

Minneapolis Public Schools Strategic Plan

School Years 2022-2023 to 2026-2027

Draft Version for
Board Approval

Foundational Principles

Strategic Plan Foundation

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**Honor
Voices**

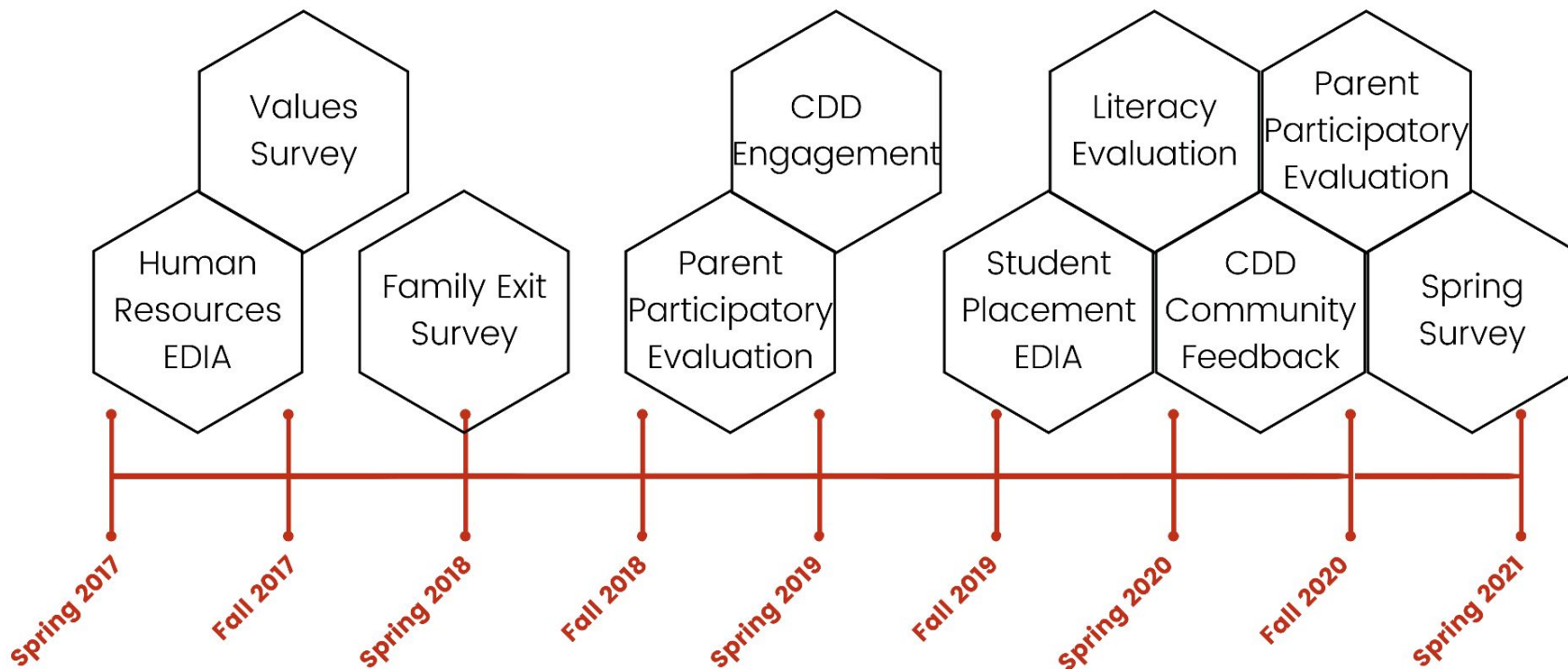
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**Incorporate
Plans/Reports
and Align Work**

3

**Focus on
Implementation**

Foundation #1: Honor Voices



Foundation #2 – Incorporating Plans/Reports and Alignment

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

These plans and corresponding data informed their priorities and vision/goal areas for the Strategic Plan.

Comprehensive District Design and Implementation
World's Best Workforce (WBWF) Statute
WBWF Goals and Metrics
Achievement and Integration Funding and Plan
ESSER Funding
WBWF and Achievement and Integration Progress Report
Read Well by Third Grade Plan
Literacy Framework
Climate Framework Values and Belief Statements
Teacher Equity Plan
Policy 6000 - Mission of the Educational Program
Recent Board Budget Values and Priorities
Parent Evaluation and Youth Evaluation Findings
EDIA Reports
Academic and Operational Data

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

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.

