

Committee of the Whole Meeting

Tuesday, May 20, 2025 6:00 PM

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

- 1) **Call to Order and Roll Call**
- 2) **Presentations and Discussions**
- a. Strategic Plan Update
- 3) **Adjournment**



Committee of the Whole

05/20/2025

Our Mission:

“Minneapolis Public Schools exist to provide a high quality, anti-racist, culturally responsive education for every Minneapolis student.”

Agenda

- Superintendent updates
- Quarter 4 Strategic Plan updates including
 - Graduation rates
 - Prioritized strategies 1.1, 1.2, 2.1, 3.1 & 4.1
 - Non-prioritized strategies (written)
 - Metrics from 2022-23 → 2024-25 (written)
- Discussion

Superintendent Updates

Superintendent Dr. Sayles-Adams

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

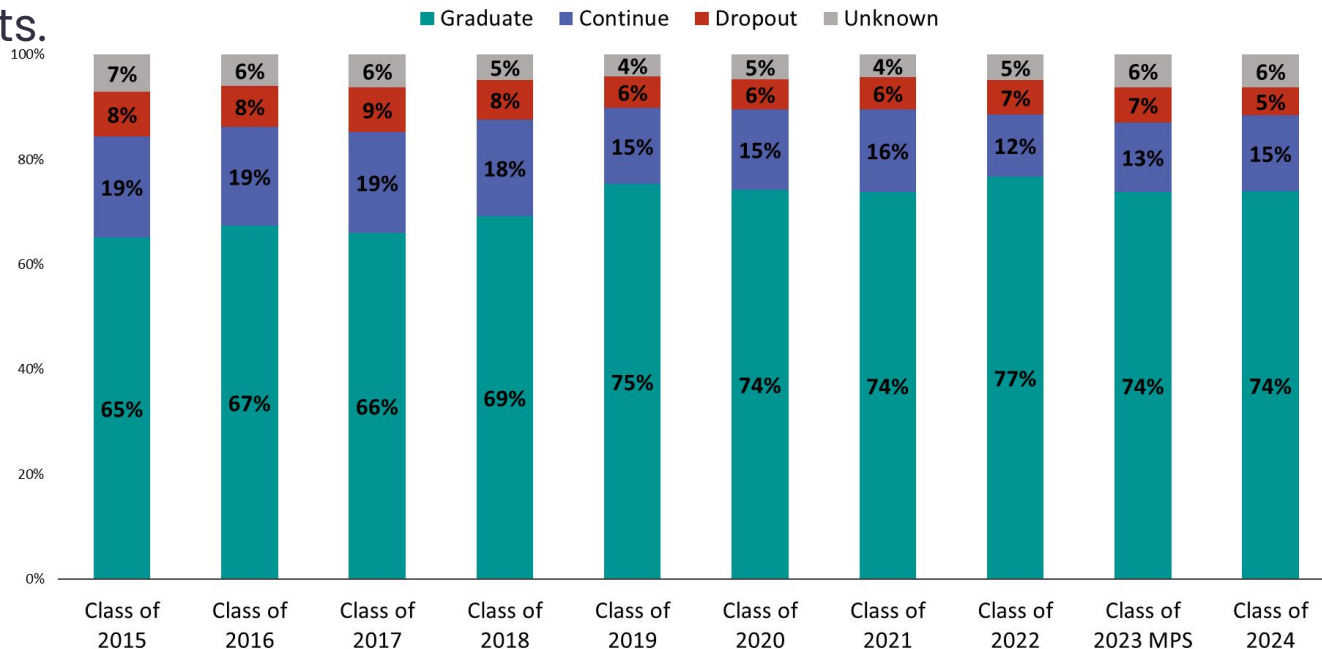
School and
Building
Climate



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

Four-Year Graduation Rate Trend

MPS' graduation rate for the class of 2024 remained steady at 74% and includes a decrease in dropouts and a paired increase in continuing students.



Progress Report on Prioritized Strategies 1.1 & 1.2

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



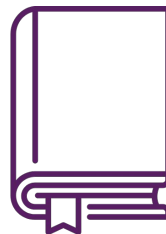
MINNEAPOLIS
PUBLIC SCHOOLS

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 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	Initial Implementation	
Progress Summary	LETRS (Volume 1-2 for phase 1.3): - licenses assigned 152 teachers were added this round EC and Administrator Licenses: - No new licenses assigned until MDE forms a full cohort - Current requests: 6 EC teachers, 7 administrators 32 CORE registrants will be grouped with 6-12 teachers for a fall start (dates TBD)	LETRS Live Sessions: - Began in April, provided by Brightworks - Capacity: 114 participants - Remaining 38 participants offered a summer cohort (3 registered / others: no response or opted out) Volume 2 Live Sessions: - Fully scheduled for next year - Participants to select cohorts before the end of this school year Stipends: Still pending for CORE participants
Challenges	Spring start date capacity: 75% of teachers. The rest needs to wait until fall. Many teachers need to make up missed sessions.	
Next Steps	Send out registration requests for fall and calendar for live sessions for next year to teachers.	

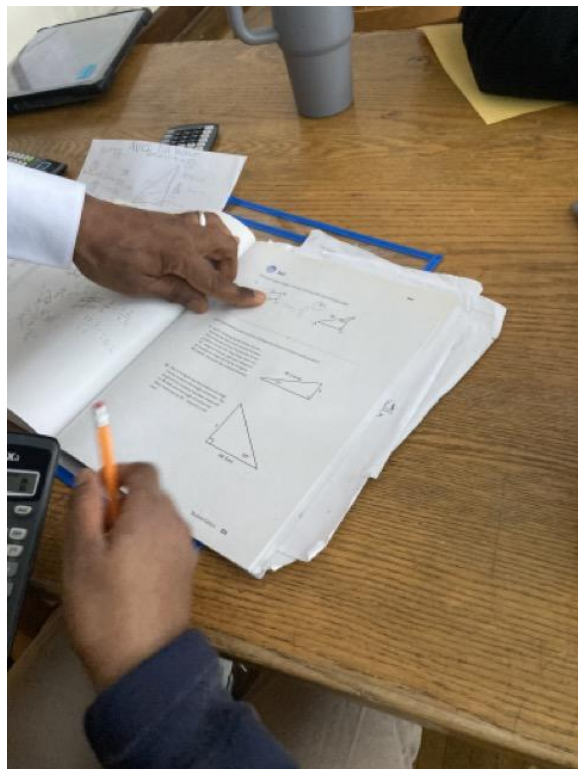
UFLI Literacy Curriculum Implementation

Success would be: 80% of 36 UFLI schools implement the UFLI Foundations curriculum in all K-3 classrooms

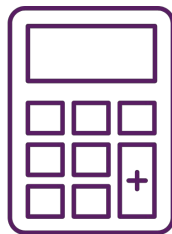
Current Status	Initial Implementation
Progress Summary	100% of all 36 sites have implemented UFLI across some classrooms K-3 → evidenced by: walkthrough, progress monitoring, and observational data. Improved consistency within buildings → supports from the MPS Literacy team, site administrators, literacy specialists, and school improvement specialists.
Challenges	Needs for supporting EL students (especially new comer) within Tier 1 foundational skills instruction. → Literacy and multilingual departments are working together to support these requests with additional training, resources, and job-embedded coaching.
Next Steps	Teacher survey on initial implementation in early adopter sites that will support August PD planning, ongoing job-embedded supports for next year, and identifying necessary adjustments to pacing and instructional guidance.



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

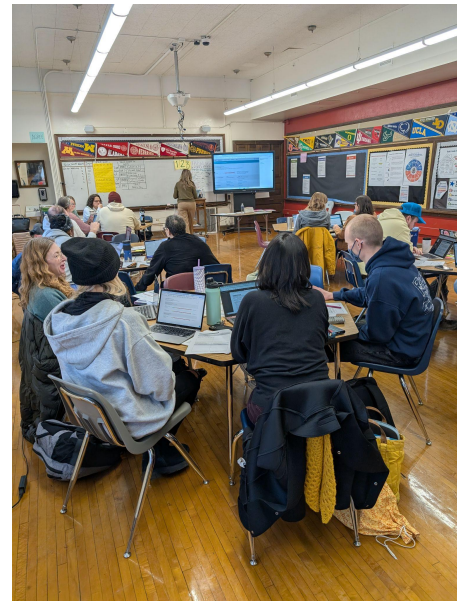
Success would be: Teachers use $\geq 2/8$ culturally sustaining mathematical practices. $\geq 80\%$ of K-5 teachers use the *Bridges* unit assessments.

Current Status	Installation
Progress Summary	• 75% of schools completed or will complete look fors by May 15 for Q3 . • Classrooms still need to work on Math Practice 3: “Construct viable arguments and <u>critique the reasoning</u> of others.” • 40% of teachers completing unit assessments on a consistent basis
Challenges	• Need for more PD on how to integrate the mathematical practices in the Bridges curriculum • Time needed to score unit assessment • Not a strong system in place to store and analyze the data
Next Steps	• Continue to reach out to schools that have not completed any data on the mathematical practices. • Working on entering Bridges Curriculum in DNA (Data and Assessment).

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.

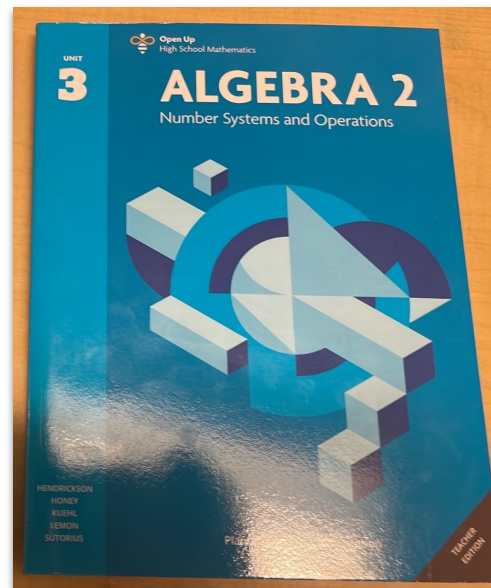
Current Status	Initial Implementation
Progress Summary	March implementation feedback survey finished with 93% response rate.
Challenges	Balancing testing time and wanting sites to administer the third diagnostic. It is optional this year.
Next Steps	Going onsite to provide a full day PD session for a school focused around differentiation and knowing when and how to support vast needs in the classroom.



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	Initial Implementation
Progress Summary	Site visits for schools where curriculum usage was unknown; passed on our findings to the principal. Finished with the March implementation feedback survey with 88% response rate. Met with a representative from each high school to talk about the requirement to have common site based summative assessments next year.
Challenges	Requiring common site base summative assessments; many of the representatives expressed some concern with the logistics of this as they do not have any common planning time.
Next Steps	Content Lead will continue to link the summatives sites have shared onto the Course Guides to encourage some collaboration and resource sharing.



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	Initial Implementation
Progress Summary	- Established a reading advisory board consisting of almost 500 respondents reviewing almost 140 different texts. - Most of the books reviewed these last two months have been newly recommended ELA books.
Challenges	Getting books out to our readers in a timely manner
Next Steps	- Complete final round of reading - Compile and disseminate all readers' responses to members on our steering committee to use to - Decide to adopt or reject ELA texts for our May 6th steering committee meeting.


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	Initial Implementation: The ARCS Rubric is currently being used in HS biology, chemistry and physics.
Progress Summary	The ARCS Rubric has now been implemented in the following curriculum adoption processes: Personal Finance, Advanced Learners, Science, and Latine Ethnic Studies. The Post-Pilot survey has been utilized in the Personal Finance pilot.
Challenges	Time for educators to complete the ARCS rubric with fidelity Need to increase number of people reviewing the curriculum → ensure multiple perspectives
Next Steps	• continue implementation in all curriculum adoption processes district-wide, including the Post-Pilot ARCS Survey for educators. • use the data to choose curriculum + develop a process that ensures we have ARCS supplemental materials when needed. • complete and pilot an ARCS post pilot student survey in the next high school adoption process. • use a modified version of the rubric to evaluate our elementary science kits this spring.

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	Full Implementation; completed April 18, 2025
Progress Summary	The SOEI Revision Labor–Management Task Force successfully agreed to revisions to the SOEI rubric language and to the observation process for implementation in 2025–26.
Challenges	The Task Force originally aimed to complete revisions by February 2025 but required additional time to come to final agreement (was completed April 18, 2025)
Next Steps	• Develop a communication and professional development plan for principals, coaches, and teachers. ◦ April 25: Shared with district instructional leadership team (ILT) ◦ May 8: Shared with principals ◦ May 12: Shared with Instructional Specialists (ISs) • Make required technical changes in SuccessFactors. • Implemented the changes to the rubric in the 2025–26 school year.

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.

The labor–management SOEI Revision Task Force agreed on three changes to the SOEI beginning in 2025–26:

1. New observation tracks

- a. Reduce overall time commitment in technical platform
- b. Focus on evidence during classroom instruction (Domains 2 and 3) and post-observation coaching conversations

2. Addition of a summative review

- a. Once every year for non-tenured teachers
- b. Once every three years for tenured teachers

3. New SOEI rubric language in Domains 2 and 3

- a. addition of observable “look-fors” to specifically describe effective instructional practices

Progress Report on Prioritized Strategy 2.1

Strategic Goal

Goal 2

Student
Well-Being



Prioritized Strategy

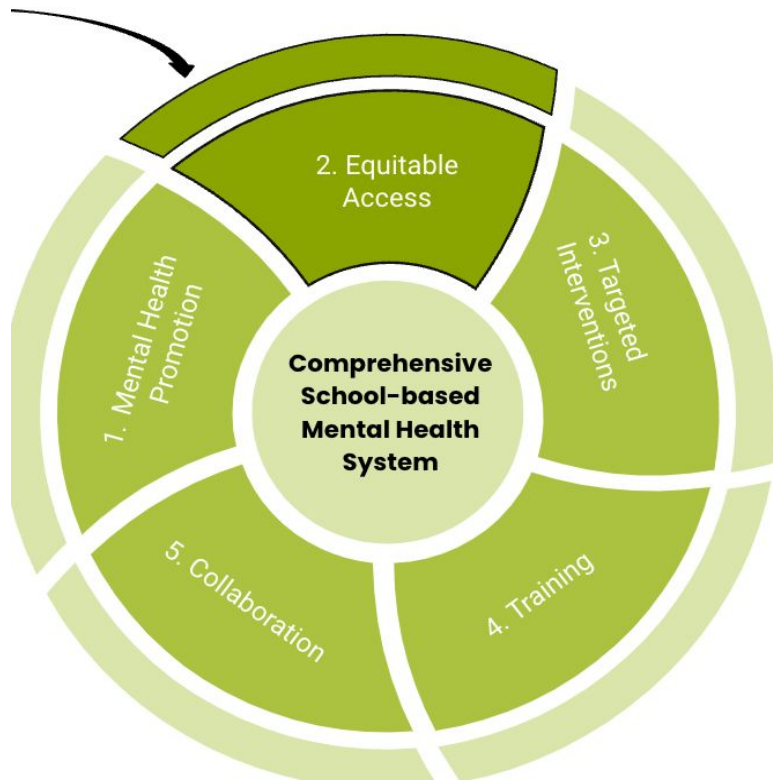
2.1 Provide equitable student access to culturally responsive counseling and mental health services.

Planned Initiatives/Work

Comprehensive School-Based
Mental Health System (CSMHS)

Data Collection System

Equitable access as part of a CSBMHS



Strategy 2.1:

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

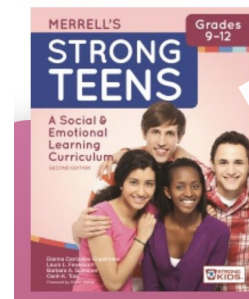
CSBMHS:

Comprehensive School Based Mental Health System

Development of a Comprehensive School-Based Mental Health System (CSMHS)

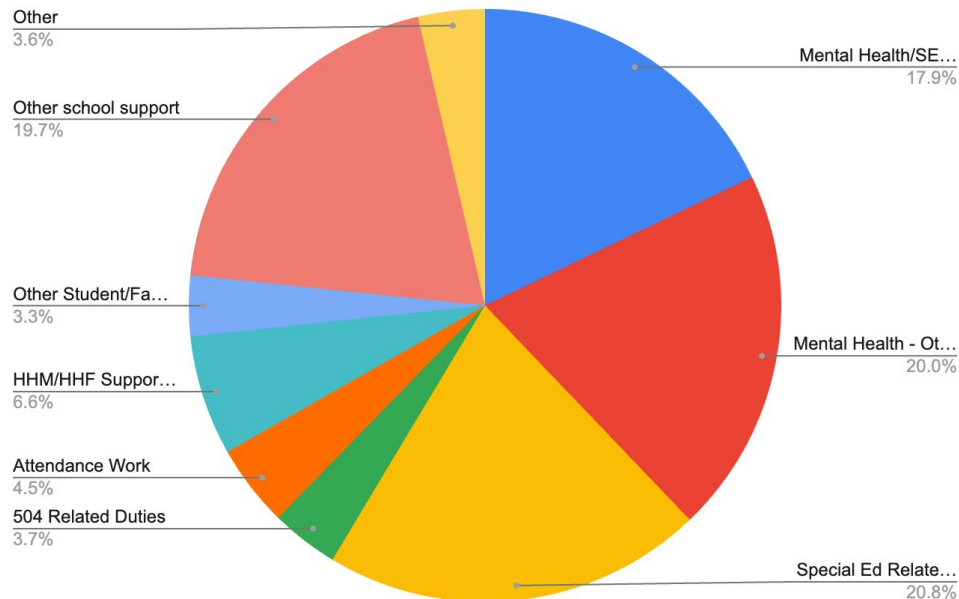
Success would be: MPS provides a continuum of culturally responsive and healing-centered mental health services including early identification and interventions for those students at risk and indicated support for students with more intense needs.

