

Board Retreat

Tuesday, June 4, 2024 4:30 PM

North CTE Center, 1500 Knox Ave N, Minneapolis, Minnesota 55411

- 1) **Materials Provided to the Board**



School Board Retreat

June 4, 2024

MPS Vision, Mission, Commitment, & Values

Vision

All students — regardless of their background, zip code, and individual needs — will receive an anti-racist, holistic education that builds essential knowledge to prepare students for future success.

Mission

Minneapolis Public Schools exists to provide a high quality, anti-racist, culturally responsive education for every Minneapolis student.

Commitment

To achieve our vision, we will intentionally focus and prioritize resources and actions to significantly improve the experiences and outcomes of Black students, Indigenous students, students of color and their families.

Values

- Equity, representation, & anti-racism
- Physical and emotional safety, and wellbeing
- Relationships, trust and communication
- Shared decision making and voice Transparency and accountability
- Evidence-based strategies

Agenda

Warm Welcome	Year at a Glance (Review, Reflect, & Share)	Sayles-Adams	4:30 - 4:45 pm
Board Governance		Webb	4:45 - 5:00 pm
Superintendent Transition	First 100 Days Listening Session Insights	Sayles-Adams	5:00 - 5:45 pm
	BREAK		5:45 - 6:00 pm
Strategic Planning	Strategic plan priority strategies Student Outcomes/Progress Monitoring Metrics Board Calendar/reports/updates	Hunter	6:00 - 7:20 pm
Transformation	Board Resolution Values & Priorities	Sayles-Adams	7:20 - 8:15 pm
Superintendent Transition	District Reorganization & Realignment	Sayles-Adams	8:15 - 8:25 pm
Closing		Sayles-Adams	8:25 - 8:30 pm

Objectives

1. Review, reflect on, and build a sense of community among board members.
2. Share insight and feedback on the 100 Day Transition Plan and Listening Tours.
3. Identify board prioritized strategic planning strategies and metrics for the 2024-2025 school year.
4. Share a new board calendar of reports and updates aligned to the strategic plan.
5. Review and create collective values and priorities for District Transformation
6. Share the revised district-level organizational chart.

Warm Welcome

“We do not learn from experience...we learn from reflection.”
– John Dewey

Review, Reflect, and Share

- Let's take a moment to reflect in our journals as the 2023–2024 school year comes to an end.
- Take five minutes to journal on the ways the board has provided direction, leadership, remained focused on the big picture, and monitored the district's progress toward achieving goals aligned to the strategic plan.
- Reflection:**
 - Reflect and quick write on the collective ways the board has provided direction, leadership, high-level focus, and progress monitoring toward goals outlined in the strategic plan.



Board Governance

Purpose and Outcomes

- Deepen the sense of community and partnership with board members, administration, and community

Board Governance: Guiding Questions

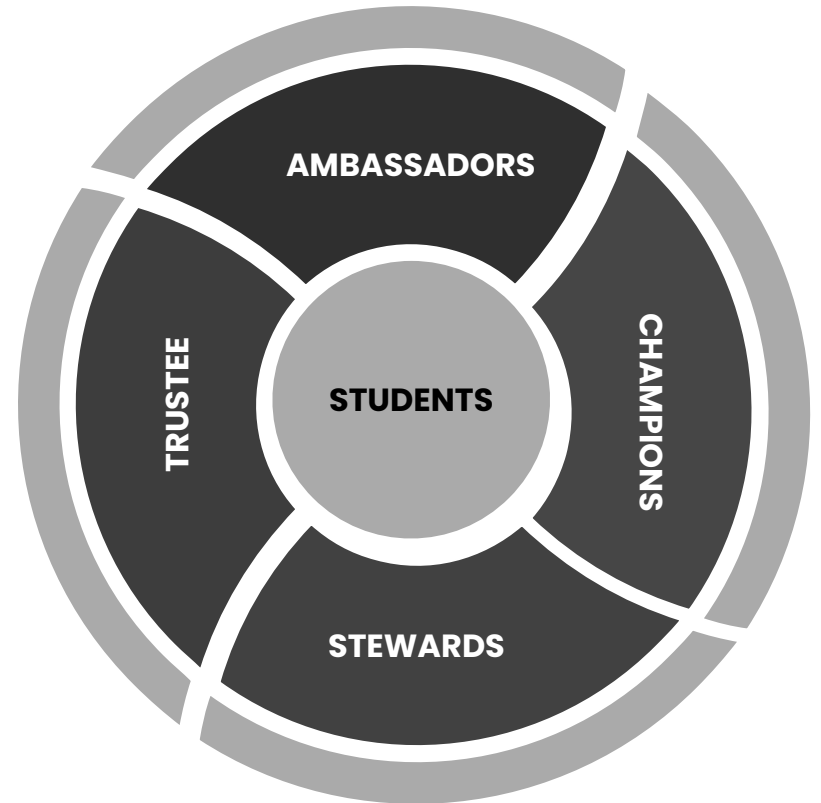
What does it mean to be:

AMBASSADORS for the school system.

CHAMPIONS for ALL children.

STEWARDS for the district's resources.

TRUSTEES of the system's vision and values.



Four Essential Duties:

1. Establishing and communicating the district's mission, visions, and values.
2. Articulating expected results (e.g. student achievement) and monitoring progress toward those results.
3. Creating conditions needed for achieving the expected results.
4. Ensuring a climate of commitment, trust, and respect.

Insights & Feedback

Listening Tour & Entry Plan

Purpose and Outcome

- Share insights and feedback on the entry plan and listening tour



100 Day Entry Plan

Dr. Lisa Sayles-Adams

Listen, Learn, Evaluate, & Lead

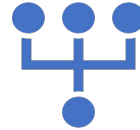
Entry Plan Purpose & Phases



Chart a path forward to seamlessly transition the role of superintendent



Establish the objectives, goals, and milestones to be met after the first 100 days



Establish a process that will guide the Entry Plan, district wide planning, and build relationships

1 LISTEN

2 LEARN

3 EVALUATE

4 LEAD

100 Day Transition Plan – Highlights

Listen, Learn, Evaluate, & Lead

My First 100 Days have been filled with **listening** and **learning** while building positive connections. A few highlights include:

- Visiting 46 schools and 2 contract alternatives (68% of our schools)
- Working with students to share their learning and experiences
- Meeting with staff and district-level departments
- Monthly meetings with district-level Parent Advisory Council
- Meeting with various local leaders (local, city, state, and business)
- Hosting listening sessions with various stakeholders across the district

100 Day Transition Plan – Highlights

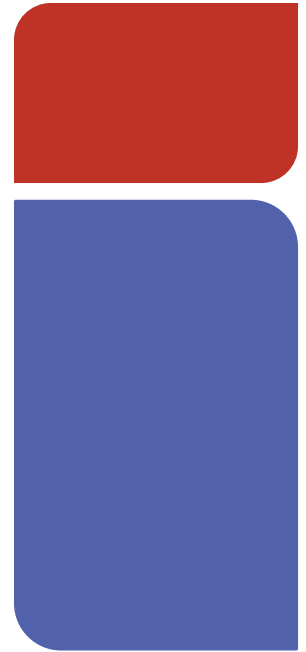
Listen, Learn, Evaluate, & Lead

I have also spent time during my First 100 Days **evaluating** the information shared and **leading** through challenging times. This work has been done in collaboration with our staff, leaders, board members, and broader community. A few highlights include:

- Working to build positive relationships with our bargaining units
- Successful settlement of contract with various bargaining units
- Navigating a tumultuous district budget
- Receiving stakeholder feedback and hosting additional finance committee meetings
- Presenting a balanced budget to the board (closed the gap)

Listening Tours

Initial Summary





Superintendent
Dr. Lisa Sayles-Adams

Listening Tour

What excites you about MPS?