Vision

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

Mission

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.

Commitment

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

Values

Goals, Strategies, Conditions, and Measures

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: Academics

Goal One – Academic Achievement

Goal 1: Academic Achievement – Every student achieves their full potential through equal access to programming that is academically rigorous and connects learning in schools with students' experiences at home.

Strategies:

1. Provide standards-based core instruction with a focus on literacy and mathematics.
2. Ensure all curriculum and instructional practices are anti-racist and sustain the cultures, languages, and experiences of our students.
3. Ensure all community schools provide access to STEM, music, art, language, and for high schools, ethnic studies and college credit courses
4. Implement Professional Learning Communities to ensure all students' needs are met through a system of academic support and intervention.
5. Provide magnet school pathways that offer innovative thematic instruction and integrated learning opportunities

Goal One – Academic Achievement

Goal 1: Academic Achievement - Every student achieves their full potential through equal access to programming that is academically rigorous and connects learning in schools with students' experiences at home.

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

Academic Proficiency – Literacy

1.1: The percent of 2nd–8th grade students measured as proficient by Fall aReading FAST

	Pre- Pandemic (2019–20)	Current Year (2021–22)	2026–2027 Goal	Current Year Target +/-
Overall	49%	48%	63%	+15 percentage points
Achievement Gap between Black, Indigenous and Students of Color and White Students	51 percentage points	50 percentage points	33 percentage points	Gap reduction of 17 percentage points
Black, Indigenous and Students of Color	29%	27%	49%	+22 percentage points
White Students	80%	77%	82%	+5 percentage points

Academic Proficiency – Math

1.2: The percent of 2nd-8th grade students measured as proficient by Fall aMath FAST

	Pre- Pandemic (2019-20)	Current Year (2021-22)	2026-2027 Goal	Current Year Target +/-
Overall	45%	40%	55%	+15 percentage points
Achievement Gap between Black, Indigenous and Students of Color and White Students	49 percentage points	52 percentage points	35 percentage points	Gap Reduction of 17 percentage points
Black, Indigenous and Students of Color	26%	18%	40%	+22 percentage points
White Students	75%	70%	75%	+5 percentage points

Academic Proficiency – Dual Language Spanish Literacy

1.3: Percent of students scoring 4 and above on iStation in the fall

	Pre- Pandemic (2019-20)	Current Year (2021-22)	2026-2027 Goal	Current Year Target +/-
Overall	21%	20%	35%	+15 percentage points
Achievement Gap between Black, Indigenous and Students of Color and White Students	13 percentage points	10 percentage points	1 percentage point	Gap reduction of 9 percentage points
Black, Indigenous and Students of Color	18%	18%	35%	+17 percentage points
White Students	31%	28%	36%	+8 percentage points

Academic Growth – Literacy

1.4: Percent of 2nd–8th grade students meeting or exceeding expected growth targets in reading as measured Fall to Winter growth on aReading

	Pre- Pandemic (2019–20)	Current Year (2021–22)	2026–2027 Goal	Current Year Target +/-
Overall	56%	TBD	66%	+10 percentage points
Achievement Gap between Black, Indigenous and Students of Color and White Students	20 percentage points	TBD	12 percentage points	Gap reduction of 8 percentage points
Black, Indigenous and Students of Color	48%	TBD	61%	+13 percentage points
White Students	68%	TBD	73%	+5 percentage points

Academic Growth – Math

1.5: Percent of 2nd–8th grade students meeting or exceeding expected growth targets in reading as measured by Fall to Winter growth on aMath

	Pre- Pandemic (2019-20)	Current Year (2021-22)	2026-2027 Goal	Current Year Target +/-
Overall	51%	TBD	61%	+10 percentage points
Achievement Gap between Black, Indigenous and Students of Color and White Students	10 percentage points	TBD	2 percentage points	Gap reduction of 8 percentage points
Black, Indigenous and Students of Color	47%	TBD	60%	+13 percentage points
White Students	57%	TBD	62%	+5 percentage points

Kindergarten Readiness – Literacy

1.6: % of Kindergarten students scoring in the proficient range as measured by Fall earlyReading

