

Committee of the Whole Meeting

Tuesday, August 22, 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. Strategic Plan Progress and Priorities Review

3) **Adjourn to Closed Special Meeting on Surplus
Properties**



Committee of the Whole

August 22, 2023

Superintendent Update

Interim Superintendent Rochelle Cox

Moving toward the Learning Zone

Accountability for Meeting Demanding Goals

		LOW	HIGH
Psychological safety	HIGH	Comfort zone Employees really enjoy working with one another but don't feel particularly challenged. Nor do they work very hard. Some family businesses and small consultancies fall into this quadrant.	Learning zone Here the focus is on collaboration and learning in the service of high-performance outcomes.
	LOW	Apathy zone Employees tend to be apathetic and spend their time jockeying for position. Typical organizations in this quadrant are large, top-heavy bureaucracies, where people fulfill their functions but the preferred modus operandis is to curry favor rather than to share ideas.	Anxiety zone Such firms are breeding grounds for anxiety. People fear to offer tentative ideas, try new things, or ask colleagues for help, even though they know great work requires all three. Some investment banks and high-powered consultancies fall into this quadrant.

MPS Strategic Plan Goals



Goal 1

Academic Achievement



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



Goal 2

Student Well-being



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



Goal 3

Effective Staff



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



Goal 4

School and Building Climate



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

Goal 1: Academic Achievement

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

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

Ensure all community schools provide access to STEM, music, art, language, and for high schools, ethnic studies and college credit courses

Implement Professional Learning Communities to ensure all students' needs are met through a system of academic support and intervention.

Provide magnet school pathways that offer innovative thematic instruction and integrated learning opportunities

Goal 2: Student Wellbeing

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

Fully implement a restorative approach to student support

Integrate social and emotional practices into all classrooms and Out of School Time activities

Support healthy child development through nutritious meals and promotion of physical activity

Provide physically safe and welcoming school environments through strategic shortening of walk zones, building cleanliness, building improvements, landcare and strong emergency management practices

Goal 3: Effective Staff

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

Maintain Teacher Equity plan focused on staffing needs of MPS' 15 highest need schools

Deepen strategic recruitment of high quality, diverse teachers and staff

Pursue negotiations strategies that address contractual barriers to the equitable distribution and the recruitment, hiring, and retention of high-quality, diverse teachers and staff

Pursue authentic engagement with MPS parents around the design and implementation of equitable HR policies and practices

Goal 4: School and District Climate

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

Utilize district equity competencies to inform district hiring and retention practices, professional development opportunities, and professional support systems.

Provide consistent opportunities for youth, parents and community members to provide feedback on district policies and practices.

Ensure student placement practices support integrated learning opportunities, and increased enrollment and retention

Support community partnerships to enhance student experiences and learning opportunities.

Prioritized Strategies for the 2023–2024 School Year

GOAL 1

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

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

GOAL 2

Provide physically safe and welcoming school environments through strategic shortening of walk zones, building cleanliness, building improvements, landcare and strong emergency management practices

Summary of Prioritized Strategies

Deepen strategic recruitment of high quality, diverse teachers and staff

GOAL 3

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

GOAL 4

Goal 1: Strategy 1 Intended Impacts

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

- Each core content area has a content-rich, district approved curriculum that has been carefully vetted to align to the latest version of MN State Standards, includes Indian Education for All and content is vertically aligned, intentionally building throughout PK-12
- Each classroom has district approved curriculum materials and teachers are demonstrating anti-racist, culturally sustaining instructional practices that are content rich and standards-based
- Teachers, principals, instructional leaders, and SOEI observers have regular access to job-embedded professional development on content knowledge and pedagogy
- There is a clear district philosophy of assessment. Structures are in place to create consistent and equitable grading practices

Goal 1: Strategy 1 Intended Impacts, cont.