What is one thing working well in MPS?

If you were the superintendent, what would you change first?

The Listening Tour provided multiple opportunities to engage our community through:

- In-person listening sessions
- Virtual listening session
- Parent Advisories
- Student engagement
- Staff engagement
- Online Survey

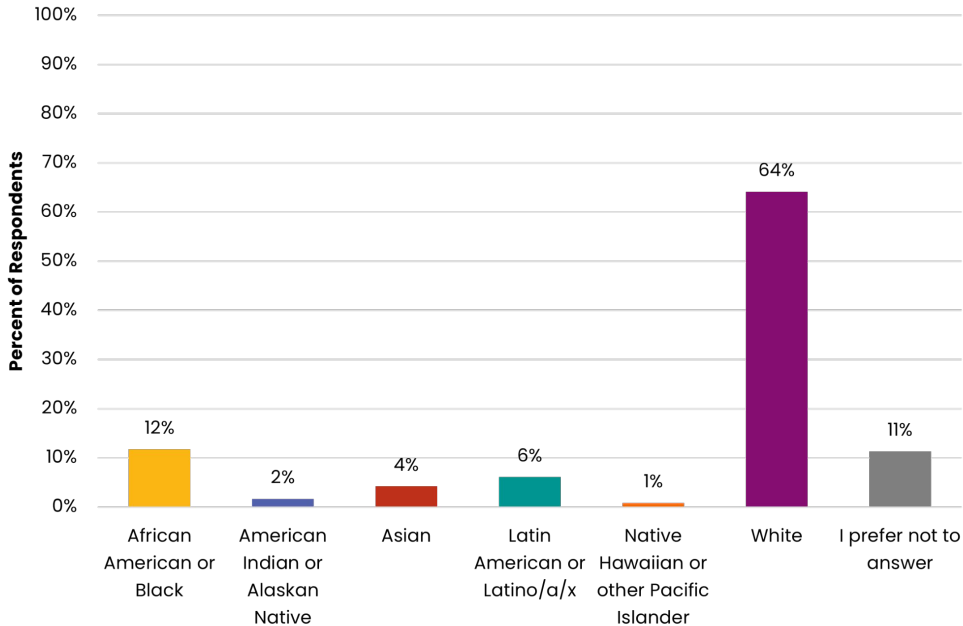
Who did we hear from?

- Students
- Staff
- Caregivers
- Community
- Local leaders

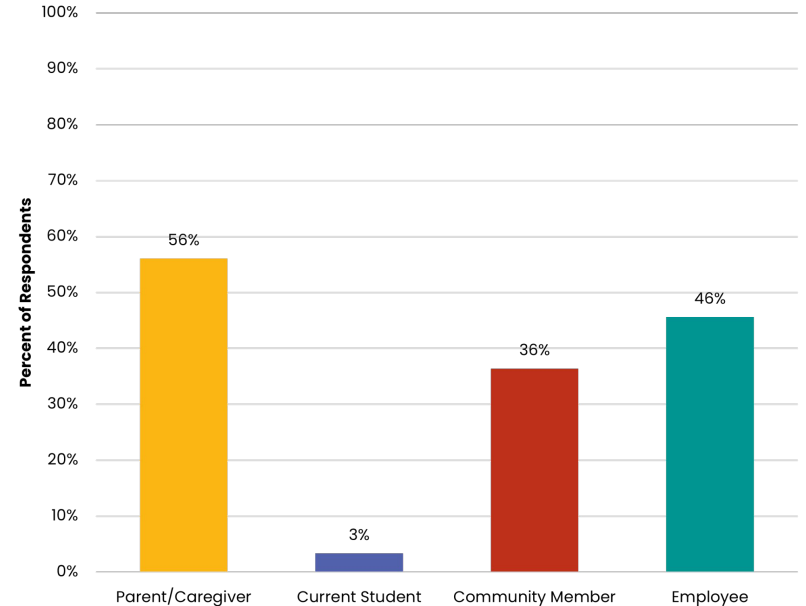
Data Included- as of May 20th, 2024

This analysis includes data from all Listening Sessions conducted between 4/24/24-5/20/24 and 257 responses to the online survey collected between 4/25/24-5/21/24

Which of the following best describes you? (n=477)

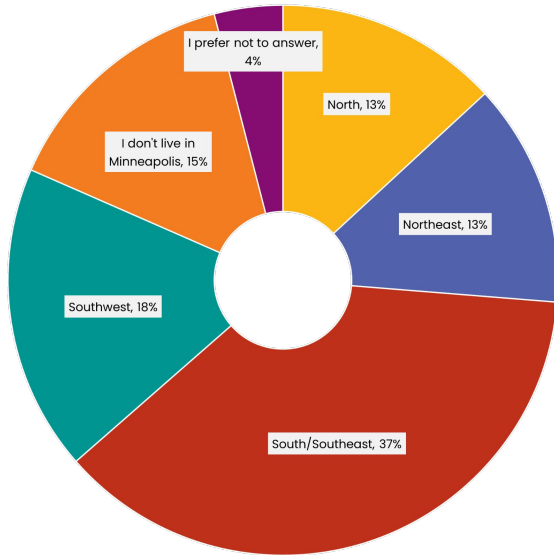


What community group(s) do you belong to? (n=478)

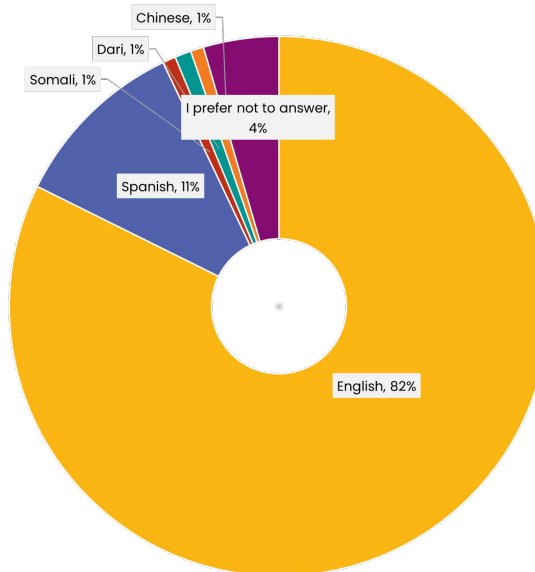


Demographics – MPLS Residence, Gender Identity, Languages Spoken

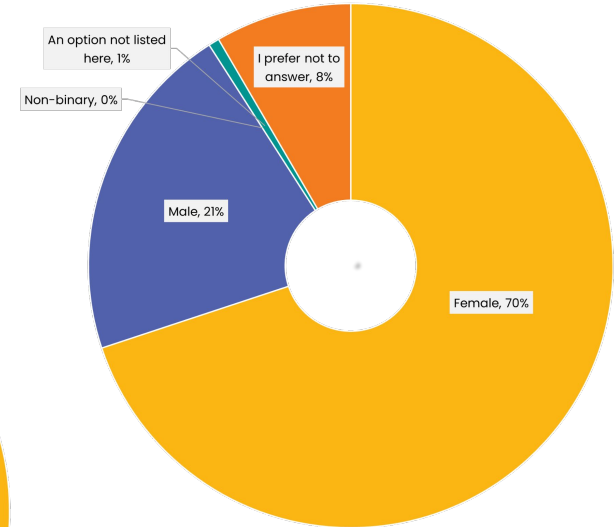
What area of Minneapolis do you currently live in? (n=474)



What language(s) do you speak at home? (n=502)

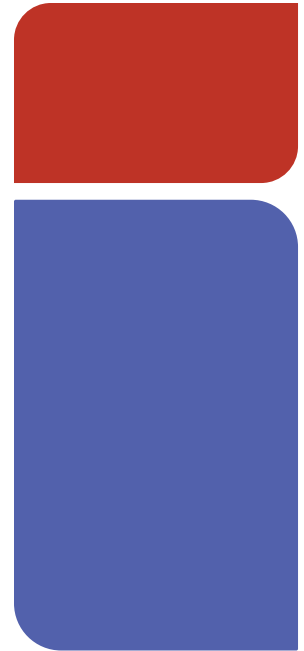


Which of the following best describes you? (n=452)



Question 1

What excites you about MPS?