Current Status	Installation
Progress Summary	• Completed intervention recommendation. • Started planning 2025-26 training for all student support personnel on intervention tools. • Completed a time study. • Anticipating mental health pilot project to finish the year with other 300 instances of individual psychoeducation provided by our mental health support specialists.
Challenges	• Planning for support for school sites without community mental health providers in 2025-26. • Selecting intervention topics and resources.
Next Steps	• Develop our training plans, obtain resources. • Support families in transitioning to community care. • Reconsider mental health pilot sites with reduced resources.



Time Study Data

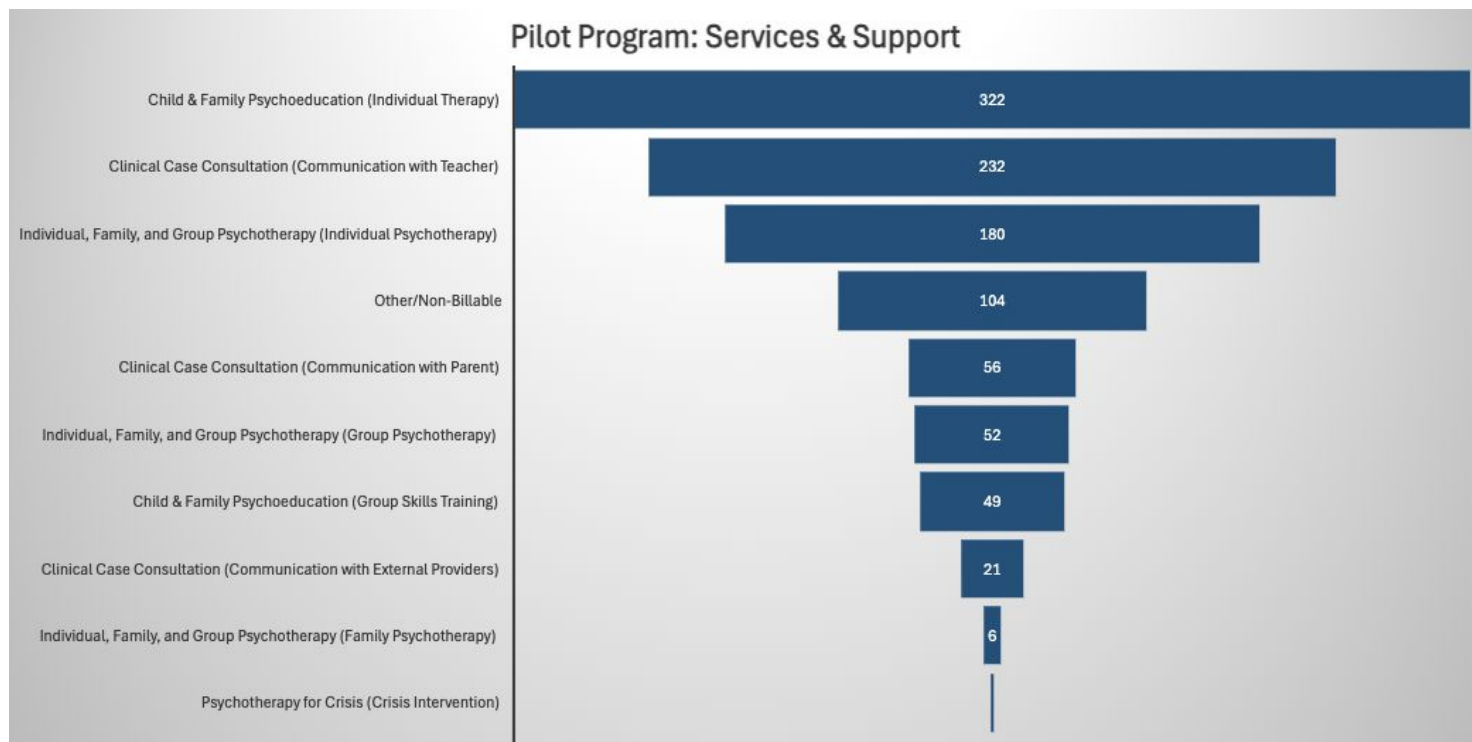
Activities	Total Year	Average
Direct Student Support	76.54	37.05%
Classroom Lesson	81.04	39.23%
Small Group	20.50	9.92%
Individual Counseling	66.15	32.02%
Crisis Intervention	51.65	25.00%
Student Mediation	1.89	0.91%
Student Leadership	2.39	1.16%
Other	4.00	1.94%
Other Direct/Indirect Student Support	61.97	30.00%
Consultation/Staff	72.57	35.13%
Consultation/Caregiver	15.10	7.31%
Referrals to Outside Agency	4.50	2.18%
Crisis Response	1.50	0.73%
MH/SST/MTSS Team Meetings	12.50	6.05%
Leadership Meeting - ILT, Equity,SLT	18.50	8.96%
Classroom Observation of Student	8.50	4.12%
IEP/504 Plan Meetings	1.00	0.48%
Caregiver Program/Workshop	7.00	3.39%
Information Sharing	11.32	5.48%
Email/Voicemail Response	15.87	7.68%
Other	14.55	7.04%
Program Planning and School Support	68.05	32.94%
Counseling Program Development	89.20	43.18%
Curriculum Development and Planning	35.65	17.26%
Professional Development	21.00	10.17%
Staff Meetings	13.65	6.61%
504 Management	8.15	3.95%
Test Coordination	1.00	0.48%
Lunch/Supervision	15.75	7.62%
Public Relations/School Events	15.75	7.62%
Other	2.00	0.97%



School Social Work

School Counseling

Mental Health Pilot Data



Development of a Data Collection System

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

Current Status	Installation
Progress Summary	Goal: increase historically low response rates on the Minnesota Student Survey (MSS) Collaborated with Citywide youth leadership group on guidance for administering the Minnesota Student Survey (MSS) in Minneapolis. Completed recommendation for a screening system to be implemented in 25-26.
Challenges	Buy in on Minnesota Student Survey & screening plan
Next Steps	Present screening recommendation to senior leadership to move forward towards initial implementation. Review MSS data. Complete the SHAPE assessment again to measure progress.



MSS Promo Materials

These student created materials were shared with building leaders in order to increase student participation in the MSS.

THE MINNESOTA STUDENT SURVEY
WHAT IT IS AND WHY IT IS IMPORTANT

★ **871,189** ★
STUDENTS
Are educated in MN,
Minneapolis makes up
3.3%

When Minneapolis schools do not participate we lose access to funding, resources, and programming.

- 1 Helps adults better understand student experience around health, safety, and academic success
- 2 Supports appropriate and efficient resource allocation not only in schools, but the district as a whole
- 3 Provides data to back up additional federal funding requests
- 4 Helps understand and address major/common issues within MPS

! Longest running youth survey in the nation
! Given every 3 years, since 1989.
! In 2025 it will be given to 5th, 8th, and 11th grades.

The MSS is anonymous
The more responses, the "more anonymous" the results

On average the response rate in MPS has been less than 7%

THANK YOU!

Be ready for the Minnesota Student Survey! (MSS)

What is it?

- Survey to learn about the life of a Minnesota student and their experiences
- Given every 3 years
- Required for 5th, 8th, and 11th grade students (but all grades are encouraged to take it)

Why should students take it?

- More responses can lead to addition funding/grants for MPS from the state
- Helps administrators better understand student experience around health safety and academic success
- Results are 100% anonymous



This slide was created by students to promote the MSS.

Progress Report on Prioritized Strategy 3.1

Strategic Goal

Goal 3

Effective Staff



Prioritized Strategy

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

Planned Initiatives/Work

Development of a comprehensive recruitment strategy for MPS' Grow Your Own (teachers) program

Collaborative alignment across all GYO program processes.

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:**

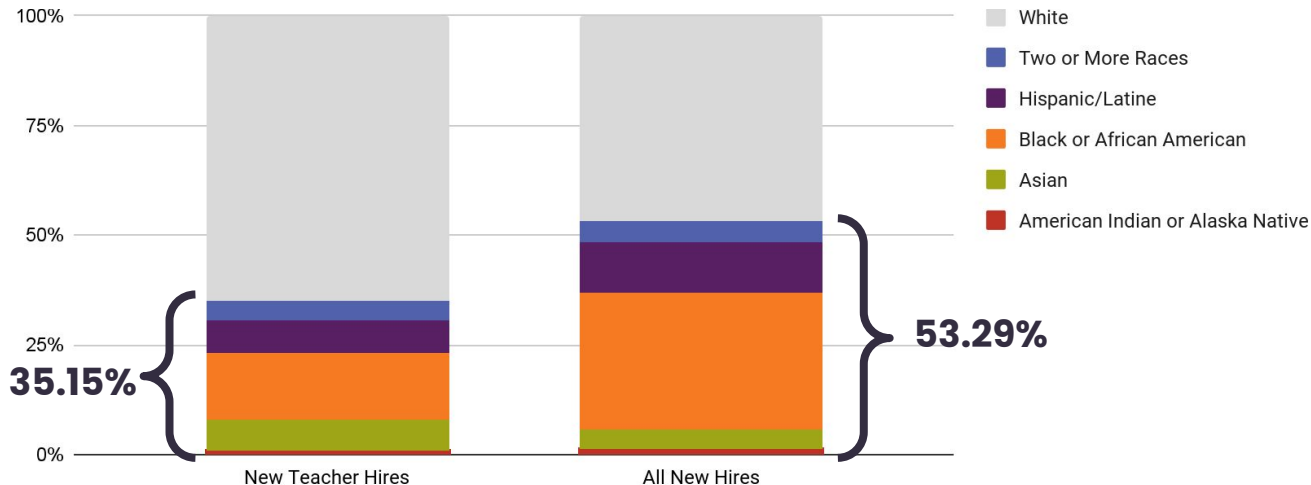
1.5% classroom teacher vacancies at start of school year

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



The 3 Grow Your Own Pathways for Staff at MPS

MPS Grow Your Own Programs

Through partnerships with local colleges and universities, we have developed three distinct adult pathways for non-teaching staff that will guide and support them toward achieving the appropriate degree and teacher licensure needed to teach.



MPS St. Thomas Residency (MSTR)

- **Who is this program for?**
Unlicensed staff and community partners
- **Licensure**
K-21 Special Education and K-6 Elementary Education
- **Degree Required**
Bachelor's degree
- **Program Length**
15 Months
- **Program Outcome**
Master's Degree & Tier 3 License

Learn more about MSTR



MPS Academy (MPS-A)

- **Who is this program for?**
Teachers and ESPs
- **Licensure**
K-21 Special Education
- **Degree Required**
Bachelor's degree
- **Program Length**
15 Months
- **Program Outcome**
Tier 3 License

Learn more about MPS-A



Teacher Apprenticeship

- **Who is this program for?**
ESPs, MPS grads and community partners
- **Licensure**
K-21 Special Education and Pre-K-6th Grade
- **Degree Required**
Associate's degree or qualifying credits
- **Program Length**
2 Years
- **Program Outcome**
Bachelor's Degree & Tier 3 License

Learn more about Teacher Apprenticeship

MPS GYO Website



mps.gyo@mpls.k12.mn.us

Our work and how we plan on reporting our progress

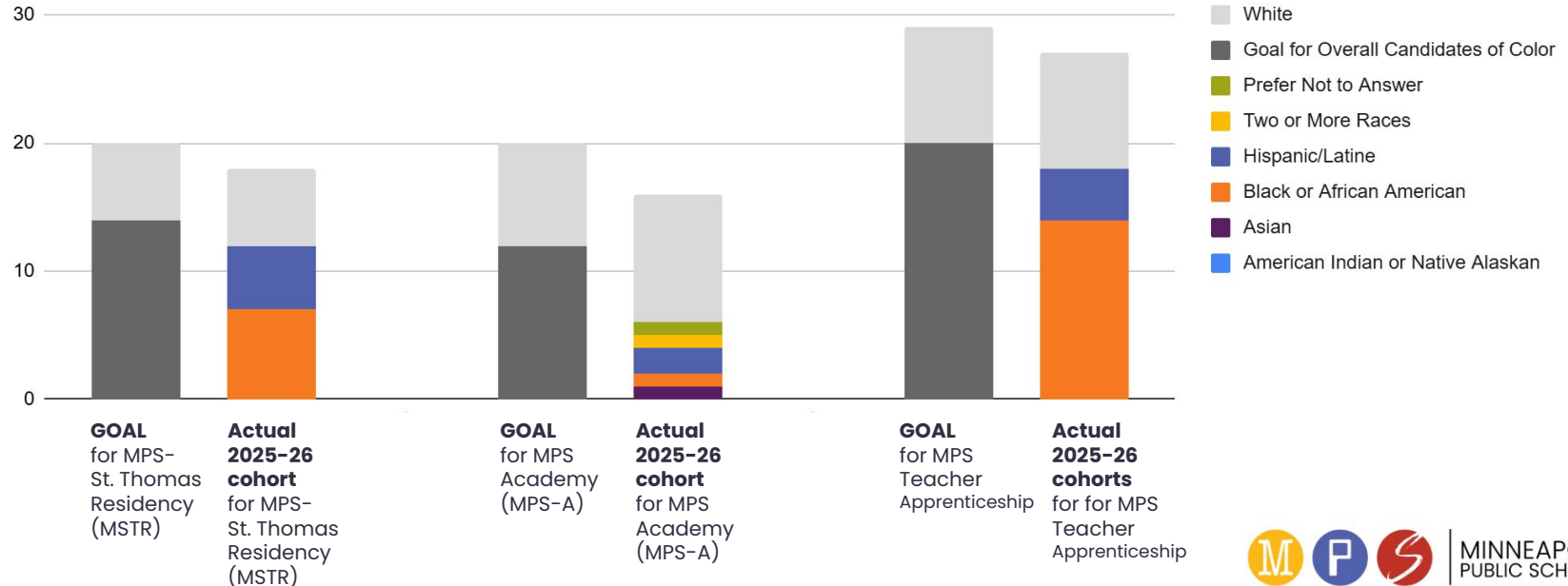
Initiatives/Work	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Development of a comprehensive recruitment strategy for MPS' Grow Your Own (teachers) program	Collaborating with the MPS Communications Department to begin implementation of the GYO marketing plan	Beginning implementation of the comprehensive GYO recruitment plan	Completing implementation of GYO recruitment plan	Finalizing site placements and Cooperating Teacher/Journey Worker pairings for 2025-26 GYO candidates
Collaborative alignment across all GYO program processes.	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 (early contracts and Interview & Select)

Development of a comprehensive recruitment strategy

Current Status	Progress Summary	Challenges	Next Steps
Full Implementation On track to complete by end of Q4	Application and selection process for 2025-26 GYO candidates is complete Site placements and selecting Cooperating Teachers/Journey Worker pairings for GYO candidates in progress Final cohort sizes for 2025-26 are: (see next slide) MPS-St. Thomas Residency: 18 total Residents; 66.7% (12/18) Residents of color MPS Academy: 16 total Candidates; 31.3% (5/16) Candidates of color MPS Teacher Apprenticeships: Special Education Apprentices retained 14/15 (93%) into program year 2 13 PreK-6 Apprentices; 76.9% (10/13) Apprentices of color selected for program year 1	Meeting goals for total cohort sizes was limited by the FY26 budget Uncertainty about federal and state grants and district funding for future programming impacts recruitment efforts	Recruit and select the Cooperating Teachers/Journey Workers for 2025-26 Finalize site placements and Cooperating Teacher/Journey Worker pairings with 2025-26 GYO candidates

Recruitment Goals – Adult (Staff) GYO Pathways

	Total GYO Participants	Proportion of GYO Candidates of Color
Goals	69	66.7% (46/69)
Final 2025–26 GYO Cohorts	61	59.0% (36/61)



Collaborative Alignment of all Grow Your Own Processes

Current Status	Full Implementation
Progress Summary	Supporting 2024-25 GYO candidates to navigate application and hiring structures after program (early contracts and Interview & Select) Meet & Greet event with principals on Thursday, May 8
Challenges	Predicting vacancies at least one year prior to strategically drive GYO recruitment efforts
Next Steps	Support 2024-25 GYO candidates through Round 2 of Interview & Select Reflect on this year's implementation to plan improvements and goals for 2025-26



Graduation Night of the 2022-23 MSTR cohort (MPS-St. Thomas Residency Program)

Progress Report on Prioritized Strategy 4.1

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 of the Climate Framework

Refining the Equity & School Climate Teams

Implementation of a District-Wide Climate Survey

Relaunch of the Climate Framework

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

Current Status	Progress Summary	Challenges	Next Steps
Initial Implementation	Climate Framework overview completion 2023-24: 20 schools 2024-25: 38 schools In progress: 10 schools The Equity and School Climate team trained more than 500 site-based staff in their Climate Framework overview sessions.	Collecting data to accurately show which school sites have had the Climate Framework overview	Follow up with school sites who have not had the initial climate framework overview. Create and finalize climate framework refresher training to implement in 2025-26.

