MINNEAPOLIS PUBLIC SCHOOLS

PROPOSED

STRATEGIC PLAN

2014-2020

Draft for Comment
May – June 2014
Why a new plan?

- Current plan was created in 2007 and will expire this year
- Need to accelerate our results for students
- Opportunity to engage with the MPS community to define and commit to our shared work
- Chance to prioritize and align our work in order to facilitate successful implementation and results
- Not a ‘start over’ plan – a recalibration and recommitment to many major priorities that are mid-stream
What will be different about the new plan, compared to the current plan?

Better **structure** and **alignment** of goals to measures, actions, and school/department plans

Inclusive of both the **academic** and **operational** parts of the organization

Built BY staff with significant input from stakeholders

Management structures being built for regular monitoring and adjustment

Setting MPS up for **successful implementation** and **RESULTS**
**SP2020 Development Process**

**SUMMER / FALL 2013:**
- 17 Listening Sessions with 500+ stakeholders
- All staff survey (400+ responses) and parent/family survey (1,500+ responses)
- Review of MPS results, progress on current strategic plan

**WINTER 2014:**
- SP2020 Planning Team formed (30 district leaders, 10 principals)
- SP2020 Planning Team developed draft ‘strategic plan’

**SPRING 2014:**
- Draft ‘strategic plan’ presented to Board and community for feedback

**SUMMER 2014:**
- Adjustments made to plan based on feedback
- Final ‘strategic plan’ presented to Board for approval (July/Aug)
- Development of 5-year District Management Plan (strategies, activities and timelines)

**FALL 2014:**
- Review of results / progress to date
- Development of first Annual District Action Plan (for FY16)
Broad Listening with Stakeholders to Inform Development of the Draft Plan

What we asked our stakeholders:

- Citywide student government (High School, Middle School, 4th/5th)
- Community town hall
- Davis Center Staff
- District Parent Advisory Council
- Faith Based Community Partners
- MFT Stewards
- Phillips Indian Educators
- Principals
- Assistant Principals
- Special Education Advisory Council
- Teachers and School staff
- Online surveys
  - Parent/family survey
  - All staff survey

When your child or your students have been successful, what was in place that helped make that success possible?

When your child or your students have not been successful, what barriers or challenges got in the way?
MPS in 3 words: Today
according to MPS parents and staff
(from fall Strategic Plan Survey)

diverse
MPS in 3 words- 5 years from now
according to MPS parents and staff
(from fall Strategic Plan Survey)
What we heard from stakeholders and how that is incorporated into the plan

**What we heard:** Stakeholders are concerned that MPS does not maintain a *consistent focus* over time

**What we’re doing:** Using the current plan as a foundation for the new plan, keeping commitments to major strategies

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**What we heard:** Staff do not feel MPS is a unified organization; many see a disconnect between schools and central office, teachers feel blamed

**What we’re doing:** Emphasizing a focus on serving schools and students and putting their needs at the center of all decisions

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**What we heard:** Teachers and parents believe that class size is a significant problem to be addressed

**What we’re doing:** Committed to class size reduction and ongoing monitoring in the MFT contract
What we heard from stakeholders and how that is incorporated into the plan (cont.)

What we heard: Closing the achievement gap will require broader community efforts and whole child supports

**What we’re doing:** Emphasizing community partnerships and family engagement

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What we heard: Some parents believe MPS is too focused on testing, to the exclusion of a well-rounded education

**What we’re doing:** Committed to a comprehensive review of our assessments in the MFT contract

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What we heard: MPS is made up of many caring, committed staff working in challenging situations

**What we’re doing:** Emphasizing staff development, growth, and morale
PROPOSED STRATEGIC PLAN
2020 Strategic Plan Components

- Mission
- Vision
- Values
- Theory of Action
- Goals w/ Performance Measures & Targets

5-Year District Management Plan (*strategies, projects, timelines*)
Annual District Action Plan / Mid-Year Adjustment Plan

- Goal Map
- Scorecard
Mission Statement

We exist to ensure that all students learn. We support their growth into knowledgeable, skilled and confident citizens capable of succeeding in their work, personal and family lives into the 21st century.

Vision Statement

Every child college and career ready.

Values

‘Children First’
Right to quality education
Importance of family
Equity
Diversity
Respect for employees
Partnership for youth
Transparency and accountability
Our decision-making filter:

Does it meet these criteria?

- Student-Focused
- Prioritizes Equity
- Aligned with MPS Priorities
- Supports Schools
- Evidence-Based

Every Child College and Career Ready
**Vision:** Every Child College and Career Ready (1.0)

<table>
<thead>
<tr>
<th>Improved Student Outcomes</th>
<th>Equity</th>
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</thead>
<tbody>
<tr>
<td>• All students graduate ready for college and career as life-long learners and engaged global citizens (2.1)</td>
<td>• Student results improve and are not predicted by race, economic status, program or geography (2.2)</td>
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<tr>
<th>Family &amp; Community Partnership</th>
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<tr>
<td>• MPS engages families and leverages community resources to support student academic success (3.1)</td>
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<th>Effective Teachers, School Leaders, and Staff</th>
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<td>• MPS is a learning organization, committed to the growth and development of all staff and the use of a data-driven continuous improvement cycle to ensure results for students (4.1)</td>
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<th>Resources for Students and Schools</th>
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<td>• MPS secures adequate funding and uses it equitably to provide services and resources to best meet the needs of students and schools (5.1)</td>
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### Improved Student Outcomes

- All students graduate ready for college and career as life-long learners and engaged global citizens

