

Committee of the Whole Meeting

Tuesday, January 24, 2023 6:00 PM

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

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

2) **Presentations and Discussions**

2)a. Reestablishing Climate and Learning

3) **Adjournment**



Committee of the Whole

Reestablishing
Climate and
Learning

January 24, 2023

Agenda

- School Improvement, Academics and Climate Updates
- Principal Sharing
- Q&A

School Improvement

Executive Director Sarah Hunter

School Improvement Structures

Professional Learning Communities (PLC)

PLCs should have completed at least one Plan-Do-Study-Act (PDSA) cycle.

Instructional Leadership Teams (ILT)

ILTs are learning how to create tools called practice profiles to monitor school improvement plan strategies

School Improvement Plans (SIP)

Principals are meeting with PLC Leads to determine next steps for each group. This all gets tracked in the SIP Portal.

Components of Professional Learning Community Cycles

Components of the PLC Cycle	Guiding Questions	Expected Use in Practice	Progress Monitor Adult Actions
<p>Plan 1-2 meetings</p>	<p>What do you want students to know?</p> <p>How will we know when they know it?</p>	<ul style="list-style-type: none"> • Identify power/essential standards • Unwrap the standards (what skills/concepts are the students expected to know to meet this standard?) • Find or design an assessment (unit or weekly) • Set a short-term SMART goal for the cycle 	<p>What percentage of our team(s) completed each expected use in practice to fidelity?</p>
<p>Do 2-3 meetings</p>	<p>What actions are we taking as the instructional leaders?</p> <p>What considerations are you keeping in mind when choosing an instructional strategy?</p>	<ul style="list-style-type: none"> • Assess the students • Determine which instructional strategy(ies) to use • Use the instructional strategy(ies) identified • Administer common formative assessments 	<p>What percentage of our team(s) completed each expected use in practice to fidelity?</p>

Components of Professional Learning Community Cycles

Components of the PLC Cycle	Guiding Questions	Expected Use in Practice	Progress Monitor Adult Actions
Study 1 meeting	<p>What do we notice when we look at the data?</p> <p>Is the data the same or different across classroom? If different, discuss.</p>	<ul style="list-style-type: none"> Examine the results of each formative assessment- collaboratively Identify strengths and weaknesses in the instructional strategy used Plan to how to respond to students who have learned or need enrichment 	<p>What percentage of our team(s) completed each expected use in practice to fidelity?</p>
Act 1 meeting	<p>How will we respond when students do learn?</p> <p>How will we respond when students don't learn?</p>	<ul style="list-style-type: none"> Plan and provide instructional support or enrichment for those that need it Monitor the results with additional formative assessment 	<p>What percentage of our team(s) completed each expected use in practice to fidelity?</p>
Cycle Reflection 1 meeting	<p>What have we learned from this cycle that will support/improve our instruction?</p> <p>Did we meet our SMART goal? Why or why not? (within our locus of control)</p>	<ul style="list-style-type: none"> With your team, reflect on the cycle you completed. Identify challenges/success of each phase Determine who will record your PLC cycle notes, actions, etc. in the School Improvement Plan. (PLC lead, ILT member, or PLC Building Champion) Share out with other PLC teams 	<p>What percentage of our team(s) completed each expected use in practice to fidelity?</p>

Dowling: Professional Learning Community Log

Cycle SMART Goal: (connected to a progress monitoring tool, this is a targeted skill or standards-based goal in your content area)

The percentage of students scoring proficient or higher in _____ (standard/skill) will increase from _____ % (baseline) to _____% (goal) by _____ (date) as measured by _____ (Common Formative Assessment) to be administered on _____ (date).

Activities:	Notes
<p>Meeting 1</p> <p>Review Unit: Guiding Questions</p> <ul style="list-style-type: none"> • What are the focus standards from this unit? • Discuss what you want students to know and be able to do.* • Choose a standard to prioritize for the unit. • Look at the unit assessment and the answer keys to determine which questions assess the standard you're focusing on, use that as your pre and post-assessment. • What will you use for common formative assessments (exit tickets, student work, etc.)? <p>Before Next Meeting:</p> <ul style="list-style-type: none"> • Collect data from the pre-assessment to bring to the next meeting. 	<p>Discussion Notes:</p> <p>What do we want all students to know and be able to do?</p> <p>What is our prioritized standard for this cycle?</p> <p>How will you know they've learned it? How will you assess learning?</p>

