

## **Committee of the Whole**

Tuesday, August 23, 2022 6:00 PM

Board Assembly Room, 1250 West Broadway Avenue, Minneapolis, Minnesota 55411

1) **Call to Order and Roll Call**

2) **Presentations and Discussions**

2)a. Systems and Structures: Creating the Foundation

3) **Adjournment**



# Committee of the Whole

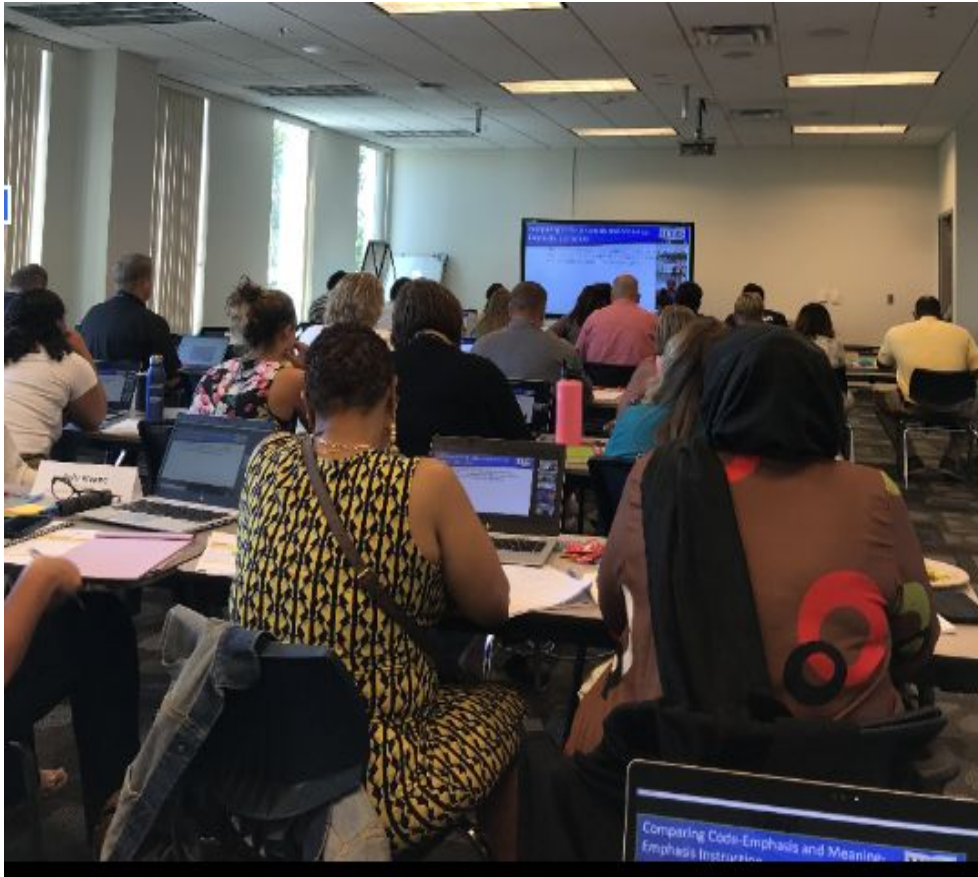
Systems and Structures  
August 23, 2022



# Agenda

- Literacy, Math, School Improvement and Climate Updates
- Principal Sharing
- Discussion