Equity and School Climate Department Look-Fors

- Climate Framework overview with staff
- Number of attendees
- Equity and School Climate Team established?
- Type of School Climate Team (stand-alone or paired with another committee)
- Meeting frequency
- Meeting agendas
- SIP (School Improvement Plan) Goal 4 reference
- Site support status for School Climate Student Survey

Refining the Equity & School Climate Teams

Success would be: 75% of schools have formed an Equity & School Climate Team (ESCT) that meets at least once a month.

Current Status	Initial Implementation
Progress Summary	89% of schools are holding ESCT meetings at least once a month. Drafted Equity and Climate Team Guidelines to be implemented for the 2025-26 school year.
Challenges	There is a need for better mechanisms of gathering updates from school sites in order to be more responsive to schools' needs.
Next Steps	Review draft guidance with various internal stakeholders prior to implementation.

Equity & School Climate Team Guidance 2025-2026

Introduction

This document provides guidance for school-based Equity and School Climate Teams (ESCTs) in Minneapolis Public Schools (MPS). It aims to support teams in promoting equity, inclusion, and a positive school climate, ultimately eliminating disparities in student outcomes. By utilizing the School Climate Student Survey (SCSS) data, employing the ORID protocol, and implementing evidence-based strategies, ESCTs can create supportive learning environments for all students.

Team Responsibilities & Meeting Structure

- **Meeting Frequency:** Teams should meet at least monthly, with twice-monthly meetings being ideal.
- **Data Analysis:** Regularly review and analyze data, including SCSS results, using the ORID protocol (Objective, Reflective, Interpretive, Decisional).
- **Survey Review:** Regularly review the School Climate Student Survey (SCSS) data, comparing December and May results.
- **Strategy Implementation:** Implement evidence-based strategies to address identified needs.
- **Collaboration:** Work in collaboration with the Instructional Leadership Team (ILT) and Site Council.
- **Communication:** Communicate strategies and resources to all licensed and non-licensed staff.
- **Documentation:** Utilize the Equity and School Climate guidance and other district resources.

ORID Protocol

- **Objective:** What do the data show? (Facts, observations)
- **Reflective:** How do we feel about the data? (Emotional responses, reactions)
- **Interpretive:** What does the data mean? (Patterns, insights, implications)
- **Decisional:** What actions should we take? (Next steps, strategies, plans)

School Climate Student Survey (SCSS) Questions

- **Adult-to-Student Relationships:**
 - Adults from my school really try to get to know me.
 - Adults from my school show me that they care about me.
 - Right now, there is an adult from my school that I can talk to about my feelings.
 - Adults at my school ask me how I am doing.
 - Adults at school say nice things to me.
 - Adults at school accept how I look, dress, talk, and act (this includes my race, gender, and identity).

Implementation of a District-Wide Climate Survey

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

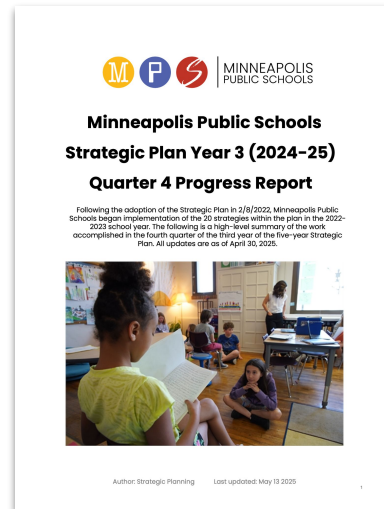
Current Status	Progress Summary	Challenges	Next Steps
Initial Implementation	63 schools completed the data co-interpretation process 47 schools have developed strategies and are engaging in a continuous improvement process to improve climate at their sites 17 schools in progress of creating strategies Completed the second round of the School Climate Student Survey between May 5-16	Integrating the work of improving school climate into existing school structures	Data co-interpretation sessions with schools using the ORID protocols. In these sessions the Equity team will help schools review the two sets of survey data in order to measure progress.

Newly formatted Strategic Plan + Year 3 Quarter 4 Summary



This document is:

- the Feb 2022 approved Strategic Plan in a document style format
- the data collection on all metrics of the first 3 years of the Strategic Plan



This document is:

- a written report on the work done in the third year of the strategic plan on all 19 strategic plan strategies

Discussion items:

- "achievement gap" metrics
- current SMART goals adjustment
- setting goals for new (replaced) metrics

Questions?

Appendix

Graduation Rates & ESSA

The Minnesota Department of Education's state plan for implementing the federal Every Student Succeeds Act (ESSA) **includes the calculation and monitoring of 4, 5, 6, and 7-year high school graduation rates for accountability purposes.**

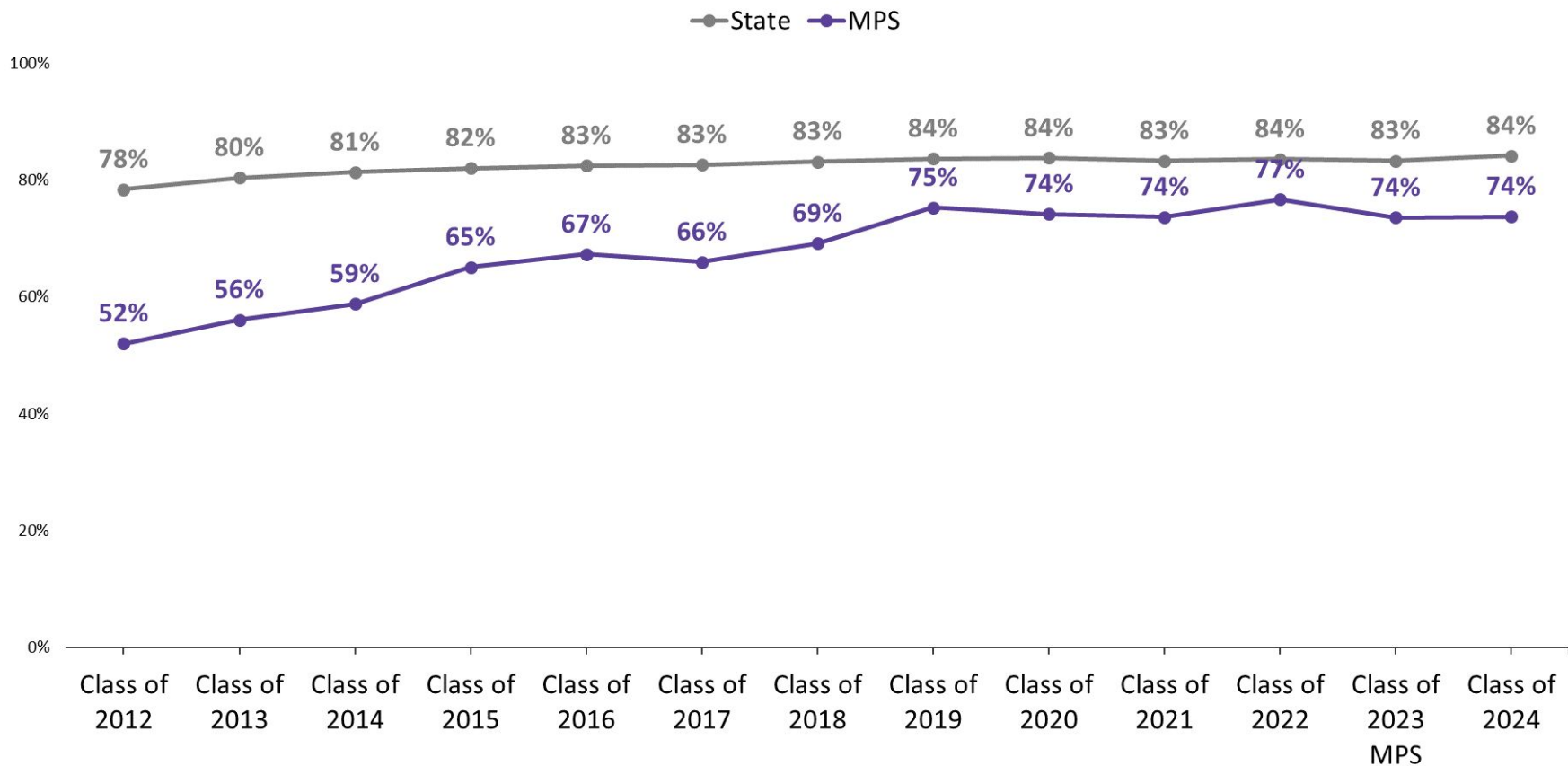
On May 6, 2025, MDE publicly released rates up to the Class of 2024.

Updated Ethnicity: In SY2023, the state publicly released re-calculated graduation rates going back to ESSA 2019 based on newly modified **State Ethnic Codes.**

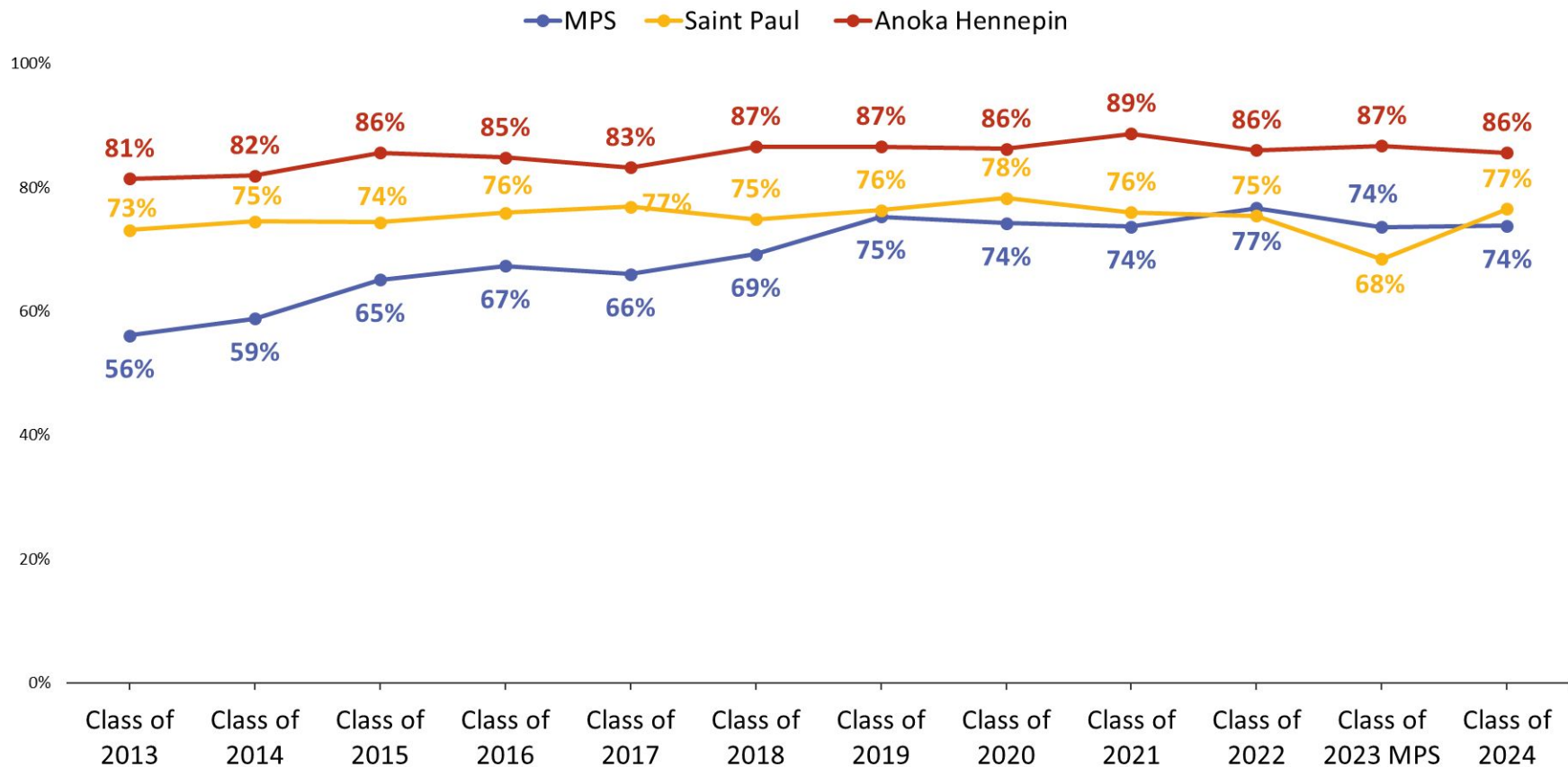
It is not appropriate to compare previous ethnic rates to the new rates shown in this report. All other groups and total graduation trend rates remain the same.

The purpose of this report is to provide the district with a summary of the ESSA Graduation Rates, along with trends and school level outcomes.

Four-Year Graduation Rate Trend

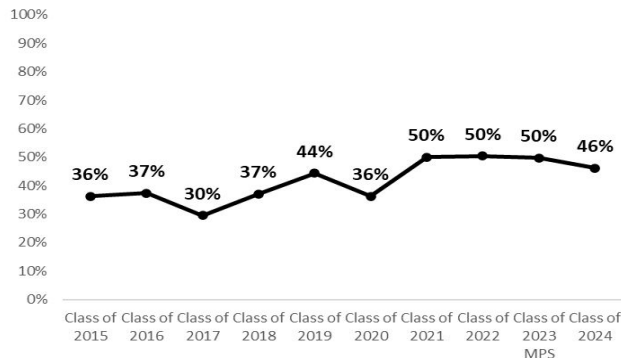


Four-Year Graduation Rate Trend – Metro Comparison

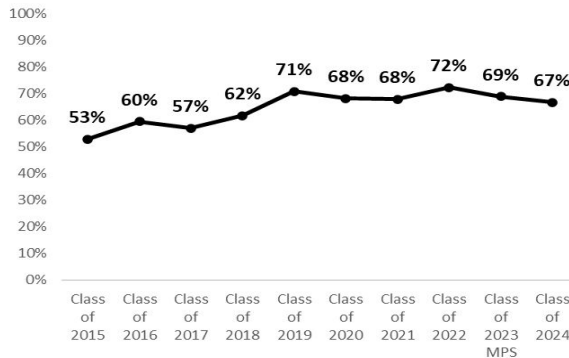


Four-Year Graduation Rate Trend by Race/Ethnicity

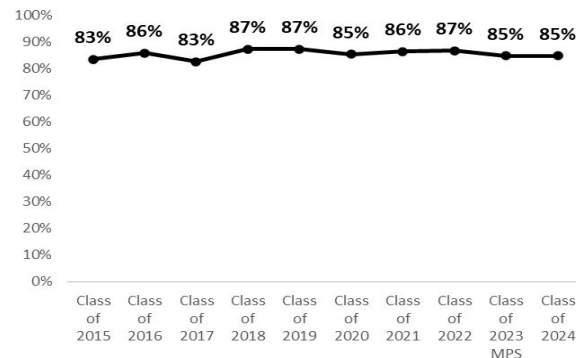
American Indian



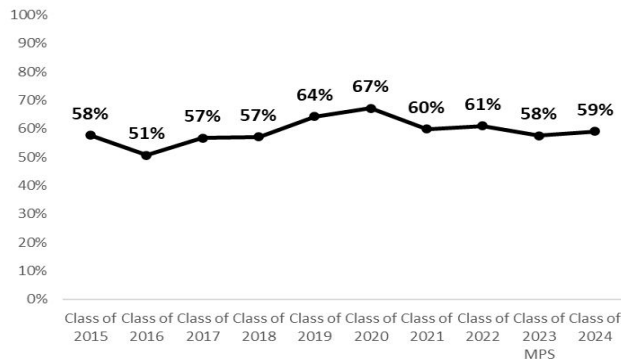
Black African Amer



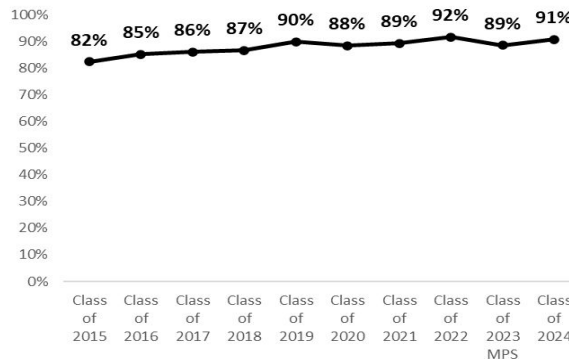
Asian



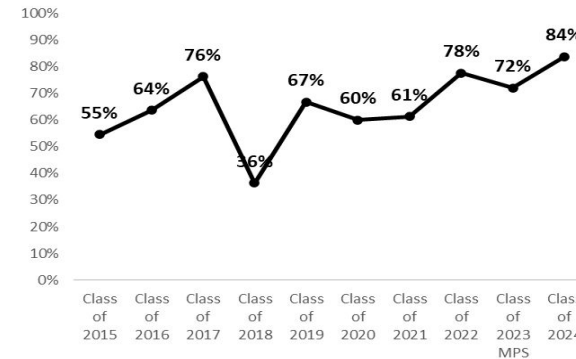
Hispanic



White



Two or More Ethnic



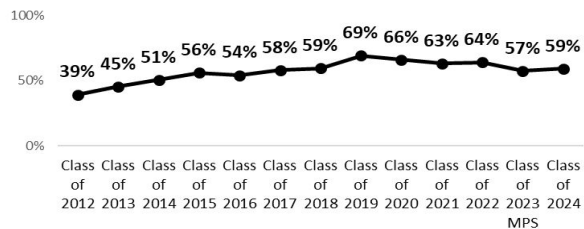
* Figures use new MDE Ethnic Rates recoded back to class of 2019 - Number of students in Native Hawaiian group too small to display. All Ns provided in Appendix