	Pre-Pandemic (2019-20)	Current Year (2021-22)	2026-2027 Goal	Current Year Target +/-
Overall	67%	59%	74%	+15 percentage points
Achievement Gap between Black, Indigenous and Students of Color and White Students	30 percentage points	40 percentage points	23 percentage points	Gap reduction of 17 percentage points
Black, Indigenous and Students of Color	52%	41%	63%	+22 percentage points
White Students	82%	81%	86%	+5 percentage points

Kindergarten Readiness – Literacy High 5

1.6a: % of Kindergarten students who attended High 5 scoring in the proficient range as measured by Fall earlyReading

	Pre- Pandemic (2019-20)	Current Year (2021-22)	2026-2027 Goal	Current Year Target +/-
Overall- Students who attended High 5	63%	55%	70%	+15 percentage points
Achievement Gap between Black, Indigenous and Students of Color and White Students who attended High 5	16 percentage points	23 percentage points	11 percentage points	Gap reduction of 12 percentage points
Black, Indigenous and Students of Color who attended High 5	60%	51%	68%	+17 percentage points
White Students who attended High 5	76%	74%	79%	+5 percentage points

Kindergarten Readiness – Math

1.7: Percent of Kindergarten students measured as proficient by Three Aspects of Number subtest on Fall Kindergarten Concepts of Math (KCoM)

	Pre-Pandemic (2019-20)	Current Year (2021-22)	2026-2027 Goal	Current Year Target +/-
Overall	47%	40%	55%	+15 percentage points
Achievement Gap between Black, Indigenous and Students of Color and White Students	36 percentage points	35 percentage points	18 percentage points	Gap reduction of 17 percentage points
Black, Indigenous and Students of Color	30%	25%	47%	+22 percentage points
White Students	66%	60%	65%	+5 percentage points

Kindergarten Readiness – Math High 5

1.7: Percent of Kindergarten students who attended High 5 measured as proficient by Three Aspects of Number subtest on the Fall Kindergarten Concepts of Math (KCoM)

	Pre- Pandemic (2019-20)	Current Year (2021-22)	2026-2027 Goal	Current Year Target +/-
Overall- Students who attended High 5	36%	34%	49%	+15 percentage points
Achievement Gap between Black, Indigenous and Students of Color and White Students who attended High 5	18 percentage points	18 percentage points	5 percentage points	Gap reduction of 13 percentage points
Black, Indigenous and Students of Color who attended High 5	33%	30%	48%	+18 percentage points
White Students who attended High 5	51%	48%	53%	+5 percentage points

Academic Achievement – Four Year Graduation Rate

1.8: Percent of students graduating in four years

	Pre- Pandemic (2019-20)	Current Year (2021-22)	2026-2027 Goal	Pre-Pandemic Target +/-
Overall	74% (Class of 2020)	TBD	90%	16%
Achievement Gap between Black, Indigenous and Students of Color and White Students	20%	TBD	4%	Gap reduction of 16 percentage points
Black, Indigenous and Students of Color	68%	TBD	89%	21%
White Students	88%	TBD	93%	5%

Academic Achievement – Advanced Coursework

1.8: Percent of students passing one or more advanced courses

	Pre- Pandemic (2019-20)	Current Year (2021-22)	2026-2027 Goal	Current Year Target +/-
Overall	63%	TBD	78%	15%
Achievement Gap between Black, Indigenous and Students of Color and White Students	32%	TBD	16%	Gap reduction of 16 percentage points
Black, Indigenous and Students of Color	51%	TBD	72%	21%
White Students	83%	TBD	88%	5%

District Measures: Academic Proficiency– % of 2nd-8th grade students scoring in the proficient range as measured by Fall aReading FAST			Pre- Pandemic (2019-20)	Current Year (2021-22)
1.1.	1.1.A.	Overall	49%	48%
	1.1.B.	American Indian or Alaska Native	28%	22%
	1.1.C.	Black or African American	26%	23%
	1.1.D.	Asian	43%	45%
	1.1.E.	Native Hawaiian or Other Pacific Islander	74% (N = 19)	54% (N = 13)
	1.1.F.	White	80%	77%
	1.1.G.	Hispanic	25%	22%
	1.1.H.	Two or more	55%	50%
	1.1.i	Students receiving English Learner services	8%	9%
	1.1.J	Students receiving Special Education services	18%	18%
	1.1.K.	Students identified as Homeless or Highly Mobile	18%	10%