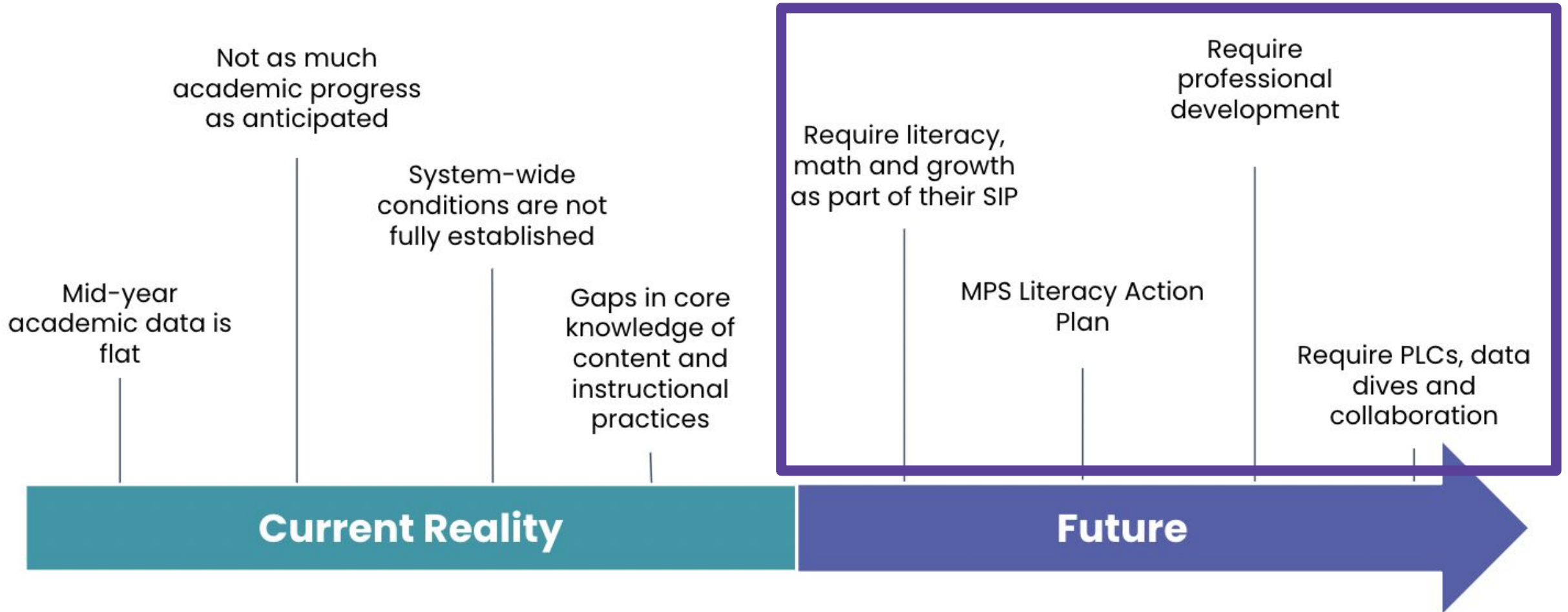
# Learning Organization



Most of us at one time or another have been part of a great team, a group of people who functioned together in an extraordinary way – who trusted one another, who complemented one another’s strengths and compensated for one another’s limitations, who had common goals that were larger than individual goals, and who produced extraordinary results...What they experienced was a **learning organization**. The team that became great didn’t start off great – it **learned** how to produce **extraordinary results**.

...Peter Senge, *The Fifth Discipline: The Art and Practice of the Learning Organization*

# Key Messages from May Committee of the Whole



# Academic Priorities

Core Content Knowledge



Strong Core Instruction



Effective Team Collaboration



Intervention and Acceleration

Professional Development

Learning Walks

Engagement

# Literacy Professional Development

## Launched Year-Long Required Professional Development

- Cognitive science on how the **brain learns to read and process language** with early literacy and adolescent literacy:
  - **Example:** LETRS for Administrators PD, up to 80 K-2 teachers (site specific), & all K-2 TOSAs on 3E LETRS
  - **Example:** 10 Essential Instructional Practices for Disciplinary Literacy in the Secondary Classroom
- **Early literacy improvement** at the district, site, and classroom level
  - **Example:** How to use combined assessments to determine the specific literacy needs of the student.
  - **Example:** Supporting the shift from balanced literacy to structured literacy.

# Literacy Professional Development

## Launched Year-Long Required Professional Development

- **6-12 literacy skills** within each subject area
  - English Language Arts, Science, Arts, Social Studies, Mathematics, etc.
  - Problem solving, critical thinking and communication skills
- Instructional practices need to target **how the brain learns to read and process language** with **multilingual learners** and students who receive **special education services**
  - **Explicit support** in phonemes or sounds that are unique to English and native language
  - **Additional opportunities to receive explicit instruction** and practice of skills in addition to core literacy instruction.

# Math Professional Development

## Launched Year-Long Required Professional Development

- The Bridges/Number Corners curriculum for our K-5 teachers.
  - All K-5 Teachers attend **"Getting Ready"** PD through Math Learning Center
- How to use the materials
  - Teachers will be able to **plan and work** through the math curriculum materials as they participate in the training.
- How to **organize their math block** to include both Number Corners routines and Bridges instruction
  - 20 minutes for Number Corner and 60 minutes for Bridges
- How to plan and implement the first units of Bridges/Number Corner curriculum
  - Teachers will have **year-long learning** to plan upcoming math units.

