

Committee of the Whole Meeting

Tuesday, August 27, 2024 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. Strategic Plan Progress and Priorities Review

3) **Adjournment**



Committee of the Whole

August 27, 2024

Superintendent Update

Superintendent Dr. Sayles-Adams

Agenda

- Superintendent Update
- Prioritized Strategies
 - Metrics and SMART Goals
 - Plans for the 24-25 School Year
- Next Steps
- Discussion



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.

Prioritized Strategies for the 2024–25 School Year

Goal 1

Academic
Achievement



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.

Goal 2

Student
Well-being



2.1 Provide equitable student access to culturally responsive counseling and mental health services.

Goal 3

Effective
Staff



3.1 Strengthen pathways and reduce barriers for talented and diverse MPS employees and potential employees to become teachers.

Goal 4

School and
Building
Climate



4.1 Fully implement the climate framework to ensure all district staff, parents, and students feel heard, valued and respected.

Strategies, Metrics and SMART Goals for 1.1/1.2

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.

Strategic Plan Metrics		SMART Goal SY 2022-23	SMART Goal SY 2023-24	SMART Goal SY 2024-25	SMART Goal SY 2025-26	SMART Goal SY 2026-27
% of proficient K-8 students in Fall FASTbridge Screeners	earlyReading	60%	61%	65%	69%	74%
	aReading	50%	50%	54%	58%	63%
	aMath	41%	45%	48%	51%	55%
% of K-8 students meeting growth targets in Winter FASTbridge Screeners	aReading	53%	42%	50%	58%	66%
	aMath	47%	45%	50%	55%	61%
% of students graduating in four years		77%	74%	79%	84%	90%
% of high school students passing one or more advanced courses		61%	60%	66%	72%	78%

Strategies, Metrics and SMART Goals for 2.1,3.1,4.1

2.1 Provide equitable student access to culturally responsive counseling and mental health services.

3.1 Strengthen pathways and reduce barriers for talented and diverse MPS employees and potential employees to become teachers.

4.1 Fully implement the climate framework to ensure all district staff, parents, and students feel heard, valued and respected.

Strategic Plan Metrics	SMART Goal SY 2022-23	SMART Goal SY 2023-24	SMART Goal SY 2024-25	SMART Goal SY 2025-26	SMART Goal SY 2026-27
Metric(s) TBD fall 2024	TBD	TBD	TBD	TBD	TBD
% of classroom teacher vacancies at start of school year	11%	20.2% (6.5% Nov 27)	5%	3.5%	1.5%
% of new hires who identify as Black, Indigenous and People of Color	47.8%	52.5%	53.1%	53.7%	54.3%
% of parents indicating Almost Always, "I feel welcome at my child's school"	TBD	TBD	TBD	TBD	TBD
% of individuals indicating positive climate	TBD	TBD	TBD	TBD	TBD

Prioritized Strategies Implementation & Progress Monitoring

Questions for Prioritized Strategies Leaders

- 1. What are the initiatives you are planning to implement this school year connected to your assigned strategy and SMART goal(s)?**
- 2. How will you monitor progress on a quarterly basis?**
- 3. What does success look like?**

Prioritized Strategies for the 2024–25 School Year

Goal 1

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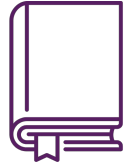


4.1 Fully implement the climate framework to ensure all district staff, parents, and students feel heard, valued and respected.

What work are we planning on doing to achieve our SMART goals?

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

- 65% of students taking the earlyReading Fall FASTbridge Screener will be measured as proficient.
- 50% of students taking the aReading Fall FASTbridge Screener will be measured as proficient.
- 53% of students taking the aReading Winter FASTbridge Screener will be measured as meeting growth targets.



Planned initiatives/work	Quarterly progress monitoring	What success would look like
Creating conditions for high quality professional development (PD): <ul style="list-style-type: none"> ● Structured literacy training per READ Act 	For quarterly meetings with building and district administration, district staff will monitor: <ul style="list-style-type: none"> ● Staff training attendance ● Staff unit completion rates ● Staff course progress ● End-of-unit assessments 	100% of staff have completed <i>LTRS Vol.I</i> or all of <i>CORE Learning Online Literacy and Language Academy (OL&LA)</i> training by June 30th, 2024 with at least 80% mastery.
University of Florida Literacy Institute (UFLI) Literacy curriculum adoption at 35 of 44 elementary schools	Literacy Specialists gather data using: <ul style="list-style-type: none"> ● Look-Fors ● Teacher Self-Reporting Survey 	≥ 80% of UFLI schools implement the curriculum in all K-2 classrooms

What work are we planning on doing to achieve our SMART goals?

