

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

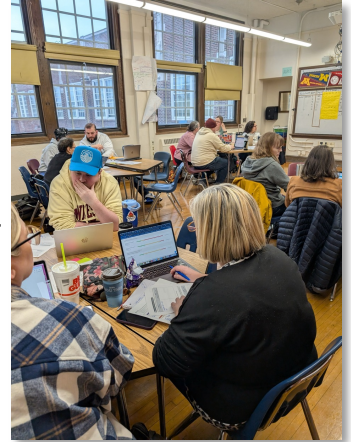
Current status: Initial Implementation

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).

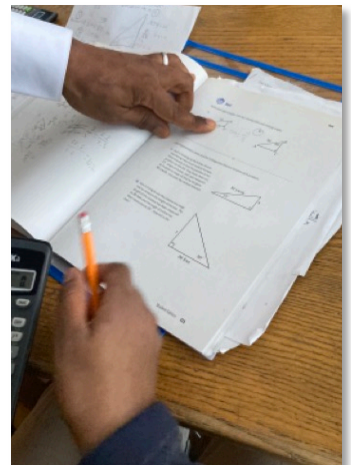
Open Up Math Curriculum Implementation

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 examples of culture like 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

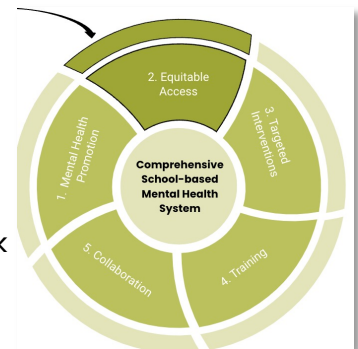
Current status: Installation

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.



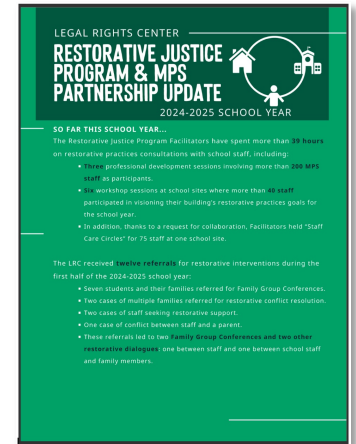
Strategy 2.2: Fully implement a restorative approach to student support.

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

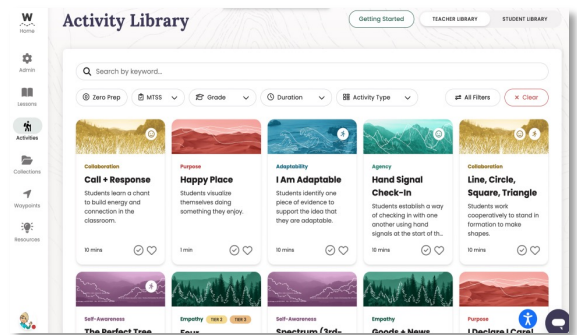
Current status: Initial Implementation

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

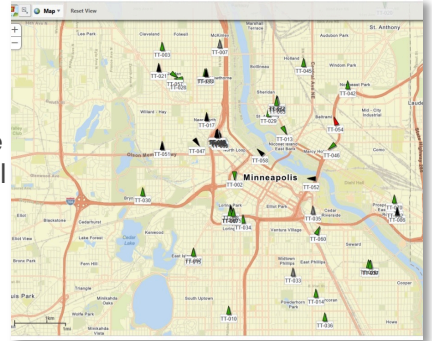
Current status: Initial Implementation

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

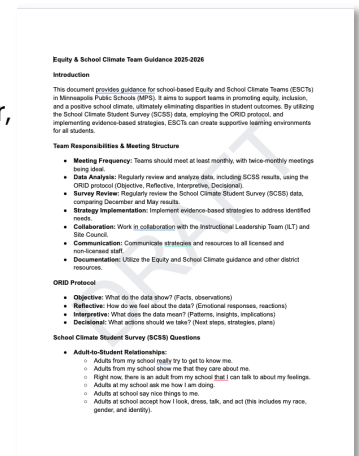
Current status: Initial Implementation

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

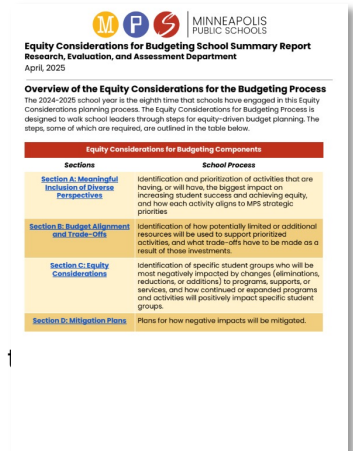
Current status: Full Implementation

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.



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.

