

Strategic Plan/Board Transformation Notes Crosswalk

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- The following slides show the alignment between the notes taken during the Minneapolis Board of Education Committee of the Whole meeting on School Transformation and the Minneapolis Public Schools Strategic Plan values and strategies
- The bolded strategies are those that the Minneapolis Board of Education identified as priorities for the 2023–24 school year, pending board action

Strategic Plan/Board Transformation Notes Crosswalk

Strategic Plan Values	Board Transformation Notes
Equity, Representation & Anti-Racism	<ul style="list-style-type: none">● Equitably distribute resources● Value of anti-racism lives in our actions● Transparent and accountable● Anti-racist education in safe, supporting and welcoming environments● Stay true to being anti-racist, culturally responsive, make needs based decisions● Onus for inclusion and belonging must be on district, not on students (Not students' responsibility to create belonging)● Non-negotiable: IDEA governs students who require SPED services be educated in least restrictive environment- teach in general education to the greatest extent possible<ul style="list-style-type: none">○ Means we have interrogated all of our policies and practices to ensure we are not setting ourselves up to not be able to support students in the least restrictive environment● Built on abolition● We practice anti-ableism, and we have visibly disabled teachers● All ways of learning are valued● Resources must be equitably distributed● Inclusive, Fair, Respect, Equity

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Strategic Plan Values	Board Transformation Notes
Physical and Emotional Safety & Wellbeing	<ul style="list-style-type: none">● Student safety and well-being a priority● Student wellbeing and students feeling safe- if students aren't feeling safe in schools, they aren't learning, if teachers aren't feeling safe- they aren't able to teach well● Safety- safe and supportive learning environment● Physical safety: need to ensure we have this in place- could be more robust, know that it's not that we are just saying it, that we mean it● Schools are safe and welcoming● Buildings: Clean, equipped to protect and provide safe environment for children● Everyone experiences safety● No body is criminalized● Access for community - so schools are community hubs● Community should feel welcome in our schools● Safe and secure

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Strategic Plan Values	Board Transformation Notes
Relationships, Trust & Communication	<ul style="list-style-type: none"> ● Improved communication and transparency (overall and with principals specifically) ● What specifically will we do differently to communicate <ul style="list-style-type: none"> ○ Hold Town Halls? ○ District members and at large members attend listening sessions together? ● PAC engagement: ask that PACs connect with the board and share what they are hearing from their stakeholder groups ● Systemic problem that we don't get information out to all stakeholders
Shared Decision-Making & Voice	<ul style="list-style-type: none"> ● Work with community, be accountable to community, be transparent with community ● Listen and be honest ● A place where staff, students and families are heard and valued

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<p>Transparency & Accountability</p>	<ul style="list-style-type: none"> ● Improved communication and transparency ● Accountability systems for tracking implementation, as well as ensuring transparency- needs to be both actual and felt ● Have clear vision and act upon it ● Make sure intentions and goals can be seen in community (follow through) ● Follow up on what we say we are going to do ● Work with community, be accountable to community, be transparent with community ● Transparency x2 ● Systemic problem that we don't get information out to all stakeholders ● Listen and be honest
<p>Evidence-Based Strategies</p>	<ul style="list-style-type: none"> ● We should have both evidence based strategies and content knowledge

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Strategic Plan Strategies	Board Transformation Notes
<p>Provide standards-based core instruction with a focus on literacy and mathematics.</p>	<ul style="list-style-type: none"> • Literacy and math scores improve
<p>Ensure all curriculum and instructional practices are anti-racist and sustain the cultures, languages, and experiences of our students.</p>	<ul style="list-style-type: none"> • Value of anti-racism lives in our actions • Flexible seating • Spaces for calming and collaboration • Minneapolis Studies as a course, if we truly want to integrate we need to teach our students about our city.
<p>Ensure all community schools provide access to STEM, music, art, language, and for high schools, ethnic studies and college credit courses</p>	<ul style="list-style-type: none"> • Equitably distribute resources