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

→ 48% of students taking the aMath Fall FASTbridge Screener will be measured as proficient.

→ 50% of students taking the aMath Winter FASTbridge Screener will be measured as meeting growth targets.



Planned initiatives/work	Quarterly progress monitoring	What success would look like
Implementation of the Eight Culturally Sustaining Mathematical Practices (Year 3 of K-5 <i>Bridges</i> and <i>Number Corner</i> curriculum)	<ul style="list-style-type: none"> • look-fors • unit assessment data 	Teachers use $\geq 2/8$ culturally sustaining mathematical practices. $\geq 80\%$ of K-5 teachers use the <i>Bridges</i> unit assessments.
6-8 Curriculum Adoption: <i>iReady</i> (standards-based instruction)	<ul style="list-style-type: none"> • look-fors • implementation pacing data • staff implementation survey 	100% of teachers implement <i>i-Ready</i> . $\geq 80\%$ of 6-8 teachers use the required <i>Power Standard</i> summatives.
9-12 Curriculum Adoption: <i>Open Up</i> (standards-based instruction)	<ul style="list-style-type: none"> • look-fors • implementation pacing data • staff implementation survey • summative assessment collection 	100% of teachers implement <i>Open Up</i> . $\geq 80\%$ of the Intermediate Algebra (A), Geometry (G), Advanced Algebra (A) teachers use <i>Open Up</i> summatives.

What work are we planning on doing to achieve our SMART goals?

1.2 Ensure all curriculum and instructional practices are anti-racist and sustain the cultures, languages, and experiences of our students

Planned initiatives/work	Quarterly progress monitoring	What success would look like
<p>Piloting of <i>Anti-Racist Culturally Sustaining (ARCS) Resource Review Tool</i> for the 6-12 ELA Steering Committee.</p>	<p>The ARCS subcommittee will:</p> <ul style="list-style-type: none"> • review data from ELA steering committee • implement necessary changes to the tool • ensure each group receives training and support 	<p>The 6-12 ELA steering committee uses the <i>ARCS rubric + text complexity indicator</i> to identify anchor texts for 6-12 ELA curriculum adoption.</p>
<p>Piloting of <i>ARCS Curriculum Review Rubric</i></p>	<p>The ARCS subcommittee will:</p> <ul style="list-style-type: none"> • review and • provide feedback on the usage of the tool 	<p>Curriculum review/adoption teams use the rubric to review existing curriculum to ensure instructional materials are anti-racist culturally sustaining in nature.</p>
<p>Labor-Management Revision Task Force for the Standards of Effective Instruction (SOEI) "SOEI Task Force" (with MFT)</p>	<ul style="list-style-type: none"> • monthly SOEI Task Force meetings 9/2024-3/2025 and will provide progress updates 	<p>The SOEI Task Force recommends updates to the SOEI with budget considerations in spring '25 for implementation in 2025-26.</p>

Prioritized Strategies for the 2024–25 School Year

Goal 1

Academic
Achievement



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.

Goal 2

Student
Well-being



2.1 Provide equitable student access to culturally responsive counseling and mental health services.

Goal 3

Effective
Staff



3.1 Strengthen pathways and reduce barriers for talented and diverse MPS employees and potential employees to become teachers.