Dowling: Successes and Opportunities for Growth



Success

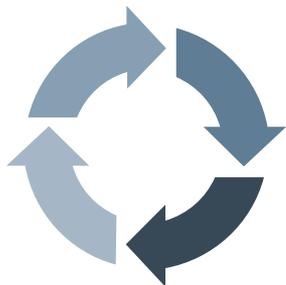
Strong student growth in several grades that focused Professional Learning Communities on PRESS



Opportunity

Additional support and capacity needed around goal development and progress monitoring throughout the cycle

Dowling: Preparing for Next Cycle



- Asking staff for feedback at end of cycle
- Iterative process

For which of the following does your PLC need more training or support? (select all that apply)

- Identifying and understanding a standard
- Writing a SMART goal
- Identifying or creating an assessment aligned to standard
- Interpreting student data
- Responding when students aren't yet proficient (intervention)
- Providing extension for students who are already proficient
- Other: _____

What worked well about this PLC cycle?

Your answer _____

Hall Progress Monitoring: Creating Common Understanding

Critical Element	Look Fors in Expected Practice	Developmental Use in Practice	Non- Example in Practice
<p>Ensuring ALL students learn</p> <p>Students talk</p> <p>Giving students ownership of their learning</p> <p>Uses cultural relevant instructional strategies.</p> <p>Flexible grouping</p> <p>Groups purposefully</p> <p>partner with other service providers</p> <p>Progress monitoring</p> <p>Conferencing</p> <p>Collaborative learning with peers</p> <p>Student inquiry, questioning</p> <p>Students receiving and giving timely feedback</p> <p>PLCs focused on collaborative instructional practice, rigorous data practices and progress monitoring to adjust instruction and amplify learning based upon needs.</p> <p>Teach the content through multiple methods (visual, kinesthetic, etc.)</p>	<ul style="list-style-type: none"> Present Learning/Growing Talking <p>Assessment(s) delivered in multiple forms</p> <p>Varied Modalities-choice and voice</p> <p>Summative, Formative, Objective/Observational Assessments</p> <p>Formative assessment</p> <p>Flexibility</p>	<p>Positive relationships</p> <p>Providing a space where students feel comfortable and safe</p> <p>Partnering with families</p> <p>communicating and having relationships with families</p> <p>Moving on to early with pace of teaching</p> <p>Students do not received feedback in timely manner.</p>	<p>Not maintaining full fidelity during assessments.</p> <p>Inconsistency uses data to inform instruction</p> <p>Inconsistency uses data to inform groups</p> <p>Classroom routines and rituals are not expected for all.</p> <p>Students just drawing non-related content pictures</p> <p>No check for understanding, not using data to inform instruction</p> <p>Not providing additional support/materials for students struggling or exceeding</p> <p>Everyone is doing the same work (no differentiation)</p> <p>Students do not received feedback.</p> <p>Teacher talking the whole time</p>

Hall: Progress Monitoring Tool – Final Product

Hall STEM Academy | Tier 1 Core Instruction Critical Components Practice Profile

SIP Strategy: [Tier 1 Core Instruction](#)

Critical Component	Look Fors in Expected Practice	Look Fors in Developmental Use in Practice	Look Fors in Non- Example in Practice
<p>Ensuring ALL students learn.</p>	<p>Teacher provides multiple ways for students to access learning (technology, PBL, manipulatives, presentations etc), assess learning, and give feedback on learning (teacher to student, student to student, student to teacher).</p> <p>Teacher ensures inclusive structure so that all students are present during core instruction and uses student data to inform instruction.</p> <p>Student talk is predominantly student-to-student. Talk reflects discipline-specific knowledge and ways of thinking. Students provide evidence to support their thinking. Students press on thinking to expand ideas for themselves and others.</p> <p>Teacher creates and maintains relationships with students and families.</p>	<p>Teacher provides limited ways for students to access learning, inconsistently assesses student learning, and gives infrequent feedback on learning.</p> <p>Teacher inconsistently ensures an inclusive structure that only some students are present during core instruction and infrequently uses student data to inform instruction.</p> <p>Student talk is not consistently student-to-student. Talk inconsistently reflects discipline -specific knowledge and ways of thinking. Some students provide evidence to support their thinking. Some students press on Thinking to expand ideas for themselves and others.</p> <p>Teacher inconsistently creates and maintains relationships with students and families.</p>	<p>Teacher does not use multiple ways to access learning and does not assess learning, and give feedback on learning.</p> <p>Teacher does not ensure an inclusive structure for all students to learn during core instruction and does not use data to inform instruction.</p> <p>Teacher does not provide opportunities for student-to-student talk.</p> <p>Teacher does not create and maintain relations with students and families.</p>

