

# Committee of the Whole

September 28, 2021

Draft Strategic  
Plan and  
Supporting  
Activities

Senior Officer  
Eric Moore

# How are the children?



# Strategic Plan Foundation

**1**

**Honor  
Voices**

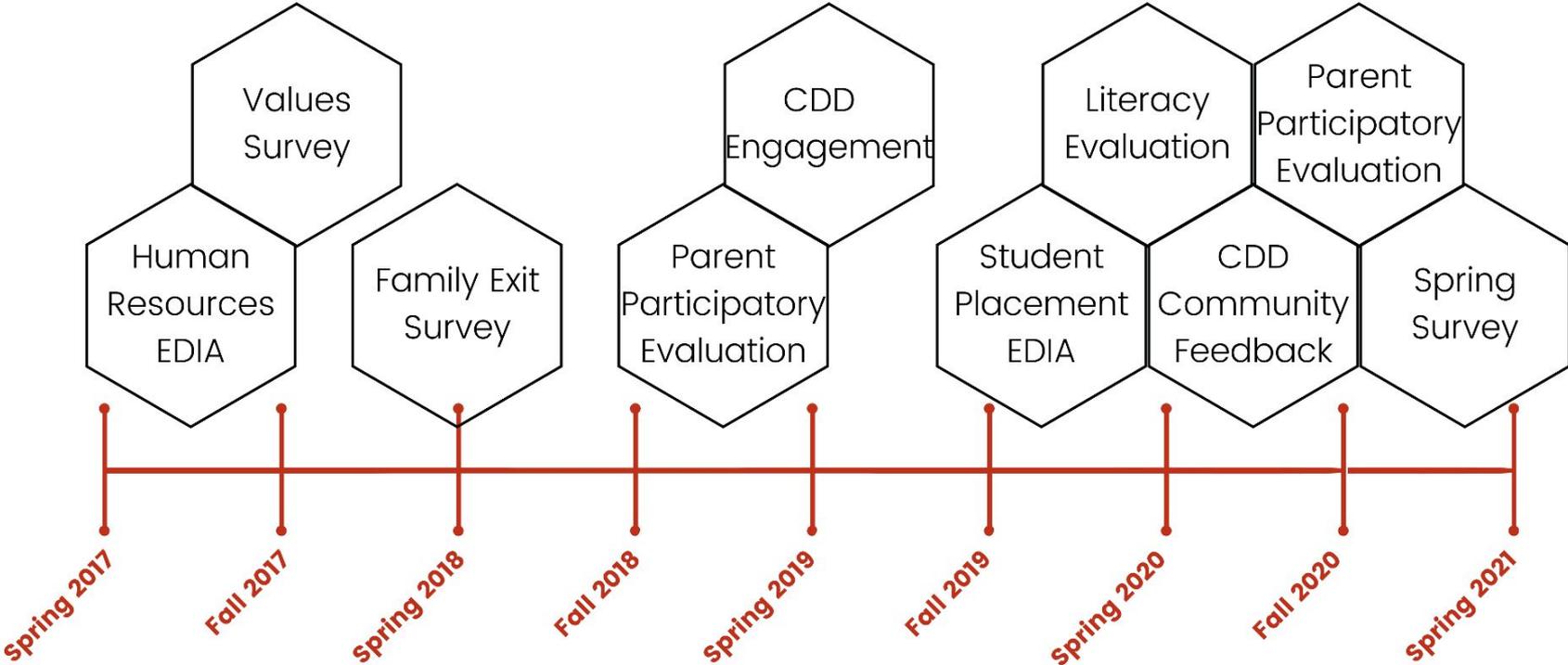
**2**

**Incorporate  
Plans/Reports  
and align work**

**3**

**Focus on  
Implementation**

# Foundation #1: Honor Voices



# Foundation #1: Honor Voices

**Human Resources EDIA Focus Groups & Interviews 2017**  
(71 participants, 246 survey responses)

**MPS Values Survey & Focus Groups 2017**  
(4,012 total responses)

**Spring 2018 Family Exit Survey**  
(131 total responses)

**Parent Participatory Evaluation - SY 18-19 & 20-21**  
(SY 18-19 - 1,424 parents in our African American, American Indian, Hmong, Latino, and Somali communities and SY 20-21 - 587 parents)

**Student Placement EDIA Surveys & Focus Groups SY 19-20** (3,847 survey responses, 81 focus group participants)

**CDD Community Survey - SY 19-20**  
(5,640 responses)

**CDD Student Survey & Focus Groups - SY 19-20**  
(1,541 online responses, 88 focus group participants in 7 high schools)

**CDD Staff Survey - SY 19-20**  
(1,909 responses)

**Literacy Evaluation - SY 19-20**  
(385 responses)

**CDD Community Engagement & Feedback 2020**  
(listening sessions: 2,449 questions and comments; community discussions: 382 comments)

**Spring Survey - SY 20-21**  
(3,940 student and 1,533 teacher responses)

# Foundation #2 - Incorporating Plans/Reports and Align

**Prior to the August 11th retreat, board members reviewed a comprehensive overview of district plans and data to inform their work.**

These plans and corresponding data informed their priorities and vision/goal areas for the Strategic Plan.

