

Committee of the Whole Meeting

Tuesday, October 22, 2024 6:00 PM

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

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

2) **Presentations and Discussions**

2)a. Strategic Plan Progress and Priorities Review

3) **Adjournment**



Committee of the Whole

10/22/2024

Agenda

- Superintendent Updates
- Progress Reports on Prioritized Strategies
 - Overview (Strategic Planning – Sarah Hunter)
 - Fall Fast testing data update
 - 1.1/1.2 Update (Academics – Maria Rollinger)
 - 2.1 Update (Student Support Services – Dr. Meghan Hickey)
 - 3.1 Update (Talent Development – Dr. Emily Olson)
 - 4.1 Update (Equity and School Climate – Tamuriel Grace)
- Department Improvement Plans (DIPs)
- Questions

Superintendent Updates

Superintendent Dr. Sayles-Adams

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.

MPS Strategic Plan Prioritized Strategies 2024–25

Goal 1

Academic
Achievement



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

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

Goal 2

Student
Well-being



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

Goal 3

Effective
Staff



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

Goal 4

School and
Building
Climate



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

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Progress Reporting Format

3 reasons for new reporting format:

- Structured content
- Audience accessibility
- Consistency

Current Status	Where are you and your team right now? What deliverables do you have?
Progress Summary	What work has been done between the last Committee of the Whole reporting meeting and today, which got you to your current status?
Challenges	What is difficult right now? What is holding up the work? What do you need?
Next Steps	What are you and your team doing next to move the work forward?

Fall 2024 FAST Data Update

Goal 1: FastBridge Data by State Ethnicity

Percent (%) Proficient by State Ethnicity (Fall 2022 - 2024)

	All MPS			Black/African American			American Indian			Asian			Hispanic			Two or More			White		
Test	'22	'23	'24	'22	'23	'24	'22	'23	'24	'22	'23	'24	'22	'23	'24	'22	'23	'24	'22	'23	'24
earlyReading K	60	61	55	45	48	44	41	39	31	51	53	54	31	28	18	58	67	71	79	82	76
earlyReading 1	45	43	42	28	31	29	18	24	24	39	36	38	18	22	15	52	42	49	65	59	63
aReading (2-9)	50	50	48	25	27	25	27	31	31	38	37	36	23	20	17	56	59	59	79	80	80
CBMreading (2-5)	--	52	48	--	35	35	--	33	38	--	44	43	--	23	20	--	58	56	--	75	73
earlyMath K	--	66	63	--	59	55	--	53	46	--	59	66	--	35	33	--	73	82	--	86	81
earlyMath 1	--	60	60	--	46	42	--	50	47	--	56	46	--	31	33	--	64	72	--	81	85
aMath (2-9)	41	43	42	14	16	16	16	20	21	31	36	37	17	17	15	46	52	51	72	75	75