Professional Learning Community Champion Professional Development

- Each school has a teacher leader who serves as their site's "Professional Learning Community Champion"
- The School Improvement team provides professional development for these leaders so that they are prepared to implement PLCs at their sites. Last week's professional development had the following objectives:
 - Unpack the Plan Do Study Act process
 - Reflect on the PLC rubric and where sites are currently at in "Plan" and "Do" stages
 - Provide tools to support planning of PLCs in those two stages
 - Connect with other PLC Champions

Feedback from from PLC Champion PD Participants

What specifically did you find helpful in today's PD session?

"Talking with others about how PLCs are set up at their site."

"I liked having to think about how to coach a team on their plan."

"I always like hearing from colleagues. Sometimes, I feel isolated, so it's nice to hear what others are doing/experiencing."

"The student work protocol and hearing from people from other schools to see where they are at. Also breaking off into elementary and secondary is helpful."

What specific supports do you need before our next PD session?

"I find it challenging to develop common formative assessments and work together as colleagues when I

Feedback from from PLC Champion PD Participants

What specific supports do you need before our next PD session?

“I find it challenging to develop common formative assessments and work together as colleagues when I have only one teacher at each grade level – so all members of the PLC team are working with different standards.”

“I don't feel like I need much support, but I do appreciate having the opportunity to check in and reflect with this group on a regular basis.”

“how to work with non-collaborative teams”

Climate

Equity And School Climate

Reestablishing Climate and Learning

Strategic Plan Goal 4 Support

Building and District Professional Development and Support

Legal Rights Center Restorative Practices

Cultivate Survey

School and Staff Support

Equity and School Climate Team District and Building Professional Development

School Sites Counseling School Nurses

ESP's NEO District Principals

Student, Staff and Family Affinity spaces

Topics Include: Identity Inclusive Spaces, Identity Development, Mental Health Through and Equity Lens

Strategic Plan Goal Area 4 Support: ESC meet with each school quarterly to SIP Goal Area 4.

Areas in Progress:

Responding to Hate and Bias Incidents Protocol Planning

Equity Competencies

Legal Rights Center

Legal Rights Center supports Minneapolis Public School restorative practices for students, staff and families.

Six cohort schools continue the partnership with the Legal Rights Center to deepen best practice application of restorative practices

Equity and School Climate Team will continue to have monthly coaching and support.

HOW CAN LRC SUPPORT YOU AT YOUR SCHOOL?

STUDENTS

BEHAVIOR CONCERNS
ATTENDANCE BARRIERS
SOCIAL DISENGAGEMENT
ACADEMIC DISENGAGEMENT
SCHOOL TRANSITION
WELCOME BACK MEETING
STUDENT GROUP CONFLICT
STUDENT-TEACHER CONFLICT

STAFF

STAFF-STUDENT CONFLICT
STAFF-STAFF CONFLICT
TEAM CONFLICT
TEAM COMMUNITY BUILDING
TEAM COMMUNITY BUILDING

FAMILIES

FAMILY-SCHOOL CONFLICT
CONFLICT BETWEEN FAMILIES

SCHOOL

SCHOOL CLIMATE SUPPORT
CONFLICT RESOLUTION
SUPPORT

**All of our services are co-created alongside individuals/sites and tailored to individual/site needs*

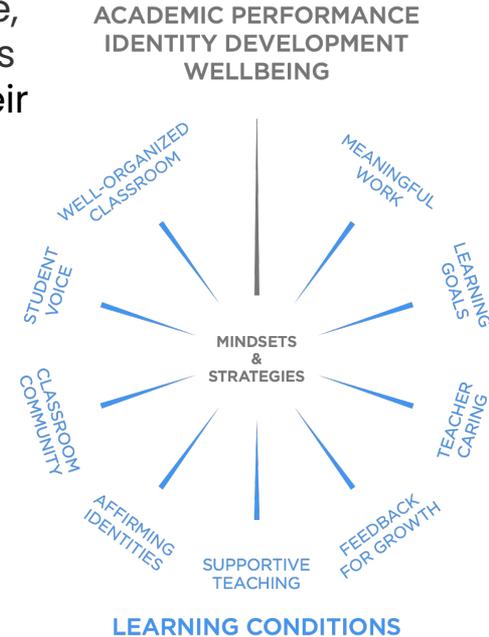
Cultivate Survey

Cultivate Survey Overview

Cultivate is a research-based survey that will help teachers and schools elevate students' voices and perspectives in support of building supportive, inclusive, and responsive classroom learning environments where students thrive. Cultivate provides actionable insight into student perceptions of their learning environment focused on key areas of mindsets and strategies.