Comprehensive District Design and Implementation  
WBWF Statute  
World's Best Workforce Goals and Metrics  
Achievement and Integration Funding and Plan  
ESSER funding  
WBWF and Achievement and Integration Progress Report  
Read Well by Third Grade Plan  
Literacy Framework  
Climate Framework Values and Belief Statements  
Teacher Equity Plan  
Policy 6000 - Mission of the Educational Program  
Recent Board Budget Values and Priorities  
Parent Evaluation and Youth Evaluation Findings  
EDIA Reports  
Academic and Operational data

## Foundation #3 - Focus on Implementation

**“The community needs tangible action – not words.”**

Source: PPE Executive Summary – Cohort 2  
(SY 20-21)

# Mission, Vision and Values

# Board Priorities for the Plan

- Advanced Academics
- Who MPS wants to be
- Shared Decision making
- Community connection
- Accountability
- Implementation

- Well rounded Education in the whole city
- Mental Health support
- SEL
- Fundamental/Academics foundational
- Anti-racist, competent staff

- Experiences & opportunities that are meaningful across the District
- Being intentional about how we, as adults, walk into our work
- Consistency w/student transitioning between places and staff turnover
- Collective identity w/school leaders building off that to create school strategic plans
- Robust & intention curriculum
- Aligning curriculum, especially literacy across the district

# Board Priorities for the Plan

- What makes a welcoming community
- Define school climate
- Build Community investment in schools
- Integration
- Systemic Approach to Equity
- Implement HR EDIA
- Equity effectiveness / examine our workforce

Scanned with CamScanner

- Meet the needs of all students
- Student centered decision making
- Evaluation (implementation & accountability)
- ~~Foundation academic skills~~

# Board Vision and Goal Areas

## Academics

- Fundamentals - Excellence in academics
- Advanced
- Literacy
  - beyond reading, math (course offerings)
  - Science
  - Music
  - Art
  - PE
  - STEM/STEAM

Anti-racist  
Equity

Well-Rounded = Vision  
as language that is understood by community

## Accountability

- Shared Decision-making
- Implementation
- Student-centered decision making (Core functions)

## Student Well-Being

- SEL
- Mental health
- Needs of all students

## Effective Staff

- Anti-racist
- HR EDIA → (Leaders of color, Student Centered)
- Equity effectiveness of staff/Workforce
- Intentionality (Purpose, Student-centered, relational)

## School/District Climate

- Community-Connected Schools
  - Meaningful opportunities for students
  - Welcoming
  - Relational
- Anti-Racist  
Equity
- Accountable

Scanned with CamScanner

# Board Vision and Goal Areas

## Academics

- **Fundamentals**
  - Excellence in academics
- **Advanced**
- **Literacy**
- **Beyond reading, math (Course offerings)**
  - Science
  - Music
  - Art
  - PE
  - STEM/STEAM

## Well-Rounded = Vision

- **Accountability**
  - Shared decision making
  - Implementation
  - Student-centered decision making
  - Core functions
- **Student Well-being**
  - SEL
  - Mental health
  - Needs of all students

## Effective Staff

- Anti-racist
- HR EDIA
  - Student Centered
- Equity effectiveness of staff/Workforce
- Intentionality
- **School/District Climate**
  - Community Connected Schools
  - Meaningful opportunities for students
  - Welcoming
  - Accountability

*All students*

- regardless of their background, zip code, and personal needs -*

*will receive a well-rounded education that prepares them for future success*

# Draft Vision

*Minneapolis Public Schools exists to provide a high quality, culturally responsive education for every Minneapolis student*

# Draft Mission

# An MPS Graduate...



...achieves  
excellence and  
success in  
career, college  
and life with a  
broad array of  
knowledge,  
capacities, skills  
and experiences.

...is empowered  
to thrive in  
diverse,  
multicultural,  
and global  
settings and  
communities.

