Four areas of focus

Guiding considerations:

• Goal priority
• Definition of success
• Metrics
• Resource investments
• Timeline for deliverables
AC 2020 / World’s best workforce alignment

- All children are ready to start kindergarten
- All third-graders can read at grade level
- All achievement gaps between students are closed
- All students are ready for career and/or postsecondary education
- All students graduate from high school
Equity
Equity
Observable Success: Equity

- Quality core instruction
- Completed EDIA’s and Equity Consideration Process
- School/Davis Center professional development
- Multicultural materials and lesson plan template
- Newcomer/Immersion educational programming
- Freshman-On-Track graduation support
- Recruitment/retention efforts to increase diverse workforce
- Lunch menus reflective of dietary practices/needs
- Additional access to technology for students & staff
- Equitable resource allocation process

**KEY METRICS**

<table>
<thead>
<tr>
<th>Achievement Gap</th>
<th>Operations</th>
<th>Disproportionality</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Increased reading and math proficiency</td>
<td>• Increase in diverse vendor selection</td>
<td>• Decrease in suspensions and referrals</td>
</tr>
<tr>
<td>• Increased growth in reading and math</td>
<td>• Capital improvement distribution</td>
<td>• Increased graduation rates</td>
</tr>
<tr>
<td></td>
<td>• Access to technology distribution</td>
<td>• Increased family involvement</td>
</tr>
</tbody>
</table>

• Extracurricular participation
• Increase in recruitment/retention of staff
Multi-Tiered System of Supports
Multi-Tiered Systems of Support (MTSS)
Observable Success: MTSS

- Differentiated core instruction to meet the needs of all learners
- MTSS guidebook
- Individual learning plans for students not on track to be proficient in reading by 3rd grade; or high school MCA
- Acceleration plans for students above grade level
- Additional psychologist allocation at cohort schools
- Direct literacy and math support (e.g., Read180, ST math, telescoping math, dreambox)

**KEY METRICS**

- Increased reading/math proficiency and growth
  Increase in percentage of students mastering standards as evidenced by quarterly benchmarks
- Reduction of course failure and increased four year graduation rate
- Reduced rate and disparity for suspensions
- Reduced rate of disparity for special education
Social Emotional Learning
Social Emotional Learning (SEL)

Social and Emotional Learning: Theory of Change

Improved outcomes for students and schools

SEL Skill Attainment
Improved Student Outcomes
Achievement Gaps Closed
Improved School Climate

Self-Awareness
Social Awareness
Relationship Skills
Responsive Decision-Making
Self-Management

Home and Communities
Schools
Classrooms
Schoolwide Practices and Policies
Family and Community Partnerships

Growth mindset image by FrancodelaConstanteSama: (https://unsplash.com/@FrancodelaConstanteSama); Arrow image by Megh Dhir: (https://unsplash.com/@MeghDhir); School house image by Guillaume Brugiere: (https://unsplash.com/@GuillaumeBrugiere)
Observable Success: SEL

• District partnership with CASEL to develop comprehensive SEL framework
• Schools receive professional development in SEL standards to incorporate into core instruction
• Develop cohort schools for SEL best practice implementation as a model to building district capacity
• Direct instruction: universal implementation of best practice curriculum such as second step
• Morning meetings, student-led conferences, socratic seminars, teacher as ‘facilitator of learning’
• Teacher-student; student-student; teacher-teacher; school-family relationships
• Affective supports (e.g., Mindfulness rooms, yoga, breathing)

KEY METRICS

• Increased percentage of buildings indicating readiness to improve (5E survey)
• Reduction in discipline referrals and disproportionality
• Increased percentage of students indicating schools are welcoming
• Students in cohort schools have more positive responses on annual student survey
Literacy
Pre-K – 12 Literacy Vision

MPS students will become productive, inspired and literate global citizens through the development of effective reading, writing, speaking, listening, and viewing skills.

• MPS students are engaged, independent & critical readers, writers and researchers.

• We believe in implementing explicit structures to support students and educators in building lifelong literacy skills.
Observable Success: Literacy

- Implementation of new PK-5 core reading curriculum
- Literacy institutes and job-embedded literacy coaching for teachers, and specialists
- Classroom library collections aligned to new curriculum
- Student work displayed as standards mastery
- Secondary literacy focus on writing across curriculum

KEY METRICS

- Increased percentage of students meeting or exceeding kindergarten entrance benchmarks
- Increased reading/math proficiency and growth
- Increase in percentage of students mastering standards evidenced by quarterly benchmarks
- Increased percentage of students meeting or exceeding MCA targets
- Percentage of students decreasing from being screened at risk via FAST
SUPPORTS
... Exists to develop and support coherent professional learning—clearly and intentionally contextualized in and realizes equity, sel, mtss and literacy—to enhance educator effectiveness so that student learning and achievement consistently improve.

