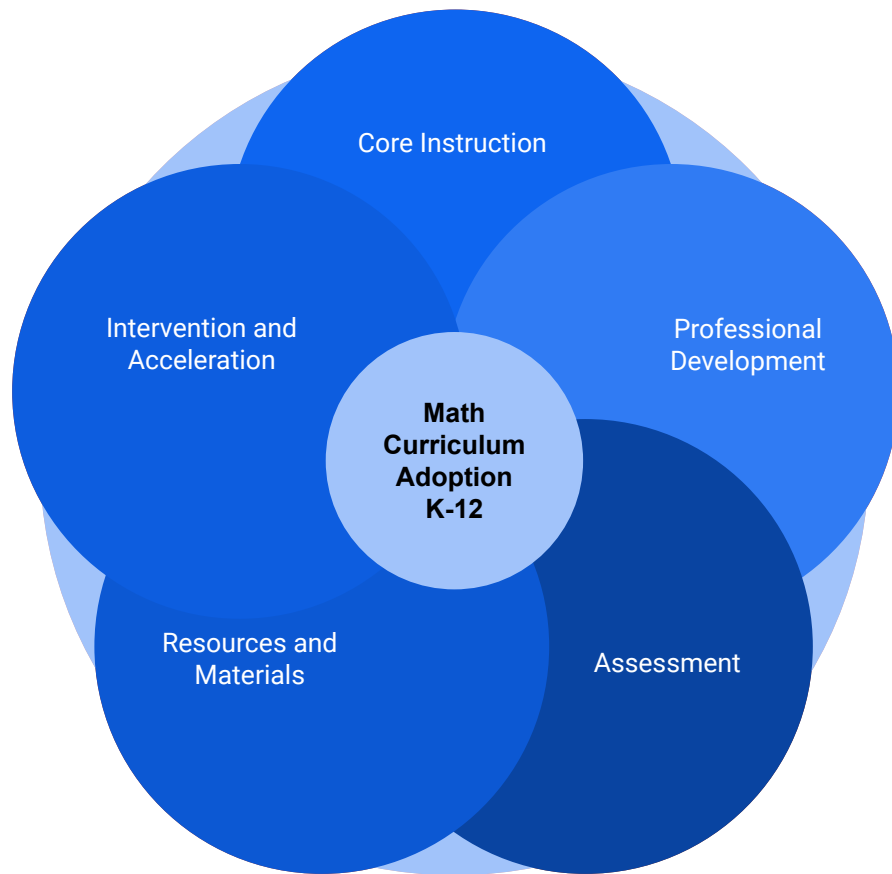
- Path to Reading Excellence in School Sites (**PRESS**)
 - All Grades 6-8 sites for 3 years
 - Focus on reading strategies and interventions.
- Reading Apprenticeship
 - Grades 9-12
 - 4 schools pilot
 - Focus on student understanding of using reading strategies and how to increase reading comprehension
- Minnesota Writing Project Workshop Series
 - Cohort of 30 secondary educators

Literacy Questions

Math: Curriculum Adoption K-12

Chris Wernimont, Teaching and Learning

Math Curriculum Adoption K-12



Core Math Instruction

All classrooms:

- Use **instructional practices** that sustain students' **cultures** and **language**
- Discuss mathematical ideas and relationships
- Engage in standards-aligned math problems that :
 - Build on previous understanding to create new learning
 - Have multiple solution pathways
 - May take some time to think about and solve
- Focus on solving **real-world problems**, not just isolated facts and methods
- Analyze **evidence** of **student thinking** and data to inform daily instructional decisions



Professional Development in Mathematics

- Reflecting on own cultural identity and what culturally sustaining practices look like in the math classroom
- Developing **deeper knowledge** of how children learn mathematics
- Expanding the development of **flexible mathematical thinking**
- Developing quality mathematics learning **classroom Look Fors** to aide observation and teacher coaching

Assessment in Mathematics

- **Gather evidence of student mathematical thinking and reasoning connected to learning goals**
 - Types of evidence: Interview based assessments, diagnostics, daily classwork, teacher observation, unit assessments, universal screeners, and summative assessments
- **Interpret the evidence**
 - Identify students understanding and progress towards learning goals.
- **Take Action**
 - On-the-fly instructional adjustment, using evidence to plan upcoming lessons, reflecting on the success of the unit, instructional practices, school systems and structures

Intervention in Mathematics

Intervention should

- Occur in ***addition*** to the regular math class
- Focus on **problem solving** and **reasoning**, not review of low-level basic facts or procedural skills
- Address specific mathematics needs based on multiple pieces of data such as **diagnostics, daily work, interviews**, not general screener information.
- Fluidly address student needs, allowing them to **move in and out of the intervention support**

Acceleration in Mathematics

Acceleration should

- Occur in their regular math class with advanced differentiation resources that provide **greater depth and complexity** around the content
- Focus on **problem solving and reasoning**, not skipping grade-level standards or more work/practice
- Utilize the same core grade level resources in accelerated math courses.