Question 1: What excites you about Minneapolis Public Schools?

52% said it was the organization and that includes things like culture, structure, etc.

- **The importance of community** to stakeholders is found throughout the data for this project. Stakeholders highly value their communities within school buildings and neighborhoods, and the relationships that develop between teachers, students, and families.
- Stakeholders appreciate the **diversity of the district** in terms of staff and student race/ethnic diversity, as well as a diversity of languages, countries of origin, ability, culture, etc
- Parents/guardians appreciate that their students are **learning alongside peers with different backgrounds** and how this teaches students how to interact with people from different backgrounds than their own.

Question 1: What excites you about Minneapolis Public Schools?

29% said stakeholders which includes our students, families and staff.

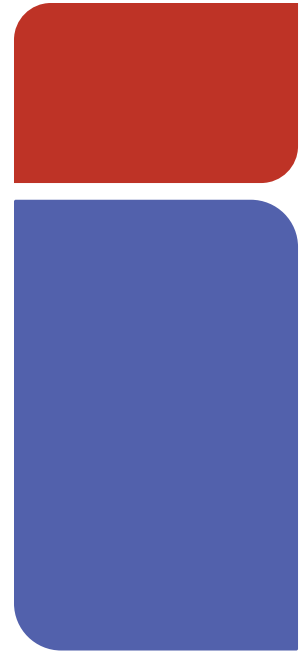
- Stakeholders generally feel that **school-based staff are hard-working, dedicated, and passionate.**
- Stakeholders believe the **staff at schools care deeply about their students**, both academically and personally, and take the time to create community with families.

19% said program which includes our language programs, transportation, food service, etc.

- Stakeholders mentioned **access to music and the arts, the variety of courses and opportunities, and dual language programs.**

Question 2

What is one thing working well in MPS?



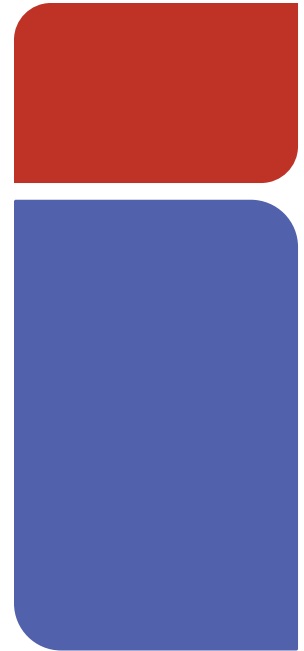
Question 2: What is one thing working well in Minneapolis Public Schools?

The feedback on this question is similar to the themes in Question 1:

- **40% said organization**
 - People are really excited about the culture (47%) and 14% are excited about schools.
- **34% said program**
 - The art/music programs and the variety of programs/classes that we offer ranked really high.
- **26% said stakeholders**
 - Staff represented 75% of this area which is a kudos to our hardworking staff. Our community believes that staff are dedicated, that advocate for and support their students and go above and beyond what is expected to help students succeed.

Question 3

If you were Superintendent, what would you change first?



Question 3: If you were Superintendent, what would you change first?

67% were about the organization

- Roughly 39% of our community wants us to change the structure, closely followed by culture 17%.
- Our community is clear that they want us to address **school transformation and rightsizing the district**. Stakeholders are aware that school closures are necessary to right-size the district and achieve a balanced and sustainable budget. Many responses expressed frustration that school transformation has been necessary for a while, but it is being put off.
 - *“Make the tough decisions to right size the district.”*
- Our community also wants us to focus on **family recruitment and retention**.
- Another theme was issues related to **discipline/behavior policies and practices**. Responses highlight that students cannot learn if they do not feel safe. They expressed concerns about escalated student behaviors without the appropriate staff and procedures to effectively address it.
- Several responses also mentioned a need for **Restorative Practices** to be a focus and to ensure the discipline/behavior policy doesn't undermine them.
- Bathroom safety and access at middle and high schools was mentioned in several responses.

Question 3: If you were Superintendent, what would you change first?

25% were about the program

- The largest subcategory under the theme of academic programming was **Special Education** and responses included the following topics:
 - Need for better training for staff, more support, more staff, and smaller classrooms, especially for students in higher settings (particularly setting III) and students with Emotional/Behavioral Disorders.
 - An audit of the Special Education Department at the central office and increased consistency in responses regardless of who site-based staff speak to at the district office.
- Additional academic response highlights include:
 - **Increase/expand the dual-language program.** Stakeholders believe it is valuable, successful, and so popular that the program has a waitlist.
 - **Increase the investment in early childhood and High Five** programming in order to create a pipeline of getting students into the district to help stabilize enrollment.
 - **The loss of the Intervention Triads program** and other intervention services were mentioned frequently as important for student progress.
 - **The need for mental health and social/emotional supports** for students was common. Stakeholders believe students cannot be successful academically without being mentally, emotionally, and socially healthy.

Question 3: If you were Superintendent, what would you change first?

8% were about stakeholders

- Responses that identified staffing as a priority area discussed the following topics, among others:
 - **Recruitment and, especially, retention** of diverse, high-quality teachers and ESPs
 - **Staffing stability**, especially amongst school leaders
 - **Address chronic understaffing**, especially in Special Education
 - **Increasing multilingual staff** to meet the needs of our growing population of students and families new to the country.
 - **Monitor school leadership** and the climate they are creating
 - Showing staff in schools, “on the front lines,” that they are valued and supported.

Next Steps/What to Expect

- The 100 Day Listening Tour survey will close Friday, June 7th
- A final summary of the themes gathered throughout the listening tour will be shared with the board and the public by the end of June
- Themes from this report will be used as we move into the 24-25 school year and through the School Transformation process

Discussion

Turn and talk to a partner about...

- something that aligned with your thinking coming in
- something that came as a surprise
- something that you're curious about

Break

2024–2025 Board Prioritized Strategies, Metrics and Board Meeting Calendar

Purpose and Outcomes

- Identify board prioritized strategies for the upcoming school year
- Identify metrics that are aligned with proposed prioritized strategies
- Agree upon calendar of updates to board

Resources

- History of the MPS' Strategic Plan- Spring 2024 (attachment)
- [Strategic Plan Website](#)
- [Climate Framework Website](#)
- Draft Board Meeting Calendar (attachment)
- BOE Request for a Full EDIA (attachement)

MPS Strategic Plan Goals



Goal 1

Academic Achievement



Every student achieves their full potential through equal access to programming that is academically rigorous and connects learning with student experiences.



Goal 2

Student Well-being



Every student's physical and mental well-being is addressed as an integral part of their education.



Goal 3

Effective Staff



School and central office staff approach all work centered on students and equity.



