

Committee of the Whole Meeting

Tuesday, January 28, 2025 4:00 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**



Culinary and Well Services' (CWS) Let's Roll Bike Ride summer 2024

Committee of the Whole

1/28/2025

Our Mission:

Provide a high quality, anti-racist, culturally responsive education for every Minneapolis student.

Agenda

- Superintendent Updates
- Prioritized Strategies Progress Report
- Amendment of Strategic Plan non-prioritized strategy 1.3

Superintendent Updates

Superintendent Dr. Sayles-Adams

Strategic Plan Strategies in 2024-25

Goal 1	Goal 2	Goal 3	Goal 4
1.1 Provide standards-based core instruction with a focus on literacy and mathematics.	2.1 Provide equitable student access to culturally responsive counseling and mental health services	3.1 Strengthen pathways and reduce barriers for talented and diverse MPS employees and potential employees to become teachers.	4.1 Fully implement the climate framework to ensure all district staff, parents, and students feel heard, valued and respected.
1.2 Ensure all curriculum and instructional practices are anti-racist and sustain the cultures, languages, and experiences of our students.	2.2 Fully implement a restorative approach to student support	3.2 Maintain Teacher Equity plan focused on staffing needs of MPS' 15 highest need schools	4.2 Utilize district equity competencies to inform district hiring and retention practices, professional development opportunities, and professional support systems.
1.3 Ensure all community schools provide access to STEM, music, art, language, and for high schools, ethnic studies and college credit courses	2.3 Integrate social and emotional practices into all classrooms and Out of School Time activities	3.3 Deepen strategic recruitment of high quality, diverse teachers and staff	4.3 Provide consistent opportunities for youth, parents and community members to provide feedback on district policies and practices.
1.4 Implement Professional Learning Communities to ensure all students' needs are met through a system of academic support and intervention.	2.4 Provide physically safe and welcoming school environments through strategic shortening of walk zones, building cleanliness, building improvements, landcare and strong emergency management practices		4.4 Ensure student placement practices support integrated learning opportunities, and increased enrollment and retention
1.5 Provide magnet school pathways that offer innovative thematic instruction and integrated learning opportunities	2.5 Support healthy child development through nutritious meals and promotion of physical activity	3.5 Pursue authentic engagement with MPS parents around the design and implementation of equitable HR policies and practices	4.5 Support community partnerships to enhance student experiences and learning opportunities.



prioritized in school year 2024-25

not prioritized in school year 2024-25

Progress Report on Prioritized Strategies 1.1 & 1.2

Overview: Our work toward reaching goal 1

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

Eight Culturally Sustaining Math Practices

6–12 Curriculum Adoption (iReady/Open Up)

Anti-Racist Culturally Sustaining (ARCS)
Resource Review Tool

ARCS Curriculum Review Rubric

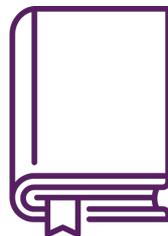
SOEI Task Force

Strategy 1.1



UFLI curriculum implementation in classroom - Jan 18 2025

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



Structured Literacy Training per the READ Act

Definition of success: 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	Implementation
Progress Summary	<ul style="list-style-type: none">• Total Licenses Assigned: 1074• Total number missing a session: 110• Total number who have not been registered: 200
Challenges	<ul style="list-style-type: none">• MDE's delay in releasing additional licenses to accommodate additional participants per MOA and late registrants.• Staff capacity/willingness to attend sessions
Next Steps	<ul style="list-style-type: none">• Continue monitoring attendance• Make up sessions offered by MPS staff 1 per LETRS unit• CORE OL&LA providing make up session internally



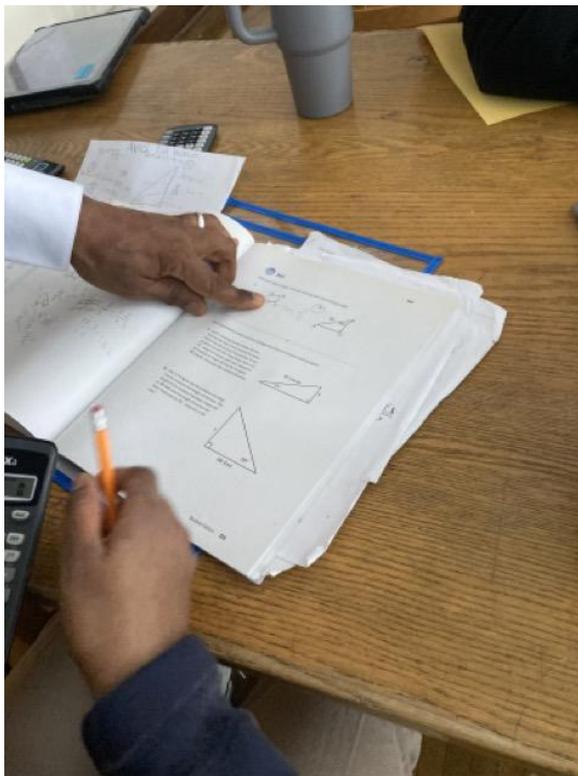
UFLI (Literacy) Curriculum Implementation

Definition of success: 80% of UFLI schools implement the UFLI Foundations curriculum in all K-3 classrooms

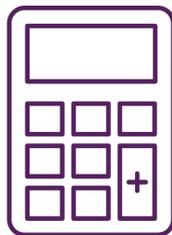
Current Status	Implementation
Progress Summary	<ul style="list-style-type: none">• 30/36 principals have shared their look-for data• Continued UFLI support through site-based PD:<ul style="list-style-type: none">○ Tier 1 support = 31 K-5 Literacy Content Lead visits to school sites; weekly "Tuesday Tips" for teachers with UFLI implementation ideas, new MPS UFLI resources, and solutions○ Tiers 2/3 support = 54 Literacy Intervention Lead visits to school sites
Challenges	<ul style="list-style-type: none">• Lack of shared data: staff → principals / principals → Davis staff• Diverse student needs• Davis staff capacity to regularly monitor implementation at 36 sites
Next Steps	<ul style="list-style-type: none">• Sneak peek presentations at the eight sites beginning UFLI implementation in the fall of 2025• Continue to provide additional implementation resources• Budgeting for full rollout in SY25-26



Strategy 1.1



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



Open Up Math curriculum implementation in classroom - Jan 18 2025

8 Culturally Sustaining Math Practices

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

Current Status	Quarter 2 look-fors are focused on Mathematical Practices 1 and 3. Using Practices 1 and 3 to address gaps shown in data from Bridges Assessments.
Progress Summary	Look-fors completion rate: 50% 42% teachers completed Unit 1 data 38% teachers reported Unit 2 data Teachers administering Unit 3 and 4 assessments
Challenges	Limited time with K-5 educators and principals. Coordination of district-wide assessment data reporting system.
Next Steps	Increase completion of look-fors to no less than 75% Create a system of reporting assessment data.



