

Planning Retreat

Wednesday, August 11, 2021 9:00 AM

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

- 1) **Call to Order and Welcome**
- 2) **Introduction and Retreat Overview**
- 3) **Discussion on Values, Prioritization, and Evaluation**
- 4) **Break for Lunch**
- 5) **Continued Discussion**
- 6) **Adjourn**
- 7) ***Appendix: Materials provided to Board Directors in advance of retreat***

Retreat Materials for Review

MPS District-Level Documents

| <i>Item</i> <i>(clicking name jumps to document)</i> | <i>Web Version</i> <i>(if exists)</i> |
|---|--|
| Comprehensive District Design (CDD) Vision and Goals | Link |
| CDD Gantt Chart | Link |
| Mapping Data Sources to Main CDD Components | Link |
| Vision for an MPS Graduate | |
| World's Best Workforce (WBWF) Goals and Metrics | |
| WBWF and Achievement and Integration Progress Report | |
| Read Well by Third Grade Plan | |
| Climate Framework Values and Belief Statements (Draft) | Link |
| Teacher Equity Plan | Link |
| Achievement and Integration Plan | |
| Recent Board Budget Values and Priorities | |

Planning Requirements and Resources

| <i>Item</i> <i>(clicking name jumps to document)</i> | <i>Web Version</i> <i>(if exists)</i> |
|---|--|
| WBWF Statute | Link |
| MDE WBWF Website | Link |
| Policy 6000 (Mission of the Educational Program) | Link |

Comprehensive District Design: Vision and Goals

Vision: The Comprehensive District Design is MPS's bold vision to deliver on its commitment to ensuring that all students – regardless of their back ground, zip-code, and personal needs – receive a high quality, well-rounded education that prepares them for future success.

Goal: Academics

- A well-rounded, preK-12 education for every students in every part of the city.
- Every student graduates with the academic, social/emotional, and technical skills to be successful in college and/or career.
- Equitable access to academically rigorous and culturally relevant programming including STEAM, dual-language immersion, and CTE.
- Safe and welcoming environment for all students and families.

Goal: Equity

- Reduction in racially and economically isolated schools.
- High-quality community schools in every part of the city.
- Improved access to magnet programs located closer to home.
- Student placement policies and processes that better serve all families.
- School climate improvements to support better student retention, family and staff experiences, and student learning.

Goal: Sustainability

- Alignment and prioritization of budgets to accomplish district design goals and values.
- Stabilized and predictable staffing.
- Correction of uneven enrollment patterns.
- Professional development and other supports to improve staff recruitment and retention.
- Culturally relevant programming and customer service.
- Academic pathways supported by financially sustainable transportation options.

Gantt CDD Implementation 02

As of 2/19/21

| Sponsor | Primary Column | Projected Start Month | Projected End Month | Actual Start Date | Actual End Date | Duration | Status | Insights |
|---------------------|---|-----------------------|---------------------|-------------------|-----------------|----------|-----------------------|---|
| 1 Exec. Off. Kelly | Communications - Spring 2020 School Prep | April 2020 | August 2020 | 04/01/20 | 08/14/20 | 98d | | |
| 2 Exec. Off. Kelly | Engagement with parent groups / principals | April 2020 | August 2020 | 04/01/20 | 08/14/20 | 98d | Complete | |
| 3 Exec. Off. Kelly | Draft school overviews/impact/matrix for model | April 2020 | June 2020 | 04/01/20 | 06/30/20 | 65d | Complete | |
| 4 Exec. Off. Kelly | Draft key messages for highly impacted schools; one-pagers; timeline; call to action for families; map; address finder | May 2020 | June 2020 | 05/01/20 | 06/30/20 | 43d | Complete | |
| 5 Exec. Off. Kelly | Prep materials for Principals | April 2020 | May 2020 | 04/01/20 | 05/29/20 | 43d | Complete | |
| 6 Exec. Off. Kelly | Create full implementation timeline | April 2020 | August 2020 | 04/01/20 | 08/14/20 | 98d | Complete | |
| 7 Exec. Off. Kelly | Define roles of schools, Principals, District in Communication activities | June 2020 | August 2020 | 06/01/20 | 08/14/20 | 55d | Complete | |
| 8 Exec. Off. Kelly | End of Year communication - Kinder registration/school placement letters/ ECE | April 2020 | July 2020 | 04/01/20 | 07/17/20 | 78d | Complete | |
| 9 Exec. Off. Kelly | Determine impact on summer outreach | April 2020 | July 2020 | 04/01/20 | 07/24/20 | 83d | Complete | |
| 10 Exec. Off. Kelly | Communications - Summer Outreach | June 2020 | January 2021 | 06/01/20 | 01/29/21 | 175d | | |
| 11 Exec. Off. Kelly | Create BTS virtual experiences/overview (CDD Implementation/Expectations) | June 2020 | September 2020 | 06/01/20 | 09/01/20 | 67d | Complete | |
| 12 Exec. Off. Kelly | Create/distribute school recommendations for families who are moving schools | June 2020 | September 2020 | 06/01/20 | | | Delayed | |
| 13 Exec. Off. Kelly | Create school enrollment timeline -- to include increased online/virtual presence for school choice marketing | June 2020 | January 2021 | 06/01/20 | 01/29/21 | 175d | Complete | |
| 14 Exec. Off. Kelly | Create School Guidebook (School Choice Guide) | June 2020 | December 2020 | | | | Complete | |
| 15 Exec. Off. Kelly | Community outreach activities | June 2020 | September 2020 | 06/01/20 | 09/01/20 | 67d | Complete | |
| 16 Exec. Off. Kelly | Summer home visits/ calls - unsafe with COVID | June 2020 | September 2020 | | | | Abandoned | unsafe with COVID |
| 17 Exec. Off. Kelly | Communications - Back to School | July 2020 | October 2020 | 07/01/20 | 09/04/20 | 48d | | |
| 18 Exec. Off. Kelly | BTS communications made virtual | July 2020 | September 2020 | 07/01/20 | 09/04/20 | 48d | Complete | |
| 19 Exec. Off. Kelly | BTS Kickoff | August 2020 | September 2020 | 08/01/20 | 09/04/20 | 26d | Complete | |
| 20 Exec. Off. Kelly | CDD Professional Development | July 2020 | October 2020 | | | | Delayed | should this be "Abandoned?" |
| 21 Exec. Off. Kelly | 2021-22 Enrollment Activities | May 2020 | January 2022 | 05/01/20 | 01/22/21 | 191d | | |
| 22 Exec. Off. Kelly | CDD Fair/Fresh Look Fair | May 2020 | November 2020 | 05/01/20 | 11/27/20 | 151d | Complete | December 5th Virtual School Kickoff |
| 23 Exec. Off. Kelly | Marketing campaign kickoff | September 2020 | September 2020 | | | | Complete | |
| 24 Exec. Off. Kelly | Create marketing videos for each school | January 2021 | January 2022 | 01/22/21 | 01/22/21 | 1d | Initiated/Progressing | |
| 25 Sr. Off. Moore | Climate Framework | May 2020 | June 2023 | 04/20/20 | 09/04/20 | 100d | | |
| 26 Sr. Off. Moore | Phase One | May 2020 | December 2020 | 05/14/20 | 07/08/20 | 40d | | |
| 27 Sr. Off. Moore | Convene Steering Committee and Task Forces | May 2020 | July 2020 | 05/14/20 | 07/08/20 | 40d | Complete | |
| 28 Sr. Off. Moore | Creation & Completion of draft Belief Statements | June 2020 | July 2020 | 06/10/20 | 07/08/20 | 21d | Complete | |
| 29 Sr. Off. Moore | Creation & Completion of Summative Metrics | September 2020 | December 2020 | | | | Delayed | Determination that metrics will happen Fall 2021 |
| 30 Sr. Off. Moore | Community Engagement- Input on draft Belief Statements | July 2020 | November 2020 | 08/13/20 | | | Initiated/Progressing | Will continue through first week in January |
| 31 Sr. Off. Moore | Professional Development Planning for School/Department Engagement | June 2020 | October 2020 | 07/20/20 | | | Initiated/Progressing | |
| 32 Sr. Off. Moore | Phase Two | August 2020 | August 2021 | 04/20/20 | 09/04/20 | 100d | | |
| 33 Sr. Off. Moore | Department Work Groups Established for District Level Transition Planning | August 2020 | December 2020 | 12/14/20 | | | Initiated/Progressing | Project planning underway, sessions begin with departments in |
| 34 Sr. Off. Moore | August 13th Institute- draft Belief Statements & school planning for engagement and timelines | August 2020 | September 2020 | 08/10/20 | 09/04/20 | 20d | Complete | |
| 35 Sr. Off. Moore | School Community Work Groups Established for Local Transition Planning | September 2020 | January 2021 | | | | Initiated/Progressing | |
| 36 Sr. Off. Moore | District-wide Communication Materials & Guidance | June 2020 | August 2021 | 04/20/20 | | | Initiated/Progressing | Website Development |
| 37 Sr. Off. Moore | Spring Implementation of Community Transition Planning | January 2021 | April 2021 | | | | Initiated/Progressing | |
| 38 Sr. Off. Moore | Spring Implementation of District Transition Planning | January 2021 | April 2021 | | | | Initiated/Progressing | |
| 39 Sr. Off. Moore | PD Planning and Alignment for Phase Three | February 2021 | May 2021 | | | | Not Started | |
| 40 Sr. Off. Moore | Spring 2021 Climate Survey | May 2021 | June 2021 | | | | Not Started | |
| 41 Sr. Off. Moore | Phase Three | September 2021 | June 2022 | | | | | |
| 42 Sr. Off. Moore | New School Level and District Level Community Agreements Established | September 2021 | November 2021 | | | | Not Started | |
| 43 Sr. Off. Moore | Progress Monitoring Baseline | October 2021 | November 2021 | | | | Not Started | |
| 44 Sr. Off. Moore | PD Planning and Alignment for Phase Four | January 2022 | April 2022 | | | | Not Started | |
| 45 Sr. Off. Moore | Spring 2022 Climate Survey | May 2022 | June 2022 | | | | Not Started | |
| 46 Sr. Off. Moore | Phase Four | August 2022 | June 2023 | | | | | |
| 47 Sr. Off. Moore | Ongoing Climate Index with Targets | August 2022 | November 2022 | | | | Not Started | |
| 48 Sr. Off. Moore | Spring 2023 Climate Survey | May 2023 | June 2023 | | | | Not Started | |
| 49 Sr. Off. Moore | Equity Professional Development | May 2020 | September 2020 | 05/04/20 | | | | |
| 50 Sr. Off. Moore | Develop 5 year plan for providing all staff with Restorative Practices and Equity PD | May 2020 | October 2020 | 05/04/20 | | | Delayed | |
| 51 Sr. Off. Moore | Equity PD for Davis Center staff | June 2020 | September 2020 | 06/22/20 | | | Delayed | |
| 52 Sr. Off. Moore | School Improvement and Department Planning | September 2020 | June 2021 | 08/17/20 | 01/26/21 | 117d | | |
| 53 Sr. Off. Moore | School Improvement plans created and entered into SIP portal- including math, literacy, engagement and climate goals | September 2020 | October 2020 | 08/17/20 | 09/11/20 | 20d | Complete | |
| 54 Sr. Off. Moore | Department plans created and submitted to Accountability department- including alignment to district priorities and CDD goals | September 2020 | December 2020 | | | | Delayed | February 2021 |
| 55 Sr. Off. Moore | School Improvement and department plans- first quarter update | October 2020 | November 2020 | 10/19/20 | 11/30/20 | 31d | Complete | |

| Sponsor | Primary Column | Projected Start Month | Projected End Month | Actual Start Date | Actual End Date | Duration | Status | Insights |
|-----------------------|---|-----------------------|---------------------|-------------------|-----------------|------------|-----------------------|---|
| 56 Sr. Off. Moore | School Improvement and department plans- second quarter update | January 2021 | February 2021 | 01/11/21 | 01/26/21 | 12d | Complete | |
| 57 Sr. Off. Moore | School Improvement and department plans- third quarter update | March 2021 | April 2021 | | | | Not Started | |
| 58 Sr. Off. Moore | School Improvement and department plans- end of year reflection | June 2021 | June 2021 | | | | Not Started | |
| 59 Sr. Off. Moore | Accountability Portal | September 2020 | January 2021 | | | | Not Reported | |
| 60 Sr. Off. Moore | Specialty School Process | | | | | | Delayed | Until 2021 |
| 61 Sr. Off. DeVet | Bell Times | August 2020 | May 2022 | | | | | |
| 62 Sr. Off. DeVet | Engagement activities- Meet with PACs, PPE, Family Liasons | September 2020 | January 2021 | | | | Complete | |
| 63 Sr. Off. DeVet | Steering Committee Meetings | September 2020 | January 2021 | | | | Complete | |
| 64 Sr. Off. DeVet | Finalize Proposal | August 2020 | October 2020 | | | | Complete | |
| 65 Sr. Off. DeVet | First Read / Vote Bell Times for 2021-22 | August 2020 | February 2021 | | | | Complete | |
| 66 Sr. Off. DeVet | Transportation Walk Zone implementation | May 2021 | May 2022 | | | | Not Started | |
| 67 Sr. Off. DeVet | Update bus stops to add stops as needed | May 2021 | September 2021 | | | | Not Started | |
| 68 Sr. Off. DeVet | Solicit Community partners for Bus Walk to Stop safety | | | | | | Not Started | |
| 69 Sr. Off. DeVet | 5-Year Capital Plan | May 2020 | May 2024 | | | | | |
| 70 Sr. Off. DeVet | FY 20-21 Capital Plan to May Finance Committee | May 2020 | June 2020 | | | | Complete | |
| 71 Sr. Off. DeVet | Second Read/ Vote FY 20-21 Capital Plan | June 2020 | July 2020 | | | | Complete | |
| 72 Sr. Off. DeVet | Bonding approval from Finance Committee and sale | November 2020 | February 2021 | | | | Not Started | |
| 73 Sr. Off. DeVet | Year 1 Funds received | January 2021 | February 2021 | | | | Not Started | |
| 74 Sr. Off. DeVet | Year 1 Individual Project Steering Committees Commence | February 2021 | February 2022 | | | | Not Started | |
| 75 Sr. Off. DeVet | Select Year 1 Construction Projects kick-off | May 2022 | May 2024 | | | | Not Started | |
| 76 Sr. Off. Sullivan | HR for Magnets | July 2020 | April 2021 | 08/01/20 | 10/30/20 | 68d | | |
| 77 Sr. Off. Sullivan | Active Magnet Recruitment | September 2020 | April 2021 | 09/01/20 | | | Initiated/Progressing | |
| 78 Sr. Off. Sullivan | Complete all Magnet Principal Hiring | August 2020 | November 2020 | 08/01/20 | 10/30/20 | 66d | Complete | |
| 79 Sr. Off. Sullivan | Develop and propose magnet MOAs with teacher union | July 2020 | November 2020 | 12/01/20 | | | Initiated/Progressing | |
| 80 Sr. Off. Sullivan | Magnet recruiting plan development | July 2020 | September 2020 | 08/03/20 | | | Initiated/Progressing | |
| 81 Sr. Off. Sullivan | Staffing | April 2020 | November 2021 | 04/01/20 | 12/23/20 | 191d | | |
| 82 Sr. Off. Sullivan | Spring 2020 Interview and Select | April 2020 | May 2020 | 04/01/20 | 05/29/20 | 43d | Complete | Please check actual dates |
| 83 Sr. Off. Sullivan | Spring 2020 Matching/Placement | June 2020 | July 2020 | 06/01/20 | 07/15/20 | 33d | Complete | |
| 84 Sr. Off. Sullivan | Spring 2020 External Teacher Hiring | June 2020 | September 2020 | 06/01/20 | 09/01/20 | 67d | Complete | |
| 85 Sr. Off. Sullivan | AP Allocation Revisions | May 2020 | September 2020 | 11/01/20 | | | Complete | |
| 86 Sr. Off. Sullivan | Partner with MFT/ESP/Forum Leadership to identify required changes | April 2020 | September 2020 | 04/01/20 | | | Complete | |
| 87 Sr. Off. Sullivan | AP Allocations engagement with Principal Forum | August 2020 | February 2021 | 11/01/20 | | | Complete | |
| 88 Sr. Off. Sullivan | Fall Staffing Adjustments | October 2020 | November 2020 | 10/01/20 | 10/30/20 | 22d | Complete | |
| 89 Sr. Off. Sullivan | Update early contract strategy to align with needs | November 2020 | March 2021 | 11/01/20 | 12/23/20 | 39d | Complete | |
| 90 Sr. Off. Sullivan | Review predictable staffing implementation | November 2020 | March 2021 | 11/01/20 | | | Initiated/Progressing | |
| 91 Sr. Off. Sullivan | Portfolio plan with Associates for staffing changes | November 2020 | March 2021 | 11/01/20 | | | Initiated/Progressing | |
| 92 Sr. Off. Sullivan | Principal planning and hiring for FY22 | November 2020 | June 2021 | | | | Initiated/Progressing | |
| 93 Sr. Off. Sullivan | Support principals with staffing at sites with shifting grade levels or programs | November 2020 | July 2021 | 11/01/20 | | | Initiated/Progressing | |
| 94 Sr. Off. Sullivan | School budget planning and predictable staffing review | November 2020 | March 2021 | 11/01/20 | | | Complete | |
| 95 Sr. Off. Sullivan | CDD Site Visits | December 2020 | February 2021 | 12/01/20 | | | Initiated/Progressing | |
| 96 Sr. Off. Sullivan | AP Allocation implementation | January 2021 | April 2021 | | | | Not Started | |
| 97 Sr. Off. Sullivan | Spring 2021 Interview and Select | April 2021 | June 2021 | | | | Not Started | |
| 98 Sr. Off. Sullivan | Spring 2021 External teacher hiring | June 2021 | September 2021 | | | | Not Started | |
| 99 Sr. Off. Sullivan | Fall 2021 Staffing Adjustments | October 2021 | November 2021 | | | | Not Started | |
| 100 Sr. Off. Sullivan | Teacher Equity Plan | May 2020 | February 2021 | 05/01/20 | 06/30/20 | 43d | | |
| 101 Sr. Off. Sullivan | Teacher Equity Plan - Equity guidance in scheduling for school leaders | May 2020 | June 2020 | 12/01/20 | | | Delayed | |
| 102 Sr. Off. Sullivan | Teacher Equity Plan - Define high-needs portfolio for targeted staffing support | May 2020 | June 2020 | 05/01/20 | 06/30/20 | 43d | Complete | |
| 103 Sr. Off. Sullivan | Teacher Equity Plan - Hire HR Recruiter, Consultant, and Specialist to support high-needs portfolio staffing | June 2020 | July 2020 | 06/01/20 | | | Initiated/Progressing | |
| 104 Sr. Off. Sullivan | Teacher Equity Plan - Revise SOESL & School Leader Evaluation Tools to incorporate equity in practice standards | August 2020 | February 2021 | | | | Delayed | |
| 105 Assoc. Supt. Cox | Special Education | June 2020 | April 2021 | 09/14/20 | | | | |
| 106 Assoc. Supt. Cox | Special Education Space Walkthroughs | June 2020 | August 2020 | 09/14/20 | | | Complete | Walkthroughs have been completed - need to ensure that there |
| 107 Assoc. Supt. Cox | Special Education Student Analysis | June 2020 | August 2020 | 09/14/20 | | | Complete | All students have been placed and placement letters have been |
| 108 Assoc. Supt. Cox | Special Education Staff Analysis | June 2020 | August 2020 | 09/14/20 | | | Complete | |
| 109 Assoc. Supt. Cox | Create Final Special Education Transition Planning | August 2020 | September 2020 | 11/02/20 | | | Delayed | A few staffing questions and small caps projects need to be |
| 110 Assoc. Supt. Cox | Create Special Education Training Package | January 2021 | April 2021 | | | | Not Started | Moved up from June 2021 |
| 111 Sr. Off. Fearing | High Quality Instruction | June 2020 | March 2025 | 06/18/20 | | | | |
| 112 Sr. Off. Fearing | Foundations and Differentiation | June 2020 | March 2025 | 06/18/20 | | | | |
| 113 Sr. Off. Fearing | Professional Development: Introduction, Resources and Strategies | June 2020 | July 2021 | 06/18/20 | | | Initiated/Progressing | |
| 114 Sr. Off. Fearing | Implementation and Ongoing assessment of Practices | September 2020 | July 2021 | | | | Initiated/Progressing | |
| 115 Sr. Off. Fearing | Expectation of Practice | September 2021 | March 2025 | | | | Not Started | |
| 116 Sr. Off. Fearing | Culturally Sustaining Pedagogy, Curriculum Transformation | June 2020 | March 2025 | 08/01/20 | | | | |
| 117 Sr. Off. Fearing | Professional Development: Introduction, Resources and Strategies | June 2020 | September 2021 | 08/01/20 | | | Initiated/Progressing | |

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| 118 Sr. Off. Fearing | Implementation and Ongoing assessment of Practices | September 2020 | July 2021 | | | | Initiated/Progressing | |
| 119 Sr. Off. Fearing | Expectation of Practice and moving toward self-sustaining curriculum transformation implementation | September 2021 | March 2025 | | | | Not Started | |
| 120 Sr. Off. Fearing | Ethnic Studies Proposal | September 2020 | February 2021 | 09/01/20 | 11/10/20 | 51d | Complete | |
| 121 Sr. Off. Fearing | Advanced Academics | May 2020 | May 2025 | 05/04/20 | 09/30/20 | 108d | | |
| 122 Sr. Off. Fearing | Revised Draft of Advanced Academic funding model for K-12 | August 2020 | September 2020 | 08/03/20 | 09/30/20 | 43d | Complete | |
| 123 Sr. Off. Fearing | GT Identification and Service Draft Plans and Professional Development | May 2020 | August 2021 | 05/04/20 | | | Initiated/Progressing | |
| 124 Sr. Off. Fearing | GT Identification and Service Implementation and Continued Professional Development | August 2021 | May 2025 | | | | Initiated/Progressing | |
| 125 Sr. Off. Fearing | College and Career Readiness Planning and Professional Development | June 2020 | September 2021 | | | | Initiated/Progressing | |
| 126 Sr. Off. Fearing | College and Career Readiness Plans: School Based Created and Implementation | August 2021 | May 2025 | | | | Not Started | |
| 127 Sr. Off. Fearing | Literacy | June 2020 | May 2026 | 06/01/20 | 09/30/20 | 88d | | |
| 128 Sr. Off. Fearing | Sustainable Staffing/Equitable Hiring and Professional Development Plan | June 2020 | September 2020 | 06/01/20 | 09/30/20 | 88d | Complete | |
| 129 Sr. Off. Fearing | School Level Literacy Plans with Target Levels as part of the MTSS Goal under School Improvement Planning and Professional | June 2020 | September 2021 | 06/01/20 | | | Initiated/Progressing | |
| 130 Sr. Off. Fearing | School Level Literacy Plans with Target Levels as part of the MTSS Goal under School Improvement Plan | August 2021 | May 2025 | | | | Not Started | |
| 131 Sr. Off. Fearing | MTSS Tier 2 Implementation Plan | July 2020 | December 2020 | 07/01/20 | | | Initiated/Progressing | |
| 132 Sr. Off. Fearing | MTSS Tier 2 Implementation Expectation | August 2021 | May 2025 | | | | Not Started | |
| 133 Sr. Off. Fearing | MTSS Tier 3 Implementation Plan | June 2021 | August 2022 | | | | Initiated/Progressing | |
| 134 Sr. Off. Fearing | MTSS Tier 3 Implementation Expectation | August 2022 | May 2026 | | | | Not Started | |
| 135 Sr. Off. Fearing | Math | June 2020 | May 2026 | 05/04/20 | 09/18/20 | 100d | | |
| 136 Sr. Off. Fearing | Sustainable Staffing/Equitable Hiring and Professional Development Plan | June 2020 | September 2020 | 06/01/20 | 09/18/20 | 80d | Complete | |
| 137 Sr. Off. Fearing | School Level Math Plans with Target Levels as part of the MTSS Goal under School Improvement Planning and Professional | July 2020 | October 2021 | | | | Initiated/Progressing | |
| 138 Sr. Off. Fearing | School Level Math Plans with Target Levels as part of the MTSS Goal under School Improvement Plan | August 2021 | May 2025 | | | | Not Started | |
| 139 Sr. Off. Fearing | MTSS Tier 2 Implementation Plan | July 2020 | December 2020 | 07/01/20 | | | Initiated/Progressing | |
| 140 Sr. Off. Fearing | MTSS Tier 2 Implementation Expectation | August 2021 | May 2025 | | | | Not Started | |
| 141 Sr. Off. Fearing | MTSS Tier 3 Implementation Plan | June 2021 | July 2022 | | | | Initiated/Progressing | |
| 142 Sr. Off. Fearing | MTSS Tier 3 Implementation Expectation | August 2022 | May 2026 | | | | Not Started | |
| 143 Sr. Off. Fearing | K-12 Math Curriculum Adoption | May 2020 | August 2022 | 05/04/20 | | | Initiated/Progressing | |
| 144 Sr. Off. Fearing | Middle Level | April 2020 | May 2026 | 04/01/20 | | | | |
| 145 Sr. Off. Fearing | Middle Level Work Plan Developed and Professional Development | April 2020 | July 2021 | 04/01/20 | | | Initiated/Progressing | |
| 146 Sr. Off. Fearing | Middle Level Building Implementation | August 2022 | May 2026 | | | | Not Started | |
| 147 Sr. Off. Fearing | Well-Rounded Education | April 2020 | May 2025 | 04/01/20 | | | | |
| 148 Sr. Off. Fearing | School Programming including Course consistency District-Wide | August 2020 | July 2021 | | | | Initiated/Progressing | |
| 149 Sr. Off. Fearing | STEM for All Planning and Professional Development | April 2020 | July 2021 | 04/01/20 | | | Initiated/Progressing | |
| 150 Sr. Off. Fearing | STEM for ALL Start of Implementation in all K-8 Buildings | August 2021 | May 2025 | | | | Not Started | |
| 151 Sr. Off. Fearing | Instrumental Music Grade 5 Planning and Professional Development | August 2020 | August 2021 | | | | Initiated/Progressing | |
| 152 Sr. Off. Fearing | Instrumental Music Grade 5 Implementation in all K-8 Buildings | August 2021 | May 2025 | | | | Not Started | |
| 153 Sr. Off. Fearing | World Language Planning | August 2020 | January 2021 | | | | Initiated/Progressing | |
| 154 Sr. Off. Fearing | World Language Implementation in all 6-12 Buildings | August 2021 | May 2025 | | | | Not Started | |
| 155 Sr. Off. Fearing | CTE Centralized Centers Program Planning: CTE TECH Center | June 2020 | July 2021 | 06/01/20 | | | Initiated/Progressing | |
| 156 Sr. Off. Fearing | CTE Centralized Centers Program Planning: CTE NEW programs of study | June 2020 | July 2021 | 06/01/20 | | | Initiated/Progressing | |
| 157 Sr. Off. Fearing | Magnet Schools | May 2020 | May 2025 | 05/01/20 | | | | |
| 158 Sr. Off. Fearing | Magnet Schools Planning and School Development PD | May 2020 | July 2021 | 05/01/20 | | | Initiated/Progressing | |
| 159 Sr. Off. Fearing | (added 10/16/20) Prepare enrollment and marketing materials | September 2020 | November 2020 | 09/01/20 | | | Initiated/Progressing | |
| 160 Sr. Off. Fearing | (added 10/16/20) Develop communications, plan and engage with stakeholders | September 2020 | November 2020 | 09/01/20 | | | Complete | |
| 161 Sr. Off. Fearing | (added 10/16/20) Develop Schoolwide Implementation Plan | September 2020 | November 2020 | 09/01/20 | | | Complete | |
| 162 Sr. Off. Fearing | (added 11/20/20) Focus on 21-22 Enrollment | November 2020 | December 2020 | | | | Initiated/Progressing | |
| 163 Sr. Off. Fearing | Magnet Schools Implementation | August 2021 | May 2025 | | | | Not Started | |
| 164 Sr. Off. Fearing | Community Schools | May 2020 | May 2025 | 05/01/20 | | | | |
| 165 Sr. Off. Fearing | Community Schools Planning and School Development PD | May 2020 | July 2021 | 05/01/20 | | | Initiated/Progressing | |
| 166 Sr. Off. Fearing | Community Schools Implementation | August 2021 | May 2025 | | | | Not Started | |
| 167 Sr. Off. Diop | Review Strategic goals and prepare budget process recommendations | September 2020 | October 2020 | | | | Abandoned | Incorrect entry - This is determined by Supt/Board |
| 168 Sr. Off. Diop | Finalize Staff adjustments | October 2020 | November 2020 | 10/01/20 | 10/30/20 | 22d | Complete | |
| 169 Sr. Off. Diop | Determine class size targets | October 2020 | November 2020 | | | | Abandoned | Incorrect entry - This is determined by Supt/Assoc. Supts |
| 170 Sr. Off. Diop | Prepare preliminary revenue forecast | October 2020 | November 2020 | 10/01/20 | 10/30/20 | 22d | Complete | |
| 171 Sr. Off. Diop | Decisions on any changes in start times, program changes for School Choice Guide | October 2020 | November 2020 | | | | Abandoned | Incorrect entry - This is determined by Supt/Assoc. Supts |
| 172 Sr. Off. Diop | Review revenue forecast and enrollment projections | December 2020 | January 2021 | | | | Not Started | |
| 173 Sr. Off. Diop | Final levy submission deadline | December 2020 | January 2021 | | | | Complete | |
| 174 Sr. Off. Diop | Determine central office vs school staffing | January 2021 | February 2021 | | | | Not Started | |
| 175 Sr. Off. Diop | Senior Leaders review budget plans | January 2021 | February 2021 | | | | Not Started | |
| 176 Sr. Off. Diop | Budget tie-out manual prepared | February 2021 | April 2021 | | | | Not Started | |
| 177 Sr. Off. Diop | Status update on budget planning to Finance Committee | February 2021 | March 2021 | | | | Not Started | |
| 178 Sr. Off. Diop | Budget meetings and training sessions | March 2021 | May 2021 | | | | Not Started | |
| 179 Sr. Off. Diop | Community Budget meetings | March 2021 | April 2021 | | | | Not Started | |

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| 180 Sr. Off. Diop | Allocations complete for schools and departments | March 2021 | April 2021 | | | | <i>Not Started</i> | |
| 181 Sr. Off. Diop | Review allocations with Board Finance Committee | March 2021 | April 2021 | | | | <i>Not Started</i> | |
| 182 Sr. Off. Diop | School and Department budget tie out files due and approved | March 2021 | May 2021 | | | | <i>Not Started</i> | |
| 183 Sr. Off. Diop | Budget Recommendation to Finance Committee | April 2021 | May 2021 | | | | <i>Not Started</i> | |
| 184 Sr. Off. Diop | Budget presentations to Board of Education | May 2021 | June 2021 | | | | <i>Not Started</i> | |
| 185 Sr. Off. Diop | Board Finance Committee presented Final Budget | May 2021 | June 2021 | | | | <i>Not Started</i> | |
| 186 Sr. Off. Diop | Board votes on budget adoption | June 2021 | July 2021 | | | | <i>Not Started</i> | |

Mapping Data Sources to Main CDD Components

The purpose of the table below is to show sources of feedback and evidence related to the main components of the Comprehensive District Design (CDD) and to highlight some of the key findings used from each source. This is not intended to be an exhaustive list, but to show main sources of data/information.

| CDD Component | Feedback/Evidence Source | Finding |
|--|---|--|
| Strong foundation of community schools | CDD Community Survey (SY19-20) | 85% of CDD community survey respondents either only want their child(ren) attending their community school or would not want to travel more than 20 minutes in addition to their current travel time to attend a magnet school. |
| More equitable access to magnet schools | Spring 2018 Family Exit Survey ¹ | Most frequent primary reason for leaving the district is dissatisfaction with school response to family concerns. |
| Safety - shorter walk zones | Student Placement EDIA | Across all racial/ethnic groups, a majority of respondents said that a safe neighborhood is a factor they look for in a school. |
| | Spring 2018 Family Exit Survey | A common reason cited for leaving included transportation; families expressed a need for door-to-door transportation or shorter walk zones. |
| | CDD Student Survey and Focus Groups (SY19-20) | 88% of survey respondents said that a safe neighborhood includes feeling comfortable walking in their school's neighborhood. The importance of safe and convenient travel to school was a main theme of the student focus groups. |
| Improved school request & student placement policies | Student Placement EDIA | The current student placement system and the policies that support the school request process do little to counteract the segregation of Minneapolis, which leads to enrollment, staff, and resource challenges for schools. Not all families have equal access to meaningful school choice due to MPS' systems, policies, and practices. |

¹ Slide 5 from August Committee of the Whole meeting summarizes exit survey findings

| CDD Component | Feedback/Evidence Source | Finding |
|--|---|---|
| Reduction of Racially Isolated Sites (RIS) | Student Placement EDIA | According to the EDIA family survey, the most important factors that families look for in a school are: 1) “the school feels welcoming to my family” (79%), 2) “the school demonstrates academic excellence” (75%), and 3) “the school has a diverse student population” (69%). For families with children of color and American Indian children, the top three were: 1) “the school feels welcoming to my family” (74%), 2) “the school demonstrates academic excellence” (72%), and 3) “The school addresses behavior problems (e.g. fights, drugs, bullying) in a way that meets my family’s needs” (67%). |
| Magnet themes/options: <ul style="list-style-type: none"> • Arts • Science, Technology, Engineering and Math (STEM) • Science, Technology, Engineering, Arts and Math (STEAM) • Spanish immersion • Global Studies and Humanities • Montessori | Student Placement EDIA | STEAM was the first or second most frequent choice among families from all racial/ethnic groups who responded to the Student Placement EDIA survey when asked, “What programs would you consider for your child/ren?” |
| | CDD Community Survey (SY19-20) | When asked an open-ended question related to what questions and/or concerns they had about the CDD, 13% of respondents mentioned a concern related to immersion and other magnet programming. |
| | Parent Participatory Evaluation (PPE) Session One | Families identified the importance of ongoing commitment that staff will learn about and embed students’ cultures and histories into their instruction and schoolwide practices. They also identified the need for programming and courses throughout the academic experience that reflect and value the cultures and histories of MPS students. |
| Centralized CTE | CDD Community Engagement (SY19-20) | 8% of listening session attendees’ written questions were related to academics, including CTE changes. |
| | CDD Student Survey (SY19-20) | 61% of student survey respondents included having CTE course offerings in their definition of academic excellence. |
| | Comprehensive Design Feedback Spring 2019 | The community stated that the proposed CTE programming at North was not robust enough. |

| CDD Component | Feedback/Evidence Source | Finding |
|---------------------------|---|---|
| Updated academic plan | Parent Participatory Evaluation (PPE) Session One | Families identified the importance of ongoing commitment that staff will learn about and embed students' cultures and histories into their instruction and schoolwide practices. They also identified the need for programming and courses throughout the academic experience that reflect and value the cultures and histories of MPS students. |
| | Student Placement EDIA | According to the EDIA family survey, the most important factors that families look for in a school are: 1) "the school feels welcoming to my family" (79%), 2) "the school demonstrates academic excellence" (75%), and 3) "the school has a diverse student population" (69%). For families with children of color and American Indian children, the top three were: 1) "the school feels welcoming to my family" (74%), 2) "the school demonstrates academic excellence" (72%), and 3) "The school addresses behavior problems (e.g. fights, drugs, bullying) in a way that meets my family's needs" (67%). |
| | Comprehensive Design Feedback Spring 2019 | The community wanted more details on each of the academic proposals. |
| Transition plans | CDD Community Survey (SY19-20) & CDD Staff Survey (SY19-20) | When asked what questions and concerns about the CDD respondents had, 21% of community respondents and 21% of staff respondents mentioned something related to student and family disruptions. Many of these concerns were related to students having to change schools. |
| | Comprehensive Design Feedback Spring 2019 | The community wanted to know more about how students would be transitioned and what they would be guaranteed access to; in particular, would students be allowed to remain at the school they are currently at? |
| Special education changes | PPE Session One | Parents recommend that MPS Special Education: (1) set attainable goals and communicate progress with parents; (2) accurately estimate and deliver on needed services of academic and behavior support and (3) ensure documentation (e.g. IEPs) are in accessible language. |

| CDD Component | Feedback/Evidence Source | Finding |
|---|------------------------------------|--|
| Recruitment & retention of staff of color | HR EDIA | <p>MPS has access to a limited pool of teacher candidates of color.</p> <p>Teacher candidates of color face an uphill battle in hiring due to District and contractual policies and practices.</p> <p>MPS Teachers of color endure a challenging work environment.</p> <p>The compounding effect of these negative experiences makes MPS an unwelcoming place to work.</p> |
| | CDD Community Survey (SY19-20) | When asked what integration means to them, 13% of community survey respondents mentioned teacher and staff diversity, with many specifically citing having teachers of color. |
| | CDD Student Focus Groups (SY19-20) | Having more staff of color was a priority identified by student focus group participants. |
| | PPE Session One | Families identified that they would like staff, especially teachers and school leaders, who look like and speak the languages represented in our schools. |
| Grade configurations <ul style="list-style-type: none"> <li data-bbox="155 951 415 1016">• Inclusion of 2 K-8 magnet schools | CDD Community Survey (SY19-20) | When asked what questions and concerns about the CDD respondents had, 11% of survey respondents mentioned concerns related to potential eliminations or reductions to K-8s. |
| Climate Framework | PPE Session One | Families identified a priority as having a safe school experience and clear communication about the school's expectations for behavior and equitable treatment in response to behavior. |
| | CDD Community Survey (SY19-20) | When asked what integration means to them, 14% of respondents who answered the question mentioned aspects related to school climate, including having a diverse/culturally relevant curriculum, the school feeling welcoming for all, each student receiving the services and supports they need, and students of different backgrounds learning from each other. |

| CDD Component | Feedback/Evidence Source | Finding |
|---------------------------------------|---|---|
| | Spring 2018 Family Exit Survey | Most frequent primary reason for leaving the District is dissatisfaction with school response to family concerns. Other common issues are school's response to child's behavior (discipline system) and transportation. |
| | CDD Community Survey (SY19-20) & CDD Staff Survey (SY19-20) | When asked what questions and concerns about the CDD respondents had, 21% of community respondents and 21% of staff respondents mentioned something related to student and family disruptions. Many of these concerns were related to disruptions to the strong communities that had been established at individual schools. |
| | Student Placement EDIA | According to the EDIA family survey, the most important factors that families look for in a school are: 1) "the school feels welcoming to my family" (79%), 2) "the school demonstrates academic excellence" (75%), and 3) "the school has a diverse student population" (69%). For families with children of color and American Indian children, the top three were: 1) "the school feels welcoming to my family" (74%), 2) "the school demonstrates academic excellence" (72%), and 3) "The school addresses behavior problems (e.g. fights, drugs, bullying) in a way that meets my family's needs" (67%). |
| | CDD Student Survey and Focus Groups (SY19-20) | Having a welcoming school environment was a strong theme in both the student survey and focus groups. According to over 80% of student survey respondents, a welcoming school is defined by feeling safe in the school building and having positive relationships with teachers and other students. During the focus groups, students expressed a desire for an integrated school experience and ample extra-curricular opportunities. Students also expressed concern that the CDD could harm the current sense of community in schools. |
| Potential transportation cost savings | Comprehensive Design Feedback Spring 2019 | <p>Questions about how will recommendations be funded.</p> <p>Questions about transportation costs and proposed savings.</p> <p>Desire to see costing models.</p> |

| CDD Component | Feedback/Evidence Source | Finding |
|---------------|---|--|
| | CDD Community Survey (SY19-20) & CDD Staff Survey (SY19-20) | When asked about the potential benefits they saw in the CDD, 15% of community survey respondents and 17% of staff survey respondents mentioned something related to cost-saving and redistribution of funding. |

VISION FOR AN MPS GRADUATE

An MPS graduate should be prepared for excellence and success in career, college, and life with a broad array of knowledge, capacities, skills and experiences that empowers them to thrive in diverse, multicultural, and global settings and communities.

What is most important to you?

| Academic | Social and Emotional Well-Being | Career/Life Skills |
|---|--|--|
| <ul style="list-style-type: none"> ● Attain both MPS credits and a level of career/college readiness through High School Diploma or GED ● Access and opportunity to successfully complete advanced academic courses (IB, AP, Advanced CTE, CIS or PSEO) in area of interest, strength and/or affinity ● Able to think critically, work collaborative and solve real work problems ● Opportunities for career and life beyond family experiences into new professions, skills, work, and service | <ul style="list-style-type: none"> ● Resilient, confident, and empathetic ● Having healthy relationships that enable healthy decisions and trying new experiences safely ● Having tools and resources to manage stress, advocate for oneself and others ● Able to consider the social and emotional needs of others and to understand the impact feelings and actions have on others | <ul style="list-style-type: none"> ● Participation in arts, athletics, activities, and community service that interested and stretched them ● Opportunities for career and life beyond family experiences into new professions, skills, work and service ● Exposure to a variety of career options and access to internships, mentorships, and apprentice experiences |

VISION FOR AN MPS DAILY EXPERIENCE

What experience do you want each day for MPS Students/Learners, Families/Communities, and Employees

| Students and Adult Learners | Employees | Families and Communities |
|---|---|---|
| <ul style="list-style-type: none"> ● Being welcomed, safe, respected, valued, heard and accepted for | <ul style="list-style-type: none"> ● Feeling welcomed, safe, respected, valued, supported, heard and | <ul style="list-style-type: none"> ● Feeling they and their children are welcomed, safe respected, valued, |

| | | |
|--|--|--|
| <p>who they are</p> <ul style="list-style-type: none">● Learning with high expectations of students that is relevant, engaging, and challenging● Creating, playing, having fun, taking risks, and making mistakes while learning● Having equal opportunities to a variety of programs and experiences regardless of where someone lives● Having a voice in planning and consultation in decisions that directly impact them | <p>accepted for who they are</p> <ul style="list-style-type: none">● Having the resources, time, support, and collaboration to do work well, with accountability for what they do and how they do it● Having a voice in planning, consultation, and decision making | <p>supported, heard, and accepted for who they are</p> <ul style="list-style-type: none">● Easy access to people and information that supports and empowers them as parents, advocates, learners, and community members● Seeing teachers and staff who look like them and understand their culture and language |
|--|--|--|

World's Best Workforce Goals and Metrics

2020-2021
School Year

Research, Evaluation,
Assessment and
Accountability

WBWF Goals

- All students ready for school
- All students in third grade achieving grade-level literacy
- Close the achievement gap(s) between student groups
- All students career- and college-ready by graduation
- All students graduate

17

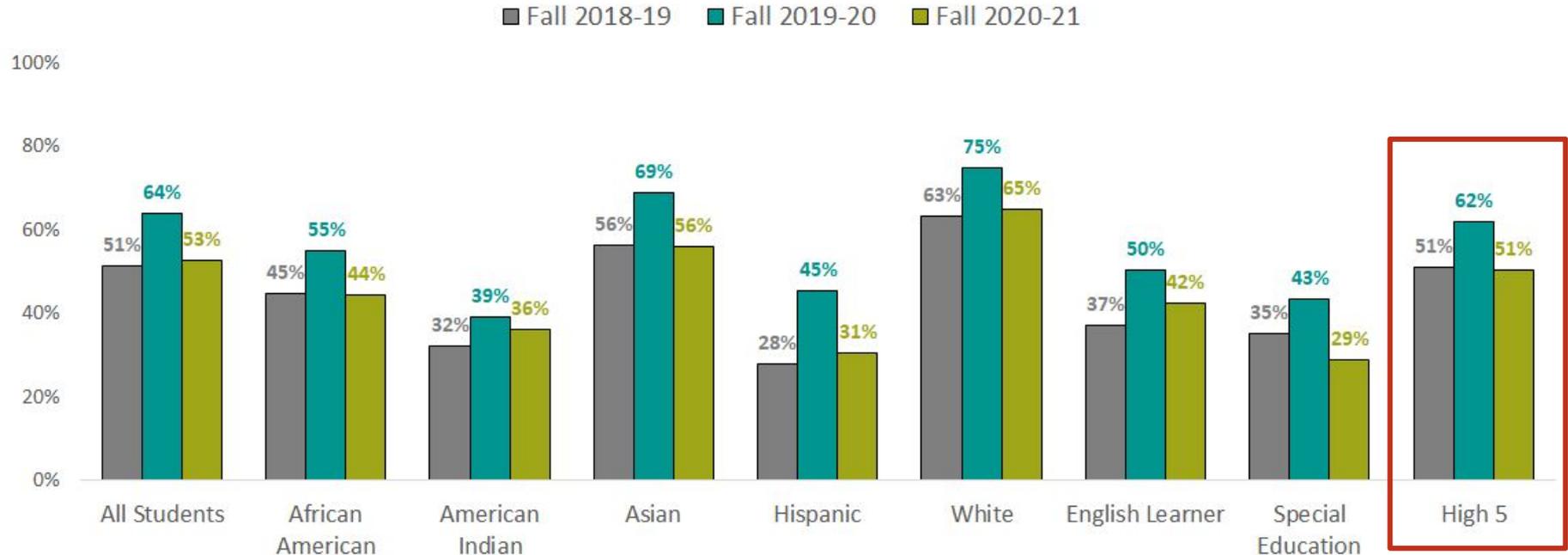
All students ready for school

All students ready for school

- Increase the percent of Kindergarteners who participated in MPS High 5 programming who are proficient on the FAST earlyReading assessment.

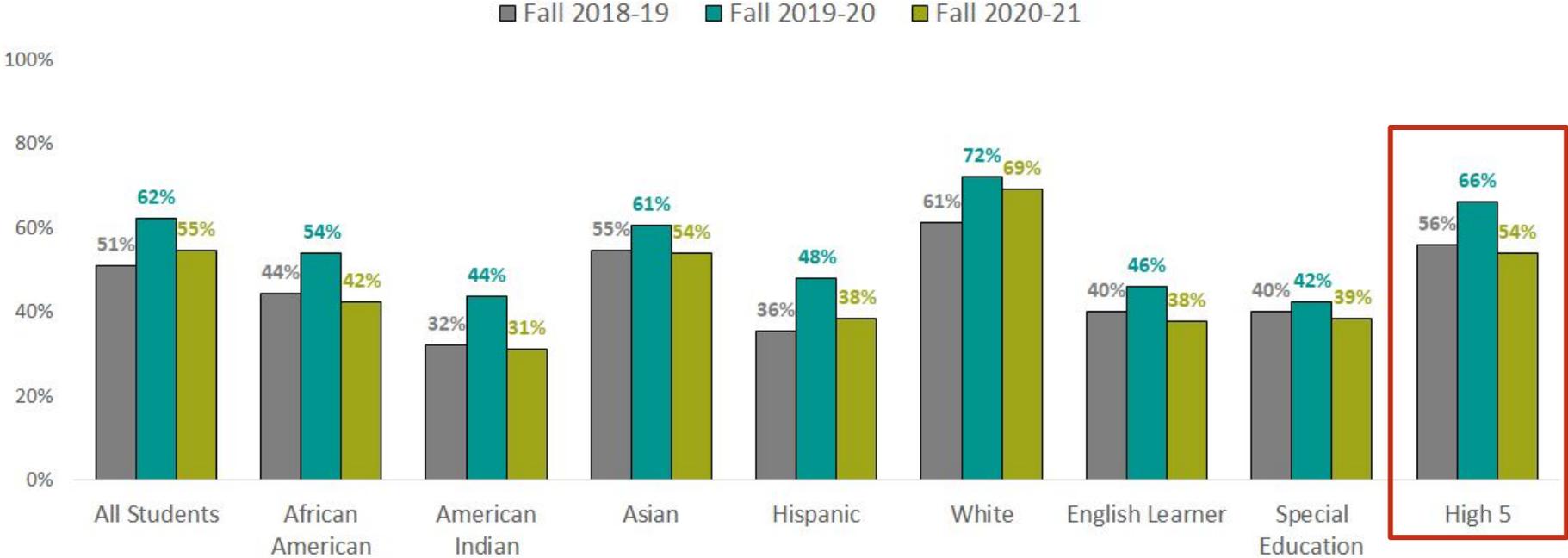
FAST Kindergarten earlyReading: Letter Names

Percent of students proficient on the **Letter Names** subtest of the FAST earlyReading assessment in Fall **SY19**, **SY20**, and **SY21**



FAST Kindergarten earlyReading: Letter Sounds

Percent of students proficient on the **Letter Sounds** subtest of the FAST earlyReading assessment in Fall **SY19**, **SY20**, and **SY21**



FAST Kindergarten earlyReading: Letter Names

FAST earlyReading Letter Names

| | Fall 2018-19 | | Fall 2019-20 | | Fall 2020-21 | |
|-----------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | N | % Proficient | N | % Proficient | N | % Proficient |
| All Students | 2430 | 51% | 2493 | 64% | 2012 | 53% |
| <i>Grade</i> | | | | | | |
| Kindergarten | 2430 | 51% | 2493 | 64% | 2012 | 53% |
| <i>Race/Ethnicity</i> | | | | | | |
| African American | 891 | 45% | 832 | 55% | 732 | 44% |
| American Indian | 84 | 32% | 82 | 39% | 47 | 36% |
| Asian | 181 | 56% | 147 | 69% | 132 | 56% |
| Hispanic | 239 | 28% | 216 | 45% | 193 | 31% |
| White | 1035 | 63% | 1216 | 75% | 901 | 65% |
| <i>Student Groups</i> | | | | | | |
| English Learner | 392 | 37% | 352 | 50% | 444 | 42% |
| Special Ed | 191 | 35% | 194 | 43% | 159 | 29% |
| High 5 | 666 | 51% | 613 | 62% | 590 | 51% |



FAST Kindergarten earlyReading: Letter Sounds

FAST earlyReading Letter Sounds

| | Fall 2018-19 | | Fall 2019-20 | | Fall 2020-21 | |
|-----------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | N | % Proficient | N | % Proficient | N | % Proficient |
| All Students | 2432 | 51% | 2500 | 62% | 2016 | 55% |
| <i>Grade</i> | | | | | | |
| Kindergarten | 2432 | 51% | 2500 | 62% | 2016 | 55% |
| <i>Race/Ethnicity</i> | | | | | | |
| African American | 893 | 44% | 834 | 54% | 732 | 42% |
| American Indian | 84 | 32% | 82 | 44% | 48 | 31% |
| Asian | 181 | 55% | 147 | 61% | 133 | 54% |
| Hispanic | 239 | 36% | 221 | 48% | 193 | 38% |
| White | 1035 | 61% | 1216 | 72% | 903 | 69% |
| <i>Student Groups</i> | | | | | | |
| English Learner | 391 | 40% | 355 | 46% | 443 | 38% |
| Special Ed | 190 | 40% | 201 | 42% | 161 | 39% |
| High 5 | 666 | 56% | 613 | 66% | 592 | 54% |

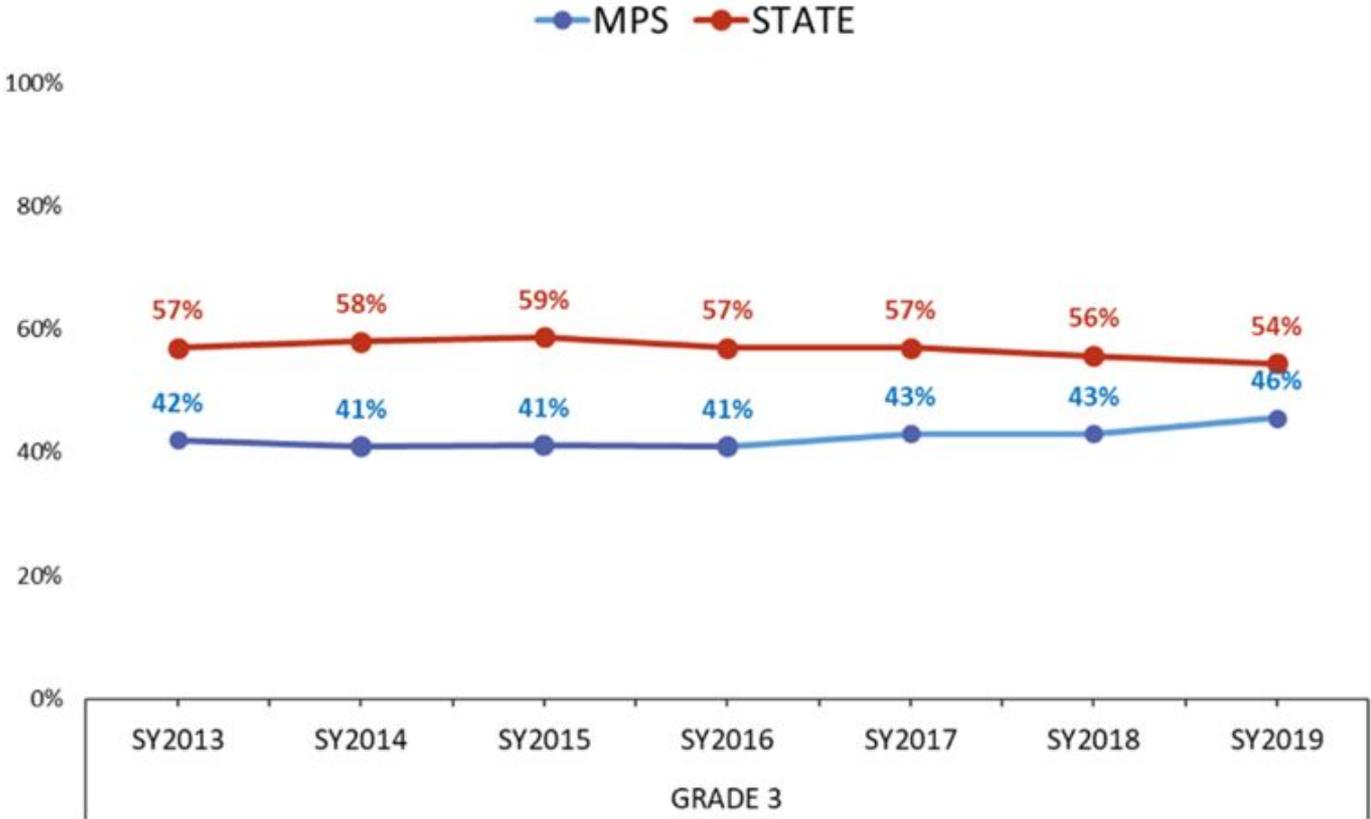


All Students in Third Grade Achieving Grade-Level Literacy

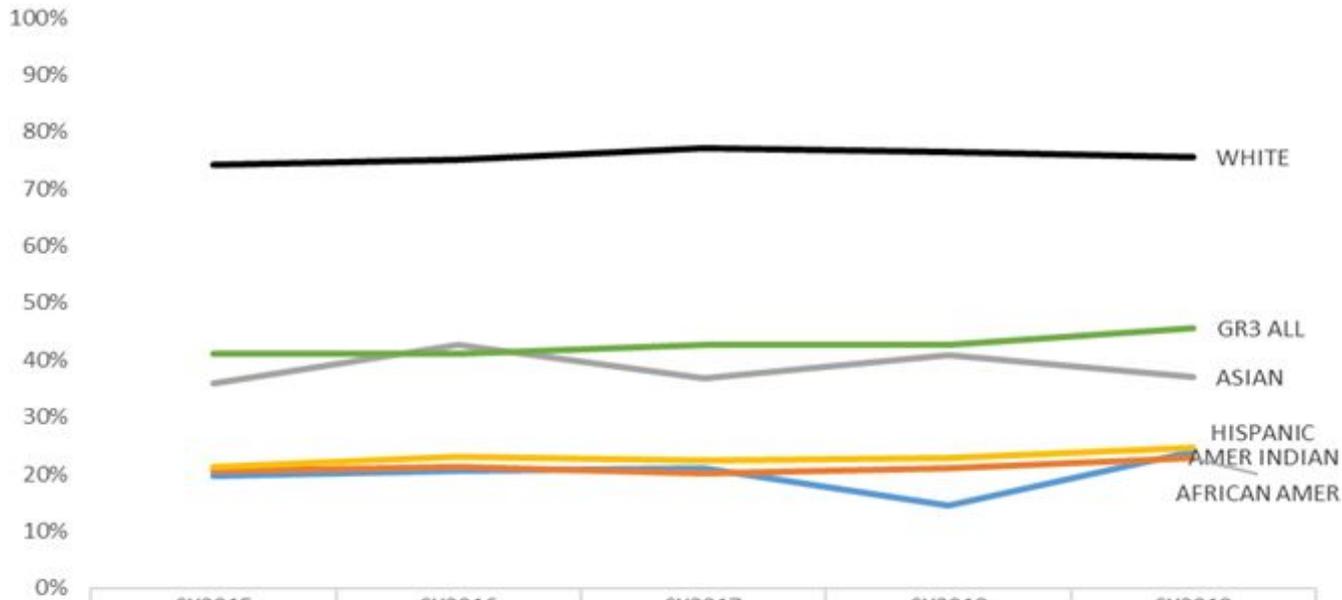
All Students in Third Grade Achieving Grade-Level Literacy

- We will have a 5 percent annual increase in the number of students proficient in reading.
- We will have an 8 percent annual increase of students meeting or exceeding standards in reading for our lowest performing students.