MPS administered the Cultivate Survey to 5th-12th students in December 2022.

Cultivate will provide a district survey report to MPS the week of January 23rd and information will be shared with school sites.



Academics

Academics

1. Ritual and Routines (August)
2. Culturally Responsive and Sustaining Curriculum (September)
3. Quality Instruction (October)
4. Progress Monitoring (November)
5. **Reestablishing Climate and Learning** (January)

Assessment/ Data

On Track

Academic In Time Support

- Graduation Coaches
- High Dosage Tutoring

Academic Extended Day Support

Credit Recovery,
ALC, Extended Day,
Summer Programs

Mental Health Wrap-Around Support

Onsite MPS Service
Agency Service

SY23 End of Quarter One 9th grade On Track Percentages by High School

- Overall On Track numbers have been decreasing or holding steady compared to pre-covid percentages
- North High shows the most significant 1 year increase with gain of 12% from SY22 to SY23
- On Track Data is also showing a decrease in overall enrollment. *(See Appendix Data)*

SY23 End of Quarter 1 On Track Percentages by Ethnicity

- Overall SY22 and SY23 On Track percentages are consistent.
- Students with the Highest Priority numbers are American Native and African American
- Special Education students are showing the highest one year percentage increase from SY22 to SY23

Graduation Coaches

Indian Education, Office of Black Student Achievement, Home Language Spanish and Home Language Somali

Graduation support provided for students in current year graduation class and any students who did not graduate the year before.

- Build Strong Relationships
- Credit evaluation
- Identify common academic course failures and provide resources
- Schedule monthly meeting with student and family
- Review *My Life Plan* with student
- Priority attention for students who have <80% attendance
 - Ensure parents/caregivers are aware of progress on a weekly basis
- Celebrate small successes and gains as students progresses through graduation requirements.

Graduation Coaches

Identified Barriers

1. Students need consistent relationship with school support staff such as school counselors
2. Students need to be enrolled in courses that are needed for graduation
3. Focus on attendance data and embrace collective responsibilities for student academic success
4. Families/Caregivers need consistent relationships and engagement

Graduation Coaches

Grad Coach Support Example:

- A student had a graduation year of 2021.
- To support the student, the grad coach began with contacting the student and their family to establish relationship and collaboration.
- Information was shared with the student and family on the support available and would be provided by the grad coach.
- Through dialogue with the student and family, an alternative setting was identified as a need for the student.
- The grad coach provided multiple check ins with the student and family each week to make sure assignments and attendance were completed on a daily basis.
- The grad coach also established high expectations for student accountability.
- Student graduated in 2022.
- The student is now attending Metro State University seeking a degree in Business Management.

Graduation Coaches

The Impact:

"Receiving high school diploma from MPS was the best gift our family has ever received. "

~ Parent of Student Who Received Support from a Grad Coach

**Their student is the first person in their family to graduate high school and pursue post-secondary education.*

"Thank you for the push and motivation. Without your support, nothing would have been possible. "

~ Student Who Received Support from a Grad Coach

High Dosage Tutoring (Virtual) K-8

- **2,000 MPS K-8** students identified for High Dosage Tutoring (HDT)
- **27 schools** have opted into High Dosage Tutoring
- 2 Vendors, **Axiom Learning** and **Carnegie Learning**
- Most HDT will occur **during the day** during intervention time.
 - HDT is considered a Tier 2 or 3 intervention and will not take the place of core instruction
 - Students will be grouped by grade level and by skill gap.
 - HDT groups will be no larger than 1:5 ratio of tutor to students
 - Students will receive at least 30 minutes at least 3 times a week
 - Bilingual tutors will be available

High Dosage Tutoring In Person (6-8)

- **2 sites** have been identified to pilot in person reading tutoring at middle level.
 - **Sullivan and Anthony**, tutoring will begin 1/31 at both sites
 - Students will receive **2-5 hours per week** of HDT in reading (in person).
 - Students will be identified by the school utilizing **assessment** and **intervention** data.