9 *Hawaiian/Pacific Islander subgroup not reported due to low numbers



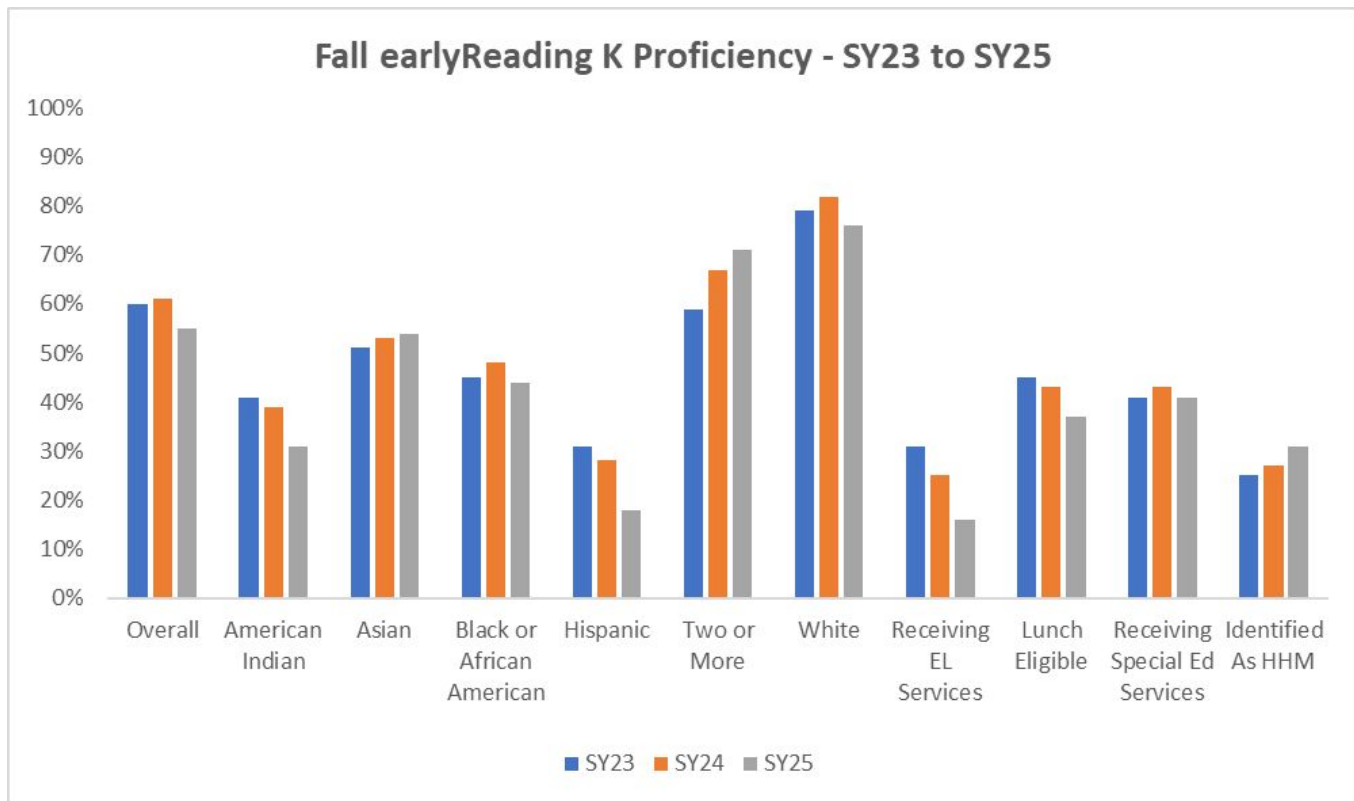
MINNEAPOLIS
PUBLIC SCHOOLS

Goal 1: FastBridge Data by Demographic Subgroup

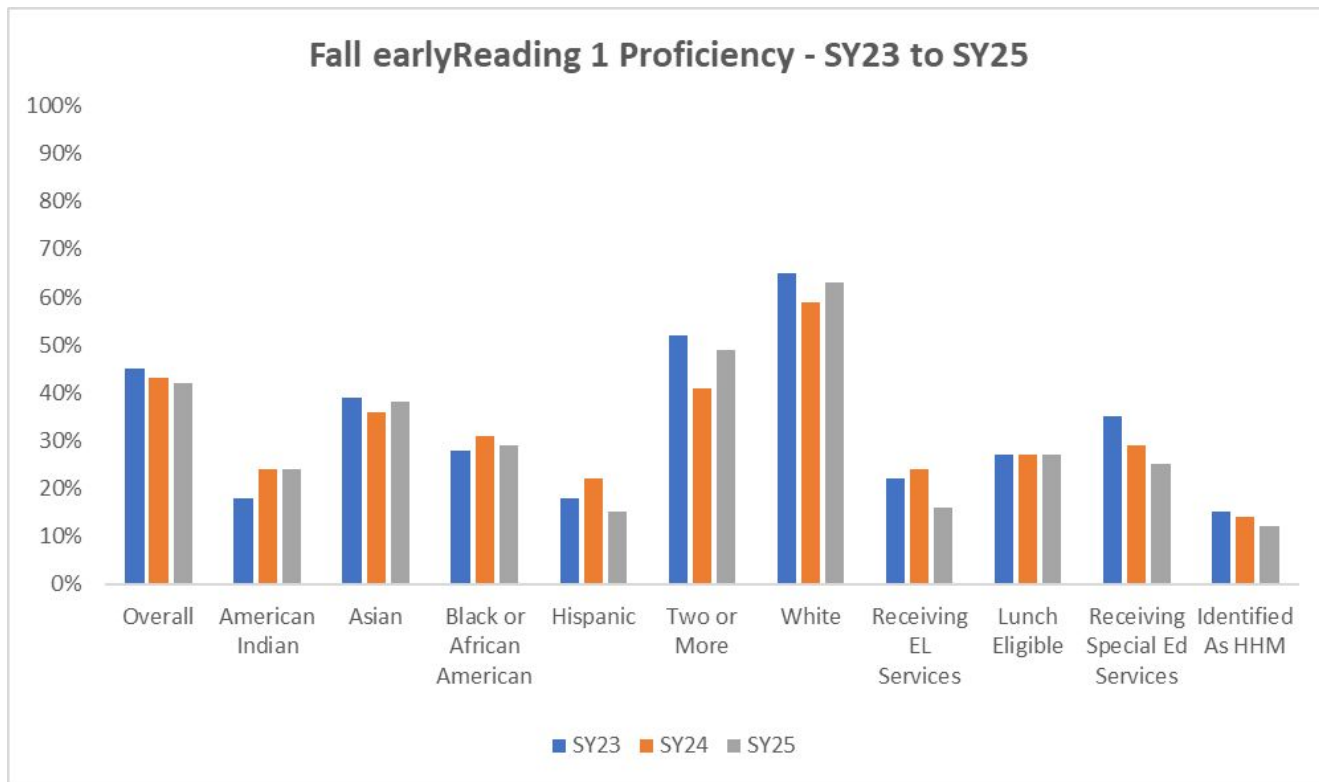
Percent (%) Proficient by Demographic Subgroup (Fall 2022 – 2024)

	All MPS			Receiving EL Services			Lunch Eligible			Receiving Special Education Services			Identified as Homeless or Highly Mobile		
Test	'22	'23	'24	'22	'23	'24	'22	'23	'24	'22	'23	'24	'22	'23	'24
earlyReading K	60	61	55	31	25	16	45	43	37	41	43	41	25	27	31
earlyReading 1	45	43	42	22	24	16	27	27	27	35	29	25	15	14	12
aReading (2-9)	50	50	48	8	7	5	27	28	26	22	24	25	15	10	13
CBMreading (2-5)	--	52	48	--	19	16	--	33	32	--	28	29	--	15	19
earlyMath K	--	66	63	--	34	28	--	51	48	--	44	45	--	37	37
earlyMath 1	--	60	60	--	31	30	--	42	42	--	43	40	--	25	25
aMath (2-9)	41	43	42	7	9	6	17	20	19	17	20	22	7	7	9