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

- Cohesion exists between standards aligned core and strong systems for interventions in each site, knowing that core is not enough to meet the needs of all learners
- Established process exists for shared decision making among departments, content leaders, schools, etc in order to reflect, refine, and adjust central office supports. (e.g. SIP strategies that align with district academic priorities)
- Overall improvement in the quality of instruction resulting from consistency in what is taught, the academic expectations held through assessment, and effective professional development
- Trust is built with students, families and communities through creating high quality learning experiences. Therefore, producing academic achievement.

Goal 1: Strategy 1 Year 2 Plan

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

- Steering Committee selected and pilot material selection process complete for K-5 Literacy, 6-8 ELA, 9-12 ELA by spring of '23
- Pilot completed and final curriculum selection process complete for the following contents: 6-12 Math, Earth Science, Health, K-5 Social Studies by spring of '23
- Fully implemented (60%-80% usage) curriculum in the following contents: K-5 Math, Sexual Health by spring of '23
- Begin articulated Pk-12 core content sequence and necessary partnership for math, science, social studies, and ELA
- District-wide consistent literacy and math Instructional practices are drafted and reinforced through ongoing professional development

Goal 1: Strategy 2 Intended Impacts

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

- All curricula are vetted by a curriculum steering committee, made up of various MPS district and community stakeholders. The committee uses a research-based, transparent process, to assure it is anti-racist and culturally sustaining of MPS students
- All programs and initiatives attend specifically to culture and language, and embed processes to require reflection on criticality
- Steering committees are diverse and inclusive, intentionally representing perspectives from a broad range of stakeholder groups
- A system is in place to require and track teachers' annual participation in professional learning on anti-racist and culturally sustaining instructional practices

Goal 1: Strategy 2 Intended Impacts, cont.

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

- Teachers are regularly providing language scaffolds and all accommodations/modifications required by IEPs
- Systems for developing and evaluating teacher practice (SOEI) align to MPS values
- Intervention and SPED evaluation process has been refined to intentionally reduce of over-identification of students of color in SPED
- Teachers have access to coaching cycles on anti-racist instructional practices
- MPS has developed a way to regularly gather and disseminate feedback from students on their lived experience in MPS classrooms

Goal 1: Strategy 2 Year 2 Plan

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

- Equity and anti-racist criteria finalized and used with fidelity in the school year '23-24 curriculum adoption evaluation
- Develop a workplan to align teacher and principal/assistant principal evaluation protocols to the anti-racist criteria/equity competencies
- District-wide consistent equity and anti-racist practices are reinforced through ongoing professional development (ie: Curriculum Transformation)

Goal 2: Strategy 4 Student Wellbeing Intended Impacts

Provide physically safe and welcoming school environments through strategic shortening of walk zones, building cleanliness, building improvements, landcare and strong emergency management practices

When fully implemented, students, staff and caregivers will:

- Take pride in their schools based on clean and well-cared for spaces
- Report feelings of wellbeing by indicating they feel safe and supported at school and while moving to and from school
- Community agencies will support collaboration and mutual aid will be rendered and recognized as a common goal
- The broader Minneapolis community views MPS as a core partner

Goal 2: Strategy 4 Student Wellbeing Year 2 Plan

Provide physically safe and welcoming school environments through strategic shortening of walk zones, building cleanliness, building improvements, landcare and strong emergency management practices

Student Support Services

- Proactive support around building Site Emergency Teams and emergency response protocols
- Enhance ability to respond to critical incidents, including support for staff
- Strategic alignment of EMSS Specialists to each site, with additional staffing allocated to priority sites
- Implement Opioid Overdose Emergency Response Protocol
- Pilot additional substance use prevention and intervention efforts at five select schools