Goal 4

School and
Building
Climate



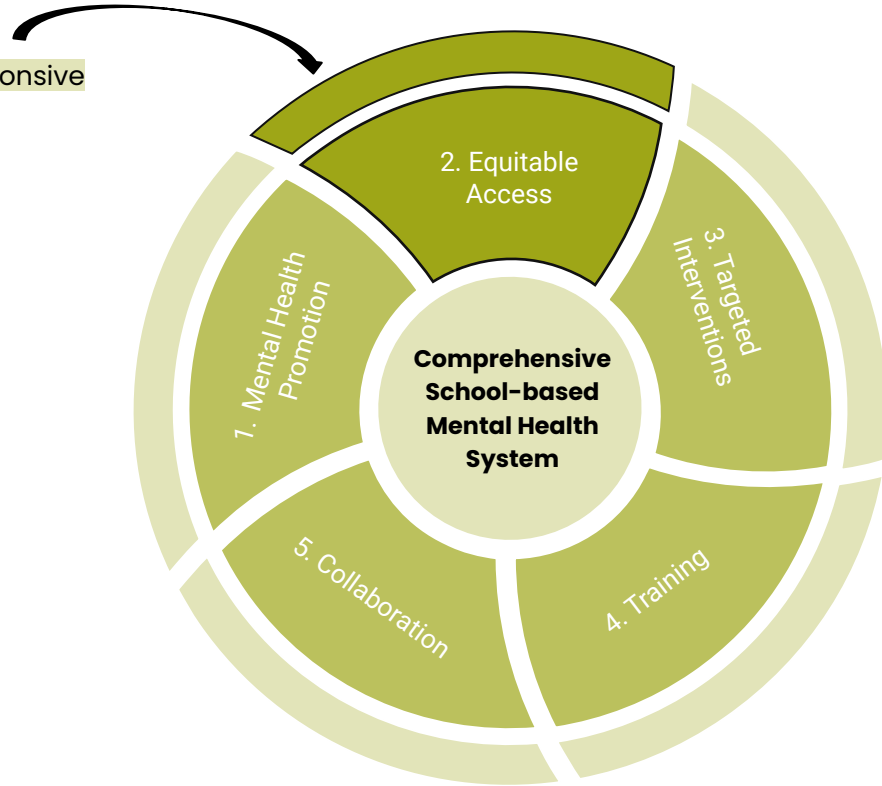
4.1 Fully implement the climate framework to ensure all district staff, parents, and students feel heard, valued and respected.

What work are we planning on doing to achieve our SMART goals?

2.1 Provide equitable student access to culturally responsive counseling and mental health services

We will do that by developing:

1. a comprehensive school-based mental health system (CSMHS) that will provide students with a multi-tiered system of supports
2. a data collection system that will inform MPS on the current and future states of student well-being



What work are we planning on doing to achieve our SMART goals?

2.1 Provide equitable student access to culturally responsive counseling and mental health services

→ 1. Develop a comprehensive school-based mental health system (CSMHS)

How will we develop a comprehensive school-based mental health system ?

Planned initiatives	Quarterly progress monitoring	What success would look like
Reestablish district team to: <ul style="list-style-type: none"> review evidence based strategies provide recommendations to district and school leadership 	Team will review data from district mental health implementation assessment, recommend next steps, and plan professional development	Schools will use best practices in collaboration, teaming and mental health promotion.
Increase the capacity of school-based mental health clinicians.	Professional development attendance, feedback surveys from school-based mental health providers	By the end of SY 2024-25 provide targeted interventions for students with mental health symptoms.
Continue staff development institute. Continue caregiver institutes. Establish community focus groups.	Attendance at staff development and caregiver institutes	Provide community engagement, connection & collaboration opportunities throughout the school year.

What work are we planning on doing to achieve our SMART goals?

2.1 Provide equitable student access to culturally responsive counseling and mental health services

→ 2. Develop a data collection system that will inform MPS on the current and future states of student well-being

How will we establish a data collection system to measure student needs?

Planned initiatives	Quarterly progress monitoring	What success would look like
Complete SHAPE assessment at district level and at each school site.	District and site-level SHAPE assessment completion rates	The Mental Health Team uses SHAPE data to identify next steps in developing MPS' CSMHS
Develop a district-wide student well-being screener for every school as a part of an integrated MTSS model.	The district mental health team will: <ul style="list-style-type: none"> Review available tools Make recommendations for piloting 	The Mental Health Team identifies a well-being screener tool at the end of SY 2024-25 for implementation 2025-26
Establish a data collection system for contracted and internal mental health providers.	On-going summary of metrics related to students accessing school-based mental health providers	Students with identified mental health needs have access to mental health services that meet their cultural and linguistic needs.

Prioritized Strategies for the 2024–25 School Year

Goal 1 Academic Achievement



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1.2 Ensure all curriculum and instructional practices are anti-racist and sustain the cultures, languages, and experiences of our students.