District Measures: Academic Proficiency– % of 2nd-8th grade students scoring in the proficient range as measured by Fall aMath FAST			Pre- Pandemic (2019-20)	Current Year (2021-22)
1.2.	1.2.A.	Overall	45%	40%
	1.2.B.	American Indian or Alaska Native	20%	11%
	1.2.C.	Black or African American	21%	12%
	1.2.D.	Asian	46%	38%
	1.2.E.	Native Hawaiian or Other Pacific Islander	58% (N = 19)	36% (N = 11)
	1.2.F.	White	75%	70%
	1.2.G.	Hispanic	26%	18%
	1.2.H.	Two or more	51%	40%
	1.2.i.	Students receiving English Learner services	11%	6%
	1.2.J.	Students receiving Special Education services	16%	15%
	1.2.K	Students identified as Homeless or Highly Mobile	12%	6%

District Measures: Academic Proficiency- % of students scoring 4 and above on iStation in the fall			Pre- Pandemic (2019-20)	Current Year (2021-22)
1.3	1.3.A.	Overall	21%	20%
	1.3.B.	American Indian or Alaska Native	-- (N = 4)	-- (N = 3)
	1.3.C.	Black or African American	13%	8%
	1.3.D.	Asian	-- (N = 9)	-- (N = 6)
	1.3.E.	Native Hawaiian or Other Pacific Islander	--	-- (N = 1)
	1.3.F.	White	31%	29%
	1.3.G.	Hispanic	18%	18%
	1.3.H.	Two or more	27%	18%
	1.3.i.	Students receiving English Learner services	12%	14%
	1.3.J.	Students receiving Special Education services	2%	6%
	1.3.k.	Students identified as Homeless or Highly Mobile	0% (N = 16)	8%

District Measures: Academic Growth- % of 2nd-8th grade students meeting or exceeding expected growth targets in reading as measured by Fall to Winter growth on aReading			Pre- Pandemic (2019-20)	Current Year (2021-22)
1.4.	1.4.A.	Overall	56%	TBD February
	1.4.B.	American Indian or Alaska Native	44%	TBD February
	1.4.C.	Black or African American	46%	TBD February
	1.4.D.	Asian	51%	TBD February
	1.4.E.	Native Hawaiian or Other Pacific Islander	63% (N = 19)	TBD February
	1.4.F.	White	68%	TBD February
	1.4.G.	Hispanic	50%	TBD February
	1.4.H.	Two or more	56%	TBD February
	1.4.i.	Students receiving English Learner services	45%	TBD February
	1.4.J.	Students receiving Special Education services	46%	TBD February
	1.4.k.	Students identified as Homeless or Highly Mobile	43%	TBD February

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			Pre- Pandemic (2019-20)	Current Year (2021-22)
1.5.	1.5.A.	Overall	51%	TBD Winter 22
	1.5.B.	American Indian or Alaska Native	41%	TBD Winter 22
	1.5.C.	Black or African American	46%	TBD Winter 22
	1.5.D.	Asian	51%	TBD Winter 2
	1.5.E.	Native Hawaiian or Other Pacific Islander	63% (N = 19)	TBD Winter 22
	1.5.F.	White	57%	TBD Winter 22
	1.5.G.	Hispanic	46%	TBD Winter 22
	1.5.H.	Two or more	52%	TBD Winter 22
	1.5.i.	Students receiving English Learner services	47%	TBD Winter 22
	1.5.J.	Students receiving Special Education services	45%	TBD Winter 22
	1.5.K.	Students identified as Homeless or Highly Mobile	46%	TBD Winter 22

District Measures: Kindergarten Readiness- % of Kindergarten students scoring in the proficient range as measured by Fall earlyReading			Pre- Pandemic (2019-20)	Current Year (2021-22)
1.6	1.6.A.	Overall	67%	59%
	1.6.B.	Overall- attended High 5	63%	55%
	1.6.C.	American Indian or Alaska Native	33%	26%
	1.6.D.	American Indian or Alaska Native- attended High 5	42%	64%
	1.6.E.	Black or African American	50%	40%
	1.6.F.	Black or African American- attended High 5	58%	50%
	1.6.G.	Asian	59%	50%
	1.6.H.	Asian- attended High 5	66%	55%
	1.6.I.	Native Hawaiian or Other Pacific Islander	-- (N = 1)	-- (N = 2)
	1.6.J.	Native Hawaiian or Other Pacific Islander- Attended High 5	-- (N = 0)	-- (N = 1)
	1.6.K.	White	82%	81%
	1.6.L.	White- attended High 5	74%	76%
	1.6.M.	Hispanic	47%	26%
	1.6.N.	Hispanic- attended High 5	52%	35%