Third Grade MCA Reading Proficiency



Third Grade MCA Reading Proficiency by Race/Ethnicity



| | SY2015 | SY2016 | SY2017 | SY2018 | SY2019 |
|--------------|--------|--------|--------|--------|--------|
| AMER INDIAN | 20% | 21% | 21% | 15% | 24% |
| AFRICAN AMER | 21% | 21% | 20% | 21% | 23% |
| ASIAN | 36% | 43% | 37% | 41% | 37% |
| HISPANIC | 21% | 23% | 22% | 23% | 25% |
| WHITE | 74% | 75% | 77% | 77% | 76% |
| GR3 ALL | 41% | 41% | 43% | 43% | 46% |

FAST Reading Proficiency by Grade Level

Percent of students proficient on FAST aReading Winter SY19, SY19, SY20



Close the Achievement Gap(s) Between Student Groups

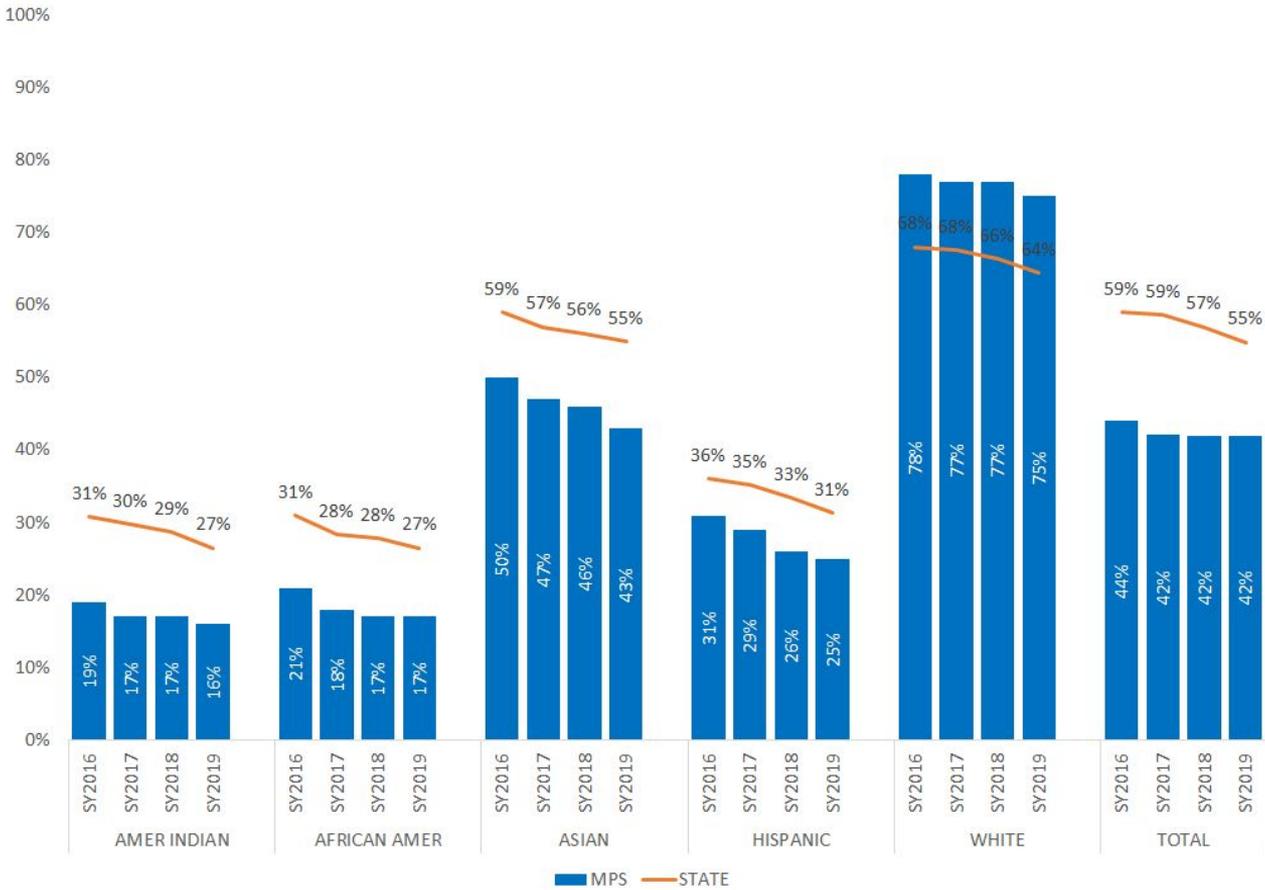
Close the Achievement Gap(s) Between Student Groups

- Reduce the achievement gap between students of color and white students on the MCA Reading and Math assessments

MCA Reading Proficiency by Race/Ethnicity

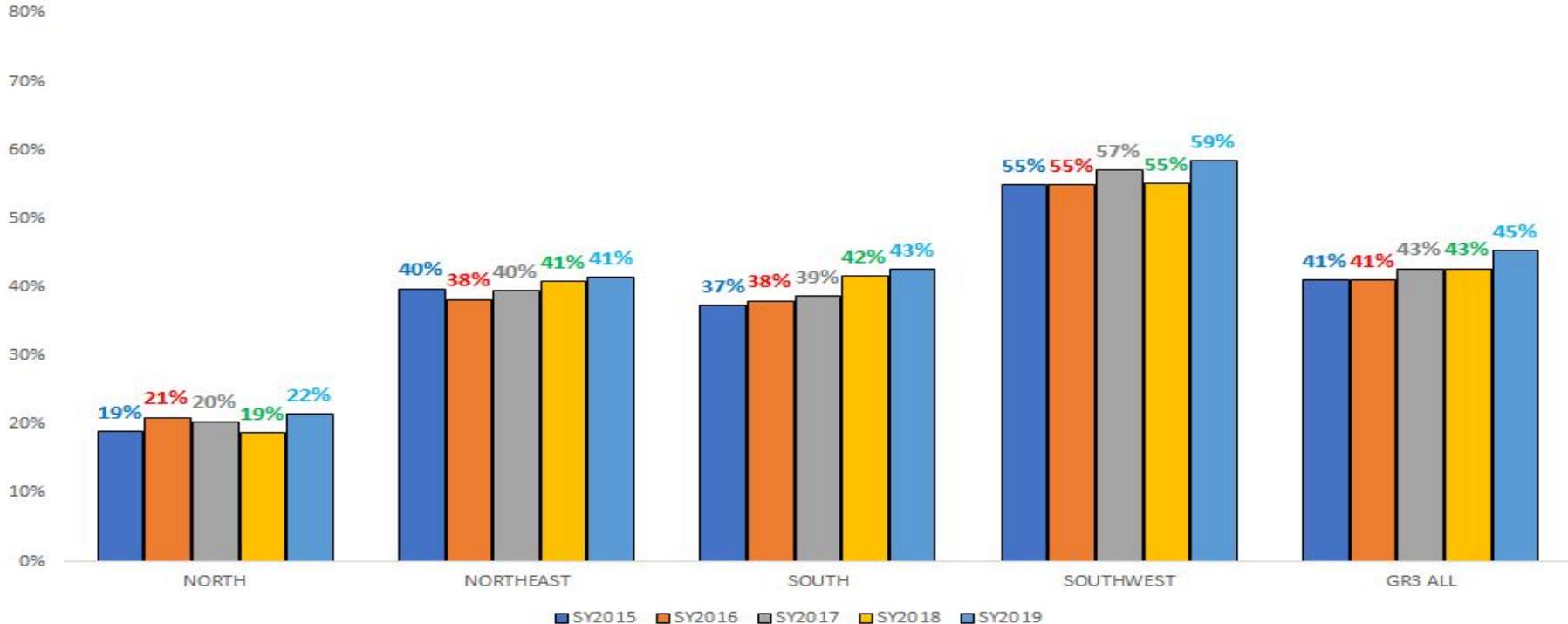


MCA Math Proficiency by Race/Ethnicity



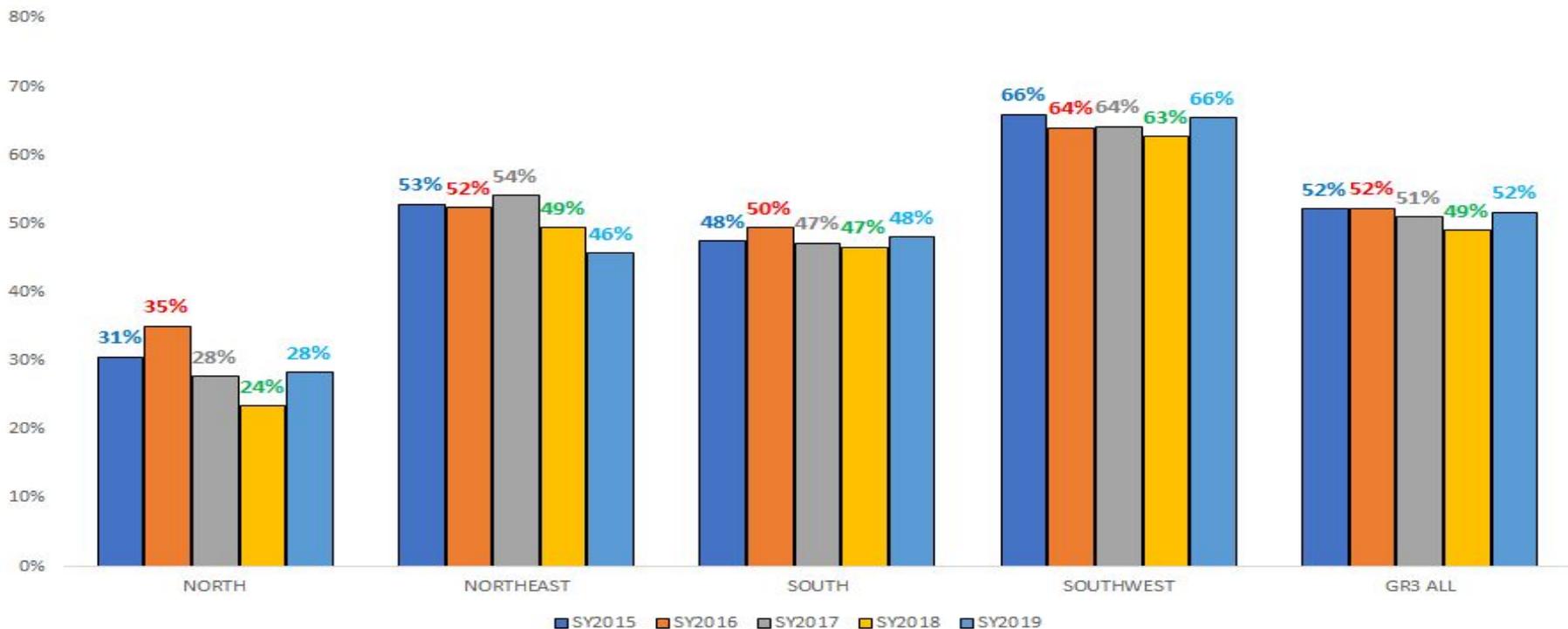
MCA-III Reading Proficiency Trends by School Quadrant

GRADE 3 MCA-III READING



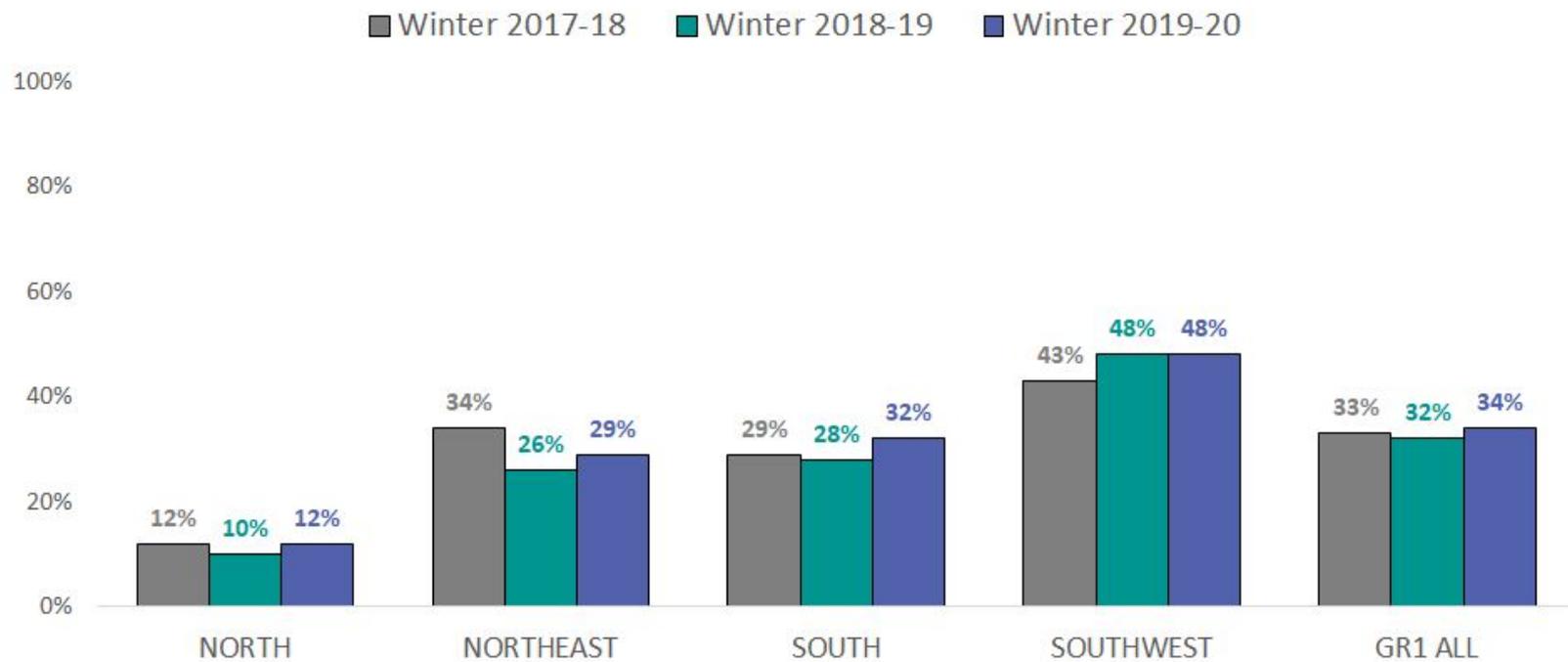
MCA-III Math Proficiency Trends by School Quadrant

GRADE 3 MCA-III MATH



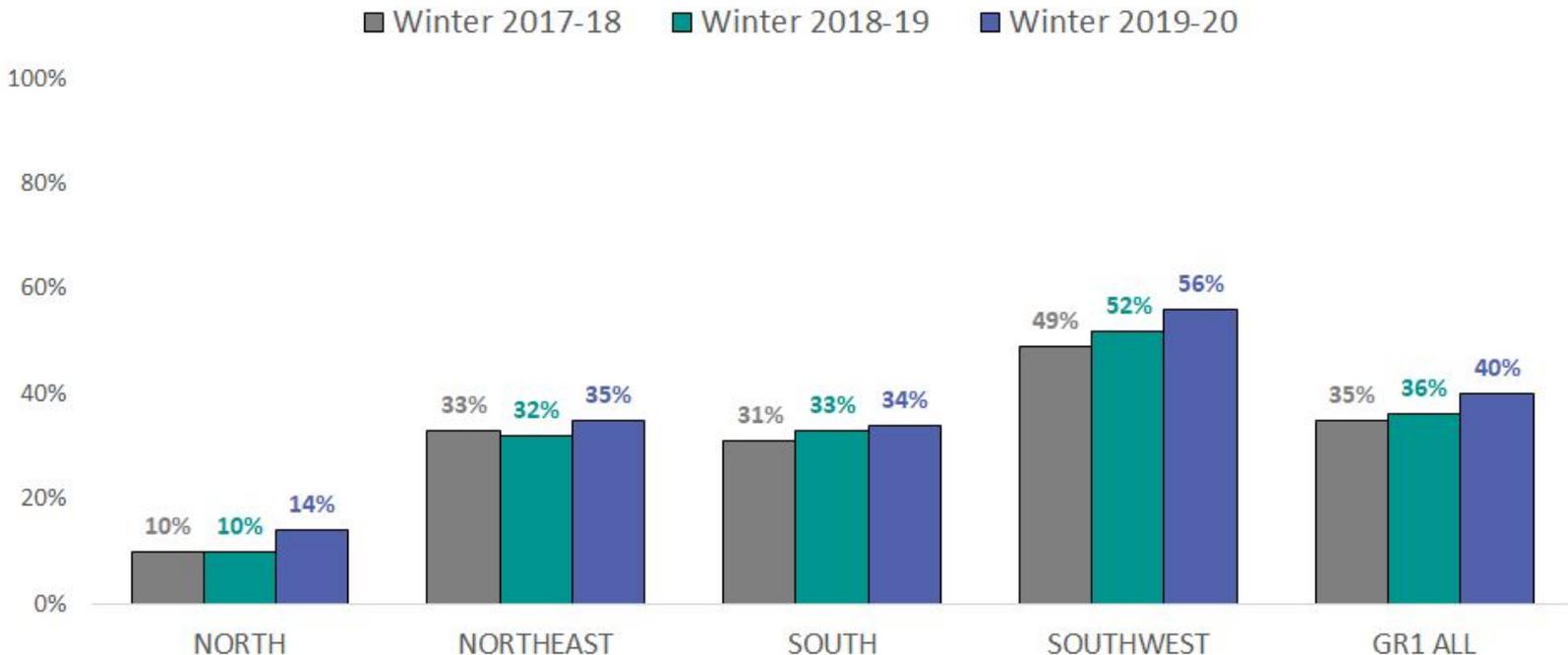
FAST First Grade Reading Proficiency by School Quadrant

Percent of first grade students proficient on FAST aReading Winter SY18, SY19, SY20



FAST First Grade Math Proficiency by School Quadrant

Percent of first grade students proficient on FAST aMath Winter SY18, SY19, SY20

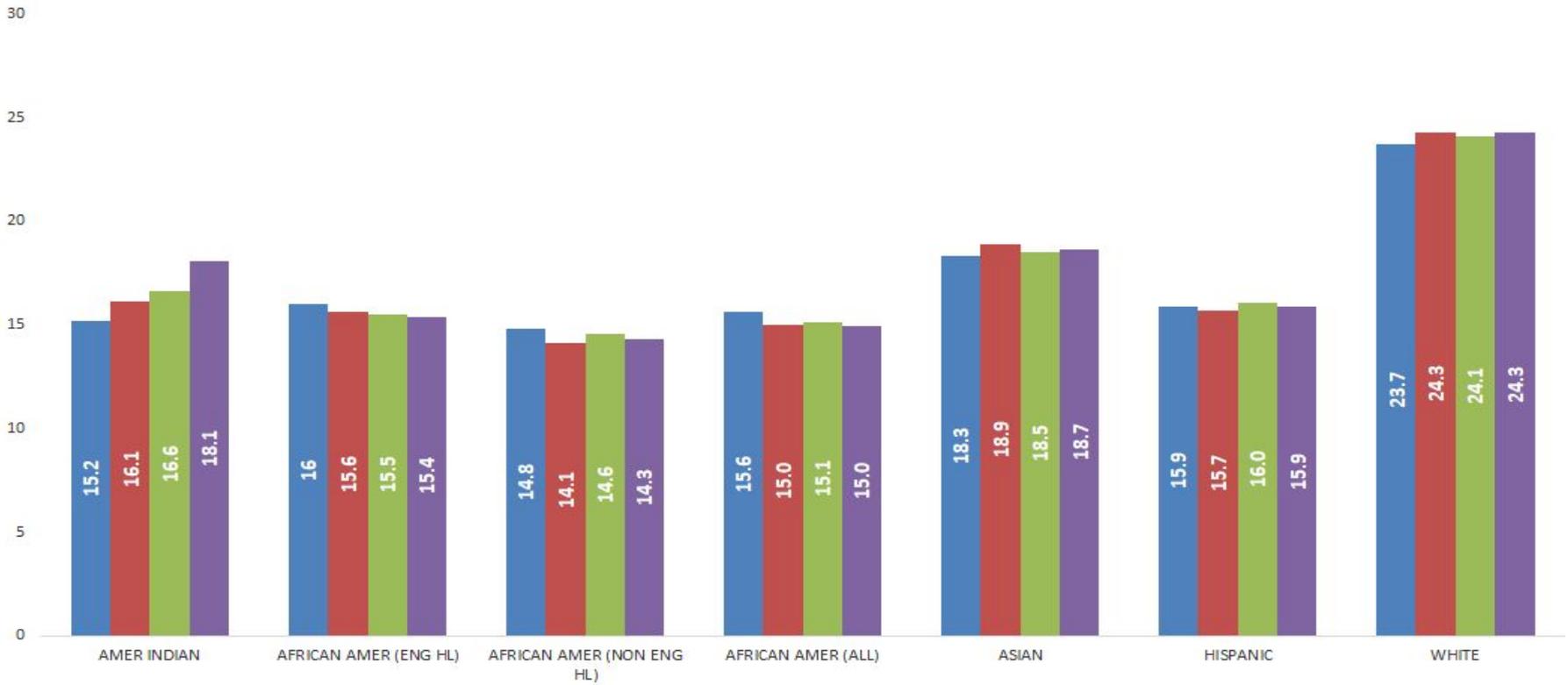


All Students Career- and College-Ready by Graduation

All Students Career- and College-Ready by Graduation

- Increase the percent of 11th grade students scoring 21 or higher on the ACT for All

Grade 11 ACT for All - Composite Score Trend by Ethnic



Grade 11 ACT for All - Composite and Subject Score Trends

24

22

20

18

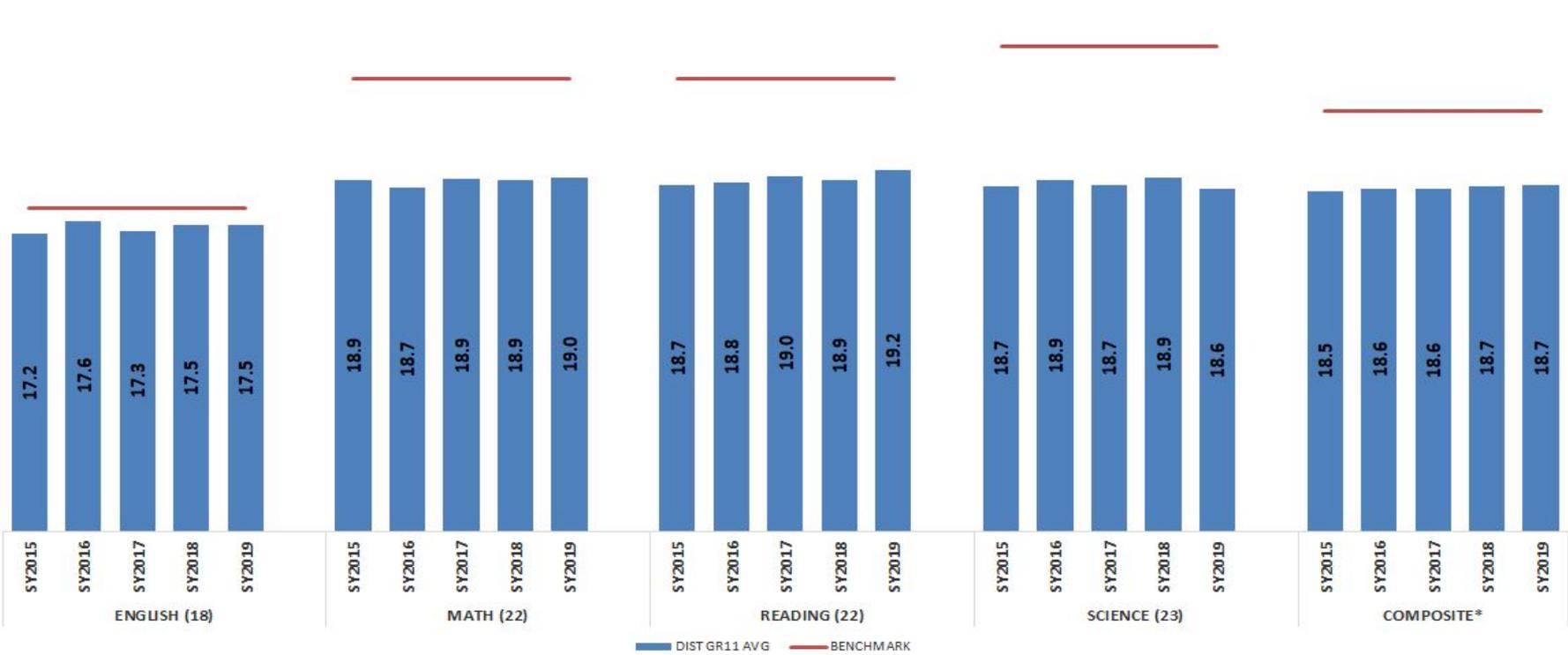
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14

12

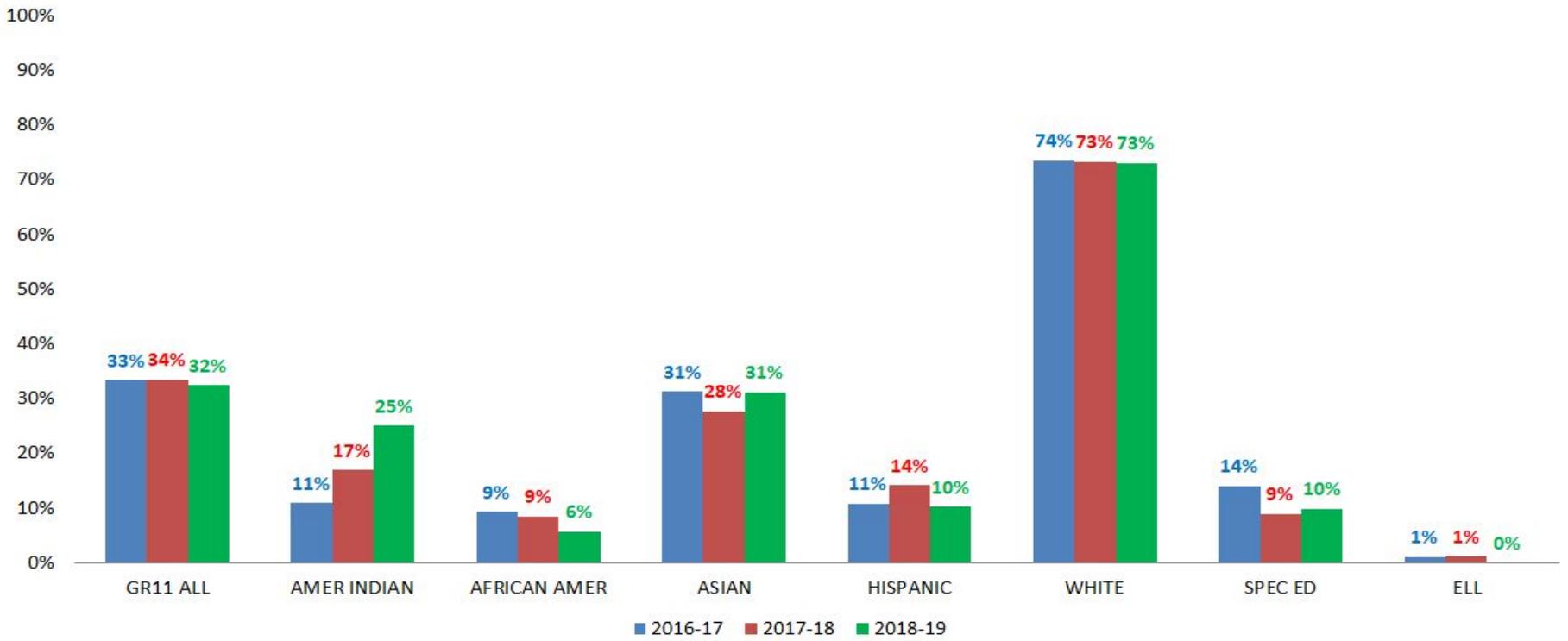
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8



25

Grade 11 ACT for All - Percent At or Above 21 Composite

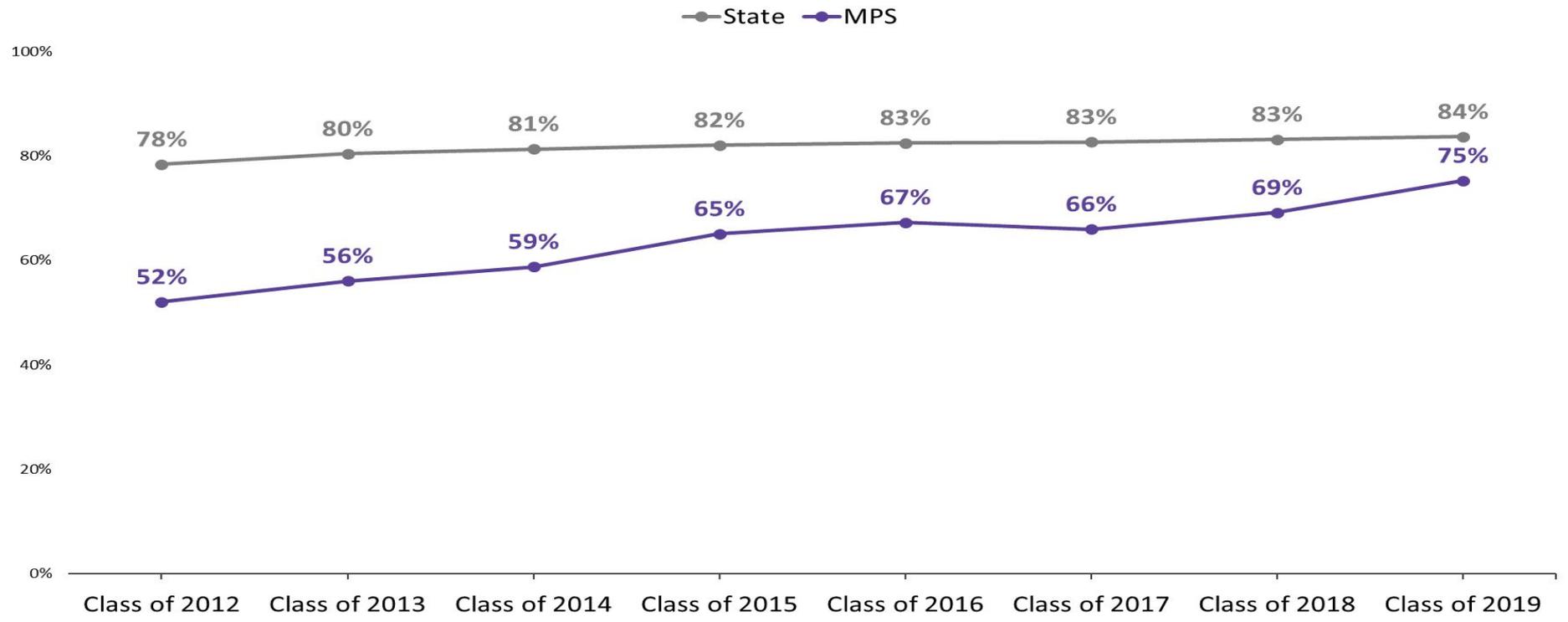


All Students Graduate

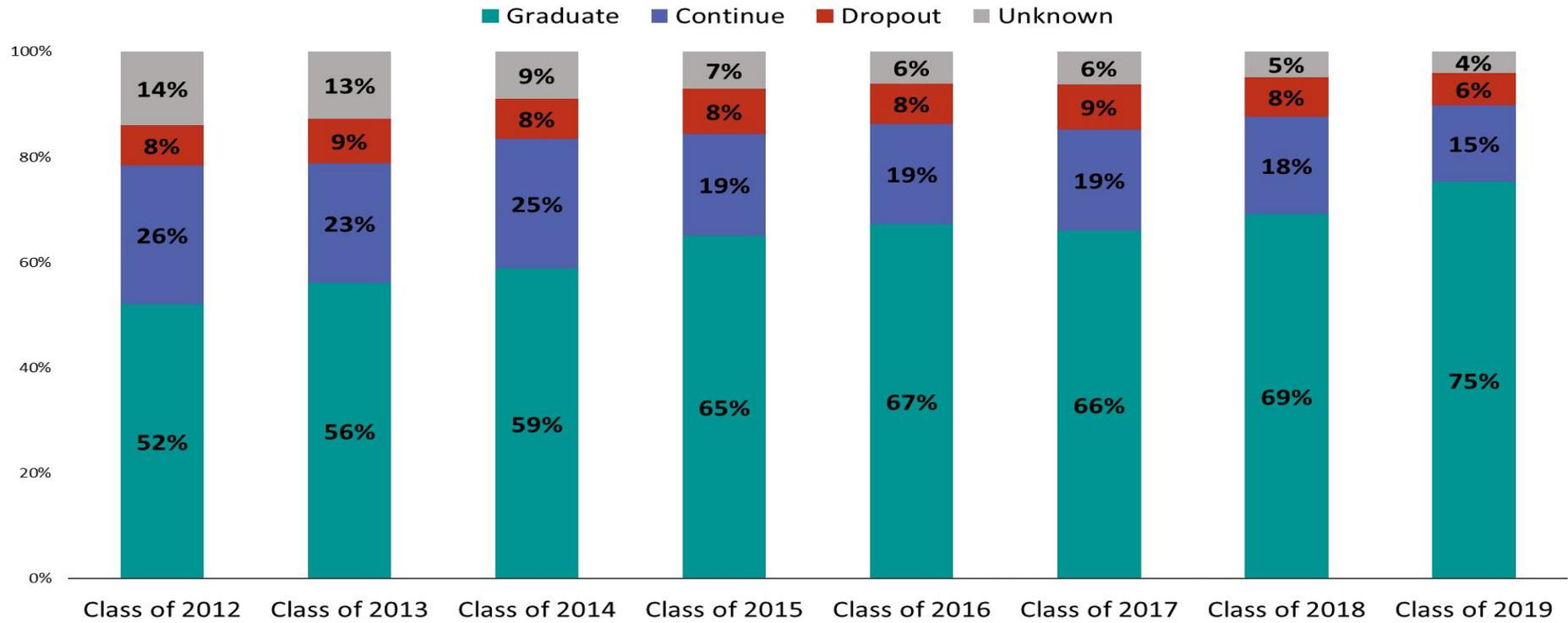
All Students Graduate

- Increase the percent of all students graduating from high school in four years

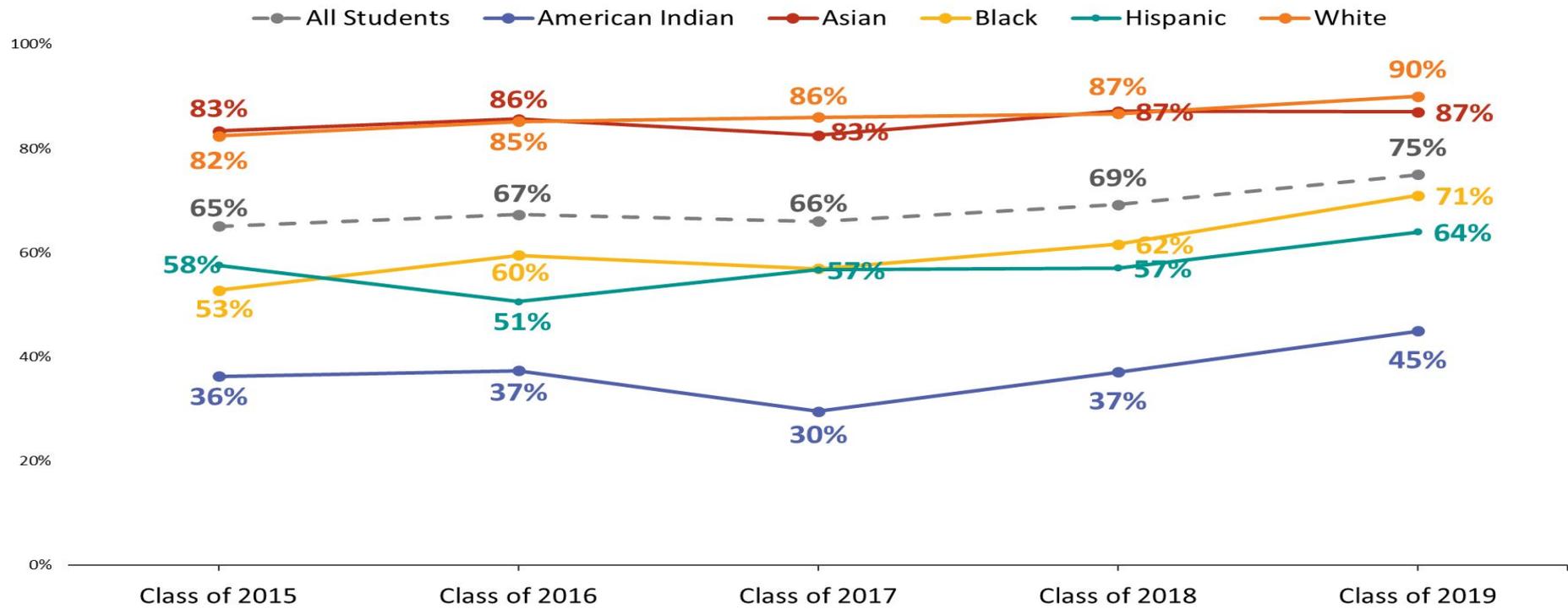
Four-Year Graduation Rate Trend



Four-Year Graduation Rate Trend

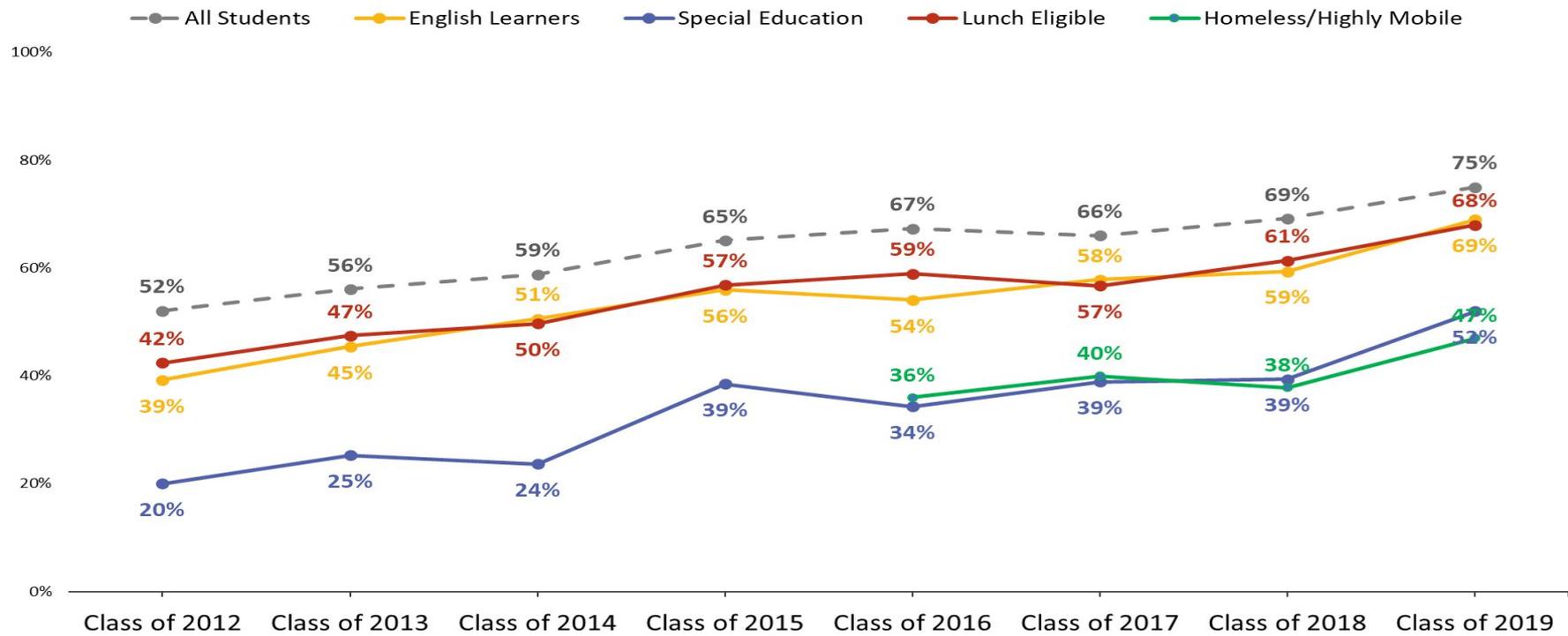


Four-Year Graduation Rate Trend by Race/Ethnicity



* - Number of students in Two or more races group too small to display. You can see all Ns on a table in the appendix.

Four-Year Graduation Rate Trend by Special Population

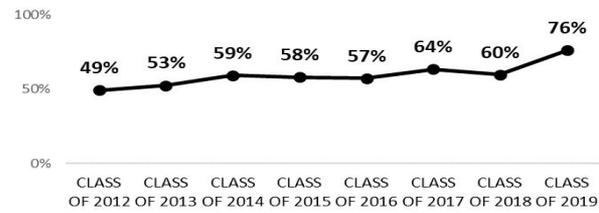


Four Year Graduation Rate Trend

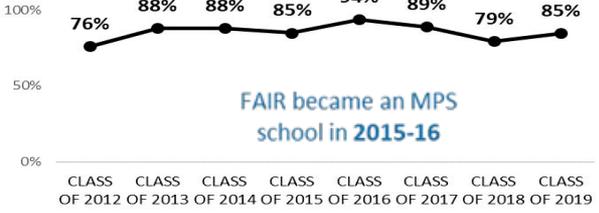
| | <i>Class of 2014</i> | | <i>Class of 2015</i> | | <i>Class of 2016</i> | | <i>Class of 2017</i> | | <i>Class of 2018</i> | | <i>Class of 2019</i> | |
|--|----------------------|------------|----------------------|------------|----------------------|------------|----------------------|------------|----------------------|------------|----------------------|------------|
| | N | % Grad |
| All Students | 2253 | 59% | 2249 | 65% | 2401 | 67% | 2579 | 66% | 2651 | 69% | 2617 | 75% |
| <i>Race/Ethnicity</i> | | | | | | | | | | | | |
| American Indian | 90 | 26% | 80 | 36% | 99 | 37% | 105 | 30% | 97 | 37% | 100 | 45% |
| Black | 890 | 48% | 873 | 53% | 941 | 60% | 1042 | 57% | 1078 | 62% | 1084 | 71% |
| Asian | 240 | 79% | 228 | 83% | 202 | 86% | 183 | 83% | 210 | 87% | 180 | 87% |
| Hispanic | 339 | 45% | 368 | 58% | 401 | 51% | 492 | 57% | 475 | 57% | 459 | 64% |
| White | 686 | 77% | 687 | 82% | 747 | 85% | 735 | 86% | 780 | 87% | 771 | 90% |
| Pacific Islander | 2 | | 2 | | 0 | | 1 | | 0 | | 2 | |
| Two or more races | 6 | | 11 | 55% | 11 | 64% | 21 | 76% | 11 | 36% | 21 | 57% |
| <i>Special Programs</i> | | | | | | | | | | | | |
| Non English Learner | 1727 | 61% | 1743 | 68% | 1833 | 71% | 1846 | 69% | 748 | 75% | 1879 | 78% |
| English Learner | 526 | 51% | 506 | 56% | 568 | 54% | 733 | 58% | 686 | 59% | 738 | 69% |
| Non Special Education | 1885 | 66% | 1831 | 71% | 1958 | 75% | 2080 | 73% | 2199 | 75% | 2157 | 80% |
| Special Education | 368 | 24% | 418 | 39% | 443 | 34% | 499 | 39% | 452 | 39% | 460 | 52% |
| Non Lunch Eligible | 644 | 82% | 650 | 85% | 679 | 89% | 703 | 91% | 748 | 89% | 751 | 92% |
| Lunch Eligible | 1609 | 50% | 1599 | 57% | 1722 | 59% | 1876 | 57% | 1903 | 61% | 1866 | 68% |
| Homeless | 0 | | 3 | | 15 | 7% | 29 | 7% | 312 | 38% | 295 | 47% |
| <i>Home Language</i> | | | | | | | | | | | | |
| English | 1485 | 60% | 1488 | 66% | 1579 | 70% | 1659 | 68% | 1743 | 69% | 1687 | 77% |
| Hmong | 154 | 83% | 120 | 89% | 110 | 86% | 98 | 86% | 108 | 82% | 86 | 90% |
| Somali | 196 | 56% | 196 | 62% | 238 | 67% | 286 | 66% | 333 | 70% | 375 | 78% |
| Spanish | 299 | 43% | 314 | 55% | 347 | 48% | 421 | 54% | 398 | 56% | 376 | 63% |
| Other/Unknown | 119 | 63% | 131 | 66% | 127 | 73% | 115 | 68% | 112 | 82% | 93 | 77% |
| <i>African American by Home Language</i> | | | | | | | | | | | | |
| African Amer (Eng Home Lang) | 631 | 44% | 624 | 50% | 643 | 56% | 713 | 53% | 709 | 54% | 659 | 66% |
| African Amer (Non-Eng Home Lang) | 261 | 58% | 256 | 60% | 305 | 67% | 345 | 66% | 397 | 73% | 434 | 79% |

Four-Year Graduation Rate Trend by School

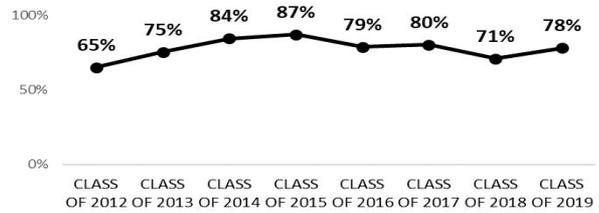
Edison



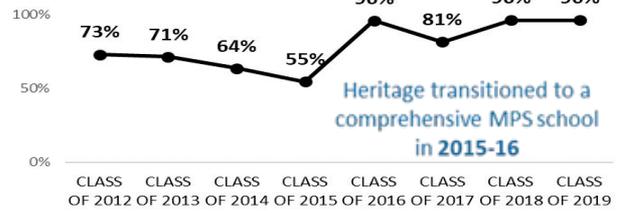
FAIR



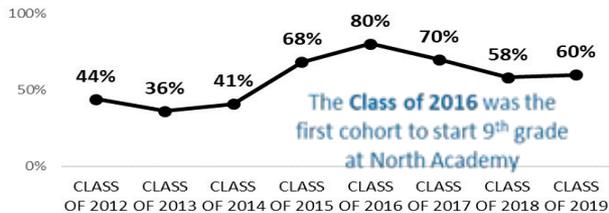
Henry



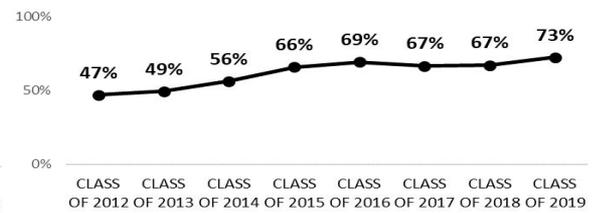
Heritage



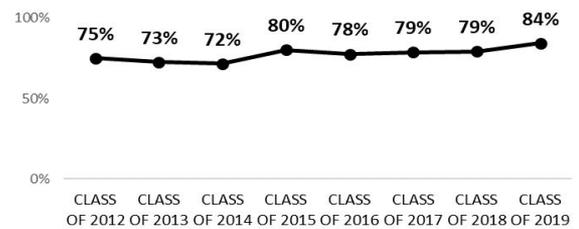
North/North Academy



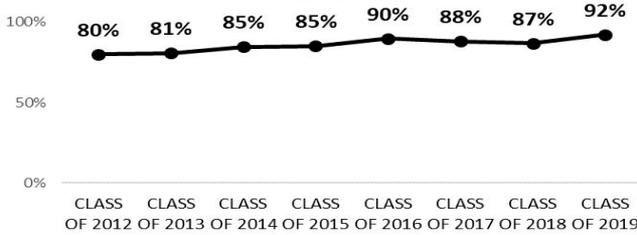
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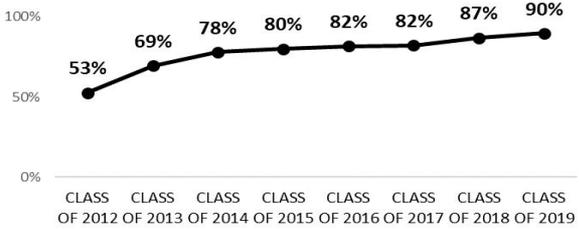
South



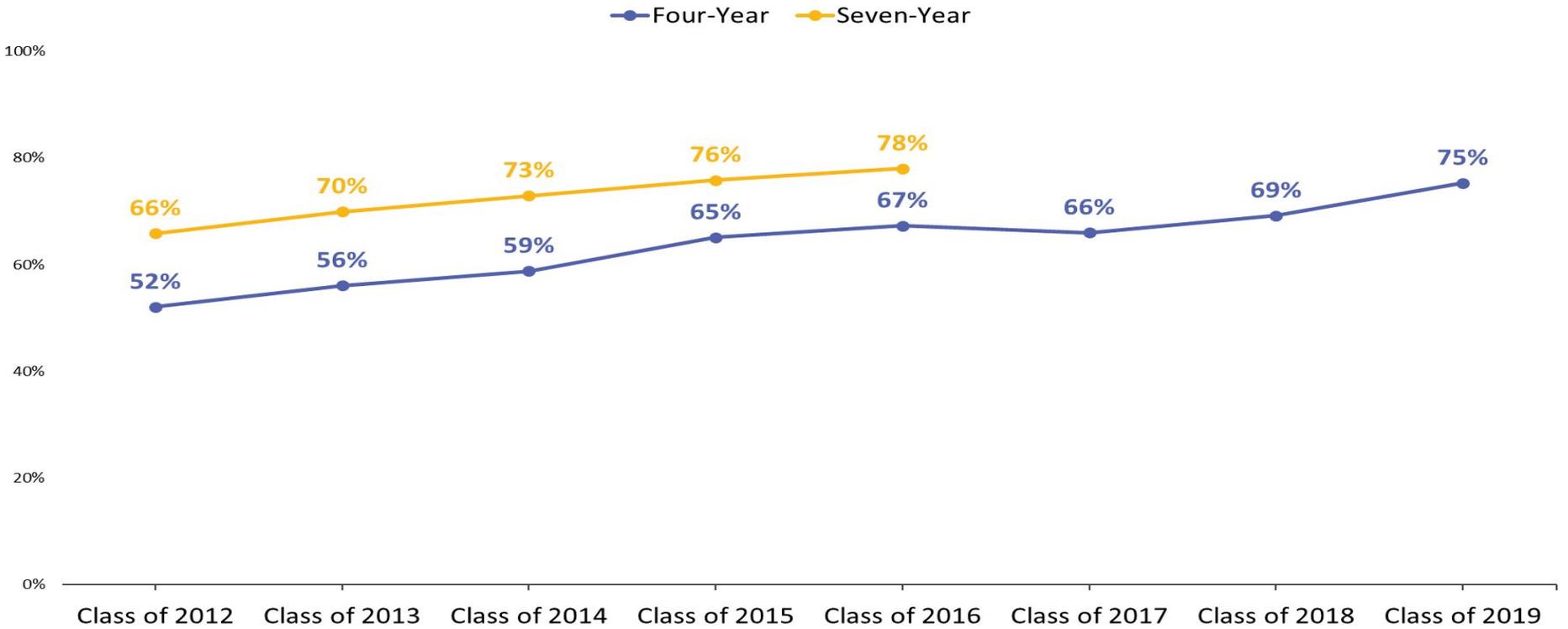
Southwest



Washburn



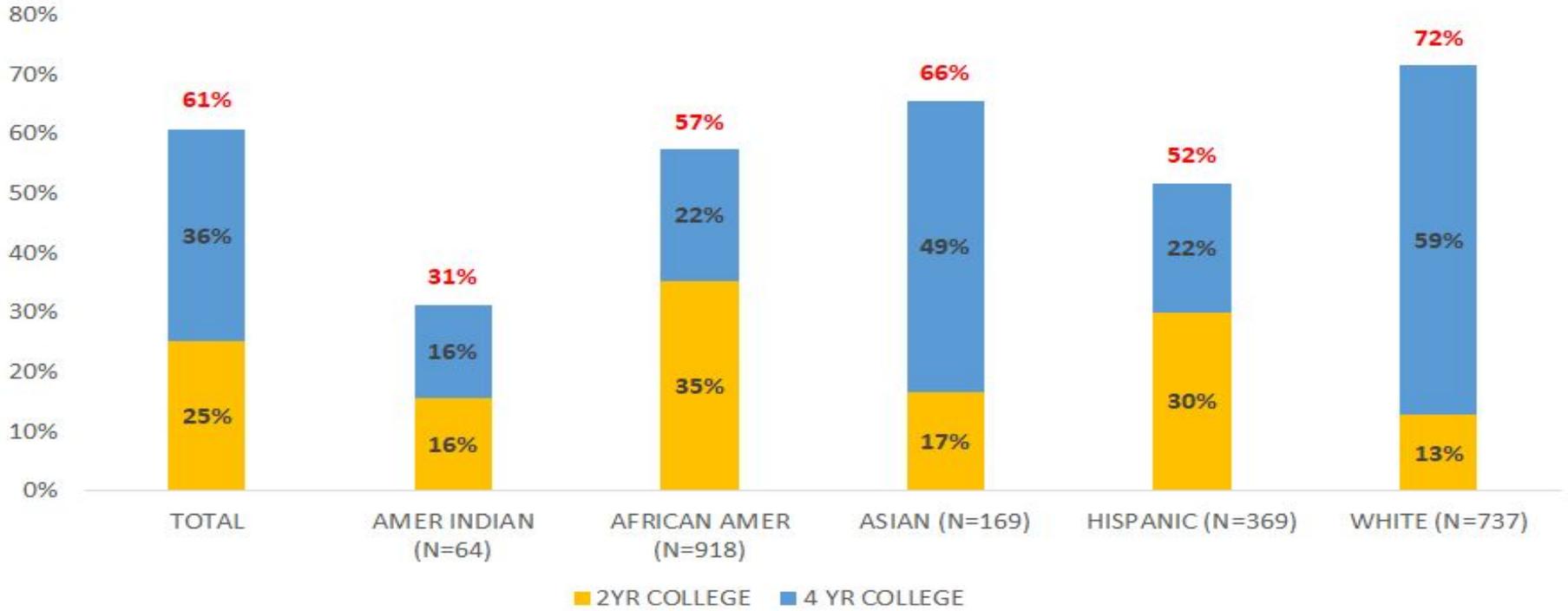
Four-Year v. Seven-Year Graduation Rate Trend



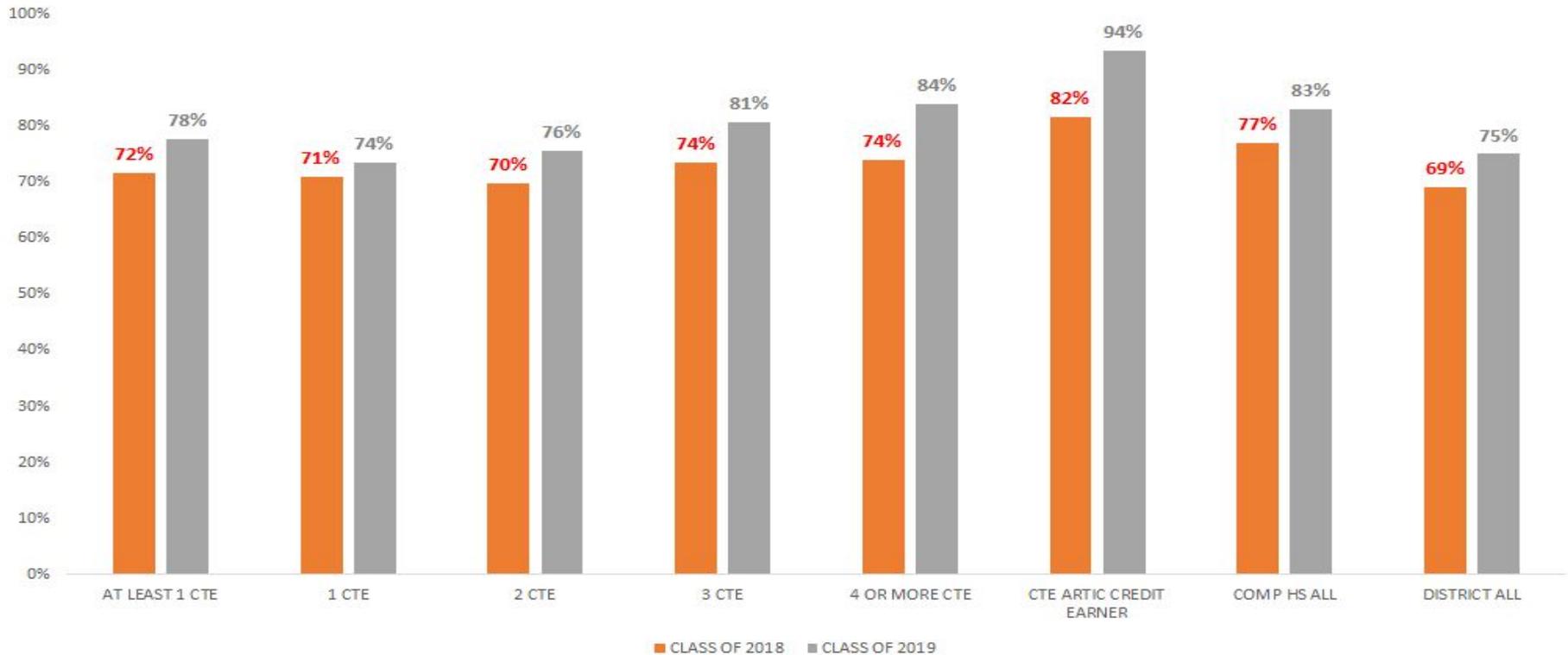
Additional Data related to Committee Questions

Two-Year & Four-Year College Placement

Class of 2019 - College Enrollment in 2020



Career & Technical Ed (CTE) 4-Year Graduation Rates by Participation



2019-20 Combined World's Best Workforce (WBWF) Summary and Achievement and Integration (A&I) Progress Report

Report Instructions and Information

Tips when completing the report:

All questions in one section must be answered before the survey will advance to the next section. You must advance to the end of the form to save your answers.

Districts/charters may wish to enter short text as a placeholder to advance in the form and return at a later time to answer the question.

When asked for results from 2019-20, please provide the relevant data when possible. Options are available to indicate where disruptions from COVID-19 have made collecting the data impossible.

When you have reached the end of the form, you will be able to submit your completed/in progress summary report and receive a specific link. Each district/charter will have their own unique link to access their answers at a later time. Via that specific link, you can update/edit your responses until December 15, 2020. Save your specific survey link for easy access to your district/charter's summary report.

Contact Venessa Moe at Venessa.Moe@state.mn.us if you need a copy of your specific survey link.

If you would like a Word copy of the summary report questions, you can access the document [here](#).

Cover Page

District or Charter Name

0001-03 Minneapolis Public School District

Grades Served

Please check all that apply:

Prekindergarten - 12th grade

WBWF Contact Information

WBWF Contact Name

Sarah Hunter

WBWF Contact Title

Executive Director of Research, Evaluation, Assessment and Accountability

WBWF Contact Phone Number

612-668-0576

WBWF Contact Email

sarah.hunter@mpls.k12.mn.us

Did you have an MDE approved Achievement and Integration plan implemented in the 2019-20 school year?

[Click here](#) for a list of districts with an MDE approved Achievement and Integration plan during the 2019-20 SY.

Did you have an MDE approved Achievement and Integration plan during 2019-20 SY?

Yes

What year of your Achievement & Integration plan are you reporting on?

Year 3 (3-year plan spans SY 2018-20)

Did you have a Racially Identifiable School (RIS) in the 2019-20 SY?

Yes

A&I Contact Name

Kandace Logan

A&I Contact Title

Director of Equity, Integration, Social Emotional Learning, and Positive Schoolwide Engagement

A&I Contact Phone Number

612-668-0468

A&I Contact Email

kandance.logan@mpls.k12.mn.us

Annual Report

MDE understands this past school year (2019-2020) ended under unique circumstances due to the COVID-19 pandemic. Therefore, we are providing reporting options that reflect this disruption in your ability to appropriately report annual progress.

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A&I Requirement: Districts must post a copy of their A&I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

Provide the link to the district's WBWF annual report and A&I materials.

Provide the direct website link to the district's WBWF annual report. If a link is not available, describe how the district disseminates the report to stakeholders.

mpls.k12.mn.us

Provide the direct website link to the A&I materials.

https://equity.mpls.k12.mn.us/achievement_and_integration

Annual Public Meeting

These annual public meetings were to be held in the fall of each school year. Report on this measure for the 2019-2020 school year.

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A&I is to be held at the same time as the WBWF annual public meeting.

Provide the date of the school board annual public meeting to review progress on the WBWF plan and Achievement and Integration plan for the 2019-20 school year.

October 22, 2019

World's Best Workforce

District Advisory Committee

The District Advisory Committee should be in place at the start of the school year. Report on your membership list.

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

District Advisory Committee Members

Complete the list of your district advisory committee members for the 2019-20 school year. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

First and Last Name

Fatimah Hussein-Asayr

Role in District

At-large WBWF Committee Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Carrie Johnson

Role in District

At-Large WBWF Committee Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Basilio Diaz

Role in District

At-Large WBWF Committee Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Blanca Caldas Chumbes

Role in District

At-Large WBWF Committee Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Tom Anderson

Role in District

At-Large WBWF Committee Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Mikisha Nation

Role in District

At-Large WBWF Committee Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Jasmine Harbin

Role in District

District 1 WBWF Committee Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Jillian Stockmo Chapman

Role in District

District 1 WBWF Committee Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Victoria Balko-

Role in District

District 2 WBWF Committee Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Paul Schultz

Role in District

District 2 WBWF Committee Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Scott Schluter

Role in District

District 3 WBWF Committee Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Steve Richter

Role in District

District 3 WBWF Committee Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Julie Sabo

Role in District

District 4 WBWF Committee Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Heather Walker

Role in District

District 5 WBWF Committee Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Elizabeth Campbell

Role in District

District 6 WBWF Committee Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Graham Hartley

Role in District

District 6 WBWF Committee Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Jenny Yang

Role in District

Superintendent's WBWF Member

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Sarah Hunter

Role in District

WBWF Staff Liaison

Part of Achievement and Integration Leadership Team?

No

First and Last Name

Nelson Inz

Role in District

Board Liaison

Part of Achievement and Integration Leadership Team?

No

Equitable Access to Effective and Diverse Teachers

Staffing should be in place by the start of the 2019-20 school year. Report on your equitable access to excellent and diverse educators for the start of the 2019-20 school year.

WBWF Requirement: WBWF requires districts and charters to have a process in place to ensure students from low income families, students of color, and American Indian students are not taught at disproportionate rates by inexperienced, out-of-field, and ineffective teachers. The legislation also requires that districts have strategies to increase access to teachers who reflect the racial and ethnic diversity of students.

While districts/charters may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.

An **inexperienced teacher** is defined as a licensed teacher who has taught for three or fewer years.

An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

The term “equitable access gap” refers to the difference between the rate(s) at which students from low income families, students of color, and American Indian students are taught by inexperienced, out-of-field, or ineffective teachers and the rate at which other students are taught by the same teacher types. This is not to be confused with the “achievement gap” (how groups of students perform academically); rather, “equitable access gap” is about which student groups have privileged or limited access to experienced, in-field, and effective teachers.

Districts/charters are encouraged to monitor the distribution of teachers and identify equitable access gaps between and within schools, but they may also make comparisons to the state averages or to similar schools. It is important to note that some of the most significant equitable access gaps occur at the school and classroom level.

Districts/charters may also use other indicators of “effectiveness” such as teachers receiving stronger evaluations overall, teachers with strengths in particular dimensions of practice (e.g., culturally responsive practices), teachers certified by the National Board for Professional Teaching Standards, or teachers with demonstrated student growth and achievement results.

Describe your process for ensuring students of color, American Indian students and students from low income families have equitable access to experienced, in-field, and effective teachers.

How did the district examine equitable access data? What data did you look at? How frequently do you review the data?

Who was included in conversations to review equitable access data?

(200 word limit)

Human resources (HR) regularly analyzes data on student access to high quality instructors. As part of our equitable access plan, HR reviewed specific information and reported to WBWF on: Teacher experience correlated with percentage of students of color/students receiving FRL; Teacher observation ratings correlated with percentage of students of color/students receiving FRL; Percentage of teachers with Tier 3 or 4 licenses correlated with percentage of students of color/students receiving FRL; Percentage of teacher turnover correlated with percentage of students of color/students receiving FRL; Teacher diversity correlated with percentage of students of color/students receiving FRL

MPS schools with higher proportions of students in poverty and students of color have less experienced and less effective teachers (as measured by observation ratings), and more teachers on Tier 1 and 2 (out of field) licensure.

Higher rates of teacher absences and teacher turnover as well as higher levels of teacher diversity, on average, are found in schools with higher proportions of students in poverty/students of color.

HR has worked across district departments in the development of our equitable access plan and partnered closely with the MPS WBWF Committee to analyze student data, and implement Phase 1 of the plan in SY 2021.

What strategies has the district initiated to improve student equitable access to experienced, in-field, and effective teachers?

What goal(s) do you have to reduce and eventually eliminate equitable access gaps?

(200 word limit)

Student Placement: Through the CDD, MPS is addressing persistent structural barriers that are sources of inequitable access, by addressing which schools students attend and defining new school pathways.

Placement inequities are being addressed through action steps developed following the Equity and Diversity Impact Assessment of student placement protocols that was conducted Fall 2019.

Equity in scheduling: School leaders have significant discretion to assign staff in buildings and schedule students. Beginning Winter 2021, Associate Superintendents and HR will partner to ensure equity is a critical consideration when building master schedules, and students are placed intentionally according to their needs.

Strategic Staffing Support: HR is investing significantly in new staffing positions (HR Consultant, Specialist and Recruiter) that will provide targeted support to a small portfolio of highest need and hardest-to-staff schools to ensure that every vacant position is staffed in a timely manner and filled strategically by a high-quality candidate.

WBWF also requires districts and charters to examine student access to licensed teachers who reflect their racial and ethnic diversity. Research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career. Consequently, working to increase teacher racial diversity is beneficial to all schools.