6–8 iReady Math Curriculum Adoption

Definition of success: Teachers work to deepen $\geq 2/8$ culturally sustaining mathematical practices. $\geq 80\%$ of 6–8 teachers use the unit assessments.

Current Status	<ul style="list-style-type: none">• i-Ready diagnostic administered at all 6–8 sites• 86% response rate on the monthly i-Ready implementation teacher surveys• As of December, 67% of teachers reported they were on pace or able to get themselves back on pace
Progress Summary	<ul style="list-style-type: none">• iReady district wide PLCs with 3 schools• Individual site supports for teachers and administrators• Developing a systemic tool to capture the results of each summative assessment districtwide
Challenges	<ul style="list-style-type: none">• Assessment length: universal screener and diagnostic• Balancing of classroom routines & curriculum pacing guide• Time with teachers for professional development
Next Steps	<ul style="list-style-type: none">• Principal PD to discuss the mid-year data



Open Up Math Curriculum Implementation



Definition of success: Teachers work to deepen $\geq 2/8$ culturally sustaining mathematical practices. $\geq 80\%$ of Intermediate Algebra, Geometry, Advanced Algebra teachers link their unit assessments.

Current Status	<ul style="list-style-type: none">• 81 % response rate on the monthly teacher survey data on pacing/implementation/usage• As of December, 67% of teachers reported they were on pace or able to get themselves back on pace
Progress Summary	<ul style="list-style-type: none">• Curriculum-based assessments are being linked by sites• Math and Multilingual departments are collaborating to provide language support to teachers
Challenges	<ul style="list-style-type: none">• Language accessibility• Pedagogical shift in Math• Initiative fatigue and reluctance• Time with the teachers to strengthen their understanding of the curriculum
Next Steps	<ul style="list-style-type: none">• Continue partnership with Multilingual department in developing system of scaffolds for language• Creating common summative assessments

Strategy 1.2

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

Anti-Racist Culturally Sustaining (ARCS) Resource Review Tool

Definition of success: 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	<ul style="list-style-type: none">90 ELA anchor texts for grades 6-12 have been reviewed
Progress Summary	<ul style="list-style-type: none">The ELA Steering Committee is reviewing data to decide whether to adopt or reject the anchor texts.
Challenges	<ul style="list-style-type: none">Recruitment of student and caregiver voices from our most racially isolated schoolsIndependent student review of texts
Next Steps	<ul style="list-style-type: none">Gather input from classes that have already read certain books this semesterThe next round of readers will review newly recommended texts for curriculum adoption

MINNEAPOLIS PUBLIC SCHOOLS

English ▾

How much do you agree/disagree with the following statements about Fences?

Culturally Sustaining: Fences helps students feel important and that their culture matters.

Culture can include traditions, beliefs, values, behaviors, language, food, music, and more.

Strongly agree Agree Disagree Strongly disagree Unsure

Please explain why you chose your answer for **cultural sustainability**.

Identity: Fences shows respect for different kinds of people and who they are.

Strongly agree Agree Disagree Strongly disagree Unsure

Please explain why you chose your answer for **identity**.

Piloting of ARCS Curriculum Review Rubric

Definition of success: Curriculum review/adoption teams use the ARCS rubric to review new and existing curriculum to ensure instructional materials are anti-racist and culturally sustaining in nature.

Current Status	In use for high school science curriculum adoption Planned to be used in upcoming Personal Finance curriculum adoption
Progress Summary	Data is being collected by REA upon the Science steering committee's completion of the ARCS Rubric
Challenges	The ARCS subcommittee will discuss challenges as they are revealed from the Science steering committee's pilot of the rubric
Next Steps	Science and Personal Finance Committee (when complete) Data review → adjust ARCS Rubric

Identity

Rationale: We need a curriculum that reflects, honors, and celebrates the diverse and intersecting identities of our MPS communities, including, but not limited to: race, culture/ethnicity, gender/gender identity, sexuality, languages, religious beliefs/spirituality, and disability/ability. The authors, editors, and instructional materials reflect the diversity of authentic perspectives throughout our global community.

The curriculum reflects, honors, and celebrates students' complex and intersecting identities.

Green Flag

Yellow Flag

Red Flag

The curriculum includes authentic representations of identities.

Green Flag

SOEI (Standards of Effective Instruction) Task Force

Definition of success: 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	In progress- Goal: early February proposal to Q Comp Governance Labor-Management Committee
Progress Summary	The whole group and subcommittees met throughout quarter 2 Dec. 10: MFT proposal presentation Jan 14: Management presented a counter-proposal
Challenges	Time for researching other models and reviewing updated literature Developing a new feasible model
Next Steps	Feb 4: present final proposal for SOEI rubric and observation process Q Comp Governance Labor-Management Committee will make decisions about what proposed changes will be implemented in 2025-26 and any impacts to the FY26 Q Comp budget

Progress Report on Prioritized Strategy 2.1

Overview: Our work toward reaching goal 2

Strategic Goal

Goal 2

Student
Well-Being



Prioritized Strategy

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

Planned Initiatives/Work

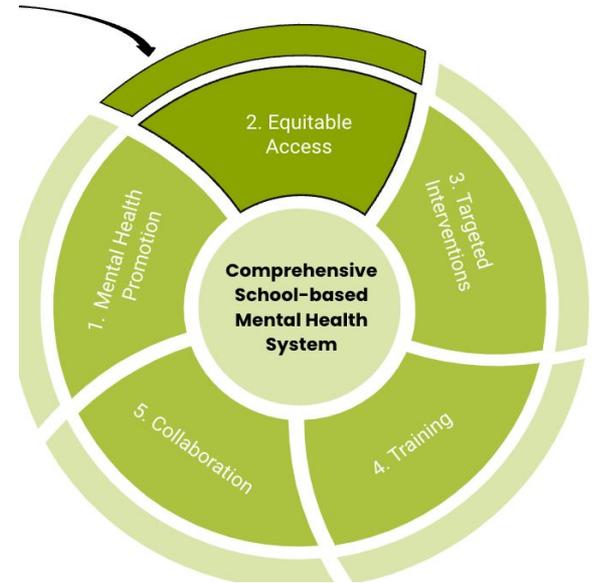
Comprehensive School-Based
Mental Health System (CSMHS)