Goal 2 Student Well-being



2.1 Provide equitable student access to culturally responsive counseling and mental health services.

Goal 3 Effective Staff



3.1 Strengthen pathways and reduce barriers for talented and diverse MPS employees and potential employees to become teachers.

Goal 4 School and Building Climate



4.1 Fully implement the climate framework to ensure all district staff, parents, and students feel heard, valued and respected.

What work are we planning on doing to achieve our SMART goals?

3.1 Strengthen pathways and reduce barriers for talented and diverse MPS employees and potential employees to become teachers.

→ 5% of classroom teacher vacancies at start of school year

→ 53 % of new hires identify as Black, Indigenous and People of Color

MPS is growing our own non-licensed staff to:

1

Diversify licensed staff to reflect the diversity of the students and community we serve

2

Establish embedded career pathways to recruit, grow and retain the most effective educators

3

Proactively meet nationwide teacher shortages and declines in traditional teacher prep enrollment

What work are we planning on doing to achieve our SMART goals?

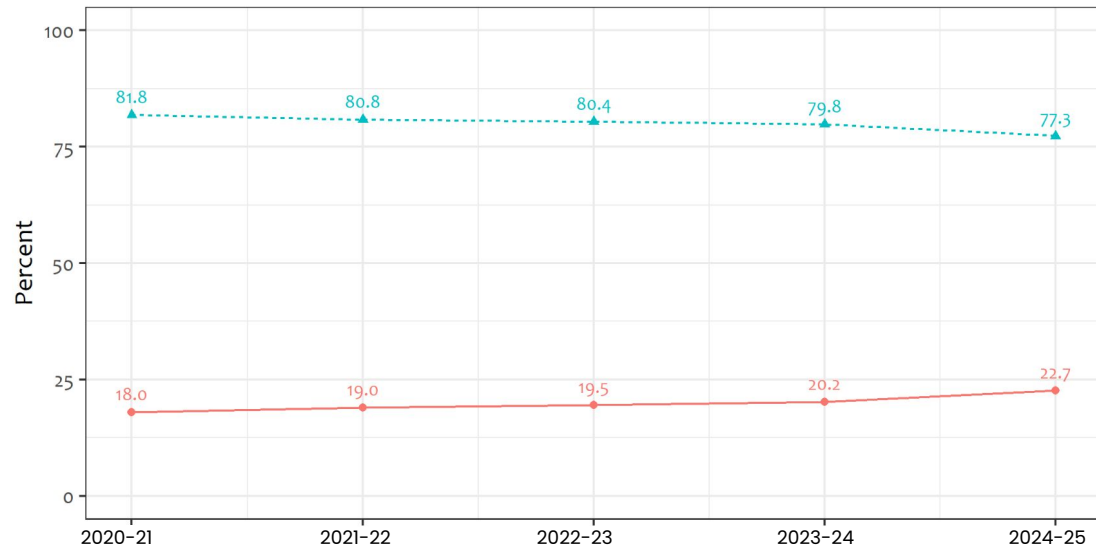
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→ 53% of new hires identify as Black, Indigenous and People of Color

MPS has seen a steady increase in BIPOC educators . . .