WBWF Requirement: WBWF requires districts and charters to examine student access to licensed teachers who reflect the racial and ethnic diversity of students. A growing body of research has demonstrated that all students benefit when they are taught by racially and ethnically diverse staff throughout their career, and students of color and indigenous students benefit even more. Consequently, working to increase teacher racial diversity is beneficial to all schools.

Describe your efforts to increase the racial and ethnic diversity of teachers in your district.

Which racial and ethnic student groups are present in your district that are not yet represented in your licensed teacher staff? How many additional teachers of color and American Indian teachers would you need in order to reflect your student population?

(200 word limit)

No student groups representing students of color are proportionately represented by our licensed teacher staff, although we have seen positive upward trends in the last several years. Currently, slightly under 20% of our teachers identify as people of color, while 65% or so of our student population are students of color. Using rough calculations, we would need to increase our licensed staff of color by more than 1500 teachers of color to get close to having 65% of our teachers be teachers of color.

What strategies has the district initiated to increase and retain teachers of color and American Indian teachers in the district? What goal(s) are you pursuing?

(200 word limit)

Recruitment efforts include development and expansion of Grow Your Own initiatives: Continuing Special Education Teacher Residency; Launching a high school-to-teaching pathway; and Submitting an application to Professional Educator Standards and Licensing Board to allow MPS to become its own licensing provider.

Deepened recruitment strategies and resources include: Increasing recruitment budget; Establishing Teacher Equity team to support equitable access plan; Adding an additional Recruitment Coordinator; Ensuring robust recruitment efforts both regionally and nationally (at HBCUs, tribal colleges, etc.) to recruit teachers of color; and Training school leaders and hiring managers on overcoming hiring bias.

Recruitment and Retention efforts addressing contractual barriers during teacher negotiations, including: Shortening internal hiring process from two rounds to one, accelerating the timeline for hiring external teachers; Adding language around teacher layoffs protecting teachers at racially isolated schools which are harder to staff and employ more teachers of color; and Providing retirement incentives to protect newer teachers, who tend to be more diverse, from layoffs.

Retention efforts include: Expanding onboarding and mentoring for new teachers; Creating a Staff Ombudsperson position to provide confidential support to staff; and Partnering with Accountability, Research, and Equity division to: Establish affinity groups for MPS teachers of color and train school leaders.

Local Reporting of Teacher Equitable Access to Effective and Diverse Teachers Data

Districts are required to publicly report data on an annual basis related to student equitable access to teachers, including data on access for low-income students, students of color, and American Indian students to experienced, in-field, and effective teachers and data on all student access to racially and ethnically diverse teachers.

For this 2019-20 WBWF summary report submission, please check the boxes to confirm that your district publicly reported this data.

District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

District/charter publicly reports data on an annual basis related to student access to racially and ethnically diverse teachers.

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally determined measures.

All Students Ready for School

Does your district/charter enroll students in kindergarten?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

Increase the percent of Kindergarteners who participated in MPS High 5 programming who are proficient on the FAST earlyReading assessment during the Fall screening window from 62.5% in 2018-19 to 65.5% in 2019-20.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Note: Due to distance learning in Fall 2020-21, for Kindergarten students, only the Letter Names and Letter Sounds subtests were able to be administered remotely. Results are reported individually for these two subtests, rather than the composite score as a whole. The percent of Kindergarteners who participated in MPS High 5 programming who were proficient on the FAST earlyReading Letter Names subtest decreased from 62% in Fall 2019-20 to 51% in Fall 2020-21. For the FAST earlyReading Letter Names subtest, proficiency decreased from 66% in Fall 2019-20 to 54% in Fall 2020-21. Due to distance learning for the last three months of the school year, High 5 students did not meet the recommended growth milestones in the development of literacy skills.

Goal Status

Check one of the following:

Met Some (multiple goals)

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

1.FAST earlyReading data was used to assess which kindergarten students who had participated in the MPS High 5 program were proficient. To identify needs in kindergarten readiness, MPS reviews the following information, disaggregated by school: race/ethnicity; home language; special populations (including ECSE programming), and participation in High 5; FAST earlyReading, English and Spanish; proficiency rates and growth by risk category; Kindergarten Concepts of Math; proficiency rates and growth by risk categories; ECSE participation; and attendance rate.

2.MPS deployed the following strategies to promote school readiness: Teaching Strategies GOLD, an authentic, observation-based assessment to help teachers better plan and implement appropriate individualized early childhood learning experiences; Individual Growth and Development Indicators (IDGI's) to assess student growth and guide individualized instruction; expanded full-day High 5 spots for students in the highest poverty schools; partnered with community providers to improve quality and increase access to early learning opportunities, including Minnesota Reading Corps. All programming is aligned to the district's strategic priorities of Literacy, Multi-tiered Systems of Support (MTSS), Social Emotional Learning (SEL), and Equity.

3.MPS uses a classroom-embedded professional development model, based on the CLASS and ELLCO, to assess fidelity of curriculum implementation as well as to create teacher professional development plans.

Do you have another goal for All Students Ready for School?

No

All Students in Third Grade Achieving Grade-Level Literacy

Does your district/charter enroll students in grade 3?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

MPS has identified two goals for PK-3 reading. In each year between 2016 and 2020 (we will extend this to 2021 due to no MCA assessment data in 2020): We will have a 5 percent annual increase in the number of students proficient in reading. We will have a 8 percent annual increase of students meeting or exceeding standards in reading for our lowest performing students.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met.

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

To identify needs in third grade reading, MPS routinely reviews the following information, disaggregated by school, grade, race/ethnicity, home language, and special populations:

- 3rd grade MCA and MTAS Reading assessment results; proficiency rates and growth Z-scores
- 1st - 3rd grade FAST aReading, Fall and Spring; proficiency rates and growth by risk categories
- Indicators of Kindergarten readiness
- Attendance rates

The following are initiatives to increase the number of students proficient in reading.

During the 2017-18 school year:

- Benchmark Advance and Adelante Literacy Adoption
- Curriculum Adoption professional development focused on resources, materials and Reading Workshop
- FAST screener and Diagnostics

During the 2018-19 school year:

- Literacy Curriculum professional development focused on resources, materials and Writing Workshop
- Data Dives and Diagnostic Decision Trees, Intervention and Acceleration

During the 2019-20 school year:

- Literacy Curriculum professional development focused on resources, materials and Foundational Skills
- Differentiation Specialists in all K-8 with professional development on MTSS, Data Cycles, Intervention and Acceleration
- Kindergarten Data Cycle Pilot

Do you have another goal for All Students in Third Grade Achieving Grade-Level Literacy?

No

Close the Achievement Gap(s) Between Student Groups

Goal

Provide the established SMART goal for the 2019-20 school year.

Reduce the achievement gap between students of color and white students on the MCA Reading assessment from 51 points in 2018-19 to 46 points in 2019-20, and reduce the achievement gap between students of color and white students on the MCA Math assessment from 53 points in 2018-19 to 48 points in 2019-20.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met.

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

To identify needs in achievement gap reduction, MPS routinely reviews the following information, disaggregated by school, grade, race/ethnicity, home language, and special populations:

- MCA and MTAS Reading and Math assessment results; proficiency rates and growth Z-scores
- FAST aReading/aMath; Fall and Spring; proficiency rates and growth by risk categories
- Indicators of Kindergarten readiness
- Course failure rates (middle/high school)
- ACT and advanced course participation
- Graduation rates
- Attendance rates
- Discipline rates
- School climate data
- SEL skill development data

The following are 5 strategic key levers in reducing the achievement gap:

1. Equitable use of categorical funds
2. Creating high expectations for teaching and learning includes Multi-Tiered System of Support - providing professional development in core instruction with the development of content knowledge and instruction. Expectation that all students have opportunity and access to "advanced academic" courses in high school. Development of district wide ethnic studies courses at all high schools and developing MPS board policy to make Ethnic Studies to a graduation requirement
3. Professional development that models and aligns culturally-sustaining practices
4. First year implementation of Curriculum Transformation
5. Focus on Early Literacy and Math including professional development in literacy instruction
6. Data Dives and Instructional Leadership Team

Do you have another goal for Close the Achievement Gap(s) Between Student Groups?

No

All Students Career- and College-Ready by Graduation

Goal

Provide the established SMART goal for the 2019-20 school year.

Increase the percent of 11th grade students scoring 21 or higher on the ACT for All administration from 32% in 2018-19 to 37% in 2019-20.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report."

Due to COVID-19, the ACT was not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met.

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

To identify needs in career and college readiness, MPS routinely reviews the following information, disaggregated by school, grade, race/ethnicity, home language, and special populations: MCA and MTAS Reading and Math assessment results, proficiency rates; Advanced course participation rates: IB, AP, College in the Schools, Career and Technical Education, Advanced World Language, and Postsecondary Enrollment Options; ACT composite scores and sub-scores, including the percent of students meeting college-ready benchmarks; Early Warning System data in middle/high school, including a combination of attendance, discipline, and core-course grade data; Attendance and discipline rates; and College enrollment and selectivity data from the National Clearinghouse.

To increase the percent of 11th graders who score 21 or higher on ACT for All, MPS implements MTSS at the middle/high school levels; other strategic priorities of Literacy, SEL, and Equity, are intended to increase students' college and career readiness and ensure we fulfill our mission of every student college and career ready.

MPS remains committed to progress monitoring fidelity of implementation to determine whether these evidence-based practices impact student outcomes but is currently unable to make that determination. An increased focus to implement the On-Track Program Meeting Rubric and implement research-based strategies was found effective at MPS high schools.

Do you have another goal for All Students Career- and College-Ready by Graduation?

No

All Students Graduate

Does your district/charter enroll students in grade 12?

Yes

Goal

Provide the established SMART goal for the 2019-20 school year.

Increase the percent of all students graduating from high school in four years from 75% for the Class of 2020 to 85%.

Result

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report.”

In 2018-19, 75% of MPS students graduated in four years; this was a 6 percentage point increase from the prior year. The four-year graduation rate for the Class of 2020 will not be available from MDE until February of 2021.

Goal Status

Check one of the following:

Unable to report

Narrative

What data have you used to identify needs for all students in this goal area? How is this data disaggregated by student groups and inclusive of all students?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit)

To identify on-time graduation needs MPS routinely reviews the following information, disaggregated by school, grade, race/ethnicity, home language, and special populations: Early Warning System data in middle/high school, including attendance, discipline, and core-course grade data; and attendance, discipline, and graduation rates.

To increase four-year graduation rates, MPS adopted a 9th Grade On-Track model in 2015-16; it was rolled out at 10 high schools in 2016-17 and continued in 2017-18. Evaluation identified strong implementation at some sites. The district continued to focus on 9th grade and also used the On-Track strategies for grades 10-12 in 2019-20. Passing rates increased from 74% in 2018-19 to 82% in 2019-20; the passing rate increased by 19% in the last quarter, as MPS started distance learning, but different grading criteria were implemented. The On-Track program continues to be aligned to MTSS in distance learning; the district's other strategic priorities continue to increase the percent of students graduating on-time.

Logic models and long-term work plans were developed for these priorities, focused on building common understanding and creating tools to support school-level implementation. MPS remains committed to progress monitoring fidelity of implementation but the drastic difference of in-person and distance learning makes it to monitor program effectiveness.

Do you have another goal for All Students Graduate?

No

Achievement & Integration

Once they are approved by MDE, Achievement and Integration (A&I) plans are in effect for three years. At the end of the third year, the commissioner must determine if districts met each goal in their approved plans (Minn. Stat. § 124D.862, subd. 8).

In order to do this, each district is asked to provide information in this A&I progress report indicating whether or not each of their plan goals has been met. The information you submit will also be used to provide ongoing support for your A&I efforts.

Districts with one or more racially identifiable schools will also submit progress reports to verify whether 2018-20 A&I plan goals for each of those schools were met.

Districts that don't meet plan goals after three years are to consult with the commissioner on improvement plans and use up to 20% of their annual A&I revenue to fund improvement strategies—strategies that will make it more likely for a district to meet their new A&I goals (Minn. Stat. § 124D.862, subd. 8).

This section is only required for districts with an [approved Achievement and Integration plan during the 2019-20 school year](#). If your district does not have an MDE approved Achievement and Integration plan, click on the Back button at the bottom to return to question #4 and ensure you indicated your district does not have an MDE-approved A&I Plan for the 2019-20 school year.

Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

GOAL 1: Increase the percent of 3rd graders of color who meet or exceed standards on the MCA Reading assessment from 24% in 2016 to 56% by 2020.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

24%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met.

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

To identify needs in third grade reading, MPS routinely reviews the following information, disaggregated by school, grade, race/ethnicity, home language, and special populations:

- 3rd grade MCA and MTAS Reading assessment results; proficiency rates and growth Z-scores
- 1st - 3rd grade FAST aReading, Fall and Spring; proficiency rates and growth by risk categories
- Indicators of Kindergarten readiness
- Attendance rates

The strategies in place to support this goal area within the Achievement & Integration plan for 2019-20 included: MTSS, GEMS & GISE. GEMS & GISE is an established out-of-school time program that conducts regular evaluations of program implementation and effectiveness. MTSS launched in the 2016-17 school year, and schools are monitoring and reporting on implementation through their school improvement plans.

MTSS supports the analysis of screener and diagnostic data. This data is used to inform long and short term lesson planning that supports differentiation of reading by student readiness.

Do you have another Achievement goal?

Yes

Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

GOAL 2: Increase the percent of African American students graduating on-time from 60% in 2016 to 85% in 2020, the percent of Hispanic students graduating on-time from 50% in 2016 to 85% in 2020, and the percent of American Indian students graduating on-time from 37% in 2016 to 75% by 2020.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

African-American - 60%
Hispanic - 51%
American Indian - 37.5%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"

African-American - 71%; Hispanic - 64%; American Indian - 45%

On Track?

Check one of the following:

Goal Met

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

To identify needs in this goal area, MPS routinely reviews the following information, disaggregated by school, grade, race/ethnicity, home language, and special populations:

Early Warning System data in middle and high school, which includes a combination of attendance, discipline, and core-course grade data; Attendance rates; Discipline rates; Graduation rates.

The strategies to support this goal within A&I include: AVID, Check & Connect, Ethnic Studies, FAST Track Scholars, the Office of Black Student Achievement (OBSA), Project SUCCESS, Spring and Winter Break Academy, and Urban Debate League.

The strategies in place to support this goal include: AVID, GEMS & GISE, LearningWorks, Ethnic Studies and OBSA. Among 12th graders who participated in A & I programs, AVID had higher on-time graduation rates for African American, Hispanic, American Indian and Asian students than those not participating; and OBSA had higher on-time rates for African American boys. Among programs that don't directly serve 12th graders, they generally had lower rates for being on-track to graduate and earning credit, for African American, Hispanic, and American Indian students although some results were mixed. African American, Asian, American Indian, and Hispanic students taking Ethnic studies courses had higher rates of on track readiness than those not participating.

Do you have another Achievement goal?

Yes

Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

GOAL 3: Increase the percent of high school students of color taking and passing at least one advanced course from 49% in 2016 to 70% by 2020.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

49%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"

51%

On Track?

Check one of the following:

Goal Not Met

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

To identify needs in this goal area, MPS routinely reviews the following information, disaggregated by school, grade, race/ethnicity, home language, and special populations:

Early Warning System data in middle and high school, which includes a combination of attendance, discipline, and core course grade data.

Percent of students passing core courses, especially STEM courses.

Percent of students enrolled in and passing advanced courses, including AP, IB, PSEO, College in the Schools, Career and Technical Education, and World Language.

Do you have another Achievement goal?

No

Integration Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

N/A: The goals in the MPS 2018-20 A&I plan were combined achievement & integration goals; we have added separate achievement and integration goals to our 2020-23 A&I plan.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

N/A

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report"

N/A

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

N/A

Do you have another Integration goal?

No

Integration

Please summarize the impact of the integration strategies you implemented with the A&I districts you partnered with during the 2019-20 school year. Also, consider ways that your A&I plan strategies have increased integration within your district.

(Narrative is required. 200-word limit.)

In 2019-20 we partnered with Robbinsdale Schools to host an ongoing Racial Equity Leadership summit for 120 middle-school students across the 12 districts' middle schools. Unfortunately, these in-person events were curtailed due to Covid19. Attempts were made to transition to a virtual platform; we hosted a virtual Race-to-Justice Day for high school students in May.

In 2019-20, the MPS A&I integration strategy focused on magnet schools that support integration by allowing and encouraging families from various neighborhoods to attend together. We have worked to increase the number of students of color attending non-RIS magnet schools.

MPS launched an Comprehensive District Design to address social/economic integration, including review of existing student placement system, school boundaries, and magnet schools; modeling new scenarios and their impact on school demographics and student achievement was completed. Extensive community engagement accompanied this work. The plan, adopted spring 2020 by the School Board, will significantly change the magnets. Magnets will be established in the center of the city including Bethune Arts, Franklin STEAM, FAIR Arts HS, North CTE, Jefferson Ethnic Studies, Green and Andersen Spanish Immersion. Significant changes to the student placement system will ensure the process supports families of color and achieves district integration goals.

Impacts from Distance Learning

Briefly explain how you modified your strategies this spring because of distance learning. List the strategies you weren't able to implement. What A&I-related data were you unable to collect to document progress toward your goals? How did those adjustments or lack of data inform your A&I planning for the 2020-21 school year?

(Narrative is required. 200-word limit.)

Distance learning prompted modification of some strategies and initiatives. Limited or unavailable data around those strategies and initiatives impacted documentation of progress toward goals. Findings from the modified strategies informed A&I planning for the 2020-21 school. Strategies or initiatives, the impact of distance learning, and adjustments to planning for the 2020-21 school year are below.

Efforts around MTSS have been adapted through distance learning. The staff intranet resources tool includes distance learning; AVID has continued through distance learning; GEMS & GISE continued through distance learning, including for summer school 2020; FastTrack continued as part of summer school 2020; Social Emotional Learning (SEL) shifted to focus on addressing the challenges of distance learning and prioritizing the social emotional needs of students and educators. SEL student lessons were created for K-12 students, and explicit instruction programs were modified to meet the needs of distance learning.

Professional development was provided at multiple levels. Student survey data was not collected as planned; Devices and wifi were provided to students in need of the technology; and Instructional and curricular packets were developed based on the academic standards and pacing guides for all content areas. Paper packets were delivered to students without devices.

Achievement & Integration - Racially Identifiable Schools

If your district's 2017-20 A&I plan includes goals and strategies for one or more racially identifiable schools, please complete this section of the report. This is only required for districts on [this list](#) with one or more racially identifiable schools.

Provide the information requested below for each of the racially identifiable schools in your district.

Name of Racially Identifiable School (RIS) 1

Andersen

Racially Identifiable School (RIS) 1 Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Increase the percent of students of color that are proficient on the MCA reading assessment from 18% in 2018 to 21% in 2019 to 24% in 2020.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

18%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met.

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Each teacher collected data about each student's progress as we closed out the year and reported progress to families. FAST assessments were not utilized district-wide in spring 2020 and fall 2020. Much of our work in spring 2020 was responding to the crisis of distance learning and working to get technology to all students. The beginning of the 20-21 school year has similar challenges.

The crisis of the riots following the killing of George Floyd significantly impacted our students and families. Much of the data from the spring was through home visits and delivering food and support for housing for many of our students. COVID continues to impact our ability to deliver on our achievement and integration goals. Racism and white supremacy persists and until fully addressed, will continue to create the need for achievement and integration progress reports. We are working at Andersen to abolish racist teaching through professional development, ongoing learning and the creation of brave spaces.

During fall 2020, teachers engaged in data dives, collaborative instructional planning and small group instruction. Andersen continues to use diagnostic assessment data, CBMs with formative assessments, Lexia Core5, and DreamBox usage and growth data to measure our students' growth and achievement.

Racially Identifiable School (RIS) 1 Integration Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

We did not have an Integration Goal this year but we will have one in the 2020-21 plan.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

N/A

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

N/A

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

N/A

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2019-20 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

Due to the disruption to MPS schools starting March 17, 2020, and the abrupt shift to distance learning for the end of the 2019-20 school year, we are unable to report any impacts of the integration strategies used this year at our school. We will include that information in the 2020-21 A&I Report.

Do you have another Racially Identifiable School?

Yes

Name of Racially Identifiable School (RIS) 2

Sullivan

Racially Identifiable School (RIS) 2 Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Students of color attending Sullivan will increase their reading proficiency on the MCA from 21% in 2017-18 to 24% in 2018-19 to 26% in 2019-20.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

21%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met.

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Due to the disruption to MPS schools starting March 17, 2020, and the abrupt shift to distance learning for the end of the 2019-20 school year, we are unable to report any impacts of the integration strategies used this year at our school. We will include that information in the 2020-21 A&I Report.

Racially Identifiable School (RIS) 2 Integration Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

We did not have an Integration Goal this year but we will have one in the 2020-21 plan.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

N/A

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

N/A

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

N/A

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2019-20 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

Each teacher collected data about each student's progress as we closed out the year and reported progress to families.

FAST assessments were not utilized district-wide in spring 2020 and fall 2020. Much of our work in spring 2020 was responding to the crisis of distance learning and working to get technology to all students. The beginning of the 20-21 school year has similar challenges.

The crisis of the riots following the killing of George Floyd significantly impacted our students and families. Much of the data from the spring was through home visits and delivering food and support for housing for many of our students. COVID continues to impact our ability to deliver on our achievement and integration goals. Racism and white supremacy persists and until fully addressed, will continue to create the need for achievement and integration progress reports. We are working at Andersen to abolish racist teaching through professional development, ongoing learning and the creation of brave spaces.

During fall 2020, teachers engaged in data dives, collaborative instructional planning and small group instruction. Andersen continues to use diagnostic assessment data, CBMs with formative assessments, Lexia Core5, and DreamBox usage and growth data to measure our students' growth and achievement.

Do you have another Racially Identifiable School?

Yes

Name of Racially Identifiable School (RIS) 3

Sheridan

Racially Identifiable School (RIS) 3 Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Students of color at Sheridan will increase their reading proficiency from 22% in 2017-18 to 24% in 2018-19 to 27% in 2019-20.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

22%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Due to the disruption to MPS schools starting March 17, 2020, and the abrupt shift to distance learning for the end of the 2019-20 school year, we are unable to report on the strategies used this year at our school. We will include that information in the 2020-21 A&I Report.

Racially Identifiable School (RIS) 3 Integration Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

We did not have an Integration Goal this year but we will have one in the 2020-21 plan.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

N/A

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

N/A

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

N/A

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2019-20 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

Due to the disruption to MPS schools starting March 17, 2020, and the abrupt shift to distance learning for the end of the 2019-20 school year, we are unable to report any impacts of the integration strategies used this year at our school. We will include that information in the 2020-21 A&I Report.

Do you have another Racially Identifiable School?

Yes

Name of Racially Identifiable School (RIS) 4

Olson Middle School

Racially Identifiable School (RIS) 4 Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Students of color attending Olson will increase their math proficiency on the MCA from 11% in 2017-18 to 14% in 2018-19 to 16% in 2019-20.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

11%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met.

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

We are primarily using ON TRACK data this fall to see how students are progressing during distance learning. ON TRACK shows that 6% of all students received NC for their first quarter grade, 7% of African-American students, 0% Am. Indian, 3% Asian, 8% Latino, 2% white, 8% EL, 3% Special Education

What strategies are in place to support this goal area?

Core math instruction, Sp. Ed. pull out groups, Focus Math class, ALEKS math program to supplement core instruction

How well are you implementing your strategies?

Full implementation of Core math instruction, Sp. Ed. pull out groups, Focus Math class. Partial implementation of ALEKS

How do you know whether it is or is not helping you make progress toward your goal?

We are encouraged by the low failure rate for Q 1. We will continue to build support for students through these strategies. The ALEKS program will provide real time data for us to track if students are reaching their math goals.

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Students of color attending Olson will increase their reading proficiency on the MCA from 26% in 2017-18 to 28% in 2018-19 to 31% in 2019-20.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

26%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met.

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

We are primarily using ON TRACK data this fall to see how students are progressing during distance learning. ON TRACK shows that 5% of all students received NC in ELA (6% decrease from Q1 19-20), 5% of African American students (8% decrease), 10% Am. Indian (4% decrease), 0% Asian (9% decrease), 3% Latino (5% decrease), 6% White (4% increase), 3% EL (11% decrease), 3% special education (1% decrease)

What strategies are in place to support this goal area?

Core instruction, Lexia Power Up, Read 180, System 44

How well are you implementing your strategies?

Core Instruction, Read 180 and System 44 are all in full implementation. We are in partial implementation of Lexia Power Up working toward full implementation.

How do you know whether it is or is not helping you make progress toward your goal?

We are encouraged by the low failure rate for Q 1. We will continue to build support for students through these strategies. In addition, we received a state literacy grant to provide literacy coaching for our teachers and our families.

Racially Identifiable School (RIS) 4 Integration Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

We did not have an Integration Goal this year but we will have one in the 2020-21 plan.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

N/A

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

N/A

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

N/A

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2019-20 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

We had to stop using IMGREATT reading time in the morning. We had to bring the learning into students' homes. We were unable to collect MCA data and Fall FAST Test data. This has led us to focus more on ON TRACK data which is giving us good information about student engagement.

Do you have another Racially Identifiable School?

Yes

Name of Racially Identifiable School (RIS) 5

Nellie Stone Johnson

Racially Identifiable School (RIS) 5 Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Students of color attending Nellie Stone Johnson will increase their reading proficiency on the MCA from 30% in 2017-18 to 32% in 2018-19 to 35% in 2019-20

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

30%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

In order to determine who needs additional support in reading we utilize our FAST reading and CBM data that is collected three times during the year. Based on that data along with input from teachers our MTSS lead determines who needs a reading intervention. We have a strong Reading Corps program at NSJ. Our Reading Corps members support tier two interventions and our NSJ interventionists support tier three reading interventions. Our interventions are checked monthly for fidelity of implementation and all students are progress monitored every other week. Based on PM data interventions are either continued or modified if progress is not being made. Interventionists check in with the classroom teacher to share how the student is doing with their intervention and also how it is supporting the student's work in the classroom.

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

By June 2020, we will increase the number of students who are present at school 90% or more of the time from 70% to 78%.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

70%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

We use our daily attendance to determine which students are in tier two and tier three for attendance. If a student is in Tier two, interventions are handled by the classroom teacher. If a student is in tier three, one of the school social workers works with the family in regards to an intervention and helping put systems in place to ensure the student gets to school.

The attendance team meets weekly and then every other week our Coaches from NAZ attend the meeting to see how they can support the families they support with attendance. Strategies include, daily attendance check ins, incentives, providing alarm clocks or wake up calls, mentors, setting goals, etc. With the switch to Distance Learning and the unrest in the community last spring it was difficult to implement strategies with fidelity.

We are able to monitor our progress by our daily attendance to see if there is an increase in attendance for students in tier two and three.

Racially Identifiable School (RIS) 5 Integration Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

We did not have an Integration Goal this year but we will have one in the 2020-21 plan.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

N/A

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

N/A

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

N/A

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2019-20 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

The lack of technology and access to reliable internet was a huge barrier for our families last spring. It took until May before all of our families had technology and internet service. Most of our strategies were put on hold while we focused on ensuring the social emotional well being and safety of our students first. Our main strategy was to be sure we could account for each and everyone of our students, that they had technology, internet, food, shelter and were safe. Not only safe from Covid but also safe in their community. Not being able to be in the building only made the barriers of DL worse.

Do you have another Racially Identifiable School?

Yes

Name of Racially Identifiable School (RIS) 6

North High School

Racially Identifiable School (RIS) 6 Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Students of color attending North will increase their advanced course participation from 43% in 2017-18 to 46% in 2018-19 to 48% in 2019-20.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

43%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

62%

On Track?

Check one of the following:

Goal Met

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

We are using direct, systematic recruitment for AP classes. Our actual percentage is 14% higher than targeted.

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Students of color attending North will increase their graduation rate from 71% in 2017-18 to 74% in 2018-19 to 76% in 2019-20.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

71%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

88%

On Track?

Check one of the following:

Goal Not Met

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Counselors are doing systematic credit audits for all juniors and seniors. We are using a weekly snapshot to monitor passing rates.

Racially Identifiable School (RIS) 6 Integration Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

We did not have an Integration Goal this year but we will have one in the 2020-21 plan.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

N/A

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

N/A

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

N/A

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2019-20 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

We have been able to implement the strategies for the most part through distance learning.

Do you have another Racially Identifiable School?

Yes

Name of Racially Identifiable School (RIS) 7

Lucy Laney

Racially Identifiable School (RIS) 7 Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Increase MCA reading proficiency from 21% in 2017-18 to 23% in 2018-19 to 26% in 2019-20

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

21%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met.

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

We have used Science, Math & Literacy MCA data. We also use Math & Literacy FAST data, and individual classroom growth data. Racially and economically, we don't have enough subgroups to disaggregate, but we do disaggregate by gender, homeless/highly mobile and special education status.

What strategies are in place to support this goal area?

Co-planning, co-teaching, small group instruction.

How well are you implementing your strategies?

We are learning how to better plan and implement lessons for distance learning. Strategies are being implemented with fidelity.

How do you know whether it is or is not helping you make progress toward your goal?

Student work completion, formative assessment results.

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Increase MCA math proficiency from 28 % in 2017-18 to 30 % in 2018-19 to 33% in 2019-20

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

28%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report”.

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

We have used Science, Math & Literacy MCA data. We also use Math & Literacy FAST data, and individual classroom growth data. Racially and economically, we don't have enough subgroups to disaggregate, but we do disaggregate by gender, homeless/highly mobile and special education status.

What strategies are in place to support this goal area?

Co-planning, co-teaching, small group instruction.

How well are you implementing your strategies?

We are learning how to better plan and implement lessons for distance learning. Strategies are being implemented with fidelity.

How do you know whether it is or is not helping you make progress toward your goal?

Student work completion, formative assessment results.

Racially Identifiable School (RIS) 7 Integration Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

We did not have an Integration Goal this year but we will have one in the 2020-21 plan.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

N/A

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report”.

N/A

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

N/A

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2019-20 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

Hand on activities, including science labs, are more difficult to implement in distance learning. In the spring, we did not do them. This school year, we got a grant to purchase additional supplies and have delivered supplies to many families. This has increased our ability to complete hands on activities and labs via distance learning.

Do you have another Racially Identifiable School?

Yes

Name of Racially Identifiable School (RIS) 8

Jenny Lind

Racially Identifiable School (RIS) 8 Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Students of color attending Jenny Lind will increase their reading proficiency on the MCA from 23% in 2017-18 to 25% in 2018-19 to 28% in 2019-20.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

23%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met.

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Formative assessments, Lexia Core 5 for all students. We are currently in the window for assessing students in Early Reading and FAST Reading. We will disaggregate the data for our students by race, gender, special education, English learners, and Homeless/Highly Mobile

What strategies are in place to support this goal area?

Curriculum Transformation and Equity professional development, MTSS, Core instructional team of coach and grade level interventionists to identify research based tiered interventions and continuously review data to inform instruction and student support.

How well are you implementing your strategies?

We have established consistent coaching and team meetings and our work is now better aligned to short and long term instructional cycles.

How do you know whether it is or is not helping you make progress toward your goal?

We are reviewing data in regards to student engagement and achievement. Formative assessments and our Lexia Core 5 assessments provide information about our progress towards our goal.

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Students of color attending Jenny Lind will increase their math proficiency on the MCA from 29% in 2017-18 to 31% in 2018-19 to 34% in 2019-20

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

29%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met.

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Formative assessments, DreamBox. We are currently in the window for assessing students in KCoM, CoM, and CPV. We will disaggregate the data by race, gender, special education, English learners.KCoM, CoM, CPV.

What strategies are in place to support this goal area?

Curriculum Transformation and Equity professional development, MTSS, Core instructional team of coach and grade level interventionists to identify research based tiered interventions and continuously review data to inform instruction and student support.

How well are you implementing your strategies?

We have established consistent coaching and team meetings and our work is now better aligned to short and long term instructional cycles.

How do you know whether it is or is not helping you make progress toward your goal?

We are reviewing data in regards to student engagement and achievement. Formative assessments and our Lexia Core 5 assessments provide information about our progress towards our goal.

Racially Identifiable School (RIS) 8 Integration Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

We did not have an Integration Goal this year but we will have one in the 2020-21 plan.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

N/A

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

N/A

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

N/A

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2019-20 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

Due to the disruption of moving from on-site learning to distance learning since last Spring, we were not able to complete our planned strategies and we were not able to utilize many of our assessments at the end of the year. Initially, our work was to provide resources for our students and families around technology devices and internet access, as well as social emotional support. We continued with distance learning at the beginning of this school year and still struggled to get a technology device in the hand of every student. Over the last 3 months, our staff has engaged in more equity professional development, data dives, and collaborative instructional planning. We are continuously reviewing diagnostic assessment data, as well as formative assessments and data from Lexia Core 5 and DreamBox, to provide measures for student growth and achievement levels.

Do you have another Racially Identifiable School?

Yes

Name of Racially Identifiable School (RIS) 9

Jefferson

Racially Identifiable School (RIS) 9 Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Students of color attending Jefferson will increase their reading proficiency on the MCA from 19% in 2017-18 to 21% in 2018-19 to 24% in 2019-20.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

19%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met.

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

All testing was halted the spring of 2020, due to COVID-19 closure. This includes end-of-year summative assessments (MCAs, FAST), and progress monitoring of tier 2 and 3 interventions. This fall, we administered assessments to every student in grades K-8 in reading and math. The assessments served as screeners to some extent, and diagnostics. Although we were not able to assess if students were necessarily on track to meet grade level benchmarks, we did get data on specific skill strengths and gaps in reading and math for every student in K-8. In past years, we have reported on MCA growth, thus reading is reported for grades 3-8 below on CBMReading, a general outcome measure of reading accuracy and fluency, which is foundational to reading comprehension. On grade level passages, 42% of our students are at high risk, 39% of our students are at some risk, 14% of our students are at low risk, and 6% of our students are exceeding.

We continue to have two priorities, including SEL and MTSS. Our SEL Instructional Specialist leads the work on our SEL goals including engaging academics and student feedback. We have kept these goals, but have adjusted them in the distance learning format.

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

The percentage of African American students who are removed or suspended from school will decrease from 75% to 44% by 2020.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

75%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met.

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Due to COVID-19 closure and the continued distance learning model, suspensions and out of school removals are obsolete. We monitor engagement and attendance closely in a wrap around support team.

We continue to have two priorities, including SEL and MTSS. Our SEL Instructional Specialist leads the work on our SEL goals including engaging academics and student feedback. We have kept these goals, but have adjusted them in the distance learning format.

Racially Identifiable School (RIS) 9 Integration Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

We did not have an Integration Goal this year but we will have one in the 2020-21 plan.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

N/A

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

N/A

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

N/A

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2019-20 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

Due to the disruption to MPS schools starting March 17, 2020, and the abrupt shift to distance learning for the end of the 2019-20 school year, we are unable to report any impacts of the integration strategies used this year at our school. We will include that information in the 2020-21 A&I Report.

Do you have another Racially Identifiable School?

Yes

Name of Racially Identifiable School (RIS) 10

Hmong International Academy (HIA)

Racially Identifiable School (RIS) 10 Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Students of color at HIA will increase their reading proficiency from 18% in 2017-18 to 20% in 2018-19 to 20% in 2019-20.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

18%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met.

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

We have used our FASTbridge data and diagnostic screeners such as KCom, Com, CPV and CBM's in light of not having taken the MCA's last year due to COVID and school closures and shifting to distance learning. Whenever we look at data we disaggregate it by race, educational benefits, special education and EL groups to take a deeper look at our data

What strategies are in place to support this goal area?

Teacher co-planning, collaborative teaching, small group instruction and intervention (especially in reading) also intentionality around K-2 supports and coaching.

How well are you implementing your strategies?

HIA teams are continuing to learn how to improve our planning and our instructional strategies and delivery

How do you know whether it is or is not helping you make progress toward your goal?

By continuing to review our data and use the student academic data to inform our instruction.

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Students of color at HIA will increase their math proficiency from 15% in 2017-18 to 18% in 2018-19 to 23% in 2019-20.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

15%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met.

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

We have used our FASTbridge data and diagnostic screeners such as KCom, Com, CPV and CBM's in light of not having taken the MCA's last year due to COVID and school closures and shifting to distance learning. Whenever we look at data we disaggregate it by race, educational benefits, special education and EL groups to take a deeper look at our data

What strategies are in place to support this goal area?

Teacher co-planning, collaborative teaching, small group instruction and intervention (especially in reading) also intentionality around K-2 supports and coaching.

How well are you implementing your strategies?

HIA teams are continuing to learn how to improve our planning and our instructional strategies and delivery

How do you know whether it is or is not helping you make progress toward your goal?

By continuing to review our data and use the student academic data to inform our instruction.

Racially Identifiable School (RIS) 10 Integration Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

We did not have an Integration Goal this year but we will have one in the 2020-21 plan.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

N/A

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

N/A

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

N/A

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2019-20 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

Since the COVID pandemic, school closure and social justice unrest, HIA has modified how we approach reading and responding to intervention. We purchased an school-wide reading intervention program called Reading Plus to support students school-wide , then the district made a purchase for all schools to use Lexia for reading. Since September we have been using Lexia as one of our modified strategies to reach our goal.

We have been unable to collect MCA data, but this year we are continuing with the FASTbridge data so we can look at where our students are showing up academically even during distance learning and provide appropriate supports for them.

Do you have another Racially Identifiable School?

Yes

Name of Racially Identifiable School (RIS) 11

Heritage

Racially Identifiable School (RIS) 11 Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Students of color attending Heritage will increase their graduation rate from 81% in 2017-18 to 84% in 2018-19 to 86% in 2019-20.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

34%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

96%

On Track?

Check one of the following:

Goal Met

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

We used weekly On-Track data to identify students who are not passing their classes on a weekly basis. We also used Discovery to evaluate students' credit needs.

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Heritage will increase their advanced course participation from 19% in 2017-18 to 22% in 2018-19 to 24% in 2019-20.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

16%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

37%

On Track?

Check one of the following:

Goal Met

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

We have looked at student participation levels in Advanced Academics at Heritage. In addition, the Advanced Course Annual Report from MPS has given us further insight into the breakdown of the data.

What strategies are in place to support this goal area?

The Heritage team has worked to communicate opportunities for concurrent enrollment, specifically in the area of PSEO. Supports are in place to guide students through the application, orientation, and registration processes; outreach and supports continue throughout the PSEO semester. Heritage had added Pre-calculus and College Prep for the 20/21 academic year.

How well are you implementing your strategies?

Considering the pandemic, we are implementing the strategies well. Students continue to seek out advanced opportunities, and many have and will continue during the 2020-21 school year.

How do you know whether it is or is not helping you make progress toward your goal?

The strategies are working because we have exceeded our targeted goal of 24% of student participation in advanced courses. The participation rate for the 2019-20 is 37%.

Racially Identifiable School (RIS) 11 Integration Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

We did not have an Integration Goal this year but we will have one in the 2020-21 plan.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

N/A

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

N/A

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

N/A

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2019-20 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

Due to the disruption to MPS schools starting March 17, 2020, and the abrupt shift to distance learning for the end of the 2019-20 school year, we are unable to report any impacts of the integration strategies used this year at our school. We will include that information in the 2020-21 A&I Report.

Do you have another Racially Identifiable School?

Yes

Name of Racially Identifiable School (RIS) 12

Patrick Henry High School

Racially Identifiable School (RIS) 12 Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Students of color attending Henry will increase their graduation rate from 81% in 2017-18 to 84% in 2018-19 to 86% in 2019-20.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

81%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

78%

On Track?

Check one of the following:

Goal Not Met

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Henry High has a churn rate of 41%. This means over 421 students either leave or come to Henry after the start of the year. We also know that we receive students each year in 11th grade and 12th grade that are not on track of graduating. This has had a huge impact on Henry's graduation rate, student climate, and teacher practice. We do know if a student is at Henry for four years their graduation rate increases to 80%; 3 years 79%; 2 years; 67% and 1 year 60%. As a result, Henry implemented a PFamily Academy that supports students entering mid-year to build positive relationships and provide extra support. We have also added a counselor and a differentiation specialist to support SEL and teacher practice. We have also added enrichment opportunities to connect students to Henry at a larger level. Our graduation rate took a dip but now we are seeing positive gains in our graduation rates.

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Students of color attending Henry will increase their advanced course participation from 60% in 2017-18 to 63% in 2018-19 to 65% in 2019-20.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

60%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

39%

On Track?

Check one of the following:

Goal Not Met

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

We have also added Community Connected Academy (CCA) to our academic program that has positively impacted Henry. This has had a negative impact on our participation in advanced courses but we believe CCA is just as rigorous as any other courses at Henry. We have added IB Chemistry to CCA and will see numbers increase rapidly as every student in CCA takes IB Chemistry.

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

We did not have an Integration Goal this year but we will have one in the 2020-21 plan.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

N/A

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

N/A

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

N/A

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2019-20 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

Our Culturally responsive leadership opportunity for students has negatively impacted Henry due to distance learning. The programs that were instrumental in building positive relationships with our students and community were discontinued as we were focusing on distance learning.

Do you have another Racially Identifiable School?

Yes

Name of Racially Identifiable School (RIS) 13

Hall

Racially Identifiable School (RIS) 13 Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

By 2022, the percent of students of color attending Hall meeting or exceeding growth targets on the FAST aReading assessment from Fall to Spring, will increase from 27% to 50%.

27% to 34% in 19.20

34% to 42% in 20.21

42% to 50% in 21.22

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

27%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report”.

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Early Reading, Lexia Core5, formative assessments. We work to disaggregate data by race, gender, educational benefits, homeless/highly mobile, special education, English language, and longevity at Hall.

What strategies are in place to support this goal area?

MTSS | Diagnostics, Data Dives, Short Term Collaborative Instructional Planning, Long Term Collaborative Instructional Planning, Tiered Interventions, PD, PLCs, Small Group Instruction, Coaching, K-1 supports.

Core Instructional Team meets at least once a week, facilitates weekly collaborative instructional planning, facilitates Student Achievement Team process to identify Tiered Interventions, and reviews student data to inform coaching and grade level support.

How well are you implementing your strategies?

Even with the shifts in distance learning and MFT MOA adjusting instruction for our students, we have maintained a consistent instructional schedule and aligned to short and long term instructional cycles.

How do you know whether it is or is not helping you make progress toward your goal?

Rigorous and consistent review of student attendance, engagement, achievement and growth data with conversations and planning for instructional and support moves.

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

By 2022, the percent of students of color attending Hall meeting or exceeding growth targets on the FAST a Math assessment from Fall to Spring, will increase from 43% to 60%.

43% to 48% in 19.20

48% to 54% in 20.21

54% to 60% in 21.22

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

43%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report”.

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

KCoM, CoM, CPV, DreamBox, formative assessments. We work to disaggregate data by race, gender, educational benefits, homeless/highly mobile, special education, English language, and longevity at Hall.

What strategies are in place to support this goal area?

MTSS | Diagnostics, Data Dives, Short Term Collaborative Instructional Planning, Long Term Collaborative Instructional Planning, Tiered Interventions, PD, PLCs, Small Group Instruction, Coaching, K-1 supports.

Core Instructional Team meets at least once a week, facilitates weekly collaborative instructional planning, facilitates Student Achievement Team process to identify Tiered Interventions, and reviews student data to inform coaching and grade level support.

How well are you implementing your strategies?

Even with the shifts in distance learning and MFT MOA adjusting instruction for our students, we have maintained a consistent instructional schedule and aligned to short and long term instructional cycles.

How do you know whether it is or is not helping you make progress toward your goal?

Rigorous and consistent review of student attendance, engagement, achievement and growth data with conversations and planning for instructional and support moves.

Racially Identifiable School (RIS) 13 Integration Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

We did not have an Integration Goal this year but we will have one in the 2020-21 plan.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

N/A

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

N/A

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

N/A

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2019-20 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

FAST assessments were not utilized district-wide in spring and fall 2020. Much of our work in spring 2020 was responding to the crisis of distance learning and working to get technology to all of our students. The beginning of the 20-21 school year has similar challenges.

The continued crisis of racism and how it impacts our students, families and staff is also a factor in distance learning and our ability to deliver on our achievement and integration goals. While there hopefully will be a vaccine to address the pandemic in the upcoming year, racism and white supremacy persists and until fully addressed, will continue to create the need for achievement and integration progress reports. We are working at Hall to address how white supremacy is evident in our systems, selves, and practices and committing to dialogue and actions that dismantle inequities and racist belief systems and practices.

During fall 2020, teachers were able to engage in data dives, collaborative instructional planning and the start of small group instruction. Hall continues to use diagnostic assessment data, along with formative assessments and Lexia Core5 and DreamBox usage and growth data during distance learning to provide measures to our students' growth and achievement.

Do you have another Racially Identifiable School?

Yes

Name of Racially Identifiable School (RIS) 14

Green Central

Racially Identifiable School (RIS) 14 Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Students of color attending Green Central will increase their reading proficiency on the MCA from 25% in 2017-18 to 27% in 2018-19 to 30% in 2019-20.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

25%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

We have used reading MCA proficiency, diagnostic, and formative assessments, disaggregated by race and EL status. Our school utilizes co-planning, co-teaching, and differentiated small group instruction within the MTSS framework. Strategies have been adopted and modified for Distance Learning.

We are monitoring student progress through formative assessments and progress on diagnostics.

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Students of color attending Green Central will increase their math proficiency on the MCA from 31% in 2017-18 to 34% in 2018-19 to 36% in 2019-20

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

31%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

We have used math MCA proficiency, diagnostic, and formative assessments, disaggregated by race and EL status. Our school utilizes co-planning, co-teaching, and differentiated small group instruction within the MTSS framework. Strategies have been adopted and modified for Distance Learning. We are monitoring student progress through formative assessments and progress on diagnostics.

Racially Identifiable School (RIS) 14 Integration Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

We did not have an Integration Goal this year but we will have one in the 2020-21 plan.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

N/A

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

N/A

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

N/A

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2019-20 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

We did not administer MCA assessments last spring and did not administer our universal screener (FAST) in the fall, so we relied on diagnostic and formative assessments to support our strategies. Strategies of co-planning and co-teaching have been even more important during distance learning where teachers are completely revamping their instructional methods for online instruction. Differentiated small group instruction within the MTSS framework allows our teachers to meet their needs. We relied on diagnostic and formative assessments to group students.

Do you have another Racially Identifiable School?

Yes

Name of Racially Identifiable School (RIS) 15

Franklin Middle School

Racially Identifiable School (RIS) 15 Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Students of color attending Franklin will increase their reading proficiency on the MCA from 17% in 2017-18 to 19% in 2018-19 to 22% in 2019-20

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

17%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met.

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

We are using ON TRACK data to identify needs in this goal area. Data is disaggregated by grades and ethnicity.

What strategies are in place to support this goal area?

Core instruction, Vocabulary instruction in Advisory, Reader's Workshop class, Read 180, System 44.

How well are you implementing your strategies?

Core instruction, Advisory vocabulary, RW class, Read 180 and System 44 are all in full implementation.

Lexia is currently being partially implemented, but we are working towards full implementation.

How do you know whether it is or is not helping you make progress toward your goal?

Early Reader's Workshop assessment data collected by the teacher shows that student knowledge of comprehension strategies began the year at 54% proficiency, but has grown to 83% proficiency. We are preparing for our first Lexia data dive and will regularly review ON TRACK data during ILT and team meetings.

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Increase overall reading growth from 46% to 50% by the end of the school year.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

46%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met.

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

We are using ON TRACK data to identify needs in this goal area. Data is disaggregated by grades and ethnicity.

What strategies are in place to support this goal area?

Core instruction, Vocabulary instruction in Advisory, Reader's Workshop class, Read 180, System 44

How well are you implementing your strategies?

Core instruction, Advisory vocabulary, RW class, Read 180 and System 44 are all in full implementation. Lexia is currently being partially implemented, but we are working towards full implementation.

How do you know whether it is or is not helping you make progress toward your goal?

Early Reader's Workshop assessment data collected by the teacher shows that student knowledge of comprehension strategies began the year at 54% proficiency, but has grown to 83% proficiency. We are preparing for our first Lexia data dive and will regularly review ON TRACK data during ILT and team meetings.

Racially Identifiable School (RIS) 15 Integration Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

We did not have an Integration Goal this year but we will have one in the 2020-21 plan.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

N/A

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

N/A

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

N/A

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2019-20 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

We had to stop using Advisory reading time after lunch. We were unable to collect MCA data and Fall FAST Test data. We will continue to focus on ON TRACK data which informs us about student engagement.

Do you have another Racially Identifiable School?

Yes

Name of Racially Identifiable School (RIS) 16

Folwell

Racially Identifiable School (RIS) 16 Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Students of color attending Folwell will increase their reading proficiency on the MCA from 26% in 2017-18 to 28% in 2018-19 to 31% in 2019-20

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

26%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met.

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

We have fall 2020 diagnostic data. (Lexia and CLA). Teachers have completed their data dives and are spending a day with grade level teams backwards planning using winter benchmarks and grade level standards.

What strategies are in place to support this goal area?

We have a school-wide plan for planning days based on the diagnostic data.

We have Core Instructional Review Meetings that are used for the MTSS process.

How well are you implementing your strategies?

We are implementing it first with the elementary grade levels and then moving to 6th-8th grade.

Data dives are completed.

All elementary planning days will be done prior to the winter break. Middle school planning days will be in January.

How do you know whether it is or is not helping you make progress toward your goal?

We just completed our first data dive cycle. We will have the Leadership Team review the outcomes and determine our progress toward the goal. We will also use the CIRM process to identify progress by grade level and individual classroom.

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Students of color attending Folwell will increase their math proficiency on the MCA from 16% in 2017-18 to 18% in 2018-19 to 21% in 2019-20.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

17%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met.

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

We have fall 2020 diagnostic data. (KCOM, COM, CPV). Teachers have completed their data dives and are spending a day with grade level teams backwards planning using winter benchmarks and grade level standards.

What strategies are in place to support this goal area?

We have a school-wide plan for planning days based on the diagnostic data.

We have Core Instructional Review Meetings that are used for the MTSS process.

How well are you implementing your strategies?

We are implementing it first with the elementary grade levels and then moving to 6th-8th grade.

Data dives are completed.

All elementary planning days will be done prior to the winter break. Middle school planning days will be in January.

How do you know whether it is or is not helping you make progress toward your goal?

We just completed our first data dive cycle. We will have the Leadership Team review the outcomes and determine our progress toward the goal. We will also use the CIRM process to identify progress by grade level and individual classroom.

Racially Identifiable School (RIS) 16 Integration Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

We did not have an Integration Goal this year but we will have one in the 2020-21 plan.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

N/A

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

N/A

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

N/A

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2019-20 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

We did not take the MCA and the WIDA data was not available until late Fall 2020. Our usual measurements of progress were not used so we made the decision to use the fall diagnostic tests to set a baseline for this year. Teachers are working together as grade level or department teams to plan core instruction and then based on the data determine what additional interventions or accelerations are needed for their individual students. In addition to MTSS, we are also focusing on SEL and Equity within our SIP Goals. We are focused on using student work, gathering E3 student data, and distance learning walks to see the whole child, while we are applying the focus of the achievement and integration goals. Folwell is going through major changes this year due to the CDD. We will go from a PK-8th grade arts magnet school to a PK-5th grade community school. These changes will impact our A&I goals as the student population will be changing completely. This is another rationale for our focus on the SEL and Equity SIP goals.

Do you have another Racially Identifiable School?

Yes

Name of Racially Identifiable School (RIS) 17

Cityview

Racially Identifiable School (RIS) 17 Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Cityview students of color will increase their reading proficiency from 13% in 2017-18 to 16% in 2018-19 to 18% in 2019-20.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

14%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

For reading, we have used MCA, FAST, Lexia Core 5, and classroom instruction data.

What strategies are in place to support this goal area?

Collaborative planning of teams of educators and data dive and MTSS core component use.

How well are you implementing your strategies?

For reading, we have conducted data dives and core instructional review meetings to monitor student progress and to determine student support or enrichment.

How do you know whether it is or is not helping you make progress toward your goal?

According to our data from data dives and meetings with teachers, we were able to see progress toward our goals while in the mode of in-person learning. This was from both assessment and informal progress monitoring.

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Cityview students of color will increase their math proficiency from 6% in 2017-18 to 8% in 2018-19 to 11% in 2019-20

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

16%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

For math, we have used MCA, FAST, KCoM, Dreambox, and classroom instruction data.

What strategies are in place to support this goal area?

Collaborative planning of teams of educators and data dive and MTSS core component use.

How well are you implementing your strategies?

For math, we have conducted data dives and core instructional review meetings to monitor student progress and to determine student support or enrichment.

How do you know whether it is or is not helping you make progress toward your goal?

According to our data from data dives and meetings with teachers, we were able to see progress toward our goals while in the mode of in-person learning.

Racially Identifiable School (RIS) 17 Integration Goal**Goal Statement**

Copy the SMART goal statement from your 2017-20 plan.

We did not have an Integration Goal this year but we will have one in the 2020-21 plan.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

N/A

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

N/A

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

N/A

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2019-20 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

During distance learning in the spring, we were first focused on family access to devices to support distance learning and supporting students in learning how to learn using online tools and resources. Internet was a challenge for families which took a great deal of time to resolve.

We were unable to monitor progress through MCAs and FAST since those assessments were not available to us for use during the spring. Due to this, we monitored student learning through classroom assignments and assessments.

Do you have another Racially Identifiable School?

Yes

Name of Racially Identifiable School (RIS) 18

Bryn Mawr

Racially Identifiable School (RIS) 18 Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Students of color attending Bryn Mawr will increase their reading proficiency on the MCA from 22% in 2017-18 to 25% in 2018-19 to 27% in 2019-20

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

22%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met.

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

We at Bryn Mawr are using Lexia Core 5 for our literacy progress monitoring during distance learning. In Lexia Core 5: All students - 54 were on target: in September; 61 were on track in October; Target - 95. If we continue at the same rate we will exceed our target. In January students will be taking FAST Early Reading in grades K & 1 and FAST aReading for 2nd - 5th grade students. We will have additional data towards growth at that time.

Strategies to support students:

Welcome & Keep - Social Emotional Needs

Equity PD and book studies for staff

Academic Opportunity - Starbase MN

Academic Opportunity - Science with Scientists

Equity PD and small group book studies and Welcome and Keep work began in August. Partnerships with Starbase MN and Science with Scientists are just beginning.

Student engagement, formative assessment and Dreambox/Lexia Core 5 assessments provide information as to whether our students are making progress towards the goal.

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Students of color attending Bryn Mawr will increase their math proficiency on the MCA from 20% in 2017-18 to 22% in 2018-19 to 25% in 2019-20.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

20%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

We at Bryn Mawr are using Dreambox data for our math progress monitoring during distance learning. In Dreambox: All students - 61, were on track in September; 69 were on track in October; Target - 114. If we continue at the same rate we will exceed our target.

In January students will be taking the Com, KCom and CPV for math. We will have additional data towards growth at that time.

Welcome & Keep - Social Emotional Needs

Equity PD for staff

Academic Opportunity - Starbase MN

Academic Opportunity - Science with Scientists

Equity PD and small group book studies and Welcome and Keep work began in August. Partnerships with Starbase MN and Science with Scientists are just beginning.

Student engagement, formative assessment and Dreambox/Lexia Core 5 assessments provide information as to whether our students are making progress towards the goal.

Racially Identifiable School (RIS) 18 Integration Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

We did not have an Integration Goal this year but we will have one in the 2020-21 plan.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

N/A

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

N/A

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

N/A

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2019-20 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

We were not able to complete our team building, leadership opportunities for students in the spring. We increased our support from Welcome and Keep, as we saw positive results with our students participating. We also increased our professional development around equity as we saw the need. Continued opportunities for students to have leadership roles, practice teamwork and build their academic skills around math, science and technology continue to be strong strategies. We were not able to collect MCA data in the spring, but other formative assessment data helps us understand our students strengths and needs.

Do you have another Racially Identifiable School?

Yes

Name of Racially Identifiable School (RIS) 19

Anwatin

Racially Identifiable School (RIS) 19 Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Students of color attending Anwatin will increase their reading proficiency on the MCA from 23% in 2017-18 to 25% in 2018-19 to 28% in 2019-20.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

23%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met.

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Attendance, referral, grades, anecdotal

What strategies are in place to support this goal area?

SEL and Equity staff development and student support

Student Academic Support

How well are you implementing your strategies?

When students are struggling with daily routines and SEL skills, the SEL specialist will work with them 1:1 and also will pull them into small groups. She also provides coaching for classroom teachers around SEL and equity strategies.

How do you know whether it is or is not helping you make progress toward your goal?

We use attendance data as well as behavior, and student achievement information. The SEL Specialist collects data on specific students regarding how much time a student spends in alternative learning setting. Mediations that are conducted and student referrals.

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Students of color attending Anwatin will increase their math proficiency on the MCA from 25% in 2017-18 to 28% in 2018-19 to 30% in 2019-20.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

25%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Due to the disruption to MPS schools starting March 17, 2020, and the abrupt shift to distance learning for the end of the 2019-20 school year, we are unable to report on the strategies used this year at our school. We will include that information in the 2020-21 A&I Report.

Racially Identifiable School (RIS) 19 Integration Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

We did not have an Integration Goal this year but we will have one in the 2020-21 plan.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

N/A

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

N/A

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

N/A

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2019-20 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

Due to the disruption to MPS schools starting March 17, 2020, and the abrupt shift to distance learning for the end of the 2019-20 school year, we are unable to report any impacts of the integration strategies used this year at our school. We will include that information in the 2020-21 A&I Report.

Do you have another Racially Identifiable School?

Yes

Name of Racially Identifiable School (RIS) 20

Anishinabe

Racially Identifiable School (RIS) 20 Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Students of color attending Anishinabe will increase their reading proficiency on the MCA from 16% in 2017-18 to 19% in 2018-19 to 21% in 2019-20

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

16%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met.

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

How well are you implementing your strategies?

How do you know whether it is or is not helping you make progress toward your goal?

(Narrative is required. 200 word limit.)

We review FAST, CBM, and Really Great Reading data as well as ongoing progress monitoring data. We disaggregate this data by the level of support a student needs based on the assessments. We review biweekly in PLC progress monitoring data to measure progress for each student.

What strategies are in place to support this goal area?

We have intervention groups daily which includes small guided reading groups and the Really Great Reading program.

How well are you implementing your strategies?

We have completed the initial Really Great Reading assessments and have grouped our students. We have created a schedule including support staff to meet with the small groups and will train support staff. We will review progress biweekly, rotating through literacy and math.

How do you know whether it is or is not helping you make progress toward your goal?

We will review progress biweekly, rotating through literacy and math. In January we will again assess our students using the screeners and diagnostic assessments from Really Great Reading.

Racially Identifiable School (RIS) 20 Integration Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

We did not have an Integration Goal this year but we will have one in the 2020-21 plan.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

N/A

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

N/A

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

N/A

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2019-20 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

This spring we had to figure out how to facilitate the assessments and instruction online both synchronously and asynchronously. The Really Great Reading program created online assessment tools, and Grouping Matrix to disaggregate data. They also now have online teaching tools and professional development.

We had to train teachers and support on how to use the online tools and provide professional development to refresh our understanding and to train staff new to our building.

As we stayed in Distance Learning this fall we were able to combine classes in their specialist schedule and we are able to offer Ojibwe and Dakota language in all grades PreK-5. We also are now building a number of online lessons that can be used in future years allowing us to keep this instruction for all grades once we are back in the building.

Do you have another Racially Identifiable School?

Yes

Name of Racially Identifiable School (RIS) 21

Emerson

Racially Identifiable School (RIS) 21 Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Students of color attending Emerson will increase their reading proficiency on the MCA from 29% in 2017-18 to 32% in 2018-19 to 34% in 2019-20

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

29%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met.

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

We are using Istation and Lexia to help evaluate students and teachers are also independently evaluating reading levels with Fountas and Pinnel to determine growth. We disaggregate data by race, gender, ethnicity and home language.

What strategies are in place to support this goal area?

We are using MTSS (Multitiered Systems of Support) to make sure we are meeting the needs of all of our students.

How well are you implementing your strategies?

It is an all-school effort and it is led by the ILT that serves as the way of holding teams and teachers accountable for the work. This also includes data cycles and deep dives into the data.

How do you know whether it is or is not helping you make progress toward your goal?

We have quarterly data dives to help us determine whether the teaching strategies implemented are working or not.

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Students of color attending Emerson will increase their math proficiency on the MCA from 28% in 2017-18 to 30% in 2018-19 to 33% in 2019-20.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

28%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met.

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

We are using Kcom and CPV results to identify students needs. We disaggregate data by race, gender, ethnicity and home language.

What strategies are in place to support this goal area?

We are using MTSS (Multitiered Systems of Support) to make sure we are meeting the needs of all of our students.

How well are you implementing your strategies?

It is an all-school effort and it is led by the ILT that serves as the way of holding teams and teachers accountable for the work. This also includes data cycles and deep dives into the data.

How do you know whether it is or is not helping you make progress toward your goal?

We have quarterly data dives to help us determine whether the teaching strategies implemented are working or not.

Racially Identifiable School (RIS) 21 Integration Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

We did not have an Integration Goal this year but we will have one in the 2020-21 plan.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

N/A

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report”.

N/A

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

N/A

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2019-20 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

We were unable to collect MCA scores last spring so we are using online tools such as Istation and Lexia to evaluate students in L.A. and we have individually administered Kcom and CPV evaluations for Math. Our main strategy continues to be MTSS and it is the main focus of our ILT meetings and PD for this year.

Do you have another Racially Identifiable School?

Yes

Name of Racially Identifiable School (RIS) 22

Bethune

Racially Identifiable School (RIS) 22 Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Students of color attending Bethune will increase their reading proficiency on the MCA from 17% in 2017-18 to 19% in 2018-19 to 21% in 2019-20.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

17%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met.