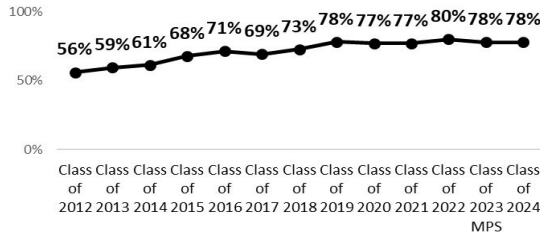
MINNEAPOLIS
PUBLIC SCHOOLS

Four-Year Graduation Rate Trend by Special Populations

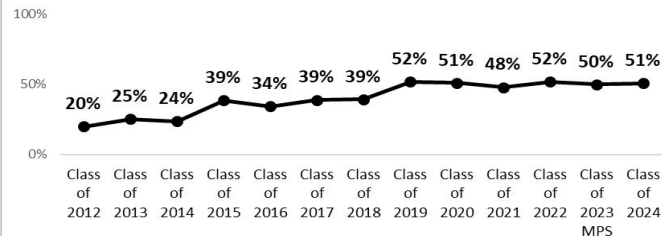
EL



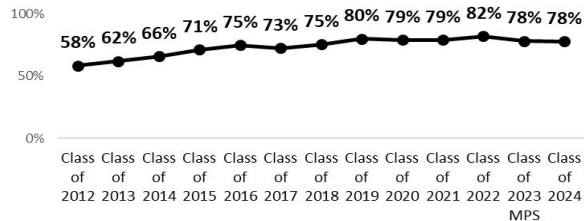
NON EL



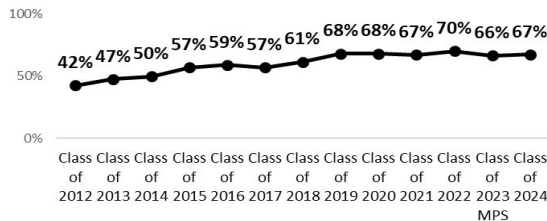
Special Ed



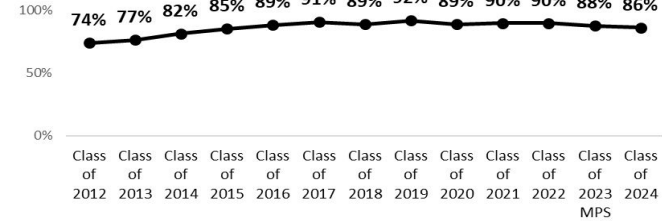
NON Special Ed



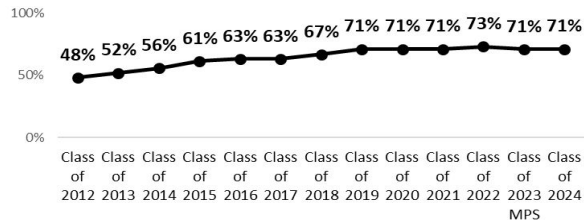
Free/Reduced Lunch



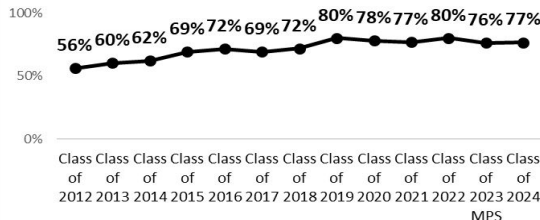
NON Free/Reduced Lunch



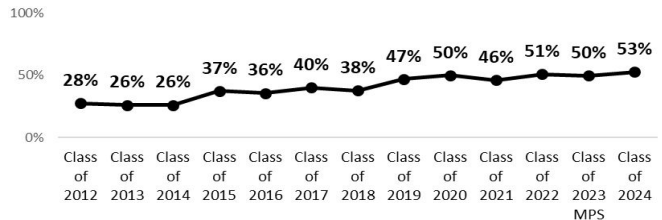
Male



Female

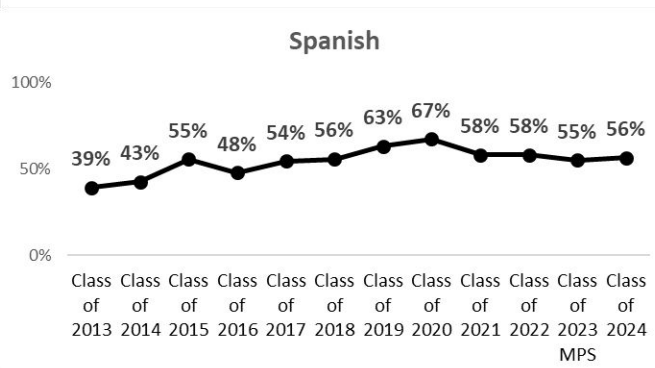
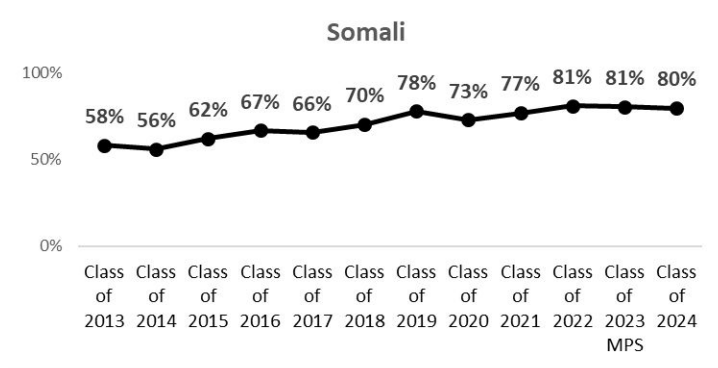
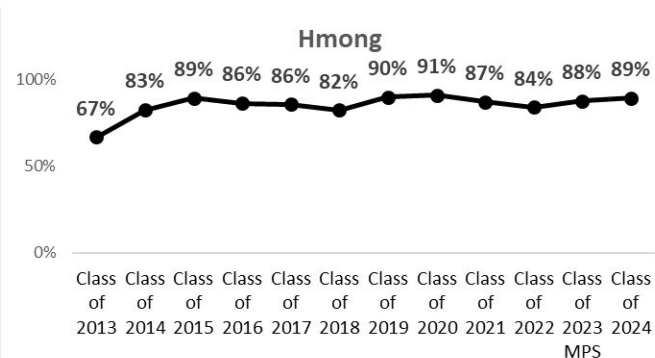
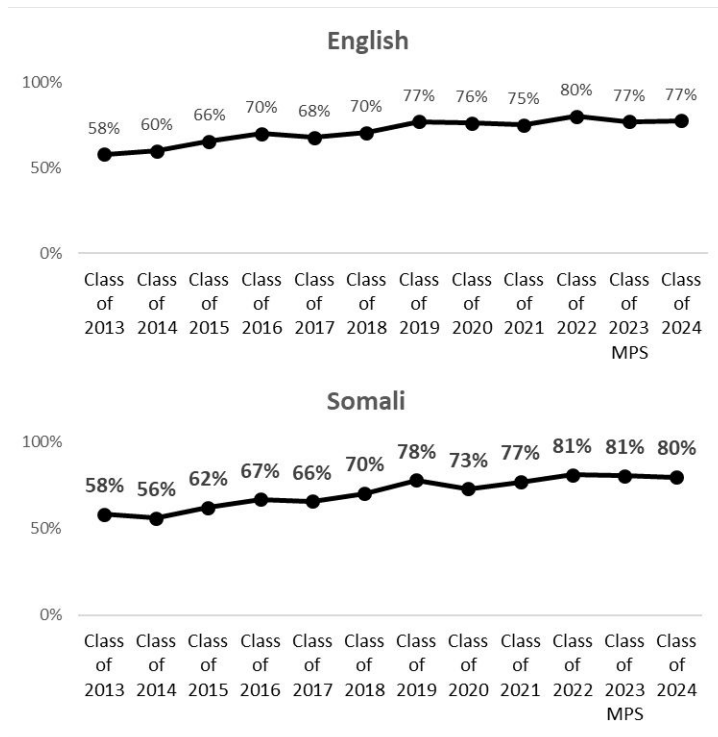


Homeless/Highly Mobile



Four-Year Graduation Rate Trend by Home Language

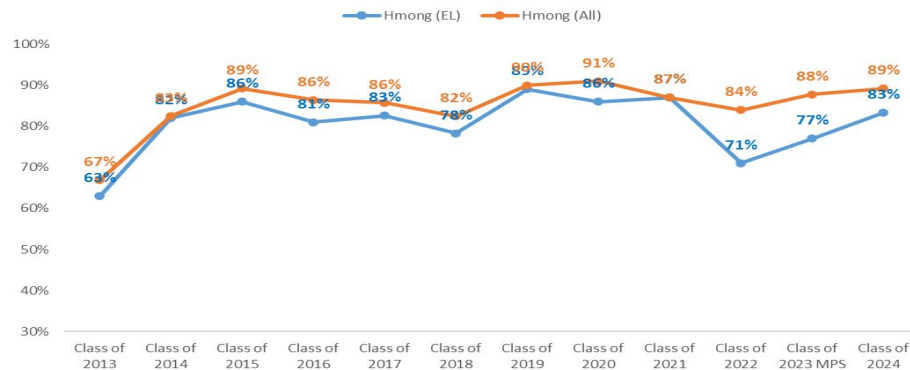
All Students



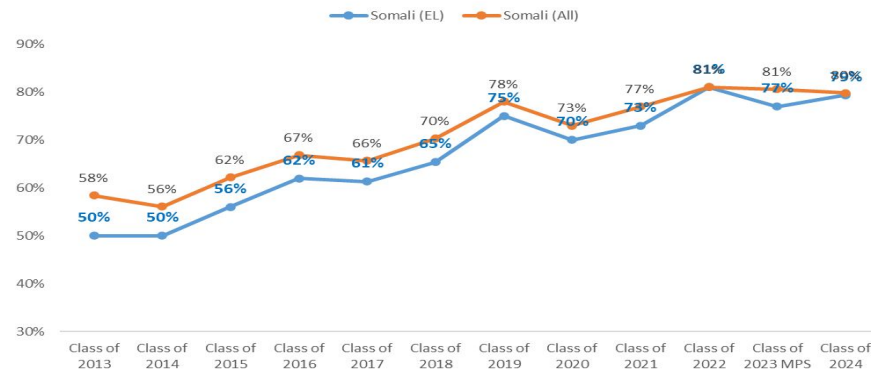
Four-Year Graduation Rate Trend by Home Language

English Learner Students Only vs. All Non-English Home Language

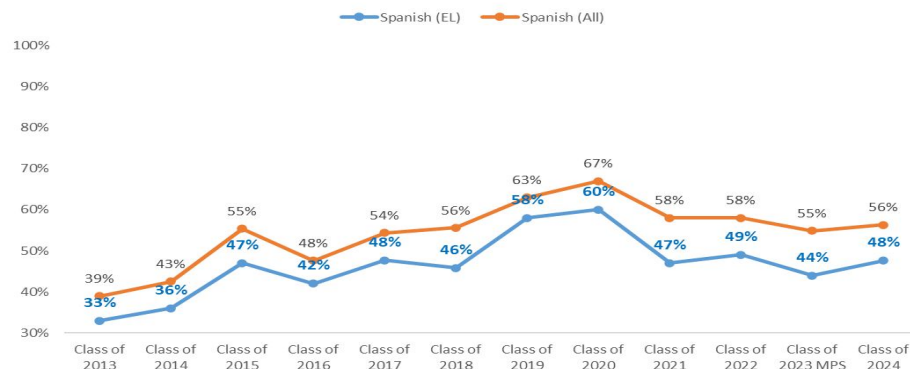
Hmong



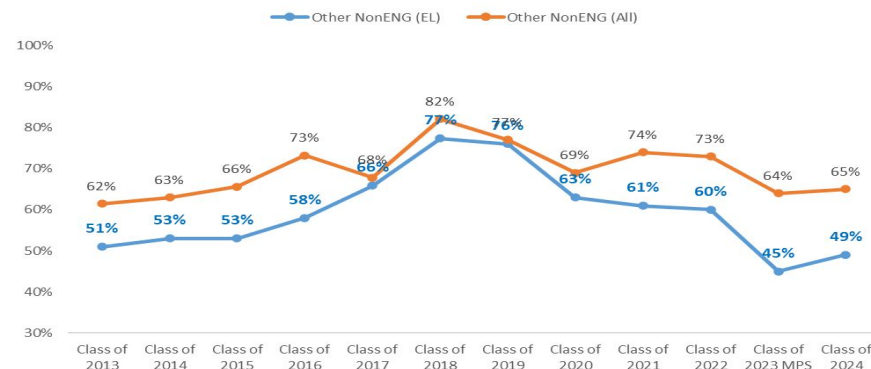
Somali



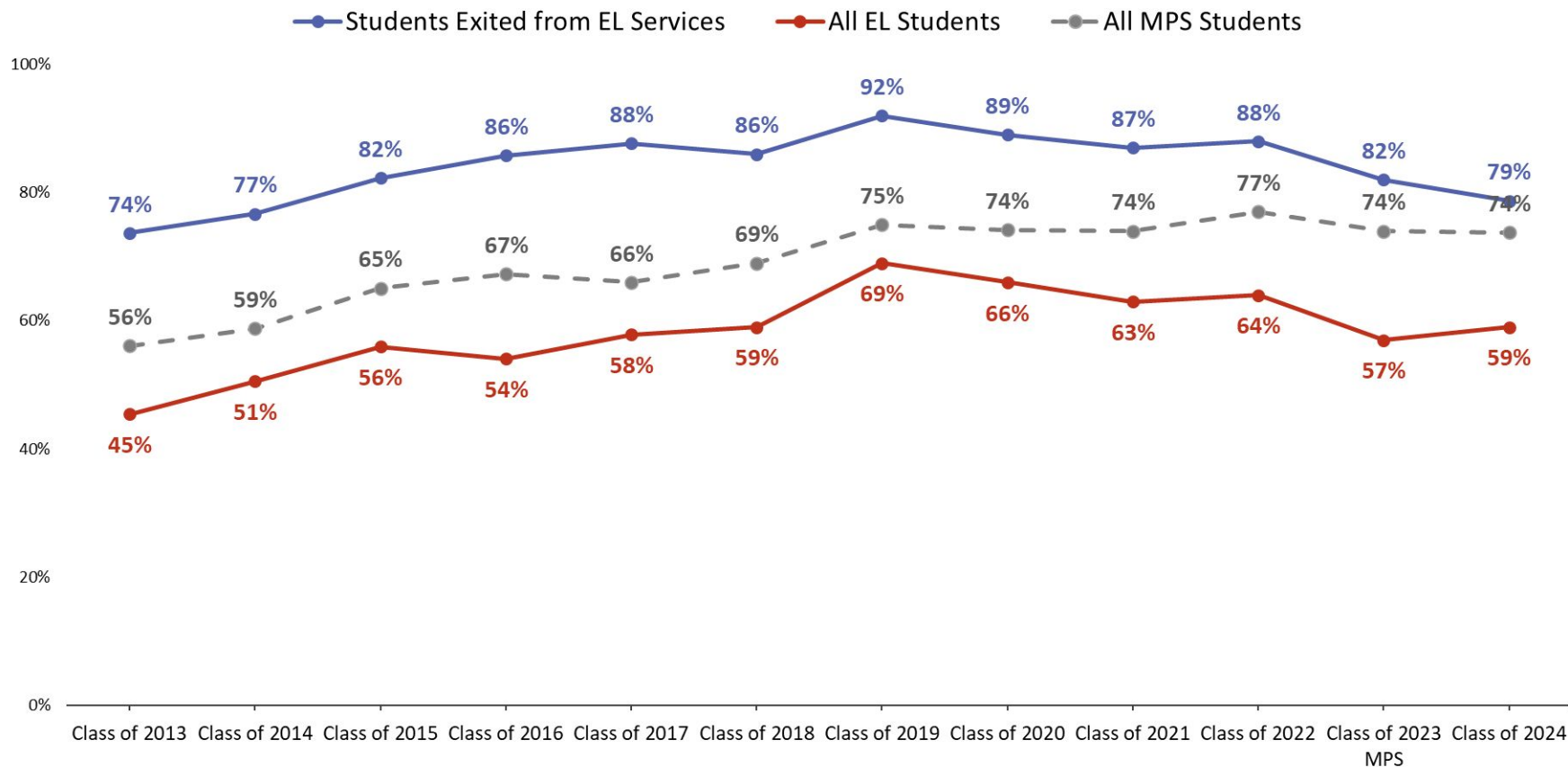
Spanish



Other Non-English Home Language



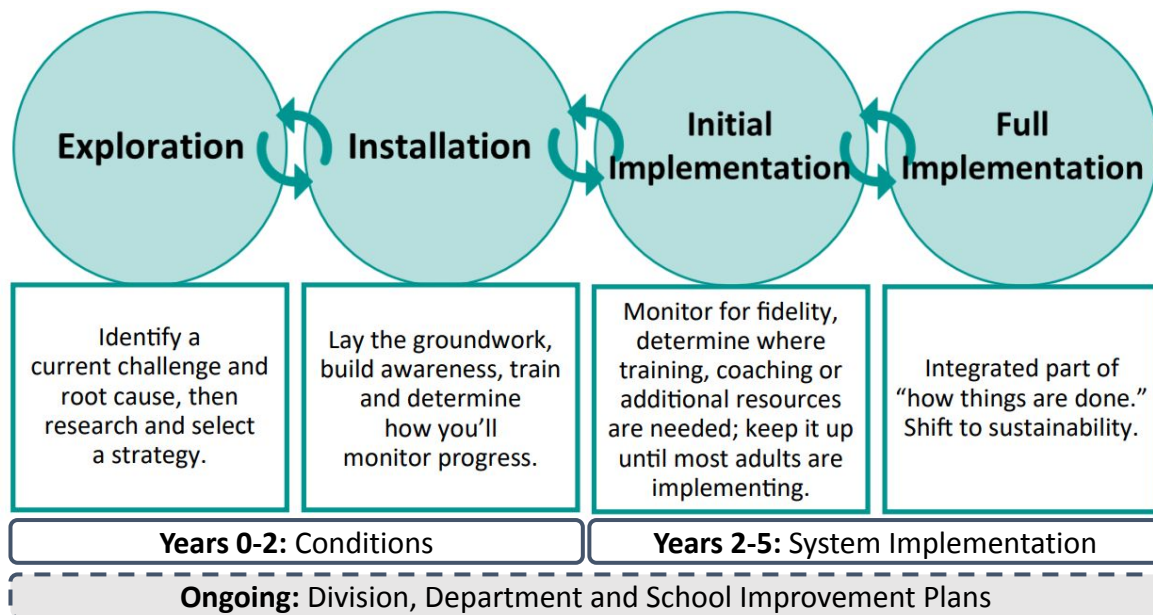
Four-Year Graduation Rate Trend by EL Exited