Goal 4

School and Building Climate



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

Goal 1: Academic Achievement

#s	Strategies	Draft Recommendations
1.1	Provide standards-based core instruction with a focus on literacy and mathematics.	Potential Continued Prioritized Strategy
1.2	Ensure all curriculum and instructional practices are anti-racist and sustain the cultures, languages, and experiences of our students.	Potential Continued Prioritized Strategy
1.3	Ensure all community schools provide access to STEM, music, art, language, and for high schools, ethnic studies and college credit courses	Monitor through school's budgetary and scheduling decisions
1.4	Implement Professional Learning Communities to ensure all students' needs are met through a system of academic support and intervention.	Monitor through school improvement plans at each site
1.5	Provide magnet school pathways that offer innovative thematic instruction and integrated learning opportunities	Monitor through magnet department support of sites

Example of Monitoring Strategy: PLCs

Aligned SIP Goal Area	Academic Goal 1
Essential Standard	Add and subtract to 20 using mental strategies.
SMART Goal	By the end of cycle 2 We are going to improve our students' ability to "add and subtract to twenty" from 47 % accuracy to 80 % accuracy.
SMART Goal Result	65% of students met the Cycle 2 goal.
What do we want students to know and be able to do?	Math vocabulary: (use word resource cards) Addition means combining two or more numbers Subtraction means the difference between two quantities or numbers Numbers 11-19 are composed of "ten and some more 1s". Know combinations of 10.
How will we know when they've learned it?	We will know students are fluent in adding and subtracting to 20 using mental strategies if they score above 80%.
How will we respond when some students' needs are not met?	Students whose needs are not being met in the whole group and scoring below 80% will meet with teachers or interventionist to practice prerequisite skills.
How will we extend learning for students who are already proficient?	Students scoring 80% or above on probes will have their knowledge extended by having them solve addition and subtraction problems with sums greater than 20.
Final Findings & Reflection How did instructional practice improve in this cycle? What adult learning happened in order to better meet the needs of all students?	Instructional practice and adult learning improved through increased familiarity with the Bridges curriculum, particularly workplaces that address adding and subtracting.

Goal 2: Student Wellbeing

#s	Strategies	Draft Recommendations
2.1	Provide equitable student access to culturally responsive counseling and mental health services	Potential Prioritized Strategy
2.2	Fully implement a restorative approach to student support	Potential Prioritized Strategy
2.3	Integrate social and emotional practices into all classrooms and Out of School Time activities	Potential Prioritized Strategy
2.4	Support healthy child development through nutritious meals and promotion of physical activity	Monitor through the Culinary Wellness Department's Department plan
2.5	Provide physically safe and welcoming school environments through strategic shortening of walk zones, building cleanliness, building improvements, landcare and strong emergency management practices	Transition away from this as prioritized strategy, based on work completed in this area in the 23-24 SY. Continue to monitor through relevant department plans.

Goal 3: Effective Staff

#s	Strategies	Draft Recommendations
3.1	Strengthen pathways and reduce barriers for talented and diverse MPS employees and potential employees to become teachers.	Potential Prioritized Strategy
3.2	Maintain Teacher Equity plan focused on staffing needs of MPS' 15 highest need schools	Teacher Equity Plan no longer exists as a formal document. Direct HR to write a strategy related to providing professional development support to staff.
3.3	Deepen strategic recruitment of high quality, diverse teachers and staff	Potential Continued Prioritized Strategy
3.4	Pursue negotiations strategies that address contractual barriers to the equitable distribution and the recruitment, hiring, and retention of high-quality, diverse teachers and staff	Remove from strategic plan
3.5	Pursue authentic engagement with MPS parents around the design and implementation of equitable HR policies and practices	Monitor through HR division's department plan and equity considerations process

Goal 4: School and District Climate

#s	Strategies	Draft Recommendations
4.1	Fully implement the climate framework to ensure all district staff, parents, and students feel heard, valued and respected.	Potential Continued Prioritized Strategy
4.2	Utilize district equity competencies to inform district hiring and retention practices, professional development opportunities, and professional support systems.	Potential Prioritized Strategy
4.3	Provide consistent opportunities for youth, parents and community members to provide feedback on district policies and practices.	Potential Prioritized Strategy
4.4	Ensure student placement practices support integrated learning opportunities, and increased enrollment and retention	Potential Prioritized Strategy
4.5	Support community partnerships to enhance student experiences and learning opportunities.	Potential Prioritized Strategy

Climate Framework Overview

Equity, Representation & Anti-Racism

Being valued and respected for who you are and showing others that you value and respect them

Being welcomed, honored, and celebrated in all of our spaces

Acknowledging, challenging, and interrupting biases

Celebrating and accepting the cultural diversity and talents of all of our students, families, and staff

Physical and Emotional Safety & Wellbeing

Supporting physical, social, and emotional, wellbeing

Meeting the needs of each individual, family, and community

Nurturing students' strengths and interests as they come

Being a place of joy that welcomes and supports growth and learning

Practicing different ways of healing and restoring relationships

Relationships, Trust & Communication

Building positive relationships between students, families, and staff

Creating conditions for students, families, and staff to speak up when they feel wronged and ensuring that they're heard and are part of a process of reconciliation and repair

Providing multiple avenues for transparent communication

Shared Decision Making & Voice

Creating spaces for students, families, and staff to feel heard and understood without judgement

Involving historically marginalized and underrepresented students, families, and staff in decisions that impact them

Climate Framework: Equity, Representation and Anti-Racism Deep Dive

In the Classroom

- **Ensuring students see themselves in what they're taught**
- Knowing students for their strengths
- Believing all students can meet high academic rigor with the right level of support
- Confronting and interrupting our own biases about others

In our Staffing Decisions

- Recruiting and retaining staff who are committed to equity and anti-racism
- **Valuing and respecting the entire identity and lived experiences of all staff**
- Relating authentically to students, families, and each other culturally, emotionally, and mentally

In our Family/Community Engagement

- **Valuing and celebrating the diversity of lived experiences present in our MPS community**
- Showing and making sure all families feel they belong in MPS

In our Buildings

- Acknowledging and honoring that our buildings are on Dakota homelands
- Creating spaces that visually represent our students and families
- **Designing buildings with spaces that accommodate the needs of our diverse community**
- Ensuring physical security systems and practices interrupt long standing racial inequities

Reporting Cadence for Non-Prioritized Strategies

- Department leaders will continue to create and monitor Department Improvement Plans during the 24-25 school year
- Department plans include alignment to the Strategic Plan's goals and strategies
- The Strategic Planning team will compile written updates for the board and the public twice annually for all 20 strategic plan strategies, in order to ensure that we are sharing accurately regarding work in all areas of our district's plan

Proposed Non-Prioritized Strategies

Are there any concerns about the proposed monitoring plans for the following strategies:

1.3	Ensure all community schools provide access to STEM, music, art, language, and for high schools, ethnic studies and college credit courses	Monitor through school's budgetary and scheduling decisions
1.4	Implement Professional Learning Communities to ensure all students' needs are met through a system of academic support and intervention.	Monitor through school improvement plans at each site
1.5	Provide magnet school pathways that offer innovative thematic instruction and integrated learning opportunities	Monitor through magnet department support of sites
2.4	Support healthy child development through nutritious meals and promotion of physical activity	Monitor through the Culinary Wellness Department's Department plan
2.5	Provide physically safe and welcoming school environments through strategic shortening of walk zones, building cleanliness, building improvements, landcare and strong emergency management practices	Transition away from this as prioritized strategy, based on work completed in this area in the 23-24 SY. Continue to monitor through relevant department plans.
3.5	Pursue authentic engagement with MPS parents around the design and implementation of equitable HR policies and practices	Monitor through HR division's department plan

Choose new prioritized strategies

Of the strategies listed as potential prioritized strategies, choose 3-5 that you would recommend for prioritization for the 2024-25 school year.

The board's prioritized strategies are used to frame professional development for school-based and district staff, as well as to focus district department's work for the upcoming school year.

Discussion

Turn and talk to a partner about...