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Achievement and Integration funds were used to support social worker time for student groups such as a Kings group.

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Students of color attending Bethune will increase their math proficiency on the MCA from 14% in 2017-18 to 17% in 2018-19 to 19% in 2019-20.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

14%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report”.

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Achievement and Integration funds were used to support social worker time for student groups such as a Kings group.

Racially Identifiable School (RIS) 22 Integration Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

We did not have an Integration Goal this year but we will have one in the 2020-21 plan.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

N/A

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, “Unable to report”.

N/A

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

N/A

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2019-20 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

The social worker was a primary contact for families during distance learning in terms of resources for learning and social emotional needs.

The social worker was a member of the Student Assistance Team and participated in the development of interventions for Math, Literacy, Attendance and Social Emotional Skills. The team also met with teachers to discuss strategies to increase engagement.

Do you have another Racially Identifiable School?

Yes

Name of Racially Identifiable School (RIS) 23

Sheridan

Racially Identifiable School (RIS) 23 Achievement Goal

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Students of color at Sheridan will increase their reading proficiency from 22% in 2017-18 to 24% in 2018-19 to 27% in 2019-20.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

22%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Due to the disruption to MPS schools starting March 17, 2020, and the abrupt shift to distance learning for the end of the 2019-20 school year, we are unable to report on the strategies used this year at our school. We will include that information in the 2020-21 A&I Report.

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

Students of color at Sheridan will increase their math proficiency from 23% in 2017-18 to 26% in 2018-19 to 28% in 2019-20.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

23%

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

Due to COVID-19, MCAs were not administered in the spring of 2020 and as a result we are unable to report on whether this goal was met.

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

Due to the disruption to MPS schools starting March 17, 2020, and the abrupt shift to distance learning for the end of the 2019-20 school year, we are unable to report on the strategies used this year at our school. We will include that information in the 2020-21 A&I Report.

Goal Statement

Copy the SMART goal statement from your 2017-20 plan.

We did not have an Integration Goal this year but we will have one in the 2020-21 plan.

Baseline

Copy the baseline starting point from the Goal Statement of your 2017-20 plan.

N/A

Year 3 (2019-20) Actual

Provide the result for the 2019-20 school year that directly ties back to the established goal. If unable to report a result because of disruptions due to COVID-19, please respond, "Unable to report".

N/A

On Track?

Check one of the following:

Unable to Report

Narrative

What data have you used to identify needs in this goal area? How is this data disaggregated by student groups?

What strategies are in place to support this goal area?

(Narrative is required. 200 word limit.)

N/A

Integration

Please summarize the impact of the integration strategies implemented at your racially identifiable school during the 2019-20 school year. In what ways have the integration strategies increased racial and economic integration at that site?

(Narrative is required. 200 word limit.)

Due to the disruption to MPS schools starting March 17, 2020, and the abrupt shift to distance learning for the end of the 2019-20 school year, we are unable to report any impacts of the integration strategies used this year at our school. We will include that information in the 2020-21 A&I Report.

Thank You!

Thank you for completing the 2019-20 Combined WBWF and A&I Progress Report. Please save the unique link below to add to or edit your application through 11:59 pm on December 15, 2020.

http://survey.alchemer.com/s3/5822165/7ff22aa74a8f/?snc=1607630679_5fd27f57c72396.57061658&sg_navigate=start

Read Well by Grade Three

A Literacy Plan for
MPS Students



Minneapolis Public Schools

LITERACY FRAMEWORK

Teaching & Learning
Department



MINNEAPOLIS
PUBLIC SCHOOLS
Urban Education. Global Citizens.

Introduction

MPS Literacy Vision:

To affirm and cultivate learners' language and literacy development centering identity, joy, and critical thinking.

MPS Literacy Mission:

- To support all learners from birth to adulthood in literacy development as they become more empowered, inspired, and engaged participants in multicultural local and global societies.
- To prioritize language development and literacy (reading, writing, speaking, listening, viewing, and exchanging ideas) through culturally sustaining curriculum and instruction in an inclusive environment as a means to achieve equitable educational outcomes in our communities.

MPS Literacy Values:

- Identity
- Student & Family Voice, Involvement & Engagement
- Cultural Sustainability
- Inclusivity & Access
- Joy
- Equity
- Criticality
- Language Development

Goals and Expectations

Staff Expectations: Staff will engage in...

- Instructional practices utilizing data-driven decision making as part of a Literacy Multi-tiered System of Supports that include:
 - standards-based, aligned lessons utilizing district-approved curriculum and supplemental materials (as determined by student need)
 - Deep knowledge of grade-level standards, early literacy skills, quarterly grade-level literacy targets etc.
 - rapid cycles of intervention and/or acceleration
 - Consistent classroom observations of literacy instruction by school-based coaches and/or highly trained literacy-focused staff
- Professional Development
 - early reading strategies in: phonics, phonemic awareness, vocabulary, fluency and reading comprehension (elementary)
 - dyslexia characteristics
 - literacy strategies across content (secondary)
 - Curriculum Transformation and Culturally-Sustaining practices
 - Co-construct student goals and priorities for learning that are central to holistic human development and represent the multifaceted identities of their learners.

- Communication with families
 - culturally responsive communication about a student's literacy progression aligned to grade-level standards-based reporting in **addition to** parent teacher conferences and quarterly/semester report cards
 - hosting opportunities to engage families in school-wide literacy such as parent universities and/or literacy open houses
 - positive messages by
 - removing language barriers so that parents can more easily communicate with school staff
 - providing parent training to help parents understand MPS programs, especially Special Education services.

- Collaboration with colleagues
 - design curriculum that supports literacy as a path to social change and equity.
 - set aside time to review measurements of literacy engagement and growth and make adjustments to planning and instruction based on evidence.

Commitment to our Students: So our students can...

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

Commitment to Families: Families can expect...

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

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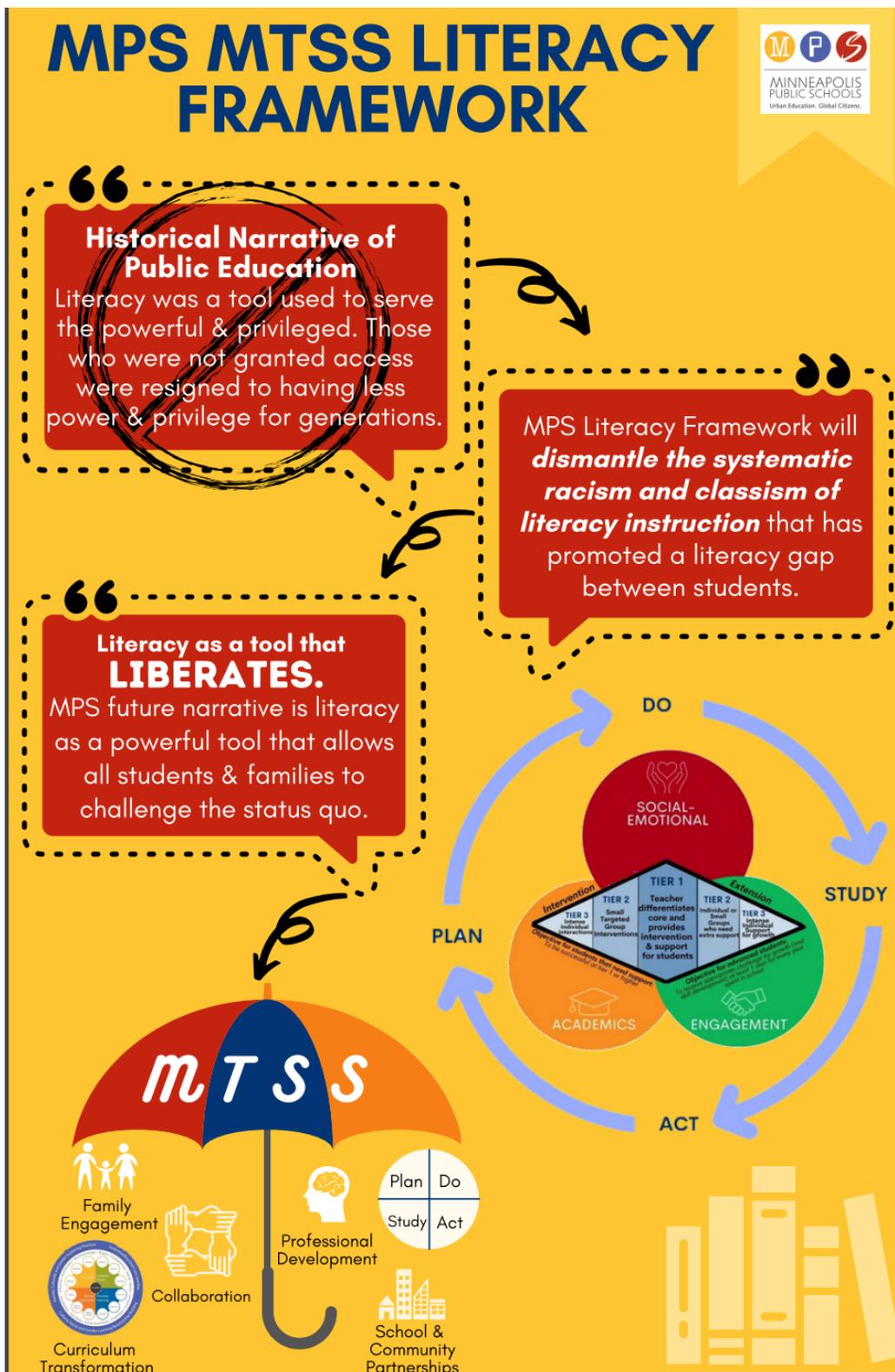
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Background Information

As MPS continues to develop a comprehensive literacy approach as part of its district-wide priorities, the need for a literacy framework became apparent. Historically, MPS literacy plans were either written for MPS with a focus on specific age or grade levels or the plans were too general and did not address the needs of all learners in MPS. Additionally, past literacy plans did contain research and MPS outcomes but the emphasis was on relaying information versus codifying expectations. There was also no alignment of literacy programs from birth to adult evident in the plans. Therefore, the development of a comprehensive **MPS Birth-Adult Literacy Framework** was needed. This single document will provide stakeholders an understanding of the continuity of literacy services provided to learners across age and developmental levels.

Work on the framework began in the Fall 2020 with multiple conversations and collaboration among district leaders across divisions and departments. Age-band and specialty sub-committees were formed in March, 2021 to write the initial draft. The first draft was presented to multiple stakeholder groups including: families, teachers, administrators, instructional coaches and family liaisons throughout the months of April and May, 2021. The input from stakeholders was then incorporated into the final draft of the document which was presented to the school board in June 2021.

Multi-Tiered Systems of Support and Literacy

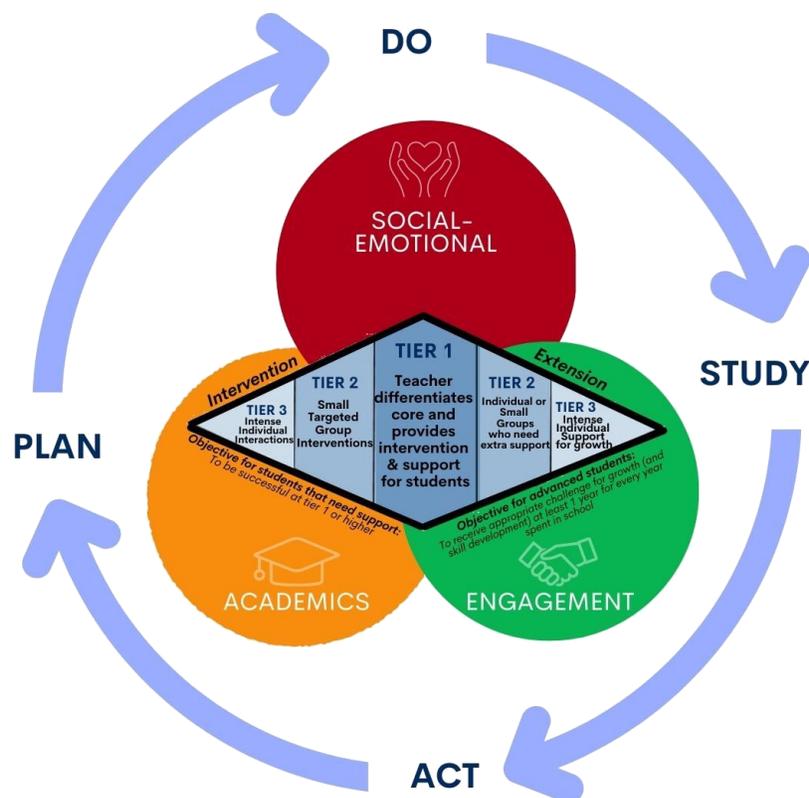


Multi-tiered System of Supports (MTSS) is a comprehensive, evidence-based framework that supports the academic, social, emotional, physical and mental well-being and development of all learners. Implementation of the MTSS framework must be culturally and linguistically responsive and center the strengths, identities, and abilities of all learners to provide support and high-quality

instruction. All learning is social, emotional, and relational; MTSS provides the framework for educators to create communities in which all students thrive. Educators are responsible for creating and maintaining a culture where learners feel safe, so learners can engage in authentic literacy practices that cultivate their multifaceted identities, criticality, intellect, skills, and joy.

Implementation of the MTSS framework is critical to achieving educational equity. It uses current research to inform culturally-sustaining, differentiated instruction, including interventions and extensions (as needed). Within MTSS, literacy curriculum and instructional practices are developed to support all learners from birth to adulthood as they become more empowered, inspired, and engaged participants in multicultural local and global societies.

Successful implementation of MTSS is dependent on data-driven decisions to inform multiple levels of instructional support to accelerate the achievement for all learners. Educators, in teams such as Professional Learning Communities (PLCs), Instructional Leadership Teams (ILTs) and other site-based teams, use formal and informal data, along with other sources of evidence, to document all learners' progress and plan differentiated core instruction. This data-driven process also guides the selection and implementation of appropriate research-based and culturally sustaining interventions and extensions in need of supplementary support.



MTSS Key Elements

There are four key elements of the MTSS Framework. These four elements must be in place to effectively implement MTSS.

1. **Infrastructure to Support Implementation:** Knowledge, resources and organizational structures necessary to operationalize all components of MTSS in a unified system to meet the needs and goals of all stakeholders. The infrastructure to support implementation

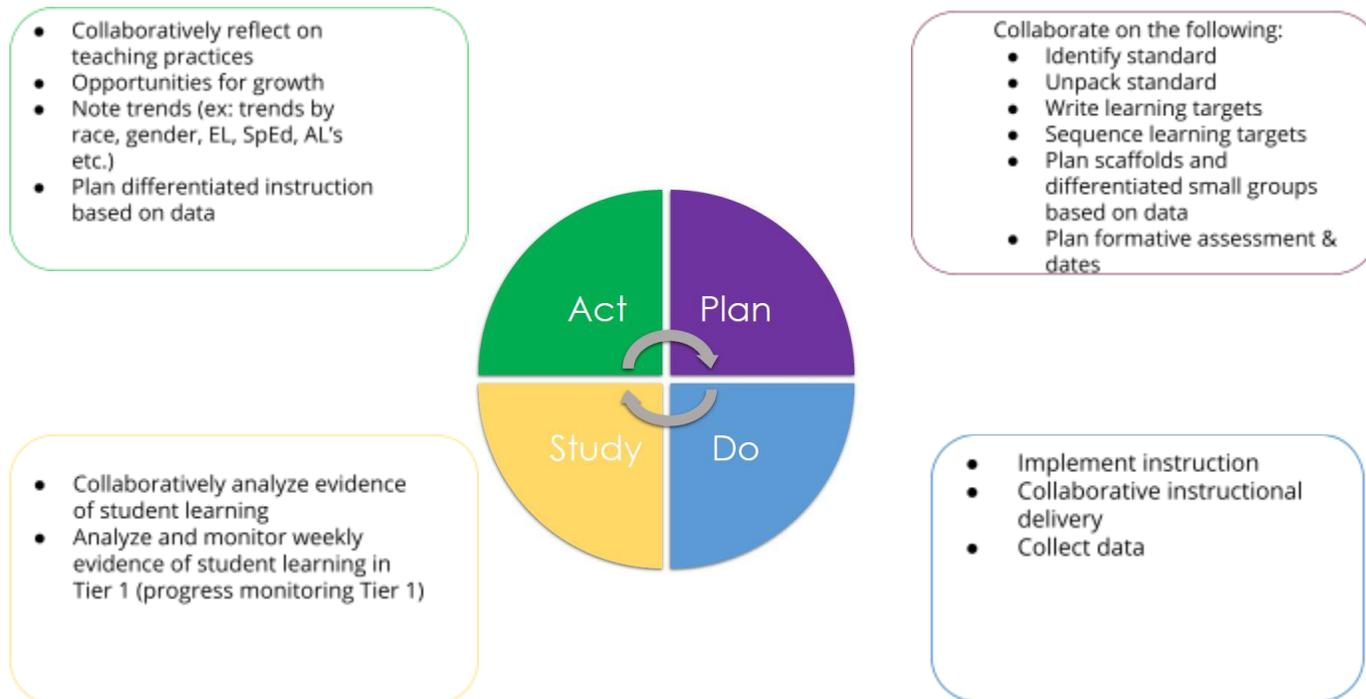
relies on district-wide and school-based systems and structures. These systems support our educators in order to develop the knowledge, skills, and expertise necessary to provide quality instruction for all learners. An infrastructure that supports the implementation means:

- There is a shared common understanding of MTSS as a framework
- Decisions and actions of leadership proactively support MTSS
- Systematic monitoring of implementation fidelity to drive improvement for all learners
- Professional development supports implementation of the framework
- Leaders foster a culture of coaching and feedback centered around improvement for all stakeholders
- Collaboration on planning, instruction, and assessment between district leaders, school leaders, coaches, general education teachers, specialists, special education teachers, English language teachers and all other educators supporting learners
- School schedules are aligned to support MTSS and provide time for interventions
- Resources are adequately allocated
- Communication is consistent with and involves staff and district personnel
- Information about learner strengths, needs, and progress is shared
- Families and caregivers receive communication when learners are receiving interventions and extensions and receive updates on progress

2. **Team Process:** Data protocols and team processes are used by aligned teams of school staff to inform instruction and adjustment of supports for learners. Strong team processes mean:

- Teams' purpose, roles and responsibilities are established and followed
- Teams meet regularly to focus on instructional practices, student growth, and achievement
- Teams use data from multiple sources to drive decision making
- Teams participate in going professional development
- Richard and Rebecca Dufur's Professional Learning Community (PLC) is a critical structure for the success of MTSS. Teams engage in the ongoing PLC cycle to identify and implement instructional practices that provide appropriately challenging instruction and support for all learners. PLCs are weekly, job-embedded learning opportunities that increase teacher capacity. An important part of the PLC process is collecting data and monitoring Tier 1 progress for all learners. Schools must establish a culture of coaching with ongoing feedback and reflection that support educators to examine their practices and the impact of those practices on learners' growth and achievement in order for PLCs to be successful. Teachers apply new or refined learning to their daily instruction. Collaborative professional learning is structured around four essential questions (see image below).

Professional Learning Community Protocol

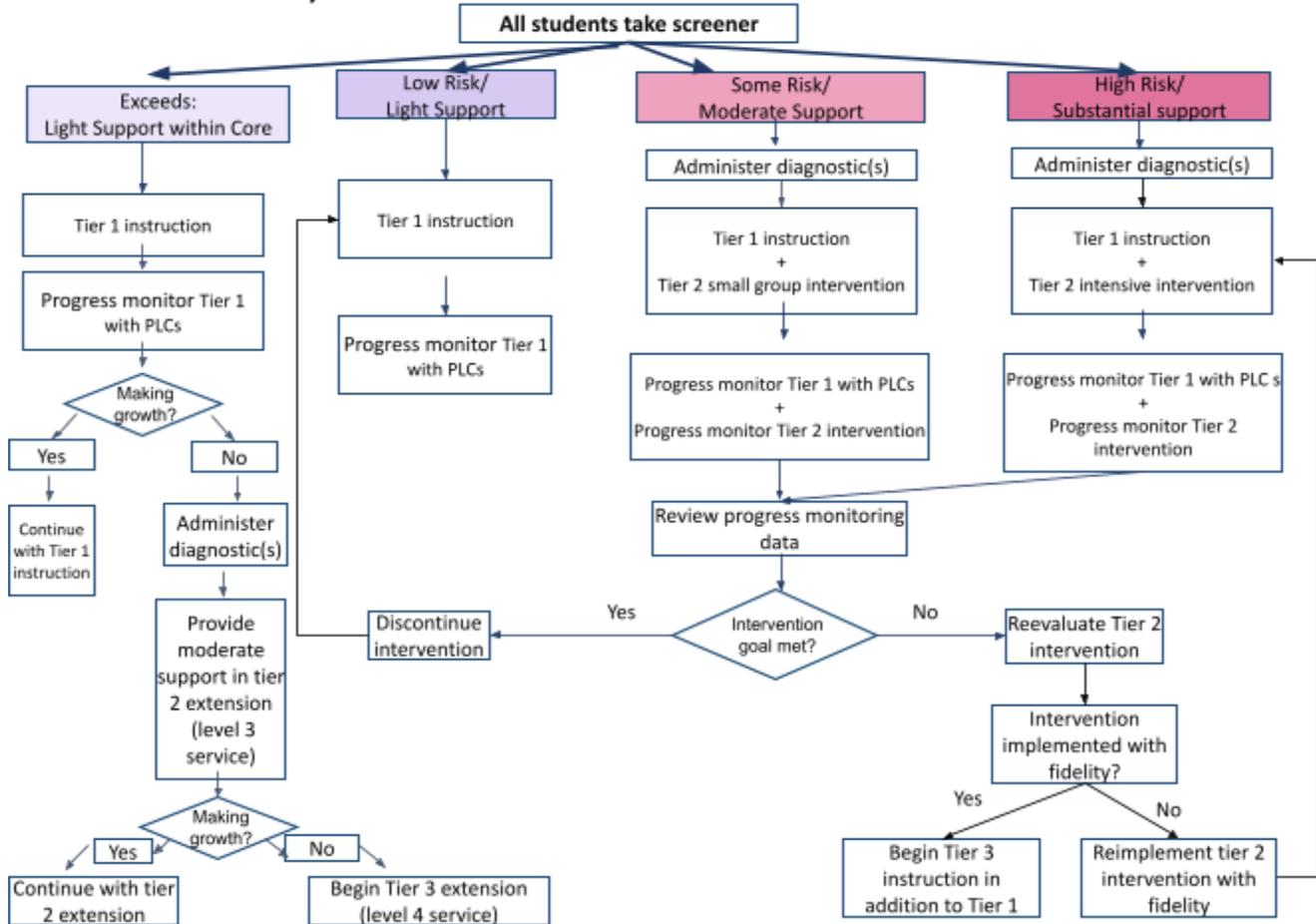


The 4 Essential Questions:

1. What do we want all learners to know and be able to do?
2. How will we know if they learn it?
3. How will we respond when some learners do not learn it?
4. How will we extend the learning for learners who are already proficient?

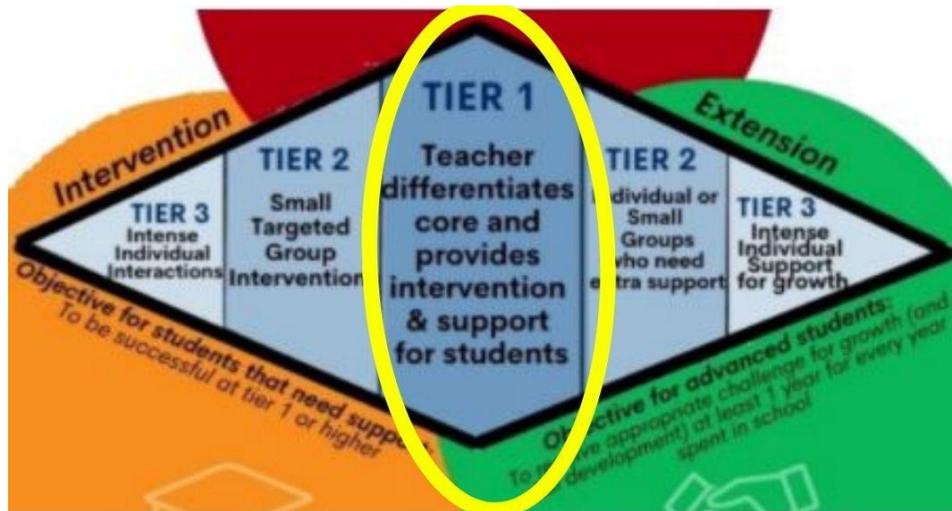
3. **Assessment Cycle:** Universal screening, diagnostics, and progress monitoring data are used to make data-driven decisions. A strong assessment cycle means:
 - Educators use a reliable, universal screening tool to screen learners fall, winter and spring
 - Teams use screening data, along with other data sources, to determine which learners need more support or are in need of extension
 - Additional tools are used as diagnostic assessments once learners are identified as needing additional support and to progress monitor the effectiveness of the instruction, interventions, and extensions.
 - Progress monitoring takes place regularly in Tier 1, Tier 2, and Tier 3 based on the level of support or intervention and is tracked in Classroom for Success (CFS).
 - ILTs, PLCs and other site-based teams follow a process for documenting growth, evaluating progress monitoring data, and achievement over time in Tier 1, Tier 2 and Tier 3.
 - Sociocultural and environmental factors are considered when making decisions about moving between tiers or any instructional needs.

Literacy Assessment → Intervention and Extension Flowchart



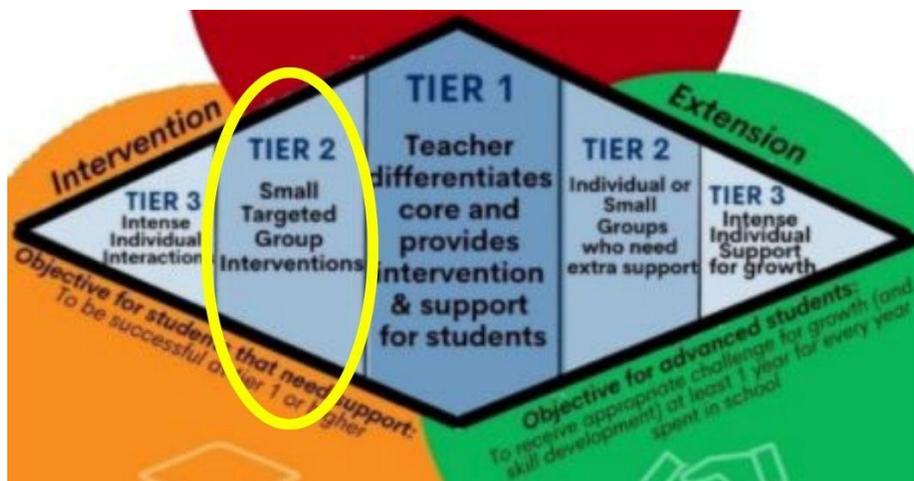
*****A tier 2 intensive intervention is at the high end of the tier 2 recommendations in the chart below
 ***Families must be notified when a student receives an intervention or extension and receive frequent updates on progress**

4. **Multi-Tiered Instruction & Prevention:** A school-wide, multilevel system of instruction and interventions. Tier 1, Tier 2, and Tier 3 are defined as:

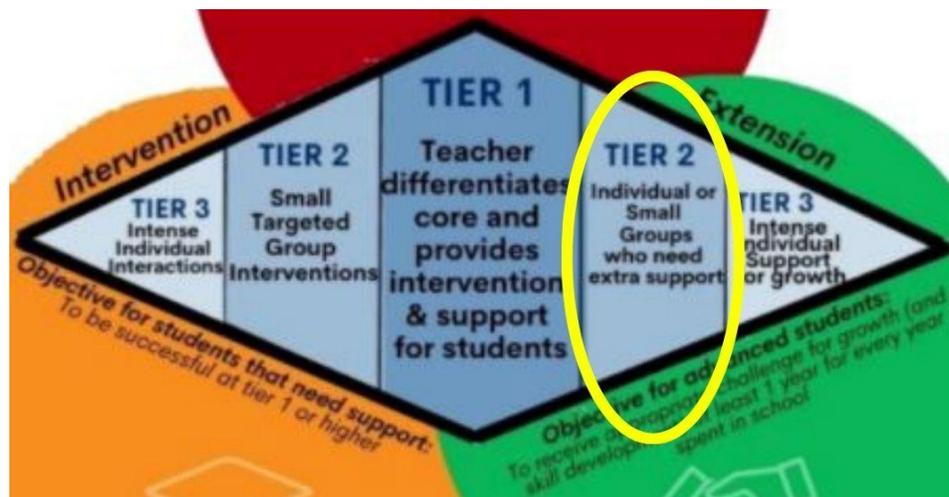


Tier 1: All schools and classrooms foster a culture and climate where learners are self-empowered. It is critical for educators to understand each learner’s multiple identities, assets, and needs. Using grade level standards-based instruction, educators strive to meet all learners’

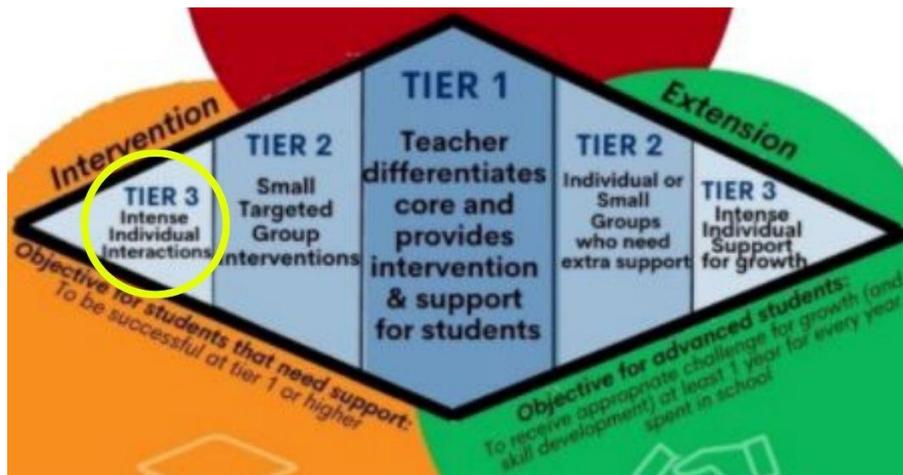
needs through engaging and inclusive pedagogy, differentiation, tiered supports, and opportunities for additional challenge and advancement. Core instruction is differentiated by process, product, and/or content with the goal of accelerated growth for all learners. Additionally, Tier 1 support includes opportunities for all learners to demonstrate and grow their academic and leadership skills through various opportunities that would extend an academic area of interest for the student. Teachers collect evidence of learning and reflect on their instructional practices in order to adjust their instruction to meet the needs of all learners. **At least 80% of learners' needs should be met in Tier 1.** Professional Learning Communities (PLCs) plan long-term and short-term instructional cycles. PLCs meet weekly to analyze formative data and instructional practices and make adjustments to meet learner needs. During fall, winter, and spring data dives educators analyze student growth toward school and individual goals. ILTs monitor educator practice and PLC progress frequently to determine progress toward school and individual learner goals. If it is determined by a team that a learner needs additional support because they are not making adequate growth in Tier 1 instruction, the team will identify Tier 2 instruction to support the learner.



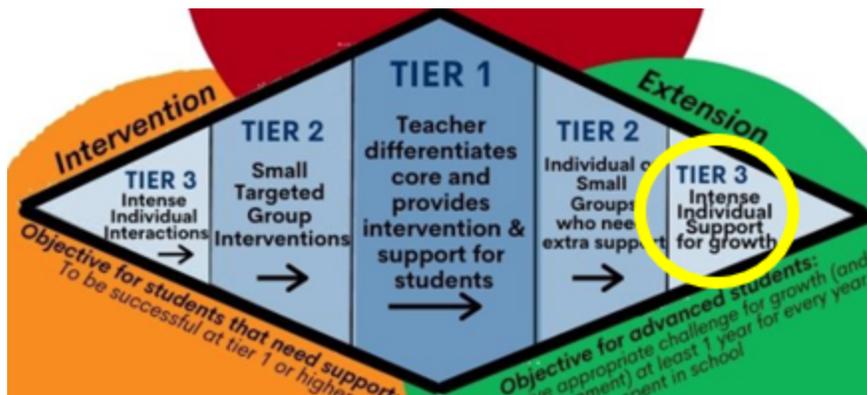
Tier 2 Intervention: The goal of Tier 2 is to support learners to thrive in a specific area, so they will be successful in the Tier 1 program. Tier 2 intervention is in addition to Tier 1 and is implemented and monitored by the staff member delivering the intervention. Tier 2 is defined as small-group instruction that relies on evolving research on culturally-sustaining, student-centered, measurable interventions. Interventions are delivered with specific procedures, duration, and frequency. Learner needs are identified through triangulating data across assessments and instruction is delivered that focuses on a specific need. Tier 2 intervention provides a limited, but targeted, instructional support system for learners (ex: application of specific literacy skills and strategies) and intensity of instruction which might include increased amount of time or independence, level of support, and/or practice, and/or greater depth and complexity of content. Interventions must be delivered with integrity and learner progress must be monitored. **No more than 15% of a school population should need Tier 2 support.** This includes students needing intervention and/or extension. If more than 15% of students are identified as needing Tier 2 intervention, **instructional staff must re-evaluate the effectiveness of Tier 1 instruction.**



Tier 2 Extension: The goal of Tier 2 Extension is to provide learners with appropriately challenging instruction during their school day in an effort to ensure expected growth in the achievement, social emotional development, and skills necessary for a well rounded educational experience. Tier 2 extension is in addition to Tier 1. MPS uses multiple criteria to identify the potential for advanced achievement, including Tier 2 and 3 Extension services, as detailed in a site's Levels of Service School Plan. During PLCs, and data dives, teachers use a variety of assessments such as FAST, end of unit assessments, pre-assessments, formative assessments, and other measures to monitor student achievement and growth. This process identifies which learners are not making their expected academic growth or need social emotional support and require a Tier 2 extension. Students who receive Tier 2 extension are provided a differentiated curriculum in small groups that they work through with varied levels of support by a teacher. Teachers have access to training and extended curriculum units of instruction through the TDAA department that qualitatively differentiate the core to provide greater depth, complexity, novelty and/or pacing based on individual learner strengths, talents and sustained interests. This qualitatively differentiated curriculum also supports the social emotional need of learners to learn at a deeper level with more intensity. Learners who receive these extension services will demonstrate skills in self directed learning, thinking, research and communication, as evidenced by the development of innovative products and performances that are advanced in relation to learners of similar age, experience or environment. These skills, products and performances are assessed and monitored using advanced learning targets. Learners; progress is assessed through PLC's. Progress towards advanced learning targets is communicated with families during conferences, on the report card and throughout the school year. **No more than 15% of a school population should need Tier 2 support.** This includes learners needing intervention and/or extension. If more than 15% of learners are identified as needing Tier 2 intervention, **instructional staff must re-evaluate the effectiveness of Tier 1 instruction.** For learners who, after receiving Tier 2 extension services, are still not making their expected growth, they would need to be assessed at the Tier 3 stage for a more individualized plan, which could include a subject or full grade acceleration.



Tier 3 Intervention: A small number of learners do not respond to Tier 1 instruction and Tier 2 intervention and plans are made to deliver Tier 3 intervention. In Tier 3, the intensity of interventions are increased by administering interventions more frequently (4-5 times a week) and creating smaller intervention group sizes between a learner and a teacher (typically 1:1 or 2:1). Similar to Tier 2, Tier 3 instruction is in addition to tier 1 and tier 2. **Around 3% - 5% of a school population would need Tier 3 support.** Learner needs for Tier 3 interventions are identified through triangulating data across assessments, analyzing Tier 2 progress monitoring data, and any other evidence or measures that demonstrate a need for high support around literacy.



Tier 3 Extension: A small number of learners do not respond to Tier 1 instruction and Tier 2 extension and plans are made to deliver Tier 3 extension services. This may include grade or subject acceleration, individualized learning plans, courses of independent study, or apprenticeship opportunities when appropriate. All schools in the state of Minnesota are required to have a process for evaluating learners for full grade acceleration (Minn. Stat. §120B.15 (c)). The evaluation process involves a school-based team, district staff and the learner's family. The Full Grade Acceleration Guide details this in-depth process, as well as a synthesis of research underlying the process. Learners who are identified for Tier 3 Extension services should receive these services from a teacher who is trained in gifted education or holds the MPS TDAA Certificate. Families also receive training and support so all stakeholders are better prepared to support the learner.

Recommendations for Tier 2 and Tier 3 Support

| Factor | Tier 2 Intervention and Extension | Tier 3 Intervention and Extension |
|---------------------------------|---|---|
| Time Recommendation | <ul style="list-style-type: none"> ● Minimum: 15 minute sessions ● Recommended: 20-40 minute sessions | <ul style="list-style-type: none"> ● Minimum: 15 minute sessions that are individualized based on student data, considering: <ul style="list-style-type: none"> ● How far the student is below or above grade level ● The length and frequency of previous interventions ● Complexity of learning tasks ● Student stamina and attention span |
| Group Size | <ul style="list-style-type: none"> ● Elementary: Up to 6 students ● Secondary: Up to 10 <p>May vary based on building resources and as specified by intervention curriculum</p> | <ul style="list-style-type: none"> ● Elementary: 1-3 students ● Secondary: 1-3 students ● Extension: Consult with the TDAA department and consider grade or subject acceleration. |
| Frequency | <ul style="list-style-type: none"> ● 3-5 times per week (or as specified by an intervention curriculum) | <ul style="list-style-type: none"> ● Individualized based on student data ● Increase the frequency of intervention by: <ul style="list-style-type: none"> ● Providing more than one session of intervention per day ● Increasing the number of sessions per week ● Extension: Consult with the TDAA department and consider grade or subject acceleration. |
| Duration of Intervention | <ul style="list-style-type: none"> ● Recommended: 10-15 weeks ● Minimum: 6 weeks ● Extension: Support is ongoing unless a student makes sufficient growth in tier 1 and needs tier 2 | <ul style="list-style-type: none"> ● Recommended: 8-16 weeks ● Minimum: 6 weeks ● Extension: Consult with the TDAA department |
| Progress Monitoring | <ul style="list-style-type: none"> ● Minimum of bi-weekly tracking of skill derived from diagnostic | <ul style="list-style-type: none"> ● Weekly tracking of skill derived from diagnostic ● Extension: Consult with the TDAA department |
| Instructional Focus | <ul style="list-style-type: none"> ● Group-level needs derived from a diagnostic assessment (e.g., phonics, fluency, comprehension) ● Extension: Use of the Depth and Complexity Icons and Advanced Learner Advanced Differentiation Units | <ul style="list-style-type: none"> ● Individual-level needs from diagnostic and additional problem solving to identify more discrete target skills ● Extension: Consult with the TDAA department |

Tier 2 and Tier 3 Guidance

| What qualifies as intervention and extension? | | |
|--|---|---|
| Intervention AND Extension Guidance | Guidance Specific to Intervention | Guidance Specific to Extension |
| <ul style="list-style-type: none"> ● Targeted instruction based on progress monitoring ● Provide additional instruction (individual or small group) ● Match materials to instructional level ● Modify modes of task presentation ● Modify instructional time ● Mini-lessons on skill deficits ● Teach additional strategies ● Adapt resources and materials ● Change types and method of corrective feedback ● Choice of instruction based on learner interest | <ul style="list-style-type: none"> ● Increase task structure ● Increase task relevant practice ● Decrease group size ● Increase amount and type of cues and prompts ● Teach additional strategies ● Change types and method of corrective feedback ● Choice of instruction based on student interest | <ul style="list-style-type: none"> ● Decrease task structure ● Decrease task relevant practice ● Decrease amount and type of cues and prompts ● Provide more open ended tasks which require productive struggle ● Increase depth and complexity of thinking ● Use of Differentiated Instruction Materials from TDAA ● Tier learning targets to provide appropriately challenging content, process and product ● Grouping with other learners in the same Zone of Proximal development ● Curriculum Compacting to accelerate learning |
| What makes an intervention and extension effective? | | |
| Intervention AND Extension Guidance | Guidance Specific to Intervention | Guidance Specific to Extension |
| <ul style="list-style-type: none"> ● Correctly targeted ● Explicit instruction ● Appropriate challenge ● Opportunities to respond ● Immediate feedback (with contingent reinforcers) ● Choice and interest ● Relevant and specific feedback | | <ul style="list-style-type: none"> ● Appropriate, high-level academic challenge ● Opportunities to demonstrate high-level knowledge ● Qualitatively differentiated instruction |
| What is NOT considered an intervention and extension? | | |
| Intervention AND Extension Guidance | Guidance Specific to Intervention | Guidance Specific to Extension |
| <ul style="list-style-type: none"> ● Preferential seating ● Parent contacts ● Classroom observations ● Suspension ● Retention | <ul style="list-style-type: none"> ● Shortened assignments ● Doing more of the same assignments | <ul style="list-style-type: none"> ● More work or extra assignments ● Teaching classmates the assignments ● Being a “teacher-helper” ● Additional “free” time ● Reading to self to fill time ● Independent study without guidance from teacher ● Additional time on online learning apps ● Skipping assignments with no replacement activity |

Progress Monitoring

The main goals of progress monitoring are to monitor the progress or performance of individual learners in Tier 1, Tier 2, and/or Tier 3 and to inform a teacher's instructional practices. Progress monitoring helps teachers determine if learners are benefitting and growing appropriately from core instruction, identify learners not making adequate progress, and help guide the implementation of effective intervention or extension programs for learners who are not making appropriate or expected growth. Progress monitoring is essential when determining whether or not to transition a learner between tiers. A team should consider the following factors when making these decisions:

1. Progress monitoring has taken place:
 - a. Using formative assessments and other instructional measures in tier
 - b. Bi-weekly to monthly for learners receiving Tier 2 support
 - c. Bi-weekly to weekly for learners receiving Tier 3 support
2. The teacher has received coaching and feedback on their instruction by an instructional coach or administrator
3. Progress monitoring data for Tier 2 and Tier 3 interventions and extensions are accurately captured in Classroom For Success (CFS)
4. Progress monitoring data has been evaluated
 - a. Learners must make adequate progress on standards and skills in core, on an intervention, and/or an extension to determine its effectiveness. An intervention or extension is considered effective when the data trend (slope) surpasses the goal, follows the goal line and is not more than one standard deviation from grade level expectations, or the learner is approaching grade level, as determined by standards. If the data is flat compared to the goal line, decelerating, or the data trend (slope) deviates more than 1 standard deviation from the goal line, teams may choose to continue the current intervention and reassess after two weeks, change the intervention, or intensify the level of support before transitioning between the tiers of support.
5. Progress monitoring data has been triangulated with classroom assessment data
6. Teams have consulted with TDAA prior to a grade level and/or subject acceleration
7. Sociocultural and environmental factors questions have been answered:
 - a. **Has the learner had sufficient opportunities to learn?**
 - Teams know the learner's number of missed school days due to health (e.g., asthma), school moves, acute homelessness, and other absence reasons and have considered the possibility that attendance factors are the PRIMARY reason for inadequate growth or performance.
 - b. **Has the learner had sufficient time to adjust to school?**
 - Teams have documented how a learner has adjusted to the school culture, can describe the learner's previous school experiences, and have considered the possibility that school adjustment factors may be the primary reason for inadequate growth or performance.
 - c. **Does the learner have an oral language pattern that is different from the written language in the curricula?**
 - Teams have considered any cultural dialects. For multilingual learners, teams can name how long the learner has been exposed to the language of instruction and name what language services have been provided. Teams have considered the possibility that language factors may be the PRIMARY reason for inadequate growth or performance.

- d. **Does the classroom environment support a variety of learning styles?**
- Teams have considered how the classroom environment supports the individual’s learning style and considered the possibility that classroom factors may be the primary reason for inadequate growth or performance.
- e. **Is the learner experiencing a crisis?**
- Teams have considered how the crisis (e.g., loss of a parent, loss of housing) may be affecting the individual’s learning and have considered the possibility that the crisis may be the primary reason for inadequate growth or performance.
- f. **What is the status of the learner’s vision and hearing?**
- Teams know the results of the most recent vision and hearing screening and have considered the possibility that vision/hearing factors may be the primary reason for inadequate growth or performance.

Progress Monitoring Data: Classroom For Success

In Minneapolis Public Schools, all Tier 2 and Tier 3 progress monitoring data is tracked in Classroom For Success (CFS).

- Progress monitoring information and data is entered and updated according to the progress monitoring timeline (listed above)
- Caregivers must receive communication and a rationale if and when a learner receives an intervention or extension. Caregivers must also be provided ongoing updates on progress
- The person in charge of delivering the intervention or extension is also responsible for data entry
- Interventions or extensions for learners receiving special education services should be documented through a learner’s IEP
- Educators should note in CFS if a learner has a 504 plan, receives EL services, SPED services or advanced academic services
- Always enter info in EVERY field on the CFS form
- When the intervention or extension ends and at the end of the school year, the person delivering the instruction must close out all entries in the system

| <i>Type of Intervention or Extension</i> | <i>Key info to include</i> |
|---|--|
| Academics | <ul style="list-style-type: none"> ● Description of the concern and goals of the intervention ● Description of intervention: <i>[Student]</i> participated in a literacy group <i>[#]</i> times per week in a group with <i>[#]</i> other students, led by <i>[licensed teacher OR a trained associate educator.]</i> <i>[Student]</i> participated in a <i>[phonemic awareness, phonics, fluency. etc.]</i> intervention focused on <i>[insert focus of support]</i>. <ul style="list-style-type: none"> ○ Describe the focus of intervention in a few sentences. ● Progress monitoring data: Entered as a table in the notes or as a graph. <ul style="list-style-type: none"> ○ Include baseline data (e.g., where student started in skills) ○ If data was collected via FAST note that in the notes section of CFS ● Notes about progress, level of engagement, attendance |

| | |
|---|---|
| Social Skills Groups | <ul style="list-style-type: none"> ● Description of the concern and goals of the support ● Description of the support <i>[Student]</i> participated in a social skills group <i>[#]</i> times per week in a group with <i>[#]</i> other students, led by <i>[social worker.] [They]</i> participated in <i>[Zones of Regulation]</i> intervention focused on <i>[self-regulation skills]</i>. ● Progress monitoring data: Entered as table in the notes or as a graph ● Notes about progress, level of engagement, attendance |
| Other Interventions, Extensions, or Areas of Support (e.g. behavior charts w/ contingent reinforcement) | <ul style="list-style-type: none"> ● Description of the concern and goals of the intervention ● Description of the intervention ● List of what reinforcement tools are used, ideally with explanation of why (e.g., <i>[Student]</i> is highly motivated by adult attention, so time spent with preferred adult was used as reinforcer) ● Progress monitoring data: Entered as table in the notes or as a graph ● Notes about progress, level of engagement, attendance |

Implementation of the MTSS framework may look slightly different from school to school because of its responsiveness to the strengths, languages, age-specific needs, and cultures of the specific learners and families represented at each site. Each school must implement, engage in with fidelity, monitor, and adjust support and resources in their buildings for the system to impact learner outcomes. Much of this work is done within the PLC structure and in collaborative teams, which is why having strong structures is imperative to learner and educator success.

Connecting Literacy to Other MPS Programs and Divisions

There are many MPS programs and divisions that can partner with school staff members to help students reach their literacy goals. The use of collective efficacy by MPS district staff members is essential when supporting students, families, and teachers in the literacy domain. This group effort can help end the historical narrative of literacy being used as a tool to service the powerful and privileged and can be a factor in closing the literacy gap between groups of students.

The **MPS Equity** department leads the work to help staff members better understand cultural lens and biases. Many MPS staff members have taken the Intercultural Development Inventory (IDI) to assess and develop their intercultural competence in the school and community settings. The leaders in the Equity department also assist school staff as they build and sustain cultural, racial, and gender relationships with students and families. When staff heighten their cultural lens and build stronger relationships with diverse groups of students and families, this will lead to a more positive learning environment that will enhance literacy development.

The **MPS Accountability, Research and Equity (ARE)** department provides standardized test tiered Literacy reports which helps staff members understand their students' current academic levels. The department also provides weekly On-Track reports that display students' progress in the four core courses. The **School Improvement** and **Family Engagement** departments collaborate with school leaders to assist them in developing plans to provide strong literacy instruction and strategies to build strong alliances with families to better support students in the literacy area.

The group collaboration between various MPS departments and programs are essential to building an exemplary literacy program. These partnerships will continue to grow and be a positive influence in developing new strategies to challenge the status quo in literacy instruction and create future narratives on how teaching can be a powerful tool in equitable literacy frameworks.

Curriculum Transformation Process and Historically Responsive Literacy

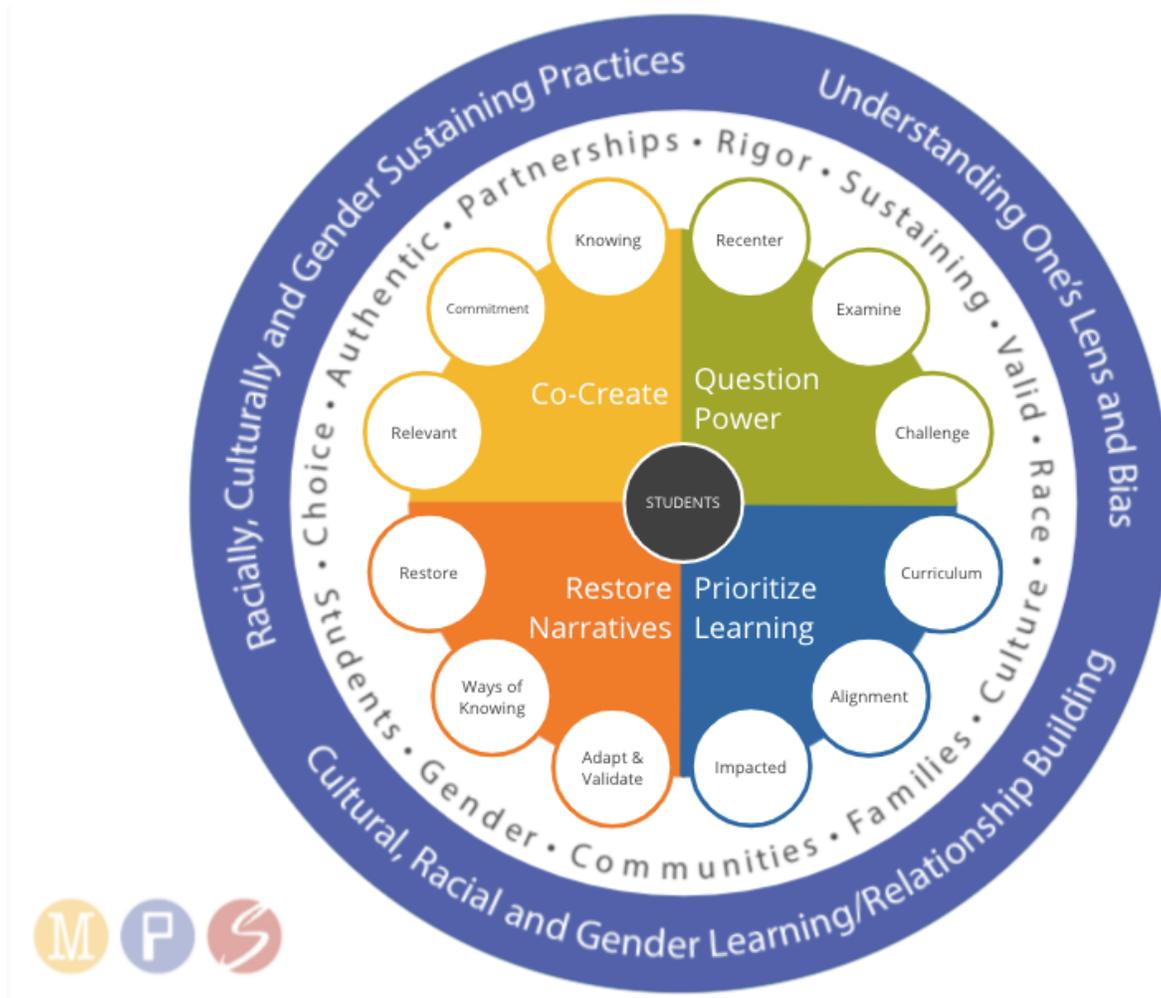
Framework

This Birth to Adult Literacy Framework outlines the literacy curricula, programs and strategies adopted by and currently used in MPS that are working for MPS learners. Although these research and standards-based programs and curricula may not have had the level of impact on student literacy development as measured by assessments (standardized and teacher created, both formative and summative), the framers agree the current literacy curricula, programs and strategies provide a foundation for literacy instruction. Their levels of effectiveness may be attributed to many factors. This could range from inconsistent implementation to the lack of focused and systematic professional development support, to the overwhelming demands on teacher capacity to address not only student academic, but also social-emotional developmental needs, and, ultimately, to the absence of a coherent and shared understanding of literacy, MPS' literacy mission and vision. Hence, this framework.

MPS Vision: MPS will affirm and cultivate learners' language and literacy development centering identity, joy, and critical thinking.

To actualize the MPS Literacy Mission and Vision and to increase effectiveness of both literacy strategies and curricula outlined in this document, the district is engaging in the **Curriculum Transformation Process (CTP)**. The infusion of the CTP entry points (prioritize learning, restore narratives, question power, co-create) into teacher practice will transform instructional content and practices which will, in turn, provide students with learning experiences that cultivate their academic and socio-emotional skills.

CTP officially launched in August 2020, and is an integral component of the MPS Academic Plan's Equitable Educational Design. Initially developed to address much needed changes in academic programming, CTP offers a process by which student learning experiences are shaped by instructional practices and curriculum development that are representative of, and responsive to the diverse social, racial and cultural identities of MPS students. CTP combines elements of the MPS Equity Framework to provide MPS educators a process that allows them to reflect on, adjust



and revise both their instruction and curricula in ways that allow students to see themselves in relation to and in the context of whatever skill or content they are learning.

While the development of CTP was informed by principles of culturally responsive teaching and culturally sustaining pedagogies, much of the current application of CTP is drawing more closely from Gholdy's Muhammad's 2020 book *Cultivating Genius: An Equity Framework for Historically Responsive Literacy Framework*.

CTP offers four entry points to guide educators in transforming a unit of study, an instructional strategy, or a set of learning activities into a learning experience that addresses the development of student academic skills and self-identity in an approach that fosters social responsibility, locally and globally. The four interconnected and interdependent entry points are: prioritize learning, restore narratives, question power, and co-create.

Curriculum Transformation: The 4 Entry Points

| Prioritize Learning | |
|---|---|
| What does this mean? | Minneapolis Public Schools requires an academic standards aligned curriculum across content areas. Understanding that, how learning is defined in each content area is a starting point to transform instruction and content. Are there skills, concepts, and materials that are given more time and focus? Who determines what gets taught and for how long? How do personal values and beliefs impact those choices? What is the visible curriculum and what is the hidden curriculum (implicit bias) in your content area? |
| How does this connect to the MPS Equity Framework? | Understanding One's Lens and Bias Sufficient analysis of one's own racial, cultural, and gender identity to understand the lens that one brings to their role; familiarity with one's biases along with knowledge of where to find compensatory resources; ability to recognize and disrupt the effects of oppression, such as institutional racism and sexism. |

| Restore Narratives | |
|---|--|
| What does this mean? | Restoring the narratives, histories, and contributions of communities and cultures that have been silenced or are absent from our curriculum. Restoring concepts and ideas that disrupt the status quo. These narratives often fall outside of the dominant culture's ways of knowing and being. Work to restore narratives in a way that is not othering or voyeuristic, but rather a valued and integral component of learning in the content area. |
| How does this connect to the MPS Equity Framework? | Racially, Culturally, & Gender Sustaining Practices Utilizes the racial, cultural, and gender knowledge of students, families, and communities to adapt practices, materials and environments to engage, motivate, and facilitate deep learning. Is culturally, racially, and gender sustaining, both validating and connecting to schema to maximize learning opportunities through rigorous instruction and the use of data to reflect and adjust practices. |

| Question Power | |
|---|--|
| What does this mean? | The ability to decenter whiteness in our curriculum and educational practices. Examine all aspects of power from what we teach to how we teach. Who holds the power of learning in your content area or classroom? Consider what is important to students' lives and how will you connect your curriculum to it? Examine the power of the stories we tell, the materials we choose and its impact on students. |
| How does this connect to the MPS Equity Framework? | Racially, Culturally, & Gender Sustaining Practices Utilizes the racial, cultural, and gender knowledge of students, families, and communities to adapt practices, materials and environments to engage, motivate, and facilitate deep learning. Is culturally, racially, and gender |

| | |
|--|---|
| | sustaining, both validating and connecting to schema to maximize learning opportunities through rigorous instruction and the use of data to reflect and adjust practices. |
|--|---|

| Co-Create | |
|---|--|
| Pursuit of Identity | Commit to knowing your students, families, and communities – inside and outside of the classroom. Where are opportunities to co-create learning with students, families, and the community in your content area that demonstrates multiple ways of knowing and being? Student voice and choice are key in developing meaningful and relevant learning experiences. |
| How does this connect to the MPS Equity Framework? | Cultural, Racial, & Gender Identity Learning; Relationship Building Ability to build authentic relationships with students, families, and communities to create a learning partnership. Rigorous inquiry and investigation into students’ racial, cultural, and gendered backgrounds. |

Each of these entry points provides teachers ways to truly examine **how they teach and what they teach**, transforming the design and delivery of a unit of study such that students, all students, see themselves in the learning in which they are engaged. The application of the CTP entry points to reflect and adjust literacy strategies and curricula outlined in this document will, the framers agree, bring MPS closer to increasing student engagement, therefore achievement, by the relevance and import of the learning to student racial, social and academic experiences.

Using the entry points as principles to help guide the transformation of both curriculum and instruction allows MPS educators to contextualize the strategies and approaches put forth in the works of the aforementioned experts in culturally responsive education. As MPS moves to deepen the understanding of and the implementation of CTP, MPS is focusing on Gholdy Muhammad’s Historically Responsive Literacy (HRL) Framework. In her book, *Cultivating Genius: An equity framework for culturally and historically responsive literacy* (Muhammad, 2020), Muhammad provides educators with a foundational understanding of literacy--beyond reading, writing and arithmetic. She shares a framework that can support the transformation of teaching and curriculum. Her definition of literacy “as not being solely tied to **skills** and **proficiencies**, which is a common notion of literacy today, but it is also defined as **liberation** and **power**” (p.22) aligns closely with the MPS’ literacy mission.

This much-needed transformation of the how and what of teaching in light of student engagement may be considered in Gholdy Muhammad’s statement: “I have never met an unmotivated child in my years working with youth. I have, however, ‘met’ un motivating curriculum and instruction” (p. 65). Just how motivating and engaging are the currently used research and standards based programs, and strategies? How do these programs develop students’ racial and cultural identities? How do these programs enlighten and empower students so that they may actively engage in transformation of social and educational systems into ones that are culturally relevant and sustaining for all?

Using the HRL Framework provides educators with ways to **reflect** on and **transform** what they teach and how they teach. The HRL Framework is a four-layered pedagogical model that places skills on an equal plane with three other learning pursuits: identity, intellect, and criticality.

| Cultivating Genius: Four-Layered Historically Responsive Literacy (HRL) Framework | |
|---|--|
| Identity | <p>Identity is critical for learners to understand, reclaim, and share their personal stories in order to see themselves in their learning, deepening their notions of who they are, who others say they are, and whom they desire to be.</p> <p>Application</p> <ul style="list-style-type: none"> ● Primary students use layered texts from multiple cultures for rhyming activities in order to develop phonemic awareness. ● Secondary students read, write or listen to text from an expert in the content area that they can identify with. |
| Skills | <p>Skills are the main focus of current standards and measures of achievement, such as reading comprehension, fluency, and vocabulary. These skills are vital to literacy learning to ensure learners have access to all content areas, and have the tools necessary for continued education.</p> <p>Application</p> <ul style="list-style-type: none"> ● Primary students use Elkonin (sound) Boxes to manipulate sounds. ● Elementary students read and write metaphors to broaden their vocabulary. ● Secondary students write an autobiography of a specific content area. Students share their history and experience in the content area. |
| Intellect | <p>" . . . Historically, African American people did not just want to accumulate knowledge to hold in their minds, but they sought to do something with it." p.101 Intellect is necessary in order for learners to think critically about the world around them and put their knowledge into action.</p> <p>Application</p> <ul style="list-style-type: none"> ● Elementary students define words in context and make a connection to an authentic visual that is relevant to themselves. ● Middle and Secondary students learn the history of a content area including the impacts of their own cultural identities. |
| Criticality | <p>Criticality is the ability to read, write, and think while understanding power, privilege, oppression and injustice and, to work towards making change.</p> <p>Application</p> <ul style="list-style-type: none"> ● Elementary students examine word origins and draw comparisons between historical and current usage. ● Secondary students engage in text that provides opportunities for student led social action. ● All students engage in authentic text that allows them to make connections to history, their community, or their own identity. |

These HRL pursuits complement and align with the CTP entry points, and may be applied independently and interconnectedly. While one pursuit may seem to directly correspond to a CTP entry point, there is not a one-to-one correlational structure between CTP and HRL. Instead entry points and pursuits weave into each other, informing and deepening the transformation of curriculum and instruction that will lead to “cultivating genius” in students, and, yes, staff. Incorporating Goldy Muhammad’s HRL framework into the development of the MPS’ literacy framework and towards the enrichment of the Curriculum Transformation Process, sets the stage to actualize the MPS vision that extends the understanding of literacy beyond skills and proficiencies, but to individual and collective action grounded in social responsibility.

Each of the age level groupings within this framework provides a brief description of how CTP and HRL Framework are infused and incorporated into teacher practice. To this end, the district is building its capacity to create and lead professional learning opportunities on the implementation and application of CTP and the HRL Framework for all educators districtwide.