Proportion of BIPOC & White Teachers at MPS since 2020*



Race/ethnicity

* —●— BIPOC

—▲— White

* 0.9% American Indian or Native Alaskan

3.7% Asian

78.6% Black or African American

6.5% Hispanic/Latine

3.3% Two or More Races

*Preliminary data for 2024-25



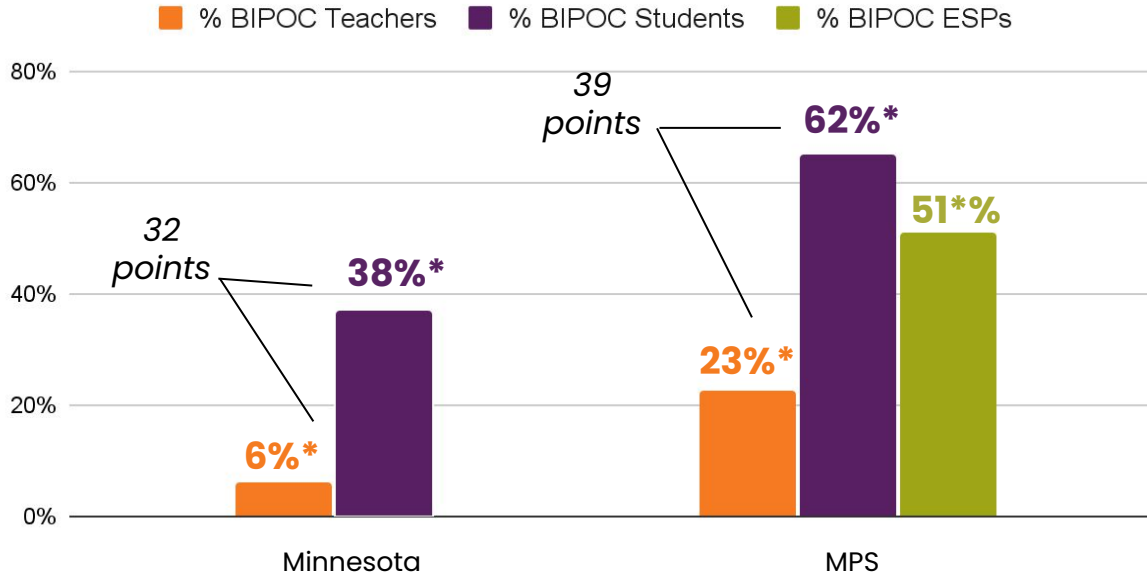
What work are we planning on doing to achieve our SMART goals?

3.1 Strengthen pathways and reduce barriers for talented and diverse MPS employees and potential employees to become teachers.

→ 5% of classroom teacher vacancies at start of school year

→ 53% of new hires identify as Black, Indigenous and People of Color

... Yet MPS still experiences a greater disparity than seen statewide.

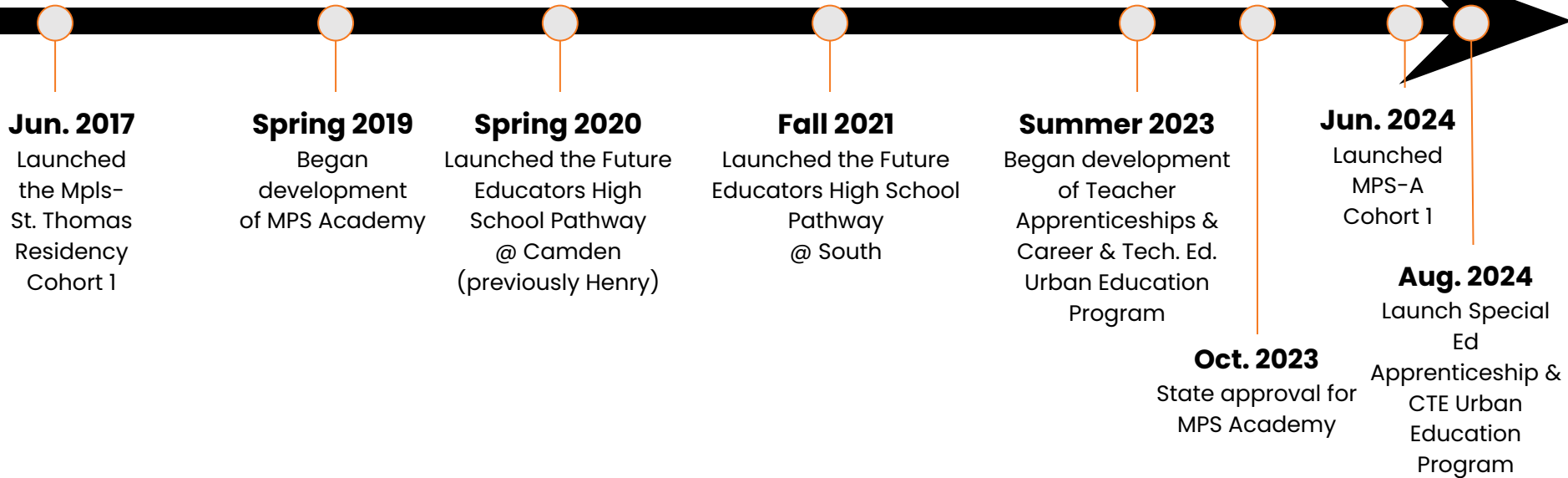


*Preliminary data for 2024-25

What work are we planning on doing to achieve our SMART goals?