- something that aligned with your thinking coming in
- something that came as a surprise
- something that you're curious about

Strategic Plan Metrics

Goal 1: Academic Achievement

#s	Metric	Recommended Status	Reporting Cadence
1.1	The percent of 2nd-8th grade students measured as proficient by Fall aReading FAST	Continue	October
1.2	The percent of 2nd-8th grade students measured as proficient by Fall aMath FAST		
1.3	Percent of students scoring 4 and above on iStation in the fall	Potential transition to new Spanish screener, schools are piloting in 23-24 SY	TBD
1.4	Percent of 2nd-8th grade students meeting or exceeding expected growth targets in reading as measured Fall to Winter growth on aReading	Continue	February
1.5	Percent of 2nd-8th grade students meeting or exceeding expected growth targets in reading as measured by Fall to Winter growth on aMath		

Goal 1: Academic Achievement

#s	Metric	Recommended Status	Reporting Cadence
1.6	% of Kindergarten students scoring in the proficient range as measured by Fall earlyReading	Continue	October
1.6a	% of Kindergarten students who attended High 5 scoring in the proficient range as measured by Fall earlyReading		
1.7	Percent of Kindergarten students measured as proficient by Three Aspects of Number subtest on Fall Kindergarten Concepts of Math (KCoM)	Shift to earlyMath-baseline was set in 23-24 School Year	October
1.7a	Percent of Kindergarten students who attended High 5 measured as proficient by Three Aspects of Number subtest on the Fall Kindergarten Concepts of Math (KCoM)		
1.8	Percent of students graduating in four years	Continue	February/March-dependent on MDE
1.9	Percent of students passing one or more advanced courses	Continue	August

Goal 2: Student Well-Being

#s	Metric	Recommended Status	Reporting Cadence
2.1	% of students indicating Almost Always <i>"feel safe in school"</i>	Align to new Climate Survey tool- to be adopted Fall 2024	TBD
2.2	% of students indicating Almost Always <i>"feel that I belong at this school"</i>		
2.3	% of students indicating Almost Always <i>"teachers care about me"</i>		
2.4	% of students highly rating student voice		
2.5	% of students highly rating affirmed identity		
2.6	Reduce the disparity between BIPOC students and White students as measured by the risk ratio for BIPOC students suspended one or more times	Continue	August

Employee Retention

#s	Metric	Recommended Status	Reporting Cadence
3.1	% of employee retention: staff retained overall and by race	Continue	October
3.2	% of staff who identify as Black, Indigenous and People of Color		
3.3	% of classroom teacher vacancies at start of school year		
3.4	% racial diversity of new hires		

School and District Climate

#s	Metric	Recommended Status	Reporting Cadence
4.1	% of parents indicating Almost Always, <i>"I feel welcome at my child's school"</i>	Align to new Climate Survey tool- to be adopted Fall 2024	TBD
4.2	% of site councils with proportional representation by race	Continue	October
4.3	% of publicly educated Minneapolis-resident students choosing MPS (market share)	Continue	October
4.4	% of staff completing equity training	Continue	October
4.5	% of individuals indicating positive climate	Align to new Climate Survey tool- to be adopted Fall 2024	TBD
4.6	% of Climate Indicators met (Climate Index)		

Example of a Goal with Metrics Alignment

Goal 1: Academic Achievement

Provide standards-based core instruction with a focus on literacy and mathematics.

The percent of K-9th grade students measured as proficient by Fall FASTbridge Screeners

The percent of K-9th grade students measured as meeting growth targets by Winter FASTbridge Screeners

Percent of students graduating in four years

Percent of students passing one or more advanced courses

Pulling it all together

Board Meeting Calendar – DRAFT

Month	Recurring Business Topics	Committee of the Whole	Strategic Plan Goal(s)
August	<ul style="list-style-type: none"> • Back to School Updates • E-Learning Day Plan • Ballot Question Language Approval (if applicable) • Canvass Primary Election Results (if applicable) 	Strategic Plan Launch: Planned work Strategic Plan Prioritized Strategies 24-25 Planned work update	Goal 1: Academic Achievement Goal 2: Student Wellbeing Goal 3: Effective Staff Goal 4: Climate
September	Property Tax Levy Pre-Certification		
October		Strategic Plan Quarter 1 Report: Share-out of Prioritized Strategy work plan updates, as well as any relevant new data aligned to the strategy MCA and Fall FAST Data Presentation	Goal 1: Academic Achievement Goal 2: Student Wellbeing Goal 3: Effective Staff Goal 4: Climate
November	WBWF Annual Meeting		
December	<ul style="list-style-type: none"> • Legislative Agenda First Reading • Truth-in-Taxation Meeting • Set Property Tax Levy • Prior Year Annual Audit • Set School Calendars (for three years, if applicable) 	No meeting	

Board Meeting Calendar – DRAFT

Month	Recurring Business Topics	Committee of the Whole	Strategic Plan Goal(s)
January	Legislative Agenda Adoption Annual Organizational Matters	Quarter 2 Strategic Plan Update: Share-out of Prioritized Strategy work plan updates, as well as any relevant new data aligned to the strategy	Goal 1: Academic Achievement Goal 2: Student Wellbeing Goal 3: Effective Staff Goal 4: Climate
February		Winter FAST Data Presentation: Mid-year FAST Growth data aligned to Goal 1	Goal 1: Academic Achievement
March		Quarter 3 Strategic Plan Update: Share-out of Prioritized Strategy work plan updates, as well as any relevant new data aligned to the strategy	Goal 1: Academic Achievement Goal 2: Student Wellbeing Goal 3: Effective Staff Goal 4: Climate
April		Tentative Graduation Rate Data presentation	Goal 1: Academic Achievement
May	Budget Presentation/First Reading Capital Plan Presentation/First Reading	Quarter 4 Strategic Plan Update: Share-out of Prioritized Strategy work plan updates, as well as any relevant new data aligned to the strategy	Goal 1: Academic Achievement Goal 2: Student Wellbeing Goal 3: Effective Staff Goal 4: Climate
June	Budget Adoption Capital Plan Adoption Approve EDIA Topic		

EDIA Topic Selection

EDIA Topic Selection Process

Proposal: Which policy(ies) do you propose the REA Department conduct a Full EDIA on?

Activating Threshold: Do the policy(ies) meet at least one of the activating thresholds listed above? If so, which one(s)?

Name the Problem/Inequity: Describe what the data (which could include conversations with stakeholders) tell you about possible existing student inequities related to the policy(ies) and/or practice(s). Identify which specific student groups may be negatively impacted by the current policy(ies) and/or practice(s).

Additional Information: Share any additional information that would be helpful for REA to understand what needs to be examined – the purpose, intention, and scope of the project.

Transformation

Our work ahead


Purpose and Outcomes

- Review resolution initiating the school transformation process
- Review and clarify board values related to school transformation

Area 1	Area 2	Area 3	Area 4
Physical Space	Engagement	Budget	DL Task Force
<p>Conduct physical space study of all schools that includes:</p> <ul style="list-style-type: none">● Enrollment capacity● Current utilization● Accessibility● Predictable spaces	<p>Ensure ongoing community engagement throughout the entire process</p>	<p>Identify central office departmental efficiencies through transparent spending aligned to the strategic plan</p>	<p>Initiate a Spanish Dual Language Task Force to make recommendations regarding:</p> <ul style="list-style-type: none">● Purpose & goals● Programming● Funding sources● Location● Number of schools

Planning Activity (Decision Framework)

SAISD Rightsizing Decision Making Framework

Values	Primary Criteria	Contextual Criteria
<p>Norms we embrace, aligned with the board goals</p>	<p>Statistics used to evaluate all schools</p>	<p>Unique school characteristics to distinguish schools that remain open</p>
<ul style="list-style-type: none"> ● Create thriving schools ● Organize services by high school neighborhood ● Stand by our staff ● Drive toward equity ● Do not abandon buildings ● Upgrade remaining buildings and programs 	<ul style="list-style-type: none"> ● Enrollment ● Facility Use ● Facility cost per pupil 	<ul style="list-style-type: none"> ● School characteristics ● Enrollment ● Facility condition ● Partners ● Neighborhood, regional factors, & community considerations