Data Collection System

Comprehensive School-Based Mental Health System

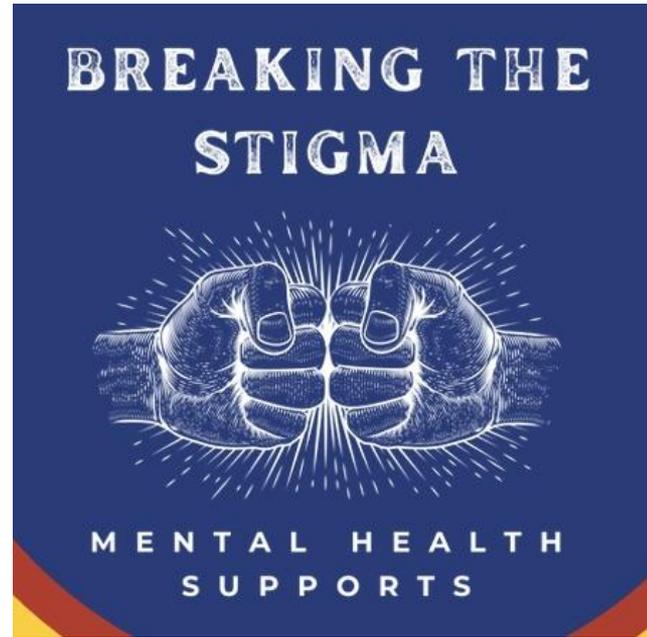
Definition of success: MPS provides a continuum of culturally responsive and healing-centered mental health services including early identification and interventions for those students at risk and indicated support for students with more intense needs.

Current Status	Initial Implementation
Progress Summary	<p>Wayfinder Implementation</p> <ul style="list-style-type: none">• 17 counselors (1 with over 100+ uses)• 30 social workers <p>64 staff trained on social emotional and behavioral interventions on Dec 13</p> <p>Brief Intervention Pilot</p> <p>Critical incident recovery supports expansion:</p> <ul style="list-style-type: none">• Creating condition for more effective support• Retraining of staff• Successful support of two incidents in December
Next Steps	District Social Emotional Behavioral (SEB) Intervention library



Brief Intervention Pilot

- Launched brief 1:1 mental health or substance use intervention
- Up to 90 days of support
- Connection to long term care as needed
- Piloting at 38 schools



Data Collection System

Definition of success: Having access to up-to-date data that informs MPS on current and future states of student wellbeing

Current Status	Initial Implementation
Progress Summary	<ul style="list-style-type: none">• District team meeting regularly to share information and make recommendations• SHAPE assessment complete• Contracted mental health providers using a common data collection system
Next Steps	<ul style="list-style-type: none">• Use climate survey and SHAPE assessment results to develop short and long term priorities• Continue work on student support personnel data collection system



SHAPE Assessment



District Mental Health Quality Progress Report MINNEAPOLIS PUBLIC SCHOOL DIST.

Reporting Period: September 2024 - January 2025
Date of Report: 01/21/2025
Entered By: 1 User

Understanding this Summary

This report is generated based on the information you provided for the Quality Assessment. The composite score for each domain is the average of your ratings for every item within the domain.

Composite scores of 1.0-2.9 are classified as **"Emerging"** areas, 3.0-4.9 are classified as **"Progressing"** areas, and 5.0-6.0 are classified as areas of **"Mastery."**

District/Entity support scores are calculated separately and are an average across other domains.

MENTAL HEALTH QUALITY DOMAINS

MASTERY

Composite Score

PROGRESSING

Composite Score

- 3 Teaming
- 3.3 Mental Health Promotion Services & Supports
- 3.1 Early Intervention and Treatment Services & Supports
- 3.3 Funding and Sustainability

EMERGING

Composite Score

- 2.7 Needs Assessment/ Resource Mapping
- 2.3 Impact
- 2.4 District Implementation Support Quality
- 2 Impact District-Level Documenting and Reporting

OTHER PERFORMANCE DOMAINS

Overall Score

- 2% Screening

* indicates data were not reported

Next Steps:

1. Determining One or Two Improvement Areas
2. Developing Measurable goals
3. Creating a short & long term Action Plan

Progress Report on Prioritized Strategy 3.1

Overview: Our work towards reaching goal 3

Strategic Goal

Prioritized Strategies

Planned Initiatives/Work

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.

→ **Goal by 2026–27:**

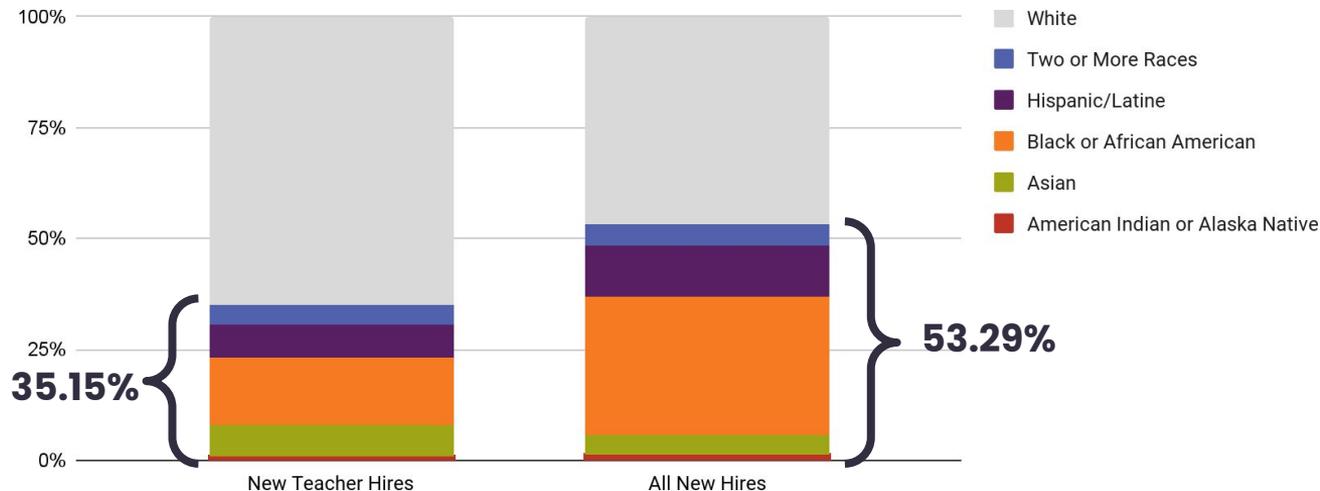
1.5% classroom teacher vacancies at start of school year

On Track: 2.2% classroom teacher vacancies on Sept. 30, 2024

→ **Goal by 2026–27:**

54.3% of new hires identify as Black, Indigenous and People of Color (BIPOC)

On Track: New MPS Hires as of Sept. 30, 2024



Our work and how we plan on reporting our progress

Initiatives/Work	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Implement a Grow Your Own (GYO) marketing plan.	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
Develop a comprehensive Grow Your Own (GYO) recruitment plan.	Developing a comprehensive GYO recruitment plan across all GYO pathways aligned to the GYO marketing plan	Collaborate with HR's Business Services 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)

Grow Your Own Marketing Plan – Adult (Staff) Pathway

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

Current Status	Progress Summary	Challenges	Next Steps
<p>On track</p>	<ul style="list-style-type: none"> • 12 informational events through Jan. 17 • Monthly collaborative outreach strategy meetings with Communications Department Oct.-Dec. • Inquiry form sent to all ESPs and all Tier 1 & 2 licensed teachers • 52 one-on-one meetings with potential participants 	<ul style="list-style-type: none"> • Gauging the level of interest and readiness of staff who have completed the GYO inquiry form • Engagement supporting people to complete an application • Alignment with university partners in the new/developing pathways • Meeting recruitment targets for candidates of color • Uncertain future financial resources for cohort sizes and financial supports available for GYO participants 	<ul style="list-style-type: none"> • Continue implementing recruitment plan through application deadline • Evaluate recruitment plan and results • Include future marketing costs in FY26 budget proposal

IMPACT: Grow Your Own Marketing Plan – Adult Pathways

Dec. 28: [Article](#)

 **The Minnesota Star Tribune**

NEWS & POLITICS

Could this mentoring program be part of the teacher shortage solution?