<table>
<thead>
<tr>
<th>Strategic Plan: Acceleration 2020</th>
<th>MTSS Framework</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Strategic Plan Image]</td>
<td>![MTSS Framework Image]</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Framework</th>
<th>Equity Framework</th>
<th>SEL Framework</th>
</tr>
</thead>
</table>
Focused Investments

Equity
- Compensatory Education
- Title programming
- Integration
- ELL
- Special Education
- Advanced Learners

MTSS
- Psychologist allocation
- Interventionists
- Network Specialists
- Assessments
- Classroom Teachers
- Nurses
- Support Staff

SEL
- Increased SEL department
- Social Workers
- Counselors
- Psychologists
- Behavioral Specialists
- SEL Materials

Literacy
- Core literacy curriculum
- Classroom Teachers
- Paraprofessionals
- Literacy DPF’s
- Network Specialists
- Instructional Specialists
- Literacy Specialists

Resources
Financial Investments

PRIORITIES  RESOURCES
What is your current level of knowledge?
Learning Process

- Knowing
- Doing
- Being
## Timeline for deliverables for all focus areas

<table>
<thead>
<tr>
<th>Quarter 1 — August through October</th>
<th>Quarter 2 — November through January</th>
<th>Quarter 3 — February through April</th>
<th>Quarter 4 — May through July</th>
</tr>
</thead>
<tbody>
<tr>
<td>All focus areas will develop:</td>
<td>All focus areas will implement:</td>
<td>All focus areas will implement:</td>
<td>All focus areas will implement and evaluate:</td>
</tr>
<tr>
<td>• Logic models</td>
<td>• Logic models</td>
<td>• Logic models</td>
<td>• Logic models</td>
</tr>
<tr>
<td>• PD plans</td>
<td>• PD plans</td>
<td>• PD plans</td>
<td>• PD plans</td>
</tr>
<tr>
<td>• Communication plans</td>
<td>• Communication plans</td>
<td>• Communication plans</td>
<td>• Communication plans</td>
</tr>
<tr>
<td>• Quarterly Board report</td>
<td>• Quarterly Board report</td>
<td>• Quarterly Board report</td>
<td>• Quarterly Board report</td>
</tr>
<tr>
<td>Highlights:</td>
<td>Highlights:</td>
<td>Highlights:</td>
<td>Highlights:</td>
</tr>
<tr>
<td>• Identify equity based instructional coaching model</td>
<td>• Provide guidance to budget process around focus areas</td>
<td>• Implement EDIA cycles</td>
<td>• Completion of EDIA cycles</td>
</tr>
<tr>
<td>• Begin EDIA cycles</td>
<td>• Embed focus areas in department plans</td>
<td>• Plan for summer institutes based on focus areas</td>
<td>• Evaluation of progress on focus areas</td>
</tr>
<tr>
<td>• Enter into external partnerships</td>
<td>• Implement EDIA cycles</td>
<td>• Implement SEL and Equity EDIA recommendations into HR practices</td>
<td>• Provide guidance on embedding focus areas in the SIP process</td>
</tr>
<tr>
<td>• Develop cohort models for MTSS and SEL focus areas</td>
<td>• Develop MPS SEL Standards</td>
<td>• Implementation of fidelity checks in focus areas implementation</td>
<td>• Analyze results of Parent Participation Evaluation</td>
</tr>
<tr>
<td>• Develop and pilot Parent Participation Evaluation framework</td>
<td>• Review Quarter 1 data for Literacy Curriculum</td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>
Appendix
Appendix

- Logic models
- Timeline deliverables
# Equity: Timeline for deliverables

<table>
<thead>
<tr>
<th>Quarter 1 — August through October</th>
<th>Quarter 2 — November through January</th>
<th>Quarter 3 — February through April</th>
<th>Quarter 4 — May through July</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Culturally responsive lesson plan indicators, and additional materials</td>
<td>• Draft EDIA Athletics</td>
<td>• Draft plan to apply HR EDIA learnings</td>
<td>• Education EDIA Completed</td>
</tr>
<tr>
<td>• Equity focused instructional coaching Training framework identified</td>
<td>• Equity considerations document completed by Chiefs and Schools to support budget (year 2)</td>
<td>• HR hiring template developed</td>
<td>• On-going professional development</td>
</tr>
<tr>
<td>• PD plan for cabinet and district developed</td>
<td>• Equity considerations document completed by all district departments (year 1)</td>
<td>• Athletics EDIA completed</td>
<td>• Evaluate Progress</td>
</tr>
<tr>
<td>• Equity embedded in SIP (equity focus SIPS)</td>
<td>• Human Capital EDIA completed</td>
<td>• Draft community education EDIA</td>
<td></td>
</tr>
<tr>
<td>• Draft HR EDIA</td>
<td>• Equity embedded in department plans</td>
<td>• Planning for ILT institute with embedded Equity, SEL, MTSS, PSWE frameworks implemented</td>
<td></td>
</tr>
<tr>
<td>• Family, Community and Student Engagement Department reorganized</td>
<td>• On-going Professional development</td>
<td>• Pilot Parent Participatory Evaluation</td>
<td></td>
</tr>
<tr>
<td>• Restorative Practices Implemented</td>
<td>• Recruit and train for PPE</td>
<td>• On-Going Professional development</td>
<td></td>
</tr>
<tr>
<td>• MTSS and SEL communicated</td>
<td>• Revised integration budget with additional dollars allocated to superintendent priorities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Develop PPE framework</td>
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</tbody>
</table>