Goal 2: Strategy 4 Student Wellbeing Year 2 Plan

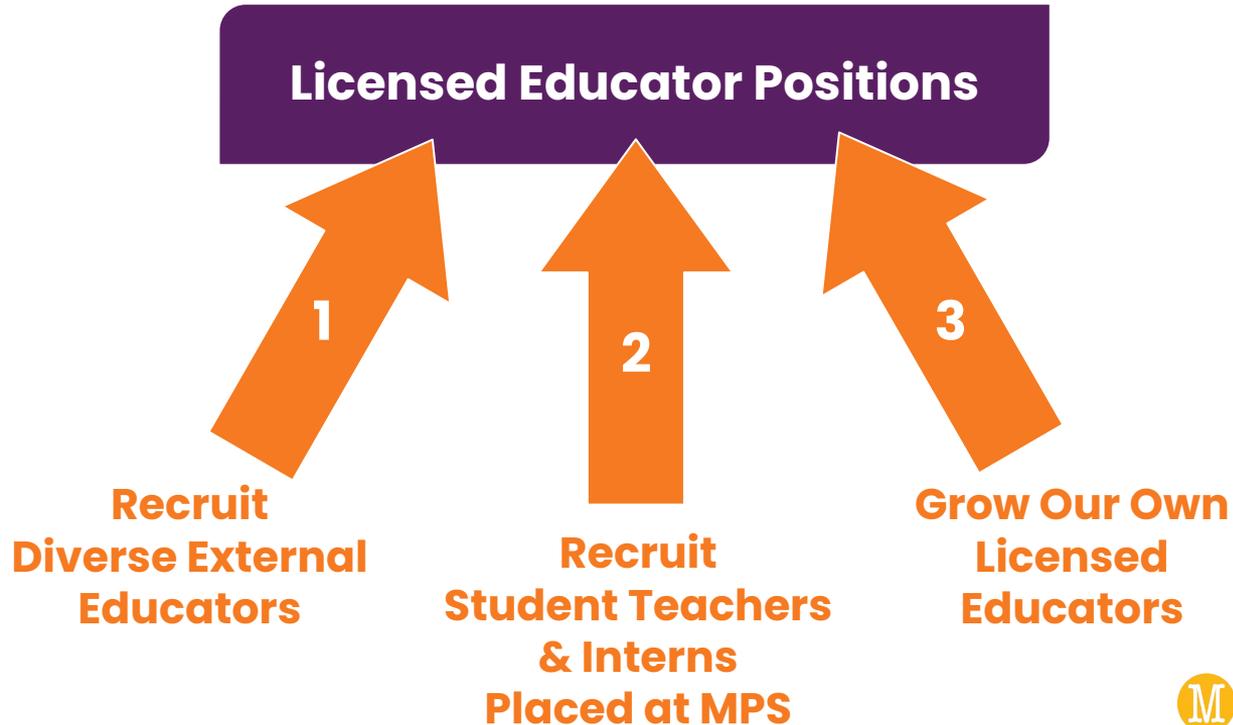
Provide physically safe and welcoming school environments through strategic shortening of walk zones, building cleanliness, building improvements, landcare and strong emergency management practices

Operations

- Enhanced building cleanliness due to filling of custodial vacancies and new cleaning systems
- New safe and welcoming entrance at North High School and Field Elementary School
- New dining and auditorium at Andersen
- New work order system to provide transparency and better response to needed repairs