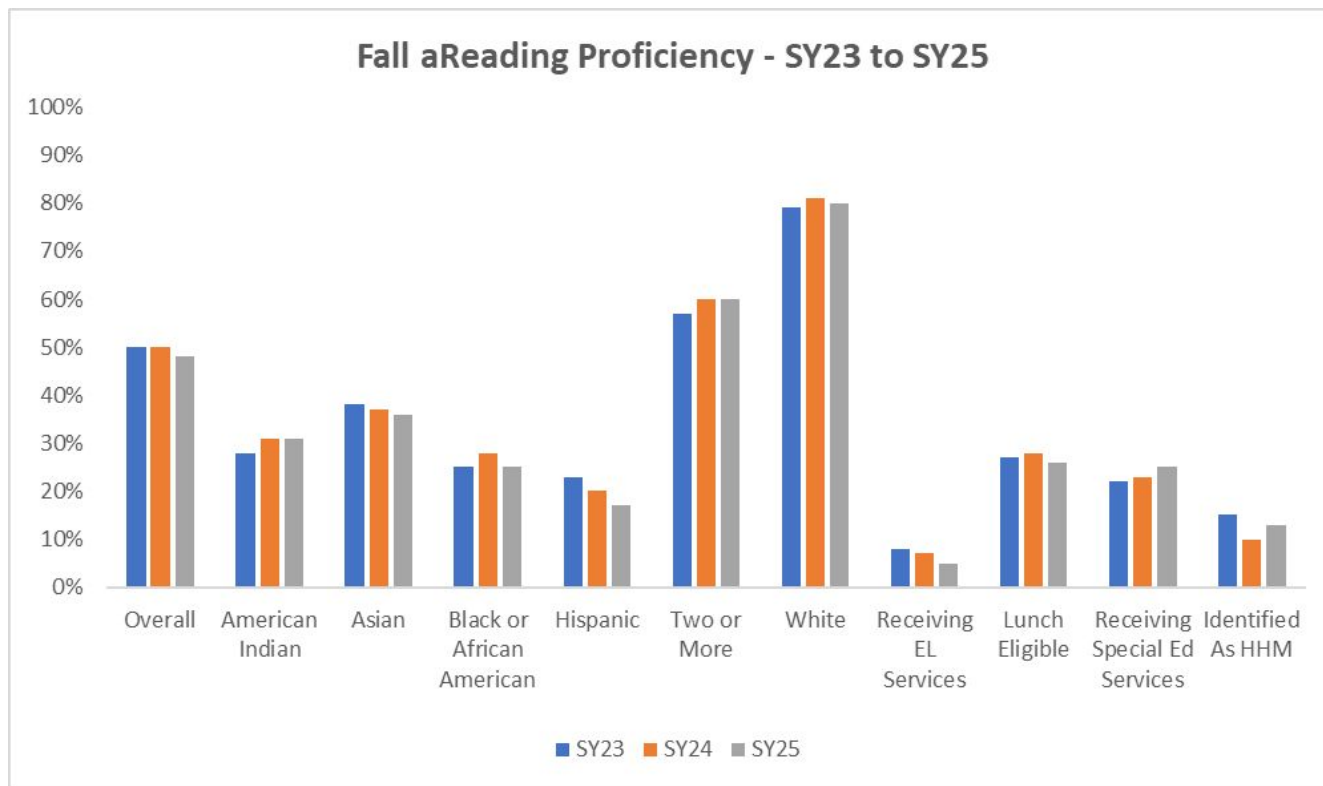
FastBridge Proficiency, SY23-SY25



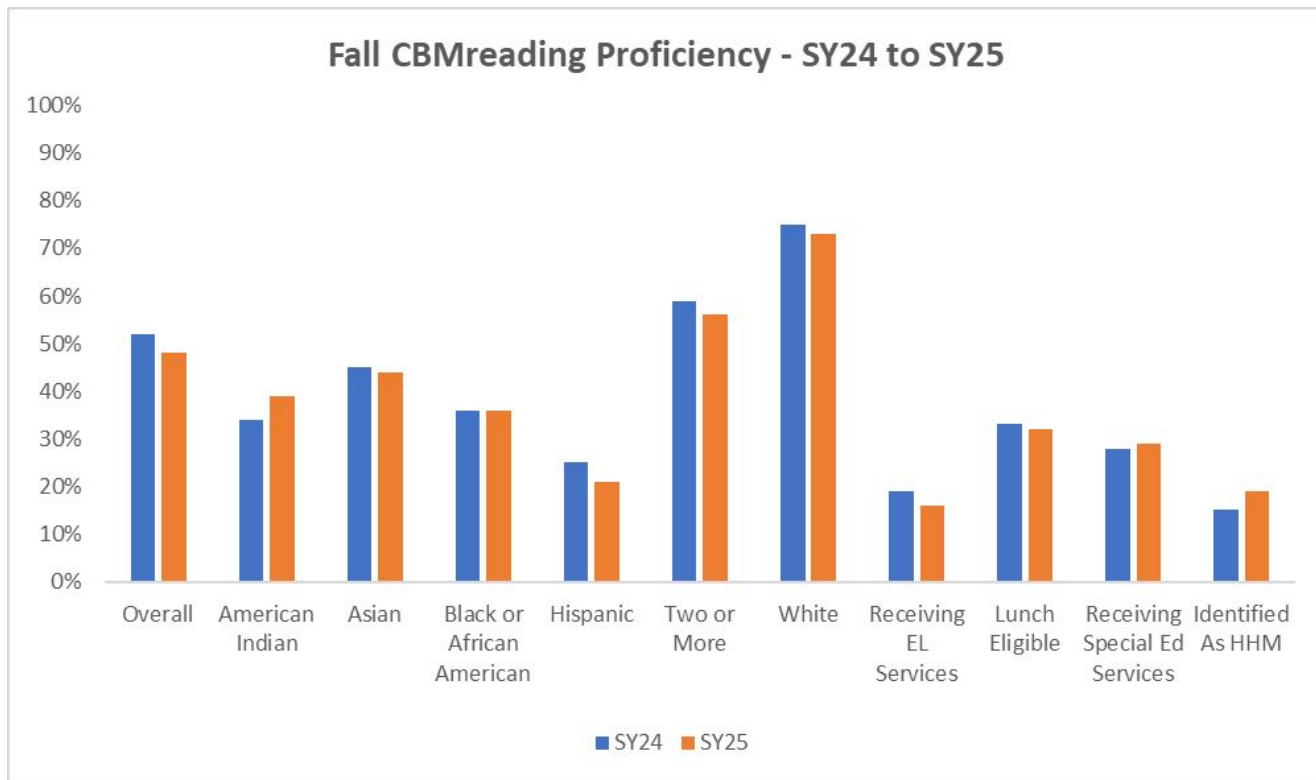
FastBridge Proficiency, SY23-SY25



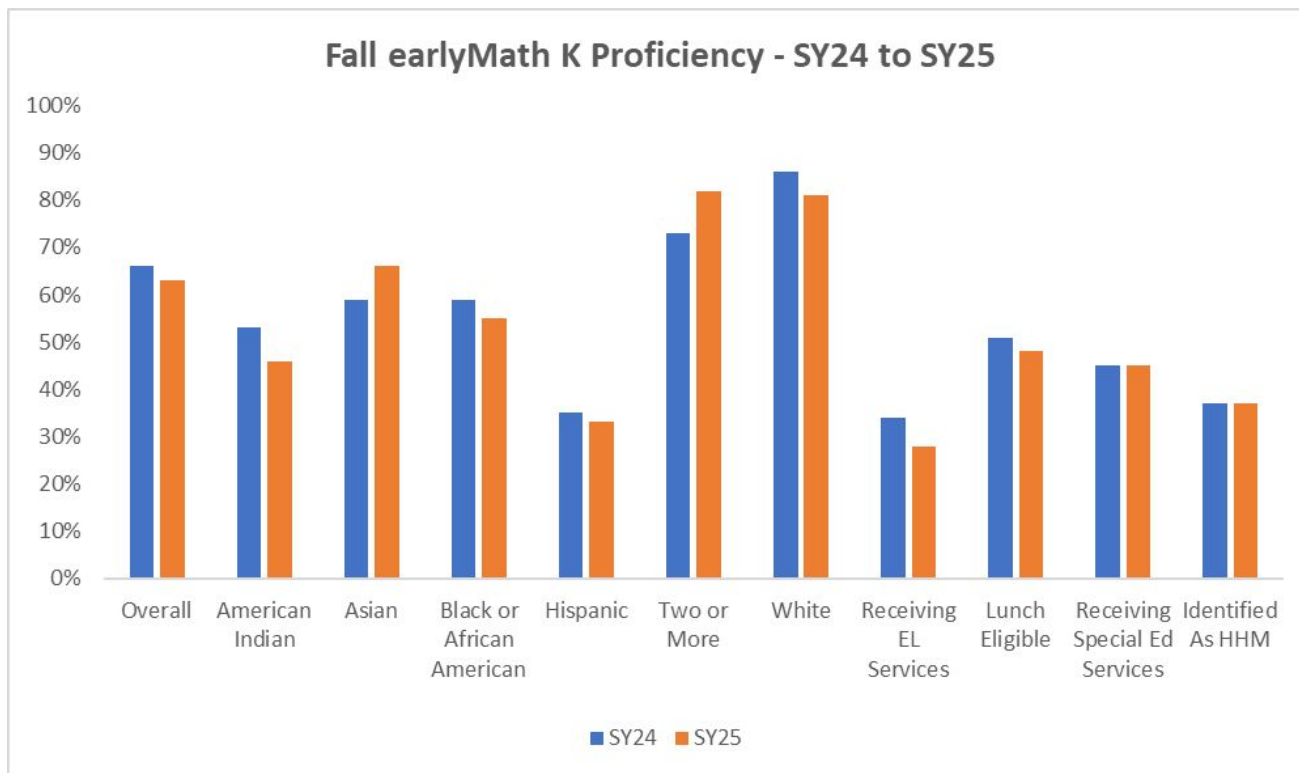
FastBridge Proficiency, SY23–SY25



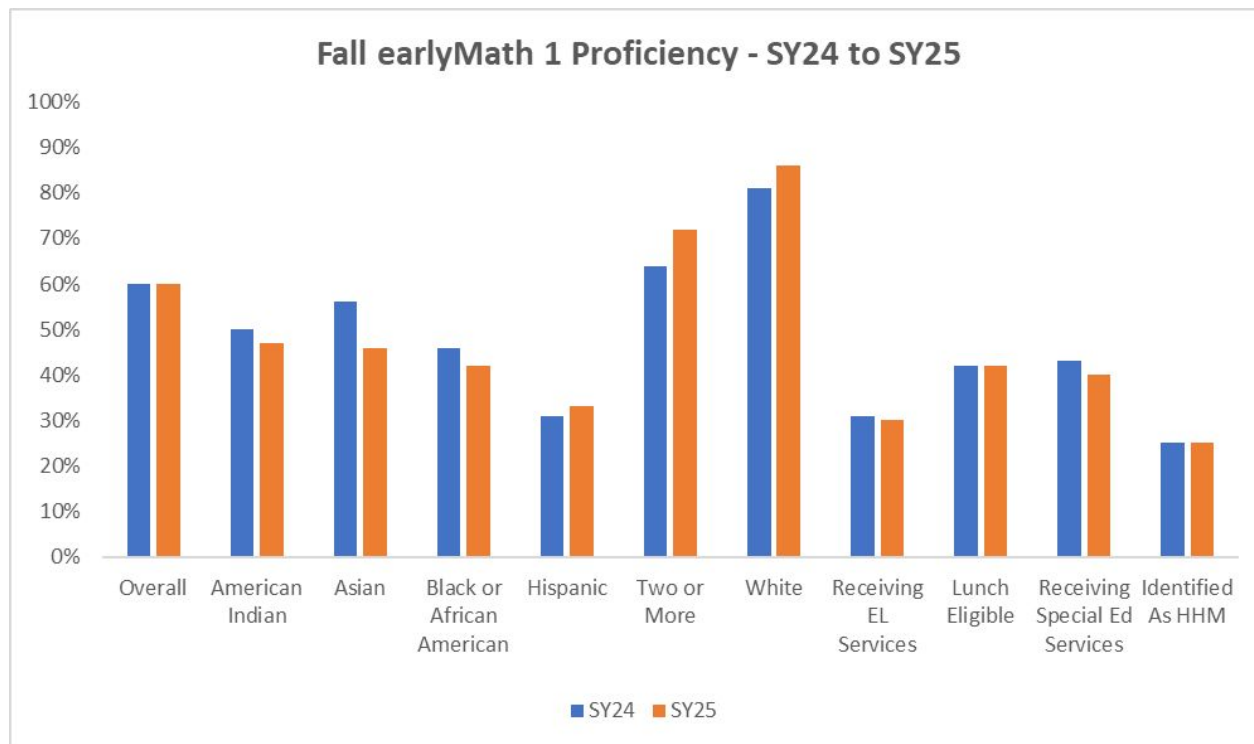
FastBridge Proficiency, SY24-SY25



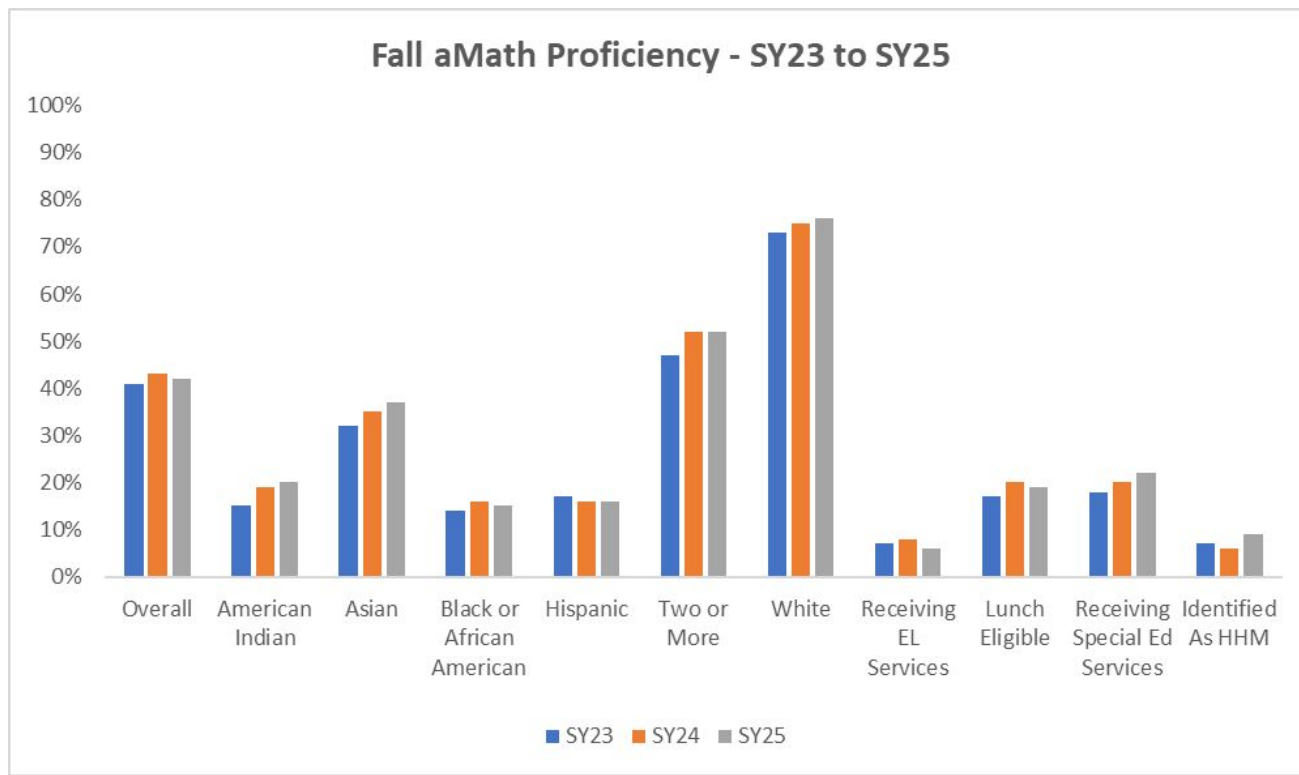
FastBridge Proficiency, SY24-SY25



FastBridge Proficiency, SY24-SY25



FastBridge Proficiency, SY23-SY25



Progress Report on Prioritized Strategies 1.1 & 1.2

The Big Picture: Where we are trying to go

Strategic Goal

Prioritized Strategies

Planned Initiatives/Work

Goal 1

Academic
Achievement



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

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

Literacy Training

UFLI Curriculum Implementation

8 Culturally Sustaining Math Practices

6–12 Curriculum Adoption (iReady/Open Up)

Anti-Racist Culturally Sustaining (ARCS)
Resource Review Tool

ARCS Curriculum Review Rubric

SOEI Task Force



MINNEAPOLIS
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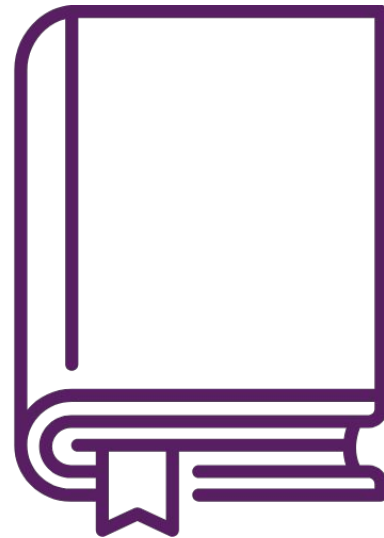
Where we are going: our SMART goals

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

→ 65% of students taking the earlyReading Fall FASTbridge Screener will be measured as proficient.