Strategic Plan/Board Transformation Notes Crosswalk

Strategic Plan Strategies	Board Transformation Notes
<p>Implement Professional Learning Communities to ensure all students' needs are met through a system of academic support and intervention.</p>	<ul style="list-style-type: none"> ● Co-teaching and differentiation models are built and taught ● Strong MTSS system for all students ● Inclusive of all students ● Supports are offered in curriculum, tier 2, and intensive intervention ● All students have what they need in our buildings
<p>Provide magnet school pathways that offer innovative thematic instruction and integrated learning opportunities</p>	<ul style="list-style-type: none"> ● Complete magnet pathways ● Specifically, ensure middles have pathways

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Strategic Plan Strategies	Board Transformation Notes
Provide equitable student access to culturally responsive counseling and mental health services	<ul style="list-style-type: none"> • Address mental health crisis • Student supports with no waiting lists • Looks like having counselors and mental health specialists
Fully implement a restorative approach to student support	<ul style="list-style-type: none"> • Transformative justice practices led by students
Integrate social and emotional practices into all classrooms and Out of School Time activities	
Support healthy child development through nutritious meals and promotion of physical activity	

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Strategic Plan Strategies	Board Transformation Notes
<p>Provide physically safe and welcoming school environments through strategic shortening of walk zones, building cleanliness, building improvements, landcare and strong emergency management practices</p>	<ul style="list-style-type: none"> ● Student safety and well-being a priority ● Student wellbeing and students feeling safe- if students aren't feeling safe in schools, they aren't learning, if teachers aren't feeling safe- they aren't able to teach well ● Safety- safe and supportive learning environment ● Physical safety: need to ensure we have this in place- could be more robust, know that it's not that we are just saying it, that we mean it ● Schools are safe and welcoming ● Buildings: Clean, equipped to protect and provide safe environment for children ● Everyone experiences safety ● No body is criminalized ● Secure

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Strategic Plan Strategies	Board Transformation Notes
Strengthen pathways and reduce barriers for talented and diverse MPS employees and potential employees to become teachers.	
Maintain Teacher Equity plan focused on staffing needs of MPS' 15 highest need schools	
Deepen strategic recruitment of high quality, diverse teachers and staff	<ul style="list-style-type: none">• We can attract and retain good teachers.

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Strategic Plan Strategies	Board Transformation Notes
<p>Pursue negotiations strategies that address contractual barriers to the equitable distribution and the recruitment, hiring, and retention of high-quality, diverse teachers and staff</p>	<ul style="list-style-type: none">• Right staff in right places• Fully staffed schools with shared decision making
<p>Pursue authentic engagement with MPS parents around the design and implementation of equitable HR policies and practices</p>	

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<p>Fully implement the climate framework to ensure all district staff, parents, and students feel heard, valued and respected.</p>	<ul style="list-style-type: none"> ● Inclusion of all voices ● Ensure principal voice is included and responded to as a part of the process ● Schools are safe and welcoming ● All communities feel welcome. Feel that they have a voice in the district ● All voices must be taken seriously ● Be mindful to intentionally engage with families who don't speak English ● Meet needs of various community groups ● More spaces where the board is engaging with community members ● Create as many spaces as possible to gather feedback ● Parents are experts of their own children ● Be in partnership with families ● A place where staff, students and families are heard and valued ● If we are doing what we need to do, the community will let us know ● Meet people where they are ● Attend meetings that already exist

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Strategic Plan Strategies	Board Transformation Notes
<p>Utilize district equity competencies to inform district hiring and retention practices, professional development opportunities, and professional support systems.</p>	<ul style="list-style-type: none"> • Everything must be through an equity lens- policies, procedures, curriculum, etc. • Means when we look at materials we are looking at who is represented, when we look at practices- are we treating different groups of students differently, are we giving staff what they need
<p>Provide consistent opportunities for youth, parents and community members to provide feedback on district policies and practices.</p>	<ul style="list-style-type: none"> • Meet community members where they are, value their expertise and experiences • Inclusion of all voices
<p>Ensure student placement practices support integrated learning opportunities, and increased enrollment and retention</p>	
<p>Support community partnerships to enhance student experiences and learning opportunities.</p>	