- 3.1 Strengthen pathways and reduce barriers for talented and diverse MPS employees and potential employees to become teachers.
- 5% of classroom teacher vacancies at start of school year
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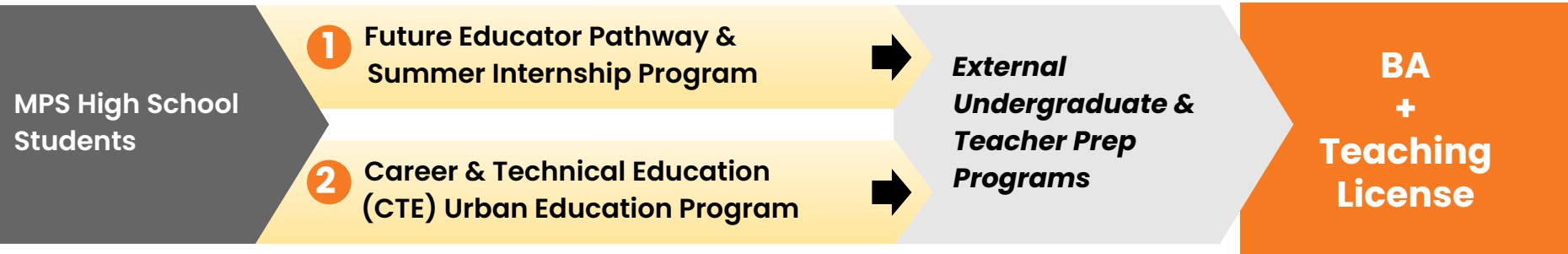
Where we have been



What work are we planning on doing to achieve our SMART goals?

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- 5% of classroom teacher vacancies at start of school year
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MPS Student (Secondary) Grow Your Own (GYO) Pathways



What work are we planning on doing to achieve our SMART goals?

MPS Staff (Adult) Grow Your Own (GYO) Pathways

MPS Grads, ESPs & Community Partners
with an **Associate's Degree**

3 MPS Teacher Apprenticeships

Special Education
*Partnership with Owatonna PS
North Branch Area PS &
Mankato State University*

PreK-6
*Partnership with Metro State
University*

**BA
+
Tier 3 or Tier 4
License**

Teachers, ESPs & Community Partners
with a **Bachelor's Degree**

4 MPS Academy (MPS-A)

Special Education

**Tier 3
License**

ESPs & Community Partners
with a **Bachelor's Degree**

5 MPS-St. Thomas Teacher Residency
*Partnership with
the University of
St. Thomas*

Special Education
Initial licensure

Elementary
Initial licensure

**MA
+
Tier 3
License**

What work are we planning on doing to achieve our SMART goals?

GYO Pathway	Goals for Success in 2024–25
Future Educators High School Pathway (Camden & South)	<ul style="list-style-type: none"> ● Increase total student enrollment by 10% in Fall 2024, Spring 2025 & Summer Internship 2025 ● 85% BIPOC students; increase % of Asian and Hispanic/Latine students
Career & Technical Education (CTE) Urban Education Program	<ul style="list-style-type: none"> ● Hire highly qualified teacher for the new CTE Urban Education Pathway ● Create a state-recognized CTE Urban Education program of study aligned to regional workforce needs ● Recruit up to 50 11th & 12th grade students for spring 2025 semester
Teacher Apprenticeships	<ul style="list-style-type: none"> ● Gain state approval for PreK–6 Teacher Apprenticeship Program ● Retain 93% (14/15) Special Education Apprentices in cohort 1 after year 1 ● Recruit 15 total Apprentices, 70% BIPOC, for summer 2025
MPS Academy (MPS–A)	<ul style="list-style-type: none"> ● Recruit 15 total MPS–A Candidates, 60% BIPOC, for summer 2025 (cohort 2)
Minneapolis–St. Thomas Teacher Residency (MSTR)	<ul style="list-style-type: none"> ● Recruit 20 total Residents, 70% BIPOC, for summer 2025 (cohort 9)

What work are we planning on doing to achieve our SMART goals?