MPS Planning Activity – DECISION FRAMEWORK

Values	Primary Criteria	Contextual Criteria
Norms we embrace, aligned with the board goals and priorities	Statistics used to evaluate all schools	Unique school characteristics to distinguish schools that remain open
<ul style="list-style-type: none">•	<ul style="list-style-type: none">• Enrollment capacity• Current utilization• Accessibility• Predictable spaces	<ul style="list-style-type: none">•

Values: Norms we embrace aligned with the board goals and priorities

Primary Criteria: **Statistics** used to evaluate all schools

Contextual Criteria:

Unique school **characteristics** to distinguish schools that remain open

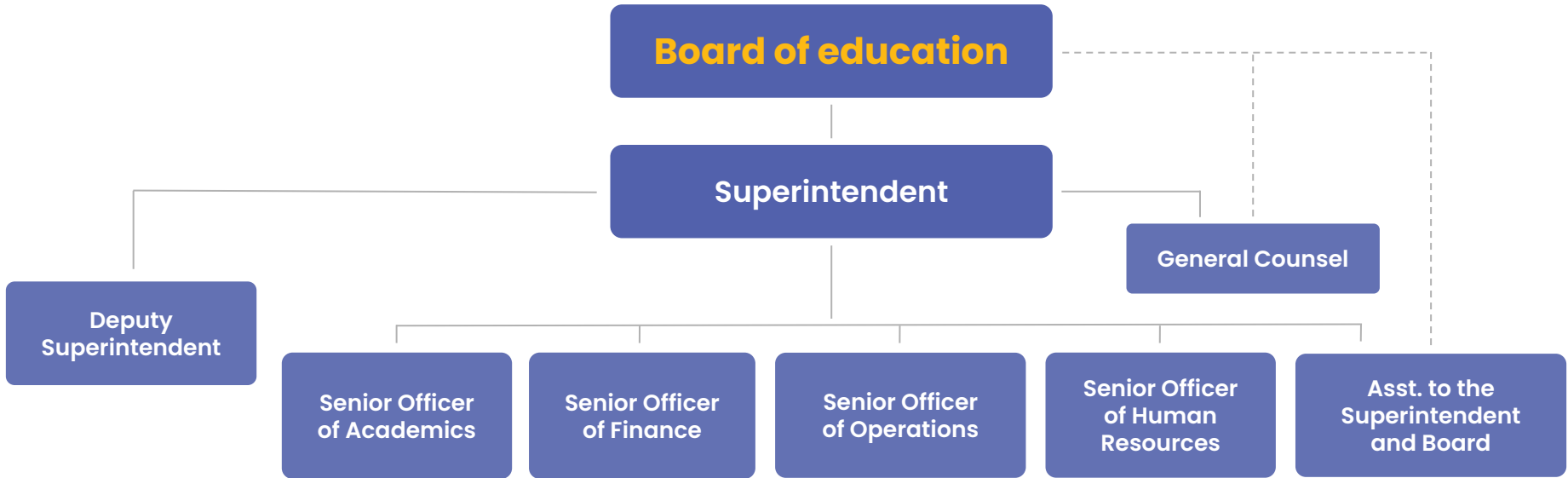
Next Steps

Transformation Resolution

Area	Task	Start Date
Physical Space Study	Conduct physical space study of all schools <ul style="list-style-type: none">• Enrollment capacity• Current utilization• Accessibility• Predictable spaces	August 2024
Engagement	Ensure ongoing community engagement throughout the entire process	Ongoing
Budget	Identify budget efficiencies through transparent spending	Ongoing
DL Task Force	Initiate Spanish Dual Language Task Force to make recommendations: <ul style="list-style-type: none">• Purpose & goals• Programming• Funding sources• Location• Number of schools	Ongoing

District Reorganization & Realignment

Superintendent's
Cabinet



Division Areas of Responsibility

Select functions represented, not intended to serve as an exhaustive list

Office of the Deputy Superintendent

- **Associate Superintendents**
 - District Athletics
 - CTE
- **Communications and Engagement**
- **Partnerships and External Relations**
- **Equity and School Climate**
 - Out4Good
 - Anti-Racist, Anti-Bias Mentors (ABAR)
 - Social Emotional Learning
- **Strategic Planning**
 - Accountability
 - Research, Evaluation, Assessment (REA)
 - Student Placement
 - Student Accounting
- **Student Support Services**
 - Counseling, EMSS, Mental Health, Health Services, Student Retention, HHM, Expulsions and Transfers

Academics Division

- **Academics**
 - AVID
 - Core content leads
 - Extended Learning
 - Literacy and math
- **Community Education**
- **Early Childhood**
- **Indian Education**
- **Multilingual and Magnets**
- **Office of Black Student Achievement**
- **Office of Latine Achievement**
- **Special Education**

Division Areas of Responsibility

Select functions represented, not intended to serve as an exhaustive list

Finance Division

- Accounting and Finance
- Accounts Payable and Vendor Support
- Budget
- Grants Management and Resource Development
- Payroll
- Strategic Procurement and Contract Management
- Total Compensation and Benefits

Human Resources Division

- Employee Relations
- Human Resources Information Systems
- Labor Relations
- Professional Development and Training
- Talent Acquisition
- Talent Management and Development

Operations Division

- Capital Planning, Construction and Maintenance
- Culinary and Wellness Services
- Information Technology
- Risk Management
- Transportation

Closing



MINNEAPOLIS
PUBLIC SCHOOLS

Strategic Plan Timeline

The Minneapolis Public Schools Board of Directors approved a new strategic plan on Feb. 8, 2022. This plan guides the work and decisions of our school district from fall 2022 through spring 2027. Prior to Board approval, MPS completed the implementation of the Comprehensive District Design (CDD) which shifted how schools, academic programming, and services were historically configured in the district. The plan is currently in its second year of implementation with the third year beginning for the 2024-25 school year.

Plan Creation

The Strategic Plan process began with a Board retreat to discuss values and priorities for the initial planning process. There were three criteria set:

1. Honor Voices

Many families and students have invested their time and energy describing the changes that are necessary. Their valued input was a key starting point for the board's discussion; it was important to incorporate their ideas and recommendations into the data collected for the strategic plan and helped to shape the four goals, strategies, and the conditions necessary for success.

2. Incorporate Plans/Reports and Align work

A focus of the past four years involved aligning improvement planning throughout the district. At the school level, refinement of School Improvement Plans (SIPs) has led to alignment to Minnesota Department of Education (MDE) guidelines, district priorities, and climate improvements. In 2019 district level alignment began as well with department and division leadership working to create an aligned accountability and reporting system.

3. Focus on Implementation

With previous district strategic plans, MPS often encountered implementation barriers. It was important to take a different direction with the current plan and create one that was designed with implementation in mind. The effort was taken on internally and directly informed by our community's insights. The following guiding questions were used to determine how to balance multiple stakeholder perspectives and needs.

- a. What is our community telling us and how do we honor their insights?
- b. What is the essential data with measures and metrics that hold the work accountable?
- c. What are the conditions that must be resolved that have held back changes?
- d. How do the strategies guide the changes our students, families and staff need to see that enforce our values, mission and vision?
- e. What is our system-wide process for reporting and accountability?

Following the Board's retreat, the plan progressed through a series of revisions until its approval in February of 2022.

- August 11, 2021 - Board of Directors Retreat
- September 7, 2021 - [First Draft - September 7th](#)

- September 28, 2021 - First Board [Viewing and Discussion - September 28](#)
- November 9, 2021 - Second Board [Viewing and Discussion](#)
- December 21, 2021 - Third Board [Viewing and Discussion - December 21](#)
- January 25, 2022 - Final Review - [January 25 Committee of the Whole](#)
- February 8, 2022 - Approval - [February 8 Regular Board Meeting](#)

Strategic Plan Goals

The Strategic Plan contains four primary goals and five strategies associated with each goal. These twenty strategies serve as the guiding actions in order to achieve the overall mission and vision of the MPS strategic plan.