Prioritized Strategy Reporting Template

Goal 4 Prioritized Strategy: Climate Framework

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

SY 2023–2024 Deliverables:	
All staff will receive training related to the Climate Framework	<p>Provide increased exposure to students, staff and the community related to the Climate Framework</p> <ul style="list-style-type: none"> ● Through professional development for school-based and district staff ● Presence of materials on the district’s internal and external facing websites ● Provide support to schools’ climate and equity teams to implement the climate framework.
All schools will create and implement site-specific Climate Plans	<p>Climate plans will be created at each site with the support of the Equity and School Climate team.</p> <ul style="list-style-type: none"> ● Each school will be assigned an Equity and School Climate Coordinator who will support the site’s leadership team in the creation of measurable climate goals, as well as a plan for implementing positive changes related to the climate related needs of the school
Hate and Bias Protocol will be finalized	<ul style="list-style-type: none"> ● Development of trainings and protocols to address Hate and Bias within the system <ul style="list-style-type: none"> ○ Provide training for all school and district staff on strategies to address incidents of hate and bias ○ Finalize Hate and Bias protocol <ul style="list-style-type: none"> ■ Installation of the begins in the second half of the 23–24 school year

Goal 4 Prioritized Strategy: Climate Framework

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

SY 2023–2024 Deliverables:

Feedback related to Climate will be gathered from students, caregivers and staff

- Continue to field the Cultivate Survey twice each year to gather student feedback on climate:
 - Provide training and support related to the Cultivate Survey, our tool for gathering student perception of classroom climate
 - Field the Cultivate survey twice in the 23–24 school year, such that schools can adjust climate school improvement goals and measure progress toward their prior year's goals
- Develop tools for gathering staff and caregiver feedback to support measurement of climate at the school level:
 - Staff feedback:
 - Revise Climate Rubric tool and then field it as the staff feedback metric related to school climate
 - Caregiver feedback:
 - Create tool and gather information on caregiver perception of MPS climate

Goal 4 Prioritized Strategy: Climate Framework

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

Board Adopted Strategic Plan Metric	Sub-Metrics
<ul style="list-style-type: none"> Increase the percent of individuals indicating positive climate in each of the following groups: students, parents, school-based staff, central office staff 	<ul style="list-style-type: none"> Hate-bias protocol is used x number of times in schools Qualitative and quantitative data collected via focus groups with students, families and staff.

Quarterly Reporting Updates:	
August	
November	
February	
May	

Transformation Datasets

Potential Datasets

- Operational Costs per School
 - 10-year Capital Improvement History
 - Long Term Facility Maintenance Projections
 - 5-year Maintenance Costs
 - Plant Operations Costs
 - Culinary and Wellness Costs
 - Energy Costs
 - Waste Costs
 - Transportation Costs
- Human Resources per School [including budgeted open positions]
 - Licensed Staff
 - Administration
 - Non-Licensed Staff

Potential Datasets, cont.

- School Demographics
 - Building Capacity
 - Enrollment and Enrollment Trends
 - Racial and Socioeconomic Integration
 - Market Share
 - School Choice
 - Percentage of students who attend from out of boundary
- School Performance
 - Academic Performance Metrics
 - Disciplinary Metrics

Questions for the Board

Discussion Questions

1. What is the Board's definition of transformation? Is it school-level, district-level, or both?
2. What is the goal of transformation?
3. What are the Board's values that will lead the work of transformation?
4. What is the Board's definition of the purpose and scope for MPS?
5. What will be the expectation regarding alignment with the Strategic Plan? How does the Board want to use prior work to inform transformation?
6. What are the Board's non-negotiables for transformation, if any?
7. How would the Board like to structure working with the Leadership Team in regards to transformation?
8. What is the timeline for transformation?