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## Social Emotional Learning: Timeline for deliverables

<table>
<thead>
<tr>
<th>Quarter 1 — August through October</th>
<th>Quarter 2 — November through January</th>
<th>Quarter 3 — February through April</th>
<th>Quarter 4 — May through July</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Enter into formal partnership with CASEL</td>
<td>• Develop MPS SEL Standards</td>
<td>• Train academic coaches on Adult SEL &amp; Equity</td>
<td>• Set expectations for embedding SEL into school-wide plans for 2018-19</td>
</tr>
<tr>
<td>• SEL Professional Development Plan</td>
<td>• Conduct Cohort School’s Needs Assessment</td>
<td>• Integrate SEL into interview process</td>
<td>• Evaluate year 1 plan</td>
</tr>
<tr>
<td>• Select first MPS SEL Cohort Schools</td>
<td>• Train MPS academic coaches on embedding SEL</td>
<td>• Plan for middle school direct instruction material adoption 2018-19</td>
<td></td>
</tr>
<tr>
<td>• Public Launch for CASEL Partnership and Cohort Schools</td>
<td>• Finalize menu of Direct Instruction materials Pre-k through 5th grade</td>
<td>• Implement fidelity checks for Direction Instruction at participating Cohort Schools</td>
<td></td>
</tr>
<tr>
<td>• Develop Communication Plan</td>
<td>• Develop framework and trainings for Adult SEL &amp; Equity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Develop work plan for Family &amp; Community Engagement</td>
<td>• Create Family SEL Guide</td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
Multi-Tiered System of Supports: Timeline for deliverables

A 5 year plan is being developed that will address the core components of MTSS: assessment, tiered instruction, Team process and infrastructure

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universal Screener</td>
<td>Diagnostic Assessments</td>
<td>Diagnostic Assessments</td>
<td>Assess fidelity and</td>
</tr>
<tr>
<td>Tier 1 Instruction</td>
<td>Tier 1 Instruction</td>
<td>Tier 2 Instruction</td>
<td>evaluation procedures in</td>
</tr>
<tr>
<td>Fidelity checklist</td>
<td>Fidelity checklist</td>
<td>Fidelity checklist</td>
<td>schools to determine the</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>degree to which MTSS is</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>happening</td>
</tr>
</tbody>
</table>
## Literacy: Timeline for deliverables

<table>
<thead>
<tr>
<th>Quarter 1 — August through October</th>
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<th>Quarter 3 — February through April</th>
<th>Quarter 4 — May through July</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language &amp; Literacy Institutes for all teachers, principals and support staff: focus on balanced literacy framework, SEL and culturally relevant teaching practices.</td>
<td>Review quarter 1 data and implementation of reading workshop structures.</td>
<td>Review quarter 2 data and implementation of reading workshop structures.</td>
<td>Review quarter 3 data and implementation of reading workshop structures.</td>
</tr>
<tr>
<td>Implement Big Day for Pre-K literacy materials.</td>
<td>Targeted coaching to ensure quality implementation and instruction within reading workshop.</td>
<td>Targeted coaching to ensure quality implementation and instruction within reading workshop.</td>
<td>Targeted coaching to ensure implementation and instruction within reading workshop. Focus on independent reading.</td>
</tr>
<tr>
<td>Implement Benchmark Advance &amp; Adelante literacy materials.</td>
<td>EL Elementary teachers training on aligning language acquisition practices with new literacy materials</td>
<td>EL Elementary teachers training on aligning language acquisition practices with new literacy materials</td>
<td></td>
</tr>
<tr>
<td>EL Elementary teachers training on aligning language acquisition practices with new literacy materials</td>
<td>Focus on Reading workshop and guided reading implementation.</td>
<td>Targeted coaching of close reading materials in grades 2-5.</td>
<td>Targeted coaching of close reading and independent reading in grades 2-5.</td>
</tr>
</tbody>
</table>