The Minneapolis, Owatonna and North Branch school systems are part of the new 2-year “Forward Together” program that launched in August with 25 student teachers.

By **Anthony Lonetree**
The Minnesota Star Tribune

DECEMBER 28, 2024 AT 9:00AM



Sofia Jenkins and Angel Dwyer, Justice Page
Credit: Ayrton Breckenridge/The Minnesota Star Tribune

Jan. 16: Vice Chair Ellison and Dr. Olson presented at MSBA conference

Jan. 24: Presentations at ESP professional development day

Feb. 19: Present at the Davis Center all-staff meeting

GYO Recruitment Plan – Adult (Staff) Pathway

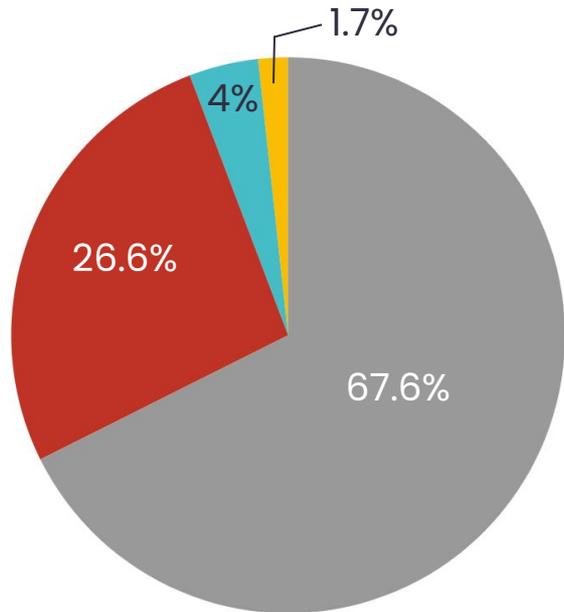
Definition of success: a recruitment plan that provides a deep candidate pool to meet selection targets

Current Status	Progress Summary	Challenges	Next Steps
<p>On track for adult pathways to align placement with Interview & Select</p>	<ul style="list-style-type: none"> • Development of aligned interview process, questions and rubric for determining selection of candidates • Held total of 11 informational sessions • Facilitated GYO sessions at Jan. 24 ESP PD Day with university partners • 52 one-on-one meetings with interested staff who are interested but need more information or do not meet prerequisites to better understand needs and identify areas to improve or expand GYO programming 	<ul style="list-style-type: none"> • Ensuring multiple processes sync up with Finance and HR processes when final dates/timeline is not yet determined • working with/around the established application and entry processes at partnering higher ed institutions 	<ul style="list-style-type: none"> • Begin the review and selection process of applicants • Collaborate with HR to hire graduating GYO candidates • Include cohort size and recruitment goals in FY26 budget proposal

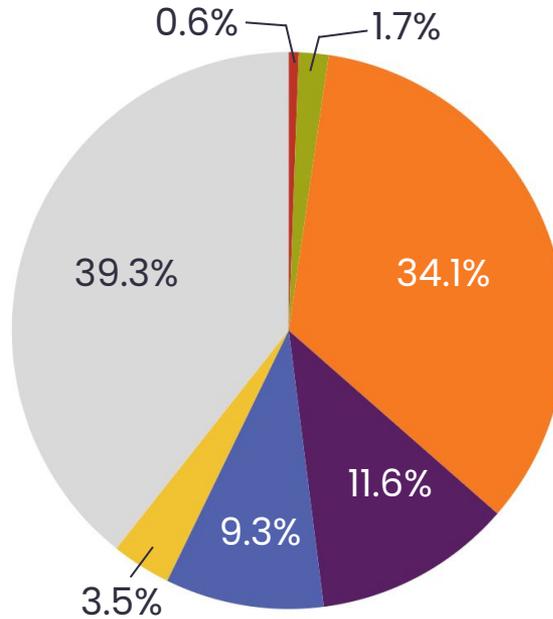
IMPACT: GYO Recruitment Plan – Adult (Staff) Pathways

173 MPS Staff

Have completed GYO inquiry form as of Jan. 17



- Female
- Male
- Non-Binary
- Prefer not to Answer



- American Indian or Alaskan Native
- Asian
- Black
- Hispanic/Latine
- Multiple Ethnicities Selected
- Prefer not to Answer
- White

Recruitment Goals – Adult (Staff) Pathways

	MPS Apprenticeships	MPS Academy	MST Residency
Applications in Progress As of Jan. 17	<ul style="list-style-type: none"> • 69 • 82% applicants of color 	<ul style="list-style-type: none"> • 21 • 48% applicants of color 	<ul style="list-style-type: none"> • 33 • 52% applicants of color
GOALS	<ul style="list-style-type: none"> • Retain 14/15 (93%) Special Education (year 2, cohort 1) • Recruit 15 Elementary (year 1, cohort 1) • 70% Apprentices of color 	<ul style="list-style-type: none"> • 20 Candidates (cohort 2) • 60% Candidates of color 	<ul style="list-style-type: none"> • 20 Residents (cohort 9) • 70% Residents of color
FY26 Budget	Requires 29 Apprentice (ESP) positions	Requires up to 20 Special Ed teaching positions at sites (site-funded)	Requires 20 Resident (ESP) positions

