

## **Strategic Plan Quarter 3 Update 2024–25**

A written update on the 2024-25 prioritized strategies for the MPS Board of Education March 18 Committee of the Whole meeting

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

#### **Structured Literacy Training per the READ Act**

Progress Summary: Last class for round I of CORE Online Language & Literacy Academy (OL&LA) was March 10<sup>th</sup>. All 181 participants on track to complete phase 1 training by end of March.

Next Steps: Create calendar for CORE OL&LA round II for all 6–12 EL teachers and any teachers who missed round I. Begin compiling stipend information for all Phase I participants. Begin Phase I year II planning for next fall.

#### **UFLI Literacy Curriculum Implementation**

Progress Summary: 100% of all 36 sites have implemented University of Florida Literacy Institute (UFLI) as evidenced by walkthrough, progress monitoring, and observational data.

Next Steps: Planning differentiated professional development (PD).

#### **8 Culturally Sustaining Math Practices Implementation**

Progress Summary: The Content Lead and Courtney Johnson have been visiting sites and helping to collect look-fors along with the building administrators in an effort to increase the completion rate of the look-for data.

Next Steps: Continue to gather look-for data from sites for Mathematical Practices 1 & 3.

### **iReady Math Curriculum Implementation**

Progress Summary: We delivered PDs to principals focused on understanding and using the diagnostic data to support teachers and drive improvements in classrooms. Continuing to host multi-sites PLC meetings. Met with teachers for co-planning with Math teachers and their EL co-teachers. Provided a full day PD with ML on SIOP supports with the i-Ready curriculum.

Next Steps: Remind principals of the standing offer to meet, virtually, with iReady to support them with any needs. This can be any building leader who supports math.

### **Open Up Math Curriculum Implementation**

Progress Summary: Continued the work on curriculum-based assessments, language support to teachers and administration of teacher survey. More than 76% completion of December/January teacher implementation survey.

Next Steps: Continue partnering with ML in developing system of scaffolding language creation. Creating common summative assessments.

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

### **Implementation of Anti-Racist Culturally Sustaining (ARCS) Resource Review Tool**

Progress Summary: We are in our third round of reading and reviewing books using the ARCS survey. We have reviewed over 80 books and have 350 responses so far. Another 400 individuals are currently reading and reviewing texts.

Next Steps: Review 50 texts this spring. Steering committee will decide to adopt or reject ELA texts for next year. ELA curriculum design teams and media specialists will use ARCS data to align texts to units designs that foster engaging student learning.

### **ARCS Curriculum Review Rubric Implementation**

Progress Summary: The ARCS Rubric has been used to review Science, Personal Finance and Chicana/Latina Studies. The way data is collected using the ARCS Rubric has proven to be beneficial to steering committees in selecting curriculums to pilot.

Next Steps: Use ARCS rubric in Advance Learners curriculum review process. Pilot Personal Finance curriculum in spring. Administer post-pilot survey for educators (spring 2025) and students (fall 2025).

### **SOEI Task Force Implementation**

Progress Summary: The SOEI Revision Task Force has been meeting in two subcommittees for the observation process and revisions to the language of the standards.

Next Steps: The SOEI Revision Task Force will reconvene as a whole group on March 18, 2025. The goal is to make final decisions for implementation in 2025–26 and hand off project planning to the Teacher Development Team.

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

### **Development of a Data Collection System**

Progress Summary: Student Support Services has been planning the implementation of a time study on current mental health services. Data from the two-week study will provide numbers on students being served, groups offered, and other supportive services.

Next Steps: Review climate survey as a CSBMH team. Begin identifying a screening tool. Review time study data.

## **Development of a Comprehensive School-Based Mental Health System**

Progress Summary: Resources have been collected for Social Emotional Behavioral (SEB) intervention library. Collaboration with Design and Training team is established for future deliverables. Brief intervention model has started. Student support personnel (SSP) received training on best practices in SEB intervention, anxiety based school refusal, and healing-centered engagement at our recent PD day. SSPs have also increased their use of Wayfinder, our SEL curriculum, from 513 uses to 726 uses.

Next Steps: Develop and apply rubric to resources for inclusion in final product. Continue developing SSPs toolkit for serving the mental health needs of students.