Implementation Science Framework

When indicating “Current Status” on a project/work related to a Strategic Plan strategy use one of these 4 options:

1. Exploration
2. Installation
3. Initial Implementation
4. Full Implementation



MINNEAPOLIS
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Minneapolis Public Schools

Strategic Plan Year 3 (2024–25)

Quarter 4 Progress Report

Following the adoption of the Strategic Plan in 2/8/2022, Minneapolis Public Schools began implementation of the 20 strategies within the plan in the 2022–2023 school year. The following is a high-level summary of the work accomplished in the fourth quarter of the third year of the five-year Strategic Plan. All updates are as of April 30, 2025.





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.

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

Structured Literacy Training per Read Act

Current status: Initial Implementation

Progress report:

LETRS (Volumes 1–2, Phase 1.3) licenses were assigned, adding 152 teachers. No new Early Childhood or Administrator licenses will be issued until the Minnesota Department of Education forms a cohort. Six Early Childhood and seven admin requests are pending. Thirty-two CORE registrants will join 6–12 teachers in the fall. LETRS Live sessions began in April, hosted by Brightworks for 114 participants. 38 were offered a summer cohort; three registered. Volume 2 sessions are scheduled for next year, with cohort selection due by school year's end. Stipends for CORE participants are still pending.

Next steps:

Send out registration requests for fall. Send out the calendar for live sessions for next year so teachers can choose their cohort.

UFLI Literacy Curriculum Implementation

Current status: Initial Implementation

Progress report:

100% of all 36 sites have implemented UFLI across some classrooms K–3, as evidenced by walkthrough, progress monitoring, and observational data. Consistency within buildings continues to improve through supports from the MPS Literacy team, site administrators, literacy specialists, and school improvement specialists.



Next steps:

Administer teacher survey on initial implementation in early adopter sites that will support August PD planning, ongoing job-embedded supports for next year, and identify necessary adjustments to pacing and instructional guidance.

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

iReady Math Curriculum Implementation

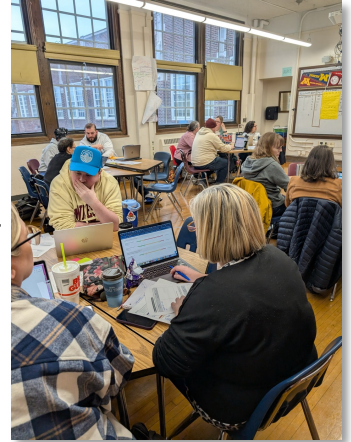
Current status: Initial Implementation

Progress report:

The March implementation feedback survey finished with 93% response rate.

Next steps:

Go onsite to provide a full-day professional development session for a school focused on differentiation and knowing when and how to support the range of student needs in the classroom.



8 Culturally Sustaining Math Practices

Current status: Installation

Progress report:

2024-25 was the first year of looking at the Mathematical Practices. 27 schools have completed look-fors or will complete look-fors by the end of April 21 for Quarter 3 or 4. Classrooms still need to work on Math Practice 3: "Construct viable arguments and critique the reasoning of others." 40% of teachers are consistently completing unit assessments.

Next steps:

Continue to reach out to schools that have not completed any data on the mathematical practices. Working on entering Bridges Curriculum in DNA (Data and Assessments).

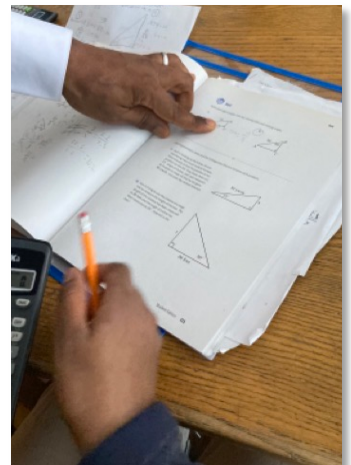
Open Up Math Curriculum Implementation

Current status: Initial Implementation

Progress report:

We visited sites where curriculum usage was unknown. We passed on our findings to the principal. We just finished with the March implementation feedback survey and had a 88% response rate. The team also met with a representative from each High School to talk about the requirement to have common site based summative assessments next year.

Next steps: Content Lead will continue to link the summative assessments schools have shared onto the Course Guides to encourage collaboration and resource sharing.



Strategy 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

Current status: Initial Implementation

Progress report:

The team established a reading advisory board consisting of approximately 500 respondents who reviewed almost 140 different texts. Most of the books reviewed in March and April have been recommended as English Language Arts books.

Next steps:

Complete the final round of reading by the advisory board. Compile and disseminate all readers' responses to members of our steering committee. The responses will be used to decide whether to adopt ELA texts at our May 6 steering committee meeting.

The screenshot shows the ARCS Resource Review Tool interface for Minneapolis Public Schools. At the top, there are logos for M, P, and S, followed by "MINNEAPOLIS PUBLIC SCHOOLS". Below this is a language dropdown menu set to "English". The main heading is "How much do you agree/disagree with the following statements about Fences?". There are two sections: "Culturally Sustaining" and "Identity". Each section has a description, a set of five radio buttons (Strongly agree, Agree, Disagree, Strongly disagree, Unsure), and a text box for explanation. The "Culturally Sustaining" section describes Fences as helping students feel important and that their culture matters, and lists culture as including traditions, beliefs, values, behaviors, language, food, music, and more. The "Identity" section describes Fences as showing respect for different kinds of people and who they are.

ARCS Curriculum Review Rubric

Current status: Initial Implementation

Progress report:

The ARCS Rubric has now been implemented in the following curriculum adoption processes: Personal Finance, Advanced Learners, Science, and Latine Ethnic Studies. The Post-Pilot survey has been utilized in the Personal Finance pilot.

Next steps:

Continue implementation of the rubric in all curriculum adoption processes district-wide, including the Post-Pilot ARCS Survey for educators. Use the data to choose curriculum and develop a process that ensures we have supplemental materials when needed. Complete and pilot an ARCS post-pilot student survey in the next high school adoption process. Use a modified version of the rubric to evaluate our elementary science kits this spring.

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

Standards Of Effective Instruction (SOEI) Task Force

Current status: Implementation

Progress report:

The SOEI Revision Labor-Management Task Force successfully agreed to revisions to the SOEI rubric language and to the observation process.

Next steps:

Develop a communication and professional development plan for principals, coaches, and teachers. Make required technical changes in SuccessFactors. Implement the changes to the rubric in the 2025-26 school year.

Strategy 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: Implementation

Progress report:

We have data about what schools have offered for 2024-25. There were reductions in well-rounded offerings of Arts, Music, World Language, and STEM, particularly in K-5 and 6-8, from 2023-24 to 2024-25. These reductions were almost entirely due to budget. There was also a reduction of Middle School Ethnic Studies.

Core Academics provided support for teachers in these areas with PD and some curricular resources. Core Academics also supported principals in strategizing around program development when faced with budget challenges. Programs such as centrally-funded Dance Residencies supported schools that have limited Arts offerings.

Next steps:

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.

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

PLC (Professional Learning Committee) Implementation

Current status: Initial Implementation

Progress report:

Professional Learning Communities (PLCs) continue at secondary sites, with some district-wide PLCs supported by content leads. Due to the October 2024 Memorandum of Agreement (MOA) between MPS and MFT, PLC time was eliminated for elementary and secondary staff who are completing LETRS or CORE. However, collaboration still occurs at some sites to improve student outcomes. Spanish Dual Language Teachers who completed CORE in March restarted PLCs with a focus on preparing for the new 80/20 Spanish/English model.

Next steps:

Evaluate the effectiveness of district-wide PLCs. As we begin the Comprehensive Needs Analysis (CNA) in preparation for the new ESSA cycle starting in 2025-26, elementary schools will consider goals and strategies that can be implemented without PLC time for a portion of the 3 year cycle. Principals will plan staff meeting schedules that include thematic professional development topics.

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

Marketing and Branding, Family and Community Engagement, and Partnerships in our Magnet School Program

Current status: Full Implementation

Progress report:

Events are planned for summer 2025. More events will be determined as we learn about them during our summer work time.

Next steps:

Schedule and attend summer events as we learn about them. Also collaborate with the Communications department to learn about upcoming Fall community events.





Goal 2 Student Well-Being

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

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

Development of a Data Collection System

Current status: Installation

Progress report:

We collaborated with Citywide youth leadership to create recommendations and guidance for administering the Minnesota Student Survey (MSS). The MSS is the statewide survey used to understand student experiences. MPS has historically had extremely low response rates. We are focused on increasing response rates going forward, so that we can use the data to inform decision-making. We have completed our recommendation for a screening system to be implemented in 2025-26.

Next steps:

Gather additional input on our screening recommendation. Present screening recommendation to senior leadership to move into initial implementation. Review MSS data. Complete the SHAPE assessment again to measure progress.



Development of a Comprehensive School-Based Mental Health System

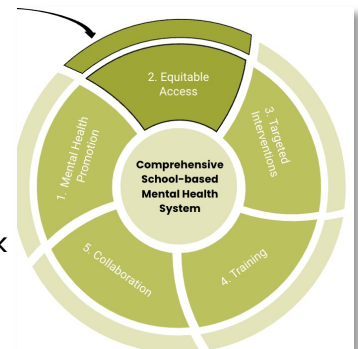
Current status: Installation

Progress report:

We completed our recommendation for interventions and anticipate training all student support personnel in intervention tools that will address student anxiety, physically acting out behavior, and academic stress in the 2025-26 school year. We also completed a time study project with the counseling and social work teams. We will use the time study data to analyze how staff are currently spending their time, so that we can support them in providing more direct student support. Finally, our mental health pilot project will finish the year with an additional 300 instances of individual psychoeducation provided by our mental health support specialists.

Next steps:

Develop training plans and obtain resources to support the Comprehensive School-Based Mental Health System. Support families in transitioning to community care where necessary. Reconsider mental health pilot sites given the context of reduced resources.



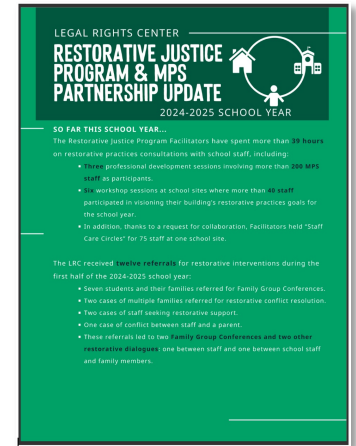
Strategy 2.2: Fully implement a restorative approach to student support.

District-Wide Restorative Practices Implementation

Current status: Initial Implementation

Progress report:

So far this school year, the Restorative Justice Program Facilitators have spent more than 39 hours on restorative practices consultations with school staff, including: 3 professional development sessions involving more than 200 MPS staff and 6 workshop sessions at school sites where more than 40 staff participated in visioning their building's restorative practices goals. Facilitators also held "Staff Care Circles" for 75 staff at one school site. The Legal Rights Center (LRC) received twelve referrals for restorative interventions thus far in 2024-25.



Next steps:

Build out the calendar for next year. Work with LRC to align the trainings with the district calendar of professional learning opportunities. Create a district-wide implementation plan.

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

Social Emotional Learning (SEL) Developmental Designs K-12 Approach

Current status: Initial Implementation

Progress report:

The SEL Team held two refresher PDs in Quarter 4. There were no 4-day workshop offerings as of Quarter 4.

Next steps:

Locate funding for 2025-26 workshops and support individuals trained in Developmental Designs.

AMAZEworks Anti-Bias Curriculum Implementation in PK-5

Current status: Initial Implementation

Progress report:

District staff supported new AMAZE schools. Schools without AMAZE kits in 2024-25 received a PK-5 school set. Administrators received communication regarding kits.

Next steps:

Support the implementation of AMAZEworks with limited capacity.

Wayfinder K-12 Social Emotional Learning (SEL) Curriculum Implementation

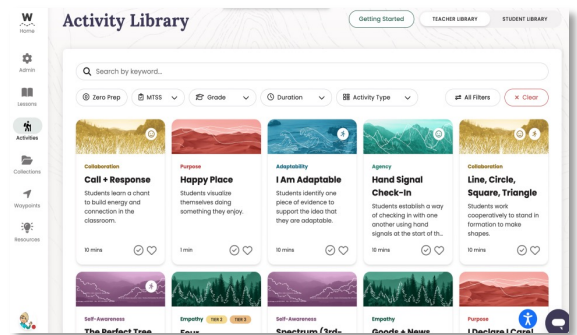
Current status: Initial Implementation

Progress report:

The team supported schools that requested training or follow-up throughout the year. In addition, the team reached out to schools to enroll new sites for 2025-26 implementation. 23 sites' entire staff were trained in 2024-25, and 7 schools with small groups.

Next steps:

Enroll and train new school sites. 2025-26 will include 19 new whole-school site trainings. The total school enrollment/implementation will be 42 schools.



Strategy 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.

Examining Walk Zone Reductions

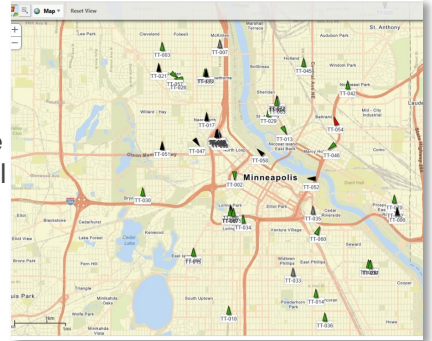
Current status: Initial Implementation

Progress report:

Continued implementation of the new routing software is moving ahead. Summer school enrollment is loaded into the new system. This provides the ability to route summer school students without the need to load the entire district.

Next steps:

Once the full data set of all students is loaded into the new routing software and fall routing is complete, operations will review the impacts of the reduction of walk zones. The evaluation will be completed for each 1/4 mile reduction in walk zones.



Safe Entrance Design and Construction

Current status: Exploration & Initial Implementation

Progress report:

At South High, the team is engaging with the school community on design options and will select the final design option on May 15. Additionally, construction began at Las Estrellas on April 1 and on April 21 at Wilder.

Next steps:

Construction at South High will begin in summer 2026. At Las Estrellas, the interior completion is scheduled for August 15 and exterior completion for December 31. Wilder's interior completion is scheduled for August 29 and exterior for December 31.

Replacing Aging Equipment at Schools

Current status: Initial Implementation

Progress report:

Fire protection piping, flushing, and sprinkler head batch testing are all currently on schedule. The fire protection re-construction meeting is scheduled for April 30 for Washburn and Page. Generator construction at Edison, Folwell, and Wilder starts June 1.

Next steps: Schedule core work activities immediately after school dismissal in June. Construction will begin June 11. Generator completion is scheduled for August 18.

Strategy 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.

Providing Physically Safe School Environments

Current status: Full Implementation

Progress report:

The team is finishing up all inspections and updating information on SharePoint. This team was fully staffed this year and was able to stay on schedule. The Environmental Health & Safety team continues to improve its processes leading to more efficiency.