→ 50% of students taking the aReading Fall FASTbridge Screener will be measured as proficient.

→ 53% of students taking the aReading Winter FASTbridge Screener will be measured as meeting growth targets.



Where we are at with...

Structured Literacy Training per the READ Act

Success would be: 100 of staff have completed *LETRS* Vol.I or all of *CORE Learning Online Literacy and Language Academy (OL&LA)* training by June 30th, 2024 with at least 80 mastery.

Current Status	• over 1000 licensed staff rostered • Sep. 30 registration cut off date
Progress Summary	• 861 licensed staff have LETRS materials • 196 licensed staff have CORE OL&LA materials
Challenges	• MFT Negotiations → compensation? • MDE guidance on missed rostering deadline
Next Steps	• synchronous trainings • progress monitoring and support by MPS Literacy Department



Where we are at with...

University of Florida Literacy Institute (UFLI) Foundations Curriculum Implementation:

Success would be: 80% of UFLI schools implement the curriculum in all K-3 classrooms

Current Status	36 schools have begun implementation of UFLI. All sites received initial shipments of instructional materials
Progress Summary	- Professional development: - provided to over 200 staff during August District PD - offered to all sites on Oct 1, 2024 - ongoing, individualized site supports - weekly through "Tuesday Tips" - K-5 Administrators - Cross departmental collaboration
Challenges	- Increased enrollment numbers - Varied teacher supports by sites
Next Steps	- Finalizing first teacher survey results - Completing Quarter 1 UFLI look fors

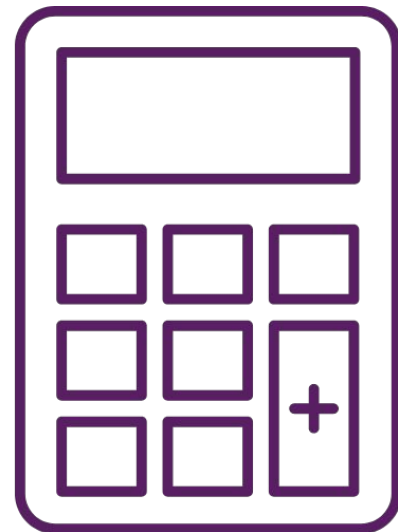


Where we are going: our SMART goals

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

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

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



Where we are at with...

The 8 Culturally Sustaining Mathematical Practices (K-5)

Success would be: Teachers use $\geq 2/8$ culturally sustaining mathematical practices. $\geq 80\%$ of K-5 teachers use the *Bridges* unit assessments.

Current Status	• Look-fors shared with principals. • Quarter 1 look fors focused on Practices 1 and 3.
Progress Summary	• August PD: 416 K-5 teachers participated • About 99% of teachers responding that the session was relevant and useful to their work. • K-5 teacher survey released
Challenges	• Pedagogical shift in practice
Next Steps	• Provide PD for K-5 principals: Mathematical Practices look-fors • Finalizing first teacher survey results



Where we are at with...

6–8 iReady Math Curriculum Adoption

Success: 100% of teachers implement *i-Ready*. ≥ 80% of 6–8 teachers use the required *Power Standard* summatives.

Current Status	• i-Ready diagnostic assessments were administered at all 6–8 sites. • Released the iReady implementation teacher survey	
Progress Summary	• Curricular materials have been delivered to all sites. • iReady district wide PLCs for 3 schools. • 6–8 principals engaged in the i-Ready dashboard • Individual site supports for teachers and administrators	
Challenges	• Assessment length: universal screener and diagnostic • Balancing of classroom routines with the curriculum pacing guide • Systemic tool to capture the results of each summative assessments districtwide • Implementation supports at all sites	
Next Steps	• Analyze implementation survey results • How to access site's Diagnostic Data with principals & next steps • Working with Infinite Campus to create a system for capturing summative assessment data	

Where we are at with...

9–12 Open Up Math Curriculum Adoption

Success would be: 100% of teachers implement *Open Up*.

≥ 80% of the Intermediate Algebra (A), Geometry (G), Advanced Algebra (A) teachers use *Open Up* summatives.

Current Status	• Teacher survey data on pacing/implementation/usage. • Released implementation teacher survey
Progress Summary	• Material delivery: English delivered/ Spanish in progress • Staff PD: 63 attended in Aug • Principal PD: in Sep/Oct • Summative assessment spreadsheet shared with teachers.
Challenges	• Ensuring language accessibility • Pedagogical shift in Math • Implementation supports at all sites
Next Steps	• Developing system of scaffolding language instruction • Creating common summative assessments



Where we are going: our SMART goals

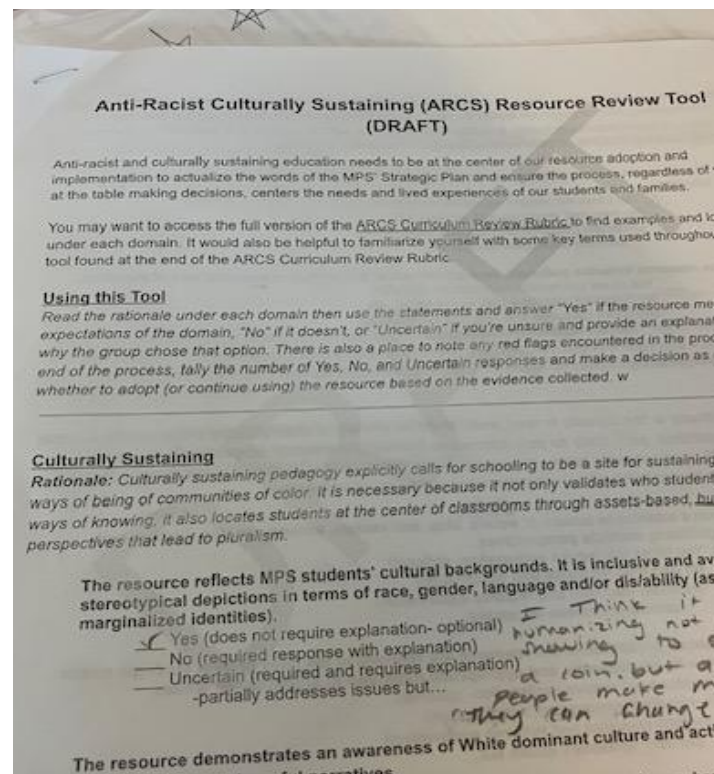
1.2 Ensure all curriculum and instructional practices are anti-racist and sustain the cultures, languages, and experiences of our students.

Where we are at with...

Piloting of Anti-Racist Culturally Sustaining (ARCS) Resource Review Tool for the 6-12 ELA Steering Committee.

Success would be: The 6-12 ELA steering committee uses the ARCS rubric + text complexity indicator to identify anchor texts for 6-12 ELA curriculum adoption.

Current Status	400+ students, staff and community members are reading ELA books up for review using our ARCS rubric.
Progress Summary	Feedback from focus groups shaped accessibility of the rubric.
Challenges	Communication around the use of ARCS rubric
Next Steps	Data generated from readers will be used by our ELA steering committee to adopt texts.