High Dosage Tutoring ACT Prep (9-12)

- ACT Prep option (free) for 9-12 students
 - **9 High Schools** will utilize site licenses for asynchronous ACT Prep Materials (students use online ACT Prep curriculum)
 - **6 High Schools** will host In Person ACT Prep Groups (students are guided through the online ACT Prep curriculum)
 - Based on site/staff/course availability
 - During the Day
 - After school with Community Ed

Credit Recovery Academies

- **Credit Recovery** is for students who have previously failed a course that is needed to graduate
 - After school and School within a School programs take place at the student's home school
 - Connects students with appropriately licensed teachers who are teaching standards-based lessons to recover the previous taught course
- **Break Academies**
 - During Winter, Spring, and Summer Breaks Academies are built and offered
 - Winter and Spring programs offered virtually to provide more access for students and families, while the summer academy remains face to face
 - Dedicated EL and Special Education staff support all students
 - Specialized Native American focused recruitment and retention

Winter Break Academy and Credit Recovery

Student Feedback:

"I loved the teachers and the flexibility. I'm glad I got the teachers and the opportunity to get help from them!"

"I think just letting the students learn at their own pace was the best and yall did that. Just putting the assignments out and letting the student do it at their own pace is best!"

"I think that WBA is just perfect for anyone who would like to build their credits!"

Mental Health Support Services

- Culturally responsive and healing-centered services to advance student learning
- Shared responsibility between school staff, community partners, families and the community
 - School-based staff
 - Related services professionals
 - Mental Health Support Specialists
 - School-based mental health partnerships
 - Community partners
- Reflective and responsive to student and caregiver needs using a Multi-tiered System of Support

Mental Health Support Services

School-Based Staff & Related Service Providers

- Provide social-emotional skill development across tiers
- Respond to student & caregiver need
- Connect to resources

Mental Health Support Services Department

- Multi-disciplinary team of MPS staff aligned to each school site
- Provide direct support to students, consultation with school-based staff and related service providers, and crisis intervention resources
- Substance-use resources & intervention
- Caregiver Institutes
- Professional Learning for Staff

Mental Health Support Services

School-Based Mental Health Partnerships

- Partnership with 12 community-based agencies to provide therapeutic services to students at school sites
- Accessible at all school sites

Community Partnerships

- Itinerant Services
- Focused interventions based on specific student/caregiver needs

Building Leader Showcase

Appendix

High Dosage Tutoring

High Dosage Tutoring



- Originated as a 1:1 tutoring center, specializing in working with neurodiverse students
- Approach includes explicit instruction in skills, as well as strategies to boost metacognition and overall learning readiness
- Tutors meet with education specialists weekly to review data and problem solve for students

**CARNEGIE
LEARNING**

- Hire previously or currently credentialed teachers as tutors, and provide additional training
- Reading and math materials available in Spanish and English
- Students will access Carnegie tutoring through Clever

High Dosage Tutoring

Axiom	Carnegie
Waite Park	Green Central
Field	
Kenwood	Emerson
LH Lower and Upper	Ella Baker
Northrop	Dowling
Lucy Laney	Pratt
Burroughs	Marcy
Anishinabe	Kenny
Pillsbury	Lind
Webster	Barton
Nellie Stone	Loring

Reading Program Audit

Reading Programming Audit: Benchmark



<p>December 15, 2022</p>	<p>Audit tool finalized by the literacy team Audit team members identified</p>												
<p>December 16, 2022</p>	<p>Audit team invitations were sent out, along with directions Representatives are from the following departments/groups:</p> <table data-bbox="801 489 1646 699"> <tr> <td>Literacy</td> <td>Office of Black Student Achievement</td> </tr> <tr> <td>Multilingual</td> <td>K-2 Literacy & Math TOSAs</td> </tr> <tr> <td>Special Education</td> <td>Classroom Teachers</td> </tr> <tr> <td>Principals</td> <td>Parents</td> </tr> <tr> <td>Indian Education</td> <td>Community Leaders</td> </tr> <tr> <td>Equity</td> <td>REAA</td> </tr> </table>	Literacy	Office of Black Student Achievement	Multilingual	K-2 Literacy & Math TOSAs	Special Education	Classroom Teachers	Principals	Parents	Indian Education	Community Leaders	Equity	REAA
Literacy	Office of Black Student Achievement												
Multilingual	K-2 Literacy & Math TOSAs												
Special Education	Classroom Teachers												
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Indian Education	Community Leaders												
Equity	REAA												
<p>December 26, 2022 - January 18, 2023</p>	<p>Team members review Benchmark and complete the audit tool (asynchronously or in-person session)</p>												
<p>January 23, 2023</p>	<p>Audit tool data will be analyzed Literacy Team will make its recommendation</p>												