With the same racially predictable disproportionality in student growth and engagement data year after year while teachers use research- and standards-based best instructional practices, MPS is committed to the intentional modification and transformation of these practices informed by and according to the Curriculum Transformation Process and the principles and concepts set forth primarily in the works of Gholdy Muhammad, along with those of Bettina Love, Gloria Ladson-Billings, Django Paris, H. Sami Alim, Zaretta Hammond, Alfred Tatum and others.

Pre-K

This section includes:

1. [Introduction](#)
2. [Research Summary](#)
3. [Tier 1: Core Standards based Instruction](#)
4. [Assessment and Systematic Use of Data](#)
5. [Tier 2 and 3: Interventions](#)
6. [Specialized Instruction](#)
7. [Family/Community Engagement](#)
8. [Future Forward \(3-5 Years\)](#)
9. [Closing](#)

Introduction

As a result of the Pre-Kindergarten Literacy Framework:

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

In PK, literacy instruction is integrated throughout the day. Teachers intentionally plan learning experiences where students enhance skills in all content areas, develop social skills as they work with others, and expand their oral language. Teachers promote literacy development by creating a classroom environment that actively involves children in meaningful culturally responsive literacy activities. Learning through play allows children to do what is most natural for them in a way that promotes learning, language acquisition, inquiry, and creativity. Materials are provided to promote literacy development in each of the classroom learning centers. Early Childhood Education in PK aims to create equitable learning opportunities for young children. Building on children's unique set of individual and family strengths, cultural backgrounds, abilities, and experiences, learning experiences are focused around 8 content-focused themes throughout the year. Emphasis is placed on early literacy components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Learner growth & development is monitored using quarterly assessments completed through observation, data collection, and data analysis cycles by early childhood teachers, parent educators, special education teachers, child care workers, and assistant teachers.

Evidence-based professional development founded on reading research and paired with the quality interactions needed to bring the science of reading into daily routines is provided to all adults working with PK students. Each PK classroom teacher and staff receives job-embedded professional development and coaching to improve instruction, assessment and student outcomes.

In reviewing our current practices, the following recommendations have been identified to improve literacy instruction, assessment and outcomes.

- Theme development and revision
- Coaching training to equip coaches to support an increase in teacher efficacy through a research-based skill development cycle
- Quality of documentation and assessment

Research Summary

Research on Pre-K language development and literacy instruction suggest the following practices:

- Language development, literacy skills, and social-emotional learning can occur through play within a literacy rich environment (Dickinson, et al., 2019; Hadley, et al., 2019; Weiland & Yoshikawa, 2013)
- Explicit instruction on concepts of print, early phonological awareness, and phonics skills like letter names and sounds can be done in the context of interactive read alouds and teacher modeling (General Education Leadership Network, 2018; International Literacy Association, 2020; Roberts & Sanders, 2020)
- Developmental writing, which includes scribbling, drawing, labeling, etc. should be incorporated into daily activities (General Education Leadership Network, 2018; National Association of the Education of Young Children, 2020)
- Young children’s development of identities, joy, and criticality can be fostered through culturally sustaining materials and instructional practices (Derman-Sparks, Edwards, & Goins, 2020; Fontanella-Notham, 2019; Muhammad, 2020)

Tier 1: Core Standards-based Instruction

This section includes:

1. [Standards-Based Instruction](#)
2. [Equitable Literacy Practices](#)
3. [MPS PK Literacy Framework and Materials](#)
4. [Collaborative Teacher Practices](#)
5. [Areas for Growth](#)

Introduction

Students' unique backgrounds and experiences are the foundation for their literacy and liberation. PK students have access to and receive the following:

- Teachers who develop students' love for reading through identity, skills, intellect, criticality, and joy
- Standards-based instruction- Early Childhood Indicators of Progress (ECIPs)
- Literacy instruction embedded throughout the PK learning day within the Literacy Rich Schedule
- Opportunities to practice making predictions, asking questions, making connections, inferring
- Materials that represent and build upon student lived experiences
- Modeling (including explicit instruction), shared, guided and individual practice

MPS Preschool programs prepare children for an easy transition to kindergarten and long-term academic success. Learning is facilitated within a literacy-rich classroom environment. A literacy-rich environment is a setting that encourages students to participate in authentic language and literacy activities in their daily lives. This provides students with the beginning understanding of the utility and function of oral and written language. Children learn literacy by listening, speaking, reading, writing and viewing through play. Children have opportunities to listen, speak, read, write and view in each of the learning centers in the classroom. Implementation of the ECIPs for instruction and measuring progress ensures equitable access to high-quality literacy learning throughout the preschool program. The ECIPs are aligned to the Minnesota Kindergarten Academic Standards. PK Literacy instruction incorporates sequences of learning that gradually build children's knowledge and skills and ways to individualize learning experiences based on children's needs. They provide specific guidance to scaffold the development and learning of children who are dual language learners.

MPS recognizes that many of our early learners are multilingual: they bring linguistic resources from one or more languages. Programs and instructional practices are designed to support students in acquiring English as well as in building on their home language. MPS families have access to three high quality models: immersion, developmental dual language, and English with strategic home language support. All early childhood classrooms are designed to be language rich and to build strong partnerships with families; regardless of program model, we infuse best practices for language development into all programming, curriculum and family partnerships.

We design learning activities that build literacy, numeracy, social-emotional skills and build strong foundations for language development.

Standards-Based Instruction

PK literacy learning experiences are designed using the State of Minnesota’s early learning standards, the Early Childhood Indicators of Progress (ECIPs). These standards provide a framework for a common set of developmentally-appropriate expectations for children along a continuum from birth to kindergarten. The use of the ECIPs as the foundation for instruction and assessment supports teachers by providing the tools needed to support all children’s literacy learning through high-quality play and teacher-directed learning. The ECIPs are aligned to the Minnesota Kindergarten Academic Standards and provide a guide for supporting learners along a learning continuum.

Equitable Literacy Practices

All PK MPS teachers and staff are literacy and language instructors. Teachers acknowledge students’ unique backgrounds, languages and experiences as part of the foundation for their literacy learning. Classrooms are language and print rich and are beginning to provide culturally connected materials where students see themselves and their experiences and are inclusive of social emotional learning.

Together, we are building communities of literate citizens who can and will listen, speak, read, write, and view in order to deepen their understanding of themselves and the world around them, and effectively communicate their unique perspectives.

MPS PK Literacy Framework and Materials

MPS PK Literacy Rich Daily Schedule implemented in half-day and full-day classrooms and includes the following expectations:

| Subject |
|---|
| Social & Emotional Learning: story, text, vocabulary, oral language, problem solving |
| Repeated Read Aloud: 5-day theme related book with intentional vocabulary instruction and comprehension |
| Community Circle & Closing: community building, vocabulary, oral language |
| Small Group Instruction: story, alphabetical knowledge, phonological awareness, vocabulary |
| Mealtimes: conversation, vocabulary |
| Active Learning: Exploration in intentional play and facilitated learning centers |
| Writing: Sign-in, Journal, Daily Message: concepts of print, alphabetic knowledge, phonological awareness |

| |
|--|
| Specialist: Physical Education, Music, Art,... |
| Math: Large Group and Small Group Instruction |
| Literacy and Math Rich Transitions: alphabetic knowledge, phonological awareness, vocabulary, counting |
| Recess/Quiet Time |

PK Program Models for Multilingual Learners

| Program Model | Goals | Target Student |
|---|---|--|
| <p>Dual Language Bilingual Education (DBLE)</p> <p>Green Emerson Sheridan</p> | <p>High levels of bilingualism and biliteracy and high academic achievement in both languages.</p> <p>Program seeks to integrate a range of students who are Spanish-speakers, English speakers, and emerging bilinguals.</p> <p>Bilingual Language development supported through:</p> <ul style="list-style-type: none"> • Reading: modeled and shared • Writing: modeled and shared • Oracy • Cross language connections <p>For more information on DLBE programs, see Dual language section.</p> | <ul style="list-style-type: none"> • Students who enter as monolingual Spanish speakers • Students who enter as monolingual English speakers • Students who enter with linguistic resources in both languages • Other English learners who want to become trilingual |
| <p>English with Home Language Support</p> <p>Hmong International Academy</p> | <p>Program is designed to support all learners in developing strong English language skills; the program infuses home language and culture into the core curriculum and classroom environment and bilingual staff support oral language development in home language, foster strong home connections and utilize Bridging to foster connections.</p> <p>Home language support may include:</p> <ul style="list-style-type: none"> • Reading in home language: modeled and shared • Writing in home language: modeled and shared • Oracy in home language • Cross language connections | <ul style="list-style-type: none"> • Students who enter as monolingual Spanish, Hmong, or Somali speakers • Students who enter as monolingual English speakers with a family connection to Spanish, Hmong or Somali • Students who enter with linguistic resources in both/multiple languages • Students who enter as monolingual English speakers who benefit from exposure to new languages and cultures |
| <p>Anishinabe Academy</p> | <p>Infuse Dakota and Ojibwe culture and language throughout the day.</p> | |

| | | |
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Early Childhood Special Education Models

PK students who are identified through a special education evaluation as having a developmental delay or other disability are provided services within their natural environments to the greatest extent possible. In all MPS PK classrooms, seats are designated for students with disabilities who are provided special education services as described by their individualized education plans by an itinerant Early Childhood Special Education (ECSE) teacher. Five PK classrooms are designated as Inclusion Classrooms. These classrooms have an ECSE teacher and assistant assigned to provide more intensive support for students with greater needs.

Houghton Mifflin Harcourt Big Day for PreK™

Early literacy learning resources in MPS Preschool include Houghton Mifflin Big Day for PreK™. Through the use of the Big Day for PreK™ curriculum in PK, eight themes are used to guide literacy instruction throughout the school year. In Big Day for PreK™, each day is organized around three Big Experiences—Whole-Group, Circle Time, and Read Aloud lessons—that provide an anchor for conversation, play, and learning. Students are daily taught phonemic awareness, phonics skills, vocabulary, comprehension, print concepts, and oral language. Creative Curriculum is the standards based curriculum used for the children’s instruction in Teen Parent Services. Weekly lesson plans include promising practices based on the standards based curriculum, National Association for the Education of Young Children (NAEYC), and Department of Human Services (DHS) licensing requirements.

SEEDS of Learning

SEEDS of Learning is an evidence-based professional development program that prepares educators and parents to help children develop the social, emotional, language and literacy skills they need to be ready for kindergarten. We know that meaningful relationships with adults are inherently linked to a child’s social and emotional development. This program provides teachers and families with strategies to provide meaningful interactions and help young children develop these important skills.

SEEDS is an acronym for the five tenets of the program, which give children the quality interactions they need from teachers to be confident and capable learners.

Five tenets of the SEEDS program

- Sensitivity
- Encouragement
- Education
- Development through Doing
- Self-Image

SEEDS Builds the “Big 5” Early Literacy Skills

- Oral Language, Conversation and Comprehension.
- Phonological Memory and Awareness.
- Book and Print Concepts.

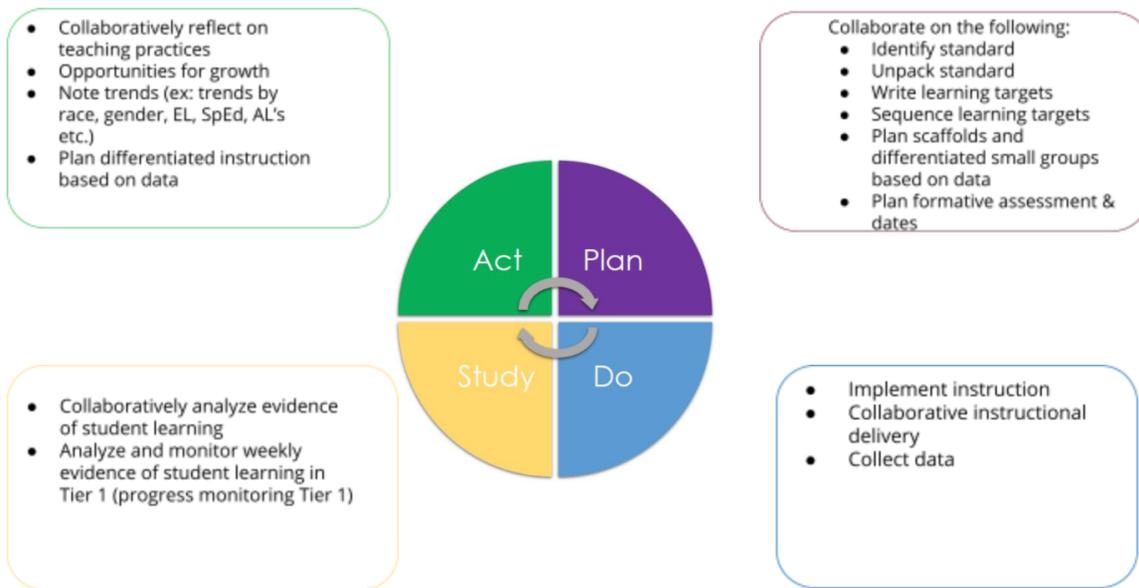
- Alphabetic Knowledge.
- Vocabulary and Meaning

Theme based SEEDS for Learning, Repeated Read Alouds draws from texts found within Big Day for PreK™ as well as carefully selected culturally relevant texts.

Collaborative Teacher Practices

Collaborative practices allow opportunities for building collective teacher efficacy. The impact on having strong collaborative practices allows for all key stakeholders, EL, SPED, PK classroom teachers and parent educators, to engage together in order to ensure that students are receiving high quality instruction and demonstrating growth in all content areas. To ensure high quality collaborative practices, the visual below outlines what will be expected and supported at our PK programming in addition to our K-5 classrooms:

Professional Learning Community Protocol



The 4 Essential Questions:

1. What do we want all learners to know and be able to do?
2. How will we know if they learn it?
3. How will we respond when some learners do not learn it?
4. How will we extend the learning for learners who are already proficient?

Areas for Growth

MPS PK is at the beginning stages of curriculum transformation. Further work will include reviewing and revising thematic units to ensure they are culturally sustaining and reflect the students participating in the learning experiences. Teachers and associate educators will need training and coaching and supporting teachers in using instructional practices that are culturally sustaining. PK teachers will focus on growth in Fidelity of Implementation of PK expectations, quality documentation and reliability in Teaching Strategies GOLD®.

In order to meet the needs of diverse learners PK programs will focus on improving strategies for differentiated instruction. MPS PK will refine and implement the coaching model to support PK District Program Facilitators in providing embedded coaching to teachers and other classroom support staff.

Assessment and Systematic Use of Data

Introduction:

Learner assessment is a process of gathering information about a child, reviewing the information, and then using the information to plan educational activities that are at a level the child can understand and is able to learn from. Assessment is a critical part of a high-quality, early childhood program. Both formal and informal assessments provide information to guide individualized support for children.

Teaching Strategies GOLD®

Authentic, ongoing observational system for assessing children from birth through kindergarten. It helps teachers to observe children in the context of everyday experiences, which is an effective way to learn what they know and can do. Ongoing observational documentation is collected and learning experiences are planned for large groups, small groups and individual learners based on collected information.

Teaching Strategies GOLD® Objectives for Development & Learning:

- Language
- Cognitive
- Literacy

IGDI 2.0 (Individual Growth and Development Indicators)

Built upon a solid foundation of research conducted at the University of Minnesota, the second edition of **Individual Growth & Development Indicators of Early Literacy** utilize a data-based approach to screening that has shown to provide a new level of effectiveness in evaluating MPS preschool children on their way towards becoming successful readers.

IGDI 2.0 Early Reading Measures

- Picture Naming (Oral Language)
- Rhyming (Phonological Awareness)
- Sound Identification (Alphabet Knowledge)
- 'Which One Doesn't Belong?' (Comprehension)
- Alliteration (Phonological Awareness)

Early Childhood Screener: MPSI-R

The Minneapolis Preschool Screening Instrument–Revised (MPSI-R) is a state approved Early Childhood screener. The purpose of the screener is to identify children who may need additional services before kindergarten entry. It is designed to measure educationally related developmental skills of children between the ages of three years to five years 11 months.

The areas measured by the MPSI-R include:

- cognitive
- language
- literacy
- motor
- perceptual development

The screener is available in English, Hmong, Spanish, and Somali versions and is used in a student's home language when available. It is also translated for students who speak other languages.

English Language Proficiency for PK students with a Home Language other than English

Fall: PK students with a Home Language other than English (HLOTE) are screened by the EL Lead at their site using the preLAS screener.

Late Fall/Early Winter: Teachers receive a coaching/data session with a licensed ESL teacher where scores are analyzed, language goals are set for each student and instructional strategies are shared.

Spring: The Kindergarten W-APT screener is given by trained staff from the Placement Center. This helps students transition smoothly into direct EL instruction in Kindergarten if they are eligible.

Informal Assessment

Classroom teachers and assistants are continually making observations of students throughout each day. They notice the things that students are able to do and where they may need extra support and scaffolding. Using the ECIPs as a guide, teachers recognize and record observations beyond that which are documented using Teaching Strategies GOLD®.

Tools

- Research Foundation: Teaching Strategies GOLD® Assessment System
- GOLD® Assessment Solution for Early Education Programs
- Teaching Strategies GOLD® Aligned to ECIPS
- IGDl Research
- MPSI-R Research

Assessment and Systematic Use of Data

Descriptions of how PK uses the data:

IGDI 2.0 (Individual Growth and Development Indicators)

IGDI is the PK screener administered one on one three times per year. Students are monitored in the following areas: vocabulary, rhyming, alliteration, first sounds and comprehension. These seasonal benchmarks show whether children are meeting growth expectations or require support or extension. The IGDI screener helps to quickly and accurately assess academic development so we can intervene early and provide all learners with targeted support for success. Teachers closely analyze the student results in the fall, winter and spring using the MTSS PK Data Dive protocols. The purpose of a MTSS data dive is to spend time getting to know students' academic and social emotional strengths and weaknesses, and to begin making instructional decisions that support all students' growth. During the Data Dive, students are grouped into four categories based on their subtest scores. Teachers then make decisions about progress monitoring and plan for instruction for each category.

Teaching Strategies GOLD®

The primary way Teaching Strategies GOLD® is used in PK is to document students' learning over time, to inform instruction, and to facilitate communication with families and other stakeholders. Teachers and Associate Educators observe and collect evidence of student's progress towards widely-held developmental expectations which is entered into the Teaching Strategies GOLD® system and rated on its developmental continuum. Three Teaching Strategies GOLD® checkpoints are completed throughout the school year to summarize student progress for teachers and provide program-level data for administrators. Teachers and teams are beginning to review the documentation and ratings to plan instruction and to support students continued growth along the developmental continuum.

Minneapolis Public Schools is using Teaching Strategies GOLD® across the Early Childhood Programs, including Three School, High Five, Teen Parents Services, Early Childhood Special Education and Early Childhood Family Education. This allows Early Childhood programs to collaborate on the collection and analysis of child data.

MPSI

The Minneapolis Preschool Screening Instrument–Revised (MPSI-R) is a state approved Early Childhood screener. The purpose of the screener is to identify children who may need additional services before kindergarten entry. Teachers receive summary reports of student's developmental progress as measured on the MPSI. Students may need time in PK to determine progress and needs and/or will collaborate with ECSE to explore additional student needs.

Tier 2 and 3: Interventions

Introduction

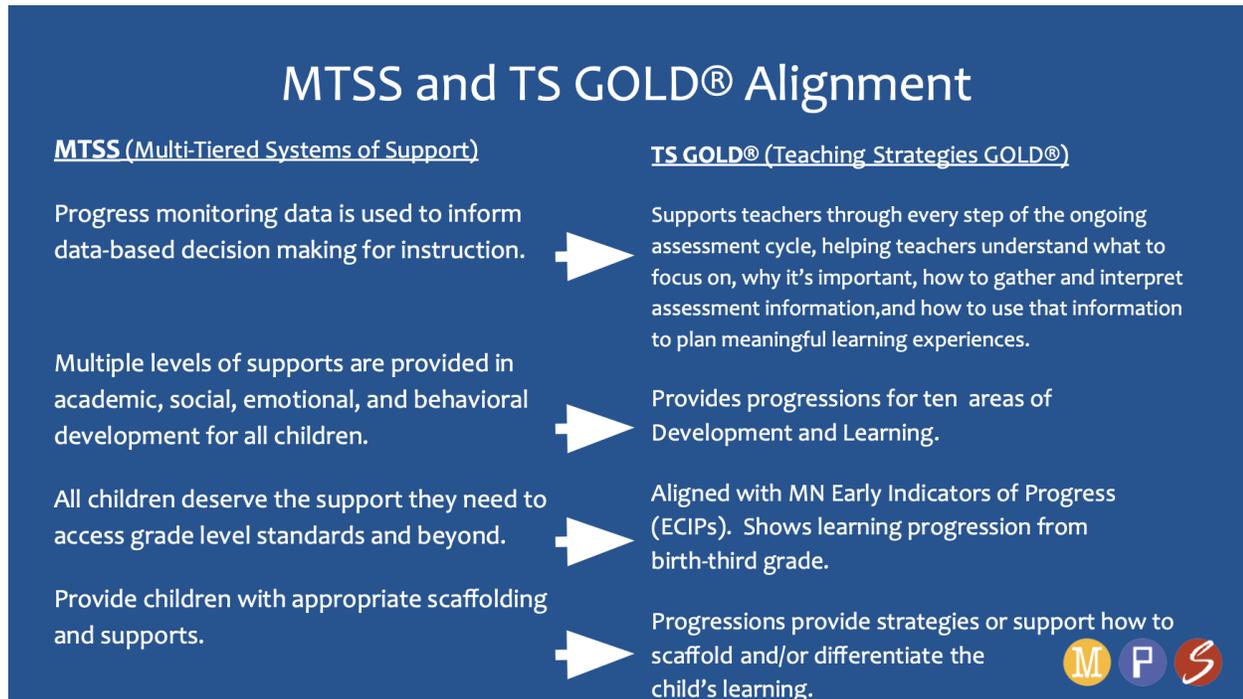
Tier 2 and 3 Interventions are implemented in PK classrooms either with small groups or one-on-one differentiated Instruction led by Teachers, Associate Educators or Minnesota Reading Corps Tutors. The interventions are standards based and align to learner data. The interventions are primarily designed to support strands assessed using the IGDI's screener and Teaching Strategies GOLD® student data. As mentioned previously, the goal of Tier 2 is to support learners to thrive in a specific area, so they will be successful in the Tier 1 program. Tier 2 intervention is in addition to Tier 1 and is implemented and monitored by the staff member delivering the intervention. In PK, Tier 2 is defined as small-group instruction that relies on evolving research on culturally-sustaining, student-centered, measurable interventions. Interventions are delivered with specific procedures, duration, and frequency. Learner needs are identified through triangulating data across assessments and instruction is delivered that focuses on a specific need. Tier 2 intervention provides a limited, but targeted, instructional support system for learners (ex: application of specific literacy skills and strategies) and intensity of instruction which might include increased amount of time or independence, level of support, and/or practice, and/or greater depth and complexity of content. Interventions must be delivered with integrity and learner progress must be monitored. A small number of learners do not respond to Tier 1 instruction and Tier 2 intervention and plans are made to deliver Tier 3 intervention. In PK Tier 3 interventions are typically delivered 1:1, teacher to learner. Similar to Tier 2, Tier 3 instruction is in addition to Tier 1 and Tier 2. Learner needs for Tier 3 interventions are identified through triangulating data across assessments, analyzing Tier 2 progress monitoring data, and any other evidence or measures that demonstrate a need for high support around literacy.

Tools

- IGDI 2.0 (Individual Growth and Development Indicators) (pgs. 32- 39)
- Teaching Strategies GOLD® Assessment (pgs.14-28)
- Minnesota Reading Corps and SEEDS of Early Literacy Tier 2 and Tier 3 Interventions

Tier 2 and 3: Interventions

ECE PK follows the MPS MTSS framework to respond to students' instructional needs, establish referral protocols, and assist families and children in navigating the referral process and accessing services. Early Childhood Education administrative teams, including District Program Facilitators, work in collaboration with teachers to evaluate the Teaching Strategies GOLD® and IGDl data and support teams in creating tiered levels of instruction and interventions to meet/exceed student outcomes, using the PK Data Dive Protocols.



After analyzing data, most PK Teachers and Associate Educators meet with small groups and/or one-on-one with students based on their individual literacy needs. Classrooms utilize the Continuums of Complexity to provide embedded, scaffolded support in oral language, vocabulary, writing, visual discrimination and phonological awareness. Informal interventions based upon student's needs also occur during student play, mealtimes or other available times. Teachers and assistants either join in activity with the student emphasizing a skill or strategy or may pull a small group focusing on skill.

In addition to teachers and associate educators, many ECE PK classrooms have Minnesota Reading Corps (MRC) tutors who lead Tier 2 and Tier 3 interventions. Students are chosen to participate in Tier 2 and Their 3 based upon IGDl assessment scores. Tutors first choose students who score below target on the Vocabulary subtest. Once students are scoring on-target for Vocabulary growth, tutors begin interventions for Rhyming, Alliteration and First Sounds. Tier 2 interventions are designed for small groups and Tier 3 interventions support individual students one-on-one. Teachers, along with District Program Facilitators, coach and support the tutors. Tutors lead interventions daily. The duration of most interventions is 5-15 minutes. Students are exited from MRC intervention groups once they have achieved the target scores during progress monitoring. Tier 3 interventions for Advanced Learners are led by the PK classroom teacher or Associate

Educator and based on their IGDI assessment scores, TSGold ratings and other classroom observations.

Minnesota Reading Corps Literacy Interventions

Vocabulary

- Repeated Read Aloud
- Vocabulary

Phonological Awareness

- Syllables: Match, Point, Say
- Rhyming: Match, Point, Say
- Alliteration: Match, Point, Say

Alphabetic Knowledge

- Visual Discrimination: Match, Point, Say
- Letter Names: Match, Point, Say
- Letter Sounds: Match, Point, Say

Beyond the Tiers: Highly Specialized Intervention- Special Education Services

Introduction

The Special Education Department is relentlessly focused on students receiving individualized services and equitable instruction in their least restrictive environment. We are committed to educational evaluations and services that are not predicted by a student's race.

The Special Education Department developed this mission statement in 2016 and it continues to spotlight the intersection of special education and race. Having the opportunity to learn to read is a right for all students who attend Minneapolis Public Schools.

Historically, MPS has had a disproportionate rate of identifying black and brown students as needing special education services. The work of the special education department, and cross-departmental partners has been to decrease this disproportionality by increasing the fidelity and rigor of highly specialised literacy instruction. This instruction, along with intensive reading interventions, is the core foundation upon which the special education section of the literacy framework is built upon.

Literacy is a critical area of skill development for all students and is a major area of focus for the MPS Special Education Department and as a result of the Literacy Framework the Special Education Department is Committing to:

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

Elements of our cross departmental partnerships should be observable through the tiers 1, 2, 3 and most specifically in special education. On occasion, highly specialized instruction would replace some parts of tier 1 core instruction. This is done through Comprehensive Literacy Instruction (CLI) which can be provided both in the general education or special education settings with deep collaboration in place.

The literacy framework and future forward sections are reflected below foreshadowing what students, staff, families and the community will experience when engaging with the Special Education Department as a result of the MPS literacy framework.

Universal Access & Assistive Technology Skills

It is essential that all students have access to core instruction and assessments. Access can be provided through how lessons are developed to reach the edges of all learners in the classroom using Universal Design for Learning (UDL) Strategies. Examples include low tech modifications and accommodations like visual schedules and core boards and via high tech accessibility tools like Read&Write for Google Chrome. Co-teaching and collaborative planning practices are essential in the co-construction of materials and the delivery of supports to students. Core instruction is dependent on equitable student access to these supports to empower learners:

- Accessibility improvements and/or alternative measure for students who cannot access assessments and learning tools such as FAST
- Collect and analyze data on the impact using assistive technology has on student achievement
- Promote equitable access to curriculum using assistive technology
- On-going professional development

Literacy Data and Measurement Tools

Measurement tools are essential to benchmark growth over time and to isolate discrete skills. The MPS special education department will continue to work with teachers and families to make sure that the tools we use to measure student growth are equitable and culturally responsive. MPS will ensure that all students have access to meaningful assessments and that they are universally accessible.

Birth-Pre K

- Teaching Strategies GOLD progress monitoring tool for all children ages birth to five years old

Literacy Intervention Practices

The Professional Instructional Center (PIC) identified and supplies evidence based interventions to learners', birth to adult. Students qualify for these interventions after MTSS interventions have been applied with fidelity and a Special Education Evaluation is completed resulting in a student being identified as having an educational disability that impacts one or more areas of learning. PIC provides professional learning, coaching and implementation support to support MPS Special Educators in identifying and implementing skill focused intensive Intervention. These interventions are anchored in the big five literacy skills that students need to read proficiently: phonemic awareness, phonics and decoding, fluency, vocabulary, and comprehension. Strong reading intervention strategies require special education staff to progress monitor students who receive special education services with more intensity and frequency.

Birth-PreK

- Coaching families and community partners in the child's natural settings in the families' home language

- Curriculum and literacy activities for families to access via Seesaw in a variety of languages

Family Engagement

One of the most effective means of ensuring academic success is to engage families in their children's education. While family engagement benefits all students, those with disabilities often require a greater degree of parental involvement and advocacy than their peers without disabilities in order to be assured of receiving the same level of instruction as their peers without disabilities. Families play a number of supporting roles for their children, including as their advocates and as people who can provide valuable insight into their specific needs to teachers.

Student and family engagement is one of the most effective means of ensuring academic success.

- IEP team meetings as a lever
- SEAC meetings
- Authentic relationships
- Celebrations of students, teachers and communities
- Clear and differentiated communication modes, that honor family language

Family/Community Engagement

Families can include any people with whom the children spend time in their daily lives. They are the ones who know their child best. Early Childhood Educators support children and their families. In nurturing the identity and self-esteem of each learner, it is important for teachers to connect with families. Strong relationships with families support children's best learning outcomes.

Individual teachers create classroom specific family engagement strategies. Each PK classroom has a Parent Educator who is assigned to their site and supports many aspects of early literacy. PK also is a part of the school's Family Engagement plan.

Research

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Mapp, K., Carver, I., & Lander, J. (2017). *Powerful partnerships: A teacher's guide for family engagement for student success*. New York, NY: Scholastic.

Site-Based Family and Community Engagement

PK classrooms are embedded in PK-5 and PK-8 school buildings. Each PK classroom is included in the Family Engagement Plan of the school. Through collaboration with teachers, families, and schools, Early Childhood Parent Educators can provide Parent Workshops, Family Events, and Individualized Parenting Support, along with parenting information, to ensure that children and families have what they need to be ready for school. Parenting topics and information includes sleep and bedtime, routines, positive guidance, making friends, developmental skills, school readiness skills, and whatever other topics families want to know more about.

Families can include any people with whom the children spend time in their daily lives. They are the ones who know their child best. Early Childhood Educators support children and their families. In nurturing the identity and self-esteem of each learner, it is important for teachers to connect with families. Strong relationships with families support children's best learning outcomes.

PK also is a part of the school's Family Engagement plan. Families that participate in our High Five program are encouraged to participate in school wide events such as Open Houses, Curriculum Nights, performances, etc... which bridge families and caregivers to the school community. Classroom specific family engagement opportunities are created by individual teachers, Parent Educators, and support staff to support not only early literacy but a variety of parenting topics.

Parent Educator

Each PK classroom has a Parent Educator assigned to the classroom. Parent Educators provide Parenting Education and answer parenting and school readiness questions to families in ways that best meet the needs of each family. Parent Educators who speak Somali, Hmong and Spanish are assigned to schools with a greater population of students and families who speak the languages. Parent Educators provide families with resources, family literacy events, parenting workshops, and individual parenting support. For example, during a family event, a parent educator may demonstrate a read-aloud and discuss the value in conversations with children. Parent Educators build relationships with students and families by spending time in the PK classroom. They also support the transition to kindergarten process, including learning about school choice options and registration. The Parent Educator team has created handouts that support learning and parenting experiences at home. These are translated in Hmong, Spanish and Somali. Parent Educators can also facilitate online Parenting Workshops for families with their PreK teachers!

We strive to provide Parent Education in ways that best meet the needs of each family.

- We...**
- Use data to inform parenting content.
 - Are active in school leadership to be part of the school community.
 - Provide Parent-Child activities for families to engage with their children.
 - Engage with students to connect with families.
 - Provide parenting support in ways that best meets family's needs.
 - Can also support families K-3, upon request.

|  <p>Parent Workshops</p> |  <p>Family Events</p> |  <p>Individual Parenting Support</p> |  <p>School Partnership</p> |
|--|---|---|--|
| <p>EXAMPLES</p> <ul style="list-style-type: none"> <input type="checkbox"/> On-going workshops that meet weekly or monthly. <input type="checkbox"/> One-time workshops. <input type="checkbox"/> Specific Grade-Level. <input type="checkbox"/> Informal discussions during events. <input type="checkbox"/> Formal discussion seating around a table. <input type="checkbox"/> Topic specific <ul style="list-style-type: none"> • Importance of Sleep/Bedtime • Positive Guidance | <p>EXAMPLES</p> <ul style="list-style-type: none"> <input type="checkbox"/> High Five Events: <ul style="list-style-type: none"> • Pancakes and PJ's • Bedtime Stories • Showcase Our Learning • Growing and Learning for Kindergarten <input type="checkbox"/> Provide During: <ul style="list-style-type: none"> • All-school events • School day • Drop off • Pick up • Before school • After school • Evenings <input type="checkbox"/> Locations include: <ul style="list-style-type: none"> • School • Park • Library • Community Center | <p>EXAMPLES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Meetings: <ul style="list-style-type: none"> • Home • School • Library <input type="checkbox"/> Connect via: <ul style="list-style-type: none"> • Phone • Email • Text <input type="checkbox"/> Work with small groups and connect with families on how to continue learning at home. <input type="checkbox"/> Send home activity packets and follow up with families. | <p>EXAMPLES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engage with Students: <ul style="list-style-type: none"> • Small group • Active learning • Outside • Breakfast, lunch • Specialist <input type="checkbox"/> Active in Leadership: <ul style="list-style-type: none"> • Family Engagement Committee • PTO/PTA • Site Council • Grade specific teams • Attendance <input type="checkbox"/> Write Parenting Tips <ul style="list-style-type: none"> • School newsletters • Teacher newsletters • School website page <input type="checkbox"/> Support District Events: <ul style="list-style-type: none"> • Open House • School Request • VOS • Registration • Promotions (Graduations) <input type="checkbox"/> Support Teacher: <ul style="list-style-type: none"> • Go on field trips • Read books to students |

Teacher Designed Family/Caregiver Education

Individual classroom teachers and other school staff support family engagement by building relationships with families and caregivers throughout the school year. This may include, but is not limited to, newsletters, family events, home-visits and phone calls.

Future Forward (3-5 Years)

Introduction

MPS PK is designed to engage children and empower them to develop language, math, critical thinking, and social emotional skills that prepare them for long-term academic and life success. PK programming will build upon current practices. Recognizing that our institutional and personal belief systems must change, our recommendations begin with a focus on individual reflection. Across all roles and settings, advancing equity requires an emphasis on self-reflection, a willingness to respectfully listen to others' perspectives without interruption or defensiveness, and a commitment to continuous learning to improve practice. Early childhood educators demonstrate humility and a willingness to learn by being accountable for any negative impacts their own biases may have on their interactions with children and their families. They work to ensure that all children have equitable access to the learning environment, the materials, and the adult-child and child-child interactions that help children thrive. Early childhood educators recognize and support each child's unique strengths, seeking through personal and collective reflection to avoid biases—explicit or implicit—that may affect their decision making related to children.

Classrooms are language and print rich, providing culturally connected materials where students see themselves and their experiences and are inclusive of social emotional learning. Together, we will build a community of literate community members who can and will listen, speak, read, write, and view in order to deepen their understanding of themselves and the world around them, and effectively communicate their unique perspectives. In our classrooms, children simultaneously develop social-emotional and academic skills, guided by engaged and reflective adults. Teachers strive to frame cultural, linguistic, and developmental diversity as assets, rather than barriers.

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PK Expectations

Literacy is embedded in each element of the PK Daily Expectations. When the PK Expectations are implemented, language development and literacy instruction is integrated throughout the day. For example, mealtimes are conversation rich and support the development of young children's oral

language fluency and vocabulary growth. In addition, active learning or play positively influences learning and growth in language and literacy as well as all other developmental domains.

Currently our PK Expectations require one daily Repeated Read Aloud. **We will add an additional Read Aloud/Storytelling Opportunity to the PK Daily Expectations because research strongly states that successful and engaged readers comprehend, learn from, and enjoy what they read.** This requires far more than the ability to look at the symbols on the page and say the words that these symbols represent. These read-alouds will provide critical opportunities to support children in building knowledge about themselves and the world, should occur across the school day, and in a broad range of content areas. This additional read-aloud may also be an opportunity to include a guest reader. Guest readers or storytellers may include family members, community members, local artists or even virtual visitors who may have a story to extend or support the current theme or community building experience.

| PK DAILY EXPECTATIONS | |
|---|--|
| Subject | |
| Social & Emotional Learning: | story, text, vocabulary, oral language, problem solving |
| Repeated Read Aloud: | 5-day theme related book with intentional vocabulary instruction and comprehension |
| Community Circle, Closing Review: | vocabulary, oral language |
| Small Group Instruction: | story, alphabetical knowledge, phonological awareness, vocabulary |
| Mealtimes: | conversation, vocabulary |
| Active Learning: | exploration in intentionally planned and facilitated learning centers |
| Writing: Sign-in, Journal, Daily Message: | concepts of print, alphabetic knowledge, phonological awareness |
| Specialist: | Physical Education, Music, Art |
| Math: | Large Group and Small Group Instruction |
| Literacy and Math Rich Transitions: | alphabetic knowledge, phonological awareness, vocabulary |
| Recess/Quiet Time | |
| *Additional Read-Aloud or Storytelling Opportunity | -Informational, Literature, Social and Emotional, Culturally Relevant, Theme Based |

During the next three to five years, PK **District Program Facilitators will support teachers to ensure there is fidelity of implementation of the PK Daily Expectations.**

Theme Development & Planning

| <i>Big Day for PreK™</i> Thematic Units | |
|--|---------------------|
| Theme 1 | Ready for School |
| Theme 2 | My Family |
| Theme 3 | Our Community |
| Theme 4 | Awesome Animals |
| Theme 5 | Imagine It, Make It |
| Theme 6 | Growing Up Healthy |
| Theme 7 | Nature All Around |
| Theme 8 | Moving On |

Circularly Transformed Theme Units that honor PK Students' identity, nurture their skills, intellect, criticality and joy.

Curricula, instruction and materials that reflect the diverse children and families of individual classrooms provide the guidance for embracing traditions, cultures, values, or beliefs for learning. Therefore, MPS PK District Program Facilitators will meet with teaching teams to plan and incorporate curricula, instruction and materials to develop Circularly Transformed Theme Units using the Understanding by Design framework. UbD offers a planning process and structure to guide curriculum, assessment, and instruction. The UbD framework is a three-stage backward design process for curriculum planning (identify desired results, determine assessment evidence, and plan learning experiences and Instruction). PK will create a theme unit planning template that uses the UbD framework and incorporates the four entry points of the Curriculum Transformation Process. The theme planning template will support teachers in developing units that are reflective of the students they serve. It also will focus curriculum and teaching on the development and deepening of student understanding and transfer of learning (i.e., the ability to effectively use content knowledge and skill).

Teams will use a *Theme Planning Guide* to plan and prepare. Using the Understanding by Design framework, teams will determine the learning goals of the unit, decide on the assessments and performance tasks students will complete in order to demonstrate evidence of understanding and learning then consider how they will teach the content.

PK educators will involve children, families, and the community in the design and implementation of literacy theme units. Doing this builds on the knowledge that children and families bring, as members of their cultures and communities, while also sparking children's interest and engagement. Recognizing the community as a context for learning can model citizen engagement.

Each theme will include a project that will bring elements of the theme together. The project could be completed individually or could be a collaborative project with other learners. PK educators can

affect what children learn to read and write through intentional instruction and playful experiences. Projects will actively promote children’s agency. Using open-ended activities that encourage children to work together and solve problems to support learning across all areas of development and curriculum.

During the first year, teachers will plan and transform Theme 3 (Community) and Theme 6 (Growing Up Healthy). The remaining themes will be developed in subsequent years. District Program Facilitators will develop and facilitate a plan to evaluate and review the quality and effectiveness of the implementation of the revised curricular themes.

Curricular Tools

These are the Curricular Tools that Teachers will utilize to implement our Future Literacy Plan.

- **Big Day for PreK™:** Big Day for PreK™ offers learning experiences and materials that support children's social and emotional, academic, and physical development. The curriculum is organized into eight thematic units.
- **Early Childhood Indicators of Progress:** ECIPs, Minnesota early learning standards, are shared expectations for planning curriculum, instruction and assessment. The ECIPs, which are aligned with the K-12 Academic Standards, ensure equitable access to a robust education across programs for all PK children.
- **Teaching Strategies GOLD® Objectives and Strategies:** TS GOLD® is an authentic, ongoing observational system for assessing children. Teachers observe children in the context of everyday experiences to learn what they know and can do. Continuous observational documentation is collected and that data is used to plan for the whole group, small group, and individual learning based on collected information.
- **Second Step:** Self-regulation and social-emotional skills are taught with evidence-based Second Step Social-Emotional Learning curriculum. Skills and concepts are taught through daily short activities and are reinforced throughout the day.
- **Building Blocks™:** Building Blocks™ embeds mathematical learning in PK children's daily activities. It has designated activities as well as incorporating math during circle and story time. This promotes informal math knowledge to formal concepts.
- **Social and Emotional Learning Texts:** Through SEL text, children learn valuable skills about themselves, others, and the world around them. By thoughtfully incorporating meaningful books, children's literacy skills and their SEL growth is supported.
- **Multicultural Texts:** Literature is a powerful vehicle for helping children understand their homes, communities, and the world, as well as, develop their own identity. By providing children with accurate and positive representations of themselves and the many cultural groups that make up the community, society and the world in which they live, can help children learn to identify stereotypes and biases when they encounter them.
- **Storytelling:** Storytelling will also be used as a way to gather and share stories that are representative of the student’s identities and cultures as well as stories that allow children to learn about other cultures. Storytellers can include caregivers, community members, students themselves and others.

Assessment

Teachers will recognize the potential of their own culture and background to affect judgment when observing, documenting, and assessing children’s behavior, learning, or development. PK

educators will use authentic assessments that seek to identify children’s strengths and provide a well-rounded picture of development.

Educators will further develop the skills to observe a child’s environment from the child’s perspective. They will seek to change their own behaviors to support a child instead of expecting the child to change first. Educators will learn to recognize what a child can do in a given context (or could do with support) instead of focusing on what a child isn’t doing compared with their peers.

Teaching Strategies GOLD® recommends collecting enough documentation to accurately support your assessments of each child’s knowledge, skills, and abilities by the end of the checkpoint period. It is most important that you have enough evidence to support and discuss the assessment decisions you make for each objective/dimension and use the data for planning instruction. **Professional Development will support improving the quality of TS GOLD® documentation to more accurately understand a student's strengths as reflected on the progressions of learning.**

When developing theme units, teachers will determine the concepts and big ideas to be learned and understood by children. PK teachers and leaders will develop a practice of assessing the knowledge and understanding for each theme. Themes will embed project based ways for students to show what they have learned.

Progress Monitoring and Intervention

Multi-Tiered System of Supports: **PK will build upon and improve its implementation of the MPS MTSS framework which relies on data-driven decision making to provide multiple levels of support to accelerate student achievement.** Data dives will be used to look at student data to improve and differentiate instruction for both child and adult learners. PK will use IGDI, TS GOLD® and informal data to document all learners’ progress and plan differentiated instruction. This data-driven process also guides the selection and implementation of appropriate research-based and culturally sustaining interventions for learners in need of literacy supplementary support. MPS PK will continue its partnership with Minnesota Reading Corps. This partnership allows more students to receive intentional research-based intervention in literacy.

Instructional Coaching Model

Systemic change occurs when teachers have opportunities to examine their own practices in a collaborative learning community. Developing greater pedagogical expertise is a first step, but it is through job-embedded support that we will create opportunities for teachers to reflect on how their efforts to apply new learning are changing outcomes for students.

Children can learn best when they are provided with opportunities to discuss and reflect with others, apply new ideas and skills in practice while receiving feedback from an expert, and have effective practices modeled for them. Opportunities for practice must take place within the specific context where actual instruction is set to take place - the classroom.

Early Childhood Education will ensure ECE District Program Facilitators have the support they need to be able to effectively support instructional practices. PK DPF’s will participate in coaching training.

Training will include:

- Coaching competencies
- Essential elements of relationship and academic coaching
- Effective observation
- Coaching Conversations
- Goal setting
- Examining Privilege in Coaching

Professional Development

Early Childhood Education will provide regular time and space to foster a learning community among teachers, staff and other stakeholders. PD will be intentionally created to include opportunities for reflection and learning about cultural respect and responsiveness, including potential instances of implicit bias and microaggressions.

Understanding by Design (UbD) Framework

UbD offers a planning process and structure to guide curriculum, assessment, and instruction.

UbD Framework shows educators:

- A three-stage backward design process for curriculum planning (identify desired results, determine assessment evidence, and plan learning experiences and Instruction).
- Backward design is focused primarily on student learning and understanding.
- Every task and piece of instruction has a purpose that should align with the overarching goals of the unit.
- Backward design lends itself to transparent and explicit instruction.

Understanding by Design Framework professional development will be facilitated through PK DPF's.

SEEDS of Early Literacy for all PK teachers and ESP

SEEDS of Learning is a set of Early Childhood Professional Development frameworks. SEEDS of 3-5 Learning uses a Train-the-Trainer model and coaching support that teachers need to create supportive, caring, and productive interactions with children.

This framework shows caregivers how to:

- Increase outcomes for children using evidence-based best practices
- Increase teacher efficacy through a research-based skill development cycle
- Strengthen community and learning through quality interactions

SEEDS training will be facilitated through a newly developed asynchronous model. SEEDS includes 8 sessions. Each session will take approximately 2.5 hours. Sessions can be done over the course of three days or reviewed separately. Two of the sessions will be held in August and the remainder of the training will be held at a later designated time.

Teaching Strategies GOLD®

All new teachers and associate educators will receive at least one day of training in Teaching Strategies GOLD® implementation. All teachers and associate educators will receive ongoing professional development to support growth in:

- Quality of Documentation
- Fidelity
- Inter-rater Reliability

PK Curriculum Transformation Collaborative Groups

PK teachers will have the opportunity to participate in PK Curriculum Transformation Collaborative Groups. Teachers from schools across the city will join together to look at data and student work, set goals and collaboratively plan culturally transformed thematic units.

Alignment with Kindergarten

The alignment between PK and Kindergarten expectations contributes to a child's seamless and coherent transition into kindergarten. Alignment within our program highlights the coherence and interconnectedness between standards (what children are expected to know and do), curricula (what children are taught), instruction (how children are taught) and assessments (what and how children's progress is measured). Intentional alignment of these interconnected pieces increases the consistency of children's experiences across and within grades to create a continuum of learning that builds on the previous year.

PK will continue to ensure there is intentional alignment between PK and Kindergarten in the following areas:

- Joint literacy professional development for early education and kindergarten teachers.
- PK literacy data will be shared with kindergarten teams.
- PK District Program Facilitators will continue to participate on the district's early literacy team focusing on aligning expectations.

| PK to Kindergarten Alignment | |
|------------------------------|--|
| Standards | Children are expected to know and be able to do all of the Early Childhood Indicators of Progress for literacy, which are aligned to the literacy Kindergarten Standards. |
| Curriculum | Children are taught through classroom experiences in PK and Kindergarten that support state standards and early learning guidelines. |
| Instruction | Children are taught by classroom teachers that are trained in child development and prepared to provide experiences that meet children's developmental needs. |
| Assessment | Children's progress of what they have been taught is measured to inform instruction and is based on the standards in both PK (TS Gold) and Kindergarten (Benchmark Advance). Children also are given a screener, three times a year, to measure progress for literacy in PK (IGDI's) and Kindergarten (FAST earlyReading). |

Closing

MPS PK's focus on a strong literacy rich schedule, culturally transformed thematic curriculum, supportive job-embedded coaching and dynamic professional development will provide PK learners with a literacy enhanced early childhood experience leading to long-term reading success.

Elementary

This section includes:

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2. [Research Summary](#)
3. [Tier 1: Core Standards based Instruction](#)
4. [Assessment and Systematic Use of Data](#)
5. [Tier 2 and 3: Interventions](#)
6. [Specialized Instruction](#)
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1. [Introduction](#)
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6. [Leadership and a Culture of Professional Learning](#)
7. [Collaborative Teacher Practices](#)

Introduction

Students' unique backgrounds and experiences are the foundation for their literacy and liberation.

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

- read, write, and comprehend text at or above grade level by receiving explicit and systematic reading and writing instruction.
- engage with literacy instruction that fosters their love for literacy by affirming and cultivating their identity, skills, intellect, criticality, and joy.
- use reading, writing, speaking, speaking and visual representations in development of their voice and criticality. This is inclusive of spoken word, storytelling, acting, and other oral traditions.
- have their literacy strengths and needs regularly assessed using multiple measurements so educators can better understand their strengths and needs to inform curriculum and instruction. Learners' strengths and needs are regularly communicated to caregivers (minimally at the end of each quarter).
- have educators who will engage in ongoing professional development and collaborative planning that supports curriculum transformation process and literacy development.

Research Summary

Given historical challenges in meeting the needs of learners from historically marginalized racial, linguistic, and socioeconomic groups, our literature review focused on research and theory centering and affirming these learners' literacy assets. Students should have access to and receive the following and teachers are accountable to provide:

- Materials that represent and build upon student lived experiences, both in the classroom and school library (Bishop 1990, Ladson-Billings, 2014; Orsorio, 2020; Paris & Alim, 2017; Tatum & Muhammad, 2012)
- Asset-based approaches to teaching and learning encompass Dr. Ghody Muhammad's Historically Responsive Literacy Framework. The five pursuits of Dr. Muhammad (identity, skills, intellect, criticality, and joy) are prioritized in teacher planning (Muhammad, 2020).
- Reading instruction that develops automatic word recognition (through explicit and systematic instruction in foundational skills including phonemic awareness, phonics, and fluency), language comprehension, and strategic knowledge resulting in student reading comprehension. (General Education Leadership Network, 2018a; 2018b; International Literacy Association, 2019; NICHD, 2000; Petscher, et al., 2020).
- Grade level, standards-based instruction driven by data (General Education Leadership Network, 2018a; 2018b)
- [Readers and Writers Workshop](#), including foundational skills, small group instruction, and independent practice occur on a daily basis. (Graham, et al., 2018)
- Instruction, using a gradual release, that includes modeling (including explicit instruction), shared, guided, and individual practice (Duke & Pearson, 2002; Pearson & Gallagher, 1983; Taylor, 2012).
- Literacy instruction that builds each year and reflects continuous professional growth and learning.
- Licensed library media specialists that provide access to and collaboration with the school's library media program to support students' personal and academic goals, independent reading materials that reflect local and global communities, and explicit instruction on information and digital literacy so students and staff can safely and critically navigate our information rich world (Scholastic, 2016).

Note on Current Reality

MPS district leadership has worked hard by writing plans to support schools by implementing evidence based structures. While there are pockets of excellence, implementation across the district isn't consistent (implemented with integrity). Achievement and opportunity gaps continue to exist. As long as structures are not in place to support high quality instruction, gaps will continue to exist and inequities will persist.

Tier 1: Core Standards based Instruction

Standards-Based Instruction

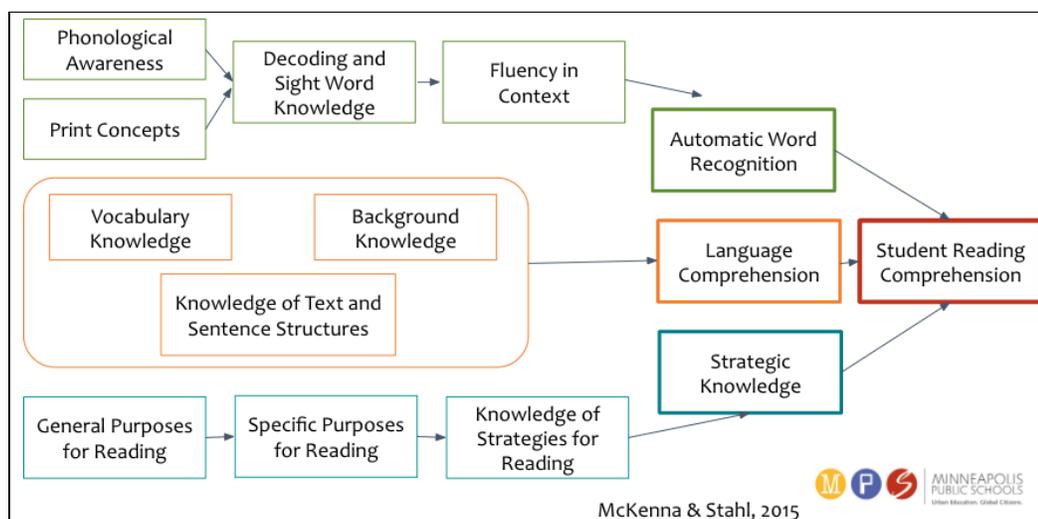
As MPS students move from grade to grade they are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the College and Career Readiness Standards for Reading. (MN ELA Standards, 2010)

During MPS literacy instruction, all students receive:

Daily instruction which includes an appropriate balance of all components and elements of literacy instruction, including grade-level standards for reading, foundational skills/word study, writing, speaking, listening, viewing, and information and digital literacy. All students have access to technology in their classrooms. These elements are layered with multiple opportunities for students to foster students' identity, skills, criticality and intellect in all content areas.

Writing is taught daily, with explicit instruction and ample opportunity for practice. (Calkins, 2013) Students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. (MN ELA Standards, 2010) The writing-reading connection should be emphasized regularly throughout the school year.

Explicit instruction is provided in the five areas of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension). Teachers follow a literacy progression that ensures that students become proficient early readers and use a gradual release of responsibility to develop independent readers (Duke & Pearson, 2002; Pearson & Gallagher, 1983).



The visual above, adapted from McKenna and Stahl's Cognitive Model of Reading (2015) shows that when we read, our brain engages in multiple processes that are interwoven to successfully comprehend text. Reading consists of several processes at once: automatic word recognition,

language comprehension, and strategic knowledge. Reading comprehension occurs when these skills work together.

For students to develop and acquire automatic word recognition skills, foundational skills instruction needs to include all of the following practices. These practices help all students build early literacy skills, they particularly support students that are striving readers or displaying characteristics of dyslexia. (Moats & Dakin, 2007)

Explicit: Direct teaching of skills and concepts

Systematic: Structured, logically ordered skills; simple to complex continuum

Cumulative: New learning builds on prior learning

Multimodal/Multisensory: Students use two or more modalities/senses (visual, audio, tactile/kinesthetic) during instruction

Application: Intensive review and practice with immediate feedback

Diagnostic/Responsive: Ongoing progress monitoring, teacher provides students with academic feedback

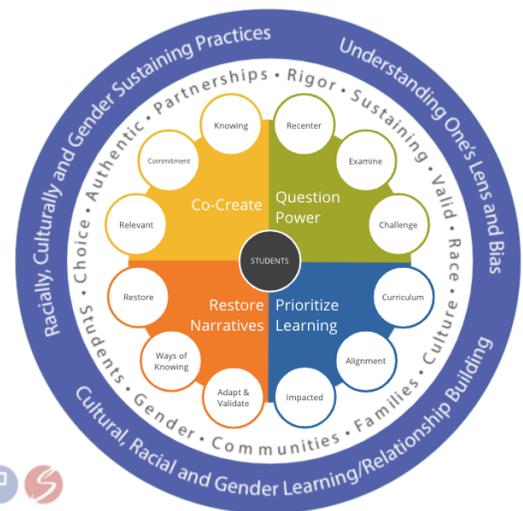
Standards-based instruction utilizes a Multi-Tiered System of Support (MTSS) to accelerate student achievement. MTSS is a framework used by teachers for data-driven decision making and to provide multiple levels of student support (International Literacy Association, 2020; Vaughn, Roberts, & Walker, 2016). All students receive differentiated core instruction (Bigelman & Peterson, 2016). Teachers have a common understanding and practice around monitoring the progress of all students.

Equitable Literacy Practices

Students deserve a highly engaging learning experience that reflects and celebrates the cultures, values, and lived experiences within our MPS communities. By incorporating research-based best practices in curriculum development, racial identity development, and our commitment to culturally sustaining practices we create an anti-racist education for all.

To ensure all students receive equitable literacy practices, the following is expected for all teachers:

- Believe that race and identity are essential parts of literacy instruction.
- Collaborate and plan with English Language (EL) programming/Dual Language, Special Education, and general education to collectively support the unique needs of all students.
- Identify themselves as literacy instructors.
- Believe our students' unique backgrounds and experiences are the foundation for their literacy.
- Understand expectations for student work that meets and exceeds standards.



- Maintain classrooms that are print rich and provide culturally relevant materials where students see themselves and their experiences and are inclusive of social emotional learning.
- Engage in the [curriculum transformation process](#)
 - All teachers approach literacy instruction centering around the curriculum (what and how we teach) with a perspective that considers what we're teaching and how it's being taught.
 - All teachers engage in transformation to make adaptive and technical changes to make their classrooms culturally relevant and sustaining.
- Collaborate with the school's Library Media Specialist to ensure information and digital literacy instruction are embedded throughout students' learning experiences. Additionally, teachers and administrators should ensure students have regular and equitable access to devices, the school library program and independent print and nonprint reading material for use outside of school.

Dr. Gholdy Muhammad's Historically Responsive Literacy Framework (2020) encompasses equitable literacy practices because it prioritizes five pursuits that must be cultivated throughout the whole learning experience, not practiced in isolation.

1. Cultivating identity

Learners need to understand themselves as individuals and as a part of a collective community. Identity is made up of who we say we are, who others perceive us to be, and the people we desire to be. Recognizing these aspects of identity empowers learners to flourish, satisfying their needs for competency, autonomy, and relatedness.

2. Cultivating skills

Literacy skills emphasized at the secondary level are reading, writing, speaking, listening, and exchanging ideas in each content area (disciplinary literacy). Learners cultivate these skills to use "in service of other elevated goals...a means to liberation" (Muhammad, 2020, p. 89).

3. Cultivating intellect

"Intellect, or knowledge is what we learn or understand about various topics, concepts, and paradigms...Learners develop intellectualism to express their ideas, work through justice-centered solutions to the world's problems, and expand their mental capabilities" (Muhammad, 2020). If learners are confident in their truths and voices (cultivating identity), they create space for other perspectives, becoming empathetic learners who are both self-aware and socially aware.

4. Cultivating criticality

Criticality is the capacity and ability to read, write, think, and speak in ways to understand power and equity in order to understand and promote anti-oppression (anti-wrongdoing, hurt, or harm, including racism, sexism, homophobia, ableism, or any other oppression). Criticality includes comparing and critiquing arguments, analyzing ideas through critical lenses, and learning about ideologies and perspectives of marginalized communities and their ways of knowing and experiencing the world (Muhammad, 2020).

- 5. Cultivating joy** Muhammad asserts that joy and love should be cultivated through reading, writing and speaking. bell hooks describes this joy as compassion, vulnerability, the balance of new knowledge and connection, student voice and choice, a culture of feedback (truth-telling), and emotional expression. Self-acceptance and self-love will spill into joy and love for the different communities learners belong to.

Literacy has the potential to be liberatory by developing creative and critical readers, writers, speakers, listeners, and viewers. Creative and critical humans! All students should feel confident in their ability to use their authentic voices, explore diverse perspectives, and discuss power, oppression, and inequity in ways that affirm their humanity. Together, we can build a community of scholars who can and will read in order to deepen their understanding of themselves and the world around them, and effectively communicate their unique perspectives.

MPS Elementary Literacy Structure and Materials

MPS Literacy Structure

MPS K-5 literacy instruction includes all elements of reading, foundational skills/word study, and writing. Students are provided daily scaffolded whole group, differentiated small group instruction, and individual practice through our Reader's and Writer's Workshop model. Instruction addresses word work/foundational skills, reading and writing. MPS's literacy structure is based on the research from Fountas and Pinnell.