Resources and Materials

The K-12 Math Adoption Steering Committee is looking for math materials that:

- Contributes to an understanding of **ethnic, racial** and **cultural diversity** representative of the student demographics in MPS
- Offers **cultural** and **linguistically-responsive** materials that differentiate for students of all abilities and backgrounds, such as, students receiving support from **special education, ELL,** and **advanced academics**
- Supports **Effective Teaching Strategies** from NCTM Principles to Action and Catalyzing Change and provides **instructional resources** with differentiated opportunities across a continuum of skills and abilities
- Provides **developmentally appropriate** resources
- Offers **assessments** that include **diagnostic, formative** and **summative** tools
- Curriculum content, tasks, and activities that have purposeful **alignment to the 2007 Minnesota Mathematics Standards**



Timeline

K-2 Curriculum Materials

- Two vendors
- Will pilot in Fall 2021 - # of Schools TBN
- Field Test in Winter 2022
- Decision Spring 2022
- **First year of district-wide implementation SY 22-23**

3-5 Curriculum Materials

- RFP issued Winter/Spring 2021
- K-12 Math Adoption Steering Committee currently reviewing materials
- June 2021 Pilot vendors will be determined
- Will pilot in Fall 2021 - # of Schools TBN
- Field Test in Winter 2022
- Decision Spring 2022
- **First year of district-wide implementation SY 22-23**

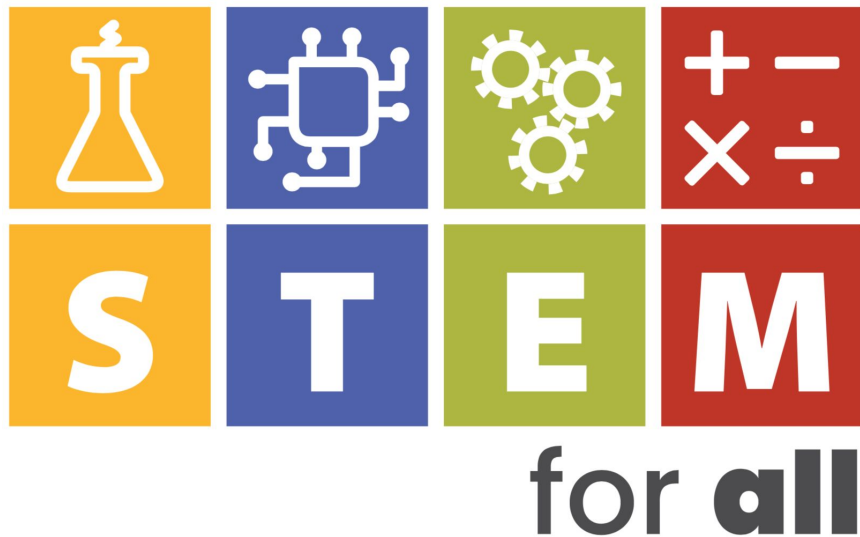
6-12 Curriculum Materials

- K-12 Math Adoption Steering Committee will reconvene to write and issue RFP in SY21-22
- Pilot and field test SY 22-23
- **First year of district-wide implementation SY 23-24**

Science Technology Engineering and Math

Erin Clarke, Teaching and Learning

STEM for All



All students engage as scientists, engineers, and mathematicians in the classroom and develop the STEM skills and practices that will support their success in **any** career.

STEM Framework

- Access for all students
- Strengthen foundations of science and math
- STEM learning is connected to each subject
- STEM experiences happen throughout the school day and beyond
- STEM For All aligns with MPS priorities
(equity, MTSS, literacy & math, college & career ready)

STEM Outcomes

- Teachers use research-based **best practices** in science and mathematics.
- Students engage in **project-based learning** that explores **real world events**.
- Students are connected to local STEM **professionals** and increase interest in STEM **careers**.
- Students are prepared for high school STEM coursework including **advanced academics** and **career pathways**.

Math and STEM Questions

Ethnic Studies

Lisa Purcell, Teaching and Learning

New policy

- 1-semester ethnic studies course required for high school graduation, beginning with class of 2025 (incoming 9th graders).

Supporting the Change

- Assisting schools as they identify courses and teachers
- Purchasing materials and revising curriculum
- Leading professional development with teachers and principals

Looking Ahead

- Ongoing professional development
- Artist-in-Residence program offered to all ethnic studies teachers
- Intro to Ethnic Studies in 3 middle schools

Arts

Nora Schull, Teaching and Learning

5th Grade Instrumental

Instrumental Music Cadre

- Hiring for 15 - 1.0 FTE in total (though split in a variety of FTE formats)
- 8 early contracts from outside the district
- Completed the first round and matching for Interview and Select

Instruments

- Purchased an additional 3600 instruments to support the program
- Purchasing additional chairs and stands

Professional Learning

- Completing our three year professional development plan for 5th grade cadre of teachers that includes developing culturally sustaining curriculum and methodology to increase student retention at 6th grade transition

Looking Ahead

- Additional needs around storage, chairs/stands, and instruments as enrollment increases
- Supporting the growth of Instrumental Music at the middle school level

Advanced Academics

Kelly McQuillan, Teaching and Learning

Advanced Academic Secondary Funding Model

New

- Funding for all Advanced Academics/College Credit Programming will move to the central office.
- All 9-12 schools will choose from 1 of 2 centrally-funded programming models.
 - Option 1: IB Diploma Program /IB Career Program
 - Option 2: AP (Advanced Placement)/CIS(College in the Schools)/CE (Concurrent Enrollment) program
- All MPS high school students will have access to 1:1 college credit courses in grades 11/12 or equivalent by SY2027.