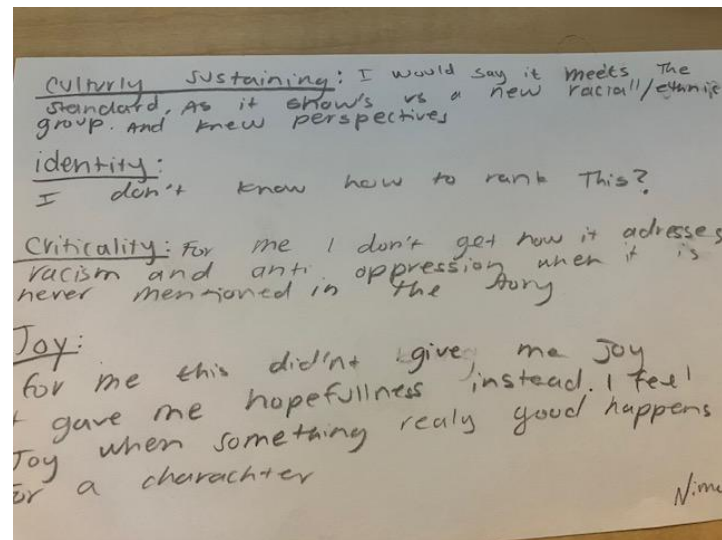


Where we are at with...

Piloting of ARCS Curriculum Review Rubric

Success would be: Curriculum review/adoption teams use the rubric to review existing curriculum to ensure instructional materials are anti-racist culturally sustaining in nature.

Current Status	• Soon to be published via Staff Intranet • Training in development
Progress Summary	• Review completed by all parties
Challenges	• Time
Next Steps	• Pilot the Rubric during curriculum adoption process (HS Science) • Include as resource in Ethnic Studies courses



Where we are at with...

Labor-Management (with MFT) Task Force for the Standards of Effective Instruction (SOEI)

Success would be: By February 2025 the SOEI Revision Task Force provides a recommendation to revise the SOEI language and observation model with budget considerations for implementation in 2025–26.

Current Status	On track for Q1
Progress Summary	During Sept. 17 and Oct. 8 meetings review of: • SOEI • MN Standards of Effective Practice (SEPs) • MPS Equity Competencies
Challenges	Determining full scope of revisions and related training by Feb 2025
Next Steps	4 additional meetings scheduled Nov–Feb

The Standards of Effective Instruction (SOEI)

DOMAIN 1:
Planning &
Preparation

DOMAIN 3:
Classroom
Instruction

DOMAIN 2:
Classroom
Environment

DOMAIN 4:
Professional
Responsibilities

Progress Report on Prioritized Strategy 2.1

MPS Strategic Plan Prioritized Strategies 2024–25

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Goal 2

Student
Well-being



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

Goal 3

Effective
Staff



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

Goal 4

School and
Building
Climate



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

The Big Picture: Where we are trying to go

Strategic Goal

Prioritized Strategy

Planned Initiatives/Work

Goal 2

Student
Well-Being



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

Comprehensive School-Based
Mental Health System (CSMHS)

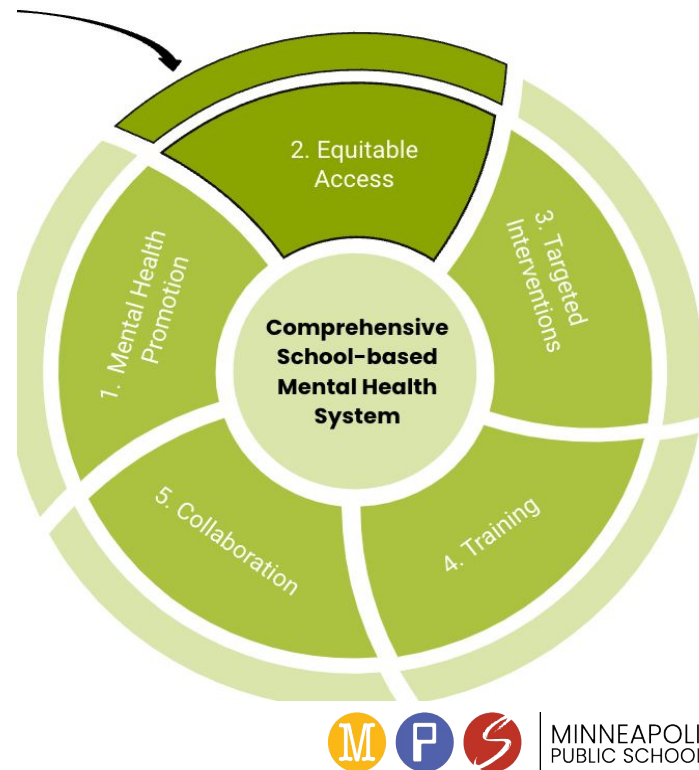
Data Collection System

Where we are at with...

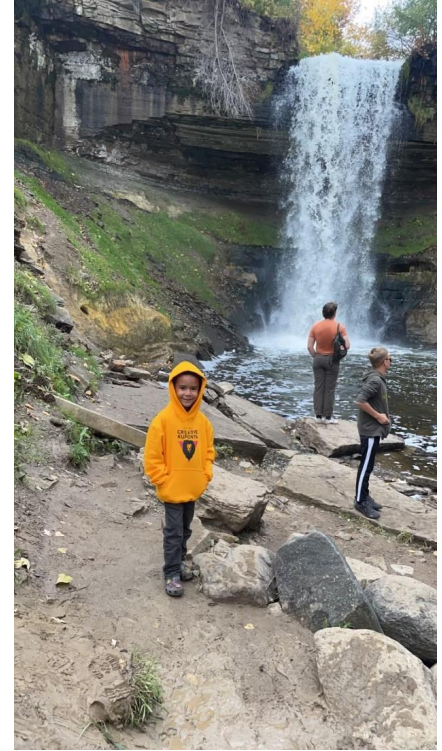
Comprehensive School-Based Mental Health System

Success would be: MPS provides a continuum of culturally responsive and healing centered mental health services including early identification and interventions for those students at risk and indicated support for students with more intense needs.

Current Status	Exploration
Progress Summary	• Core & consultant teams have been established • Piloting brief intervention provided by mental health support specialists • Reviewing curriculum, current realities and best practices
Challenges	Back to school demands
Next Steps	Continue refining goals and work plan



Caregiver Institute 10/21/2023



Caregiver Institute 10/21/2023

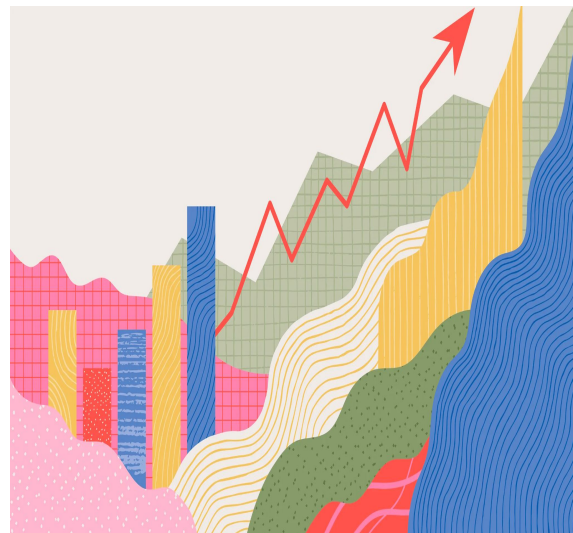


Where we are at with...