District Measures: Kindergarten Readiness- % of Kindergarten students scoring in the proficient range as measured by Fall earlyReading			Pre- Pandemic (2019-20)	Current Year (2021-22)
1.6	1.6.O.	Two or more	69%	61%
	1.6.P.	Two or more- attended High 5	86%	67%
	1.6.Q.	Students receiving English Learner services	43%	26%
	1.6.R.	Students receiving English Learner services - attended High 5	46%	46%
	1.6.S.	Students receiving Special Education services	45%	44%
	1.6.T.	Students receiving Special Education services- attended High 5	44%	46%
	1.6.U.	Students identified as Homeless or Highly Mobile	27%	24%
	1.6.V.	Students identified as Homeless or Highly Mobile- attended High 5	39%	25%

District Measures: % 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)		Pre- Pandemic (2019-20)	Current Year (2021-22)
1.7.A.	Overall	47%	40%
1.7.B.	Overall - attended High 5	36%	34%
1.7.C.	American Indian or Alaska Native	25%	22%
1.7.D.	American Indian or Alaska Native - attended High 5	27%	55%
1.7.E.	Black or African American	27%	22%
1.7.F.	Black or African American - attended High 5	32%	30%
1.7.G.	Asian	42%	34%
1.7.H.	Asian - attended High 5	48%	39%
1.7.I.	Native Hawaiian or Other Pacific Islander	-- (N = 1)	-- (N = 1)
1.7.J.	Native Hawaiian or Other Pacific Islander - attended High 5	-- (N = 0)	-- (N = 0)
1.7.K.	White	66%	61%
1.7.L.	White - attended High 5	51%	49%
1.7.M.	Hispanic	24%	18%
1.7.N.	Hispanic - attended High 5	22%	24%

District Measures: % 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)		Pre- Pandemic (2019-20)	Current Year (2021-22)
1.7.O.	Two or more	51%	39%
1.7.P.	Two or more - attended High 5	53%	37%
1.7.Q.	Students receiving English Learner services	19%	16%
1.7.R.	Students receiving English Learner services - attended High 5	23%	29%
1.7.S.	Students receiving Special Education services	26%	28%
1.7.T.	Students receiving Special Education services - attended High 5	22%	25%
1.7.U.	Students identified as Homeless or Highly Mobile	18%	9%
1.7.V.	Students identified as Homeless or Highly Mobile - attended High 5	31%	11%

District Measures: 4-year Graduation Rate		Pre- Pandemic (2019-20)	Current Year (2021-22)
1.8.	% of students graduating in four years	74.2%	TBD
1.8.A.	Overall	74.2% (class of 2020 data)	TBD
1.8.B.	American Indian or Alaska Native	33.3%	TBD
1.8.C.	Black or African American	68.1%	TBD
1.8.D.	Asian	85.3%	TBD
1.8.E.	Native Hawaiian or Other Pacific Islander	NA (n=0)	TBD
1.8.F.	White	88.4%	TBD
1.8.G.	Hispanic	67.1%	TBD
1.8.H.	Two or more	55.6%	TBD
1.8.i	Students receiving English Learner services	65.8%	TBD
1.8.J	Students receiving Special Education services	51.4%	TBD
1.8.K.	Students identified as Homeless or Highly Mobile	49.5%	TBD

District Measures: Advanced Coursework		Pre- Pandemic (2019-20)	Current Year (2021-22)	
1.9.	% of students who enroll in at least one advanced course and receive a 'C' or above (AP, IB, CIS, Advanced CTE, PSEO)			
	1.9.A.	Overall	58%	TBD
	1.9.B.	American Indian or Alaska Native	37%	TBD
	1.9.C.	Black or African American	40%	TBD
	1.9.D.	Asian	62%	TBD
	1.9.E.	Native Hawaiian or Other Pacific Islander	58%	TBD
	1.9.F.	White	82%	TBD
	1.9.G.	Hispanic	50%	TBD
	1.9.H.	Two or more	49%	TBD
	1.9.i	Students receiving English Learner services	34%	TBD
	1.9.J.	Students receiving Special Education services	27%	TBD
	1.9.K.	Students identified as Homeless or Highly Mobile	26%	TBD

Goal 2: Student Well-Being

Goal Two – Student Well-Being

Goal 2: Student Well-Being – Every Student’s physical and mental well-being is addressed as an integral part of their education.