Various Inspections and testing status: Asbestos 100% / AWAIR 100% / CTE 100% / IAQ 100% / Lead in Water 100% / Radon 100% / Playgrounds 100% / Science 100% / S/T/F 100% / Hoist 100% / Stage Rigging 100% / State Fire Marshal 100% (200+ total)

Next steps:

Start planning for next year.

Providing Strong Emergency Management Practices

Current status: Full Implementation

Progress report:

All evacuation plans have been updated and made available to sites on the Environmental Health & Safety SharePoint page.

Next steps:

Will continue to monitor plans and make updates as needed.

Strategy 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: Initial Implementation

Progress report:

The Deputy Superintendent was identified to lead Wellness Policy compliance after the initial review of Wellness Policy 6690 at the February 25, 2025 Policy Committee Meeting. The Wellness Policy Assessment Survey was released to schools in April. As of April 23, 28 schools have completed the survey. The Administrative review is nearly complete.

Next steps:

Determine timeline and milestones for updating Wellness Policy 6690 to ensure compliance. Continue to support schools in completing the 2024-25 Wellness Policy Assessment Survey. Transfer all 2007-2025 Wellness Policy Assessment Survey data to the Research, Evaluation and Assessment (REA) department. Determine ongoing support for school-level Wellness Champions for 2025-26 and beyond.



Restoring District Wellness Committee

Current status: Exploration

Progress report:

Senior Operations Officer will lead restoration of Wellness Committee; timeline shifted to 2025-26 school year.

Next steps:

Shift timeline and benchmarks from 2024-25 to 2025-26.





Goal 3

Effective Staff

School and district staff
approach all work centered
on students and equity.

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

Comprehensive Recruitment Strategy for MPS' Grow Your Own Program

Current status: Full Implementation

Progress report:

Finalizing site placements and Cooperating Teacher/Journey Worker pairings for GYO candidates. Final cohort sizes for 2025–26 are: MPS–St. Thomas Residency: 18 total Residents 66.7% (12/18) Residents of color; MPS Academy: 16 total Candidates 31.3% (5/16) Candidates of color; MPS Teacher Apprenticeships: Special Education Apprentices retained 14/15 (93%) into program year 2; 13 PreK–6 Apprentices 76.9% (10/13) Apprentices of color selected for program year 1

Next steps:

Recruit and select the Cooperating Teachers/Journey Workers for 2025–26; finalize site placements and Cooperating Teacher/Journey Worker pairings with GYO candidates.

Collaborative Alignment Across all GYO Program Processes

Current status: Full Implementation

Progress report:

Supporting 2024–25 GYO graduates to navigate application and hiring structures after the program (early contracts and Interview & Select).

Next steps:

Support 2024–25 GYO graduates through Round 2 of Interview & Select.



Strategy 3.3: Deepen strategic recruitment of high quality, diverse teachers and staff.

Strategic Recruitment of Diverse Staff

Current status: Full Implementation

Progress report:

During quarters 3 and 4 the recruitment team attended the Legacy Bowl Career Fair and facilitated MPS' Early Contract Hiring process for teaching positions. Over 30 candidates have been transitioned into our internal processes for hiring for teaching positions. During quarter 4 we will conclude our internal hiring processes defined within our collective bargaining agreements and transition to hiring for start of school in earnest.

Next steps:

Process the results of our internal staffing processes to return to our regular course of business. Continue to explore and register for recruiting opportunities and market our available vacancies.

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

Parent Participatory Evaluation of Site-based Human Resources Practices

Current status: Abandoned due to lack of funding

Progress report:

The project included collecting caregiver feedback in our sites with the highest percent of students qualifying for educational benefits. This feedback was summarized by the Research, Evaluation, and Assessment department and shared with district leadership at the close of each school year of the project.

Next steps:

At each of the sites who participated in site-based Parent Participatory Evaluation, school leaders have access to the summaries of data and can use it to inform planning of site-based professional development and hiring practices.



Goal 4 School & District Climate

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

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

Relaunch of the Climate Framework

Current status: Initial Implementation

Progress report:

In 2023–24 20 schools received the Climate Framework overview training, an additional 38 completed it in 2024–2025 and 10 are still in progress this spring. More than 500 school-based staff have attended the Climate Framework overview sessions.

Next steps:

Follow up with school sites who have not had the initial Climate Framework overview. Create and finalize climate framework refresher training to implement in 2025–26.



Refining the Equity and School Climate Teams

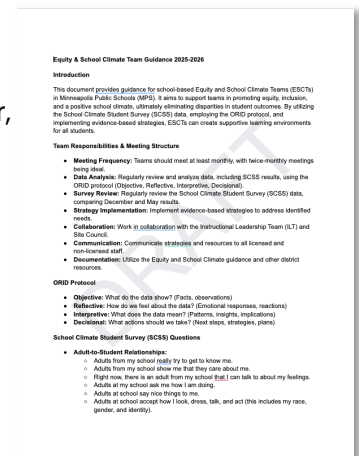
Current status: Initial Implementation

Progress report:

Based on the work of Equity Teams in the first half of the school year, Equity and Climate Team Guidelines were drafted, which are to be implemented for the 2025–26 school year.

Next steps:

Review guidance with various internal stakeholders prior to implementation in fall 2025.



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

District-Wide Climate Survey

Current status: Initial Implementation

Progress report:

63 schools completed the data co-interpretation process to make meaning of their site's School Climate Student Survey data. 47 schools developed strategies and are engaging in a continuous process to improve climate at their sites. An additional 17 schools are in the process of creating strategies to be implemented moving forward. The second round of the School Climate Student Survey was completed between May 5 and 16.

Next steps:

REA will create district level and school-based reports summarizing the School Climate Student Survey data from round 2, as well as comparing the data from rounds 1 and 2. Equity and School Climate team members will then support data interpretation sessions with schools using the Objective, Reflective, Interpretive and Decision (ORID) protocol.

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

Refining, Establishing, & Implementing an Anti-Bias Anti-Racist Framework

Current status: Installation

Progress report:

The ABAR team welcomed a new ESP mentor and established the ABAR Advisory Council, including identifying representatives, scheduling meetings, and discussing committee work. The team organized and facilitated a virtual book study. Site visits continued with wide variation in participation at sites. The team planned professional development opportunities for ESPs and licensed staff, including one session called, "Start Here, Start Now: A Guide to ABAR Work" . A Universal ABAR email address was created to better support communication. The team held a final ABAR networking event (May 9), held an ABAR Advisory Council Meeting (May 13) and will continue to support Spring Luncheons.



Next steps:

Compile, disaggregate, and share-out all feedback received from staff via site visits for the 2024-25 school year with stakeholders and leadership. Provide recommendations based on the data collected.

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

Equity Considerations Processes for Budgeting

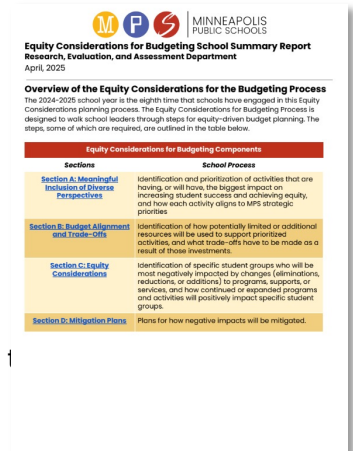
Current status: Full Implementation

Progress report:

Equity Considerations for Budgeting documents were completed at the school and district level as a part of the Budget Tie-out process for SY 2025–2026. These documents have been reviewed and summarized by REA staff. The school and division level summaries will be shared with the board and the public as a part of the final steps in the budget process.

Next steps:

REA will review these processes with district and school leaders over to determine any necessary changes for the 2025–26 school year.



Sections	School Process
Section A: Meaningful Inclusion of Diverse Perspectives	Identification and prioritization of activities that are having, or will have, the biggest impact on increasing student success and achieving equity, and how each activity aligns to MPS strategic priorities.
Section B: Budget Alignment and Trade-Offs	Identification of how potentially limited or additional resources will be used to support prioritized activities, and what trade-offs have to be made as a result of those investments.
Section C: Equity Considerations	Identification of specific student groups who will be most negatively impacted by changes (eliminations, reductions, or additions) to programs, supports, or services, and how continued or expanded programs and activities will positively impact specific student groups.
Section D: Mitigation Plans	Plans for how negative impacts will be mitigated.

School Climate Student Survey (SCSS)

Current status: Initial Implementation

Progress report:

REA partnered with Equity and School Climate to ensure resources were prepared to support data co-interpretation sessions at each school site. MPS is on track for completion of the second round of the School Climate Student Survey for the 2024–25 school year, as well as for sharing summarized and disaggregated results by school prior to the end of the school year.

Next steps:

Following the close of the second window, REA will summarize SCSS data and share it back with schools for use in reflecting on the year and planning for next year.



Strategy 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: Full Implementation

Progress report:

Data from the Care-giver survey was summarized and disaggregated and shared with the board and the public on the School Transformation website.

Next steps:

REA will continue to partner with departments responsible for gathering and analyzing data in the school transformation process.

Strategy 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: Full Implementation

Progress report:

We have run both 25-26 placement lotteries and are monitoring openings to offer seats to as many students on our out-of-area waitlists as possible. Completing this before the end of the SY is important to retain students; many families choose to enroll at non-MPS schools if we can't offer them the school of their choice. As of 4/28/25 MPS has placed 4,841 students (excluding students who are following the natural pathway from one school to the next). The placement team identified more than 200 students who were placed from waitlists in early May and will continue to monitor wait lists as the spring goes on to move as many students into their requested schools as possible.

Next steps:

The enrollment team will continue to receive and process school requests and closely monitor openings with the goal of filling - but not over-filling - schools to their enrollment targets. Enrollment staff will attend community events such as fairs, Open Streets, cultural celebrations, etc. to meet families where they are to encourage new enrollments.



Strategy 4.5: Support community partnerships to enhance student experiences and learning opportunities.

Strengthening Relationships with External Stakeholders

Current status: Full Implementation

Progress report:

The External Relations team remains an active participant on 6 boards and advisory committees that impact or intersect with Minneapolis Public Schools.

Next steps:

Identify which department/position will maintain/advance work in the future.



Improving External Relations and Volunteer Processes

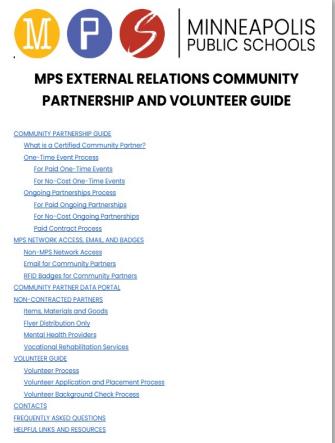
Current status: Exploration

Progress report:

The external relations team developed a 21 page MPS External Relations Community Partnership and Volunteer Guide including process documentation on all aspects of executing community partnership work as an MPS administrator, school principal, or department leader. This guide was submitted for review in December 2024. The External Relations office has also developed definitions on community partners and a service provider form.

Next steps:

Defining external relations staff for 2025–26 and how the guide and processes will be driven and/or supported by those positions.



MPS Strategic Plan

for School Years 2023–2027

“Minneapolis Public Schools exist to provide a high quality, anti-racist, culturally responsive education for every Minneapolis student.”



**MINNEAPOLIS
PUBLIC SCHOOLS**

Table of Contents

Foundational Principles.....	3
Vision, Mission, Commitment, and Values.....	4
Goals, Strategies and Conditions.....	4
Strategic Plan Goals.....	4
Goal 1: Academic Achievement	5
Goal 2: Student Well-Being.....	6
Goal 3: Effective Staff.....	7
Goal 4: School and District Climate	8
Metrics.....	9
Goal 1 Metrics measuring Academic Achievement.....	9
Goal 2 Metrics measuring Student Well-Being	23
Goal 3 Metrics measuring Effective Staff	24
Goal 4 Metrics measuring School and District Climate.....	26
Discontinued metrics from original Strategic Plan 2022-0015A.....	29
Implementation, Accountability, and Reporting.....	30
Definitions and Abbreviations	31

Foundational Principles

Foundation #1: Honor Voices

As the board began to develop the strategic plan, historical data gathered from our community was essential to inform the needs of our diverse stakeholders. The following data gathered between 2017 and 2021 provided key context regarding the current strengths and growth opportunities for the district.

2017	Human Resources EDIA, Values Survey
2018	Family Exit Survey, Parent Participatory Evaluation
2019	CDD Engagement, Student Placement EDIA, Literacy Evaluation
2020	CDD Community Feedback, Parent Participatory Evaluation
2021	Spring Survey

Foundation #2: Incorporating Plans/Reports and Alignment

Prior to the August 11th 2021 Board retreat, board members reviewed a comprehensive overview of district plans and data to inform their work.

These plans and corresponding data (listed below) informed their priorities and vision/goal areas for the strategic plan.

- CDD Documentation and Implementation Plans
- WBWF Goals and Metrics, as well as Read Well by Third Grade Plan (READ act as of 2024-25)
- ESSER Funding (sunset Sep 2024)
- Climate Framework Values and Belief Statements
- World's Best Workforce (WBWF) Statute
- Achievement and Integration Funding and Plan
- WBWF and Achievement and Integration Progress Report
- Policy 6000 – Mission of the Educational Program
- Parent and Youth Evaluation Findings, EDIA Reports and Findings
- Academic and Operational Data
- Literacy Framework
- Teacher Equity Plan (sunset in 2024-25)
- Recent Board Budget Values and Priorities

Foundation #3: Focus on Implementation

"The community needs tangible action – not words."

Source: PPE Executive Summary – Cohort 2 (SY 20-21)

Vision, Mission, Commitment, and Values

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.

Mission

Minneapolis Public Schools exist to provide a high quality, anti-racist, culturally responsive education for every Minneapolis student.

Commitment

To achieve our vision, we will intentionally focus and prioritize resources and actions to significantly improve the experiences and outcomes of Black students, Indigenous students, students of color, and their families.

Values

- Equity, Representation & Anti-Racism
- Physical and Emotional Safety & Wellbeing
- Relationships, Trust & Communication
- Shared Decision-Making & Voice
- Transparency & Accountability
- Evidence-Based Strategies

Goals, Strategies and Conditions

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 students' experiences.

Goal 2: Student Well-Being

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

Goal 3: Effective Staff

School and district staff approach all work centered on students and equity.

Goal 4: School and District Climate

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

Goal 1: Academic Achievement

Strategies to implement

- 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.
- 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

Annual strategy prioritization

2022-23	2023-24	2024-25	2025-26	2026-27
1.1, 1.2, 1.3, 1.4, 1.5	1.1, 1.2	1.1, 1.2	TBD May 13, 2025	

Conditions necessary for Goal 1 strategies to be effective

- 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

Goal 2: Student Well-Being

Strategies to implement

- 2.1** Provide equitable student access to culturally responsive counseling and mental health services
- 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, land care and strong emergency management practices
- 2.5** Support healthy child development through nutritious meals and promotion of physical activity

Annual strategy prioritization

2022-23	2023-24	2024-25	2025-26	2026-27
2.1, 2.2, 2.3, 2.4, 2.5	2.4	2.1	TBD May 13, 2025	

Conditions necessary for Goal 2 strategies to be effective

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)

Goal 3: Effective Staff

Strategies

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

3.2 Deepen strategic recruitment of 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

Annual strategy prioritization

2022-23	2023-24	2024-25	2025-26	2026-27
3.1, 3.2, 3.3, 3.4, 3.5	3.3	3.1	TBD May 13, 2025	

Conditions necessary for Goal 3 strategies to be effective

1. Sustainable funding for and commitment to pathway programming
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

Goal 4: School and District Climate

Strategies

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

Annual strategy prioritization

2022-23	2023-24	2024-25	2025-26	2026-27
4.1, 4.2, 4.3, 4.4, 4.5	4.1	4.1	TBD May 13, 2025	

Conditions necessary for Goal 4 strategies to be effective

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 are sustainable and predictable.