Goal 3: Strategy 3 Effective Staff Intended Impacts

Deepen strategic recruitment of high quality, diverse teachers and staff

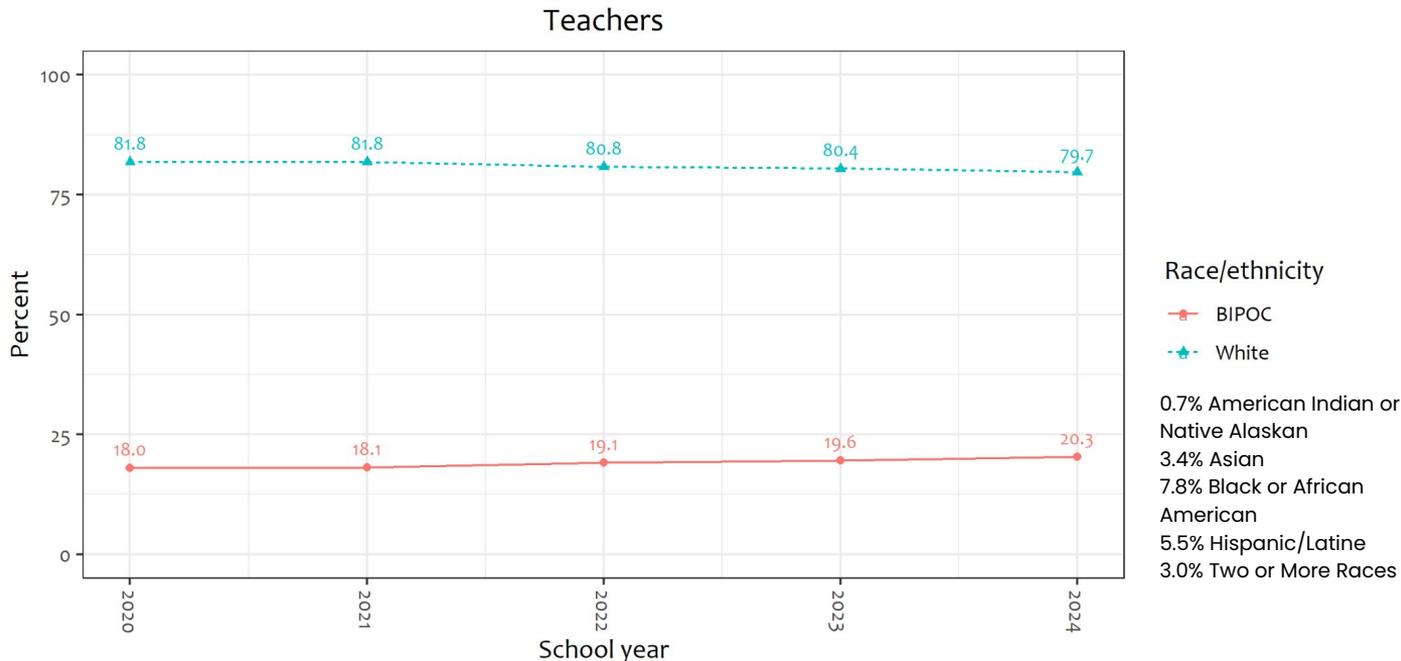


Goal 3: Strategy 3 Effective Staff Intended Impacts

Deepen strategic recruitment of high quality, diverse teachers and staff

Over the last four years, MPS has increased the percentage of its licensed teachers identifying as BIPOC educators by 2.3%.

Our aim is to maintain this upward trend each year through the 2026-27 school year.