Progress Report on Prioritized Strategy 4.1

Overview: Our work toward 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

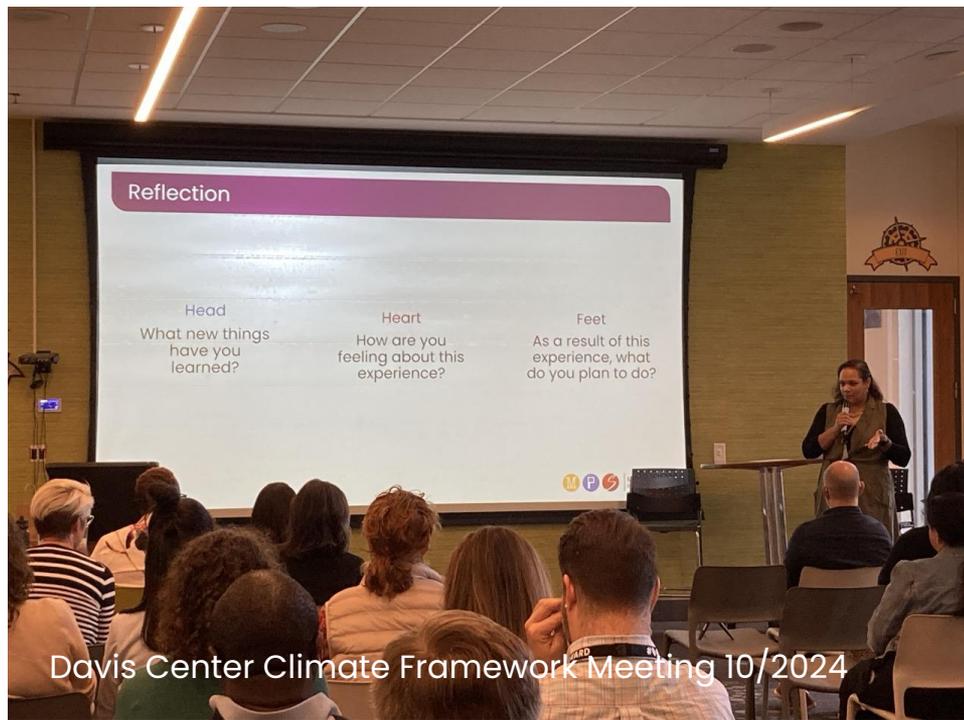
Refine Equity & School Climate Teams

District-Wide Climate Survey

Relaunching the Climate Framework

Definition of success: All staff and students will have an understanding of the four climate values and their personal impact on school and district climate.

Current Status	Monitoring via Look Fors
Progress Summary	Equity coordinators meeting with school sites to relaunch climate framework
Challenges	New staff, consistent messaging, updating professional development
Next Steps	Continue to offer climate framework professional development to all site-based staff and support staff



Refining Equity & School Climate Teams

Definition of success: 75% of schools have formed an Equity & School Climate Team (ESCT) that meets at least once a month

Current Status	Working toward 75% of school sites having an ESCT that meets at least once a month
Progress Summary	Drafting guidance, materials and site based information for the ESCT
Challenges	Competing priorities, sites that combined ILT and ESCT
Next Steps	Data Co-Interpretation Sessions based on (SCSS) School Climate Student Survey results



District-Wide Student Climate Survey

Definition of success: The School Climate Student Survey informs the work of the school-based Equity and School Climate Team which improves building climate

Current Status	Dec 2024: School sites administered the first survey
Progress Summary	Total Completed Surveys: 14, 797 Total Students: 21, 991 Completion Percentage: 70%
Challenges	Confusion about two surveys' timeline overlap
Next Steps	Data co-interpretation training for Equity Department Principal PD Data co- interpretation sessions for ESCT

School Climate Student Survey (English)

How much do you agree or disagree with the following statements?

Adult to Student Relationship

1. Adults from my school really try to get to know me.
2. Adults from my school show me that they care about me.
3. Right now, there is an adult from my school that I can talk to about my feelings.
4. Adults at my school ask me how I am doing.
5. Adults at school say nice things to me.
6. Adults at school accept how I look, dress, talk, and act (this includes my race, gender, and identity).

Peer Relationship

7. Students at school are mean to me because of how I look, dress, talk, or act (this includes my race, gender, and identity).
8. Students from my school really try to get to know me.
9. Students at my school say nice things to me.
10. Sometimes I am afraid of other students.
11. Students from my school show me they care about me.
12. There is too much fighting at my school.

Self-Development

13. In school, I learn how to deal with my feelings in a healthy way (for example, things I can do when I am angry, sad, worried, or stressed)

Strategic Plan Strategies Amendment in 2024-25

Goal 1	Goal 2	Goal 3	Goal 4
1.1 Provide standards-based core instruction with a focus on literacy and mathematics.	2.1 Provide equitable student access to culturally responsive counseling and mental health services	3.1 Strengthen pathways and reduce barriers for talented and diverse MPS employees and potential employees to become teachers.	4.1 Fully implement the climate framework to ensure all district staff, parents, and students feel heard, valued and respected.
1.2 Ensure all curriculum and instructional practices are anti-racist and sustain the cultures, languages, and experiences of our students.	2.2 Fully implement a restorative approach to student support	3.2 Maintain Teacher Equity plan focused on staffing needs of MPS' 15 highest need schools	4.2 Utilize district equity competencies to inform district hiring and retention practices, professional development opportunities, and professional support systems.
1.3 Ensure all community schools provide access to STEM, music, art, language, and for high schools, ethnic studies and college credit courses	2.3 Integrate social and emotional practices into all classrooms and Out of School Time activities	3.3 Deepen strategic recruitment of high quality, diverse teachers and staff	4.3 Provide consistent opportunities for youth, parents and community members to provide feedback on district policies and practices.
1.4 Implement Professional Learning Communities to ensure all students' needs are met through a system of academic support and intervention.	2.4 Provide physically safe and welcoming school environments through strategic shortening of walk zones, building cleanliness, building improvements, landcare and strong emergency management practices		4.4 Ensure student placement practices support integrated learning opportunities, and increased enrollment and retention
1.5 Provide magnet school pathways that offer innovative thematic instruction and integrated learning opportunities	2.5 Support healthy child development through nutritious meals and promotion of physical activity	3.5 Pursue authentic engagement with MPS parents around the design and implementation of equitable HR policies and practices	4.5 Support community partnerships to enhance student experiences and learning opportunities.

prioritized in school year 2024-25
 not prioritized in school year 2024-25

Questions?