# Core Content Knowledge Professional Development

Develop **MPS PD Suite** to include:

- Opportunities for educators to learn and develop in **core content areas such as math, science, English, social studies, art etc.**
  - Students need to be able to recognize words and understand the meaning of words (content) to **improve literacy**.
- Opportunities for educators to have a K-12 understanding in specific content areas led by content area experts in the field

**Word Recognition x Language Comprehension = Reading Comprehension**

# Learning Walks

Academic department, associate superintendents, building leaders, school improvement team members and coaches will schedule **learning walks** for SY 22–23.

**Learning Walks** will provide:

- Opportunities to connect with all elementary and secondary administrators and staff in our **shared responsibility** and **effort for school improvement**.
- An avenue for **establishing collaborative and trusting relationships** through ensuring all necessary academic materials have been received.
- Opportunities to be visible and available at sites to listen and observe how students are engaging in their learning.

# Engagement

- Development of a **K-12 Literacy Caregiver University**.
  - To provide caregivers with a **“go-to” place** to learn more about district priorities in literacy
  - To support caregivers with **strategies and support** for literacy at home
  - To connect with caregivers around literacy and their role as **leaders for their learners**

# School Improvement Structures

## Professional Learning Communities (PLC)

Educators at each school meet in Professional Learning Communities weekly to review student data and make adjustments to instruction.

## Instructional Leadership Teams (ILT)

Instructional Leadership Teams include teachers, administrators, and other staff members. This team leads the school's work on academic school improvement goals.

## School Improvement Plans (SIP)

Each school in MPS has a School Improvement Plan. School leaders and leadership teams use SIPs to set and track progress towards school wide goals.

# Professional Learning Communities (PLCs)

**School leaders & teachers** schedule weekly PLCs, with agreed-upon norms, to consistently review student data and make adjustments to instruction.

## **PLCs have:**

- **determined a note-taking process, meeting dates, roles, meeting norms** to help PLCs run smoothly and effectively
- **reviewed Plan/Do/Study/Act (PDSA) cycles and the PLC rubric** to ensure they know what an effective PLC should look like
- **a lead who meets regularly with their principal for 1:1 meetings** to ensure PLC work is aligned to schoolwide goals and expectations

# Instructional Leadership Teams (ILTs)

## Instructional Leadership Teams:

- **Meet twice per month** to keep a close eye on the school's School Improvement Plan goals and strategies related to instruction
- **Coordinate Targeted Needs Analysis completion at ESSA sites** to ensure they are setting School Improvement Plan goals that meet the most important needs of their students and communities
- **Support School Improvement Plan goal and strategy writing.** Setting three-year goals and choosing evidence-based strategies will help schools and school communities work toward meeting the needs of students who are currently underserved.

**The leaders of each Professional Learning Community are members of ILT** which helps ensure that there is strong coordination between the work of the ILT and PLCs.

# School Improvement Plans (SIPs)

**Principals, instructional leadership team members, and associate superintendents attend the School Improvement Leadership Institute** to support them in school improvement

## **At our ESSA Schools:**

- **Families will be notified of identification status** at sites identified for support and improvement under the Every Student Succeeds Act (ESSA).
- **Schools will complete a needs analysis** that includes student, caregiver, and/or staff input will support schools in ensuring they are setting SIP goals that meet the most important needs of their students and communities.

**All schools set three-year School Improvement Plan goals and strategies** and share them with their school communities.

# Quotes from School Improvement PD: August 2022

"It was well organized and differentiated."  
- TOSA

"It was very informative and it was awesome to talk to school leaders and staff."  
- Teacher

"[Provide] More time to engage with peers during the sessions." - School Administrator

"As PD opportunities are available through School Improvement, continuing some of the content that was presented to keep it fresh and ready will be important." - School Administrator

# Climate Structures

**School Based  
Climate Support**

**Climate Goals**

**Professional  
Development**

# School based Climate Support

- The **equity and school climate team** will support schools with strategies and modeling around building relationships with students, staff and families at orientation and back to school events
- The team is lead by **Derek Francis**, Executive Director of Equity and School Climate
- The department has **12 Equity and School Climate Coordinators** who will provide direct support to school leadership teams and their equity and engagement teams

## Goal 4: School and District Climate

MPS is known by our community as welcoming, responsive, and connected.