- 3.1 Strengthen pathways and reduce barriers for talented and diverse MPS employees and potential employees to become teachers.
- 5% of classroom teacher vacancies at start of school year
 - 53% of new hires identify as Black, Indigenous and People of Color

We will monitor our progress toward achieving our goals by:

Quarter 1	Quarter 2	Quarter 3	Quarter 4
<ol style="list-style-type: none"> 1. Collaborating with the MPS Communications Department to begin implementation of the GYO marketing plan 2. Developing a comprehensive GYO recruitment plan across all GYO pathways aligned to the GYO marketing plan 	<ol style="list-style-type: none"> 1. Beginning implementation of the comprehensive GYO recruitment plan 2. Collaborate with HR's Talent Acquisition Team to develop a comprehensive adult GYO application and selection process (including early contract process for GYO graduates) 	<ol style="list-style-type: none"> 1. Completing implementation of GYO recruitment plan 2. Beginning implementation of comprehensive adult GYO application and selection process 	<ol style="list-style-type: none"> 1. Finalizing site placements and Cooperating Teacher/Journey Worker pairings for GYO candidates 2. Supporting GYO graduates to navigate structures after program (college applications and Interview & Select)

What work are we planning on doing to achieve our SMART goals?

HR Grow Your Own (GYO) Team



Justin Anderson
Project Manager,
GYO

Ryan Mulso,
Program Admin,
Apprenticeships

Channing Jones
Program Admin,
Residency

Titi Tran
Program Admin,
MPS Academy

Dr. Emily R. Olson
Director,
Talent Development &
Management

Career & Technical Education (CTE) Team



Michael Luseni
Principal,
Career &
Technical
Education (CTE)



Sara Etzel
Director,
Career &
Technical
Education (CTE)



Paul Klym
Director,
Career &
Technical
Education (CTE)

Prioritized Strategies for the 2024–25 School Year

Goal 1 Academic Achievement



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Goal 4 School and Building Climate



4.1 Fully implement the climate framework to ensure all district staff, parents, and students feel heard, valued and respected.

What work are we planning on doing to achieve our SMART goals?

- 4.1 Fully implement the climate framework to ensure all district staff, parents, and students feel heard, valued and respected
- TBD % of parents indicate Almost Always, "I feel welcome at my child's school" in Fall 2024 Climate Survey.
 - TBD % of individuals indicate positive climate in Fall 2024 Climate Survey

Planned initiatives/work	Quarterly Progress Monitoring	What success would look like
<p>Relaunch the Climate Framework through tiered professional development (PD) for:</p> <ul style="list-style-type: none"> • principals • teachers • support staff 	<ul style="list-style-type: none"> • feedback from students, families, staff • PD attendance/ feedback data 	<p>All staff and students will have an understanding of:</p> <ul style="list-style-type: none"> • the four climate values • their personal impact on school and district climate
<p>Refine the function of Equity & School Climate Teams (ESCTs) at sites</p>	<ul style="list-style-type: none"> • develop and share data-driven guidance with principals and other members of ESCTs • track implementation of ESCTs 	<p>75% of schools have formed an Equity & School Climate Team that meets at least once a month</p>

What work are we planning on doing to achieve our SMART goals?

- 4.1 Fully implement the climate framework to ensure all district staff, parents, and students feel heard, valued and respected
- TBD % of parents indicate Almost Always, "I feel welcome at my child's school" in Fall 2024 Climate Survey.
 - TBD % of individuals indicate positive climate in Fall 2024 Climate Survey

Planned initiatives/work	Quarterly Progress Monitoring	What success would look like
Develop and implement a district-wide Climate survey	<p>Q 1: Develop and pilot</p> <p>Q 2: grades 3-12 implementation</p> <p>Q 3: Summarize changes made by school-based Equity and School Climate teams as a result of first round survey data</p> <p>Q 4: 2nd round grades 3-12 implementation</p>	The Climate Survey informs the work of the school-based Equity and School Climate Team which improves building climate.

Next Steps

- **October, March and May Committee of the Whole Quarterly Reports:** Share-out of Prioritized Strategy work plan updates, as well as any relevant new data aligned to the strategy
- **Strategic Plan website will be updated** with the content from this presentation, as well as with progress monitoring data on an ongoing basis

Questions?