Strategies:

1. Provide equitable student access to culturally responsive counseling and mental health services
2. Fully implement a restorative approach to student support
3. Integrate social and emotional practices into all classrooms and Out of School Time activities
4. Provide physically safe and welcoming school environments through strategic shortening of walk zones, building cleanliness, building improvements, landcare and strong emergency management practices
5. Support healthy child development through nutritious meals and promotion of physical activity

Goal Two – Student Well-Being

Goal 2: Student Well-Being – Every Student’s physical and mental well-being is addressed as an integral part of their education.

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)

Student Well-Being

		Pre- Pandemic (2018-19)	Current Year (2021-22)	2026-27 Goal	Current Year Target +/-
2.1.	% of students indicating Almost Always <i>"feel safe in school"</i>	41%	TBD- Spring 2022	60%	TBD
2.2.	% of students indicating Almost Always <i>"feel that I belong at this school"</i>	38%	TBD- Spring 2022	60%	TBD
2.3.	% of students indicating Almost Always <i>"teachers care about me"</i>	45%	TBD- Spring 2022	60%	TBD
2.4.	% of students highly rating student voice	N/A	TBD- Spring 2022	60%	TBD
2.5.	% of students highly rating affirmed identity	N/A	TBD- Spring 2022	60%	TBD

*When spring survey results are available, we will share disaggregated by race and determine where gap reductions are necessary

Student Well-Being: Suspension Disparities

Reduce the disparity between BIPOC students and White students as measured by the risk ratio for BIPOC students suspended one or more times

		Pre- Pandemic (2019-20)	Current Year (2021-22)	2026-27 Goal	Current Year Target +/-
2.6.	Black, Indigenous and Students of Color	5.6	TBD- Spring 2022	2.8	-2.8

Student Well-Being: Suspension Disparities

Reduce the disparity between BIPOC students and White students as measured by the risk ratio for BIPOC students suspended one or more times

		Pre- Pandemic (2019-20)	Current Year (2021-22)
2.6.A.	Students of Color	5.6	TBD- Spring 2022
2.6.B.	American Indian or Alaska Native	6.6	TBD- Spring 2022
2.6.B.1	American Indian (All)	6.3	TBD- Spring 2022
2.6.C.	Black or African American	7.8	TBD- Spring 2022
2.6.D.	Asian	0.8	TBD- Spring 2022
2.6.E.	Native Hawaiian or Other Pacific Islander	3.2	TBD- Spring 2022
2.6.F.	Hispanic	2.2	TBD- Spring 2022
2.6.G.	Two or more races	4.0	TBD- Spring 2022
2.6.H.	Students receiving English Learner services	0.8	TBD- Spring 2022
2.6.I.	Students receiving Special Education services	2.8	TBD- Spring 2022
2.6.J.	Students identified as Homeless or Highly Mobile	2.6	TBD- Spring 2022

Goal 3: Effective Staff

Goal Three – Effective Staff

Goal 3: Effective Staff – School and district staff approach all work centered on students and equity.

Strategies:

1. Strengthen pathways and reduce barriers for talented and diverse MPS employees and potential employees to become teachers.
2. Maintain Teacher Equity plan focused on staffing needs of MPS' 15 highest need schools
3. Deepen strategic recruitment of high quality, diverse teachers and staff
4. Pursue negotiations strategies that address contractual barriers to the equitable distribution and the recruitment, hiring, and retention of high-quality, diverse teachers and staff
5. Pursue authentic engagement with MPS parents around the design and implementation of equitable HR policies and practices

Goal Three – Effective Staff

Goal 3: Effective Staff – School and district staff approach all work centered on students and equity.