# Climate Goals

- Each school will set **climate goals** as a part of their **School Improvement Plans**
- The equity and school climate team will support schools in:
  - using existing and newly gathered climate data in order to **assess current school climate**
  - **setting and reaching goals** related to the areas of climate their community is most concerned about



# Climate Professional Development

The Equity and School Climate team has **lead professional development around equity and school climate** to multiple audiences including:

- New Teacher/Employee Orientation
- Leadership Institute
- Clerical Back to School
- Middle School Restorative Practices Cohort with Legal Rights Center and Olson, Justice Page, Anthony Middle Schools

# School Leader Share-out



**School leaders from the following schools will share work their sites have done to prepare for the 2022–2023 school year related to systems and structures:**

- Anderson United
- Edison High School
- Green Central
- Loring Elementary
- Nellie Stone Johnson
- Sanford Middle School
- Seward Montessori





# Discussion



**Committee of the Whole Key Points: AUGUST 2022**  
**Systems and Structures: Creating the Foundation**

Academics: Literacy/Reading & Math	School Improvement	Equity and School Climate
<p><b>Literacy/Reading:</b>            All <b>school leaders</b> received literacy professional development to kick off the school year. Elementary building leaders' PD was grounded in the Science of Reading via LETRS for Administrators training. Secondary leaders engaged in PD on adolescent literacy via Disciplinary Literacy. All leaders will receive additional training on these topics throughout the school year.</p> <p>Based on the programming at their site, <b>elementary teachers</b> will receive professional development related to the following programs:</p> <ul style="list-style-type: none"> <li>● Groves Literacy Partnership</li> <li>● PRESS</li> <li>● LETRS</li> </ul> <p><b>Middle school reading teachers</b> will receive professional development on reading intervention for adolescents using a new reading curriculum called STARI (Strategic Adolescent Reading Intervention).</p> <p><b>Mathematics:</b>            All K-5 schools will be implementing the newly adopted math curriculum: Bridges/Number Corner this fall. Teachers at all schools will participate in unit planning meetings held throughout the school year to support them in getting to know the materials/tools as well as planning for high quality implementation of the curriculum.</p>	<p><b>School Improvement Plans:</b> Each school will write SIP goals that align with each goal area of the strategic plan:</p> <ul style="list-style-type: none"> <li>● Academic Achievement</li> <li>● Student Wellbeing</li> <li>● Effective Staff</li> <li>● School and District Climate</li> </ul> <p>Schools will then identify strategies that they will use in order to meet each of their goals. (Schools identified for support &amp; improvement under ESSA will write SIP goals and choose SIP strategies after completing a needs analysis process at the beginning of the school year.)</p> <p><b>Instructional Leadership Teams:</b> Each school will identify members to comprise the Instructional Leadership Team who will lead their site's school improvement work over the course of the school year.</p> <p><b>Professional Learning Communities:</b>            Professional learning communities or PLCs are groups of educators who meet regularly to share expertise, analyze student work, plan instruction and collaborate to improve teaching skills and the academic performance of students. Each school will determine who will lead each PLC, as well as determine when those leads will meet with teams and with the school leader in order to ensure they are making progress.</p>	<p><b>School-based Climate Support:</b>            The equity and school climate team will support schools with strategies and modeling around building relationships with students, staff and families at orientation and back to school events.</p> <p><b>Climate Goals:</b>            Schools will set climate goals as a part of their School Improvement Plans. The equity and school climate team will support schools in reaching their goals.</p> <p><b>Professional Development:</b>            The Equity and School Climate team has lead professional development around equity and school climate framework to multiple audiences including:</p> <ul style="list-style-type: none"> <li>● New Teacher/Employee Orientation</li> <li>● Leadership Institute</li> <li>● Clerical Back to School</li> <li>● Middle School Restorative Practices Cohort with Legal Rights Center and Olson, Justice Page, Anthony Middle Schools</li> </ul>

**Board Reflection Question**

- As a board member, how will people know that I am leading with the Strategic Plan as my North Star? What will it look like, sound like and feel like to me?
- How will the MPS community know that WE are leading with the Strategic Plan as OUR North Star? What will it look like, sound like and feel like to them?