Appendix:

Additional context regarding
prioritized strategies and mid-year
reporting on non-prioritized
strategies

Goal 1: Necessary Conditions from Strategic Plan

1. All schools follow an academic schedule and calendar that supports academic priorities as identified in CDD and strategic plan
2. Schools are staffed appropriately (manageable vacancy rates by employee group) in all course and thematic areas; funding and resources are sustainable and predictable
3. Additional time needed for required professional development
4. All teachers use district-approved curriculum and appropriate interventions
5. Stronger systems of accountability for low-performing staff and the HR staff needed to implement

Source: Strategic Plan 2022-0015A

Goal 2: Necessary Conditions from Strategic Plan

1. Mental health supports appropriately resourced and staffed
2. Diverse pool of mental health professionals available and hired
3. District adopted social and emotional curriculum
4. Adequate fill rate of operation positions including child nutrition, building engineers and bus drivers
5. Districtwide restorative practices plan appropriately resourced and staffed
6. Youth enrichment programming appropriately resourced and staffed across the district (Student Activities, Athletics, After School)

Source: Strategic Plan 2022-0015A

Goal 3: Necessary Conditions from Strategic Plan

1. Sustainable funding for and commitment to pathway programing, including cohort positions
2. Competitive wage and benefits packages
3. Sufficient vacancies for recruiting staff of color, which may be impacted by enrollment (ex. Early retirement incentives)
4. Board support on negotiation strategies that address contractual barriers. This may include modifying language around seniority, which in many cases privileges white staff members
5. Positive organizational climate

Source: Strategic Plan 2022-0015A

GYO at MPS in 2024-25

1 Future Educators

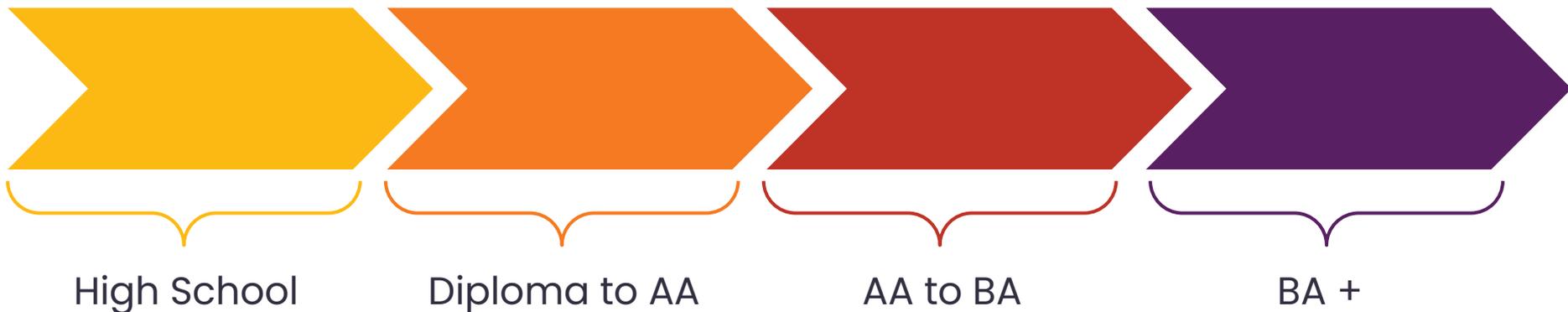
2 CTE Urban Ed

*2024-25 Pilot
Pre-Apprenticeship*

**3 Teacher
Apprenticeship**

4 MPS Academy

**5 MPS-St. Thomas
Residency**



GYO Recruitment Plan – Student (High School) Pathway

Definition of success: a recruitment plan that provides a deep candidate pool to meet selection targets

Current Status	Progress Summary	Challenges	Next Steps
In progress	<ul style="list-style-type: none">• Future Educator teams at Camden and South are leading site-based recruitment efforts for concurrent enrollment courses• Summer internship opportunity launch with MPS summer school team and Step Up	<ul style="list-style-type: none">• Scheduling concurrent enrollment courses as electives• Managing competing summer interests of students• Coordinating recruitment and planning efforts across stakeholders (Step Up, school staff, students, summer school, etc.)• Securing funding for 40 total summer interns from Camden (20) and South (20) High Schools	<ul style="list-style-type: none">• Camden and South finalize student enrollment• Finalize application process for summer internship with Step Up and hold support sessions at Camden and South• Include Future Educator programming in FY26 budget proposal

Grow Your Own Marketing Plan – Student (High School) Pathway

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

Current Status	Progress Summary	Challenges	Next Steps
In progress	<ul style="list-style-type: none">• Future Educator teams at Camden and South are building recruitment strategies that align with the school community and enrollment• Outreach with community partners, including Black Men Teach, Migizi, and Phillips Indigenous Educators (PIE) and inclusion in Minnesota Indian Teacher Training Program (MITTP) partnership with MPS, Saint Paul Public Schools, and Augsburg University• Urban Education program included in CTE Community Advisory event on Jan. 14• Exploring partnership with Generation Next and the Elevate Teaching project's Toolkits	Developing one marketing and communication plan that includes adult pathways plus two high school programs that are site-specific and unique to the school communities	<ul style="list-style-type: none">• Continue meeting with Future Educator teams at Camden and South to align and support program marketing• Include future marketing costs in FY26 budget proposal

Quotes from GYO Candidates

The ongoing support from both St. Thomas and MPS made all the difference, and I know that without this program, I wouldn't have found my way into teaching.

-MSTR graduate, 5th year teacher, Cooperating Teacher

Honestly, the structure really works for me. Having adhd, motivation has always been a struggle, but now that I'm getting paid to study and student teach, I complete my assignments ahead of time and haven't needed any accommodations so far.

-MPS Apprentice

It has been great and although this program feels intense at times, I think we all have to focus on our own motivations to get things done and ask for help always...

-MPS-A Candidate

*MSTR = Minneapolis-St. Thomas Teacher Residency
MPS-A = MPS Academy*

Goal 4: Necessary Conditions

1. Policy 1692 (site council policy) implemented with fidelity
2. Equity competencies embedded into performance management and professional development systems
3. Full implementation of Student Placement EDIA
4. Continued board support of climate framework implementation
5. Continued support and sustainable funding for stakeholder voice structures (YPE, PPE, EDIA, CityWide student government, Parent Advisory Councils) to support planning and decision making
6. K-12 magnet pathways are clearly articulated; funding for thematic instruction and integrated learning opportunities is sustainable and predictable

Source: Strategic Plan 2022-0015A

Written report of remaining strategic plan strategies

Goal 1: Academic Achievement

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

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

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

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

Well-Rounded Course Offerings

Current Status	Progress Summary	Challenges	Next Steps
<p>We have data about what schools have offered for SY2024-25. Reductions in well-rounded offerings of Arts, Music, World Language, and STEM, particularly in K-5 and 6-8, from SY 2023-24 to SY 2024-25. These reductions were almost entirely due to budget. There was also a reduction of MS Ethnic Studies.</p>	<p>Core Academics provides support for teachers in these areas with PD and some curricular resources. Core Academics can also support principals in strategizing around program development when faced with budget challenges. Programs such as centrally-funded Dance Residencies can support schools that have limited Arts offerings.</p>	<p>This strategy is highly dependent on the budget and decisions made at each school.</p>	<p>Continue to communicate MDE expectations and MPS priorities for a well-rounded education. Serve as a resource for principals around program development within budget constraints. Explore further residency programs or a central position that could rotate among small schools to provide Dance or Theatre to K-5 schools with limited or no Arts or Music.</p>