Data Collection System

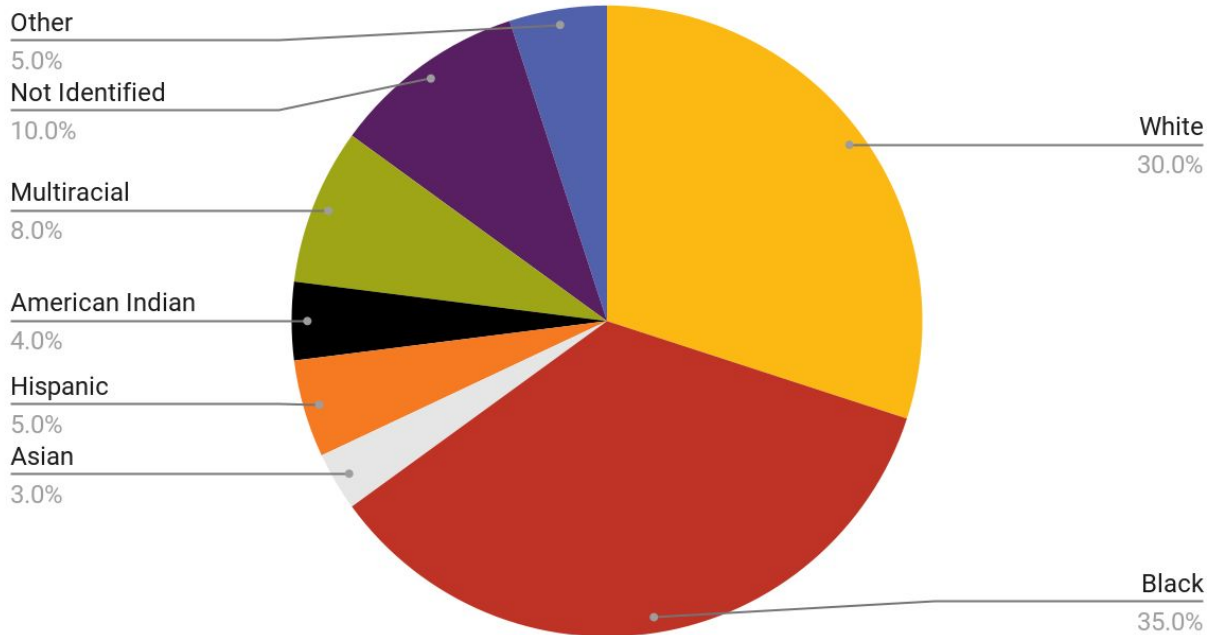
Success would be: Having access to up-to-date data that informs MPS on current and future states of student wellbeing.

Current Status	Exploration
Progress Summary	- Established uniform data collection system for contracted providers - Reviewed current data collection tools from student support personnel - Begun reviewing screener options
Challenges	Lack of system uniformity
Next Steps	Bring data collection options to committee for review and decision making



School-Linked Mental Health Services 2023-24

Client Race



In the 2023-24 school year, nine community partners provided clinical mental health services for 1,596 students in 66 buildings.

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Progress Report on Prioritized Strategy 3.1

Overview: Our work towards reaching goal 3

Strategic Goal

Prioritized Strategies

Planned Initiatives/Work Q1

Goal 3

Effective Staff



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

Implement a Grow Your Own (GYO) marketing plan.

Develop a comprehensive Grow Your Own (GYO) recruitment plan.

Where we are going: our SMART goals

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

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

2.2% vacancy rate for classroom teachers on Sep 30, 2024

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

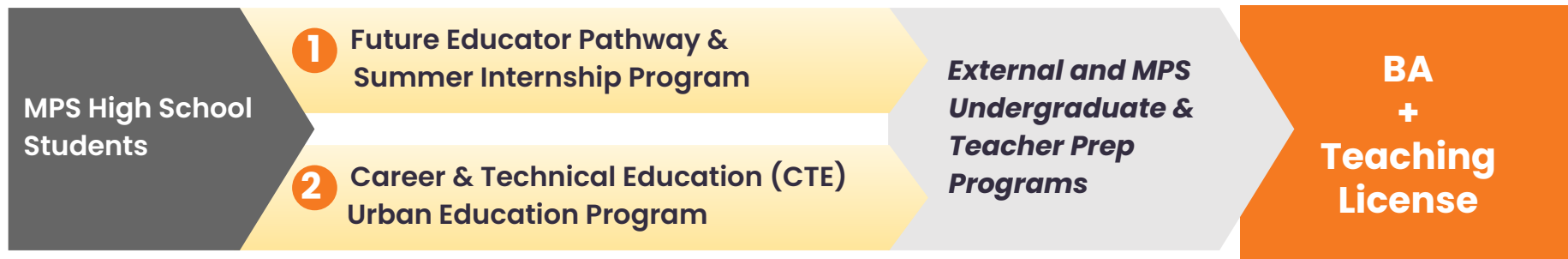
As of Sep 30, 2024:

35.15% of new hire teachers identify as BIPOC

53.29% of new hires across all units identify as BIPOC

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

MPS Student (Secondary) Grow Your Own (GYO) Pathways



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

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

Unlicensed MPS Staff
with an Associate's Degree

3

**MPS Teacher
Apprenticeships**

Special Education

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

PreK-6

*Partnership with
Metro State University*

**BA
+
Tier 3
License**

All MPS Staff
with a Bachelor's Degree

4

**MPS Academy
(MPS-A)**

Special Education

*First PELSB-approved district
teacher prep program*

**Tier 3
License**

MPS Staff & Community Partners
with a Bachelor's Degree and
not a Tier 3/4 Teaching License

5

**MPS-St. Thomas
Teacher Residency
(MSTR)**

*Partnership with
the University of
St. Thomas*

Special Education

Initial licensure

Elementary

Initial licensure

**MA
+
Tier 3
License**

BA = Bachelor's Degree

MA = Master's Degree

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

GYO Pathway	Goals for Success in 2024-25
Future Educators High School Pathway (Camden & South)	• Increase total student enrollment by 10 in Fall 2024, Spring 2025 & Summer Internship 2025 • 85 BIPOC students; increase % of Asian and Hispanic/Latine students
Career & Technical Education (CTE) Urban Education Program	• Hire highly qualified teacher for the new CTE Urban Education Pathway • Create a state-recognized CTE Urban Education program of study aligned to regional workforce needs • Recruit up to 50 11th & 12th grade students for spring 2025 semester
Teacher Apprenticeships	• Gain state approval for Special Education & PreK-6 Apprenticeship Programs • Retain 93 (14/15) Special Education Apprentices in cohort 1 after year 1 • Recruit 15 total Apprentices, 70 BIPOC, for summer 2025
MPS Academy (MPS-A)	• Recruit 20 total MPS-A Candidates, 60 BIPOC, for summer 2025 (cohort 2)
Minneapolis-St. Thomas Teacher Residency (MSTR)	• Recruit 20 total Residents, 70 BIPOC, for summer 2025 (cohort 9)

Our work and how we plan to report our progress

Initiatives/Work Quarter 1	Initiatives/Work Quarter 2	Initiatives/Work Quarter 3	Initiatives/Work Quarter 4
Collaborating with the MPS Communications Department to begin implementation of the GYO marketing plan	Beginning implementation of the comprehensive GYO recruitment plan	Completing implementation of GYO recruitment plan	Finalizing site placements and Cooperating Teacher/Journey Worker pairings for GYO candidates
Developing a comprehensive GYO recruitment plan across all GYO pathways aligned to the GYO marketing plan	Collaborate with HR's Talent Acquisition Team to develop a comprehensive adult GYO application and selection process (including early contract process for GYO graduates)	Beginning implementation of comprehensive adult GYO application and selection process	Supporting GYO graduates to navigate structures after program (college applications and Interview & Select)

Where we are at with...