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

Note: Deep interdependencies with Goal 4: School and District Climate

Employee Retention

		Pre- Pandemic (2019-20)	Current Year (2021-22)	2026-27 Goal
% of employee retention: staff retained overall and by race		Overall: 89.5% White Staff: 92.1% Black, Indigenous and Staff of Color: 84.0%	Overall: 88.5% White Staff: 89.9% Black, Indigenous and Staff of Color: 85.4%	90% across all groups
3.1.A.	Teachers	Overall: 93.3% White staff: 93.9% Black, Indigenous and Staff of Color: 90.9%	Overall: 92.5% White staff: 92.6% Black, Indigenous and Staff of Color: 92.0%	94% across all groups
3.1.B.	Principals/APs	Overall: 93.7% White staff: 95.4% Black, Indigenous and Staff of Color: 91.1%	Overall: 92.7% White staff: 90.7% Black, Indigenous and Staff of Color: 95.6%	95% across all groups
3.1.C	Education Support Professionals	Overall: 82.0% White staff: 84.3% Black, Indigenous and Staff of Color: 79.7%	Overall: 79.4% White staff: 78.5% Black, Indigenous and Staff of Color: 80.3%	85% across all groups

Effective Staff: Staff Diversity

		Pre- Pandemic (2019-20)	Current Year (2021-22)	2026-27 Target	Pre-Pandemic Target +/-
Overall		White staff: 68.2% Black, Indigenous and Staff of Color: 31.8%	White staff: 67.2% Black, Indigenous and Staff of Color: 32.8%	White staff: 63.2% Black, Indigenous and Staff of Color: 36.8%	-5% White Staff +5% Staff of Color
3.2.A	Teachers	White staff: 82.5% Black, Indigenous and Staff of Color: 17.5%	White staff: 81.5% Black, Indigenous and Staff of Color: 18.5%	White staff: 77.5% Black, Indigenous and Staff of Color: 22.5%	-5% White Staff +5% Staff of Color
3.2.B.	Principals/APs	White staff: 60.3% Black, Indigenous and Staff of Color: 39.7%	White staff: 58% Black, Indigenous and Staff of Color: 42%	White staff: 55.3% Black, Indigenous and Staff of Color: 44..7%	-5% White Staff +5% Staff of Color
3.2.C.	ESPs	White staff: 51.2% Black, Indigenous and Staff of Color: 48.8%	White staff: 49.2% Black, Indigenous and Staff of Color: 50.8%	White staff: 46.2% Black, Indigenous and Staff of Color: 53.8%	-5% White Staff +5% Staff of Color

Effective Staff: Teacher Vacancies and Diversity of New Hires

		Pre- Pandemic (2019-20)	Current Year (2021-22)	2026-27	Pre-Pandemic Target +/-
3.4.	% of classroom teacher vacancies at start of school year	1.5%	5.6%	1.5%	0%
3.5.	% racial diversity of new hires	44.3% Black, Indigenous and People of Color	43.6% Black, Indigenous and People of Color	54.3%	+10%
3.5.A.	Teachers	22.9% of new hires were Black, Indigenous and People of Color	27.2% of new hires were Black, Indigenous and People of Color	32.9% Black, Indigenous and People of Color	+10%
3.5.B.	Principals/APs	52.6% of new hires were Black, Indigenous and People of Color	56.5% of new hires were Black, Indigenous and People of Color	57.6% Black, Indigenous and People of Color	+5%
3.5.C	Education Support Professionals	54% of new hires were Black, Indigenous, and People of Color	55.4% of new hires were Black, Indigenous, and People of Color	59% Black, Indigenous and People of Color	+5%

Goal 4: School and District Climate

Goal Four – School and District Climate

Goal 4: School and District Climate - MPS is known by our community as welcoming, responsive, and connected.

Strategies:

1. Fully implement the climate framework to ensure all district staff, parents, and students feel heard, valued and respected.
2. Utilize district equity competencies to inform district hiring and retention practices, professional development opportunities, and professional support systems.
3. Provide consistent opportunities for youth, parents and community members to provide feedback on district policies and practices.
4. Ensure student placement practices support integrated learning opportunities, and increased enrollment and retention
5. Support community partnerships to enhance student experiences and learning opportunities.

Goal Four – School and District Climate

Goal 4: School and District Climate – MPS is known by our community as welcoming, responsive, and connected.

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.