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

Current Status	Progress Summary	Challenges	Next Steps
<p>Due to the recent MOA regarding LETRS training and the exception of PLC time for that training, PLCs will no longer be a priority at Elementary sites.</p> <p>PLCs are expected to continue at secondary sites.</p>	<p>Quarter 2 goals check-ins (MOA goal, and 4 strategic plan area goals) between principals and school improvement specialists using school improvements plans (SIPs) are in progress.</p>	<p>Creating clarity around expectations for PLCs in 2024-25</p>	<p>School Improvement will pivot to supporting schools write new goals/strategies that do not necessarily include PLCs, but will support sites that are able to keep them going.</p>

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

Magnet-themed curriculum development

Current Status	Progress Summary	Challenges	Next Steps
<p>Spanish Dual Language: Updating foundational skills curricula; Andersen focusing on District PD</p> <p>Montessori: E2 program development ongoing</p> <p>STEM/STEAM: Collaborations, mentorships, and various STEM activities and events</p> <p>Arts: Developing guidebook, integrating arts with core academics, and planning family projects</p> <p>Anti-bias Training: Scheduled for January</p> <p>Global Studies: Enhancing global competencies across grades</p>	<p>Spanish Dual Language: K-5: Teachers received PD on bilingual foundational skills for promoting biliteracy and bilingualism. 6-12: Andersen focusing on District PD only, not language PLC</p> <p>Arts: Continued work on established strategies</p> <p>Montessori: E2 program development continues</p> <p>STEM/STEAM: Schools are sustaining their thematic focus areas</p> <p>Global Studies: Developing global competencies at each grade level</p>	<p>Spanish Dual Language: K-5: Foundational skills remap postponed due to Dual Language Task Force priority. 6-12: Andersen focusing on District PD only, not language PLC</p> <p>Montessori: Coordinator observing classrooms to gather insights on teacher practices</p> <p>STEM/STEAM: Despite funding challenges, schools are finding ways to continue programming, such as securing grants for projects like the hydroponic lab</p> <p>Arts: Continued work on established strategies</p> <p>Global Studies: Consistent communication with school leadership on magnet programming</p>	<p>Spanish Dual Language: K-5: Continue remapping foundational skills. 6-12: Decide focus for 2025-2026 District PD series (Genre Pedagogy or Language in IB Programming)</p> <p>Montessori: Start Lesson Study Cycle for all teachers and design a classroom visit schedule with the Montessori specialist</p> <p>STEM/STEAM: Partner with community organizations for grants and resources</p> <p>Arts: Continue work on established strategies</p> <p>Global Studies: Continue work on established strategies</p>

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

Project	Current Status	Progress Summary	Challenges	Next Steps
Marketing, community engagement, and partnerships	<p>As of Dec 16: All school flyer revisions are completed; English, Somali and Spanish versions.</p> <p>The magnet school brochure is in its final edits; English, Somali and Spanish versions.</p>	<p>Prepare promotional materials for January School Finder Fair</p> <p>Magnet school brochure</p> <p>Arts, STEM/STEAM, and Global Studies and Humanities school flyers</p> <p>As of Jan 28 25 also completed: School Finder Fair, Jan 11 2025</p> <p>Schedule promotional event time at local museums and cultural events.</p>	Non identified	Review and revise promotional materials for future use

Goal 2: Student Well-Being

2.2 Fully implement a restorative approach to student support

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

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

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

2.2 Fully implement a restorative approach to student support

District-Wide Restorative Practices Implementation

Current Status	Progress Summary	Challenges	Next Steps
Finalizing date for Circle training Assessing districts needs and capacity	Equity Department and Legal Rights Center will have training materials and dates set for Circle Training and Family Group Conference Training	Return to Learning meeting support and/or facilitation with school based staff	Equity Department will develop Professional Development opportunities in collaboration with other departments and the Legal Rights Center for school based staff

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

Social Emotional Learning Developmental Designs for K-12 Approach

Current Status	Progress Summary	Challenges	Next Steps
Coordinating time for planning and collaboration.	Drafting materials and shareables	Competing priorities	Getting cross-departmental feedback, drafting messaging and communication

AMAZEworks anti-bias curriculum implementation in PK-5

Current Status	Progress Summary	Challenges	Next Steps
Currently identifying sites with Amaze Kits and support training sites by request	Training sites by request and delivering kits	Identifying which sites still need kits and having to deliver kits to Elementary sites ourselves	Deliver remaining Amaze Kits, and train sites that have requested AmazeWorks training

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

Wayfinder K-12 SEL Curriculum Implementation

Current Status	Progress Summary	Challenges	Next Steps
<p>21 whole school implementation, 14 small group school implementation, additional schools seeking training in Q3. Dec 13 PD: 7 schools and SIS/EEC departments. Student focus groups</p> <p>Train pathway sites: SEL team met with Takoda, South, and Sanford to begin support, NEMS planning meeting in near future, Anishinabe implementing curriculum schoolwide</p>	<p>Coordinating with additional sites to train staff in Wayfinder</p>	<p>Competing priorities</p>	<p>Train more school sites, support usage and Waypoints</p>

SIS = School Improvement Specialist
EEC = Educational Equity Coordinators
NEMS = North East Middle School

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

	Current Status	Progress Summary	Challenges	Next Steps
Las Estrellas, Wilder and South High: Safe Entrance Design	Las Estrellas, Wilder in Bid Phase (ahead of schedule). South waiting on Bond funding and Finance. Expect design Phase in Q3	2 of the 3 projects ahead of schedule	Set up of South entrance for funding. Working with Finance to resolve	Start of South entrance design when Bond funds become available
Edison, Folwell, Wilder, Washburn, Page: Replace aging equipment	70% complete gathering generator information at all MPS schools	Detailed spreadsheet on on generators developed and being completed	Site visits and information gathering took longer than anticipated	Complete information gathering on generators
All schools: Develop building cleaning maps and focus	Mapping is 90% complete. Being loaded into the shared drives by QA Supervisors	All mapping will be completed and stored in the share drive	Digitizing the maps for storage	Complete loading of maps into shared drive

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

	Current Status	Progress Summary	Challenges	Next Steps
All schools: Walk zone reductions investigation	Securing technical assistance in pulling current data for use in the analysis.	Existing reports are available and informing current analysis.	Reductions in data evaluation support New routing software not yet operational.	Cost estimate for each 1/4 mile of reduction + report on walk zones reduction during the redesign.
200 Safety & Health inspections	Various Inspections and testing status: Asbestos 0% /AWAIR 50% /CTE 80% /IAQ 50% /Lead in Water 80% /Radon 90% /Playgrounds 100% /Science 0% /S/T/F 100% /Hoist 100% /Stage Rigging 100% /State Fire Marshal 80%	On schedule of meeting completion of a minimum of 200 inspections/testings districtwide	Non identified	Asbestos scheduled for spring 2025. Science inspections will start this month. Continue on schedule with other inspections
Update Mobility Impairment Evacuation Plans	50% complete	On schedule with reviews. Planning updates through SY 24/25.	Non identified	Continue process