# As a District Community We Value

- Equity, Representation, & Anti Racism
- Physical and Emotional Safety & Well-being
- Relationships, Trust, & Communication
- Shared Decision Making & Voice
- Transparency & Accountability
- Evidence-based Strategies

# Goal 1: Academics

# Goal One - Academic Achievement

## Literacy

- **47% in grades 3–8 and 10 proficient on reading MCA assessment** pre-pandemic (2019).
- **50% in grades 2–8 were proficient during the pandemic** with all students engaged in distance learning (Fastbridge aMath assessment)
- **41% of Kindergarten students and 51% of first grade students reading at grade level** (Fastbridge earlyReading assessment) -- with large discrepancies based on race and ethnicity

**Proficiency similar pre-pandemic (2019) and mid-pandemic (winter 2020–21), but the disparities in different subgroups remained:**

- For English Learners and students receiving special education services, proficiency ranged from 8% to 18%.
- 78–79% of white students were proficient; only 23–27% of African American, American Indian, and Hispanic students were proficient

# Goal One - Academic Achievement

## Literacy Evaluation SY 19, 20, and 21

**Summer of 2018 the District invested in the Benchmark Advance/Adelante and HMH Big Day curricula.** REAA gathered data from staff about PreK–grade 5 literacy instruction through surveys, observational rubrics, and focus groups.

School staff have reported:

1. **Use of Benchmark varies by site and teacher preference**, and no single Benchmark component or material is widely used in MPS
2. **Not all classrooms have the structures in place to provide literacy instruction**; many sites have not incorporated the district's K–5 scheduling guidelines (which include 145 minutes of literacy instruction) into their classroom schedule
3. **A need for more clear expectations and guidelines** from school and district leadership
4. **Literacy instruction does include foundational skills and culturally relevant materials**

# Goal One - Academic Achievement

## Math

- **42% in grades 3–8 proficient on math MCA assessment** pre-pandemic (2019).
- **41% in grades 2–8 were proficient during the pandemic** with all students engaged in distance learning (Fastbridge aMath assessment)
- **56% of percent of Kindergarten students proficient** on the Three Aspects of Number subtest (Concepts of Math assessment) in spring 2020-21
- **51% of First Grade students were proficient** in Three Aspects of Number subtest (Concepts of Math assessment )

Source: MCA, FastBridge and CoM/KCoM Assessments

# Goal One - Academic Achievement

## Advanced Coursework

- Districtwide participation rate hovered around 63% for the last five years; varies significantly by school and year
  - African American 49%,
  - American Indian 40%,
  - Asian 73%, Hispanic 52%,
  - White 83%.
  - American Indian students and Hispanic students decreasing

Advanced Course Participation Annual Report, 2021  
WBWF Metric for “All students are ready for career and college”

# Goal One - Academic Achievement

## Attendance and Graduation

- Percentage of students consistently attending 90% or more classes has dropped from 83% in 2016 to 75% in 2021
- Graduation rate for all students in 2020: 74.2%.
  - African American 68.1%
  - American Indian 33.3%,
  - Asian 85.3%
  - Hispanic 67.1%
  - White 88.4%

Career and College Readiness Department Report  
WBWF Metric for “All students graduate from high school”

# Goal One - Academic Achievement

## Parent Input

- Academics should represent and value the diverse cultures within MPS.
- Parents feel that MPS does not offer enough opportunities for students to engage in culturally-specific instruction and programming
- Parents believe MPS rarely embeds cultural history, practices, and values throughout the school day.
- Parents are concerned about content of existing cultural lessons and programming, believing it currently perpetuates myths and stereotypes of certain cultural groups or disregards the histories of those groups entirely.
- 72% of families with children of color and American Indian children state that the most important factors in their consideration of a school include “the school demonstrates academic excellence.”

# Goal One - Academic Achievement

## Goal 1: Academic Achievement – Every student achieves their full potential through equal access to academically rigorous and culturally sustaining programming.