Goal 3: Strategy 3 Effective Staff Year 2 Plan

Deepen strategic recruitment of high quality, diverse teachers and staff

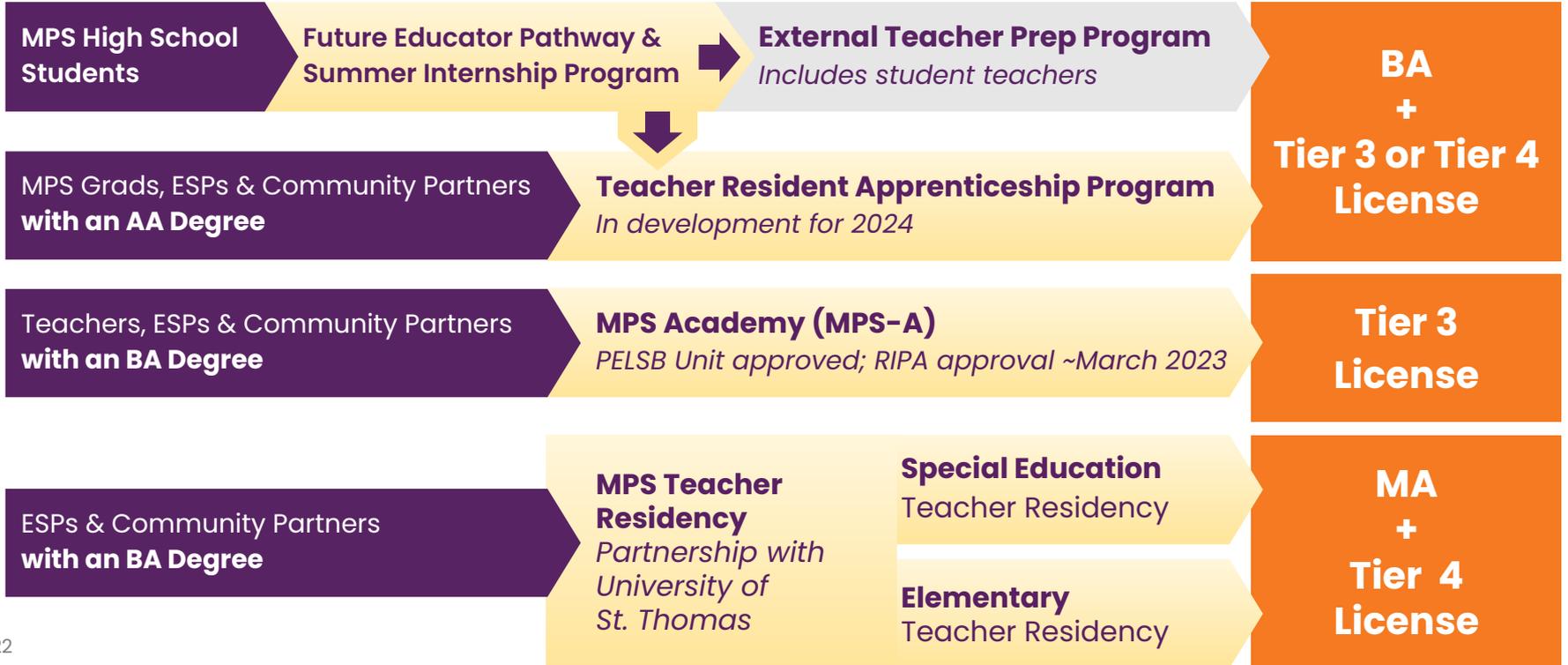
1 – Recruit Diverse External Educators

2 – Recruit Student Teachers & Interns Placed at MPS

- Leverage the early contract process in 2024 (hiring for the 2024-25 school year)
 - Strategy to compete with other districts for the highest quality and most diverse candidates & adhere to the MFT Interview & Select process
- Strengthen partnerships with tribal colleges and universities
- Cultivate local and national community partnerships, including states and municipalities
- Work directly with Cooperating Teachers to get feedback on the performance of student teachers in order to personally recruit and grant an early contract