GOAL 1 Academic Achievement



Every student achieves their full potential through equal access to programming that is academically rigorous and connects learning with students' experiences.

GOAL 2 Student Well-being



Every student's physical and mental well-being is addressed as an integral part of their education.

GOAL 3 Effective Staff



School and district staff approach all work centered on students and equity.

GOAL 4 School and District Climate



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

Board Prioritized Strategies

During the 2023-24 school year, the Board prioritized five key strategies. These included:

- **1.1:** Provide standards-based core instruction with a focus on literacy and mathematics
- **1.2:** Ensure all curriculum and instructional practices are anti-racist and sustain the cultures, languages, and experiences of our students
- **2.4:** Provide physically safe and welcoming school environments through strategic shortening of walk zones, building cleanliness, building improvements, landcare and strong emergency management practices
- **3.3:** Deepen strategic recruitment and retention of high quality, diverse teachers and staff
- **4.1:** Fully implement the climate framework to ensure all district staff, parents, and students feel heard, valued and respected

Board Reporting and Progress Monitoring

In addition to regular implementation updates to the Board through Committee of the Whole (COW) and regular business meetings, the Strategic Initiatives department continues to support the collection of data that is connected to school and department-specific metrics.

Schools

Minneapolis Public Schools developed a robust system for reporting school accountability through the use of School Improvement Plans supported by our team of School Improvement specialists. Each specialist has a portfolio of schools to which they provide support through working with the school leaders and the Instructional Leadership Team (ILT).

Departments and Divisions

For SY 23-24, MPS departments created Department Improvement Plans (DIP) that outline their project plans and work that is directly connected to the five Board-prioritized strategies. In addition to regular check-ins with department and Cabinet leadership, the Department Improvement team also facilitated quarterly cross-department collaboration meetings. These meetings provide dedicated collaboration and connection time across departments to directly support the five prioritized strategies for FY24.

Strategic Plan Information Sharing Resources

There are three primary methods for sharing strategic plan updates with our internal and community stakeholders. These include the external website, internal SharePoint site, and MPS Board reports and updates.

Resource	Audience	Communication objective
External website	MPS community members (parents, students, community partners)	<ul style="list-style-type: none">● Information and update sharing● Build awareness of the strategic plan● Feedback collection
Internal SharePoint site	MPS staff, leaders	<ul style="list-style-type: none">● Information sharing● Opportunities for connection of work streams to the larger strategic plan● Feedback collection
MPS Board reports	MPS Board members	<ul style="list-style-type: none">● Information sharing● Progress updates

Draft Board Meeting Calendar

Month	Recurring Business Topics	Committee of the Whole	Strategic Plan Goal(s)
August	<ul style="list-style-type: none"> Back to School Updates E-Learning Day Plan Ballot Question Language Approval (if applicable) Canvass Primary Election Results (if applicable) 	Strategic Plan Launch: Planned work Strategic Plan Prioritized Strategies 24-25 Planned work update	Goal 1: Academic Achievement Goal 2: Student Wellbeing Goal 3: Effective Staff Goal 4: Climate
September	Property Tax Levy Pre-Certification		
October		Strategic Plan Quarter 1 Report: Share-out of Prioritized Strategy work plan updates, as well as any relevant new data aligned to the strategy MCA and Fall FAST Data Presentation	Goal 1: Academic Achievement Goal 2: Student Wellbeing Goal 3: Effective Staff Goal 4: Climate
November	WBWF Annual Meeting		
December	<ul style="list-style-type: none"> Legislative Agenda First Reading Truth-in-Taxation Meeting Set Property Tax Levy Prior Year Annual Audit Set School Calendars (for three years, if applicable) 	No meeting	
January	Legislative Agenda Adoption Annual Organizational Matters	Quarter 2 Strategic Plan Update: Share-out of Prioritized Strategy work	*Goal 1: Academic Achievement *Goal 2: Student Wellbeing

Draft Board Meeting Calendar

		plan updates, as well as any relevant new data aligned to the strategy	*Goal 3: Effective Staff *Goal 4: Climate
February		Winter FAST Data Presentation: Mid-year FAST Growth data aligned to Goal 1	Goal 1: Academic Achievement
March		Quarter 3 Strategic Plan Update: Share-out of Prioritized Strategy work plan updates, as well as any relevant new data aligned to the strategy	Goal 1: Academic Achievement Goal 2: Student Wellbeing Goal 3: Effective Staff Goal 4: Climate
April		Tentative Graduation Rate Data presentation	Goal 1: Academic Achievement
May	Budget Presentation/First Reading Capital Plan Presentation/First Reading	Quarter 4 Strategic Plan Update: Share-out of Prioritized Strategy work plan updates, as well as any relevant new data aligned to the strategy	Goal 1: Academic Achievement Goal 2: Student Wellbeing Goal 3: Effective Staff Goal 4: Climate
June	Budget Adoption Capital Plan Adoption Approve EDIA Topic		*Goal 1: Academic Achievement *Goal 2: Student Wellbeing *Goal 3: Effective Staff *Goal 4: Climate
July	No meeting	No meeting	

*Updates on non-prioritized strategies will be summarized and shared with the board twice annually in January and June

Board of Education | Request for a Full Equity and Diversity Impact Assessment

According to [MPS Equity and Diversity Policy 1304](#), “Minneapolis Public Schools is committed to identifying and correcting practices and policies that perpetuate the achievement gap and institutional racism in all forms in order to provide all of its students with the opportunity to succeed.” Furthermore, “The Board of Directors, Superintendent and staff commit to conducting an Equity and Diversity Impact Assessment on all future policies that have a significant impact on student learning and resource allocation. This commitment also includes conducting assessments on policies that are periodically reviewed and updated through the policy development process that have a significant impact on student learning and resources allocation.”

What is an EDIA?

The EDIA is a set of reflective tools and guided processes for schools, departments, and district policy owners to evaluate policies, practices, and budgets that significantly impact student learning and resource allocation.

There are four distinct EDIA processes which are described below.

<p>Full Equity and Diversity Impact Assessment</p>	<p>The Full EDIA process involves three phases: 1) Conducting a study to identify and examine inequities in policies and its practices; 2) Developing and implementing an Action Plan that addresses the findings from the EDIA Study; and 3) Monitoring Progress by tracking progress on the action plan implementation. Additionally, MPS partners with the EDIA Committee, an advisory and consulting group who provides equity considerations.</p>
<p>Equity Considerations for Budgeting</p>	<p>The Equity Considerations for Budgeting process is designed to walk schools and departments through recommended steps for an equity-driven budget planning process that includes meaningful engagement of diverse perspectives as well as other equity considerations. Any proposed change that significantly impacts student resource allocation would also need to go through this process.</p>
<p>Equity Considerations for Policies</p>	<p>The Equity Considerations for Policies Process supports the MPS policy review efforts established by the Board Policy Committee. When policies are periodically reviewed and updated or when new policies are proposed that significantly impact student learning, departments and policy owners are tasks to record in an Equity Considerations for Policies document how they have used an equity-driven lens to develop the policy revision or proposal.</p>
<p>Equity Considerations for Practices</p>	<p>The Equity Considerations for Practices process is designed for departments to record how they have used an equity-driven process to propose changes to practices that significantly impact student learning. Examples of changes to a practice include but are not limited to curriculum changes for pre-K through 12th grade students, changes to grading practices, and changes to required student assessments.</p>

Activating Thresholds

The following are common thresholds that would activate a need to complete an Equity Considerations document and/or conduct a Full EDIA.