Metrics

Goal 1 Metrics Measuring Academic Achievement

Academic Proficiency – Literacy

1.1. % of 2nd-8th grade students scoring in the proficient range as measured by Fall aReading FastBridge		Baseline 2021-22	Year 1: 2022-23	Year 2: 2023-24	Year 3: 2024-25	Year 4: 2025-26	Year 5: 2026-27 (Goal)	Baseline Target +/-
Achievement Gap between BIPOC and White Students		50 pp	50 pp	51 pp	53 pp		33 pp	- 17 pp
1.1.A.	Overall	48% n=14051	48% n=13352	49% n=13164	47% n=13907			--
1.1.B.	American Indian or Alaska Native	22% n=357	26% n=763	29% n=795	30% n=829			--
1.1.C.	Black or African American	23% n=3994	24% n=3618	26% n=3192	25% n=3229			--
1.1.D.	Asian	45% n=453	37% n=474	34% n=436	35% n=419			--
1.1.E.	Native Hawaiian or Other Pacific Islander	54% n=13	-- n=8	-- n=5	-- n=9			--
1.1.F.	White	77% n=5730	78% n=5328	80% n=5284	79% n=5379		82%	+5 pp
1.1.G.	Hispanic	22% n=2416	23% n=2248	19% n=2506	16% n=3085			--
1.1.H.	Two or more	50% n=1088	55% n=910	59% n=923	59% n=956			--
1.1.i	Students receiving EL services	9% n=2280	9% n=2276	6% n=2315	5% n=3039			--
1.1.J	Students receiving SpEd services	18% n=1902	21% n=1835	23% n=1815	24% n=2231			--
1.1.K.	Students identified as HHM	10% n=339	14% n=422	9% n=550	12% n=744			--
	BIPOC Students	27% n=8145	28% n=8021	29% n=7857	26% n=8527		49%	+22 pp

Academic Proficiency – Math

1.2. % of 2nd–8th grade students scoring in the proficient range as		Baseline 2021–22	Year 1: 2022–23	Year 2: 2023–24	Year 3: 2024–25	Year 4: 2025–26	Year 5: 2026–27	Baseline Target
Achievement Gap between BIPOC and White Students		52 pp	52 pp	53 pp	54 pp		35 pp	- 17 pp
1.2.A.	Overall	40% n=13905	41% n=13185	43% n=13191	42% n=13824		55%	+15 pp
1.2.B.	American Indian or Alaska Native	11% n=353	15% n=754	18% n=796	19% n=809			--
1.2.C.	Black or African American	12% n=3934	14% n=3560	16% n=3127	15% n=3155			--
1.2.D.	Asian	38% n=445	32% n=476	33% n=434	35% n=412			--
1.2.E.	Native Hawaiian or Other Pacific Islander	36% n=11	-- n=8	-- n=5	-- n=9			--
1.2.F.	White Students	70% n=5673	72% n=5283	74% n=5297	75% n=5358		75%	+5 pp
1.2.G.	Hispanic	18% n=2407	17% n=2200	16% n=2587	15% n=3139			--
1.2.H.	Two or more	40% n=1082	46% n=901	51% n=923	52% n=940			--
1.2.i.	Students receiving EL services	6% n=2262	7% n=2254	8% n=2371	7% n=3070			--
1.2.J.	Students receiving SpEd services	15% n=1862	17% n=1829	20% n=1800	22% n=2163			--
1.2.K.	Students identified as HHM	6% n=339	7% n=407	6% n=547	9% n=718			--
	BIPOC Students	18% n=8056	20% n=7899	21% n=7872	21% n=8465		40%	+22 pp

Academic Proficiency – Dual Language Spanish Literacy (iStation SY22–SY24)

1.3 % of students scoring 4 and above on iStation in the fall assessment		Baseline 2021–22	Year 1: 2022–23	Year 2: 2023–24	Year 3: 2024–25	Year 4: 2025–26	Year 5: 2026–27	Baseline Target
Achievement Gap between BIPOC and White Students		11 pp	9 pp	12 pp				
1.3.A.	Overall	20% n=1240	20% n=1240	23% n=1159				
1.3.B.	American Indian or Alaska Native	n/a n=3	12% n=17	27% n=15				
1.3.C.	Black or African American	8% n=51	15% n=42	10% n=39				
1.3.D.	Asian	n/a n=6	n/a n=6	n/a n=5				
1.3.E.	Native Hawaiian or Other Pacific Islander	n/a n=1	n/a n=1	n/a n=0				
1.3.F.	White	29% n=282	27% n=301	32% n=299				
1.3.G.	Hispanic	18% n=842	18% n=821	20% n=748				
1.3.H.	Two or more	18% n=55	23% n=52	27% n=52				
1.3.i.	Students receiving EL services	14% n=620	13% n=619	15% n=564				
1.3.J.	Students receiving SpEd services	6% n=124	5% n=121	8% n=121				
1.3.k.	Students identified as HHM	8% n=25	9% n=31	12% n=25				
	BIPOC Students	18% n=947	18% n=932	20% n=859				

Academic Proficiency – Spanish Early Literacy (STAR SY25–SY27)

1.3.1 % of students considered proficient using Star Spanish early literacy (K-1) assessment in the fall assessment		Year 1: 2022-23	Year 2: 2023-24	Year 3: 2024-25 (Baseline)	Year 4: 2025-26	Year 5: 2026-27 (Goal)	Baseline Target +/-
Achievement Gap between BIPOC and White Students				22pp			
1.3.1.A. Overall				49% n=481			
1.3.1.B.	American Indian or Alaska Native			n/a n=7			
1.3.1.C.	Black or African American			35% n=23			
1.3.1.D.	Asian			n/a n=2			
1.3.1.E.	Native Hawaiian or Other Pacific Islander			n/a n=0			
1.3.1.F. White				66% n=117			
1.3.1.G.	Hispanic			43% n=318			
1.3.1.H.	Two or more			64% n=14			
1.3.1.i.	Students receiving EL services			38% n=271			
1.3.1.J.	Students receiving SpEd services			30% n=89			
1.3.1.k.	Students identified as HHM			17% n=24			
	BIPOC Students			44% n=364			

Academic Proficiency – Spanish Literacy (STAR SY25-SY27)

1.3.2 % of students considered proficient using Star Reading Spanish assessment (2-5) in the fall		Year 1: 2022-23	Year 2: 2023-24	Baseline: 2024-25	Year 2: 2025-26	Year 3: 2026-27 (Goal)	Baseline Target +/-
Achievement Gap between BIPOC and White				16pp			
1.3.2.A.	Overall			52% n=1332			
1.3.2.B.	American Indian or Alaska Native			30% n=23			
1.3.2.C.	Black or African American			13% n=39			
1.3.2.D.	Asian			n/a n=5			
1.3.2.E.	Native Hawaiian or Other Pacific Islander			n/a n=1			
1.3.2.F.	White			64% n=296			
1.3.2.G.	Hispanic			50% n=928			
1.3.2.H.	Two or more			45% n=40			
1.3.2.i.	Students receiving EL services			47% n=685			
1.3.2.J.	Students receiving SpEd services			21% n=135			
1.3.2.k.	Students identified as HHM			51% n=35			
	BIPOC Students			48% n=1036			
*Star Reading Spanish is administered at Andersen, Emerson, Green, and Las Estrellas only. Students in grades 2-8 take this assessment.							

Academic Growth – Literacy

1.4. % of 2nd–8th grade students meeting or exceeding expected growth		Baseline 2021–22	Year 1: 2022–23	Year 2: 2023–24	Year 3: 2024–25	Year 4: 2025–26	Year 5: 2026–27	Baseline Target
Achievement Gap between BIPOC and White Students		18 pp	23 pp	12 pp	13 pp		12 pp	- 8 pp
1.4.A.	Overall	59% n=11400	53% n=11853	42% n=11879	45% n=12620		66%	+10 pp
1.4.B.	American Indian or Alaska Native	53% n=297	40% n=637	36% n=698	37% n=729			
1.4.C.	Black or African American	51% n=2892	42% n=3057	36% n=2781	39% n=2808			
1.4.D.	Asian	53% n=371	46% n=434	35% n=387	39% n=380			
1.4.E.	Native Hawaiian or Other Pacific Islander	-- n=9	-- n=7	-- n=5	-- n=8			
1.4.F.	White	69% n=5166	67% n=4932	49% n=5086	53% n=5153		73%	+5 pp
1.4.G.	Hispanic	50% n=1807	42% n=1958	36% n=2051	40% n=2648			
1.4.H.	Two or more	59% n=858	56% n=828	45% n=867	45% n=892			
1.4.i.	Students receiving EL services	47% n=1714	39% n=1969	37% n=2056	40% n=2601			
1.4.J.	Students receiving SpEd services	49% n=1429	44% n=1562	36% n=1704	40% n=1967			
1.4.k.	Students identified as HHM	48% n=273	37% n=518	36% n=675	40% n=842			
	BIPOC Students	51% n=6089	44% n=6921	37% n=6789	40% n=7467		61%	+13 pp

Academic Growth – Math

1.5. District Measures: Academic Growth- % of 2nd-8th grade students meeting or exceeding expected growth targets in math as measured by Fall to Winter growth on aMath		Baseline 2021-22	Year 1: 2022-23	Year 2: 2023-24	Year 3: 2024-25	Year 4: 2025-26	Year 5: 2026-27 Goal	Baseline Target +/-
	Achievement Gap between BIPOC and White Students	8 pp	15 pp	7 pp	12pp		2 pp	- 8 pp
1.5.A.	Overall	54% n=10626	47% n=11618	45% n=11958	44% n=12493		61%	+10 pp
1.5.B.	American Indian or Alaska Native	48% n=287	36% n=627	37% n=707	32% n=715			
1.5.C.	Black or African American	49% n=2761	40% n=2965	41% n=2718	38% n=2740			
1.5.D.	Asian	53% n=357	43% n=427	45% n=392	45% n=370			
1.5.E.	Native Hawaiian or Other Pacific Islander	-- n=9	-- n=7	-- n=5	-- n=8			
1.5.F.	White	58% n=4823	56% n=4850	49% n=5033	51% n=5071		62%	+5 pp
1.5.G.	Hispanic	48% n=1586	41% n=1925	44% n=2235	41% n=2708			
1.5.H.	Two or more	55% n=803	48% n=817	48% n=864	42% n=879			
1.5.i.	Students receiving EL services	50% n=1579	42% n=1940	45% n=2211	43% n=2655			
1.5.J.	Students receiving SpEd services	48% n=1326	42% n=1520	41% n=1653	42% n=1882			
1.5.K.	Students identified as HHM	43% n=275	34% n=508	42% n=683	41% n=826			
	BIPOC Students	50% n=5666	41% n=6768	42% n=6921	39% n=7422		60%	+13 pp

Kindergarten Readiness – Literacy

1.6 % of Kindergarten students (who attended High5) scoring in the proficient range as measured by Fall earlyReading		Baseline 2021-22	Year 1: 2022-23	Year 2: 2023-24	Year 3: 2024-25	Year 4: 2025-26	Year 5: 2026-27 Goal	Baseline Target +/-
	Achievement Gap between BIPOC and White Students	40 pp	35 pp	37pp	37pp		2p	-17 pp
	Achievement Gap between BIPOC and White Students who attended High 5	22 pp	20 pp	27pp	31pp		11 pp	- 12 pp
1.6.A	Overall	59% n=2163	60% n=1997	61% n=1921	55% n=2076		74%	+ 15 pp
1.6.B.	Overall - High5	53% n=497	54% n=560	53% n=632	47% n=674		70%	+ 15 pp
1.6.C.	American Indian or Alaska Native	26% n=53	41% n=100	39% n=99	31% n=93			
1.6.D.	American Indian or Alaska Native - High5	53% n=17	46% n=39	36% n=39	50% n=26			
1.6.E.	Black or African American	40% n=587	45% n=505	48% n=473	44% n=522			
1.6.F.	Black or African American - High5	49% n=231	54% n=246	55% n=273	52% 563n=			
1.6.G.	Asian	50% n=76	51% n=75	53% n=64	54% n=68			
1.6.H	Asian - High5	54% n=41	51% n=37	58% n=38	58% n=36			
1.6.I.	Native Hawaiian or Other Pacific Islander	-- n=2	-- n=0	-- n=2	-- n=0			
1.6.J.	Native Hawaiian or Other Pacific Islander - High5	-- n=1	-- n=0	-- n=0	-- n=0			
1.6.K.	White	81% n=952	79% n=928	82% n=844	76% n=880			
1.6.L.	White - High 5	71% n=89	70% n=122	75% n=122	72% n=138		79%	+ 5 pp
1.6.M.	Hispanic	26% n=226	31% n=223	28% n=276	18% n=369			
1.6.N.	Hispanic - High 5	34% n=62	32% n=76	24% n=108	12% n=165			

1.6.O.	Two or more	61% n=266	59 n=165	67% n=154	71% n=144			
1.6.P.	Two or more - High 5	63% n=56	60% n=40	49% n=60	71% n=144			
1.6.Q.	Students receiving EL services	26% n=281	31% n=300	25% n=303	16% n=404			
1.6.R.	Students receiving EL services - High5	44% n=93	41% n=152	36% n=162	21% n=214			
1.6.S.	Students receiving SpEd services	44% n=174	41% n=207	43% n=167	41% n=256			
1.6.T.	Students receiving SpEd services - High5	44% n=64	38% n=71	43% n=88	40% n=114			
1.6.U.	Students identified as HHM	24% n=59	25% n=56	27% n=94	31% n=103			
1.6.V.	Students identified as HHM - High5	30% n=23	38% n=21	32% n=41	40% n=55			
	BIPOC Students	41% n=1151	44% n=1068	45% n=1068	39% n=1196		63%	+ 22 pp
	BIPOC Students - High5	49% n=397	50% n=438	48% n=507	41% n=536		68%	+ 17 pp

Kindergarten Readiness – Math

1.7 % of Kindergarten students scoring in the proficient range as measured by the Three Aspects of Number subtest on the Fall Kindergarten Concepts of Math (KCoM)		Baseline 2021-22	Year 1: 2022-23	Year 2: 2023-24	Year 3: 2024-25	Year 4: 2025-26	Year 5: 2026-27 Goal	Baseline Target +/-
	Achievement Gap between BIPOC and White Students	35 pp	32 pp				18 pp	- 17 pp
	Achievement Gap between BIPOC and White Students - High5	18 pp	17 pp				5 pp	-13 pp
1.7.A.	Overall	39%	41%				49%	+15 pp
1.7.B.	Overall - High5	34%	33%				49%	+15 pp
1.7.C.	American Indian or Alaska Native	27%	34%					
1.7.D.	American Indian or Alaska Native - High5	55%	41%					
1.7.E.	Black or African American	21%	27%					
1.7.F.	Black or African American -High5	30%	32%					
1.7.G.	Asian	31%	35%					
1.7.H.	Asian - High5	39%	32%					
1.7.I.	Native Hawaiian or Other Pacific Islander	n/a n=1	n/a n=0					
1.7.J.	Native Hawaiian or Other Pacific Islander - High5	n/a n=0	n/a n=0					
1.7.K.	White	61%	59%				65%	+5 pp
1.7.L.	White - High5	49%	46%				53%	+ 5 pp
1.7.M.	Hispanic	17%	19%					
1.7.N.	Hispanic - High5	24%	18%					
1.7.O.	Two or more	37%	36%					
1.7.P.	Two or more - High5	37%	36%					
1.7.Q.	Students receiving EL services	15%	18%					
1.7.R.	Students receiving EL services - High5	29%	21%					
1.7.S.	Students receiving SpEd services	27%	21%					
1.7.T.	Students receiving SpEd services - High5	25%	20%					
1.7.U.	Students identified as HHM	10%	20%					
1.7.V.	Students identified as HHM -High5	11%	35%					
1.7.X.	BIPOC Students	25%	27%				47%	+22 pp
1.7.Y.	BIPOC Students – attended High 5	30%	29%				48%	+18pp

Continued Kindergarten Readiness – Math (replaced KCoM assessment tool as of 2023-24)

1.7 % of Kindergarten students (who attended High5) scoring in the proficient range as measured by Fall earlyReading		Baseline: 2023-24	Year 2: 2024-25	Year 3: 2025-26	Year 4: 2026-27 Goal	Baseline Target +/-
	Achievement Gap between BIPOC and White Students	34pp	32pp			
	Achievement Gap between BIPOC and White Students who attended High 5	20pp	21pp			
1.7.A.	Overall	66% n=2110	63% n=2164			
1.7.B.	Overall - High5	60% n=725	57% n=707			
1.7.C.	American Indian or Alaska Native	53% n=101	46% n=84			
1.7.D.	American Indian or Alaska Native - High5	53% n=38	61% n=23			
1.7.E.	Black or African American	59% n=462	55% n=458			
1.7.F.	Black or African American - High5	66% n=264	63% n=230			
1.7.G.	Asian	59% n=59	66% n=59			
1.7.H.	Asian - High5	68% n=34	79% n=28			
1.7.I.	Native Hawaiian or Other Pacific Islander	-- n=2	-- n=0			
1.7.J.	Native Hawaiian or Other Pacific Islander - High5	-- n=0	-- n=0			
1.7.K.	White	86% n=897	81% n=926			
1.7.L.	White - High 5	76% n=138	73% n=149			
1.7.M.	Hispanic	35% n=422	33% n=489			
1.7.N.	Hispanic - High 5	39% n=201	34% n=234			
1.7.O.	Two or more	73% n=157	82% n=148			
1.7.P.	Two or more - High 5	67% n=48	74% n=43			
1.7.Q.	Students receiving EL services	34% n=412	28% n=506			

1.7.R.	Students receiving EL services - High5	45% n=235	36% n=279			
1.7.S.	Students receiving SpEd services	45% n=191	45% n=288			
1.7.T.	Students receiving SpEd services - High5	39% n=110	47% n=135			
1.7.U.	Students identified as HHM	37% n=101	37% n=106			
1.7.V.	Students identified as HHM - High5	45% n=45	45% n=55			
	BIPOC Students	52% n=1203	49% n=1238			
	BIPOC Students - High5	56% n=585	52% n=558			