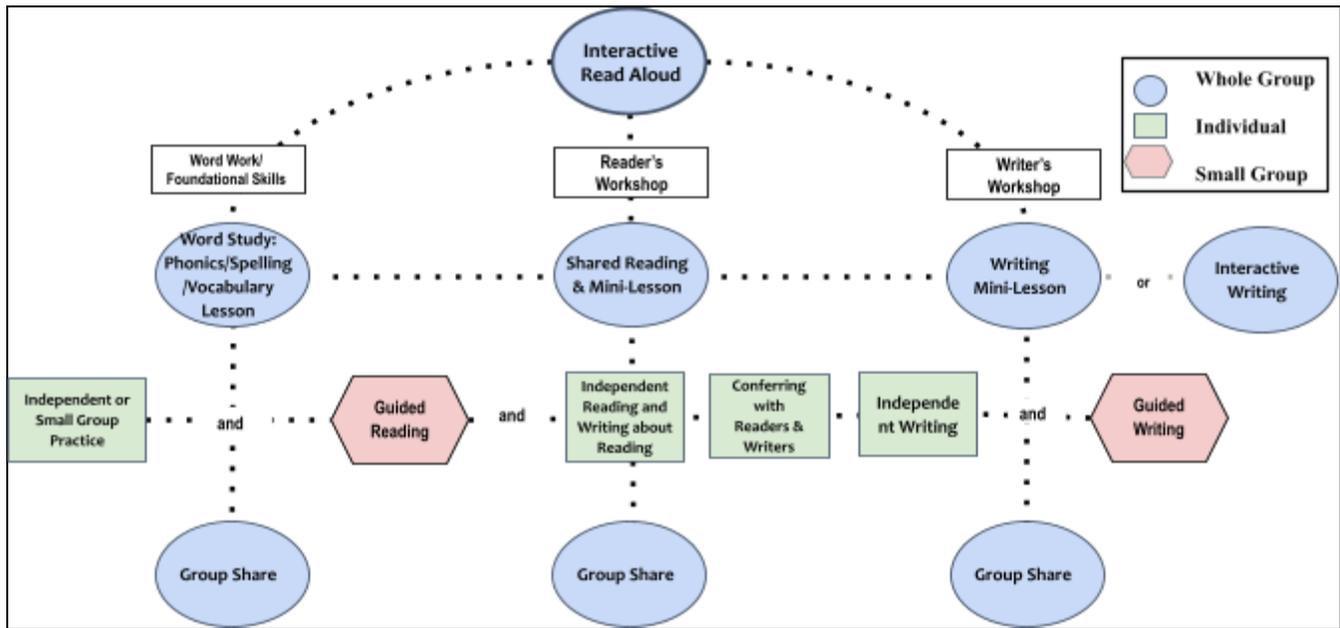
The Design for Responsive Literacy Teaching is, "a comprehensive design to literacy instruction offering opportunities for language and literacy learning with an underlying coherent theory of the reading and writing process. Instructional routines are built on understandings about learning and how students develop as readers, writers, and language users" (Fountas and Pinnell, 2017). Students enrolled in our dual language programs experience bilingual and biliteracy practices with opportunities for cross-linguistic transfer (August & Shanahan, 2006; Garcia & Kleifgen, 2020).

MPS Readers and Writer's Workshop Model

MPS defines Reader's and Writers workshop as a structure that includes the following key elements:

1. Students are engaged in predictable routines
2. Teachers explicitly teach strategies so students become more skillful at comprehending text
3. Students are involved in authentic reading and writing experiences that focus on their strengths and needs
4. Student engagement is emphasized with the importance of the interaction between readers, writers, and the text

Below are visuals that represent what Reader's and Writer's Workshop should look like in K-5 classrooms.



(Fountas and Pinnell, 2017)

| Foundational Skills and Small Group Instruction | | |
|--|---|--|
| Grades K-2 | | Grades 3-5 |
| Whole Group (20 min) <ul style="list-style-type: none"> Foundational Skills (Phonemic awareness and/or phonics)/word work lesson | Small Group (35 min) <ul style="list-style-type: none"> Student practice centers (includes foundational skills centers and technology) Guided Reading groups Strategy lesson groups | Small Group Rotation (15-20 min/grp) <ul style="list-style-type: none"> Word work lessons Guided Reading groups Strategy lesson groups Student practice centers (includes word work sorts and digital resources) Individual conferring |

| Reader's Workshop | | |
|--|---|--|
| Opening | Work Period | Closing |
| Explicit Teaching of Learning Target (5-15 minutes) <ul style="list-style-type: none"> Skill/Strategy Mini-lesson Read Aloud Shared/Interactive Reading | Practice of Learning Target (25-35 minutes) <ul style="list-style-type: none"> Independent Reading and Conferring Literature Circles Writing About Reading Guided Practice of skill/strategy Project based learning Guided Reading Partner Reading | Revisit of Learning Target (5 minutes) <ul style="list-style-type: none"> Reflection Share out Reinforcement of learning target |
| Whole Group Strategic Reading (30-40 minutes) <ul style="list-style-type: none"> Close Reading Initial teaching of skill/strategy | | <ul style="list-style-type: none"> Reflection Share out Reinforcement of learning target |

Writer's Workshop

| Opening | Work Period | Closing |
|---|--|---|
| Explicit Teaching of Learning Target (5-15 minutes) | Practice of Learning Target (30-45 minutes) | Revisit of Learning Target (5-10 minutes) |
| <ul style="list-style-type: none"> • Shared/Interactive Writing • Modeled Writing • Skill/Strategy Mini-lesson | <ul style="list-style-type: none"> • Guided Writing • Independent Writing and Conferring | <ul style="list-style-type: none"> • Reflection • Share out • Reinforcement of learning target |

Materials

MPS recognizes that no boxed curriculum fits students perfectly. All teachers must engage in the curriculum transformation process to make adaptive and technical changes to make their instruction culturally relevant and sustaining for students.

Benchmark Advanced and Adelante

All K-5 teachers use Benchmark Advance/Adelante materials with integrity to teach standards-based reading and writing instruction. The Benchmark Advance comprehensive literacy program provides a K-5 framework for the development of knowledge over time. Engaging reading selections, complex read-alouds, decodable texts, differentiated leveled texts, and reader's theater experiences are integrated into each unit. Students are immersed deeply in topics, expanding their academic knowledge and vocabulary as they build literacy and English language skills. All print components are also available digitally.



Reading and writing development using Benchmark Advance/Adelante Includes systematic, explicit instruction with targeted practice. Students engage in connected practice in authentic reading and writing lessons and applications. Additional intervention resources are available for all classrooms.

Foundational skills (phonological awareness, phonics, and fluency) are developed with a purposeful scope & sequence and spiral review. Instruction is explicit, systematic, cumulative, and differentiated. Students experience frequent application to real reading and writing experiences. Print and digital phonics tools are available in all classrooms.

Critical Literacy and Curriculum Transformation

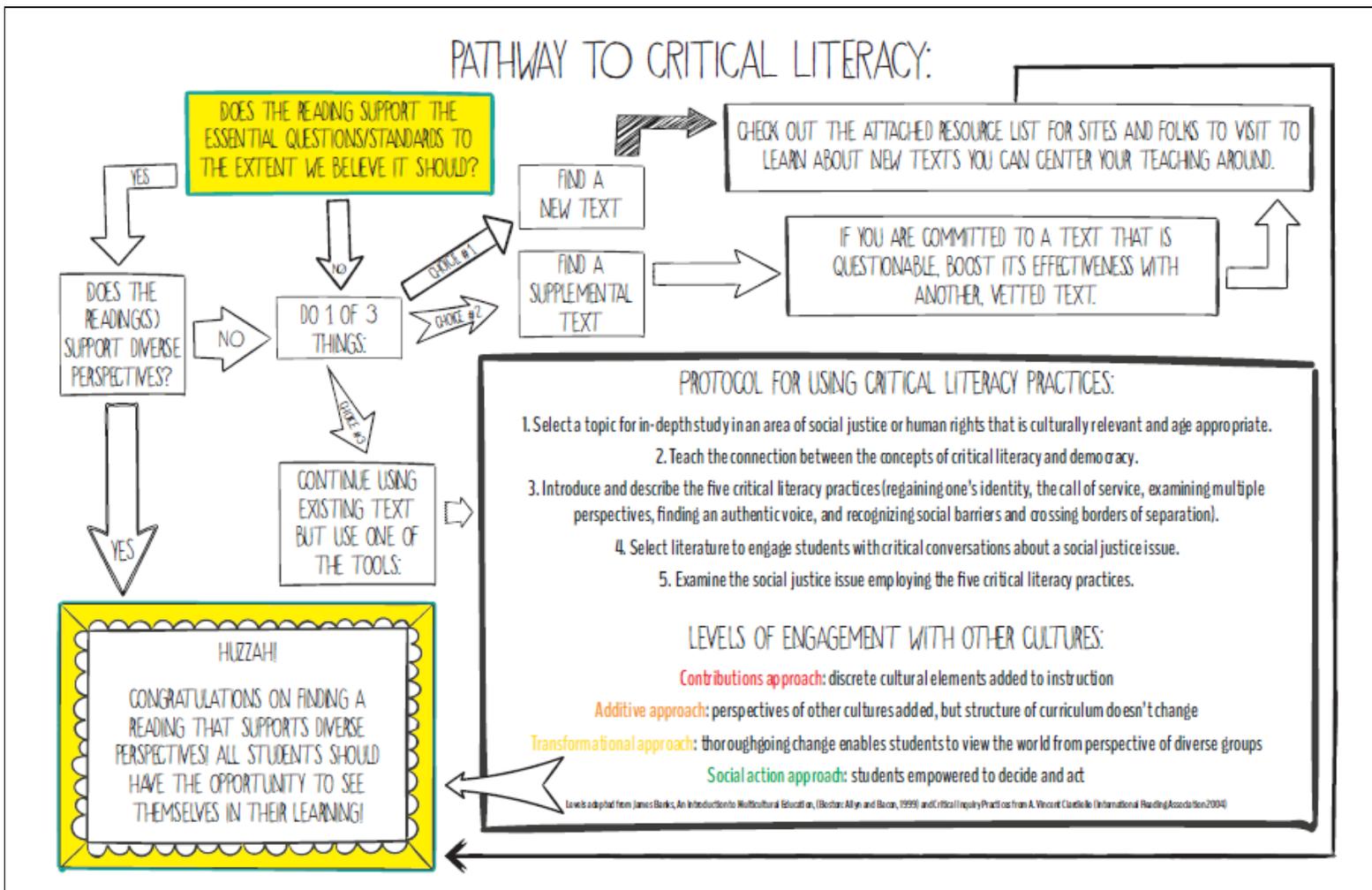
In MPS, teachers engage in instruction that includes critical literacy that empowers students and teachers. Critical literacy is “the ability to actively read texts in a manner that promotes a deeper understanding of socially constructed concepts such as power, inequality, and injustice in human relationships”. (International Literacy Association) Examples of instructional tools include:

- MPS Critical Literacy Protocol
- Four Pursuits Unit Planning Tool
- Benchmark Advance/Adelante social justice essential questions and resources
- Resources created by teachers to meet the needs of of the students in their classrooms

Regular use of practices that include critical literacy will result in: "Instruction that fosters empowerment will typically connect with students' lives and validate their language, culture, and

intellectual resources. It will enable students to use language for powerful purposes that affirm their identities as capable, creative, and intellectually competent." (Cummins, 2014, p. 149)

MPS Pathway to Critical Literacy



Minneapolis Public Schools, 2018

English Language Development Resources

Teachers support English learners to access complex texts, this requires additional scaffolding. During core instruction, explicit strategies provided in lessons break down challenging linguistic barriers to ensure that English Learners participate in lessons in meaningful, cognitively demanding ways. Additional English Language Texts are used to focus language study in how English works. Learners read shorter sections of the core complex text with enhanced visual support, and they unpack meaning as they deconstruct key sections to learn how English grammar and syntax work.

Classroom Collections

According to the National Council of Teachers of English, "Classroom libraries play a key role in providing access to books and promoting literacy, they have the potential to increase student motivation, engagement, and achievement and help students become critical thinkers, analytical readers, and informed citizens" (2017). It is important to have meaningful book access for all students. All K-5 classrooms received Scholastic book classroom collections; the titles are engaging, diverse children's literature, are inclusive of SEL range in reading levels, and are reflective of MPS students' cultures, races, and languages. The books should be part of the

classroom collection of books (sometimes called the classroom library) and be made available to all students. Classroom teachers should collaborate with library media specialists when adding to classroom collections to ensure materials are current, engaging, and culturally sustaining.

School Library Collection

Students should have regular and equitable access to their school library collection, led by a licensed Library Media Specialist and supported by a library paraprofessional, to check out independent reading materials that meet their personal and academic goals to be taken home and used outside the school day.

MPS Libraries have a goal of 20 exemplary print and nonprint materials per student with an average collection age of 15 years that are reflective and inclusive of students' local and global communities. Elementary library collections should have a balance of 25% Everyone (picture books), 25% Fiction, and 50% Nonfiction. Students must be able to access materials that are "mirrors, windows, and sliding glass doors" to the human experience (Bishop 1990). Students should have access to the school library collection before, during, and after the school day and have 24/7 access to ebooks, audiobooks, and research databases through [Destiny](#), the library catalog, with a device and Internet connection.

Lexia Core5

Lexia Core5 Reading supports teachers by providing differentiated literacy instruction for students of all abilities in grades PK–5 in an online and in person environment. Lexia Core5 provides students with explicit, systematic, and personalized learning that addresses six areas of reading instruction (phonemic awareness, phonics, structural analysis, fluency, vocabulary, and comprehension). Schools and teachers are provided with student performance data and student-specific resources. Teachers will support students that need targeted instruction at the individual or small-group level.

- Teachers will provide students time to access Lexia Core5 to meet their individual usage goals.
- Teachers will monitor student data on a regular basis and track student usage and progress. They will assure that students that are struggling get targeted instruction.

Information and Digital Literacy



Information and Digital Literacy are vital to learners' current and future success in an increasing information rich and digital world. Learners need to be able to effectively access, analyze, evaluate, create, and interact with information and technology in all forms to safely and ethically navigate their current and future world. It is a top educational responsibility to equitably ensure our learners are literate with information, media, and technology for their personal and academic goals. Library Media Specialists are the school-based expert and leader for collaboration and co-teaching information and digital literacy. Currently, over half our schools do not have a library media specialist creating gaps and inequity across MPS that we are seeking to change with this framework.

Digital citizenship is the responsibility of all MPS educators and is a crucial piece to our learners'

education. Digital citizenship helps students safely navigate and participate in online environments while protecting themselves and others. [Common Sense Media's Digital Citizenship curriculum](#) is the core K-12 curriculum and educators should supplement from other trusted sources as needed. The library media specialist is the expert on this curriculum and can both teach the lessons and support teachers in incorporating this learning and these skills into their classroom.

The [Digital Learning & Literacy Standards Progression](#) is a vital tool for all educators to plan standards-based information and digital literacy learning experiences as well as communicating with families.

Leadership and a Culture of Professional Learning

Beginning in 2021-2022, all K-5 sites will have a K-2 Math and Literacy Specialist. This position, along with support from administration and Literacy District Program Facilitators (DPFs) will be critical to the success of supporting teachers who engage in continuous professional learning during the school year.

| | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|--|---|--|-----------|--|
| MPS Literacy District Program Facilitator (DPF) | <ul style="list-style-type: none"> → Plans and facilitates monthly PD for administrators → Plans and facilitates bi-weekly PD for K-2 Specialists → Observes at least one coaching conversation with K-2 Math and Literacy Specialist → Monitor K-5 Lexia Core5 data for student usage and progress → Meets 1:1 with K-2 Math and Literacy Specialist to provide individual and ongoing support and coaching → Collaborates with site School Improvement Specialist on supporting site's school improvement plan goals and strategies | | | |
| | Meets with portfolio assigned site administrators and K-2 Math and Literacy Specialists to create literacy goals Plans and facilitates beginning-of-year PD for K-5 teachers | Meets with portfolio assigned site administrators and K-2 Math and Literacy Specialists to review literacy goals | | Meets with portfolio assigned site administrators and K-2 Math and Literacy Specialists to reflect on literacy goals |
| Site Administrators | <ul style="list-style-type: none"> → Attends monthly Principal Academic PD → Visits each K-5 classroom once per quarter during literacy instruction and provides the teacher with informal feedback → Monitor K-5 Lexia Core5 data for student usage and progress. → Reflects on site's literacy instruction and shares goals with ILT → Develops site literacy PD plan with K-2 Specialist and ILT | | | |
| | Meets with assigned Literacy DPF to review site-based literacy plan and set goals | Meets with assigned Literacy DPF to review goals with K-2 Math and Literacy Specialist | | Meets with assigned Literacy DPF to reflect on goals with K-2 Math and |

| | | | |
|---|--|--|---|
| | <p>with K-2 Math and Literacy Specialist</p> <p>Participates in beginning of the year Academic PD</p> <p>Informally observes all K-2 teachers within the first 20 days setting up rituals and routines for the literacy block and provides informal feedback</p> | | <p>Literacy Specialist</p> <p>Attends end-of-year Academic PD</p> |
| <p>K-2 Math and Literacy Specialists</p> | <ul style="list-style-type: none"> → Participates in bi-weekly district professional development facilitated by Math and Literacy DPFs → Support K-2 teachers in planning the administration of literacy screeners → Facilitate teams of teachers to use the MTSS Data Dives & Diagnostics Core Component to develop instructional plans responsive to student needs. → Lead data dive and diagnostic assessment planning meetings → Support teachers in identifying diagnostic assessments and setting up progress monitoring → Meets with and supports all K-2 teams in long and short term planning cycles → Monitor all K-2 Lexia Core5 data on a regular basis to track student usage and progress. Support targeted instruction → Support site literacy PD plan and provides additional PD identified for K-2 teachers → Connect and collaborate with library media specialist to support literacy instruction and resource usage | | |
| | <p>Meets with assigned Literacy DPF to create professional goals focused on literacy</p> | <p>Engages at least two teachers from each grade level (K-2) in a coaching cycle per quarter</p> <p>Informally observes and provides informal feedback to all K-2 teachers not in a coaching cycle</p> | |
| | <p>Meets with all K-2 teachers to create a professional goal for the school year</p> <p>Informally observes all K-2 teachers within the first 20 days setting up rituals and routines for the literacy block and provides informal feedback</p> <p>Attends</p> | <p>Meets with assigned Literacy DPF to review goals with site administrator</p> | <p>Meets with assigned Literacy DPF to reflect on goals with site administrator</p> <p>Meets with all K-2 teachers to reflect and celebrate on professional goal from the school year</p> |

| | | | |
|---------------------|--|--|--|
| | beginning-of-the-year PD for all K-2 Math and Literacy Specialists | | |
| K-2 Teachers | <ul style="list-style-type: none"> → Each K-2 teacher participates in at least 1 coaching cycle from K-2 Math and Literacy Specialist → Participates in ongoing site literacy PD → Participates in weekly site-based Professional Learning Community (PLC) → Monitor student Lexia Core5 data on a regular basis and track student usage and progress → Connect and collaborate with library media specialist to support literacy instruction | | |
| | <p>Beginning of year district-wide PD</p> <p>Administers Fall screeners and diagnostics</p> <p>Participates in Fall Data Dive</p> <p>Meets with K-2 Math and Literacy Specialist to create a professional goal for the school year</p> <p>Receives informal feedback from K-2 Math and Literacy Specialist about literacy rituals and routines from the first 20 days</p> | <p>Administers Winter screeners and diagnostics</p> <p>Participates in Winter Data Dive</p> <p>Attends touchpoint PD</p> <p>Receives informal feedback from K-2 Math and Literacy Feedback about literacy instruction aligned to their professional goal</p> | <p>Administers Spring screeners and diagnostics</p> <p>Participates in Spring Data Dive</p> <p>Meets with K-2 Math and Literacy Specialist to reflect on professional goal for the school year</p> |
| 3-5 Teachers | <ul style="list-style-type: none"> → Each 3-5 teacher participates in at least 1 coaching cycle from leadership (site-based coach and/or administrator) → Participates in site literacy PD → Participates in weekly site-based Professional Learning Community (PLC) → Monitor student Lexia Core5 data on a regular basis and track student usage and progress → Connect and collaborate with library media specialist to support literacy instruction | | |
| | <p>Administers Fall screeners and diagnostics</p> <p>Participates in Fall Data Dive</p> <p>Receives informal feedback from</p> | <p>Administers Winter screeners and diagnostics</p> <p>Participates in Winter Data Dive</p> <p>Attends touchpoint PD</p> <p>Receives informal feedback from site administrator and/or site-based</p> | <p>Administers Spring screeners and diagnostics</p> <p>Participates in Spring Data Dive</p> <p>Attends end-of-year</p> |

| | | | |
|----------------------------------|---|--|----------------------------------|
| | site-administrator and/or site-based coach about literacy rituals and routines from the first 20 days | coach about literacy instruction aligned to their professional goal | site-based PD |
| Special Education Teacher | <p>Beginning of year district-wide PD</p> <p>Participates in Fall Data Dive</p> <p>Receives informal feedback from K-2 Math and Literacy Specialist about literacy and math rituals and routines from the first 20 days</p> | <p>Participates in Winter Data Dive</p> <p>Attends touchpoint PD</p> <p>Receives informal feedback from K-2 Math and Literacy Feedback about literacy and math instruction pertaining to services student(s) receive</p> | Participates in Spring Data Dive |
| EL Teacher | <p>Beginning of year district-wide PD</p> <p>Participates in Fall Data Dive</p> <p>Receives informal feedback from K-2 Math and Literacy Specialist about literacy and math rituals and routines from the first 20 days</p> | <p>Participates in Winter Data Dive</p> <p>Attends touchpoint PD</p> <p>Receives informal feedback from K-2 Math and Literacy Feedback about literacy and math instruction pertaining to services student(s) receive</p> | Participates in Spring Data Dive |

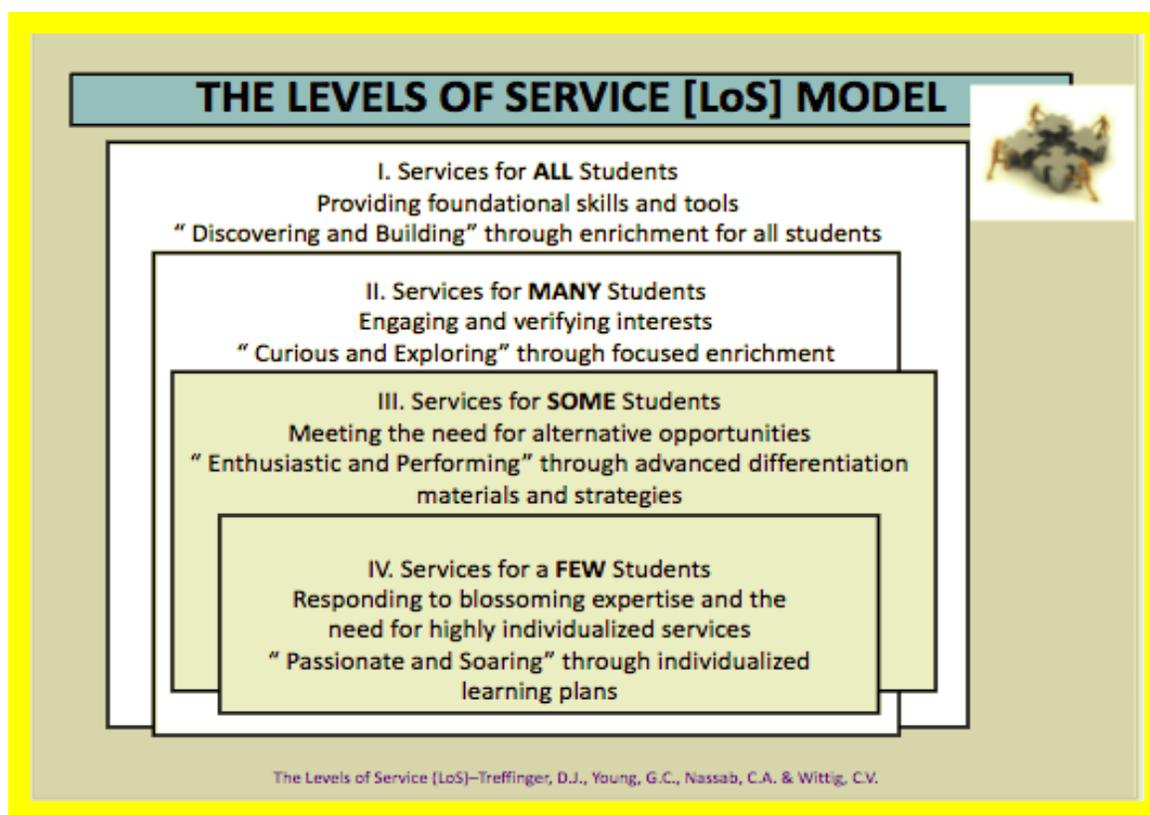
Collaborative Teacher Practices

MPS's [Collaboration Protocols](#) outline key research from Honigsfeld and Dove (2019) around the systems and structures needed to support the many ways in which collaboration occurs throughout the district. Utilizing collaborative practices allows opportunities for building collective teacher efficacy. The impact on having strong collaborative practices allows for all key stakeholders, EL, SPED, and classroom teachers and support staff, to engage together in order to ensure that students are receiving high quality instruction and show high academic achievement and growth in all content areas. To ensure high quality collaborative practices, the visual above outlines what will be expected and supported at our K-5 sites:

Additionally, the Multilingual and Special Education departments have created the following key resources to support aligned access to core literacy instruction for English Learners and Special Education students:

- Collaborative Planning Protocol: Provides guidance to building leaders and educators in supporting collaborative practices with all stakeholders when planning instruction.
- Dual Eligible Collaboration Tool: Supports collaborative conversations with key stakeholders when aligning learning goals (language and IEP) for students who are dual eligible (EL and SPED).
- Co-Teaching PD: supports teacher teams in creating strong co-teaching partnerships when providing core literacy instruction. It also outlines the co-teaching models that are most effective when providing differentiated support for EL and SPED students.

Advanced Learners



In Minneapolis Public Schools, our vision is that all students recognize and develop their talents as a result of enrichment and appropriately challenging learning opportunities. We recognize that talent is developed through a process that begins with exposure to many areas and interests, building skills and providing learning matched to the increased intellectual demand necessary for advanced achievement. Our K-12 talent development model is structured to nurture academic talent in all children through a continuum of services based on Donald Treffinger’s Levels of Service Model.

Enrichment for ALL (Level 1 Service, MTSS Tier 1)

All students have unique interests and learning preferences, and they benefit from exposure to possible new interest areas into, through and beyond the core curriculum. In partnership with support staff, families and the community, teachers modify, adapt, and extend and transform the core curriculum in response to interests and learning preferences.

Taking interests to the next level (Level 2 Services, MTSS Tier 1)

Level two services are available to all students but only some students will choose to participate in them. These opportunities are offered during the school day, after school and can vary in the amount of time as well as the degree of participation of individual students. Students deepen areas of interest through school-based enrichment opportunities. Teachers can view suggested Level Two activities on the TDAA website. Students are encouraged to explore areas that provoke curiosity, thereby discovering unique strengths and talents. Through involvement in Level 2 activities offered in the classroom and as after school activities, students are able to confirm or question their interest in a specific area, and also identify other new interests. Through these opportunities, students increase self-awareness and self-understanding while learning to guide their own talents and interests in specific areas.

Assessment and Systematic Use of Data

This section includes:

Assessment and Systematic Use of Data

1. MTSS- Measurements of literacy
 - a. Standardized district-wide (screeners & diagnostics, decision tree, other standardized tests and data)
 - b. School/Classroom-based assessments: Formative & Summative
 - c. Peer Observations- collecting evidence of student literacy practices, coaching cycles
 - d. Student & family based measures of literacy (ex. Surveys, self-assessments, family conversations/participation in school literacy events, etc)
2. Using assessment data to inform Tier 1 instruction

Assessment and Systematic Use of Data

Introduction

Assessments are an important part of understanding where our students are performing in regards to meeting and exceeding grade-level standards and holding ourselves accountable for supporting them in learning and making growth. Historically, standardized testing has been utilized as a tool of white supremacy offering the justification for the overidentification of Black children in special education programming and the underfunding of schools in poor communities among other injustices. We are working to use assessments and data in a way that shares power with students and caregivers through clearly communicated information, co-planning support and shared decision making.

Finding the assessments that best suit our shared goals and give us information (data) about who a student is, what their strengths are, how effective our instruction is, do we need to add additional support for the student and if we are on track to meet those shared goals. No single assessment can provide a complete picture, so we continue to seek out assessment tools that allow us to get a fuller picture of our students and their needs.

Assessment data compels us to action and provides important information about our students. Assessment data can help us better know and understand the academic strengths and areas of growth our students need (Helman, Ittner, & McMaster, 2020).

As of 2018, 50% of MPS kindergartener students were not reading on grade-level by the end of the year as they continued onto first grade. This is a call to action to better serve the early literacy needs of all our students.

Assessing Reading Proficiency

Reading Proficiency: Use of Student Assessment Data to Inform Instruction

In MPS, we continuously reflect on our curriculum and instruction and how to make improvements and ensure all students make reading gains. The assessment process, which includes screeners, diagnostics, and progress monitoring, is vital to instructional decision-making in literacy. Teachers and administrators use student assessment data to customize instruction for each student. Schools should also incorporate school library data (access to library program and collection, number of books circulated per student, overall collection statistics) when reviewing reading data, as reading volume has a positive impact on reading achievement (Allington, 2014).

Students are screened three times a year, in the Fall, Winter, and Spring (F, W, S), to identify their level of reading proficiency and growth. Follow-up diagnostic tools are used to determine individual instructional needs. Progress monitoring is used to track student growth in reading over time. All assessments are administered by the classroom teacher. Families are provided screening reports during conferences that show grade-level benchmarks and how their child is reading in relation to grade level proficiency.

The earlyReading screener aligns to the continuum that early readers progress through as they become increasingly independent readers. The following subtests are administered throughout the school year.

| Kindergarten: FAST earlyReading screener | | |
|---|--|--|
| Fall | Winter | Spring |
| Concepts of Print Onset Sounds Letter Names Letter Sounds | Onset Sounds Letter Names Word Segmenting Decodable Words | Letter Names Word Segmenting Decodable Words Sight Words 50 |
| Grade 1: FAST earlyReading screener | | |
| Fall | Winter | Spring |
| Word Segmenting Decodable Words Sight Words 150 Sentence Reading | Word Segmenting Decodable Words Sight Words 150 CBM | Word Segmenting Decodable Words Sight Words 150 CBM |

Literacy Diagnostic Assessment

Diagnostic assessments provide detailed information useful in planning instruction. These tests may involve multiple dimensions, possibly represented by subtests or by a variety of tasks a student is asked to perform (McKenna & Stahl, 2008). Teachers analyze diagnostic and formative assessment data in order to establish learning goals and determine student growth targets that inform instruction. Following administering diagnostics and screeners, teachers participate in data dives. During data dives teachers analyze FAST earlyReading subtests or aReading and Lexia Core5 data to determine levels of support for each student. If needed plans are made about additional diagnostics and interventions and plans for progress monitoring.

MPS has developed K-5 Literacy Decision Making Trees that help guide teachers. The tool begins with suggested diagnostic assessments to give teachers a place to start. Next, available intervention resources to meet specific needs are highlighted. Information about progress monitoring resources is also included. By collecting, organizing, and preparing informal and at times formal diagnostic data for progress monitoring and collaborative analysis, teachers provide valuable information about student progress. Decision-making about individual student needs, to include either the intensification of interventions, can then be collectively addressed during MTSS core instructional review meetings.

Teacher teams meet to discuss the implications of screener data and ways to respond to it. If assessment results identify students in need of additional instructional support or advanced differentiation. Teachers consider the implications of screener data and ways to respond to it. They plan the administration of diagnostic assessments, and create a plan to monitor student growth towards the mastery of standards in literacy.

Screening, Diagnostic, and Progress Monitoring Reading Assessments by Area of Reading

F=Fall, W=Winter, S=Spring

| Screeners | Grade | Test Window | Phonics | Phonemic Awareness | Fluency | Comprehension | Vocabulary | Oral Language |
|--|--------------|--------------------|----------------|---------------------------|----------------|----------------------|-------------------|----------------------|
| FAST earlyReading Screener | K-1 | F, W, S | X | X | X | | | |
| FAST aReading | 2-5 | F, W, S | X | | | X | | |
| Benchmark Advance Screeners | K-5 | F, W, S | | | X | X | | |
| MCA-III | 3-5 | S | | | | X | X | |
| WIDA (ELL K-5) | | W | | | | X | X | X |
| Diagnostics | Grade | Test Window | Phonics | Phonemic Awareness | Fluency | Comprehension | Vocabulary | Oral Language |
| FAST earlyReading subtests | K-1 | As needed | X | X | | | | |
| Pre-Reading Assessments (Fountas and Pinnell) | K | F, W, S | X | X | | | | |
| Text Level Benchmark Assessments (Fountas and Pinnell) | K-5 | F, W, S | | | X | X | | |
| Spelling Inventory (Words Their Way) OR Benchmark Advance Spelling | K-5 | AS needed | X | | | | | |
| FAST CBM's (rate and accuracy) | K-5 | As needed | | | X | X | | |
| Summative Classroom Assessment | Grade | Test Window | Phonics | Phonemic Awareness | Fluency | Comprehension | Vocabulary | Oral Language |
| Benchmark Advance End of Unit/Interim Assessments | K-5 | ongoing | X | X | X | X | X | |
| Progress Monitoring | Grade | Test Window | Phonics | Phonemic Awareness | Fluency | Comprehension | Vocabulary | Oral Language |
| FAST earlyReading subtests | K-2 | As needed | X | X | X | | | |
| Running Records | K-5 | As needed | | | X | X | | |
| Benchmark skills checks | K-5 | As needed | X | X | X | X | X | |

| | | | | | | | | |
|--------------------------------------|-----|-----------|---|---|---|---|---|--|
| FAST CBM's (rate and accuracy) | K-5 | As needed | | | X | X | | |
| Illuminate DNA: Prebuilt Assessments | K-5 | As needed | X | X | X | X | X | |

F=Fall, W=Winter, S=Spring

How: School & Classroom Summative Assessments

MPS Literacy Interim and Unit Assessments

All students should take standards aligned assessments during the year. These assessments are intended to help teachers monitor student progress and provide summative information—essentially, to see if students are making adequate progress and staying on track. These assessments provide an opportunity to implement needed supports to ensure that students achieve proficiency in standards. Students who exceed the standards should receive instruction that meets their learning needs.

It is recommended that students take the interim assessments to assess progress and teachers use the unit assessments to plan instruction. The weekly assessments provide formative assessment opportunities during a unit of instruction. These assessments can be used during the long and short term instructional cycle planning meetings.

Schools may choose from the following K-5 assessments

- Benchmark Advance/Adelante Interim Assessments (administered four times per year) * OR
- Benchmark Advance/Adelante End of Unit Assessments (administered ten times)*
- Illuminate Data and Assessment (DnA) resources can be accessed to create standards-based assessments. Teachers can choose from pre-built assessments, create assessments using a standards-based item bank or create their own formative assessments.
- For guidance on pacing and when to administer assessments see the [K-5 Literacy MPS Benchmark Pacing Schedule](#)

*Recommended assessments

These assessments along with classroom formative and diagnostic assessments are used during long-term and short-term instructional cycle meetings. Teachers examine the scope and sequence of the unit's content. Teachers take note of standards and how they vertically align and fall within a learning continuum. While analyzing those standards in conjunction with unit/interim assessments, teachers determine success criteria and potential misconceptions to inform instruction. Success criteria requires the building and/or locating of formative assessments that will be analyzed during coinciding short-term instructional cycles.

MPS uses a wide range of assessments to respond proactively to the needs of our students. The visual below illustrates when and how these assessments are used.

Communication to Family

Families are provided screening reports during conferences that show grade-level benchmarks and how their child is doing in grade level proficiency.

Report Cards

The K-5 report cards are the primary tool for communicating with families and caregivers about student performance throughout the school year. K-5 students are given scores (1-4) to summarize performance towards standards-based indicators. Comments may be used to provide rich, insightful detail. Teachers must notify families if students are receiving additional supports in literacy. Report cards are completed for all K-5 students at the end of each quarter, information is reported within six different categories:

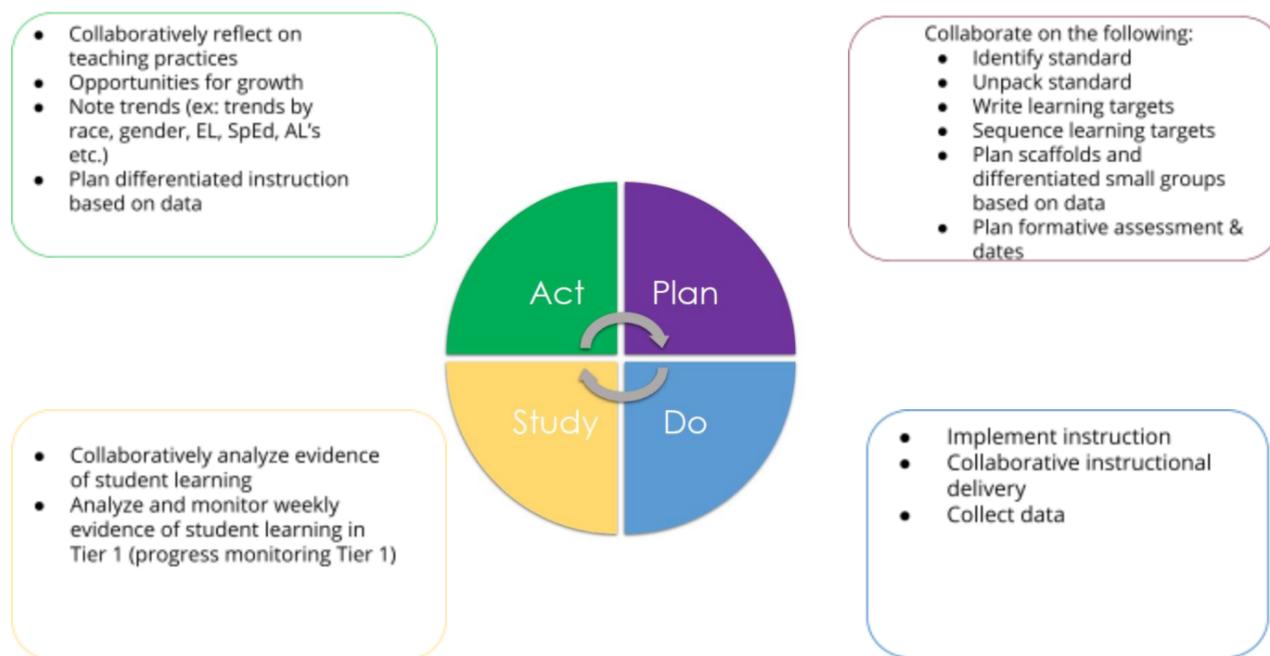
| | |
|----------------------------------|---|
| 1. Reading - Foundational Skills | 4. Writing |
| 2. Reading - Literature | 5. Speaking, Viewing, Listening, Media Literacy |
| 3. Reading - Informational | 6. Language |

Using Assessment Data to Inform Tier 1 Planning and Instruction

Data-Driven PLC Cycles

The purpose of PLCs (Professional Learning Communities) is to plan and make instructional decisions that support all students' growth and spend time getting to know students' academic and social emotional strengths. These instructional cycles are rooted in assessment data and curriculum transformation. We define assessment and systematic use of data as an exchange that deepens our learning about students. We use assessments/data to inform the decisions that are made at district, school site, and classroom level. Teachers should consider the curriculum, what we teach, and the instruction, how we teach (Muhammad 2020). Planning to support the pursuits of identity, skills, intellect and criticality within units of instruction meet the needs of all learners.

Professional Learning Community Protocol



The 4 Essential Questions:

1. What do we want all learners to know and be able to do?
2. How will we know if they learn it?
3. How will we respond when some learners do not learn it?
4. How will we extend the learning for learners who are already proficient?

Teachers work in teams to prioritize and plan literacy instruction, during the long-term instructional cycle meetings. They outline the scope and sequence of quarterly or unit content and the short-term instructional cycles embedded within it.

During these meetings, teachers take note of standards and how they vertically align and fall within a learning continuum. While analyzing those standards in conjunction with unit/interim assessments, teachers determine success criteria and potential misconceptions to inform instruction. Success criteria requires the building and/or locating of formative assessments that will be analyzed during coinciding short-term instructional cycles. As each long-term instructional cycle comes to an end, a data conversation is held to capture end-of-the-unit reflection that will be incorporated into data dive conversations.

PLCs require consistent, frequent and responsive analysis of student learning. Literacy instruction is planned, purposeful and includes target-driven scaffolding designed to lead learners toward mastery through high-quality instructional experiences.

When analyzing grade-level targets and standards in preparation for PLCs, teachers determine multiple success criteria to address the needs of all learners and in turn design or locate corresponding formative assessments. After this determination, whole-group and small-group

instruction is planned in alignment with grade-level instructional targets as well as the targeted instruction students need to reach grade level. Success criteria is clearly communicated to students.

Core instructional review meetings, assemble multiple stakeholders committed to supporting teachers in the analysis of classroom and individual student data. Teachers analyze growth and determine student mastery of success criteria. Academic, discipline and attendance indicators are triangulated in order to further build profiles that capture student and classroom successes or needs.

Students who are not showing growth towards previously determined criteria, require responsive action on behalf of the team. That support should entail planned and monitored modifications or interventions, meant to intensify targeted instruction. The families and caregivers will be notified when students receive interventions. Documentation of specific interventions and progress monitoring is recorded in CFS (Classroom for Success), Illuminate DnA or FASTBridge.

Additional Assessment Information

Screen and Identify Students with Dyslexia, Minn. Stat. §120B.12, subd. 2

[Statute: \(full version\)](#).

“Dyslexia is a learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component and or auditory processing of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Additional consequences may include problems in reading comprehension and reduced experience that can impede the growth of vocabulary and background knowledge”

(Minn. Stat. §125A.01, subd. 2).

Mi State Statute includes:

Subdivision 1: Literacy Goal

Subdivision 2: Identification and Reporting

Subdivision 3: Intervention

Subdivision 4: Staff Development

Subdivision 1. Literacy goal.

MPS does this through a Multi-Tiered Systems of Support (MTSS) model. MTSS is an evidence based, best practice framework intended to accelerate student achievement by providing inclusive and equitable educational practices ultimately aimed at minimizing the opportunity gap and creating equitable student outcomes. The purpose is to provide students with appropriate scaffolding and supports to ultimately prevent students from entering special education unless it is absolutely necessary. All students deserve access to grade level standards with supports.

On the state level, the Minnesota Department of Education (MDE) advocates the use of MTSS to increase the number of students meeting grade level standards and graduating with skills for further education and work careers. Effective implementation of the MTSS framework ensures that all students receive evidence-based instruction that leads to proficiency in the academic areas to which it is applied.

MPS has identified three goals for PK-8 reading:

- We will have a 5 percent annual increase in the number of students proficient in reading on the MCA
- We will have a 8 percent annual increase of students meeting or exceeding standards in reading for our lowest performing students on the MCA
- 80% of kindergarten students will demonstrate reading proficiency on the FAST earlyReading assessment

All K-5 MPS teachers use Benchmark Advance/Adelante to teach MN ELA State Standards with a focus on the five areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. Included are 20 minutes of daily phonological awareness and phonics instruction for all students in K-2. Benchmark Advance/Adelante’s core curriculum and intervention materials

support instruction through explicit direct instruction, assessment, small group work and interventions.

All K-5 students have access to Lexia Core5, a differentiated and adaptive computer-based program, to support student reading skill development in the five areas of reading.

Subdivision 2. Identification and Reporting

The Minnesota Department of Education (MDE) has responded to section 120B.12, subd. 2 by requiring districts to report on the numbers of students screened for the characteristics of dyslexia within the **World's Best Workforce Read Well by Third Grade** plan submitted by the district to the state every July 1st.

If a student is reading below grade level, MPS requires teachers to share that information with the student's caretaker at least once a year. Caregivers are notified if their student is reading below grade level on the student's report card. Additionally, teachers can share information during conferences, or during other times the teacher meets with the parents and caregivers.

Communication: Parent/Caregiver Notification of Student's Reading Progress

Parents are notified of student progress towards standards through report cards, progress notes, and conferences, as well as at an annual IEP meeting for students receiving special education. Academic goals and actions are the focus of the teachers, parents/caregivers and students at conferences and other caregiver/teacher communications. If students are reading below grade level, parents are given information about the type of supplemental or intervention instruction their child will receive to support accelerated learning. Parents/caregivers are also supported in working with their children. They are provided information about their child's reading level and how they can support their child with reading at home. Parents and caregivers also have access to the MPS website with additional information including community resources. Parents/caregivers are advised to have their student read for at least 20 minutes per day outside of school.

Subdivision 3. Intervention.

MPS identifies students that need intervention by engaging in routine data dive and diagnostic assessment cycles. Screening assessment data is collected, organized and analyzed during the fall, winter and spring to determine and update schoolwide and classroom instructional profiles with the purpose of collaboratively planning multiple ways to respond to the findings.

School teams gather together to discuss the implications of screener data and ways to respond to it. These meetings focus on: the analysis of scores relative to grade-level benchmarks, plan for the administration of diagnostic assessments for students in need of intervention, and devising a plan to monitor student growth towards the mastery of standards in literacy.

By collecting, organizing, and preparing diagnostic data for progress monitoring and collaborative analysis, teachers provide valuable information necessary to inform fellow stakeholders of student progress. Decision-making about individual student needs, to include either the intensification of interventions, can then be collectively addressed during MTSS Core Instructional Review meetings.

Benchmark Advance/Adelante also has intervention materials that include phonological awareness and phonics lessons and skills checks. Cuing or phonics should never be taught in

isolation, but always in combination with each other. Lexia Core5 alerts teachers to provide additional instruction when students are struggling in areas of reading.

Subdivision 4. Staff Development.

MPS provides:

- Ongoing Professional Development
 - In September 2020,
 - all MPS K-5 teachers were required to participate in Elementary Literacy Professional Development Session (asynchronous) focusing on literacy progressions
 - all PK-12 teachers were required to attend Curriculum Transformation professional development sessions. These sessions focused on ensuring that students receive a highly engaging learning experience that reflects and celebrates the cultures, values, and lived experiences within our MPS communities. By incorporating research-based best practices in curriculum development, racial identity development, and our commitment to culturally sustaining practices.
 - K-5 teachers, administrators, and instructional/differentiation specialists received training on implementing the Lexia Core5, analyzing Core5 data, and using Core5 tools and resources for differentiated support and intervention. Teachers also receive training on using Core5 data and resources to inform instruction.
 - The course ***Students who Struggle: What is Dyslexia?*** is available to **all** PK-8 licensed staff (general education, special education, specialists, coaches, related services) and school administrators. *All PK-8 licensed staff are expected to complete this workshop by September 30, 2021 and administrators by June, 30.*
 - All MPS K-5 teachers were required to attend professional development in September 2018 regarding using Benchmark Advance/Adelante to teach foundational skills and word study.
 - Teacher Coaching
 - All MPS K-8 sites have Differentiation Specialists who support and coach teachers to differentiate their instruction to respond to students' instructional needs.
 - Schools will have a K-2 Math and Literacy Specialist who support and coach teachers using MTSS Data Dives and Diagnostics Core Component, implementing differentiated instructional strategies in math and literacy for grades K-2.

Student & family based measures of literacy (ex. Surveys, self-assessments, family conversations/participation in school literacy events, etc)

Here are some ways schools can collect evidence of literacy practices:

- Principal observations around literacy instructional practices
- Coaching by K-2 and differentiation specialists
- Teachers video themselves so their practice can be reflected upon and discussed between teachers, coaches, and administrators

- PLCs can be used for teachers to share student work, get feedback from others and reflection instructional practices

Tier 2 and 3: Interventions

Tier 2 and 3 Communication to Caregivers

If a student is identified as needing Tier 2 and/or 3 intervention support(s), parents/caregiver will be notified in writing by the building principal. This notification will include:

- A description of the specific intervention, including the anticipated length of service and how student progress will be monitored
- A summary of the specific services to be provided
- The reason the student has been identified for the service
- Strategies parents can use to assist their children

Tier 2 Interventions

See the [MTSS Section of the Literacy Framework](#) for more detailed information about implementation of MTSS

PRESS

[PRESS](#) (Path to Reading Excellence in School Sites) was developed by the Minnesota Center for Reading Research ([MCRR](#)) through the University of Minnesota. Research-based approaches to reading are implemented addressing:

- high quality core instruction (Tier 1)
- data driven decision making
- tier 2 reading interventions within the multi-tiered systems of support (MTSS) framework
- ongoing professional learning opportunities and resources

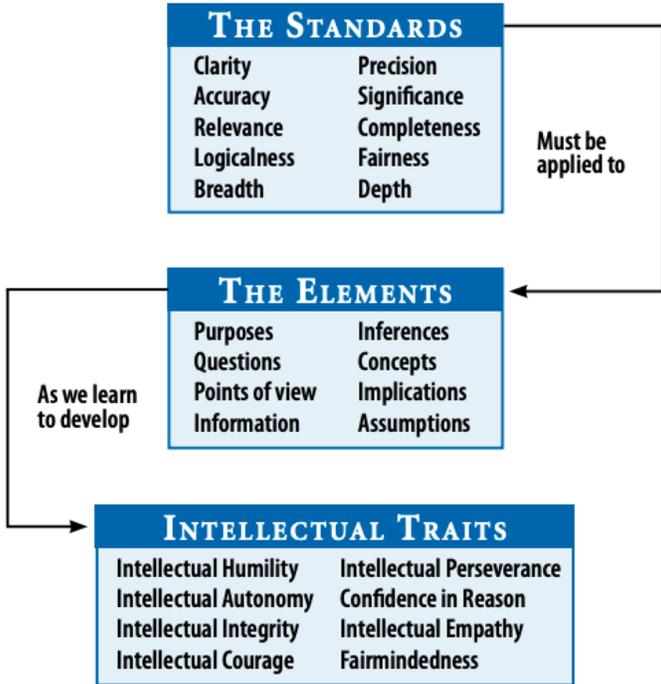
Over the course of the next three years, all K-5 general education teachers, administrators, K-2 Math & Literacy Specialists, and Differentiation Specialists will be trained on implementing PRESS Tier 2 reading interventions.

Lexia Core5

While Lexia Core5 is not an intervention, it is a tool teachers should use to determine appropriate interventions, if needed. Teachers are provided information about student performance and are provided resources to provide direct instruction and intervention as needed for individual students. Teachers are able to target special skill gaps as they emerge with data and student-specific resources they need for individualized or small group instruction

Advanced Learners Critical Thinking Skills

It is the goal of MPS to bring all students from an unreflective thinking status (not aware of significant problems in thinking) to the master thinking status (good habits of thought become second nature) through the use of Richard Paul's Critical Thinking Model.



| Tier 2 Intervention Material | Grade | Phonemic Awareness | Phonics | Fluency | Comprehension | Vocabulary | Oral Language |
|---|-------|--------------------|---------|---------|---------------|------------|---------------|
| K-PALS and PALS | K-1 | PA | P | F | | | |
| Benchmark Intervention <ul style="list-style-type: none"> • Print Concepts • Phonological Awareness • Phonics and High Frequency Words • Fluency • Comprehension • Language | K-5 | PA | P | F | C | V | OL |
| PRESS | K-5 | PA | P | F | C | V | |
| MN Reading Corps | PK-3 | PA | P | F | | | |
| Reading Partners | K-5 | PA | P | F | C | V | |
| Words Their Way | K-5 | PA | P | F | C | V | OL |
| Tier 3 Intervention Material | Grade | Phonemic Awareness | Phonics | Fluency | Comprehension | Vocabulary | Oral Language |
| Leveled Literacy Intervention (LLI) | K-5 | PA | P | F | C | V | OL |
| Advanced Learner Materials | Grade | Phonemic Awareness | Phonics | Fluency | Comprehension | Vocabulary | Oral Language |

| | | | | | | | |
|--|-----|--|--|---|---|---|----|
| Advanced Differentiation Parallel Curriculum Units | K-8 | | | F | C | V | OL |
| Sandy Kaplan’s Depth and Complexity Icons | K-8 | | | F | C | V | OL |

Tier 2 and Advanced Learners

Advanced Learner are Identified and Supported in Daily Instruction (Level 3 Services, MTSS Tier 2)

Every MPS school has a plan to provide identified advanced learners with:

- Opportunities to learn with like-ability peers through research-based grouping practices.
- A classroom teacher trained in advanced learner education who understands the unique needs of this population and how to meet those needs through effectively differentiated curriculum and instruction by using the tiering strategy.
- Rigorous, challenging learning experiences through core curriculum that have been differentiated by adding depth, complexity, novelty, and acceleration.
- Assessed on the report card with the advanced learning targets

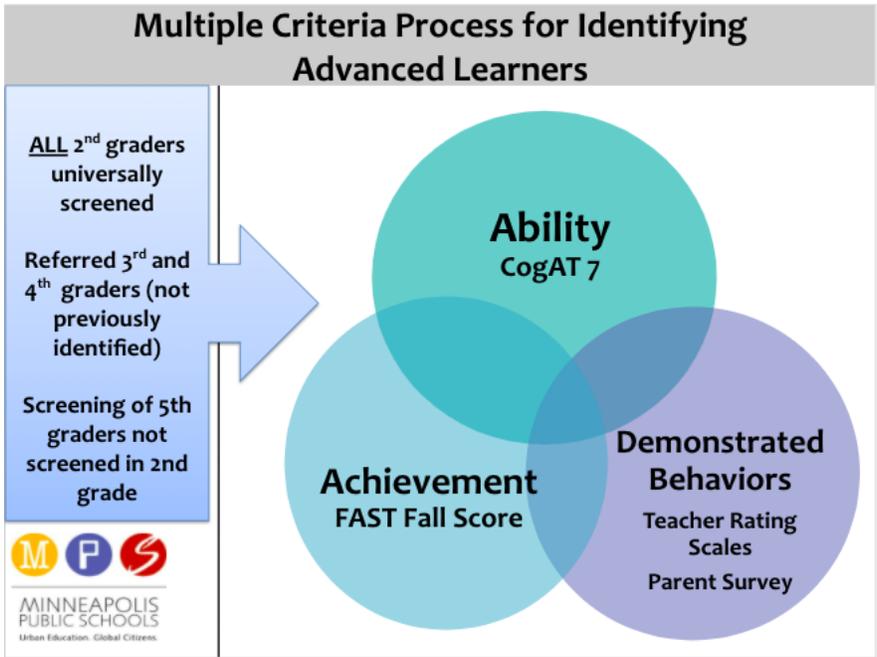
MPS is committed to finding and nurturing Advanced Learners of all cultural and socioeconomic groups, recognizing that this has not always been the case.

When screening all second graders for Advanced Learning services, MPS uses two methods, one technical and the other adaptive, to ensure diversity in student identification:

1. Two screening assessments (FastBridge and CogAT7), comparing student test results against peers, not district, state or national results.
2. Teacher and parent input in order to look at the child as a whole, rather than as a test result.

Because of these combined efforts, **our percentage of students of color within students identified for Advanced Learning has increased from 30% to 51% over the past 7 years.**

Schools across the state and country struggle with this same issue and have used the MPS model of identification to improve their own practices.



Advanced Differentiation in the K-6 Curriculum Guides

Talent Development and Advanced Academics have developed resources within the grade level curriculum guides to ensure that teachers have the tools and resources they need to challenge advanced learners throughout the school day. In reading, writing, math, science, and social studies, teachers will find a vast array of advanced options for small group instruction, parallel projects, independent study, and group investigations. Because these resources have been aligned with the core learning targets and apply research-based methods for challenging advanced learners, they can be used as-is or adapted based on teacher expertise or student need.

| Content Area | Advanced Differentiation Curricular & Instructional Strategies | Corresponding Professional Development |
|--------------|---|--|
| Literacy | <ul style="list-style-type: none"> Critical and Creative Thinking Critical Literacy Intellectual Traits Prompts for Depth and Complexity Socratic Seminar Universal Theme | <ul style="list-style-type: none"> Introduction to Talent Development and Foundations in Advanced Learner Education Interdisciplinary Learning Using Universal Concepts Managing Advanced Differentiation in the Classroom Nurturing Creativity In the Core Quality Questioning and the Socratic Seminar Thinking Like a Disciplinarian Using Advanced Differentiation Resources K-2; 3-5 |

Tier 3 Interventions

Tier 3 and Advanced Learners

Accelerated and Individualized Plans (Level 4 Services, MTSS Tier 3)

For some advanced learners, the services described above may not provide the intellectual demand or pace of learning that they need to make continued academic growth. These students' needs surpass the curricular enhancements and instructional pacing available in the grade level or subject area. MPS uses the Iowa acceleration scale to accelerate students.

Full-Grade Acceleration (K-8)

The state of Minnesota requires districts to have a policy on acceleration (Minn. Stat. §120B.15 (c)). Minneapolis Public Schools uses a research-based protocol for evaluating students for full-grade acceleration, the Iowa Acceleration Scale. Through this process, assessment criteria include:

- Measure of academic achievement
- Measure of academic aptitude
- Measure of intellectual ability
- Social, emotional, psychomotor considerations

The evaluation process involves a school-based team, which includes:

- District staff from talent development
- Building principal
- Grade level teacher
- Acceleration grade level teacher
- School counselor/psychologist (if available)

Parents meet with principal and district staff to initiate the evaluation process and at the conclusion when findings are presented. The evaluation team is made up of school site and District staff.

Students may be referred for evaluation for full grade acceleration by a parent or teacher. Referral forms included in the K-8 Full Grade Acceleration Guide.

Beyond the Tiers: Highly Specialized Intervention- Special Education Services

Introduction

The Special Education Department is relentlessly focused on students receiving individualized services and equitable instruction in their least restrictive environment. We are committed to educational evaluations and services that are not predicted by a student's race.

The Special Education Department developed this mission statement in 2016 and it continues to spotlight the intersection of special education and race. Having the opportunity to learn to read is a right for all students who attend Minneapolis Public Schools.

Historically, MPS has had a disproportionate rate of identifying black and brown students as needing special education services. The work of the special education department, and cross-departmental partners has been to decrease this disproportionality by increasing the fidelity and rigor of highly specialised literacy instruction. This instruction, along with intensive reading interventions, is the core foundation upon which the special education section of the literacy framework is built upon.

Literacy is a critical area of skill development for all students and is a major area of focus for the MPS Special Education Department and as a result of the Literacy Framework the Special Education Department is Committing to:

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

Elements of our cross departmental partnerships should be observable through the tiers 1, 2, 3 and most specifically in special education. On occasion, highly specialized instruction would replace some parts of tier 1 core instruction. This is done through Comprehensive Literacy Instruction (CLI) which can be provided both in the general education or special education settings with deep collaboration in place.

The literacy framework and future forward sections are reflected below foreshadowing what students, staff, families and the community will experience when engaging with the Special Education Department as a result of the MPS literacy framework.

Universal Access & Assistive Technology Skills

It is essential that all students have access to core instruction and assessments. Access can be provided through how lessons are developed to reach the edges of all learners in the classroom using Universal Design for Learning (UDL) Strategies. Examples include low tech modifications and accommodations like visual schedules and core boards and via high tech accessibility tools like Read&Write for Google Chrome. Co-teaching and collaborative planning practices are essential in the co-construction of materials and the delivery of supports to students. Core instruction is dependent on equitable student access to these supports to empower learners:

- Accessibility improvements and/or alternative measure for students who cannot access assessments and learning tools such as FAST
- Collect and analyze data on the impact using assistive technology has on student achievement
- Promote equitable access to curriculum using assistive technology
- On-going professional development

Literacy Data and Measurement Tools

Measurement tools are essential to benchmark growth over time and to isolate discrete skills. The MPS special education department will continue to work with teachers and families to make sure that the tools we use to measure student growth are equitable and culturally responsive. MPS will ensure that all students have access to meaningful assessments and that they are universally accessible.

Elementary

- Data dives among classroom and community teams
- Utilize a universal data collection tool for progress monitoring
- Collaborate with instructional staff to support students throughout the MTSS process

Literacy Intervention Practices

The Professional Instructional Center (PIC) identifies and supplies evidence based interventions to learners', birth to adult. Students qualify for these interventions after MTSS interventions have been applied with fidelity and a Special Education Evaluation is completed resulting in a student being identified as having an educational disability that impacts one or more areas of learning. PIC provides professional learning, coaching and implementation support to support MPS Special Educators in identifying and implementing skill focused intensive Intervention. These interventions are anchored in the big five literacy skills that students need to read proficiently: phonemic awareness, phonics and decoding, fluency, vocabulary, and comprehension. Strong reading intervention strategies require special education staff to progress monitor students who receive special education services with more intensity and frequency.

Elementary

- Spanish curriculum that supports phonics skills

- PreK-2nd grade phonics resources
- A workshop model that integrates special education interventions

Family Engagement

One of the most effective means of ensuring academic success is to engage families in their children's education. While family engagement benefits all students, those with disabilities often require a greater degree of parental involvement and advocacy than their peers without disabilities in order to be assured of receiving the same level of instruction as their peers without disabilities. Families play a number of supporting roles for their children, including as their advocates and as people who can provide valuable insight into their specific needs to teachers.

Student and family engagement is one of the most effective means of ensuring academic success.

- IEP team meetings as a lever
- SEAC meetings
- Authentic relationships
- Celebrations of students, teachers and communities
- Clear and differentiated communication modes, that honor family language

Family/Community Engagement

Guiding Questions

Our Values

- Partnership with families co-creating a shared definition of literacy that reflects how the community and schools share visions of literacy.
- Families are the first and most important providers of literacy and stories of our students' histories and their connectors to the students' culture and identity (Herrera, Porter, & Barko-Alva, 2020)
- Communities are the pioneers for creating and providing culturally sustaining literacies for families and students--providing resources for our students (Ladson-Billings, 2014; Muhammad, 2020; Paris & Alim, 2017)
- Families are the core and foundation to literacy (oral literacy, digital literacy, etc.) (Mapp, Carver, & Lander, 2017; Redding, Murphy, & Sheley, 2011)
- See families as a resource and the experts of their child (Mesa & Restrepo, 2019)

How do our values align to our work?

Current Practices

- Family and community involvement and partnership stems from individual schools
- Schools are finding ways to build culturally responsive relationships and literacy practices with families
- There is deep and critical reflection on what barriers currently exist to family engagement and how schools can share power to increase family engagement
- During distance learning--more communication with families and partnering with families
- Follow traditional system of balanced literacy structure as research outlines that centers more on white student literacy development

Needs more discussions:

- What are our non-negotiables that we expect to see in every school?
- NON-NEGOTIABLE: family and community engagement is centered on our students and families of color but the avenues to support this is based on the schools, families and students needs
- Prioritizing family engagement will help build culture and climate "academic rigor" and family/community engagement are both prioritized
- Are we delivering what our students are entitled to get (ILR) and how we deliver that message to families

What is working?