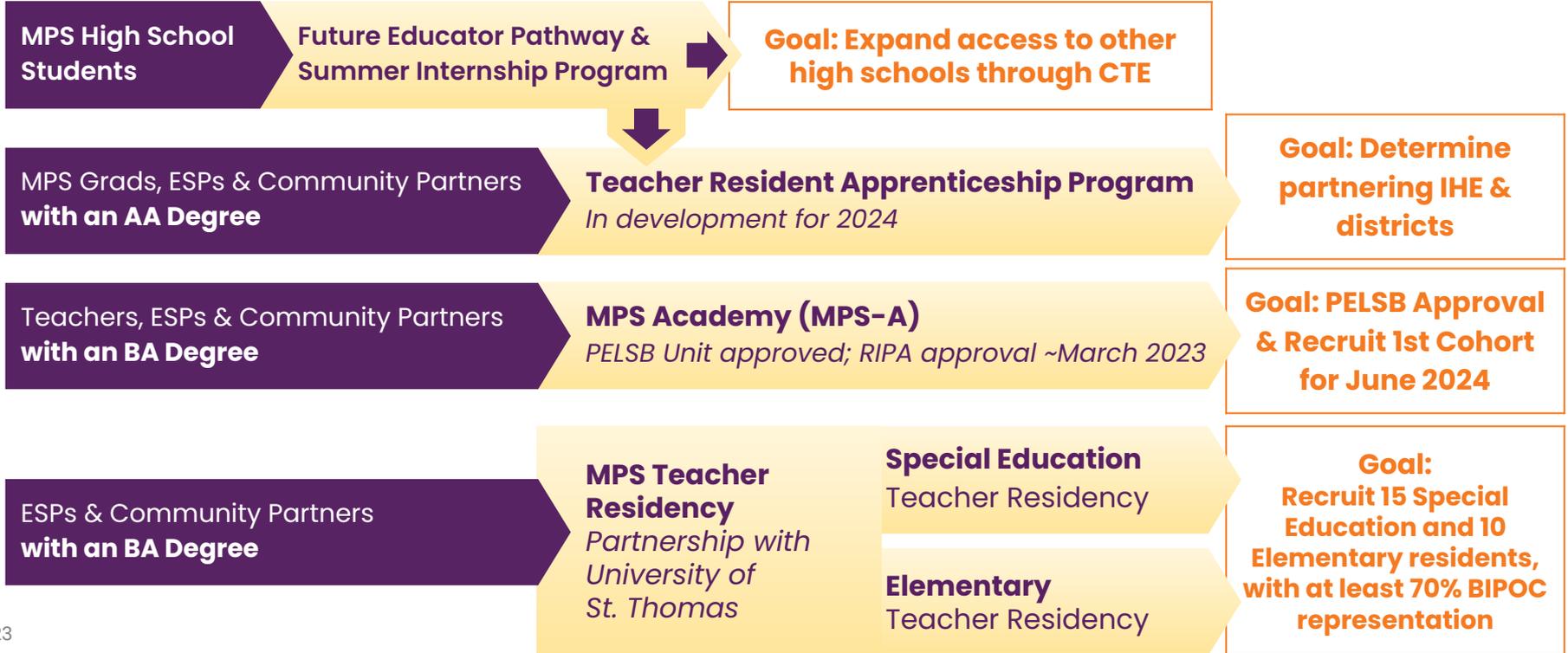
Goal 3: Strategy 3 Effective Staff Year 2 Plan

3 – Grow Our Own Licensed Educators



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Goal 3: Strategy 3 Effective Staff Year 2 Plan

Deepen strategic recruitment of high quality, diverse teachers and staff

3 – Grow Our Own Licensed Educators

- **High School Ed Pathway:** Expand programming at Henry and South High School and increase access to other high schools through CTE program
- **Teacher Apprenticeship:** Hire replacement for program administrator; determine district and higher education partners; work with state to submit application by December 2023
- **MPS Academy:** Anticipate PELSB program approval by September 2023; recruit first cohort for June 2024
- **Residency:** Maintain Special Ed cohort and expand Elementary cohort, with 70% of the residents identifying as BIPOC.
- **Impact:** Partner with REA to improve disaggregated data gathering and measuring impact of all GYO teacher pathways

Goal 4: Strategy 1 School and District Climate Intended Impacts

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

- Intentional inclusive school and community engagement opportunities to ensure all families feel welcomed, valued, and belong in MPS.
- All MPS Schools establish a sustainable equity and school climate team that will continuously collaborate to meet the climate needs of students, staff and caregivers.
- All MPS Schools create a School Climate SMART Goal and meet quarterly to review the goal and related data.
- Intentional spaces for students, families, and staff to share feedback and collaborate in decisions that affect the student's well-being and educational experience.



Goal 4: Strategy 1 School and District Climate Intended Impacts

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

- Students, staff, caregivers and community members will have a shared understanding and see tangible actions of the Climate Framework through staff training, site based climate teams and intentional engagement and events to build relationships.
- Feedback related to Climate will be gathered from students, caregivers, school staff and district staff to drive training and climate improvement goals in schools and district.
- School sites and district spaces are actively guided by, trained in, and practicing the finalized Hate and Bias Protocol.

How will the strategic plan live in MPS in 2023–24?