Supporting Change

- Additional MYP, IB and Advanced Academic Coordinator staffing.
- Additional professional development for school counselors and staff in identifying, enrolling and communicating to families about advanced academic opportunities.

Looking Ahead

- Increasing support for transition grades 8th to 9th
- Student of Color Mentorship program for students who are taking college credit bearing courses
- Curriculum Transformation process for advanced academic courses

MPS Young Scholars

New

- Piloting MPS Young Scholars Program at four sites, grades K-2, to increase equitable identification of Advanced Learners in 2nd grade during the universal screening process and support all students to ensure they are college and career ready.

Supporting the Change

- Modeling lessons that use higher order thinking skills for all students
- Coaching teachers to look for gifts and talents in **ALL** students
- Providing after school programming to BIPOC and low income students

Looking Ahead

- Curriculum development and ongoing professional development.
- Supporting schools in monitoring academic growth of students **at or above grade level**
- Support from the Differentiation & K-2 Math and Literacy Specialists

Ethnic Studies, Arts and Advanced Academic Questions

2021 Summer Programs: Recognize, Respond, Recover and Excel

Summer Programs

SUMMER PROGRAMS

Take part in fun, exciting learning opportunities to keep your minds active, and bodies moving!

[Learn more](#) →



What's New in MPS Summer Programs?

- Expanded High Five programming to include **ALL** MPS rising Kindergarteners.
- **Freedom Schools** at Cityview and Green
- Inclusion model for K-7 Summer Scholars with additional **English Learner and Special Education support**
- **Literacy Lab** Cluster Site K-2 (1 site)
- **School Spirit Summer Sports Camps** K-5 including adaptive sports and leadership from older students
- **9-12 Arts offerings** including opportunities for students with special needs
- All summer sites will have onsite school **counselor, social worker, health services** and **mental health** (based on staff hiring availability)

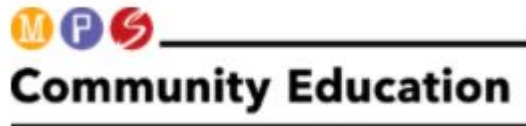
Summer Scholars

- New name reflects prestige of students and stellar, innovative array of offerings provided through key programs now known as an **Academy**:
 1. [Discovery and Learning Academy](#) (Grades PreK-4)
 2. [GEMS/GISE STEM Academy](#) (Grades PreK-7)
 3. [Virtual STEM Academy](#) (Grades K-7, MPS students only)
 4. [Fast-Track Academy](#) (Grade 8)
 5. [Credit Academy](#) (Grades 9-12, qualifying students only)
- **Summer Scholars' tagline—Explore. Create. Connect.**—exemplifies immersive experience, challenges students to explore world of possibilities both in and out of classroom
- **Free** and open to all MPS PreK-8 students; in-person and virtual options depending on grade; **transportation** provided
- Many Academies open to charter school students (Minneapolis residents)
- Private school students can attend Credit Academy (Minneapolis residents)
- Website: SummerScholarsMPS.org



Super Summer

- Provides education enrichment, skill building, a sense of community, social and emotional learning, and recreational opportunities.
- Free or low-cost, in-person options throughout Minneapolis.
- Customize schedules to meet needs including full day, weekly AM and PM classes for up to eight weeks beginning in June.
- Freedom Schools at Cityview and Green



School Spirit Sports Camps

- Available to elementary students (K-5 grades) from **August 2-6** and **August 9-15**
- Both morning and afternoon options at Edison and South High.
- Free and [registration is required](#) once the registration opens (date to be announced).
- Sports offerings include soccer, volleyball, flag football, and track may be available depending on field and staff availability. Adaptive sports will also be available. Transportation is provided. More information coming soon!

9-12 Arts Programs



- **Summer Enrichment** opportunities offered through Community Education and Extended Learning
- Partnering with the community arts organizations including **The Cowles Center for Performing Arts, Hennepin Theatre Trust, MacPhail Center for Music,** and several other Twin Cities artists.
- Programming includes opportunities in **dance, music, theatre,** and **visual arts.**
- Continuing to develop programming that **inclusive** of all students and abilities.

Bookmobile

- Multi-cultural collections are being built
- Rotate to various summer locations including schools and external
- Students will be able to return and check out MPS library books