### Draft Strategies (Board, CDD, Division Report):

1. Multi-Tiered Systems of Support (district priority)
  - i. Incorporated into the goal language
2. Fully implement literacy and mathematics framework
  - i. Literacy Framework (district priority)
3. Professional Learning Communities and Data Cycles
4. Curriculum Transformation
5. Magnet and Community School Offerings (STEM, Language, Music for All)
  - i. Ethnic Studies
  - ii. College Credit Readiness and Attainment (Division Report)

### From Board Retreat:

- Fundamentals – excellence in academics
- Advanced
- Literacy
- Anti-racist/Equity
- Beyond reading and math for course offerings: science, music, art, PE

# Goal One - Academic Achievement

**Goal 1: Academic Achievement – Every student achieves their full potential through equal access to academically rigorous and culturally sustaining programming.**

## **Draft Refined Strategies (SLT):**

1. Provide standards-based core instruction with a focus on literacy and mathematics.
2. Ensure all curriculum and instructional practices are anti-racist and sustain the cultures, languages, and experiences of our students.
3. Provide magnet school pathways that offer innovative thematic instruction and integrated learning opportunities
4. Ensure all community schools provide access to STEM, music, art, language, and for high schools, ethnic studies and college credit courses
5. Implement Professional Learning Communities to ensure all students' needs are met through a system of academic support and intervention.

# Goal 2: Student Well Being

# Goal Two - Student Well-being

## Youth and Parent Input

- 67% of families with children of color and American Indian children state that the most important factors include “the school addresses behavior problems in a way that meets my family’s needs.”

Students ask to ensure school is connected to ‘real life.’

- Provide relevant curriculum
- Honor students’ emotional needs
- Strengthen relationships between students

## Goal Two - Student Well-being

### Minnesota Student Survey (9th grade)

- 29% of male and 26% of female 9th graders say that they can talk to adult at school about their problems
  - 12% and 11% say they don't have any adults to talk to
- 17% of 9th grade boys and 29% of girls say they have a long-term mental health, behavioral, or emotional problem (lasting longer than 6 months)
- 21% of 9th grade boys and 24% of girls stated they were overweight or obese.
- 81% (male) and 80% (female) students reported less than 5 servings of fruit and vegetable in the 7 days prior to the survey

# Goal Two - Student Well-being

## Student Suspension Data

- African American students are about 4 to 5 times as likely to be suspended as other students
- American Indian students are about 1.5 to 2 times as likely to be suspended as other students
- Suspensions decreased overall during distance learning, but disproportionately did not change

Tableau Data, 2021

## Goal Two - Student Well-being

### School Connectedness and Teacher/Student Relationships

- **43 percent of all students said they “almost always” feel that they belong at their school on the spring survey.** Response rates ranged by race from 36 percent for American Indian students to 48 percent for White students.
- **58 percent of all students said that they “almost always” feel that their teachers care about them.** Response rates ranged from 53.4 percent for American Indian students to 59.7 for African American students.
- **33 percent of all students said that they “almost always” feel that their teachers are interested in getting to know them.** Response rates ranged from 28.9 percent for White students to 38.3 for African American students.

# Goal Two - Student Well-Being

**Goal 2: Student Well-Being - Every Student's physical and mental well-being is addressed as an integral part of their education.**

## **Draft Strategies (Board, CDD, Division Report):**

1. Social Emotional Learning
2. Restorative Practices
3. Enhanced Mental Health Access (Division Report)
4. Nutrition - True Food
5. Physical Safety and Welcoming Environments (Division Report)

## **From Board Retreat:**

- SEL
- Mental Health
- Needs of all students

# Goal Two - Student Well-Being

**Goal 2: Student Well-Being – Every Student’s physical and mental well-being is addressed as an integral part of their education.**

## **Draft Refined Strategies (SLT):**

1. Provide equitable access to culturally responsive counseling and mental health services
2. Fully implement a restorative approach to classroom management
3. Integrate social and emotional practices into all classrooms
4. Provide physically safe and welcoming school environments through strategic reduction of walk zones, building cleanliness, building improvements, landcare and strong emergency management practices
5. Support healthy child development through nutritious meals and promotion of physical activity

# Goal 3: Effective Staff

# Goal Three - Effective Staff

## Youth and Parent Input

- Hire more staff of color, and in particular teachers of color (from students)
- Encourage and prepare all staff to talk about race and culture in their classrooms.
- Remove staff who cannot effectively interact with and support students of color.
- Provide all staff with professional development that focuses on better supporting the student population at their school, specifically addressing discrimination and using engaging teaching strategies.
- Staff should represent the students and families MPS serves (from parents)
- Staff should embody cultural humility and be accountable to the families/communities they serve

### Professional Development

- Overall, MPS licensed teachers and coaches found professional development sessions useful in the moment
- District-level organizational challenges made it difficult to sustain improvements
  - timing and structure of district-led training sessions
  - lack of a district-wide plan
  - lack of alignment, and
  - lack of coach and teacher capacity,

### **Hiring and Staff of Color Retention**

- Limited pool of teacher candidates of color
- Uphill battle in hiring due to District and contractual policies and practices
- Challenging work environment with persistent negative interactions, isolation, insufficient technical/adaptive supports and job insecurity
- MPS an unwelcoming place to work

Human Resources EDIA, 2018

# Goal Three - Effective Staff

## Goal 3: Effective Staff – School and District Staff approach all work with a student-centered, equity minded intentionality.