Significant Impact on Student Learning:

- Impacts all students in the district
- Impacts all students within an attendance zone
- Impacts all students within a school
- Impacts all students within a district-wide grade band
- Impacts 5,000 or more students
- Impacts 30% of students from a protected class*

Significant Impact on Resource Allocation:

- Equal to/greater than 30% of your budget
- Equal to/greater than 30% of the MPS District budget

*Protected class defined in the MPS Policy 1304 include: 1. race 2. culture 3. color 4. creed or religion 5. national origin 6. gender 7. mental and physical ability 8. age 9. marital status 10. family structure 11. citizenship status 12. sexual orientation or affectional preference 13. gender identity or expression 14. economic status 15. veteran’s status 16. any other protected class in conformance with federal, state and local laws.

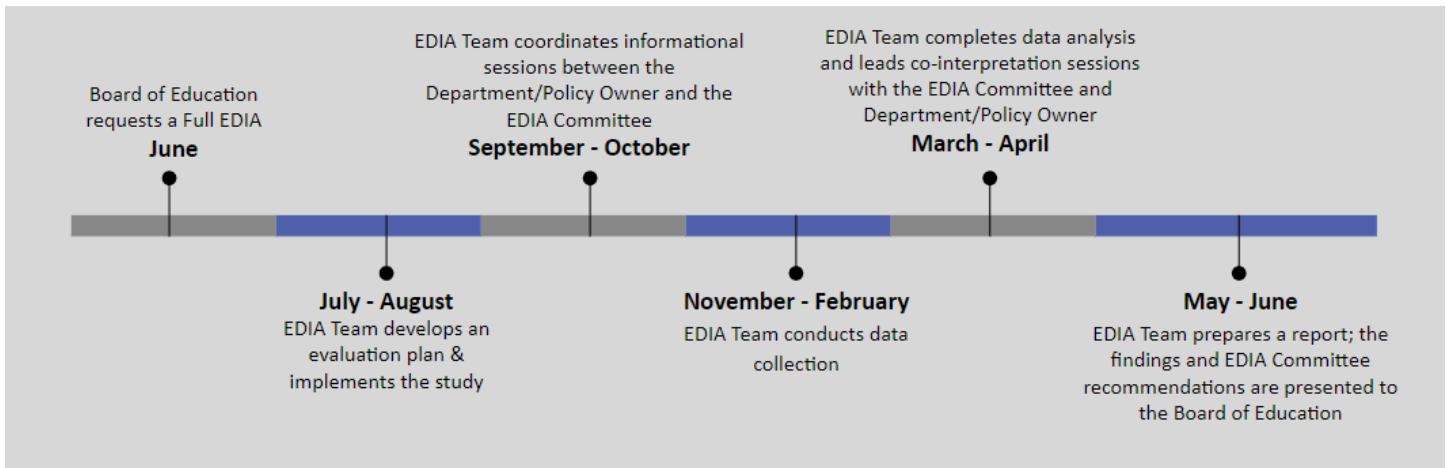
Understanding the Full EDIA Process

Activator

The Full EDIA involves three phases - EDIA Study, Action Plan and Implementation, and Progress Monitoring. A Full EDIA is activated when the Board of Education (BOE) directs the Research, Evaluation, Assessment, and Accountability (REAA) Department to conduct one for the upcoming school year on a policy or set of related policies that significantly impacts students and/or student resource allocation. The BOE will submit a Full EDIA request form to the REAA Department by June 30 to let the department know what is being requested.

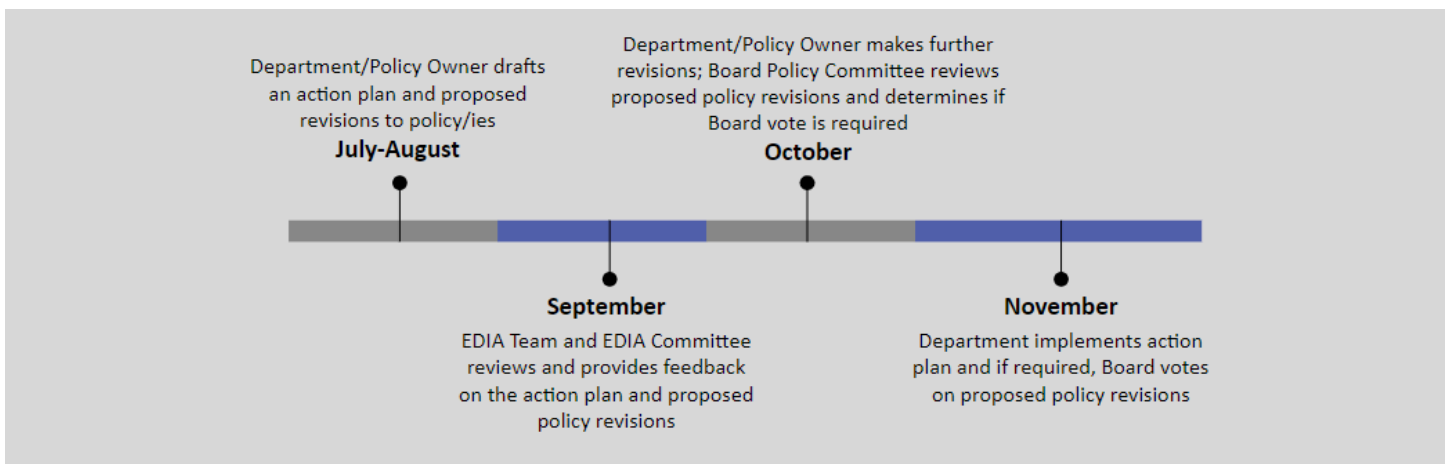
Phase I: EDIA Study (Year-Long Process)

Once a request has been made, the next step is to conduct an EDIA Study.



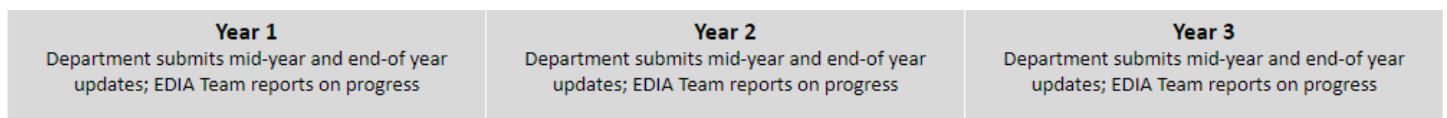
Phase II: Action Plan and Implementation (Five Month Process)

Followed by an EDIA study is developing and implementing an action plan.



Phase III: Progress Monitoring (Three-Year Process)

Lastly, the action plans are monitored during the Progress Monitoring phases.



Board of Education | Request for a Full Equity and Diversity Impact Assessment

The purpose of this document is for the Board of Education to complete a request for the REA Department to conduct a Full EDIA. The information in this document may also be used to share consistent, transparent language with the public about why a Full EDIA is being conducted.

If you have any questions, feel free to reach out to the EDIA Team. *Please submit this document to any member of the EDIA Team:*

- Sarah Hunter, Executive Director of Strategic Initiatives, sarah.hunter@mpls.k12.mn.us
- Kate Parkinson, Director of Research, Evaluation, and Assessment, kate.parkinson@mpls.k12.mn.us
- Tayler Marks, Evaluation Specialist, tayler.marks@mpls.k12.mn.us
- Jordan Pinneke, Data Scientist, jordan.pinneke@mpls.k12.mn.us

Date of Request

Proposal: Which policy(ies) do you propose the REA Department conduct a Full EDIA on?

Activating Threshold: Do the policy(ies) meet at least one of the activating thresholds listed above? If so, which one(s)?

Name the Problem/Inequity: Describe what the data (which could include conversations with stakeholders) tell you about possible existing student inequities related to the policy(ies) and/or practice(s). Identify which specific student groups may be negatively impacted by the current policy(ies) and/or practice(s).

Additional Information: Share any additional information that would be helpful for REA to understand what needs to be examined - the purpose, intention, and scope of the project.