Graduation Coaches

Graduation Coaches Students Served

Graduation Year	Home Language Spanish	Home Language Somali	Total:
Class of 2022	73	53	126
Class of 2023	49	33	82
Returning Students	23	9	32

2021-2022 Graduation Coaches by School

Home School	Somali Students	Latino Students
Edison	15	11
South High	8	8
Roosevelt	6	11
Washburn	1	10
Southwest	18	5
Wellstone	4	19
Longfellow	0	2
Credit Recovery/IS/Online	0	1

2022–2023 Graduation Coaches by School

Home School	Somali Students	Latino Students
Edison	7	7
South High	4	9
Roosevelt	2	5
Washburn	1	4
Southwest	6	8
Wellstone	2	4
Heritage	1	0
Longfellow	0	4
Credit Recovery/IS/Online	10	8

Graduation Coaches 2021

Home Language Somali

- 35/53 students completed all high school diploma requirements
- 7 students did not complete high school diploma requirements
- 4 students transferred or exited MPS
- 9 students will continue to be in the 2022-2023 caseload

Home Language Spanish

- 22/73 students completed all high school diploma requirements
- 23 students did not complete high school diploma requirements
- 26 students transferred or exited MPS
- 23 students will continue to be in the 2022-2023 caseload

OBSA

- 54 out of 57 Class of '23 seniors are on track to graduate
- In a pilot program, approximately 30 North High Kings took online courses to develop post-secondary skills and interests (e.g. investing, marketing, project management)
- All OBSA students increased awareness of community college and trade schools as post-secondary options

On Track

	On Track	Focus	Priority		SY22	SY21	SY20	SY19
All MPS HS	51%	21%	29%		51%	57%	62%	62%
Edison (N=205)	28%	37%	35%		41%	26%	39%	46%
FAIR (N=104)	54%	12%	35%		41%	58%	48%	62%
Henry (N=236)	39%	24%	37%		40%	37%	52%	55%
Heritage (N=23)	61%	13%	26%		62%	72%	85%	76%
North (N=150)	45%	15%	39%		33%	35%	45%	39%
Roosevelt (N=339)	55%	24%	21%		50%	51%	66%	51%
South (N=324)	50%	19%	31%		48%	67%	70%	68%
Southwest (N=313)	70%	13%	16%		78%	76%	69%	72%
Washburn (N=391)	56%	21%	23%		61%	67%	74%	70%

End of Quarter 1: SY23:
9th Grade On Track
Percentage by High School

On Track:

	On Track	Focus	Priority		SY19	SY20	SY21	SY22
All Students (N=2179)	51%	20%	29%		62%	62%	57%	51%
American Indian (N=118)	25%	19%	56%		34%	29%	33%	24%
African American (N=741)	36%	22%	43%		48%	46%	38%	34%
Asian (N=99)	62%	24%	14%		82%	81%	67%	71%
Hispanic (N=389)	43%	26%	31%		47%	51%	45%	44%
White (N=832)	69%	16%	14%		84%	83%	83%	74%
Special Education (N=332)	42%	19%	39%		41%	46%	42%	31%
English Learner (N=356)	41%	29%	30%		52%	51%	41%	45%

**SY23 End of
Quarter 1
On Track
Percentages
by Ethnicity**

Winter Break Academy and Credit Recovery

Program	Students Attended	Number of .25 Credits Earned
Summer Credit Academy	<p>946</p> <p>* 157 students out of 946 students receive English Learner services * 71 students out of 946 students receive special education services</p>	1866
Credit Recovery	<p>163</p> <p>* 24 students out of 163 students receive English Learner services * 7 students out of 163 students receive special education services</p>	119
Winter Break Academy	<p>435</p> <p>* 116 students out of 435 students receive English Learner services * 75 students out of 435 students receive special education services</p>	558
Experiential Education	41	16 - Ongoing