- Especially during Distance Learning (DL) we put books in the hands of students and families

- Conferences are happening and portion of conversation includes literacy discussion
- The schools that intentionally have literacy events
- During DL, more frequent conversations with families throughout the year
- During DL, parents were able to share their opinions and experiences of how their student is being taught and is learning (how does this continue when we return to in-person)

Areas for Improvement

- We need to let families define what family engagement is and what it looks like (connect with FE)
- need to have families define what literacy is and what they value in literacy learning
- literacy report card is not aligned and how literacy development is communicated to families is not all the same (interventions)
- culture and community experts that come into the classroom and schools to model different types of literacy
- family literacy nights: family learning communities
- field trips to libraries, community resources that promote literacy practices
- connection of school library media program (led by a licensed library media specialist) with families and the use of independent reading materials from the school library
- more access to school library program led by licensed library media specialists to engage students in all type of literacy and independent reading materials access outside of school
- variation between how schools approach families to partner in literacy. Our current practices and offerings are inconsistent between communities. There are several factors that affect literacy programming options including adherence to title 1 federal programs, relationships with community, the school's philosophy and belief in literacy partnership with families
- Our current practices could be greatly improved by offering real opportunities for symbiotic partnerships with families. We are inspired by the work of the parent participatory evaluation program and look forward to the continued development of systemic practices that honor the power of families and the community as literacy collaborators

MPS has strengthened parent and community engagement in literacy through identified communication systems, partnerships with community and faith-based organizations, early literacy programs and by identifying opportunities for parents and community members to get involved.

MPS Strong Reads Campaign

It's a fact that kids who read grow up to succeed, because reading is the foundation of all learning. It's also a fact that kids lose learning over the summer — a phenomenon called "summer slide" — when they don't have opportunities to continue their learning. That's why Minneapolis Public Schools (MPS) is launching a campaign to show MPS Strong is reading all summer long. Generously funded by The Minneapolis Foundation and Generation Next, and in collaboration with many local partners, the MPS Strong Reads summer campaign focuses on preventing "summer slide" by making summer reading fun and easy for students. Through book giveaways, creative writing workshops, celebrity readings and more, MPS will provide families and partners with concrete ways to impact and improve reading results for students in their everyday lives. MPS

started a Strong Reads Campaign that kicked off this Spring at one of our K-8 schools. Events will continue throughout the summer.

| MPS Strong Reads Partners | |
|---|---|
| <ul style="list-style-type: none"> ● Hennepin County Library ● Minneapolis Park & Recreation Board ● Boys & Girls Clubs of the Twin Cities ● Children’s Defense Fund ● East Side Neighborhood Services ● Generation Next ● Mid-Continent Oceanographic Institute | <ul style="list-style-type: none"> ● The Minneapolis Foundation ● Minnesota Literacy Council ● NorthPoint Health ● Phyllis Wheatley Community Center ● Reading Partners ● Start Reading Now |

The Office of Family and Community Engagement extends literacy supports to parents in the following ways:

- Family Guide for Getting Ready for Kindergarten contains an overview of what kindergarteners experience in the English Language Arts content area. In addition, activities to boost language learning for children birth to 2 and 3 to 5 years old are included.
- Curriculum Learning Guides for parents are available in four languages on the MPS website and for each grade level. These guides include information on academic skills needed at each grade level (K-5), tips on questions to check if a student is progressing and activities parents can do at home to support learning.
- Connecting Parents to Educational Opportunities (CPEO) is the first program sponsored by MPS’ Family Enrichment Network. The Family Enrichment Network provides multiple opportunities for families to increase their knowledge and skills in areas such as leadership, advocacy, public policy and child development.
- Enrichment ideas, homework help and links to online learning resources for parents and students are located in the Parent Resources section of the OFCE website.

Area Parent Advisory Councils

Area Parent Advisory Council meetings provide parents an opportunity to meet with the school district’s associate superintendents who represent each area, parents from other neighborhood schools and community leaders to:

- Provide input concerning school-related issues.
- Make recommendations in support of enhancing learning opportunities and environments
- Advocate for issues vital to the success of schools, youth and families in their community

The MPS Literacy Website provides families with information on MPS’s balanced literacy framework and resources for reading with your child at home. There is also information about dyslexia.

Early Childhood Parent Educators will provide preschool classrooms with parent workshops, family events, and Individualized parenting support, along with parenting information, to ensure that children and families have what they need to be ready for school. Parenting information includes sleep and bedtime, routines, positive guidance, making friends, developmental skills, school readiness skills, and more.

The Early Literacy Volunteer Tutor Program provides tutors with training to serve students in classrooms during literacy instruction. Volunteer tutors provide students with crucial literacy supports to enhance skill development.

The Minneapolis Beacons Network is a collaborative initiative between schools, the community and families with the mission to improve academic, social and life-work development of youth in low-income communities.

MPS works collaboratively in the following partnerships to increase literacy achievement for MPS students:

1. Pathway to Reading Excellence at School Sites (PRESS)

PRESS is a comprehensive approach to early literacy developed by the Minnesota Center for Reading Research in partnership with MPS, Minnesota Reading Corps (MRC) and the Target Corporation. Driven by research-based approaches to literacy, PRESS incorporates quality core instruction, data-driven instructional decisions and interventions, expanded support for English learners and meaningful professional development to support systemic change. Intervention materials and practices utilized through PRESS have been incorporated into our Multi-Tiered Systems of Supports (MTSS).

2. Minnesota Reading Corps

MRC and MPS collaboratively support tutors aiding in early literacy skill development in pre-kindergarten to third-grade classrooms across the school district. Tutors plan and coordinate work with classroom teachers, conduct assessments, use prescribed literacy interventions and conduct weekly progress monitoring. Two MPS schools are also MRC Total Classroom Schools. There is a scholar coach in every classroom K-3 all day to support core instruction and interventions.

3. Reading Partners

Reading Partners is a K-5 program that is supporting literacy development in many of our schools. Students receive literacy instruction based on the five pillars of reading by a tutor two times per week.

4. Start Reading Now

Start Reading Now partners with most of our elementary schools in MPS. Every Spring before school is out, Start Reading Now brings thousands of books into our schools for students to choose from to have in their own library at home. Each student in grades 1-3 chooses ten books per year, totaling 30 books over their three years. This is to prevent summer reading regression by getting books into the homes of our students.

5. Groves Literacy Partnership

Groves Literacy is partnered with a few sites. It uses evidence-based teaching methods to advance literacy instruction. They work with teachers to ensure all students receive literacy instruction based on the science of reading.

Future Forward (3-5 Years)

Introduction

One of the most notable areas of growth is providing MPS staff (district leaders, administrators, and teachers) with feedback and holding each other accountable to our commitment and work. Without feedback and accountability we are unaware of areas of improvement and our work becomes stagnant.

The following outlines our areas of growth, actions, and commitments (but are not limited to):

1. Systems and structures to support the following:

- Accountability and consistent and strong implementation of literacy framework across the district
 - Frequent classroom observations followed up with specific feedback to teachers/coaching cycle
 - Clear guidance of expectations paired with accountability and feedback from administrators, coaches, and DPFs. With feedback we are able to provide support so expectations can be met.
- Early literacy instruction will be consistent across MPS. Instruction will be
 - **Explicit:** Direct teaching of skills and concepts
 - **Systematic:** Structured, logically ordered skills; simple to complex continuum
 - **Cumulative:** New learning builds on prior learning
 - **Multimodal/Multisensory:** Students use two or more modalities/senses (visual, audio, tactile/kinesthetic) during instruction
 - **Application:** Intensive review and practice with immediate feedback
 - **Diagnostic/Responsive:** Ongoing progress monitoring, teacher provides students with academic feedback
- Ongoing monitoring of effectiveness of early literacy instruction will take place. Systems will be in place to identify needed resources and training.
- Consistent alignment of assessment and reporting practices across the district.
- Identification of reading level assessment tools. Time, structures, and guidance for ongoing, job-embedded professional learning for administrators, leadership teams, general and special education teachers to use these tools to inform instruction.
- Alignment of literacy academic professional development for administrators, coaches (Differentiation Specialist, K-2 Math and Literacy Specialists, Instructional Specialist, PAR mentors, IB coordinators, dual language coordinators, and all other coaches), teachers with support at the school level
- Time, structures, tools, and guidance for ongoing, job-embedded professional learning for administrators, leadership teams, general and special education teachers to use evidence and the principles from Curriculum Transformation to plan and implement differentiated, high quality, and culturally sustaining instruction
- Time, structures, tools, and guidance for ongoing, job-embedded professional learning for administrators, leadership teams, general education teachers to use district-approved evidence-based literacy intervention

- Increased professional learning and support of data literacy at school sites, including how to use triangulated standardized, summative, and formative data to make instructional decisions.
- Develop a system for district wide curation of books and evaluation of current needs for classroom collection. Ensure that funding is allocated each year for teachers and students to co-create classroom collections by adding text that are relevant to the class.

2. Reimagining Instruction: Curriculum Transformation

We need to support teachers to approach curriculum transformation as a way to plan that starts with the standards, because they set grade level expectations. Next teachers will examine available resources and determine if these meet the needs of their students. In order to support students and teachers in this process, the following will be addressed;

- What training do teachers need to engage in meaningful curriculum transformation?
- Provide ongoing training and coaching in Dr Gholdy Muhamad’s Five pursuits and critical literacy
- Support for located resources needs to be identified
- Development of a platform for MPS teachers to share resources and plans for each ELA uni across the district

Teaching standards is a means so our learners are able to apply the skills they have learned to pursue their own aspirations. To more holistically engage our learners, literacy must be applied across disciplines. According to Dr. Gholdy Muhamad, “it is key for literacy to be cultivated across the academic disciplines... literacy skills should not be taught or exercised only in literature or English language arts classes but in all spaces of learning, including health, physical education, art, and music.” (2020)

Elementary Disciplinary Literacy Connections
MN ELA K-5 Anchor Standards

Disciplinary literacy is the ability to interpret (e.g. read, view, listen, experience) and create (e.g. write, speak, sing, act, and draw) in a way that other members of that discipline (e.g. mathematics, historians, scientists, writers, and artists) would recognize. It is a discipline specific way to “read the world.” Building the foundation for disciplinary literacy begins in the elementary grades.

| Reading | | | | | |
|---|--|--|---|--|---|
| Math | STEM/Science | Social Studies | Arts | Physical Education | Library and Information Media and Technology |
| Being able to read, comprehend and reason different problem solving scenarios and situations. | Reading procedures for hands-on activities. Interpreting data in graphs and tables. | Primary and Secondary Sources -Read and analyze multiple perspectives Maps, graphs, charts | Decoding and interpreting visual images and symbols based on the context of the art form (dance, media arts, music, theatre and visual arts.) | Read and/or calculate heart rate data Read station/skill cards to perform a skill | Self select and read just right independent reading materials, both print and digital (ebooks, audiobooks, databases, |

| | | | | | |
|--|--|---|--|---|---|
| | Reading informational text about science/STEM concepts. | Summarize, questioning, inquiry | EX: reading musical notation, lyrics, scripts, works of art, and the moving body. | | websites, etc) |
| Writing | | | | | |
| Solving problems and providing evidence of thinking through words, drawings, and models. Justifying solution strategies using mathematical vocabulary. | Writing a claim backed by evidence to answer a question. Creating data tables and graphs. | Journal reflection (make personal connections to content) Opinion paragraph with evidence to support ideas Summarize Develop questions | Creating visual images or symbols based on the context of the art form, including conceiving and developing new artistic ideas and work. EX: writing artistic statements, creating a system of notation for documenting work, critiques, and reflections. | Calculate, record and analyze heart rate data | Digital writing through documents, slides, emails, and other forms of digital communication |
| Listening | | | | | |
| Engage in mathematical discourse with partners, class and share mathematical understanding. Make connections between others thinking | Listen to others during sense-making discussions. | Inquiry Discussions Listen and analyze different POVs | Developing aural awareness in specific contexts to the art form. EX: engaging in feedback and reflection cycles, musicality, and developing artistic voice. | | Engaging with and creating audiobooks, podcasts, etc |
| Speaking | | | | | |
| Communicating thinking and engaging in mathematical discourse with others. Justifying solution strategies using mathematical vocabulary. | Share and clarify thoughts on scientific phenomena through speaking. Provide evidence and reasoning to support a claim. | Communicate ideas Debates Discussions | Communicating artistic intent, thinking, and creations based on the contexts to the art form. Ex: using the voice, body or musical instrument to create sounds. Engaging in discourse with peers around works of art. | Describing movement and sequences of movement | Digitally sharing ideas and engaging in discussion through varied software |
| Viewing | | | | | |

| | | | | | |
|---|--|--|---|---|---|
| Able to view images and models and analyze situations | Make observations of phenomena. Interpret visual displays of information. | Media (film, advertisements) Image analysis Primary source documents | Viewing and responding to a variety of artistic mediums, forms, and discipline specific works of art. | Viewing and analyzing game-play situations to execute appropriate movements | Viewing, responding, analyzing, and creating videos and other digital media |
|---|--|--|---|---|---|

In conjunction with Curriculum Transformation, we need to challenge our own concept of the traditional relationship between our instruction and assessments. While standardized assessments play an important role, we need to move beyond relying solely on these assessments and use cross-disciplinary application-based projects to collect evidence of student learning and thinking. Inquiry and project based learning provides students the opportunity to apply their literacy skills across content areas. Additionally, it supports culturally responsive and sustaining pedagogy and addresses other literacy strands (listening, speaking, and viewing) in the following ways:

3. Aligning Assessment Practices

Writing is a critical component of literacy that we need to be more intentional about assessing so we can better serve our students. Good readers write and good writers read.

- Adding district-wide K-5 common writing assessment(s) and rubric(s) is an area that needs to be developed.

Common assessments for the MN ELA Standards provide teachers with tools to assess student proficiency towards grade level standards. Common assessments are a powerful collaborative tool to engage in long and short term planning cycles to support instruction that meets students' needs. Thoughtful implementation of how these will be used is a necessary component of literacy instruction and the following (and possibly more) need to be addressed.

- Locate existing or create new interim assessments for all grade levels
- Develop guidance and expectation for use
- Create a calendar of yearly assessment administration
- Support schools and teachers with collaborative planning tools and protocols to guide evaluating assessment results and planning

Report Card and Parent Communication

Currently, report card practices are inconsistent when assessing ELA standards (reading, writing, speaking, and listening). There is a great deal of variability and subjectivity in scoring on the report card. This directly and negatively impacts our mission of educational equity. Recommendations need to be created to address the following;

- Identify, by quarter, what standards are addressed on report cards for all K-5 learners
- Identify district-wide standards-based common assessment(s) that are used as a key indicator for report cards. This provides consistency and high expectations for all MPS K-5 learners
- Revise current report card guidance to help teachers equitably share information about learners
- In addition to report cards, communication resources and plans to share student information with families need to be created and implemented.

Dual Language Bilingual Education

This section includes:

- [Key terms](#)
- [Introduction](#)
- [Tier 1: Core Standards based Instruction](#)
- [Assessment and Systematic Use of Data](#)
- [Tier 2 and 3: Interventions](#)
- [Family/Community Engagement](#)
- [Future Forward \(3-5 Years\)](#)

Key Terms for Dual Language Bilingual Education

Bilingual

The ability to speak, listen and understand in two languages.

Biliterate

The ability to read, write and understand in two languages.

Multilingual learner

A term used to capture the broad range of students who are bi/multilingual or who are learning, and learning through, more than one language. (Wright, 332)

Language(s) of Instruction

This refers to the language used during the instructional time. Depending on the grade level and learning goals, different content (math, science, literacy) is taught either in Spanish/Hmong or English.

Translanguaging

[...] Refers to the natural and normal ways bilinguals use their languages in their everyday lives to make sense of their bilingual worlds. In teaching, it refers to pedagogical practices that use bilingualism as a resource rather than ignore it or perceive it as a problem. (Wright, 333)

Cross Linguistic Transfer

Cross-linguistic transfer is defined as language learners' use of linguistic knowledge of one of their languages to leverage the learning of another language. (Yang et. al, 2017)

Introduction to Dual Language Programs

As a result of the literacy framework:

- ❑ MPS will implement Historically responsive (bi) literacy from a Multilingual lens: student identity, reading, writing and oracy skills, intellect, and criticality (Gholdy Muhammad)
- ❑ MPS will structure spaces for translanguaging and cross-linguistic transfer within literacy instruction
- ❑ MPS will align Special Education and ELD programs within language allocation guidelines and instructional best practices for bi/multilingual students
- ❑ MPS will develop, pilot and implement needed MTSS resources to support biliteracy development
- ❑ MPS will partner with students and families to co-create learning and build trusting relationships

Introduction

“The most powerful predictor of student achievement in L2 [second language] is nonstop development of students’ L1 [first language] through the school curriculum” (Thomas and Collier, 2017, p. 204)”

Minneapolis Public Schools is proud and committed to increasing multilingual opportunities for all students in a variety of programs. The Dual Language Bilingual Education (DBLE) programs, in Spanish ranging from grades PK-12 and in Hmong, currently from K-5 and with 6-8 to be implemented next year, nurture students’ bi/multilingualism, bi/multiliteracy, academic achievement and socio-cultural competencies through challenging but supportive learning rooted in standards, equity, and two languages.

In order to achieve these goals, especially within the area of literacy, core standards-based instruction within our programs utilize the three pillars of Dual language education as defined by Centers of Applied Linguistics within a language allocation guideline.

- Academic Achievement
- Bilingualism & Biliteracy
- Socio-Cultural Competence

Core Beliefs of Literacy in Dual Language Bilingual Education

In the DLBE programs, Language, Culture, and Equitable practices are not separated. The literacy expressions of our students must reflect their own cultural and socio-emotional identities. The languages of instruction are a way to explore and experience our students’ cultures and other cultures as well. In fact, in addition to learning, the Languages of instruction are tools used to explore and experience the different perspectives embedded in our society and the world.

Students in Dual language programs start building their identity as bilingual learners beginning in PreK and continue cultivating their identity throughout the program.

The program embraces and celebrates all our students’ cultures and identities through authentic literacy work that reflects their diverse backgrounds and enhances their unique ways of seeing the world.

Essential Actions of Literacy in Dual Language Bilingual Education

PK-12 Language Allocation Guidelines prioritize the role of language development in partnership with literacy by determining which language is used as the **language of instruction** throughout the school day. There is English (marked in the table below as blue) and the LOTE (Language other than English, in our case either Hmong or Spanish, marked in the tables below in green). By learning content through the LOTE (Hmong or Spanish), students develop high levels of proficiency (listening, speaking, reading and writing skills) in those two languages. To support students’ literacy and linguistic goals, instruction is purposely divided between the languages during different content areas (math, literacy, science, for example) and times of the school day. Additionally, to support student understanding of how the two languages intersect or connect, there are specific instructional times in which both languages are used within instruction.

As students transition from a PK-5 to a 6-12 Dual Language program, their bilingualism and biliteracy skills are further developed. At the middle and high school levels, the program becomes the sum of the classes offered in the target language. In the Hmong programs, students will take classes in Advanced Hmong language and Social Studies taught in Hmong. The Spanish Dual Language program strand pathway consists of the main three courses taught in Spanish: Spanish Language Arts, Social Studies and Science. However, additional elective projects and support classes are offered such as debate and advisory.

Hmong Dual Language Program Language Allocation

| | K-1 | 2 | 3 | 4-5 | 6 | |
|------|-----|---|---|-----|---|------|
| 10% | | | | | | 100% |
| 20% | | | | | | 90% |
| 30% | | | | | | 80% |
| 40% | | | | | | 70% |
| 50% | | | | | | 60% |
| 60% | | | | | | 50% |
| 70% | | | | | | 40% |
| 80% | | | | | | 30% |
| 90% | | | | | | 20% |
| 100% | | | | | | 10% |

Spanish Dual Language Program Language Allocation

| | K-1 | 2 | 3 | 4-5 | 6-12* | |
|-----|-----|---|---|-----|-------|------|
| 10% | | | | | | 100% |
| 20% | | | | | | 90% |
| 30% | | | | | | 80% |
| 40% | | | | | | 70% |
| 50% | | | | | | 60% |
| 60% | | | | | | 50% |
| 70% | | | | | | 40% |
| 80% | | | | | | 30% |
| 90% | | | | | | 20% |



*6-12 is currently 40/60 but it depends on having a six period day versus a seven period day

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Tier 1: Core Standards-based Instruction Dual Language

Tier 1: Core Standards-based Instruction

- ❑ MPS will implement Historically responsive (bi) literacy from a Multilingual lens: student identity, reading, writing and oracy skills, intellect, and criticality (Gholdy Muhammad)
- ❑ MPS will structure spaces for translanguaging and cross-linguistic transfer within literacy instruction
- ❑ MPS will align Special Education and ELD programs within language allocation guidelines and instructional best practices for bi/multilingual students

Essential Practices in Dual Language Bilingual Education

Dual language core instruction serves a dual purpose--to develop language and learning simultaneously from PK to college and career. In order to do this effectively, core literacy instruction in dual language core instruction has to look different from English-only core instruction. It roots itself in three areas:

- Standards based instruction using MN state standards *and* [MN State Standards in Hmong or the common core standards in Spanish](#);
- Present **learning** in the partner language (Spanish or Hmong) with appropriate scaffolding and differentiation to support **language and literacy development**.
- Cultivate a learning space where students' whole linguistic repertoire is embraced and valued as part of their identity development.

To meet the goal of developing bilingual and biliterate learners, core instruction needs to be centered and built from student identity and strengths. The first step is to recognize “all the ways that our students in multiple literacies across language practices [and] validat[e] the varied experiences and funds of knowledge of bilingual students (España & Herrera 2020).” Then, the teacher will create spaces for **translanguaging** and **cross-linguistic transfer** within literacy instruction. These instructional times within the literacy block allow for students to enact and utilize their multiple literacies and languages to support learning and bi/multilingual identity development.

To strengthen instructional core literacy practices, all programs that coexist within dual language programs need to align with the language and literacy goals of the program. For students that require extra support in their English Language development (ELD), **ELD services** must be provided within the literacy block using strategies that support the growth of **both** languages. It is a misconception that students who are learning English need more English. In fact, when students have a strong foundation of literacy in their first language (Hmong or Spanish), they are able to make the transition to English reading much faster.

For students that require **Special Education services**, it is important that the following are put in place:

- Equitable evaluations that take into account the language of instruction
- Alignment of interventions with Language of Instruction of our Dual Language sites, including service delivery and intervention.
- Licensed bilingual and biliterate special education teachers and support staff
- For additional future specialized programming see below. While this is present in our English classrooms, mirroring this within the dual language programs (using the LOTE) is next:
 - CLI Literacy Framework Pre-K-Transition
 - Birth to Five Beyond the Tiers: Highly Specialized Instruction
 - K-5 Beyond the Tiers: Highly Specialised Instruction
 - 6-12 Beyond the Tiers: Highly Specialised Instruction

Assessment and Systematic Use of Data in a Dual Language Setting

- ❑ MPS will develop, pilot and implement needed MTSS resources (assessments and instructional materials) to support biliteracy development

Introduction

In order to meet the goals of bilingualism and biliteracy, students need to be assessed in both languages at different parts of their PK-12 education. To develop strong literacy skills in the target language (Spanish or Hmong) more literacy assessment from grades K-2 takes place in those languages. Then, around the end of second and beginning of third grade, assessment is introduced in English. Subsequent sections show the breakdown of the language of assessment as it parallels the language allocation guidelines.

As students advance through their K-12 pathway, purposes behind data shift to focus on academic achievement through the International Baccalaureate MYP programming. At the end of a student's K-12 career in a Dual Language program, assessment and data work towards a student's post secondary education and/or career through the MN Seal of Biliteracy and/or the chance to earn an International Baccalaureate Diploma (IBDP), in addition to free college credits.

In utilizing different types of assessment for instructional planning, there needs to be parity of resources for biliteracy development within the MTSS system. Currently, few resources either exist within our district and nationally. The next two sections describe core components of MTSS: Assessment, Data use, Tier 2 and Tier 3 and what is lacking for dual language bilingual education.

Quantitative vs. qualitative measurements

Much of literacy instruction is measured quantitatively (standardized assessments such as MCA, MAP, Fast, etc.); however, one major barrier for measuring biliteracy is that these tests solely exist in English, with few exceptions. Besides I-station and Fast e-reading in Spanish, all other measurements are in English. There are no quantitative measurements in Hmong. Therefore, like other programs across the nation, to measure growth in biliteracy, Dual Language programs have had to rely on qualitative measurements.

Qualitative measurements (descriptive, reading diagnostics, observations, tasks completed in class) are also useful when measuring language. Performance based-tasks can provide a holistic view of our bi/multilingual students in their journey towards bilingualism and biliteracy. The IB/MYP programming provides a wealth of opportunities for students to demonstrate their growth in language and achievement of core content at the 6-12 level.

Current Assessments and Systematic Use of Data

The assessments in the Dual Language programs at the elementary level have two primary purposes: screening and diagnostic. The screening is conducted to identify or predict students who may need more academic support. This kind of assessment is followed by additional testing or short-term progress monitoring to corroborate students' progress. The diagnostic assessments allow teachers to identify students' strengths, skills, and areas needed for support to guide their instruction.

Students in K-2 are assessed in Spanish or Hmong only. For grades 3 through 5, students take assessments in both languages. We will continue to adopt authentic assessments (rooted in the literacy development of Spanish or Hmong, not an English translation or transadaptation of an English literacy assessment) as they are developed.

To measure biliteracy within our 6-12 programs, we will be piloting the ENIL to measure Spanish literacy as it progresses. We hope to have a common tool that provides critical data to support literacy development of Spanish. There are no current literacy measurements yet for Hmong 6-8 programs. The table below shows current assessments used within our Dual Language Programs:

| Program | Type of Assessment | Purpose of Assessment | Language of Assessment | Times per year |
|--------------------|---------------------------|------------------------------|--|-----------------------------|
| Hmong K-5 | Hmong F & P | Running Record & Diagnostic | <input checked="" type="checkbox"/> Hmong <input checked="" type="checkbox"/> English | 3 (Fall, Winter, Spring) |
| | Kindergarten Portfolio | Diagnostic | <input checked="" type="checkbox"/> Hmong | 3 (Fall, Winter, Spring) |
| Spanish PK | Teaching Strategies GOLD® | Formative | <input checked="" type="checkbox"/> Spanish | 3 (Fall, Winter, Spring) |
| Spanish K-2 | F & P | Running Record & Diagnostic | <input checked="" type="checkbox"/> Spanish | 3 (Fall, Winter, Spring) |
| | Isip | Screeener & Diagnostic | <input checked="" type="checkbox"/> Spanish | 3 (Fall, Winter, Spring) |
| Spanish 3-5 | F & P | Running Record & Diagnostic | <input checked="" type="checkbox"/> English | 3 (Fall, Winter, Spring) |
| | FAST | Screeener & diagnostic | <input checked="" type="checkbox"/> English | 3 (Fall, Winter, Spring) |
| | ENIL* or EDL* | Diagnostic | <input checked="" type="checkbox"/> Spanish | 3 (Fall, Winter, Spring) |
| | Isip | Screeener & Diagnostic | <input checked="" type="checkbox"/> Spanish | 3 (Fall, Winter, Spring) |

| | | | | |
|-------------------------|--|---------------------------|---|--------------------------------|
| Spanish 6-8 | Isip <i>(For select students)</i> | Screeener & Diagnostic | <input checked="" type="checkbox"/> Spanish | 3 (Fall, Winter, Spring) |
| | ENIL* | Diagnostic | <input checked="" type="checkbox"/> Spanish | 2 (Fall & Spring) |
| Spanish 9-12 | ENIL* | Diagnostic | <input checked="" type="checkbox"/> Spanish | 2 (Fall & Spring) |

****To be piloted during SY 21-22***

Tier 2 and 3: Interventions

- ❑ MPS will develop, pilot and implement needed MTSS resources (assessments and instructional resources) to support biliteracy development

Introduction

Within the MTSS framework, tiers 2 and 3 are utilized to provide short support with varied intensity. While this is a challenge for an English-only program, within a dual language context, the journey to bilingualism and biliteracy is an added foundational piece that is still being developed within the MTSS framework.

Therefore, something we are working towards is developing more MTSS tools that incorporate the dual focus of bilingualism and biliteracy. Since there are two languages of instruction, there needs to be double support to grow literacy in both languages, depending on where the individual student is. A critical first step is to develop a practice profile for biliteracy.

Targeted and Supplemental Intervention & Instruction

For students whose needs are not met through universal, differentiated instruction and supports within tier 1 core instruction, dual language classrooms need to have supplemental resources that are in the languages of instruction (Spanish or Hmong as well as English). There are far fewer resources that exist in Spanish and Hmong than do in English.

One goal of the Spanish PK-5 programs is to develop a decision tree for Spanish literacy. This will support teacher analysis of data and decision making about instructional next steps to provide targeted and supplemental instruction for tier 2 and 3 interventions. Resources that are currently in place for our Spanish Dual Language programs such as Benchmark and ISIP interventions, phonics kits and teacher made instructional support materials will continue to be used and evaluated. Additional materials that will be piloted during the 21-22 school year are Estrellita, Lunita, and small group resources from American Reading Company.

In addition to physical resources, school staff (teachers, literacy and differentiation specialists, and more) are resources to support aligned instruction and interventions to accelerate student growth. Expected practices include:

- ❑ Participate in Tier 2 & 3 Professional Learning Communities
- ❑ Document observations and evidence of student learning, behavior and social/emotional needs
- ❑ Establish learning objectives for the supplemental instruction.
- ❑ Establish small group support during scheduled literacy instruction.
- ❑ Collaborative develop flexible groupings of students for targeted instructional delivery.
- ❑ Administer and record progress monitoring data.
- ❑ Review data to revise instructional support.
- ❑ Seek and utilize coaching support.
- ❑ Maintain communication with parents on student progress.

Research

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Family/Community Engagement

- ❑ MPS will partner with students and families to co-create learning and build trusting relationships

Attending a Dual Language program provides a unique opportunity to reimagine family partnership. It means strengthening our students' connections with their own families, the school community and the multicultural local and national communities to which they belong through the use of language. Students in our programs come from different linguistic and cultural backgrounds, therefore our programs make sure to design opportunities for meaningful partnerships with families. In this regard, our programs continually aim to:

- Provide learning opportunities for families around bilingualism and biliteracy.
- Remove barriers to provide families better access through:
 - Providing different forms of transportation for families/community to participate and engage in school events/celebrations
 - Adopt practices in which meetings are conducted in the partner language as well as in English.
 - Various forms of communications (letter, newsletter, website posting, phone calls, robo calls, personal invites) to families about events/activities are in multiple languages
 - Translators, family liaisons, other support staff and community partners are available/present to welcome, greet, and support families
- Connect families with community resources to support the varied needs of our students.
- Promote inclusive cross-linguistic and cross-cultural events to build a sense of community school-wide and district-wide.
- Establish and maintain connections with local stakeholders as a way to maximize our students' multilingual and multicultural identities.
- Create opportunities for global connections by celebrating and embracing family histories and international roots.
- Having celebration events that are reflective of the many cultures of the school

Future Forward (3-5 Years)

As a result of the literacy framework:

- ❑ MPS will implement Historically responsive (bi) literacy from a Multilingual lens: student identity, reading, writing and oracy skills, intellect, and criticality (Gholdy Muhammad)
- ❑ MPS will structure spaces for translanguaging and cross-linguistic transfer within literacy instruction
- ❑ MPS will align Special Education and ELD programs within language allocation guidelines and instructional best practices for bi/multilingual students
- ❑ MPS will develop, pilot and implement needed MTSS resources to support biliteracy development
- ❑ MPS will affirm assets and partner with students and families to co-create learning and build trusting relationships

Vibrant and beautiful linguistic, racial and cultural communities have enriched Minneapolis Public Schools. It is our responsibility to provide learning spaces that foster unique student identities, skills, connections with family and the community at large. The foci above illustrate next steps that will map out how Dual Language Bilingual Education programs will evolve to provide equitable and accessible learning for our bi/multilingual learners, as well as the goals of our programs: Academic Achievement, Bilingualism & Biliteracy and Socio-Cultural Competence.

Glossary

Balanced literacy instruction. “A balanced literacy program includes both foundational and language comprehension instructional features, such as phonemic awareness and phonics (understanding the relationships between sounds and their written representations), fluency, guided oral reading, vocabulary development, and comprehension. An alternative interpretation of balanced literacy is that it mixes features of whole language and basic skills instruction (ILA, 2018).”

Comprehension. “Making meaning of what is viewed, read, or heard. Comprehension includes understanding what is expressed outright or implied as well as interpreting what is viewed, read, or heard by drawing on one's knowledge and experiences. Comprehension may also involve application and critical examination of the message in terms of intent, rhetorical choices, and credibility (ILA, 2018).”

Critical literacy. “The ability to actively read texts in a manner that promotes a deeper understanding of socially constructed concepts such as power, inequality, and injustice in human relationships (ILA, 2018).”

Culturally responsive education. “The deliberate recognition and inclusion of all forms of student diversity as a pool of resources from and toward which curriculum, instruction, and all aspects of school policy should be designed. In practice, it means the alignment of curriculum and instruction with students' backgrounds, life experiences, and cultures (ILA, 2018).”

Curriculum. “The overall design of instruction or opportunities provided for learning. A curriculum may include materials and textbooks, planned activities, lesson plans, lessons, and the total program of formal studies or educational experiences provided by a teacher or school (ILA, 2018).”

Differentiated instruction. “Instruction designed to be specific for individuals or groups of learners to enhance the learning of skills, concepts, and strategies. Modifying the content, the style of teaching, and the products signifies that a customized experience that grew out of a student's specific learning needs has occurred (ILA, 2018).”

Digital Literacies. “Information and communication technologies, such as smartphones, laptops, tablets, and the internet that shape new forms of reading and writing, including the skills, strategies, and dispositions necessary to successfully use and adapt to the rapidly changing information and communication technologies and contexts that continually emerge in our world (ILA, 2018).”

Disciplinary literacy. “The specialized information and organizational patterns, language, vocabulary, syntax, text features, and ways of interpreting, evaluating, and conveying evidence and information within a particular discipline (ILA, 2018).”

Engagement. “The behavioral, cognitive, and emotional activities and processes of literacy that enable individuals to gain pleasure, knowledge, and self-realization from text interactions (ILA, 2018).”

Fluency. “The ability to act (speak, read, write) with ease and accuracy. Research indicates that oral reading fluency is the ability to read text accurately, with sufficient speed, prosody, and expression. It is an essential component of reading because it permits the reader to focus on constructing meaning from the text rather than on decoding words (ILA, 2018).”

Formative assessment. “The continuing study of student learning in an instructional program as it moves toward its goals and objectives by monitoring the learning progress of its participants. Diagnostic testing and various formal and informal assessment procedures can be used to identify needed adjustments to the teaching and learning activities (ILA, 2018).”

Historically Responsive Literacy Framework: A universal teaching and learning model that helps teachers cultivate the genius within students and within themselves and teach in ways that create spaces for mutual empowerment, confidence, and reliance. Grounded in the history of literacy learning in Black communities, the four-layered equity framework includes five learning goals: 1) identity development; 2) skill development; 3) intellectual development; 4) criticality; 5) joy (Muhammad, 2020)

Literacy. “The ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context (ILA, 2018).”

Motivation. “The goals, values, beliefs, and dispositions that energize behavior, elicit cognitions, and regulate literacy processes and learning (ILA, 2018).”

Phonemic Awareness. The ability to hear and manipulate sounds in spoken words.

Phonics. Instruction in how to use letters to represent the sounds in words when reading or spelling.

Reading. “The process of simultaneously extracting and constructing meaning through interaction and involvement with written language (ILA, 2018).”

Social-emotional learning.” Non-cognitive development including a wide range of affective or behavioral functions such as emotional regulation, prosocial behavior, positive character traits, or mind-sets. It is important in terms of literacy education because many of these abilities are correlated with learning and reading achievement (ILA, 2018).”

Systematic instruction.” Systematic instruction in reading is a plan of instruction (e.g., scope and sequence) that takes students through an explicit sequence of learning activities (ILA, 2018).”

Vocabulary. “The words known or used by a person or group or a set of words compiled from written or oral sources (ILA, 2018).”

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This section includes:

1. [Pre-K Research References](#)
2. [Elementary Research References](#)
3. [Dual Language Research References](#)

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DRAFT CLIMATE FRAMEWORK BELIEF STATEMENTS (v2.0) - OCTOBER, 2020

| | Minneapolis Public Schools must be a place where our students, families, and staff feel and experience: | | | |
|--|--|--|---|--|
| | Equity, Representation, & Anti-Racism | Physical and Emotional Safety & Wellbeing | Relationships, Trust, & Communication | Shared Decision Making & Voice |
| By that we mean: | <ul style="list-style-type: none"> Feeling valued and respected for your whole self and showing others that you value and respect them Feeling welcomed and celebrated in all of our spaces Acknowledging, challenging, and interrupting our own biases about others | <ul style="list-style-type: none"> Protecting physical, emotional, and psychological safety Meeting each individual's needs Growing socially, emotionally, and academically Nurturing students' strengths and assets as they come Being a place of joy that supports growth and learning Acknowledging that harm can happen and committing to practice different ways of healing | <ul style="list-style-type: none"> Building positive relationships between staff, families, and students Feeling that your background, culture, and talents are known Creating conditions for people to speak up when they feel wronged or that someone else has been wronged, and ensuring that they're heard | <ul style="list-style-type: none"> Feeling heard and understood without judgement Sharing power between staff, families, and students |
| In the classroom, this means: | <ul style="list-style-type: none"> Having 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 | <ul style="list-style-type: none"> Making sure that all students feel safe to express their various identities and academic and social needs Striving for academic and social inclusion of all students | <ul style="list-style-type: none"> Building relationships based on respect, trust, and care between students and adults Seeing that adults are working to make things better for students Giving students useful feedback on their learning Co-creating learning with students, families, and the community Promoting open communication between teachers, students, and families | <ul style="list-style-type: none"> Having student voice heard and valued Allowing students to give input in their own learning Allowing regular opportunities for student and family feedback about learning and instruction |
| In our staffing decisions, this means: | <ul style="list-style-type: none"> Having MPS staff who are committed to equity and anti-racism. Valuing the backgrounds and lived experiences of all staff. Having MPS staff who can authentically relate to each other, students, and families culturally, emotionally, and mentally. | <ul style="list-style-type: none"> Prioritizing the need for every staff member to be heard, seen, and safe from harm | <ul style="list-style-type: none"> Prioritizing the need for every staff member to feel honored by the school community in a culturally responsive way. Providing every staff member with timely and consistent coaching and feedback on their work that helps them grow professionally. Establishing and honoring commitments | <ul style="list-style-type: none"> Listening to staff and responding to their needs Inviting and supporting staff in voicing their opinions in a safe environment Sharing power across staff at all levels |
| In our family and community engagement, this means: | <ul style="list-style-type: none"> Honoring the diversity present in our MPS community Showing all families that they belong in MPS | <ul style="list-style-type: none"> Creating a safe environment for family participation Making sure that all families are actively invited to participate in engagement opportunities Removing barriers to families' meaningful engagement | <ul style="list-style-type: none"> Taking action that shows the community that leadership is listening Partnering with families in ways that honor their culture Developing authentic relationships between families and school staff that helps to strengthen the school-home connection Asking families for input about their strengths and needs at all levels (classroom, school, and district) Sharing consistent positive communication about students with families | <ul style="list-style-type: none"> Making sure that students, families, and staff can easily participate and share in decisions that affect the student's well-being and educational experience Creating clear, accessible and culturally-reflective processes and structures for decision-making Providing regular up-to-date information about decisions, so families can hold their schools and district accountable |
| In our buildings, this means: | <ul style="list-style-type: none"> Acknowledging our buildings are on Dakota homelands Creating spaces that visually represent our students and families Making sure that all people can access public spaces in the building Using an anti-racist approach to any assessment or surveillance systems in place | <ul style="list-style-type: none"> Making sure that all MPS buildings are equally safe, well-maintained, and conducive to learning | <ul style="list-style-type: none"> Recognizing that relationships within the building are more important than the building itself | <ul style="list-style-type: none"> Expecting all community members to take care of the space Empowering youth to have ownership over the space designed to serve them Using a collaborative decision-making process when considering changes in the building so that the space feels safe and reflects community needs |



Equitable Access to Excellent and Diverse Educators

Overview

MPS has developed a Teacher Equity Plan that is focused on three critical factors that impact access to high-quality education:

- Which students attend which schools, and how assignment happens
- Which teachers teach in which schools
- Which students are assigned to which teachers within a school

1) Student Placement

Through the [Comprehensive District Design \(CDD\)](#), MPS is addressing structural barriers that have persisted as sources of inequitable access for many years by addressing which students attend which schools and defining new school pathways.

Placement inequities are also being addressed through action steps developed following the Equity and Diversity Impact Assessment (EDIA) of our student placement protocols that was performed in fall 2019.

2) Equity in Scheduling

While equity in scheduling guidance remains an important element of our broader equitable access plan, HR and the Associate Superintendents have made the decision to hold off on implementation this year due to both the COVID-19 pandemic, as well as grade level and school programming changes as a result of the CDD.

In school year 2021-22, we will partner with school leaders to ensure equity is a critical consideration when building master schedules and that students are placed intentionally according to their needs.

3) Strategic Staffing Support (Teacher Equity Team):

HR has made a significant investment in 3 new staffing positions (HR Consultant, Specialist and Recruiter) that are providing targeted HR support to a small portfolio of our highest need and hardest to staff schools to ensure that every vacant position is:

- Staffed in a timely manner
- Filled strategically by someone who is a high-quality candidate and long-term fit for the school

Additional resources from the Minneapolis Foundation (approved) and the Joyce Foundation (grant application submitted) will provide additional support and training to staff and leadership at this portfolio of high-needs schools to support the work of the Teacher Equity Team.



Equitable Access to Excellent and Diverse Educators

Our goal is to ensure that every MPS student has access to high-quality instruction, and that our students with the highest-needs have equitable access to great teaching.

Data Analysis and Results

We have previously compared the mean and median years of teacher experience with student demographics and socio-economic status and shared this information with the Board. Last year, we completed analysis of equitable distribution based on the following characteristics:

- Teacher experience compared to the proportion of students of color and students receiving free/reduced price lunch
- Teacher diversity compared to the proportion of students of color and students receiving free/reduced price lunch
- Teacher effectiveness, as measured by ratings on our Standards of Effective Instruction observations model, compared to the proportion of students of color and students receiving free/reduced price lunch
- Number of teacher absences (adjusted for school size) compared to the proportion of students of color and students receiving free/reduced price lunch
- Number of teachers on Tier 1 and Tier 2 licenses (adjusted for school size) compared to the proportion of students of color and students receiving free/reduced price lunch

Human Resources, in partnership with Accountability, Research, and Equity, prepared a presentation that was shared with the World's Best Workforce Committee. This presentation included equitable access data, as well as a draft plan for addressing this issue.

MPS has systematic inequitable distribution of teachers in terms of experience, effectiveness, level of teacher absenteeism, and on Tier 1 and 2 licenses. As the proportion of students of color and students receiving free/reduced price lunch within a school increases:

- Teachers have less experience on average
- Teachers are rated less effective on average
- There are more teacher absences on average
- There are more teachers on Tier 1 & 2 licensure on average
- For teacher diversity, we found that teachers are more diverse on average at schools with higher numbers of students of color and students receiving free/reduced price lunch

Strategies for increasing teacher diversity

- Over the past several years, MPS had seen higher rates of new teachers of color hired due to a deliberate focus on recruitment.
- Through contract negotiations with the Minneapolis Federation of Teachers, we were able to identify and successfully negotiate changes to contractual language that impacted our ability to



Equitable Access to Excellent and Diverse Educators

meet our goals around recruitment and retention, especially in areas that disproportionately impact teachers of color.

- We also negotiated new contract language around layoff protocols that have built in protections for teachers at our highest-needs schools, creating stability at those sites and protecting those schools' staff who tend to be more diverse on average.
- We established a retirement incentive that will help mitigate against layoffs which also disproportionately impact teachers of color.
- We significantly shortened our internal hiring process timeline, allowing us to recruit and hire diverse talent about five weeks sooner than in previous years.
- Use of early contracts to hire high quality, diverse teachers earlier in the hiring season
- HE and the ARE division have also worked in partnership to establish affinity groups for staff and to increase the number of site-based equity coaches working with MPS school leaders.
- Optional exit interviews for all teachers of color leaving MPS to better understand their experiences
- MPS has been a leader in developing innovative "grow your own" teacher preparation partnerships that allow us to recruit our diverse school staff into teaching licensure pathways
- Currently operate a residency for special education that has much higher proportions of diverse teacher candidates than traditional teacher preparation programs
- MPS is currently in the process of becoming its own body for teacher licensure, which would allow it to offer free or significantly reduced tuition and practice-based teacher training in MPS schools. If this application is successful, we will be able to recruit a diverse cohort of future MPS educators in special education who may otherwise not be able to obtain teaching licensure due to cost or time limitations. This program will likely launch in summer 2022.
- We also launched a high school to teaching pathway in spring 2020 at two of our high schools (Henry in SY 2021, and South in SY 2022). MPS students in this program can earn free college credits through concurrent enrollment with Minneapolis College that they can then apply if they continue in the teacher preparation program after they graduate high school. This will allow us to recruit future teachers from within MPS' diverse student community and invest in future teachers who are already connected to MPS communities.

While we have taken important steps towards creating a district where all students have access to high-quality instruction, our analysis of equitable access trends shows that we have much more to do.

MPS remains committed to effectively implementing this plan, and to its continued partnership with the World's Best Workforce Committee as we move forward with this critical work.



Achievement and Integration Plan

July 1, 2020 to June 30, 2023

District ISD# and Name: #001 Minneapolis Public

District Integration Status: Choose status.

Superintendent: Ed Graff

Phone: Enter phone number.

Email: Enter email.

Plan submitted by: Kandace Logan

Title: Director Equity, Integration & Social
Emotional Learning

Phone: 612.668.0468

Email: Kandace.Logan@mpls.k12.mn.us

Racially Identifiable Schools within District

If you have been notified by the Minnesota Department of Education (MDE) that your district has a racially identifiable school, please list each of those schools below. Add additional lines as needed.

- | | |
|-------------------------------------|--------------------------------------|
| 1. Andersen Open | 12. Henry Senior High School |
| 2. Anishinabe Academy | 13. Heritage Academy |
| 3. Anwatin Middle School | 14. Hmong International Academy |
| 4. Bethune Elementary | 15. Jefferson Elementary |
| 5. BrynMawr Elementary | 16. Jenny Lind Elementary |
| 6. Cityview Community School | 17. Lucy Laney Elementary |
| 7. Emerson Spanish Immersion School | 18. Nellie Stone Johnson Elementary |
| 8. Folwell Arts Magnet | 19. North Academy Arts/Communication |
| 9. Franklin Middle School | 20. Olson Middle School |
| 10. Green Central Park Elementary | 21. Sheridan Elementary |
| 11. Hall Elementary | 22. Sullivan Elementary |

Plans for racially identifiable schools should include the same information and follow the same format as districtwide plans. Provide that information in the [Racially Identifiable School section](#) of this document.

Partnering Districts Racially isolated districts must partner with adjoining districts on student integration strategies (Minn. R. 3535.0170). List the districts you will partner with, adding additional lines as needed. Provide the name of your integration collaborative if you have one: Enter name.

1. **ISD#281 Robbinsdale School District**

School Board Approval

- We certify that we have approved this Achievement and Integration plan and will implement it as part of our district's World's Best Workforce plan (Minn. Stat. § 124D.861, subd. 4).
- We certify that we sought and received input on integration goals and strategies from councils as described on page 2. The council(s) included representation and meaningful input from our American Indian Parent

Advisory Committee as required by Minnesota Rules 3535.0160, subpart 2, and Minnesota Rules 3535.0170, subparts 2-5.

Superintendent: **Enter name.**

Signature:

Date Signed: **Enter date.**

School Board Chair: **Enter name.**

Signature:

Date Signed: **Enter date.**

Plan Input

Minnesota School Desegregation/Integration Rule, part 3535.0170, subpart 2, requires racially isolated and adjoining districts to establish a multidistrict collaboration council to provide input on integration goals and to identify cross-district strategies to improve student integration.

Districts with racially identifiable schools are required to convene a community collaboration council to assist in developing integration goals and to identify ways of creating increased opportunities for integration at the racially identifiable schools (Minn. R. 3535.0160, subp. 2).

American Indian Parent Advisory Committee Districts with an American Indian parent advisory committee must include representation from this committee on the councils described above (Minn. R. 3535.0160, subp. 2, and 3535.0170, subp. 3).

For stakeholder input to be meaningful it should be based on open communication and coordination that acknowledges and considers the views of all participants. For steps to ensure that input from your council is meaningful, see the Facilitation Guide in the [Achievement and Integration Plan Guide](#), and see the [Tribal Consultation Guidance](#).

Below, list your council members and identify American Indian parent committee members. Briefly describe council members' recommendations for your district-wide plan and for your racially identifiable school plans, as applicable. You may also include meeting dates and describe the process you used to ensure meaningful input from council members.

Multidistrict Collaboration Council: MPS convened a multidistrict collaboration council with Robbinsdale school district to discuss future strategies on Thursday, November 21st, 2019. This meeting focused on ways to collaborate more deeply and improve the student equity leadership programming in future years including deepening the literacy focus.

Stakeholder Groups:

Achievement and Integration Advisory Committee: The Advisory Committee met throughout the fall of 2019 for five sessions (10/9/19, 11/7/19, 11/20/19, 12/18,19 and 1/15/20). The group consisted of teachers, principals, parents, community members and district staff and included a representative from the American Indian Parent Advisory Committee. The Achievement and Integration Advisory Committee was convened as a regular input group during the months of stakeholder engagement and goal alignment in the plan. Their responsibilities included reviewing and providing insights to academic and climate district data, integrating stakeholder perspectives into shifts needed in the 2020-2023 plan, engaging in challenging discussions about needed change in the district, providing feedback for plan elements and budget.

Other Stakeholders consulted on their experiences of Achievement and Integration include:

- District Parent Advisory Committee (representatives from each PAC group including American Indian [Title VI] PAC, Black PAC, Latinx PAC, Somali PAC, Hmong PAC, Special Education PAC)
- MPS Citywide Student Government Board (Student representative from across the district High Schools)
- American Indian Parent Advisory Committee
- Achievement & Integration Program Leads (Internal and External Leaders who have received A & I funding)
- Department leadership from Teaching and Learning, Career & College Readiness, Research-Evaluation-Assessment, Teacher Development

Each of these groups identified key shifts they felt were necessary in the 2020-2023 plan including: 1) ensuring magnet school transportation funding is resulting in integration, 2) increasing focus on Youth Participatory Evaluation and Parent Participatory Evaluation, 3) increasing and improving focus on school climate, behavior policies and restorative practices, 4) addressing teacher racial bias, and low expectations and negative stigmas for students of color, 5) increasing support for Grow Your Own and other teacher diversity programming, 6) increasing focus on cultural competency and the belief gap, 7) creating programs to retain diverse staff through mentoring and increasing courageous leadership for equity.

Community Collaboration Council for Racially Identifiable School(s): Each Racially Identifiable Site is convening a community collaboration council, or site council, to give feedback on their Achievement & Integration strategies and goals.

Submitting this Plan

Submit your completed plan as a Word document to MDE for review and approval (Minn. Stat. § 124D.861, subd. 4). Once it's signed, scan the signature page and save it as a separate PDF. Email your plan and signature page to MDE.integration@state.mn.us.

Detailed directions and support for completing this plan can be found in the [Achievement and Integration Plan Guide](#).

Achievement and Integration Goals

This plan must contain three types of goals, at least one for each of the following:

1. Reducing the disparities in academic achievement among all students and specific categories of students excluding the categories of gender, disability, and English learners.
2. Reducing the disparities in equitable access to effective and more diverse teachers among all students and specific categories of students excluding the categories of gender, disability, and English learners.
3. Increasing racial and economic integration (Minn. Stat. § 124D.861, subd. 2 (a)).

Goal #1: Decrease the number of Racially Identifiable Sites from 22 in 2020 to 11 in 2023.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type Increasing racial and economic integration

Choose one.

Goal #2: Increase 3rd grade reading proficiency for students of color from 26% in 2019 to 36% in 2023.

Aligns with WBWF area: All third-graders can read at grade level.

Goal type: Reducing the disparities in academic achievement

Goal #3: Reduce achievement gap between students of color and white students on MCA reading from 51 points in 2019 to 41 points in 2023.

Reduce achievement gap between students of color and white students on MCA math from 53 points in 2019 to 43 points in 2023.

Aligns with WBWF area: Achievement gaps closed

Goal type: Reducing the disparities in academic achievement

Goal #4: Increase 4-year graduation rate for students of color from 62% in 2019 to 72% in 2023.

Aligns with WBWF area: All students graduate from high school.

Goal type: Reducing the disparities in academic achievement

Goal #5: Increase % of students of color a 21 or higher on the ACT, from 11% in 2019 to 21% in 2023.

Aligns with WBWF area: All students are ready for career and college

Goal type: Reducing the disparities in academic achievement

Goal #6: Reduce disproportionality of suspensions for students of color, such that the percent of students of color who have been suspended at least once will decrease from 10% in 2018-19 to 5% in 2022-23.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Reducing the disparities in academic achievement

Goal #7: Increase percent teachers of color employed in MPS from 17% to 23% by 2023.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Reducing the disparities in equitable access to effective and more diverse teachers

To add goals, copy the two lines directly above and paste them below the strategies supporting Goal #1.

Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to pursue racial and economic integration and reduce achievement disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement At least one of your strategies must be a student integration activity designed and implemented to bring together students from a racially isolated district with students from that district's adjoining Achievement and Integration districts (Minn. R. 3535.0170).

Copy and paste the strategy section below for each additional strategy.

NOTE: If a strategy is intentionally developed to support multiple goals, list its unique name and number and provide the narrative description for that strategy under one goal. Include that strategy's unique number and name under the other goals it supports. You do not have to copy the narrative description for that strategy under multiple goals.

Strategy Name and # 1 Magnet Schools

Type of Strategy: *Innovative and integrated pre-K through grade 12 learning environments*

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy.

Magnet schools are defined as schools with thematic instruction designed to draw students from other parts of the district for purposes of greater student racial and economic integration. MPS will shift, focus and improve its magnet school offerings in order to desegregate MPS schools and offer families school choice. By centralizing magnet schools, families will be more likely to choose MPS magnet schools that desegregate previously racially identifiable schools. Magnet themes will be focused on those most favored by families including Arts, STEM/ STEAM, Dual Spanish Immersion, and Montessori. Magnet schools will also be offered in more middle schools in order to create enrollment choice pathways that maintain integrated learning environments throughout the k-8 student experience. This process will begin in 2020-21 with full implementation of the new magnets in 2021-22.

Funding will support the additional programming, enrichment offerings and professional development necessary to sustain strong magnet schools that improve academic achievement and attract families from outside of their home attendance zone. MPS conducted a large scale Equity Diversity Impact Assessment of the placement policies and practices and identified a variety of ways to improve the recruitment process to support families of color and support racial and economic integration. Targeted student placement staff and recruiters will also be hired to support the placement process and recruitment at these sites.

Due to the increased attendance zones at new centralized magnets the district will incur additional transportation costs. Funding will also support these increased transportation zones at magnet sites.

Location of services: Hall, Sullivan, Bethune, Marcy, Franklin, Jefferson, Sheridan, Emerson, Andersen, Seward

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|--|-------------|-------------|-------------|
| <i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i> | 42% | 52% | 62% |
| Demographics of student population at magnet schools will become more representative of district demographics from 68% students of color in 2019-20 to XXX students of color in 2022-23. | 65% | 65% | 65% |

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|---|-------------|-------------|-------------|
| Increase the percentage of students who feel connected to their school. [Note: MPS School Climate survey is undergoing revisions so 2020-21 will serve as the baseline year for this metric.] | TBD | TBD | TDB |

Strategy Name and #2 Inter-district Partnership for Student Equity Leadership

Type of Strategy: chose *Innovative and integrated pre-K through grade 12 learning environments*

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

Narrative description of this strategy.

The partnership with Robbinsdale school districts will include collaborative learning activities with students from schools in Robbinsdale and MPS.

- Our high schools will collaborate around Social Justice Day, an event that takes place in MPS and Robbinsdale high schools; students will work together across buildings to prepare for a day of learning together and getting to know each other. Robbinsdale Area Schools will hold the Social Justice Activities at Hennepin Technical College and Minneapolis High Schools will bring students to lead workshops. This exchange is critical as students learn to navigate life experiences and exchange of information from different backgrounds and perspectives. This intervention aligns with career and college readiness as well as amplifying student voice. The Social Justice Day activities are in direct correlation with the Ethnic Studies class and the Civil Rights Tour.
- MPS will host the Middle School Equity Leadership Series which will provide an opportunity for middle school students from Robbinsdale and MPS to interact and learn together over the course of two years. The focus of the learning will be on personal identity, race, social justice, media literacy and leading action in their schools. A racially and economically diverse group of students will be selected by each school based on their likelihood of benefitting from the program.

Location of services: All MPS Middle Schools, Henry High School, Edison High School

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|--|-------------|-------------|-------------|
| <i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i> | 42% | 52% | 62% |
| Percent students of color participating in inter-district partnership programs will mirror district | 65% | 65% | 65% |
| Increase percentage of participants reporting a positive program experience. (Developing a common program experience survey- baseline to be calculate in 2020- 2021 school year) | TBD | TBD | TBD |
| Percent of students participating increasing their cultural competency and sense of identity | TBD | TBD | TDB |

Strategy Name and #3 Multi-Tiered Systems of Support (MTSS)

Type of Strategy : College and Career Readiness for Underserved Students

Narrative description of this strategy.

Multi-Tiered Systems of Support (MTSS) is a school-wide, multi-level framework of instructional design that supports all students. Through school-wide data review, students who need targeted or intensive instruction are identified. MTSS is an evidence-based, best practice framework intended to accelerate student achievement by providing inclusive and equitable educational practices ultimately aimed at minimizing the opportunity gap and leading to equitable student outcomes. The goal is to provide students with appropriate scaffolding and supports to ultimately prevent students from entering special education unless absolutely necessary - which is why it is often referred to as a prevention framework.

The intensive instruction will address the areas of attendance, behavior, social emotional skills and engagement. Targeted support is given to schools that show a need of support reviewing and refining protocols around behavior and engagement. The MPS MTSS framework will also be expanded to include the social emotional indicators of student success.

Tier 1 Core Component Development: Continue development of Tier 1 toolkit with including more culturally-sustaining curriculum and instruction. Publish Tier 1 tool kit to an online platform that allows all teachers access to professional development. Increasing access to materials and resources that allows students to have access to strong, core differentiated instruction such as literacy and math supplementary materials. Continued Professional Development for building leaders and teachers.

Currently a lack of research based and fully implemented Tier 2 interventions is preventing students from getting the support they need to fill in academic and social emotional skill gaps. Support for Tier 2 will include planning, designing and implementing a Tier 2 intervention toolkit. Staff will publish a toolkit to an online platform that allows all teachers access to professional development. Funding will also support Tier 2 intervention in literacy and math through and professional development around these interventions. Given the number of students of color currently below grade level, improving tier 2 interventions will improve academic outcomes of students of color.

Location of services: District-Wide

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|---|-------------|-------------|-------------|
| <i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i> | 42% | 52% | 62% |
| Demographics of students who qualify for special education will become more representative of the district demographics; the percentage of students of color who qualify for special education will decrease from 75% in 2019-20 to 65% in 2022-23. | 65% | 65% | 65% |
| Increase the percentage of students meeting expected growth (fall to winter) on FAST reading from 56% in 2019-20 to X% in 2022-23. | 59% | 62% | 65% |
| Increase the percentage of students meeting expected growth (fall to winter) on FAST math from 52% in 2019-20 to X% in 2022-23. | 55% | 58% | 61% |

Strategy Name and #4 College and Career Preparation Supports

Type of Strategy: College and Career Readiness

Narrative description of this strategy.

Through internal and external partnerships, MPS will increase access to college and career preparation support for students of color and American Indian students in its middle and high schools. In particular, these supports will be aimed at ensuring students of color have equal access to college and career preparation support regardless of their race, socioeconomic zip code or school. In the 2020-21 school year these supports will include:

- ACT Prep support will provide targeted funding for each high school and Alternative Learning Center to provide ACT prep workshops during or after school. Funding will be targeted at sites with highest percent students of color. Students will be selected based on academic need.
- BARR Coordinator pilot- This will fund half of a BARR Coordinator position at two high schools (Patrick Henry and South) in order to develop a BARR program that provides 9th Grade On Track Support.
- Project Success- contract with external partner will provide programming in 90% of MPS schools (middle and high) including English Language Arts Workshops, theater experience for all 9th Graders and college visits for participating students. College visits will include HBCUs and Tribal Colleges and Universities. Enrichment academic opportunities will also include POC Science Museum Partnership Computer Science Workshops and outdoor experiences.

Location of services: MPS High Schools

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|---|-------------|-------------|-------------|
| <i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i> | 42% | 52% | 62% |
| Increase the percentage of students of color participating in College & Career prep to X% by 2022-23. [Note: Because some of the programs are new, a baseline number will be set in 2020-21.] | TBD | TBD | TBD |
| Increase the percentage of students of color identified as On Track from 53% in 2018-19 to X% by 2022-23. | 56% | 59% | 62% |
| Increase the percentage of students of color who score 21 or higher on the ACT from 11% in 2018-19 to X% in 2022-23. | 16% | 21% | 26% |

Strategy Name and #5 Ethnic Studies and Curriculum Transformation

Type of Strategy: College and Career Readiness Choose the type of strategy.