Implementing a Grow Your Own (GYO) marketing plan.

Success: Implementation of a marketing plan that increases total number of GYO inquiries

Current Status	Progress Summary	Challenges	Next Steps
On track for adult pathways; in progress for high school (secondary) pathways	Continued collaboration with the Communications Department in implementing a marketing plan that focuses on personal connections: • Highlight personal stories of GYO participants & alumni • Leverage personal networks for targeted outreach Increased press and media visibility through: • Video essay (mm/dd) • MPR story (Aug 9) • Podcast (Sep 9)	• Succinct communication • Aligning adult and high school GYO pathways under one marketing plan • Outreach beyond MPS	• Sustain marketing plan during recruitment and selection (Q2 and Q3) • Leverage MPS GYO pathways for recruitment into ESP and other district positions

Where we are at with...

Developing a comprehensive Grow Your Own (GYO) recruitment plan.

Success: Implement a recruitment plan that provides a deep candidate pool to meet selection targets

Current Status	Progress Summary	Challenges	Next Steps
finished for adult pathways; in progress for high school (secondary) pathways	Increasing internal communications that outline all adult GYO programs September: • GYO public website • MPS Insider communication • MPS global email to ESPs ◦ Included one streamlined inquiry form for all adult GYO pathways October and November: • 4 virtual info sessions for adult pathways	Developing a broad recruitment plan with targeted audiences <i>(examples: high school students and adults; current and potential employees, etc.)</i>	• Incorporate recruitment plan for high school (secondary) pathways • Implement recruitment plan beginning in Nov 2024 (Q2) • Plan for FY26 budget to meet cohort size goals

MPS Strategic Plan Prioritized Strategies 2024–25

Goal 1

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Achievement



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Goal 4

School and
Building
Climate



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

Progress Report on Prioritized Strategy 4.1

Overview: Our work towards reaching goal 4

Strategic Goal

Prioritized Strategies

Planned Initiatives/Work

Goal 4

School and
Building
Climate



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

Relaunch Climate Framework

Refine Equity & School
Climate Teams

Create District-Wide
Climate Survey

Where we are at with...

Planned work	Current Status	Progress Summary	Challenges	Next Steps
Relaunching the Climate Framework	Ongoing PD	Kick Off August 26th at Back To School Institute Site and central office-based PD	Ensuring all district staff receive PD	- Continue PD offerings - Create implementation guidelines
Refining Equity & School Climate Teams	- meetings with site-based staff - providing guidance for staff	Meetings with site-based equity and school climate teams establishing guidance for teams.	Funding for non-licensed staff Providing consistent guidance to all sites	Continue refining: - teams - roles - responsibilities Provide guidance for staff

Where we are at with...

Developing and implementing a district-wide student Climate survey.

Success: The Climate Survey informs the work of the school-based Equity and School Climate Team which improves building climate.

Current Status	Progress Summary	Challenges	Next Steps
Planning for Dec survey administration for grades 3-12	Oct. 4th Meeting with Philadelphia Public Schools Oct. 10th Survey shared with School Improvement and Equity Coordinators	Time to plan	Oct. 24th First Advisory Group Meeting November Create Guidance Document for School Leadership Dec 2-12th Survey roll out

Department Improvement Plans

Department Improvement Plans (DIPs)

Work recording tool regarding:

- Strategic Plan strategies
- MOA-items
- AIPAC non-concurrence items

Why?

Strategic Plan Strategy/ MOA item/ AIPAC non-concurrence item alignment

(Which of the 2024-25 MPS priorities does this work/project contribute to?)

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

A B		C D		E		focus on literacy and mathematics.			
M P S MINNEAPOLIS PUBLIC SCHOOLS		Academic's MPS Department Improvement Plan Maria Rollinger (Executive Director of Academics)							
		MPS Mission: Minneapolis Public Schools exists to provide a high quality, anti-racist, culturally responsive education for every Minneapolis student.			MPS Vision: All students - regardless of their background, zip code, and personal needs - will receive an anti-racist, holistic education that builds essential knowledge to prepare students for future success.				
#	What? Name of area of work/project (What are you working on?)	What? Description of area of work/project (How would you briefly describe that work/project?)	What? Definition of successful implementation (What would the ideal outcome of this work/project look like?)	Who? Name of responsible point person (Who is in charge of implementation?)	Why? Strategic Plan Strategy/ MOA item/ AIPAC non-concurrence item alignment (Which of the 2024-25 MPS priorities does this work/project contribute to?)	When? End of year SMART goal (What are you planning to achieve by June 30th 2025?)	How ? Method of quarterly progress monitoring (How will you measure progress quarterly?)	Who ? Audience (Who does this work/project serve the most?)	Who? Cross-Department Partnerships (Which other departments are you collaborating with?)
2	UFLI Literacy Curriculum Implementation	University of Florida Literacy Institute (UFLI) Literacy curriculum adoption at 35 of 44 elementary schools	"> 80% of UFLI schools implement the curriculum in all K-2 classrooms"	Maria Rollinger	1.1 Provide standards-based core instruction with a focus on literacy and mathematics.		Literacy Specialists gather data using: Look-Fors Teacher Self-Reporting	School-based Staff	

Department Improvement Plans (DIPs)

Progress monitoring tool

Academics_Department Improvement Plan (DIP)_2024-...

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Trust workbook links? This workbook links to data in external workbooks.

today's update

#	What? Name of area of work/project (What are you working on?)	What? Quarter 1 Update (October)				When? Quarter 2 Benchmark	When? Quarter 3 Benchmark	When? Quarter 4 Benchmark
		Current Status (What do you have right now?)	Progress Summary (What work has been done to get you here?)	Challenges (What is difficult right now?)	Next steps (What are you going to do next?)	(What are you planning to achieve by mid January?)	(What are you planning to achieve by the mid March?)	(What are you planning to achieve by mid May?)
2	UFLI Literacy Curriculum Implementation	Thirty-six schools have begun implementation of UFLI. Initial shipments of supplies have been delivered to all sites.	Professional development provided to over 200 staff during August District PD offered to all sites on October 1,	Increased enrollment numbers Varied teacher supports by sites	Ongoing data collection and differentiated supports Finalizing teacher surveys in collaboration with REA.			

Questions?