### Draft Strategies (Board, CDD, Division Report):

1. Professional Learning Communities
2. Diverse teacher and staff recruitment and retention
3. Equitable distribution of high-quality teachers
4. Teacher Equity Plans
5. High quality Professional Development
6. Negotiations
7. Teacher Pathway programs (Division Report)

### From Board Retreat:

- Anti-racist
- HR EDIA (teachers of color recruit and retain)
- Equity effectiveness of staff/workforce
- Intentionality (purpose, student-centered, relational)

# Goal Three - Effective Staff

**Goal 3: Effective Staff – School and District Staff approach all work with a student-centered, equity minded intentionality.**

## **Draft Refined Strategies (SLT):**

1. Strengthen pathways and reduce barriers for talented and diverse MPS employees and potential employees to become teachers.
2. Maintain Teacher Equity plan focused on staffing needs of MPS' 15 highest need schools
3. Deepen strategic recruitment of high quality, diverse teachers and staff
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
5. Pursue authentic engagement with MPS parents around the design and implementation of equitable HR policies and practices

# Goal 4: School and District Climate

# Goal Four - School and District Climate

## Youth and Parent Input

- Find more opportunities for student voice within school decisions.
- Co-create policies with students and staff so that all members of the school community know and agree to follow them.
- 74% of families with children of color and American Indian children state that the most important factors include “the school feels welcoming to my family.” (79% of families overall)
- Parents want proactive, positive communication from their child’s school
- Parents want to be partners in their child’s education, but need MPS to equitably meet the community’s needs related to language and cultural diversity so that all feel welcome as partners
- The community needs tangible action - not words - and wants all stakeholders to be included in decision making.

Student Placement EDIA Survey (SY19-20)

40 Executive Summary - YPE Memos, Spring, 2020

PPE Executive Summary - Cohort 2 (SY 20-21)

# Goal Four - School and District Climate

## District Stakeholders

- Students need to see themselves and others in what they're taught and subsequently learn
- Students need to receive useful feedback on their learning
- All student voices need to be heard, valued, and used in the decision making process in the classroom.

Climate Framework stakeholder engagement 2020-2021

## Parent and Employee Values

In ranking and average dollar allocation, respondents indicated that “Improved Student Outcomes” was their top priority.

1. Improved Student Outcomes – *college, career, and life success*
2. Equity – *all students experience educational success*
3. Effective Staff – *staff growth, development and engagement supported*
4. Resources – *improving facilities, technology and transportation*
5. Engagement – *partnerships between district, families, community*
6. Stewardship – *spending taxpayer money responsibly*

# Goal Four - School and District Climate

**Goal 4: School and District Climate - MPS is known by our community as welcoming, responsive, and connected.**

## **Draft Strategies (Board, CDD, Division Report):**

1. Equity / Equity Competencies (district priority)
2. Climate Framework
3. Restorative practices
4. Parent and Youth Participatory Evaluation
5. Strengthening Community Partnerships
6. Student Placement

## **From Board Retreat:**

- Community connected schools
- Meaningful opportunities for students
- Anti- racist and equity
- Welcoming
- Relational
- Accountable

# Goal Four - School and District Climate

**Goal 4: School and District Climate - MPS is known by our community as welcoming, responsive, and connected.**

## **Draft Refined Strategies (SLT):**

1. Fully implement the climate framework to ensure all district staff, parents, and students feel heard, valued and respected.
2. Utilize district equity competencies to inform district hiring and retention practices, professional development opportunities, and professional support systems.
3. Provide consistent opportunities for youth, parents and community members to provide feedback on district policies and practices.
4. Ensure student placement practices support integrated learning opportunities, and increased enrollment and retention
5. Support community partnerships to enhance student experiences and learning opportunities.

# Additional Goal Discussion

**Goal 5 Consideration: Responsible and Sustainable Operations – Committed to our fiscal responsibility and focused, full implementation of high quality programming.**

**Draft Strategies (Board, CDD, Division Report):**

- Fund balance
- Predictable staffing
- Academic pathways supported by financially sustainable transportation options

***As a responsibility of sustainable management, this was determined to be embedded within each of the four goals.***

# Next Steps

# Appendix

# Board Retreat Data Dive Resources

[Click here to access the full pdf document](#)