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

Wellness Policy 6690 per USDA Healthy, Hunger Free Kids Act

Current Status	Progress Summary	Challenges	Next Steps
Request to update Wellness Policy and identify Senior Leader submitted to Assistant to the Superintendent & Board	In progress; awaiting next steps	Elevating Wellness Policy compliance	Work with Assistant to the Supt & Board and/or designees to accomplish goal and follow-up as needed; prepare for MDE Administrative Review Jan 27-31

Restore district Wellness Committee

Current Status	Progress Summary	Challenges	Next Steps
SMART goal identified: By Jun 30, compliant and active Wellness Committee established convened at least once. 25/26 meeting schedule finalized	Work will commence once Senior Leader is identified	“	“

Goal 3: Effective Staff

3.3 Deepen strategic recruitment of high quality, diverse teachers and staff
high-quality, diverse teachers and staff

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

3.3 Deepen strategic recruitment of high quality, diverse teachers and staff high-quality, diverse teachers and staff

Current Status	Progress Summary	Challenges	Next Steps
<p>Newly hired staff across all groups during 2024: 55% staff of color 45% white staff</p> <p>Overall district demographics: 39% staff of color 61% white staff</p>	<p>Continued our efforts to hire district staff, specifically diverse staff.</p> <p>We are partnering with the Equity and School Climate area to organize a district group to attend the Legacy Bowl Career Fair in February, which is the largest HBCU career fair in the nation.</p> <p>Leveraging Grow Your Own programs for recruiting ESPs as a benefit for working at MPS.</p>	<p>without a dedicated recruiting position due to staff turnover</p> <p>Replacement recruiter will start near the end of January</p>	<p>Attend the Legacy Bowl Career Fair with a focus on recruiting upcoming graduates and transitioning them into our Early Contract Hiring process for teaching positions.</p> <p>Regular recruitment of staff will continue through quarter 3 and the Early Contract Recruitment cycle will begin during Quarter 3.</p>

HBCU = Historically black colleges and universities

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

Current Status	Progress Summary	Challenges	Next Steps
<p>The funding for this project ended prior to the 24-25 SY</p>	<p>The project included collecting caregiver feedback in our sites with the highest percent of students qualifying for education benefits. This feedback was summarized by the REA department and shared with district leadership at the close of each school year of the project</p>	<p>Much of the feedback gathered was specific to individual schools' needs, which made it difficult to tie it to HR policies and practices at the district level</p>	<p>At each of the sites who participated in site-based PPE, school leaders have access to the summaries of data and can use it to inform planning of site-based PD and hiring practices</p>

PPE = parent participatory evaluation

Goal 4: School & District Climate

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

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

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

4.5 Support community partnerships to enhance student experiences and learning opportunities

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

Staff Recruitment and Retention (Anti-Bias Anti-Racist Team of the Equity and School Climate Team)

Goal: create sustainable, evidence-based strategies and a framework that enhances the capacity of (ABAR) Teachers on Special Assignment (TOSAs) and Educational Support Professionals (ESPs), to support site-based staff, aid in recruiting staff, create retention programs and enhance the efforts to support staff of color while building a harmonious work environment

Current Status	Progress Summary	Challenges	Next Steps
First round of site visits at 19 sites completed	Site visits included: staff check-ins for all ESPs and non-tenured licensed staff of underrepresented populations at sites	Site visits: messaging challenge via site leaders to staff, leading to low attendance	Identifying a point person at each site for better communication
Staff feedback collected	Collection of staff feedback		Onboard our new ESP mentor
7-week teacher training started	Attended the NAME Conference		Starting virtual office hours/monthly gatherings for our portfolios
Hiring process for ABAR mentor started	Hiring process for the vacant ESP Mentor		Virtual book study <i>Start Here, Start Now</i>

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

Talent Management & Development Team of the Human Resources Division

Current Status	Progress Summary	Challenges	Next Steps
Waiting on collaboration between the HR and Equity Departments regarding how the equity competencies will be used to inform the above	Equity Competencies were shared with the SOEI revision task force, in addition to other tools to help support revision work	Large amount of turnover at the district level	Given the large amount of turnover at the district level, decisions have not yet been made regarding next steps

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

Project	Current Status	Progress Summary	Challenges	Next Steps
Equity Considerations Processes for Budgeting	On track with Equity Considerations Process	Updates to the annual Equity Considerations for Budgeting process based on staff feedback Principal training on new form included in SIPs	Non identified	Determining completion timeline by end of Jan REA staff will - support leaders in process - create public facing versions of each form, - create summary report
School Climate Student Survey (SCSS)	On track with planned work - collaboration of REA with Equity and School Climate team	Round one and school-based and district level summaries completed. Supporting materials & training for co-interpretation created.	HR's survey window overlapped the SCSS survey → extended completion window for 70% completion threshold	1. Data summary publications Data co-interpretation 2. meetings at each site 3. Actions plans for improvements prior to second survey in May

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

School Transformation Feedback Gathering

Current Status	Progress Summary	Challenges	Next Steps
<p>The Spanish Dual Language Taskforce data published Jan 21</p> <p>Transformation survey is still open</p>	<p>REA partnership with Academic/Communication to launch launch surveys</p>	<p>Gathering data that represents student demographics</p>	<p>REA is supporting Communications and Engagement to ensure that we are reaching a more representative subset of our district's population.</p>

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

Increasing enrollment and equity by moving magnet waitlists

Current Status	Progress Summary	Challenges	Next Steps
<p>In Sept-Oct of SY 23-24 161 magnet placements were done compared with 215 during the same period in the current school year</p>	<p>Update on fall placements from waitlists- particularly at High Schools and Magnets</p>	<p>The CDD goal of achieving increased economic integration through citywide magnets has not been met, due to higher than anticipated numbers of families opting for their community schools. While we should be wary of depending on parents choosing magnets to help the district increase racial and economic integration, we can use waiting lists to build families' faith in the system by continuously working to honor families' choices</p>	<ol style="list-style-type: none">1) Among the "placement priority protocols" we currently have a priority that gives students living within a half mile of a magnet school a higher weight. Removing this priority could potentially move magnet schools toward better economic balance [ExploreMPS.org/Schools/Priorities]2) Codifying the practice of year-long continuous movement of magnet school waitlists would increase enrollment and flatten over-placement3) A priority protocol is needed that would give students arriving during the school year a baseline priority for any school that has capacity or is least full, irrespective of other students on the waitlist

Improve External Relations and Volunteer Processes

Current Status	Progress Summary	Challenges	Next Steps
Process was submitted for review and approval to ELT on 11/11/24	Reviewing proposed process update to ensure that they align with potential policy changes	None identified	Handbook roll out Updating the external relations website