MINNEAPOLIS PUBLIC SCHOOLS

Superintendent Finalist
Board Presentation
Dr. Lisa Sayles-Adams

My Leadership

Background

Current

Next

100 Day Entry Plan

Listen, Learn, Evaluate, & Lead

100 Day Entry Plan

I will incorporate the following skill sets.

<u>LISTEN</u> – spend time with board members, leaders, staff, students, parents, and stakeholders to hear proudest accomplishments and greatest challenges.

<u>LEARN</u> – Study and analyze performance data, perception data, and other achievement data. Read and review existing budgets, audits, grants, district policies, and transformational plans.

<u>BUILD</u> – Establish a strong working relationship and build rapport with board members, leadership, and employees, the broader Minneapolis community, local leaders, and state.

<u>PLAN</u> – Review the current strategic plan with specific action steps to guide the work of Minneapolis Public Schools and the Board of Education in preparation for 2024-2025 school year and beyond.

<u>SHARE</u> – Get to know the community better by sharing my leadership, educational background, core values, and beliefs.
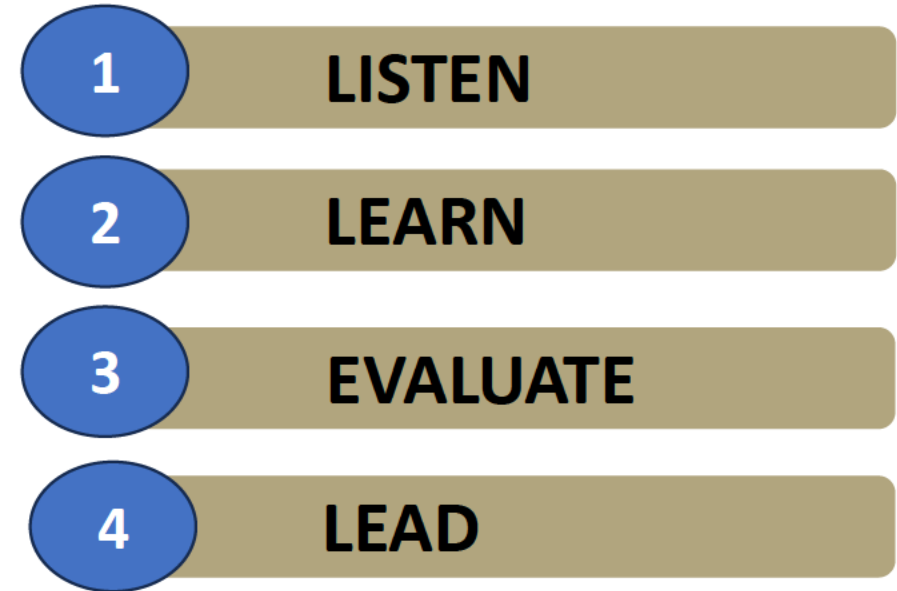
Entry Plan Purpose & Phases

Chart a path forward to seamlessly transition the role of superintendent

Establish the objectives, goals, and milestones to be met after the first 100 days

Establish a process that will guide the Entry Plan, district wide planning, and build relationships

1 **LISTEN**

2 **LEARN**

3 **EVALUATE**

4 **LEAD**

Entry Plan Overview

1

During the **LISTENING PHASE**, a series of listening sessions, town hall meetings, small group feedback sessions, and virtual sessions will take place with the expressed interest of hearing from all stakeholders.

Preliminary Indicators of Success

- Amount of feedback
- Number of participants
- Individual meetings with stakeholders
- Number of school visits
- Board retreat and next steps

2

During the **LEARNING PHASE**, I will take a deeper look into the infrastructure of each department including a review of all current policies, operating procedures, department protocols, oversight, school-based systems and structures.

Preliminary Indicators of Success

- SWOT analysis for each department
- Presentations for data analysis

Entry Plan Overview

3

The **EVALUATION PHASE** marks the beginning of analyzing and synthesizing information gathered from stakeholders during phases 1 and 2. Here we begin to develop plans for next steps.

Preliminary Indicators of Success

- Strategic initiative review
- Presentation on feedback sessions
- Identification of revised priorities

4

During the **LEADING PHASE**, we will begin the implementation process and share expectations across the system. We will ensure transparency regarding updates related to the way of work across the District based on the evaluation phase.

Preliminary Indicators of Success

- Professional Development Plan
- Feedback based on post meeting surveys
- Board and community report on entry plan

100 Day Entry Plan Goals

To ensure an efficient and effective entry into Minneapolis Public Schools, the following goals will be addressed through the 100 Day Entry Plan

Goal 1	***Teaching & Learning***
Goal 2	***Culture & Climate***
Goal 3	Collaborative Governance
Goal 4	Operations & Management
Goal 5	Community Connections & Public Relations

Teaching & Learning Overview

Entry Plan

Academics

Increase student achievement and close the opportunity & achievement gap for ALL learners

Teaching and Learning

LISTEN

- Host listening tours and feedback sessions with all stakeholders – students, teachers, administrators, support staff, parents, caregivers, business partners, community partners, local leaders, and faith-based partners,

LISTEN

- Meet with all departments that direct support teaching and learning
- Visit schools to engage with teachers, support staff, and students

Teaching and Learning

LEARN

- Meet with the evaluation and assessment team to review school-specific data disaggregated by student groups
- Review accountability trends based on past 5 years of data
- Review curriculum audit to identify recommendations and progress toward meeting those recommendations
- Conduct review of current assessment resources to ensure standard alignment

LEARN

- Review school-based data with Associate Superintendents and the Director of Teaching and Learning on their portfolio of schools
- Conduct needs assessment for professional learning opportunities for teachers and district level staff
- Determine current level of support for students receiving specialized services and multi-lingual services.

Teaching and Learning

EVALUATE

- Utilize findings and feedback from engagement sessions and needs assessment to determine immediate next steps and priorities.
- Develop short-term, mid-term, and long-term goals based on the outcome of department audits

LEAD

- Provide initial steps for professional learning
- Establish protocol for frequency of data review team
- Update curricular tools that need an immediate response
- Update progress monitoring processes as necessary

CULTURE and CLIMATE

LISTEN

- Conduct a roundtable with student representatives from each middle and high school
- Conduct a roundtable with building administrators (elementary, middle, high schools)
- Conduct roundtables with teachers and school support staff (elementary, middle, high schools)

LISTEN

- Conduct roundtables with various district-level departments (EMSS, discipline leads, etc.)
- Meet with parents, caregivers, business partners, community partners, and faith-based community for a varied view on climate and culture
- Host one-on-one meetings with local leaders and state officials

Culture and Climate

LEARN

- Review school climate survey data from students, staff, and families
- Review district-level disaggregated discipline data and trends based on past 5 years
- Review district supports and wraparound services

LEARN

- Review current policies, practices, and trends impacting student equity
- Review student code of conduct for policy alignment and new legislative updates
- Review school-based discipline data with Associate Superintendents for their portfolio of schools

Culture and Climate

EVALUATE

- Assess current norms for communication regarding district-wide climate and culture metrics
- Examine current protocols for district supports in mental health, social emotional learning, housing insecurity and disciple
- Assess alignment of student well-being and culture & climate to strategic planning outcomes

LEAD

- Promote culture of safety, health, and well-being through effective systems and supports for all students and staff

Thank You