Academic Achievement – Four Year Graduation Rate

1.8. % of students graduating in four years		Baseline 2021-22	Year 1: 2022-23	Year 2: 2023-24	Year 3: 2024-25	Year 4: 2025-26	Year 5: 2026-27 Goal	Baseline Target +/-
	Achievement Gap between BIPOC and White Students	-23%	-24%	-26%			4%	
1.8.A.	Overall	77% n=2482	74% n=2497	74% N=2499			90%	
1.8.B.	American Indian or Alaskan Native	50% n=123	50% n=145	46% N=119				
1.8.C.	Black or African American	72% n=910	69% n=837	67% n=819				
1.8.D.	Asian	87% n=134	85% n=130	85% N=124				
1.8.E.	Native Hawaiian or Other Pacific Islander	n/a n<5	n/a n<5	n/a n<5				
1.8.F.	White	92% n=844	89% n=880	91% n=853			93%	
1.8.G.	Hispanic	61% n=418	58% n=454	59% n=507				
1.8.H.	Two or more	78% n=49	72% n=50	84% n=74				
1.8.i	Students receiving EL services	64% n=549	57% n=508	59% n=532				
1.8.J	Students receiving SpEd services	52% n=432	50% n=410	51% n=366				
1.8.K.	Students identified as HHM	51% n=233	50% n=283	53% n=253				
	BIPOC Students	69% n=1638	65% n=1617	65% n=1646			89%	

Academic Achievement – Advanced Coursework

1.9. % of students who enroll in at least one advanced course and receive a 'C' or above (AP, IB, CIS, Advanced CTE, PSEO)		Baseline 2021-22	Year 1: 2022-23	Year 2: 2023-24	Year 3: 2024-25	Year 4: 2025-26	Year 5: 2026-27 Goal	Baseline Target +/-
Achievement Gap between BIPOC and White Students		-28%	-30%	-29			16%	-16 pp
1.9.A.	Overall	57% n=8332	57% n=8037	55% n=7967			78%	15%
1.9.B.	American Indian or Alaska Native	40% n=275	35% n=301	38% n=325				
1.9.C.	Black or African American	42% n=2720	42% n=2459	43% n=2250				
1.9.D.	Asian	61% n=521	62% n=485	52% n=399				
1.9.E.	Native Hawaiian or Other Pacific Islander	n/a n<10	n/a n<10	n/a n<10				
1.9.F.	White	76% n=3252	75% n=3144	73% n=2967			88%	5%
1.9.G.	Hispanic	47% n=1464	44% n=1539	44% n=1608				
1.9.H.	Two or more	53% n=252	53% n=284	55% n=263				
1.9.i	Students receiving EL services	34% n=1445	33% n=1420	36% n=1706				
1.9.J.	Students receiving SpEd services	29% n=1184	29% n=1129	30% n=1149				
1.9.K.	Students identified as HHM	28% n=312	25% n=315	24% n=447				
	BIPOC	46% n=5080	45% n=4893	44% n=4998			72%	21%

Goal 2 Metrics Measuring Student Well-Being

Student Suspension Disparities (2.6)

2.6 Risk ratio for BIPOC students being suspended one or more times compared to white students (n=number of students suspended at least once)		Baseline 2021-22	Year 1: 2022-23	Year 2: 2023-24	Year 3: 2024-25	Year 4: 2025-26	Year 5: 2026-27 Goal	Baseline Target +/-
2.6.A.	BIPOC Students	4.7 n=1451	5.3 n=1734	5.2 n=1665			2.8	-1.9
2.6.B.1	American Indian	5.8 n=92	5.9 n=120	6.4 n=116				
2.6.C.	Black or African American	6.9 n=1075	8.0 n=1253	7.9 n=1076				
2.6.D.	Asian	0.8 n=15	0.9 n=18	0.9 n=16				
2.6.E.	Native Hawaiian or Other Pacific Islander	0.0 n=0	3.0 n=1	0.0 n=0				
2.6.F.	Hispanic	1.8 n=152	1.7 n=161	2.6 n=295				
2.6.G.	Two or more races	3.6 n=117	4.9 n=181	4.6 n=162				
2.6.H.	Students receiving EL services	2.0 n=170	2.1 n=198	2.8 n=306				
2.6.I.	Students receiving SpEd services	6.1 n=540	6.5 n=620	5.7 n=564				
2.6.J.	Students identified as HHM	8.4 n=236	8.7 n=322	8.6 n=398				

Goal 3 Metrics Measuring Effective Staff

Employee Retention (3.1)

% of staff retained overall and by race		Baseline 2021-22	Year 1: 2022-23	Year 2: 2023-24	Year 3: 2024-25	Year 4: 2025-26	Year 5: 2026-27 (Goal)	Baseline Target +/- pp
3.1. % of all staff retained	overall	88.5%	82.7%	88.1%	88.9%		90%	+ 1.5
	white	89.9%	84.1%	89.8%	90.4%		90%	+ 0.01
	BIPOC	85.4%	80.1%	85.0%	86.4%		90%	+ 4.6
3.1.A. % of teachers retained	overall	92.5%	83.4%	90.1%	90.6%		94%	+ 1.5
	white	92.6%	84.2%	90.9%	90.9%		94%	+ 1.4
	BIPOC	92.0%	80.6%	87.3%	89.5%		94%	+ 2.0
3.1.B. % of Principals/APs retained	overall	92.7%	87.6%	89.4%	90.8%		95%	+ 2.3
	white	90.7%	93.8%	88.2%	92.9%		95%	+ 4.3
	BIPOC	95.6%	79.2%	91.1%	87.8%		95%	--
3.1.C. % of ESPs retained	overall	79.4%	79.8%	85.3%	85.6%		85%	+ 5.6
	white	78.5%	80.2%	87.0%	87.1%		85%	+ 8.5
	BIPOC	80.3%	79.9%	84.1%	84.5%		85%	+ 4.7

Staff Diversity (3.2)

% of all current staff overall and by race		Baseline 2021-22	Year 1: 2022-23	Year 2: 2023-24	Year 3: 2024-25	Year 4: 2025-26	Year 5: 2026-27 (Goal)	Baseline Target +/-
3.2. % of all staff	white	67.2%	63.7%	61.9%	61.5%		63.2%	- 4.0
	BIPOC	32.8%	35.9%	37.6%	38.5%		36.8%	+ 4.0
3.2.A. % of teachers	white	81.5%	80.7%	79.1%	78.4%		77.5%	-4.0
	BIPOC	18.5%	19.2%	20.8%	21.5%		22.5%	+ 4.0
3.2.B. % of Principals/APs	white	58%	61.9%	58.8%	59.1%		55.3%	- 2.7
	BIPOC	42%	38.1%	41.2%	40.9%		44.7%	+ 2.7
3.2.C. % of ESPs	white	49.2%	46.1%	43.3%	39.9%		46.2%	- 3.0
	BIPOC	50.8%	53.7%	56.4%	60.1%		53.8%	+ 2.6

Teacher Classroom Vacancies at the Start of the School Year (3.4)

	Baseline 2021-22	Year 1: 2022-23	Year 2: 2023-24	Year 3: 2024-25	Year 4: 2025-26	Year 5: 2026-27	Baseline Target +/-
3.4 % of classroom teacher vacancies at start of school year (as of September 30 th)	5.6%	11.0%	8.35%	2.6%		1.5%	- 4.1 pp

Racial Diversity of New Hires (3.5)

	Baseline 2021-22	Year 1: 2022-23	Year 2: 2023-24	Year 3: 2024-25	Year 4: 2025-26	Year 5: 2026-27 (Goal)	Baseline Target +/-
3.5. % of all newly hired staff identifying as BIPOC	43.6%	47.8%	52.5%			54.3%	+ pp
3.5.A. % of newly hired teachers identifying as BIPOC	27.2%	25.8%	31.5%			32.9%	+ pp
3.5.B. % of newly hired Principals/APs identifying as BIPOC	56.5%	66.7%	66.7%			57.6%	+ pp
3.5.C % of newly hired ESPs identifying as BIPOC	55.4%	64.0%	66.4%			59%	+ pp

* newly hired = hired during between July 1 and June 30; including rehires

Goal 4 Metrics Measuring School and District Climate

Representation in Site Councils (4.2)

		Baseline 2021-22	Year 1: 2022-23	Year 2: 2023-24	Year 3: 2024-25	Year 4: 2025-26	Year 5: 2026-27	Baseline Target +/-
4.2.	% of site councils with proportional representation by race	n/a	n/a	30%	21%		100%	

MPS Market Share (4.3)

		Baseline 2021-22	Year 1: 2022-23	Year 2: 2023-24	Year 3: 2024-25	Year 4: 2025-26	Year 5: 2026-27	Baseline Target +/-
4.3.	% of publicly educated Minneapolis-resident students choosing MPS	56.26 %	54.93%	56.33%			70%	

Students' Perception of their Relationships with Adults (4.6)

4.6. % of student responses indicating positive adult-student relationships as measured in the School Climate Student Survey		Baseline Dec: 2024-25	Baseline May: 2024-25	Year 1: 2025-26	Year 2: 2026-27
4.6.A.	All MPS Students	87.5% n=14,905			
4.6.B.	American Indian or Alaska Native	85.3% n=732			
4.6.C.	Students receiving EL services	86.5% n=3,243			
4.6.D.	Students receiving SpeEd services	87.5% n=1,990			
4.6.E.	Students identified as HHM	85.9% n=782			
4.6.F.	Asian	88.6% n=602			
4.6.G.	Black or African American	86.6% n=3,458			
4.6.H.	Native Hawaiian or Other Pacific Islander	89.6% n=8			
4.6.I.	Other Indigenous Group	93.3% n=5			
4.6.J.	White	88.9% n=5,945			
4.6.K.	Hispanic or Latino	86.0% n=3,278			
4.6.L.	Two or more races / ethnicities	88.3% n=877			

Students' Perception of their Relationships with Peers (4.7)

4.7. % of student responses indicating positive peer-peer relationships as measured in the School Climate Student Survey		Baseline Dec: 2024-25	Baseline May: 2024-25	Year 1: 2025-26	Year 2: 2026-27
4.7.A.	All MPS Students	72.5% n=14905			
4.7.B.	American Indian or Alaska Native	66.0% n=732			
4.7.C.	Students receiving EL services	69.7% n=3243			
4.7.D.	Students receiving SpeEd services	68.7% n=1990			
4.7.E.	Students identified as HHM	66.7% n=782			
4.7.F.	Asian	70.6% n=602			
4.7.G.	Black or African American	71.2% n=3458			
4.7.H.	Native Hawaiian or Other Pacific Islander	85.4% n=8			
4.7.I.	Other Indigenous Group	60.0% n=5			
4.7.J.	White	75.8% n=5945			
4.7.K.	Hispanic or Latino	69.8% n=3278			
4.7.L.	Two or more Races / Ethnicities	72.2% n=877			

Students' Perception of their Self-Development (4.8)

4.8. % of student responses indicating positive self-development as measured in the School Climate Student Survey		Baseline Dec: 2024-25	Baseline May: 2024-25	Year 1: 2025-26	Year 2: 2026-27
4.8.A.	All MPS Students	80.4% n=14905			
4.8.B.	American Indian or Alaska Native	75.3% n=732			
4.8.C.	Students receiving EL services	81.5% n=3243			
4.8.D.	Students receiving SpeEd services	79.0% n=1990			
4.8.E.	Students identified as HHM	79.6% n=782			
4.8.F.	Asian	83.6% n=602			
4.8.G.	Black or African American	79.6% n=3458			
4.8.H.	Native Hawaiian or Other Pacific Islander	65.6% n=8			
4.8.I.	Other Indigenous Group	81.2% n=5			
4.8.J.	White	81.4% n=5945			
4.8.K.	Hispanic or Latino	79.9% n=3278			
4.8.L.	Two or more Races / Ethnicities	80.8% n=877			

Discontinued Metrics

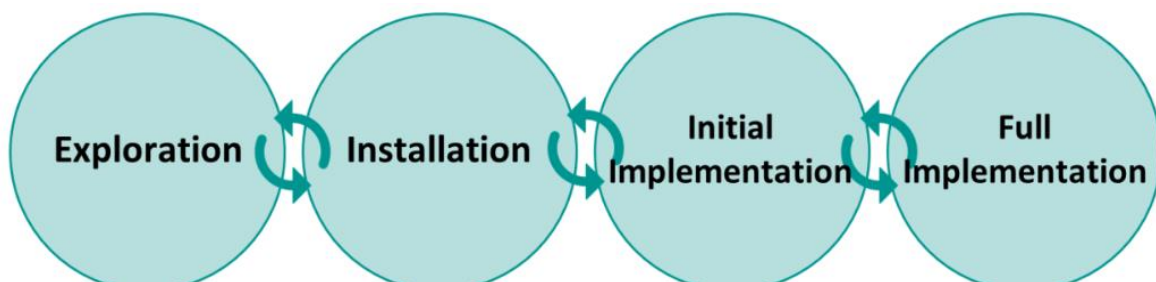
#	Year discontinued / metric	Year replaced / by metric	Reason
2.1.	2022-23: % of students indicating Almost Always <i>"feel safe in school"</i>	2024-25: School Climate Student Survey (SCSS)	The so called "Spring Survey" that these metrics are based off of was not fielded by the Equity department in 2022-23 and beyond at the time.
2.2.	2022-23: % of students indicating Almost Always <i>"feel that I belong at this school"</i>	2024-25: SCSS	The so called "Spring Survey" that these metrics are based off of was not fielded by the Equity department in 2022-23 and beyond at the time.
2.3.	2022-23: % of students indicating Almost Always <i>"teachers care about me"</i>	2024-25: SCSS	The so called "Spring Survey" that these metrics are based off of was not fielded by the Equity department in 2022-23 and beyond at the time.
2.4.	2022-23: % of students highly rating student voice	--	This is not currently being measured by SCSS, but it could be added for the 25-26 school year if requested.
2.5.	2022-23: % of students highly rating affirmed identity	2024-25: SCSS	The so called "Spring Survey" that these metrics are based off of was not fielded by the Equity department in 2022-23 and beyond at the time.
4.1	2022-23: % of parents indicating Almost Always, "I feel welcome at my child's school"	2025-26: Parent version of District Climate Survey	
4.4	2022-23: % of staff completing equity training	--	No clear definition of "equity training". Any training is part of strategy implementation.
4.5	2022-23: % of individuals indicating positive climate	--	
4.5.A	2022-23: students	2024-25: SCSS	Currently, the SCSS reports % of positive responses, but not % of students. There would need to be an agreed upon definition of what "indicating positive climate" would mean for this survey.
4.5.B	2022-23: parents	2025-26: Parent version of District Climate Survey	At this time, a caregiver version of the SCSS does not exist. This would need to be created in partnership with ESC team and REA staff.
4.5.C	2022-23: school-level staff	2025-26: Staff version of District Climate Survey	At this time, a staff version of the SCSS does not exist. This would need to be created in partnership with ESC team and REA staff.
4.5.D	2022-23: district-level/central office staff	2025-26: District staff version of District Climate Survey	At this time, a staff version of the SCSS does not exist. This would need to be created in partnership with ESC team and REA staff.
	2022-23: % of Climate Indicator met (Climate Index)	--	The term Climate Index was never clearly defined, MPS plans to use the metrics above to measure climate.

Implementation, Accountability, and Reporting

Targets and Conditions: Framing for Success

1. Targets aren't linear
2. Five-year targets set to recognize challenge of implementation with plans for annual group progress monitoring
3. Conditions impact goal attainment and implementation
4. District interdependencies impact goal attainment
5. Systemic change is required to change the outcomes for which the system is currently set up
6. Conditions aren't excuses and reflect realities

Implementation Science Framework



Exploration	Installation	Initial Implementation	Full Implementation
Identify a current challenge and root cause, then research and select a strategy.	Lay the groundwork, build awareness, train and determine how you'll monitor progress.	Monitor for fidelity, determine where training, coaching or additional resources are needed, keep it up until most adults are implementing.	Integrated part of "how things are done." Shift to sustainability.
Years 0-2: Conditions		Years 2-5: System Implementation	
Ongoing: Division, Department and School Improvement Plans			

Accountability: Strategic Plan Updates

Committee of the Whole presentations for SY2025–26 on prioritized strategies:

August / October / January* / March / May*

**In January and May the Board will receive written reports on non-prioritized strategies.*

Communication

- Announcements to all staff and families about vote and plan
- Produce final plan document and supporting web and print materials
- Plan integration:
 - School Improvement Plans (SIPs)
 - Departmental planning
 - Performance evaluation processes
- Principal/departmental leader goal-by-goal workshops
- Quarterly Board updates on progress

Definitions and Abbreviations

AIPAC = American Indian Parent Advisory Committee

AP = Advanced Placement; Assistant Principal

BIPOC = Black, Indigenous, and People of Color

CE = Concurrent Enrollment (colleges other than the U of M)

CIS = College in the Schools (U of M)

CTE = Career and Technical Education

EL = English Language

ELA = English Language Arts

ESPs = Educational Support Professionals

FY = Fiscal Year

GYO = Grow Your Own

HHM = Homeless or Highly Mobile

IB = International Baccalaureate

MITTP = Minnesota Indian Teacher Training Program

MN = Minnesota

n/a = not available

pp = percentage points

PSEO = Post-secondary Enrollment Options

SEL = Social Emotional Learning

SpEd = Special Education

SPPS = St. Paul Public Schools

SY = School Year

UFLI = University of Florida Literacy Institute