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

### **Completing the Implementation of the GYO Recruitment Plan**

Progress Summary:

- **Adult Pathways:** On track; a total of 203 MPS staff members have submitted the GYO inquiry form. As of March 10, 2025, GYO district staff have held 78 one-on-one meetings with unlicensed staff members who are interested in GYO opportunities.
- **Secondary Pathways:** On Track; GYO teachers at Camden and South High Schools are leading recruitment efforts and attending course selection fairs for the 2025 Future Educator Summer Internship Program and the Fall 2025 concurrent enrollment courses.

Next Steps:

- **Adult Pathway:** Recruit Cooperating Teachers and Journey Teachers to identify pairings with Residents, MPS-A Candidates, and Apprentices for the 2025-26 school year.

- **Secondary Pathway:** Finalize recruitment efforts for 2025 Future Educator Summer Interns and for fall 2025 Future Educator concurrent enrollment courses at Camden and South High Schools

## Begin Implementation of Comprehensive Adult GYO Application and Selection Process

### Progress Summary:

- **Adult Pathways:** On Track; Minneapolis Academy interviews were held from February 24 to March 4, 2025. Minneapolis St. Thomas Teacher Residency interviews took place on February 26, 2025. Teacher Apprenticeship interviews are scheduled for March 20, 2025

Summary: Application & Selection Outcomes for 2025–26		
Adult GYO Pathway	Total Number of Applicants	Preliminary Number of Selected Candidates (as of March 10, 2025)
MPS Academy (MPS-A)	34 total applicants; 44% applicants of color	Final cohort size will be 20; 40% of applicants receiving offer identify as a person of color
MPS-St. Thomas Teacher Residency (MSTR)	48 total applicants; 52% applicants of color	Final cohort size will be 18; 67% of applicants receiving offer identify as a person of color
Teacher Apprenticeships	98 total applicants; 71% applicants of color	Final cohort 1 (Special Education) size is 14; 50% of candidates identify as a person of color  Final cohort 2 (Elementary) size will be 13; cohort will be selected by March 31, 2025

- **Secondary Pathways:** On Track; GYO district staff supported administrators at Camden and South during budget tie-out in order to ensure all students currently enrolled in the Future Educator program can continue to participate in fall 2025. GYO staff are also working with staff at Camden and South as well as staff in Human Resources and Extended Learning to finalize 2025 Summer Internship Program.

#### Next Steps:

- **Adult Pathways:** We will be hosting the PreK-6 Teacher Apprenticeship Interview and Selection Night on March 20, 2026. Additionally, in the coming weeks we will be selecting Cooperating Teachers and Journey Workers and collaborating with principals to determine GYO participant placement sites for the 2025-26 school year.
  - **Secondary Pathways:** We are currently finalizing recruitment and selection for the 2025 Future Educator Summer Internship Program. Additionally, we are hosting student onboarding meetings at Camden and South High Schools in April to hire selected students into the 2025 Summer Internship Program. Finalizing Future Educator enrollment for fall 2025.
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### **Strategy 4.1: Fully implement the climate framework to ensure all district staff, parents, and students feel heard, valued and respected.**

#### **Relaunch Climate Framework**

Progress Summary: Continuing to provide staff climate training "Climate Framework in Action" both at New Employee Orientation and district professional development days.

Next Steps: Moving to action: Bridging Student Survey results and with actions to positively impact the MPS Climate such as training on "how to improve" climate or implementing the "gender inclusion policy".

#### **Refine Equity & School Climate Teams (ESCT)**

Progress Summary: Citywide students participated in ESCT meetings using the ORID protocol for data review. ESCT teams are now making decisions on how to positively impact their school climate through the results of the SCSS and the data co-interpretation sessions.

Next Steps: Co-create guidance on common Equity-related concepts for ESCT teams over the summer for fall implementation.

## **Implement a District-Wide Climate Survey**

Progress Summary: Ongoing support for schools to develop action plans based on survey results. Out of 60 sites supported by ESCT 53 have had at least the initial co-interpretation session, 19 have identified strategies to implement and 8 sites have set a follow-up date for checking in on implementing of strategies.

Next Steps: Plan May survey administration.