Throughout the 23–24 school year the five prioritized strategies of the strategic plan will be embedded in:

- Monthly Principal Professional Development– engaging all of our school leaders in the important work of ensuring these strategies are implemented well
- District caregiver and staff newsletters– ensuring the MPS community is up to date on the work being done to improve academic achievement, student wellbeing, teacher effectiveness and school and district climate
- Detailed updates during the November, February and May Committee of the Whole board meetings for the board and the public
- A new webpage for the strategic plan that includes regular updates on both the work related to each strategy and the metrics associated with each goal
- Cross-departmental work groups aligned with each prioritized strategy

Questions?

CLIMATE FRAMEWORK VALUES AND BELIEF STATEMENTS

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:	<ol style="list-style-type: none"> Being valued and respected for who you are and showing others that you value and respect them Being welcomed, honored, and celebrated in all of our spaces Acknowledging, challenging, and interrupting biases, and racism. Celebrating and accepting the cultural diversity and talents of all of our students, families, and staff 	<ol style="list-style-type: none"> Supporting physical, social, and emotional, wellbeing Meeting the needs of each individual, family, and community Nurturing students' strengths and interests as they come Being a place of joy that welcomes and supports growth and learning Practicing different ways of healing and restoring relationships 	<ol style="list-style-type: none"> Building positive relationships between students, families, and staff Creating conditions for students, families, and staff to speak up when they feel wronged and ensuring that they're heard and are part of a process of reconciliation and repair Providing multiple avenues for transparent communication 	<ol style="list-style-type: none"> Creating spaces for students, families, and staff to feel heard and understood without judgment Involving historically marginalized and underrepresented students, families, and staff in decisions that impact them
In the classroom, this means:	<ol 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 	<ol 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 	<ol 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 	<ol 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:	<ol style="list-style-type: none"> Recruiting and retaining staff who are committed to equity and anti-racism Valuing and respecting the entire identity and lived experiences of all staff. MPS staff authentically relate to students, families, and each other culturally, emotionally, and mentally. 	<ol style="list-style-type: none"> Prioritizing the need for every staff member to be heard and seen in a safe environment, free from retaliation 	<ol style="list-style-type: none"> Prioritizing the need for every staff member to see, know, and experience their culture and traditions being honored in their workplace. Providing every staff member with access to effective leadership, and timely, consistent, and equitable coaching and feedback practices that help them grow professionally. Establishing and honoring commitments 	<ol style="list-style-type: none"> Listening and incorporating ideas, thoughts, and perspectives of staff, and responding to their needs Empowering staff at all levels by inviting their expertise and skills into shared decision-making processes.
In our family and community engagement, this means:	<ol style="list-style-type: none"> Valuing and celebrating the diversity of lived experiences present in our MPS community Showing and making sure all families feel they belong in MPS 	<ol style="list-style-type: none"> Creating a safe environment so that all families can participate Making sure that all families are actively invited to participate in engagement opportunities that are relevant to them Removing barriers to families' meaningful engagement 	<ol style="list-style-type: none"> Taking action that shows the community that leadership is listening and taking responsibility Partnering with families in ways that respect and 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 student's strengths and needs at all levels (classroom, school, and district) Sharing consistent, positive, and transparent communication about students with families 	<ol style="list-style-type: none"> Making sure that students, families, and staff can 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:	<ol style="list-style-type: none"> Acknowledging and honoring that our buildings are on Dakota homelands Creating spaces that visually represent our students and families Designing buildings with spaces that accommodate the needs of our diverse community Making sure physical security systems and practices interrupt long standing racial inequities 	<ol style="list-style-type: none"> Making sure members of our community feel safe within all MPS buildings Making sure all MPS buildings are cleaned and maintained to a high standard Making sure all MPS buildings can support social and academic learning 	<ol style="list-style-type: none"> Making sure building structures and systems foster safety and positive relationships 	<ol style="list-style-type: none"> Sharing responsibility to take care of the space among all community members Empowering youth to have ownership over the space designed to serve them Collaboratively problem solving so that the space feels safe, and reflects community needs and values