School and District Climate

		Pre- Pandemic (2019-20)	Current Year (2021-22)	2026-27 Goal	Current Year Target +/-
4.1.	% of parents indicating Almost Always, "I feel welcome at my child's school"	This was not included on previous years' surveys	TBD- Spring 2022	60%	TBD
4.2.	% of site councils with proportional representation by race	This data has not been collected in prior years	TBD- Spring 2022	100%	TBD
4.3.	% of publicly educated Minneapolis-resident students choosing MPS (market share)	60%	TBD	70%	TBD
4.4.	% of staff completing equity training	This data has not been collected in prior years	TBD- Spring 2022	100%	TBD

*When spring survey results are available, we will share disaggregated by race and determine where gap reductions are necessary

School and District Climate

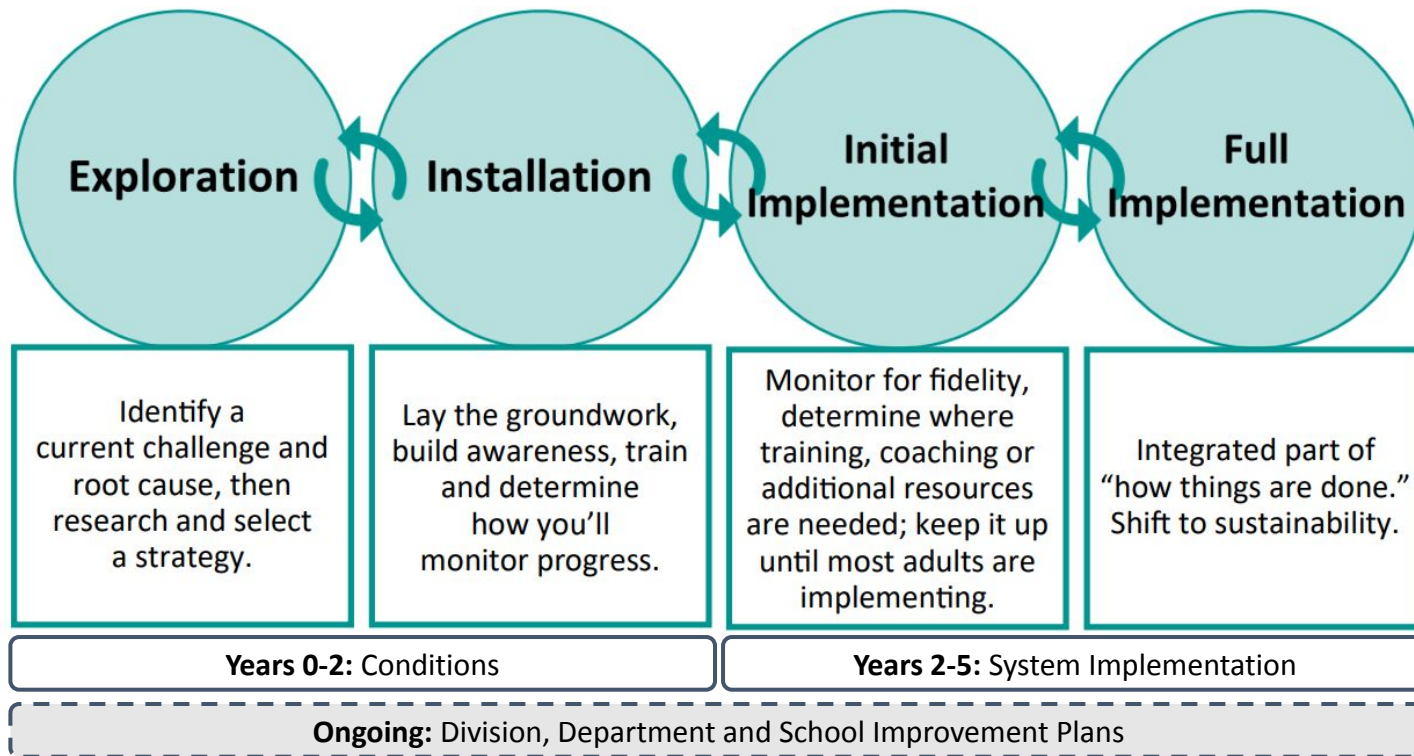
		Current Year (2021-22)	2026-27	Current Year Target +/-
% of individuals indicating positive climate		TBD- Spring 2022	75%	TBD
4.5.A.	Students	TBD- Spring 2022	75%	TBD
4.5.B.	Parents	TBD- Spring 2022	75%	TBD
4.5.C.	School-level staff	TBD- Spring 2022	75%	TBD
4.5.D.	District-level/central office staff	TBD- Spring 2022	75%	TBD
% of Climate Indicators met (Climate Index)		TBD- 2023-24	75%	TBD

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



Accountability: Strategic Plan Updates

Committee of the Whole presentations SY 22–23:

- January
- March
- May
- August

Updates to the Public Tableau Data Dashboard to Reflect Strategic Plan Metrics (listed in appendix slides)

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