Narrative description of this strategy. After initial implementation of Ethnic Studies in our 2018-20 plan, this strategy seeks to expand the scope and impact of ethnic studies. The Ethnic Studies courses are offered at all MPS high schools and provide students an opportunity to enroll in the following courses (dependent on school): African American Studies, Asian American Studies, Chicana/Latina Studies, First Nations Studies, Somali Studies, and Race and Identity Studies. The goal is for students to gain a critical understanding of one of these topics; to develop analytical thinking and dialogic skills to examine struggles for citizenship, struggles for democracy, and social inequities; and gain exposure to community-based resources that are engaged in civic solutions to remedy social inequities. Students engage in explicit exploration of identity and intersectionality, learn about history and the current role of race, racism and anti-racist work and have an opportunity to co-construct and apply their learning to

real world challenges. The program also provides professional development for social studies teachers on the Ethnic Studies core content, instructional practices, and critical ethnic studies pedagogy.

The work of ethnic studies is now being used as a revamp other areas of the curriculum, starting with social studies, in order to not silo the cultural sustaining work of ethnic studies to one class period. Using a similar focus of culturally relevant and sustaining pedagogy, MPS will begin a cycle revamp the foundation curriculum documents of the core content areas. This process of restoring narratives and centering justice-centered content will be co-created with students and families. As part of that process, the MPS Teaching and Learning department will work with teachers, students, families and community leaders in transforming the curriculum. Funding will support stipends for staff time and consultants to support this process.

Location of services: District Wide

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|--|-------------|-------------|-------------|
| <i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i> | 42% | 52% | 62% |
| Increase the students enrolling in Ethnic Studies courses from 29% of all 9th grade students in 2018-19 to X% of all 9th grade students by 2022-23. | 32% | 35% | 38% |
| Increase the perceptions of school climate among students [Note: MPS School Climate survey is currently undergoing revisions so baseline number will be set in 2020-21.] | TBD | TBD | TBD |
| Increase the perceptions of cultural relevancy of curriculum among students [Note: MPS School Climate survey is currently undergoing revisions so baseline number will be set in 2020-21.] | TBD | TBD | TBD |

Strategy Name and #6 Advancement Via Individual Determination (AVID)

Type of Strategy: College/Career Readiness

Narrative description of this strategy. Advancement Via Individual Determination (AVID) is a national model that aims to increase student achievement, engagement, college readiness, and college success, for traditionally under-represented students. AVID programming in MPS includes the traditional middle and high school elective program. Students from the academic middle of their school are encouraged to apply to be part of the elective. AVID programming includes professional development for teachers and staff from sites implementing the program.

Location of services: 21 sites, including RIS sites: Folwell, Andersen, Jefferson, Sullivan, Olson, Anwatin, Henry, North, Hmong International Academy

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|--|-------------|-------------|-------------|
| <i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i> | 42% | 52% | 62% |
| Increase the percentage of AVID students who are On Track from 52% in 2018-19 to X% in 2022-23. | 42% | 52% | 62% |
| Increase percentage of students who score 21 or higher on the ACT from 7% in 2018-19 to X% in 2022-23. | 57% | 62% | 67% |

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|--|-------------|-------------|-------------|
| | 12% | 17% | 22% |

Strategy Name and #7 Girls in Engineering, Math and Science (GEMS) & Guys in Science and Engineering (GISE)

Type of Strategy: College and Career Readiness

Narrative description of this strategy. GEMS & GISE consists of single-gender afterschool and summer programs focused on STEM (Science, Technology, Engineering, and Mathematics) for students in grades Kindergarten through 8th grade. Students from all racial and economic backgrounds are encouraged to attend. The goal of GEMS & GISE is to provide students with opportunities for success to break down barriers of belief around math and science skills. GEMS & GISE also aims to increase access and opportunity for GEMS/GISE programming for students of color. GEMS & GISE afterschool program has both fall and spring sessions that run 2 hours twice a week. The program is project- and problem-based, with the goal of building competencies in STEM content and process. The fall unit is always focused on robotics. The STEM Summer Academy is a six-week program that runs six hours a day from Monday-Thursday. During the Summer Academy, students participate in integrated learning environments.

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|--|-------------|-------------|-------------|
| <i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i> | 42% | 52% | 62% |
| Increase the percentage of students of color participating in GEMS & GISE from 59% in 2018-19 to X% in 2022-23. | 62% | 63% | 64% |
| Increase percentage of participants reporting a positive program experience. <i>(Developing a common program experience survey- baseline to be calculate in 2020- 2021 school year)</i> | TBD | TBD | TBD |

Strategy Name and # 8 Summer Academic Enrichment Programs

Type of Strategy: College and Career Readiness

Narrative description of this strategy.

1. LearningWorks is a tuition-free, college preparatory academic enrichment program. LearningWorks keeps high potential middle school students on the path to college by offering enrichment to students during those times when the achievement gap typically widens - during the summer and on the weekends. The program offers small class sizes, personal attention and mentorship from diverse college students, and exposure to learning objectives they'll face in the coming school year. Funding from MPS provides lunches in the summer and transportation year-round.
2. Fast Track Scholars is an integrated learning camp experience during the summer for students transitioning from 8th to 9th grade. Fast Track Scholars provides an opportunity for students to prepare for high school level coursework and get a jump-start on earning high school credit. In the program, students have the

opportunity to earn up to four quarter high school credits in various courses. They also have the opportunity to meet new high school classmates before starting 9th grade in the fall. The curriculum includes identify plants and animals, Earth and physical science, outdoor skills, and arts activities. Students also participate in a 3-day camping trip. Students that are identified as having an academic need and/or are AVID participants are invited to attend.

Location of services: Enter location.

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|--|-------------|-------------|-------------|
| <i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i> | 42% | 52% | 62% |
| Increase percent of students of color participating in LearningWorks from 66% in 2018-19 to X% in 2022-23. | 66% | 66% | 66% |
| Increase percentage of FAST Track participants who are On Track from 13% in 2018-19 to X% in 2022-23. | 18% | 23% | 28% |
| Increase percentage of participants reporting a positive program experience. (<i>Developing a common program experience survey- baseline to be calculate in 2020- 2021 school year</i>) | TBD | TBD | TBD |

Strategy Name and # 9 Check and Connect

Type of Strategy: Rigorous Coursework and College and Career Readiness for Underserved Students

Narrative description of this strategy. Check and Connect uses evidence-based early warning indicators to identify students who are at-risk for dropout or failure to graduate on-time. The model pairs identified students with trained mentors, who work with those students one-on-one both during and outside of the school day. Check and Connect is a long-term intervention, designed to promote and maintain students' engagement with school, targeted to youth who have an extended history of absences, course failure, suspensions, and a sense of alienation from school. Key features of the model include: relationship building, routine monitoring or alterable indicators, individualized and timely intervention, following students and families if they transfer within the district, problem-solving, and promoting an affiliation with school and learning. Check and Connect serves both middle and high school students.

Location of services: 22 sites, including RIS sites: Wellstone, North, Henry, Olson, Anwatin, Hmong International Academy, Andersen, Anishinabe, Folwell, Jefferson, Sullivan

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|--|-------------|-------------|-------------|
| <i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i> | 42% | 52% | 62% |
| Increase percentage of Check & Connect students who are consistently attending (90% or higher) from 39% in 2019-20 to 65% in 2022-23. | 45% | 55% | 65% |
| Increase percentage of Check & Connect students who are On Track from 13% in 2018-19 to 70% in 2022-23. | 35% | 50% | 70% |
| Increase perceptions of school climate. [Note: MPS School Climate survey is currently undergoing revisions so baseline for this metric will be set in 2020-21.] | TBD | TBD | TBD |

Strategy Name and # 10 Climate Framework and Social Emotional Learning

Type of Strategy: Professional Development

Narrative description of this strategy.

MPS will roll out a systemic school climate framework beginning in fall 2020. This climate framework will focus on deepening educators and leaders understanding of school climate practices focused on a relationship-focused approach to social emotional learning, school climate and a restorative approach when harm has occurred. This strategy will provide a climate team to support schools in establishing consistent systems and structures through professional development, coaching, modeling and direct support of students.

In conjunction with the climate framework, MPS staff will continue to engage in learning about and implementing Social Emotional Learning district wide. This engagement includes teaching staff, principals and central office staff as we all learn about and act upon the five CASEL competencies. The first two cohorts of schools (10 cohort 1 and 14 cohort 2) will continue to focus on developing adult social emotional learning, explicit SEL instruction programming and integrated SEL instruction. Funded staff will support schools in the roll out of SEL & Equity standards, adult SEL development and

The work will include refining school wide practices and policies that support SEL as well as engage families and professional learning around direct instruction programs to include Responsive Classroom, Developmental Designs for Middle School, Caring School Communities.

Location of services: All schools

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|--|-------------|-------------|-------------|
| <i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i> | 42% | 52% | 62% |
| Decrease percentage of students of color who were suspended from 11% in 2018-19 to 5% in 2022-23. | 9% | 7% | 5% |
| Improve perceptions of school climate. [Note: MPS School Climate survey is undergoing revisions so baseline will be set in 2020-21.] | TBD | TBD | TBD |
| Increase the percentage of students of color who are consistently attending (90% or higher) from 73% in 2018-19 to 83% in 2022-23. | 76% | 79% | 83% |

Strategy Name and # 11, Student Equity Leadership & Voice

Type of Strategy: Innovative and Integrated Learning Environments

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- | | |
|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Provides school enrollment choices. |
| | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| | <input type="checkbox"/> Increases graduation rates. |

- Increases access to effective and diverse teachers.

Narrative description of this strategy. Empowering students with tools to get involved in their school community and to take ownership in their educational experiences and future opportunities, results in a more motivated and engaged learner. Minneapolis provides several student leadership and engagement programs focused around students learning about and advocating for equity issues within their schools.

Dare 2 Be Real - Dare 2 Be Real is a student leadership development program that brings together students of all races to empower them to improve their schools and build more racially equitable school communities and improve student achievement. Support will be provided to expand Dare 2 Be Real programs across High Schools in 2020-21 and Middle and High Schools in 2021-22.

Youth Participatory Evaluation (YPE)—Youth learn about evaluation tools and build their skills to address school issues that matter to them. They collect data to represent the student body voice in an effort to influence district decisions and accountability. Students with a history of school engagement challenges are recruited to participate in the program. All high schools and middle schools are invited to participate in the program that culminates with a spring summit where students present their evaluation efforts to other schools and district staff.

Civil Rights Experience- Students that have significant experience in racial identity development and leadership through their participation in Ethnic Studies or Dare2BeReal will have the opportunity to attend a week-long Civil Rights tour that includes academic enrichment, leadership development, and service learning activities that align with overall tour learning objectives and the Arts Us Civil Rights Research program theme and focus. Students will also participate in a five week ethnic studies institute which provides background knowledge and perspectives as well as support for a follow up research Capstone project.

Location of services: RIS sites: Anwatin, Olson, Sullivan, Andersen, Folwell, Hmong International Academy, Jefferson, Henry and North. District wide: Northeast, Sanford, Anthony, Marcy Open, Sullivan, Justice Page, Franklin, Field, Lake Harriet Upper, Seward, FAIR, Washburn, Southwest, Edison, Heritage, Roosevelt, South, Keewaydin and Harrison.

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|--|-------------|-------------|-------------|
| <i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i> | 42% | 52% | 62% |
| Increase percentage of participants reporting a positive program experience. <i>(Developing a common program experience survey- baseline to be calculate in 2020- 2021 school year)</i> | TBD | TBD | TBD |
| Improve perceptions of school climate. [Note: MPS School Climate survey is undergoing revisions so baseline will be set in 2020-21.] | TBD | TBD | TBD |

Strategy Name and # 12 Retention/Recruitment Staff of Color

Type of Strategy: Recruit and Retention of Staff of Color

Narrative description of this strategy.

MPS Human resources will continue its systematic efforts to maximize recruitment results for diverse and bilingual candidates for both licensed and non-licensed positions and increase staff retention through two Recruitment and

Retention specialists. These staff will implement the long term plan developed from the findings of the Equity Diversity Impact Assessment on the district’s recruitment and retention of staff of color. This plan includes a deep commitment to community-focused recruitment partnerships to tap into the rich diversity of the Minneapolis and broader community. Changes to the teacher licensure system also provide an opportunity for our Recruitment Coordinators, in conjunction with the broader HR team, to conduct out-of-state recruitment, specifically at HBCUs and tribal colleges.

A & I will support expanding the MPS Grow Your Own offerings by creating a high school educator pipeline program which allows MPS students to earn free college credits towards teacher licensure that can be applied to their teacher preparation once they begin college. In February 2020, we are also submitting an application to the state of Minnesota to become our own teacher licensing unit, making MPS the first district in the state to take advantage of this opportunity under recently passed legislation.

Finally, MPS will launch and grow an affinity group program to support staff of color and other staff with marginalized identities. While the aim of the groups is to provide a space for staff to gain support from colleagues that share identity, groups will also have the opportunity to participate in shared learning and projects. Groups will be given funding for facilitators, food and outside speakers.

Location of services: District-Wide

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|--|-------------|-------------|-------------|
| <i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i> | 42% | 52% | 62% |
| Increase percent of new teachers hired that are people of color | 30% | 30% | 30% |
| Increase the district retention rate of teachers of color | 91% | 92% | 93% |

Strategy Name and # 13 Practice & Systems Change Equity Framework

Type of Strategy: *Innovative and integrated pre-K through grade 12 learning environments*

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Staff will participate in ongoing professional learning throughout the year on racial identity awareness, unconscious bias, mindset and its implications for classroom instruction. These professional development opportunities may include but are not limited to:

- **Equity Coaching-** Coach school leadership teams toward achieving equity-related goals and implementing more culturally relevant instruction. Coaches will co-design and co-lead critical conversations and professional development about systems of oppression and their intersection as root causes of educational inequity (e.g. racism, sexism, classism, linguisticism, religious oppression, white supremacy, patriarchy)
- **Seeking Educational Equity and Diversity (SEED)**—a peer-led professional development program that creates conversational communities to drive personal, organizational, and societal change toward greater equity and diversity. This is a year-long seminar that engages staff in personal reflection and testimony as well as learning experientially and collectively. Will support training for teacher leaders and support for groups at over 14 sites.
- **District-led PD**—professional learning opportunities will be provided throughout the year to school staff through equity coaches and online toolkits.

Location of services: District-Wide

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|--|-------------|-------------|-------------|
| <i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i> | 42% | 52% | 62% |
| Increase the number of staff participating in SEED Equity seminars from 120 in 2020 to 300 by 2023 | 175 | 250 | 300 |
| Increase the number of schools that have been supported by MPS Equity coaches from 35 in 2020 to 60 in 2023 | 45 | 55 | 60 |
| Increase staff reports that they were able to apply learnings from equity professional development into their practice | TBD | TBD | TBD |
| Enter KIP. | | | |

Strategy Name and # 14 Equity and Diversity Impact Assessment

Type of Strategy: *Innovative and integrated pre-K through grade 12 learning environments*

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, your narrative description should describe how the different aspects of integrated learning environments listed below are part of that strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers

Narrative:

Per District Policy 1304, MPS is committed to identify and correcting practices and policies that perpetuate the achievement gap and institutional racism in all forms. The MPS Accountability Department evaluates policies, practices, and procedures that significantly impact student learning and resource allocation. The EDIA is a reflective process and guide process that utilizes various methods such as policy analysis, evaluation, and resource to evaluate policies, practices, and procedures that impact students. There are six key phases involved in the EDIA which include (1) Determining a need to conduct an EDIA which are directed by the Board of Education; (2) Completing an initial impact assessment and/or (3) Completing a full impact assessment which gathers information and data from existing sources

and engages with stakeholders (such as MPS staff, students, families, and community) to gain understanding of the context, understand what is contributing to the problems/inequities, identifying what is working well to mitigate the problems/inequities, and understanding who is impacted; (4) Present summarized findings to the Board of Education; (5) Develop and implement an action plan to address the findings; and (6) Progress monitor for continuous improvement. Additionally, MPS partners with an EDIA Committee which consists mostly of community-based organization members, MPS staff, and MPS parents/guardians. The EDIA Committee serves as a voluntary committee and provides equity considerations and recommendations to MPS to improve policies, practices, and procedures.

Location of services: District-Wide

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|--|---------------------------|------------------------|---------------------|
| <i>Example: The percentage of American Indian students enrolling into concurrent enrollment classes will increase by 10 percentage points each year. 2020 enrollment is 32 percent.</i> | 42% | 52% | 62% |
| Percentage of implementation of action plans that address findings from the EDIA studies | Exploration/ Installation | Initial Implementation | Initial/ Full Impl. |
| | | | |

Key Indicators

These indicators are the evidence you will use to document how well each strategy is being implemented and whether or not they are helping bring about the intended outcomes for students. Use these indicators to assess the effectiveness of your strategies and to adjust what you’re doing. For strategies that provide school enrollment choices, such as magnet schools, and strategies that decrease racial and economic enrollment disparities, include at least one indicator that measures enrollment disaggregated by race/ethnicity and free or reduced-priced lunch (FRPL). Disaggregating your data may be relevant for other types of strategies such as those designed to increase access to effective and diverse teachers.

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan will create efficiencies and eliminate duplicative programs and services (Minn. Stat. § 124D.861, subd. 2 (c)).

This plan has identified several areas where the MPS school district will be able to create efficiencies and eliminate duplicative programs. In terms of student programming, this is reflected above by prioritizing strategies that address the outcomes of the work above individual programs. This outcome focus accounts for some of the shifts from our previous plan where individual (and in some cases minimally funded) programs were named as full strategies. The expected benefits of this approach are in cooperative planning and implementation, communication and engagement of stakeholders, and progress monitoring of KPIs.

Racially Identifiable School(s) (RIS)

If you have been notified by the Minnesota Department of Education (MDE) that your district has one or more Racially Identifiable Schools, include goals and strategies for each Racially Identifiable School within your district. *If MDE has not notified your district that one of your sites is racially identifiable, delete this section.*

Achievement and Integration Goals – RIS Sites

Goal 1: Increase 3rd grade reading proficiency for students of color at RIS schools from 16% in 2019 to 26% in 2023.

Aligns with WBWF area: All third-graders can read at grade level.

Goal type: Reducing the disparities in academic achievement

Goal 2: Reduce achievement gap between students of color and white students at RIS schools on MCA reading from 38 points in 2019 to 28 points in 2023.

Aligns with WBWF area: Achievement gaps closed

Goal type: Reducing the disparities in academic achievement

Goal 3: Reduce achievement gap between students of color and white students at RIS schools on MCA math from 32 points in 2019 to 22 points in 2023.

Aligns with WBWF area: Achievement gaps closed

Goal type: Reducing the disparities in academic achievement

Goal 4: Increase 4-year graduation rate for students of color at RIS sites from 70% in 2019 to 80% in 2023.

Aligns with WBWF area: All students graduate from high school.

Goal type: Reducing the disparities in academic achievement

Goal 5: Increase % of students of color at RIS schools scoring a 21 or higher on the ACT, from 6% in 2019 to 16% in 2023.

Aligns with WBWF area: All students are ready for career and college

Goal type: Reducing the disparities in academic achievement

Goal 6: Reduce disproportionality of suspensions for students of color at RIS, such that the percent of students of color at RIS sites who have been suspended at least once will decrease from 12% in 2018-19 to 6% in 2022-23.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Reducing the disparities in academic achievement

Goal #7: Increase percent teachers of color employed within the Racially Identifiable Sites from 26.5% to 30% by 2023.

Aligns with WBWF area: All racial and economic achievement gaps between students are closed.

Goal type: Reducing the disparities in equitable access to effective and more diverse teachers

Racially Identifiable School Strategies

Each goal should have at least one strategy. Number each strategy sequentially and give it a unique name. For each strategy, provide a narrative description as explained below.

Districts may use Achievement and Integration revenue to increase racial and economic integration at their racially identifiable schools and to reduce disparities between student groups through the types of strategies listed in the *Type of Strategy* drop-down menus below (Minn. Stat. § 124D.861, subd. 2).

Integration Requirement Include at least one strategy designed and implemented to increase racial and economic integration at each racially identifiable school (Minn. R. 3535.0160).

Copy and paste the strategy section below for each additional strategy.

RIS Strategy # 1 Andersen School

Type of Strategy: College and Career Readiness

Narrative description of this strategy.

Andersen will hire a full time psychologist and full time bilingual interventionist to support MTSS Tier 1, 2 and 3 interventions. The psychologist will meet monthly with the interventionist to review progress and develop greater interventions for the 30 students she serves on a daily basis. In addition, the psychologist will meet every six weeks with teacher teams to review and develop class-wide Tier one intervention and Tier 2 interventions. We will know this has been implemented by reviewing the meeting notes following each meeting and attending the meetings. The psychologist will help to develop greater skill of all classroom teachers and interventionists. Students pre-k-8 will be impacted. Progress will be monitored every 6 weeks at a minimum. Teachers will monitor success on a weekly basis using Lexia and or FAST CBMs.

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|---|-------------|-------------|-------------|
| <i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i> | 75% | 100% | 100% |
| Increase the percentage of students meeting expected growth targets (fall to winter) on FAST Reading from 46% in 2019-20 to 54% in 2022-23 | 49% | 51% | 54% |
| Increase percentage of students meeting proficiency on the Reading MCA from 22% in 2018-19 to 31% in 2022-23. | 25% | 28% | 31% |

RIS Strategy #2 Anishinabe Academy

Type of Strategy: Integrated Learning Environments

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- | | |
|--|--|
| <input type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input checked="" type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy.

Anishinabe will hire a .5 FTE Ojibwe language teacher who will teach Ojibwe as a Specialist class for grade High 5 through grade two. Also will provide professional development for our language AEs in order to have more Ojibwe language in the classroom everyday and throughout the day. Our classroom teachers and support staff will learn and integrate Ojibwe language in the classes that have an Ojibwe focus. Our school has one Dakota track and one Ojibwe track in Pre K through grade 5. Our students will receive Ojibwe language instruction 2-3 days each week and will participate in Ojibwe cultural activities each week.

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|---|-------------|-------------|-------------|
| <i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i> | 75% | 100% | 100% |
| Increase the percentage of students meeting proficiency on MCA Reading from 12% in 2018-19 to 45% in 2022-23. | 25% | 35% | 45% |
| Increase the percentage of students meeting fall to winter growth targets on FAST Reading from 27% in 2019-20 to 57% in 2022-23. | 37% | 47% | 57% |

RIS Strategy #3 Anwatin Middle School

Type of Strategy: College and Career Readiness

Narrative description of this strategy

Anwatin will continue the work of its SEL and Equity Specialist who will focus on attendance, behavior, and student achievement. When students are struggling with daily routines and SEL skills the SEL specialist will work with them 1:1 and also will pull small groups. She also provides coaching for classroom teachers around SEL and equity strategies. In addition, resources will support Restorative Practices professional development for all staff. Anwatin will also support a Spanish and Somali speaking AE(s). This strategy will support students when they are struggling with daily routines and academic skills the academic AE will work with them 1:1 or in a small group within their classroom.

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|---|-------------|-------------|-------------|
| <i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i> | 75% | 100% | 100% |
| By 2021 the percent of students proficient on the MCA Reading assessment will increase for all students from 30% in 2019 to 55% in 2023. | 45% | 50% | 55% |
| By 2021, the number if suspensions and removals from school will decrease from currently 138 to 100. | 100 | 95 | 90 |

RIS Strategy #4 Bethune Elementary

Type of Strategy: College and Career Readiness

Narrative description of this strategy. Bethune will provide social work time to support general education students' with significant trauma and mental health issues. This position will also provide additional support for the MTSS process. The students that would participate in the program are students who require tier 1 and tier 2 interventions. Student support will be logged as an intervention in CFS. The students that participate in this program receive SEL support from the social worker. Students who receive this support will receive direct instruction in SEL from a social worker. The intervention information will be logged and documented as the student progresses through the intervention. The goal is to support students of color with SEL direct instruction to help facilitate achievement and growth in their general education class. Students receiving SEL support would show an increase in academic achievement and growth through FAST data from the beginning of the intervention through the end (Fall to Winter, Winter to Spring).

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|---|-------------|-------------|-------------|
| <i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i> | 75% | 100% | 100% |
| Out of the number of students who will receive direct SEL instruction from the social worker, the percentage of students who will show academic growth in the FAST for both math and reading will increase by 5% each year. | 25% | 30% | 35% |
| Increase the percentage of students meeting growth targets (fall to winter) on FAST math from 41% in 2019-20 to 56% in 2022-23. | 46% | 51% | 56% |
| Increase the percentage of students meeting growth targets (fall to winter) on FAST reading from 34% in 2019-20 to 49% in 2022-23 | 39% | 44% | 49% |

RIS Strategy #5 Bryn Mawr Elementary

Type of Strategy: College and Career Readiness

Narrative description of this strategy.

Bryn Mawr will contract with local organizations to support social emotional learning and leadership opportunities for students. Welcome and Keep will support the social emotional needs of Bryn Mawr students and in turn affect the student achievement as well. Welcome and Keep will provide mentoring, small group support and build family connections. Students will be recommended by staff through the social workers. All

students will be eligible K-5. This program will impact the students’ social emotional skills and directly relate to their student achievement. The long term impact is the social skills our students have gained as well as their academic achievement. Funding will also support materials for staff to increase their equity lens and improve their understanding of equitable social emotional skills development.

Location of services: Bryn Mawr

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|---|-------------|-------------|-------------|
| <i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i> | 75% | 100% | 100% |
| Increase MCA reading proficiency for African American/Black students from 13% in 2018-19 to 41% in 2022-23. | 21% | 31% | 41% |
| Increase MCA reading proficiency for Asian/Pacific Islander students from 22% in 2018-19 to 50% in 2022-23. | 30% | 40% | 50% |
| Increase MCA reading proficiency for Somali students from 25% in 2018-19 to 53% in 2022-23. | 33% | 43% | 53% |
| Increase MCA math proficiency for African American/Black students from 9% in 2018-19 to 37% in 2022-23. | 17% | 27% | 37% |
| Increase MCA math proficiency for Asian/Pacific Islander students from 22% in 2018-19 to 50% in 2022-23. | 30% | 40% | 50% |
| Increase MCA math proficiency for Hispanic/Latinx students from 20% in 2018-19 to 48% in 2022-23. | 28% | 38% | 48% |
| Increase the percentage of African American/Black students consistently attending (90% or more) from 69% in 2018-19 to 96% in 2022-23. | 76% | 86% | 96% |

RIS Strategy #6 Cityview Community School

Type of Strategy: Integrated Learning Environments

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy.

Arts-based strategies will be used to support student academic achievement, attendance, and growth. Students will continue to participate in visual thinking strategies lesson (VTS). Flocabulary will be

used to support cultural relevant teaching strategies. This allows students to be engaged with lessons that meets a variety of learning styles and the interest of students. This learning is taking outside of the classroom where students are able to practice what they are learning with hands-on experiences. The Arts-based strategies provide opportunities for our parents to be involved both in school and out of school learning activities. Artist residencies provide an opportunity to connect the arts to state standards, provide students the opportunity to engage in learning in non-traditional ways and to share their learning with families, friends, and community. Cityview will continue to use the Equity framework to support students and staff. We will provide the necessary resources and training to support our staff with their equity lens. This will lead to more equitable practices for all students so that can develop as individual. We will continue to use MPS Equity Toolkit to support our growth.

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|---|-------------|-------------|-------------|
| <i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i> | 75% | 100% | 100% |
| Increase percentage of students consistently attending (90% or higher) from 57% in 2018-19 to 72% in 2022-23. | 62% | 67% | 72% |
| Increase percentage of students meeting growth targets (fall to winter) on FAST reading from 47% in 2019-20 to 62% in 2022-23. | 52% | 57% | 62% |

RIS Strategy #7 Emerson Spanish Immersion School

Type of Strategy: Professional Development

Narrative description of this strategy.

Emerson will fund a new position of Student Support role that will work with students surrounding Social Emotional learning curriculum and Restorative practices. They will also fund a Healthy Living teacher that will focus on Social Emotional learning skills. All students will have access to the Healthy Living class as one of their specialist rotations.

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|---|-------------|-------------|-------------|
| <i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i> | 75% | 100% | 100% |
| Decrease percentage of students receiving referrals from 1% in 2018-19 to 0% in 2022-23. | 0% | 0% | 0% |
| Decrease in the disproportionality of referrals from our students of color from 100% in 2018-19 to 87% in 2022-23 | 95% | 90% | 87% |

RIS Strategy #8 Folwell Arts Magnet

Type of Strategy: Integrated Learning Environments

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy. Folwell will implement arts-integrated curriculum throughout the building/all grade levels. We will have a TOSA (teacher on special assignment) dedicated to leading, supporting, and implementing Arts Integration professional development, curriculum, and learning opportunities. All students will participate. Funding will also support supplies/materials for arts integration-related PD, materials, curriculum, and resources

Folwell will implement E3 and Equity-focused instruction throughout the building/all grade levels. We will have a TOSA (teacher on special assignment) dedicated to leading, supporting, and implementing E3 professional development, curriculum, and learning opportunities. All students will participate.

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|---|-------------|-------------|-------------|
| <i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i> | 75% | 100% | 100% |
| Increase Integration of percent of staff integrating the arts into instruction | 42% | 52% | 62% |
| Increase percent of staff creating GLAD strategies supporting integrated lessons | 40% | 52% | 62% |

RIS Strategy #9 Franklin Middle School

Type of Strategy: College and Career Readiness

Narrative description of this strategy. Franklin will support a literacy Interventionist and math interventionist. The goal is to increase the reading proficiency on the MCA to 25% by 2020-2021 and math proficiency on the MCA to 18% by 2020-2021. The Literacy TOSA/Specialist position will work to support the MTSS implementation at Franklin. This will include delivering PD to staff, as well as supporting and monitoring full implementation of MTSS throughout the building. We believe that the added expertise these individuals will have in their respective content areas will make academic intervention easier for teachers, as they can assist in generating ideas for age and ability appropriate, content-focused classroom interventions. This will ultimately lead to more accurate data on student achievement and progress over time, which will in turn inform a more robust, complete MTSS process, resulting in at least a 3% increase in reading proficiency in the 2019-2020 school year.

The Math TOSA/Specialist positions will work to support the MTSS implementation at Franklin. This will include delivering PD to staff, as well as supporting and monitoring full implementation of MTSS throughout the building. We believe that the added expertise these individuals will have in their respective content areas will make academic intervention easier for teachers, as they can assist in generating ideas for age and ability appropriate, content-focused

classroom interventions. This will ultimately lead to more accurate data on student achievement and progress over time, which will in turn inform a more robust, complete MTSS process, resulting in at least a 2% increase in math proficiency in 2020-2021.

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|---|-------------|-------------|-------------|
| <i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i> | 75% | 100% | 100% |
| Increase the reading proficiency on the MCA from 18% in 2018-19 to X% by 2022-2023 | 25% | 28% | 32% |
| Increase math proficiency on the MCA from 9% in 2018-19 to X% by 2022-2023 | 18% | 23% | 27% |

RIS Strategy #10 Green Central Park Elementary

Type of Strategy: Professional Development

Narrative description of this strategy. Green will support a portion of an Instructional Equity Coach position. This role supports teachers in implementing culturally responsive instruction and differentiated instruction based on student need and data. This coach will lead PLC, Data Dives, Observation/Feedback Cycles, Planning Sessions. Teachers will implement culturally responsive and differentiated instruction.

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|---|-------------|-------------|-------------|
| <i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i> | 75% | 100% | 100% |
| By 2023, the percent of students achieving typical or aggressive growth on the FAST aReading assessment will increase from 46% to 76%. | 56% | 66% | 76% |
| By 2023, the percent of students achieving typical or aggressive growth on the FAST aMath assessment will increase from 40% to 70%. | 50% | 60% | 70% |

RIS Strategy #11 Hall Elementary

Type of Strategy: Family Engagement

Narrative description of this strategy. Hall will create a full time Family and Community Liaison. Being able to connect with, advocate alongside, and empower our students and families within the context of school and community is a priority. The majority of our A & I funds help to support a full-time Family & Community Liaison who champions family engagement, student leadership and is a part of the team working to support our students and families in removing the barriers which prevent attendance and engagement in school. Funding will also be used in support of family nights, Site Council, and other family engagement activities to support the provision of refreshment/meal, activities, supplies, child care, and transportation. Our family engagement activities will continue to be in large attendance and grow to better align with what our families have expressed is their vision of authentic engagement and partnership with Hall.

Finally, Hall will intentionally increase opportunities to engage and authentically activate student voice in the school culture and community. Leveraging the multitude of assets our Hall students bring to school to further strengthen the collective learning community.

Location of services: Hall Elementary

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|---|-------------|-------------|-------------|
| <i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i> | 75% | 100% | 100% |
| Increase the percentage of student consistently attending (90% or higher) from 59% in 2018-19 to X% in 2022-23 | 70% | 80% | 90% |
| Increase participation in family events | 50% | 75% | 90% |
| Increase the percentage of students meeting growth targets (fall to winter) on FAST math from 50% in 2019-20 to X% in 2022-23. Increase the percentage of students meeting growth targets (fall to winter) on FAST reading from 41% in 2019-20 to X% in 2022-23. | 50%/41% | 63%/58% | 75%/70% |

RIS Strategy #12 Henry Senior High School

Type of Strategy: College and Career Readiness

Narrative description of this strategy. The differentiation specialist will coach teachers on how differentiation work in efforts to create an effective learning environment. Differentiation- Creating Effective Learning Environments (MTSS Long Term Instructional Cycle) This strategy is focused on creating the best academic learning environments possible for all scholars. We will keep this strategy centered on ensuring all our classrooms have engaging, differentiated instruction. The vision for Henry High School core instruction is that teachers will be able to meet the needs of their students and all students will be successful in their classes. Teachers will know their students' ability levels and skill levels, and be able to provide differentiated instruction to their students based on those varying levels. Teachers will feel more confident in their ability to create classroom environments that meet the needs of their learners. Students will feel more engaged in classrooms because their learning needs will be met. Students will know that they do not need to do the same learning activities or assessments as all their peers because the learning is targeted for them. Families will be more satisfied with their scholars' learning experience because it is meeting their needs successfully.

Social and Emotional Learning in service of racial equity. The Patrick Henry Family (PHamily) will engage in social emotional learning process to support the work in examining and taking action towards improving racial equity. The Patrick Henry family (PHamily) will be strong. Relationships between students-students, students-staff, and staff-families are positive and productive. Students, staff, and families are willing to engage in challenging conversations that are culturally responsive and caring and supportive. Opportunities to name race in an authentic way that forces all to reflect on their impact on the Henry PHamily. All members of the PHamily are willing participants in uncomfortable conversations about race and willing to accept non-closure. In spite of our willingness to accept non-closure, the PHamily will take opportunities to move towards action in the service of improving racial equity at Patrick Henry High School.

Henry will also support enrichment arts offerings including a mural arts class, support dance instruction, choir, drumline, theater integration, and student mentorship in order to deepen student-school connections and student engagement.

Location of services: Henry High School

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|---|-------------|-------------|-------------|
| <i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i> | 75% | 100% | 100% |
| Increase the percentage of students who are On Track from 42% in 2018-19 to X% in 2022-23. | 55% | 60% | 65% |
| Decrease the percentage of students of color receiving referrals from 21% in 2018-19 to X% in 2022-23. | 17% | 15% | 10% |

RIS Strategy #13 Heritage Academy

Type of Strategy: College and Career Readiness

Narrative description of this strategy. In order to increase students' readiness and access to college, Heritage Academy will use funds allocated that would enable us to maintain our current AVID FTE for the 2020/2021 school year. 1. School will develop AVID 9 (15 Students); AVID 10 (15 Students), AVID 11 (15 Students) & AVID 12 (15 Students) courses. 2. Create opportunities for 100% of PSEO students enrolled in AVID to pass their college classes. 3. 1 AVID Teacher - Teacher will teach all 4 AVID Courses and Coordinate the program.

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|---|-------------|-------------|-------------|
| <i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i> | 75% | 100% | 100% |
| Increase graduation rate from 96% for Class of 2018 to 100% for Class of 2022. | 100% | 100% | 100% |
| Students enrolled in AVID Courses will increase passing rate of their Core Classes | 100% | 100% | 100% |
| Increase college awareness. | 100% | 100% | 100% |

RIS Strategy #14 Hmong International Academy

Type of Strategy: Family Engagement

Narrative description of this strategy. Increase school culture and climate through family engagement that is culturally relevant and responsive to the needs of all our students' families. AE Staff - Hmong Family Liaison will lead family engagement initiatives to increase achievement. This staff member will also support our Hmong magnet and work with our Hmong Coordinator and Hmong programming,

An AE Staff - SSPA will lead HIA's work to improve school culture and climate through culturally relevant and responsive social emotional learning and restorative practice. In a building that is 100% students of color and high poverty our students come with a great deal of undiagnosed and unresolved trauma that plays out in our classes through behavior, engagement and academic successes. The SSPA will work with staff, students and families to improve the academic success for all students through circle practices, restorative practices from racial and cultural lenses.

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|---|-------------|-------------|-------------|
| <i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i> | 75% | 100% | 100% |
| Decrease the percentage of students receiving referrals from 20% in 2018-19 to 10% in 2022-23. | 16% | 13% | 10% |
| The percentage of staff and students involved in restorative practices will increase over the next three years by 10% | 40% | 50% | 60% |

RIS Strategy #15 Jefferson Elementary

Type of Strategy: Increases access to effective and diverse teachers.

Narrative description of this strategy. Jefferson will continue to staff a full-time SEL building lead to provide professional development and feedback to our teachers and support staff. The SEL Instructional Specialist is responsible for professional development and coaching around Tier 1 SEL supports. The SEL Instructional Specialist is an active member at the building level MTSS to create and implement systemic supports. Our SEL goal (aligned to our SIP) goal for this year is to provide professional learning and feedback around the use of teacher language, specifically around feedback and engaging academics. We are aligning our SEL SIP goals to our reading goals of implementing short-term and long-term instructional planning. With the integration of SIP goals, we are supporting planning in weekly PLC's all year long. In addition, we are dedicating staff meeting to professional development around our SEL goals.

Location of services: Jefferson

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|---|-------------|-------------|-------------|
| <i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i> | 75% | 100% | 100% |
| Increase the percentage of students meeting growth targets (fall to winter) in FAST reading from 51% in 2019-20 to 63% in 2022-23. | 55% | 59% | 63% |
| Increase percentage of students of color meeting proficiency on MCA reading from 21% in 2018-19 to 27% in 2022-23. | 23% | 25% | 27% |
| Decrease disproportionality in suspensions for African American students from 69% of suspensions in 2018-19 to 38% by 2022-23. | 52% | 38% | 38% |

RIS Strategy #16 Jenny Lind Elementary

Type of Strategy: College and Career Readiness

Narrative description of this strategy. Due to a significant need for trauma and mental health support in the building, Jenny Link will increase its Psychologist FTEs to support the social and emotional needs of students. In addition, this increase would allow us to further support the work of MTSS. All students, in particular those who need Tier 1 and 2 interventions, would benefit. In conjunction, Jenny Lind will add to the FTEs of a Behavioral Specialist in order to continue with our efforts to provide professional development for all staff on mindset, and core components 1 and 2 in the MPS Equity Toolkit. We will continue to develop ourselves on the equity team via our bi-weekly team meetings even as we lead our colleagues in the work with monthly PD. We expect to see our referral and suspension data decrease for Black/African American boys.

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|---|-------------|-------------|-------------|
| <i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i> | 75% | 100% | 100% |
| Increase implementation of staff Equity PD | | | |
| Decrease the percentage of students receiving referrals from 9% in 2018-19 to X% in 2022-23. | | | |
| Increase the percentage of students meeting growth targets (fall to winter) on FAST reading from 45% in 2019-20 to X% in 2022-23. Increase the percentage of students meeting growth targets (fall to winter) on FAST math from 53% in. 2019-20 to X% in 2022-23 | | | |

RIS Strategy #17 Lucy Laney Elementary

Type of Strategy: College and Career Readiness

Narrative description of this strategy. Lucy Laney will create a science specialist position that will allow students to have further opportunities to increase their reading and math growth. The science specialist will co-teach with the classroom teacher to provide differentiated instruction for all students.

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|---|-------------|-------------|-------------|
| <i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i> | 75% | 100% | 100% |
| Increase the percentage of students meeting proficiency on the 5th grade science MCA from 17% in 2018-19 to 47% by 2022-23. | 27% | 37% | 47% |
| Increase the percentage of students meeting proficiency on the math MCA from 29% in 2018-19 to 59% in 2022-23. | 39% | 49% | 59% |

RIS Strategy #18 Nellie Stone Johnson Elementary

Type of Strategy: College and Career Readiness

Narrative description of this strategy. This Position will provide literacy interventions in the area of decoding and reading comprehension. Students selected will be based on fall and winter benchmarks and assessments such as Areading and CBMs. Students are progressed monitored weekly. The curriculum used is either PAF or LLI. Teacher receives weekly feedback and coaching on implementation of PAF. After each benchmark new groups are formed based on data and need.

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|---|---------------------|-------------|-------------|
| <i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i> | 75% | 100% | 100% |
| The percentage of students who are enrolled in NSJ on October 1st in grades K-3 who meet grade level CBM expectations will increase by 8% from fall to spring | TBD in fall of 2020 | TBD | TBD |
| Increase percentage of students K-3 meeting growth targets (fall to winter) on FAST reading from 40% in 2019-20 to X% in 2022-23. | TBD in fall of 2020 | TBD | TBD |

RIS Strategy #19 North Academy of Arts & Communication

Type of Strategy: Uses policies curriculum or trained instructors and other advocates to support magnet schools differentiated instruction or targeted interventions

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions.
- Provides school enrollment choices.
- Increases cultural fluency, competency, and interaction.
- Increases graduation rates.
- Increases access to effective and diverse teachers.

Narrative description of this strategy.

North Academy will support staff positions in the arts. Full Budget will go into teacher FTE for the arts - .33 Visual Arts, .33 Dance, .34 Band

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|---|-------------|-------------|-------------|
| <i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i> | 75% | 100% | 100% |

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|--|-------------|-------------|-------------|
| Increase the percentage of students who participate in advanced courses from 28% in 2018-19 to 48% in 2022-23 | 28% | 38% | 48% |
| Increase in course requests | 40% | 50% | 60% |

RIS Strategy #20 Olson Middle School

Type of Strategy : College and Career Readiness

Narrative description of this strategy.

Olson will offer a focus math class to students selected based on data showing need for skill improvement. Olson will also expand its AVID offering and promote college bound future using AVID instructional strategies. Students will be selected based on AVID Criteria.

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|---|-------------|-------------|-------------|
| <i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i> | 75% | 100% | 100% |
| Increase the percentage of students meeting growth targets (fall to winter) on FAST math from 36% in 2019-20 to 51% in 2022-23. | 41% | 46% | 51% |
| Increase the percentage of students meeting growth targets (Fall to Winter) on FAST reading from 47% in 2019-20 to 62% in 2022-23 | 52% | 57% | 62% |

RIS Strategy #21 Sheridan Elementary

Type of Strategy: Integrated Learning Environments

Integrated Learning Environments (Minn. Stat. § 124D.861, subd. 1 (c)). If you chose *Innovative and integrated pre-K through grade 12 learning environments* as the strategy type above, describe in your narrative description how the different aspects of integrated learning environments listed below are part of your strategy:

- | | |
|---|---|
| <input checked="" type="checkbox"/> Uses policies, curriculum, or trained instructors and other advocates to support magnet schools, differentiated instruction, or targeted interventions. | <input type="checkbox"/> Increases cultural fluency, competency, and interaction. |
| <input type="checkbox"/> Provides school enrollment choices. | <input type="checkbox"/> Increases graduation rates. |
| | <input type="checkbox"/> Increases access to effective and diverse teachers. |

Narrative description of this strategy. All students in PK-5 will have at least 1 experience toward theater performance. Sheridan will use theatre arts and dance to enrich existing classroom curriculum. Professional teaching artists will take school curriculum goals and craft 30-90 minute sessions allowing students to kinesthetically explore core content through their bodies, voices, and imaginations. All students in 1-5 grade will have an opportunity to extend their learning through the performance arts in after school. Sheridan will have 3-5 community partnerships that will support the performance arts allowing for students to explore and choose their own learning. The partnership will be with agencies that focus on cultural and racial identities

within our society. Sheridan will also hire an associate educator who is a talented musician, producer and businessman lead live news casting with K-5 students throughout Sheridan.

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|---|--|--|--|
| <i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i> | 75% | 100% | 100% |
| Increase the percentage of students of color who choose to engage in enrichment and leadership opportunities through the performance arts and newscasting.* | Baseline as deemed by April 6 data | 10% increase from year to year | 10% increase from year to year |
| Increase the percentage of students of color who feel connected, empowered, seen & heard as a result of newscasting and performance arts opportunities. | Baseline survey will be provided to students prior to April 6. | Increase of 10% in the categories of feeling connected, empowered, seen and heard each year. | Increase of 10% in the categories of feeling connected, empowered, seen and heard each year. |
| Parent attendance at arts performances will increase from 30% to 60% by 2021. | 40% | 50% | 60% |

RIS Strategy #22 Sullivan Elementary

Type of Strategy: College and Career Readiness

Narrative description of this strategy. We will be transitioning our Restorative Practice Dean to a Restorative Practice/Cultural Dean position next year. The person in this position will start out by working with our Elementary students during their morning meeting time once a week to provide lessons on cultural awareness and understanding. This will also blend the two positions by working with students and teachers to better understand how certain cultures deal with conflict. This will allow students to come to problem solving circle/mediation with a deeper understanding, not just their own actions by the actions of others. To start, we will have the Cultural Dean working with our K-5 students. We would like to target the Morning Meeting time to hold the cultural discussion as that is the time we set aside for community building and all the students and teachers are together during this time. We will start by having the Dean visit a grade level each day.

We would continue to fund our MTSS lead teacher. We have found that now that we have a teacher leading our MTSS work it has become more consistent with a focus on Core Instruction before jumping to interventions. We did not have a MTSS structure prior to this position, so we were not holding academic conversations around lessons, planning and student work to the extent that we are doing this year. Behavior interventions were happening, but were sporadic and not documented with fidelity. Now we have a system that let's us track behavior data and make decisions on behavior interventions that are helping to keep our students engaged in their class work.

Key Indicators of Progress (KIP)

| List key indicators of progress for this strategy and annual targets for each indicator. Choose indicators that will help you know if the strategy is creating the outcomes you want to see. | Target 2021 | Target 2022 | Target 2023 |
|---|-------------|-------------|-------------|
| <i>Example: The percentage of NAME OF RIS students disaggregated by race/ethnicity and FRPL reporting an increased sense of engagement and connection on our school climate surveys will increase 25 percentage points each year. 2020 response rate is 50 percent.</i> | 75% | 100% | 100% |
| The suspension rate for African American/Black students will decrease by 9 students annually from 51 (2019) students to 13 students (2023). | 31 | 22 | 13 |
| The FAST aMath proficiency rate for African American/Black students will increase by 10% annually from 23% (2019) to 63% (2023). | 43% | 53% | 63% |
| The FAST a Reading proficiency rate for African American/Black students will increase by 10% annually from 21% 2019 to 61% (2023). | 41% | 51% | 61% |

Creating Efficiencies and Eliminating Duplicative Programs

Briefly explain how this plan for racially identifiable schools will create efficiencies and eliminate duplicative programs and services within your district (Minn. Stat. § 124D.861, subd. 2 (c)). Enter text.

All the RIS sites are building on the work of the district academic plan and comprehensive district design. They are focused on implementing strategies aligned with the district four key priorities of MTSS, Literacy, Equity and Social Emotional Learning that are articulated in the district-wide strategies in addition to new strategies around Magnet schools and family engagement. The resources targeted to these sites will allow for even more intensive focus on these strategies to ensure all students are getting the support they need.

Results from the EDIA process is informing many of the strategies listed in the plan including the student placement work within the magnet school strategy and the efforts to recruit and retain staff of color. Many of these strategies are targeted at the RIS sites as some are converted to magnet schools and others are targeted sites for our recruitment and retention efforts.

Approved Board Budget Values and Priorities

2019–2020 Budget

- The creation of a comprehensive district design that addresses educational success for all MPS students, acknowledges the unique needs of our diverse school communities, and that articulates specific models, goals and measurable outcomes
- Offering a comprehensive continuum of school-based and school-linked health and mental health services to strengthen the development of the whole child and remove barriers to educational success; and
- Continuing to leverage local, state and federal partnerships to expand early learning programs that are located in high-need communities
- Recruiting, training, retaining, and equally compensating a diverse cadre of educators and staff in both general education and special education settings, with the skills and the commitment needed to ensure all students achieve their full potential;
- Convening key stakeholders, including the local business community and community-based organizations, to supplement and enhance clear and accessible pathways offered by MPS for civic engagement, youth leadership and employment, career development and/or higher education for all MPS students
- Ensuring financial sustainability through an intentional multi-year plan to reinvest in the district fund balance and

Approved Board Budget Values and Priorities

fiscal management that proactively mitigates potential shortfalls including a plan to bring students back and retain current students

- Emphasizing equitable access to accelerated learning opportunities for all students
- Embedding parent and community engagement throughout the District that is inclusive of shared decision making, determination of goals and outcomes

2020–2021 Budget

- Culturally responsive curricula including, but not limited to Ethnic Studies and STEAM (science/technology/engineering/arts/mathematics)
- School climate plan that will improve student retention, family and staff experiences, and student learning
- Strategies to recruit and retain staff of color
- Full-Service Community School model
- Predictable staffing, including differentiation specialists
- Fund balance restoration
- Early childhood programs and services
- Continued school-based and school-linked health and mental health services to strengthen the development of the whole child and remove barriers to educational success

Approved Board Budget Values and Priorities

2021-2022 Budget

- Measures needed to ensure the continued health and safety of students and staff
- Multi-tiered systems of support (MTSS), equity, literacy, and social emotional learning
- Direct student supports, including mental health services needed to address trauma experienced by our students
- Implementation of the structural and programmatic elements adopted in the Comprehensive District Design
- Advancement of the School Climate Framework
- Academic plan and equitable education design implementation
- Curriculum transformation including the new Ethnic Studies course requirement and math curriculum adoption
- Professional development to establish a district culture of anti-racist mindsets and actions
- Strategies to recruit and retain staff of color, including the Teacher Equity Plan
- Early childhood programs and services
- Predictable school-level staffing with discretionary allocations aligned to Board priorities and site council recommendations

120B.11 SCHOOL DISTRICT PROCESS FOR REVIEWING CURRICULUM, INSTRUCTION, AND STUDENT ACHIEVEMENT; STRIVING FOR THE WORLD'S BEST WORKFORCE.

Subdivision 1. **Definitions.** For the purposes of this section and section 120B.10, the following terms have the meanings given them.

(a) "Instruction" means methods of providing learning experiences that enable a student to meet state and district academic standards and graduation requirements including applied and experiential learning.

(b) "Curriculum" means district or school adopted programs and written plans for providing students with learning experiences that lead to expected knowledge and skills and career and college readiness.

(c) "World's best workforce" means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students and between students living in poverty and students not living in poverty; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

(d) "Experiential learning" means learning for students that includes career exploration through a specific class or course or through work-based experiences such as job shadowing, mentoring, entrepreneurship, service learning, volunteering, internships, other cooperative work experience, youth apprenticeship, or employment.

Subd. 1a. **Performance measures.** Measures to determine school district and school site progress in striving to create the world's best workforce must include at least:

(1) the size of the academic achievement gap, rigorous course taking under section 120B.35, subdivision 3, paragraph (c), clause (2), and enrichment experiences by student subgroup;

(2) student performance on the Minnesota Comprehensive Assessments;

(3) high school graduation rates; and

(4) career and college readiness under section 120B.30, subdivision 1.

Subd. 2. **Adopting plans and budgets.** A school board, at a public meeting, shall adopt a comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with creating the world's best workforce and includes:

(1) clearly defined district and school site goals and benchmarks for instruction and student achievement for all student subgroups identified in section 120B.35, subdivision 3, paragraph (b), clause (2);

(2) a process to assess and evaluate each student's progress toward meeting state and local academic standards, assess and identify students to participate in gifted and talented programs and accelerate their instruction, and adopt early-admission procedures consistent with section 120B.15, and identifying the strengths and weaknesses of instruction in pursuit of student and school success and curriculum affecting students' progress and growth toward career and college readiness and leading to the world's best workforce;

(3) a system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations under section 123B.147, subdivision 3, students' access to effective teachers who are members of populations underrepresented among the licensed teachers in the district or school and who reflect the diversity of enrolled

students under section 120B.35, subdivision 3, paragraph (b), clause (2), and teacher evaluations under section 122A.40, subdivision 8, or 122A.41, subdivision 5;

(4) strategies for improving instruction, curriculum, and student achievement, including the English and, where practicable, the native language development and the academic achievement of English learners;

(5) a process to examine the equitable distribution of teachers and strategies to ensure low-income and minority children are not taught at higher rates than other children by inexperienced, ineffective, or out-of-field teachers;

(6) education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness; and

(7) an annual budget for continuing to implement the district plan.

Subd. 3. District advisory committee. Each school board shall establish an advisory committee to ensure active community participation in all phases of planning and improving the instruction and curriculum affecting state and district academic standards, consistent with subdivision 2. A district advisory committee, to the extent possible, shall reflect the diversity of the district and its school sites, include teachers, parents, support staff, students, and other community residents, and provide translation to the extent appropriate and practicable. The district advisory committee shall pursue community support to accelerate the academic and native literacy and achievement of English learners with varied needs, from young children to adults, consistent with section 124D.59, subdivisions 2 and 2a. The district may establish site teams as subcommittees of the district advisory committee under subdivision 4. The district advisory committee shall recommend to the school board rigorous academic standards, student achievement goals and measures consistent with subdivision 1a and sections 120B.022, subdivisions 1a and 1b, and 120B.35, district assessments, means to improve students' equitable access to effective and more diverse teachers, and program evaluations. School sites may expand upon district evaluations of instruction, curriculum, assessments, or programs. Whenever possible, parents and other community residents shall comprise at least two-thirds of advisory committee members.

Subd. 4. Site team. A school must establish a site team to develop and implement strategies and education effectiveness practices to improve instruction, curriculum, cultural competencies, including cultural awareness and cross-cultural communication, and student achievement at the school site, consistent with subdivision 2. The site team must include an equal number of teachers and administrators and at least one parent. The site team advises the board and the advisory committee about developing the annual budget and creates an instruction and curriculum improvement plan to align curriculum, assessment of student progress, and growth in meeting state and district academic standards and instruction.

Subd. 5. Report. Consistent with requirements for school performance reports under section 120B.36, subdivision 1, the school board shall publish a report in the local newspaper with the largest circulation in the district, by mail, or by electronic means on the district website. The school board shall hold an annual public meeting to review, and revise where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency, and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the commissioner in the form and manner the commissioner determines.

Subd. 6. [Repealed by amendment, 2013 c 116 art 2 s 6]

Subd. 7. **Periodic report.** Each school district shall periodically survey affected constituencies, in their native languages where appropriate and practicable, about their connection to and level of satisfaction with school. The district shall include the results of this evaluation in the summary report required under subdivision 5.

Subd. 8. [Repealed by amendment, 2013 c 116 art 2 s 6]

Subd. 9. **Annual evaluation.** (a) The commissioner must identify effective strategies, practices, and use of resources by districts and school sites in striving for the world's best workforce. The commissioner must assist districts and sites throughout the state in implementing these effective strategies, practices, and use of resources.

(b) The commissioner must identify those districts in any consecutive three-year period not making sufficient progress toward improving teaching and learning for all students, including English learners with varied needs, consistent with section 124D.59, subdivisions 2 and 2a, and striving for the world's best workforce. The commissioner, in collaboration with the identified district, may require the district to use up to two percent of its basic general education revenue per fiscal year during the proximate three school years to implement commissioner-specified strategies and practices, consistent with paragraph (a), to improve and accelerate its progress in realizing its goals under this section. In implementing this section, the commissioner must consider districts' budget constraints and legal obligations.

(c) The commissioner shall report by January 25 of each year to the committees of the legislature having jurisdiction over kindergarten through grade 12 education the list of school districts that have not submitted their report to the commissioner under subdivision 5 and the list of school districts not achieving their performance goals established in their plan under subdivision 2.

History: 1996 c 412 art 7 s 4; 1Sp1997 c 4 art 5 s 12; 1998 c 397 art 6 s 124; art 11 s 3; 2000 c 254 s 2; 2003 c 130 s 12; 1Sp2005 c 5 art 2 s 6-11; 2006 c 263 art 7 s 1; 2009 c 96 art 2 s 6; 2013 c 116 art 2 s 6; 2014 c 272 art 1 s 4; art 3 s 4,5; 1Sp2015 c 3 art 3 s 5; 2016 c 189 art 25 s 8-12

World's Best Workforce

What is World's Best Workforce?

The World's Best Workforce (WBWF) was developed in 2013 (Minnesota Statutes, section 120B.11) to ensure that school districts and charter schools in Minnesota enhance student achievement through teaching and learning supports. School boards that govern districts and charter schools are required to develop comprehensive, long-term strategic plans that address the following five WBWF goals:

- All children are ready for school.
- All third-graders can read at grade level.
- All racial and economic achievement gaps between students are closed.
- All students are ready for career and college.
- All students graduate from high school.

What is a WBWF strategic plan?

A WBWF strategic plan is a multi-year, detailed document that illustrates how a district or charter school will execute its goals or initiatives concerning the five WBWF goals. MDE recommends that districts and charter schools develop goals that are specific, measurable, attainable, realistic and timely (SMART).

WBWF annual report and public meeting

While the WBWF strategic plan is a multi-year strategic roadmap, legislation requires that districts and charter schools submit an annual summary report to MDE. We will give ample notice when the 2021-22 annual report is due. The annual summary report should provide details about strategies and local progress toward the five WBWF goals.

Equally important, districts and charter schools are required to hold an annual public stakeholder meeting on the progress made toward WBWF's five goals. The meeting is designed to empower stakeholders (teachers, parents, support staff, students and other community residents) to provide feedback on the data in the report.

What role does the school board play?

Minnesota Statutes, section 120B.10, requires school boards to establish advisory committees. The advisory committee should:

- Ensure that community members have an opportunity to participate in the strategic planning process.
- Be reflective of the district's diversity and its schools, and thus include, to the extent possible, teachers, parents, support staff, students, and other community residents.
- Make recommendations to the school board concerning rigorous academic standards and student achievement goals and measures.

How will districts and charter schools measure progress?

Each district and charter school creates its own plan to prepare all students for school and align a standards-based curriculum with classroom instruction, so that students are career- and college-ready at graduation. The success of each plan can be measured locally using, among other possible data sources:

- The Kindergarten Entry Profile or other measures of school readiness.
- State or local assessments.
- Graduation rates.
- College entrance exams.
- Postsecondary outcomes, including employment.

What role does the Minnesota Department of Education play?

While each WBWF strategic plan is developed and implemented locally, MDE offers direct and indirect support opportunities throughout the academic year. For example, direct support opportunities include virtual and in-person training, webinars, workshops and orientations. Indirect support includes sharing resources, facilitating networking opportunities between districts and charter school leaders, and more.

What resources are available to assist districts with executing their strategic plans?

As previously noted, MDE provides districts and charter schools with a variety of indirect resources to assist with the development of their strategic plan (see resources below). Additional resources will be added to the WBWF's webpage as they are developed.

- Strategic Plan Checklist Tool
- Setting SMART Goals Tool
- Minnesota Statutes, section 120B.11: World's Best Workforce
- Worlds Best Workforce Overview Document

For general questions or assistance pertaining to WBWF, districts and charter schools can contact us at mde.worldsbestworkforce@state.mn.us.

Policy 6000: Mission Of The Educational Program

1. PURPOSE

The school district is committed to an integrated, culturally diversified educational environment which treats all students as unique and capable of learning. The district is committed to providing an excellent instructional program for the benefit of all students. To that end the Board of Education has adopted mission and vision statements and engaged in strategic planning to meet the challenge. The purpose of this policy is to establish the mission of the educational program.

2. MISSION STATEMENT

The mission of the Minneapolis Public Schools is stated as:

“Our Mission is to ensure that all students learn. We support their growth into knowledgeable, skilled and confident citizens capable of succeeding in their work, personal and family lives into the 21st century.”

3. VISION STATEMENT

The vision statement of the Minneapolis Public Schools is as follows:

“Every student will have the opportunity to access a high quality program in the Minneapolis Public Schools in order to prepare to be college or career ready.”

4. THE STRATEGIC PLAN AND THE EDUCATIONAL PROGRAM

The strategic plan, aligned with the mission and vision of the district, guides the educational program. The strategic plan includes, but is not limited to, the following:

- a. All instructional initiatives shall be aligned with the strategic plan.
- b. The educational plan shall have high expectations for all students.

- c. The educational plan will provide rigorous instruction at all levels aligned with state standards and post-secondary expectations.
- d. Opportunities for all students to participate in advanced classes shall be provided.
- e. Race, gender, culture, English learner status, socio-economic status or disability shall not be the predictor of student success.
- f. Barriers to learning shall be addressed.
- g. Teachers shall be supported in improving the effectiveness of their instruction and in deepening their content expertise.
- h. School leaders shall be supported in improving student achievement.

5. RESPONSIBILITY

- a. The Superintendent is authorized to promulgate regulations to implement this policy.
- b. The Superintendent shall report to the Board of Directors on no less than an annual basis on the progress of the District toward meeting its goals as stated in the Strategic Plan.
- c. The Board of Directors shall reexamine the mission and vision statements no less than every five years to assure that these statements adequately state the mission and vision of the district.
- d. The Superintendent shall engage community resources in addition to district resources to address barriers to student success.

Original Adoption:

04/25/1967

Revision Dates:

03/28/1972, 09/25/1973, 12/16/1975, 08/13/1985, 12/20/2011