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<th>Goal Scope</th>
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<th>EXAMPLE strategies / action steps</th>
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| • Ensure positive outcomes for students PreK-grade 12  
  • Connect families and children to the appropriate early learning supports through targeted partnerships  
  • Ensure all students have engaging and relevant experiences and supports that allow them to leave 5th grade ready for a rigorous secondary level curriculum, middle grades ready for rigorous high school curriculum, and graduate high school ‘college, career, and life ready’  
  • Recognize bilingualism and biliteracy as an asset for our students | • Participation in early childhood programs and supports  
  • Kindergarten readiness  
  • Reading and math proficiency  
  • Student persistence  
  • Biliteracy rate  
  • Credit-readiness for graduation  
  • AP, ACT scores  
  • Graduation rate | • Increase awareness of and access to MPS early childhood services and education programs  
  • Systematic supports for transitions between grades  
  • Strengthen foundational, rigorous, academic program at PK-5, 6-8, 9-12  
  • Multi-tiered system of support  
  • Integrate social emotional learning and 21st century skills  
  • Utilize instructional technology to expand personalized and/or adaptive learning opportunities  
  • Strengthen implementation of Focused Instruction, including use of formative assessments  
  • School engagement plans  
  • Expand opportunities for all students to learn more than one language  
  • ‘On-track to graduate’ tracking and intervention |
## Equity

- **Student results improve and are not predicted by race, economic status, program or geography**

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<td>Positively impact educational outcomes for all underserved students. Maintain high expectations for all students regardless of race, economic status, geography, or program (Special Education, Advanced Learners, English Language Learners, Homeless/Highly Mobile).</td>
<td>Achievement gaps and growth rates in math and reading for all student groups</td>
<td>Academic strategies and social, emotional, and behavioral supports to accelerate achievement for black males</td>
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<tr>
<td>Ensure current access to high quality seats for all students to choose from that meet their diverse needs.</td>
<td>Behavior data (suspensions, lost learning time, attendance) for all student groups</td>
<td>Inclusion of students who receive Special Education services</td>
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<td>Includes student group-level and school-level interventions.</td>
<td>Access to advanced coursework and referrals to special education</td>
<td>Support for students who are Advanced Learners and English Language Learners</td>
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<td></td>
<td>School quality indicators</td>
<td>School engagement plans designed to increase instructional time lost to referral and suspension, particularly for students of color</td>
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<td>Turnaround School intervention teams to improve district schools that are furthest behind</td>
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<td>Partnerships to provide access to high quality school seats that meet diverse needs and provide innovative ideas (Community Partnership Schools, district-authorized charters, etc.)</td>
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### Family & Community Partnership

- MPS engages families and leverages community resources to support student academic success

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| • Schools and central office will meaningfully engage with parents and families to help ensure student success  
• Partner contributions will be strategically matched to the needs defined by the district  
• Volunteers and partnerships will be intentionally deployed to fill resource or expertise gaps  
• Engage with the broader Minneapolis community to ensure all are invested in the success of our students  
• Schools are service hubs within the community | ○ Parent reports – feel welcome at school, satisfaction with quality of school  
○ Student reports – someone at home helps me with school work  
○ Impact and alignment of partnerships and volunteers | • Parent Academy expansion  
• School site team supports  
• Restructure translation services  
• Website overhaul  
• Volunteer training  
• Community partner mapping and evaluation |
# Effective Teachers, School Leaders, and Staff

*MPS is a learning organization, committed to the growth and development of all staff and the use of a data-driven continuous improvement cycle to ensure results for students*

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<td>• MPS will be a learning organization that uses a data-driven continuous improvement cycle at all levels to plan, implement, check, and adjust its work to ensure successful outcomes for students</td>
<td>• Diversity of staff</td>
<td>• Employee on-boarding</td>
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<td>• All staff will have clear performance expectations that will drive recruitment, selection, development, evaluation, recognition, and succession planning systems</td>
<td>• Staff effectiveness</td>
<td>• Employee recognition program</td>
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<td>• Systems and structures will be utilized to prioritize the district’s work (programmatically and financially), ensure alignment throughout the system, and successfully execute on our stated priorities. Organizational units at all levels will be held accountable and celebrated for results.</td>
<td>• Employee retention and engagement</td>
<td>• Career pathways</td>
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<td>• Effectiveness of management systems</td>
<td>• Succession planning</td>
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<td>• Instructional role pipelines</td>
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<td>• Grow Your Own strategies</td>
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<td>• Instructional support redesign</td>
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<td>• Educator Evaluation</td>
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<td>• Incentive programs</td>
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<td>• Annual district action plan</td>
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<td>• Department KPI reviews</td>
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<td>• School improvement planning</td>
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<td>• School data team training</td>
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### Resources for Students and Schools

- MPS secures adequate funding and uses it equitably to provide services and resources to best meet the needs of students and schools

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<td>Adequate financial resources are secured by maintaining current funding</td>
<td>Financial management indicators (fund balance, budget-to-actual, bond rating, audit opinion)</td>
<td>• Enrollment marketing campaign</td>
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<td>streams and increasing new funding support, particularly through increasing</td>
<td>Service efficiency / effectiveness indicators (core IT system availability, transportation on-time</td>
<td>• Referendum campaign</td>
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<td>market share</td>
<td>arrivals)</td>
<td>• Insurance coverage efficiencies</td>
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<td>Resources will be allocated in a way that is transparent, easily</td>
<td>% of funds allocated to schools vs. central office</td>
<td>• SAP redesign</td>
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<td>understood, and equitable- based on student needs</td>
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<td>• Payroll project</td>
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<td>Central office services, both academic and operational, will be designed</td>
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<td>• Financial modeling</td>
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<td>and delivered to best meet the needs of schools and students</td>
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<td>• Diversity spend strategies</td>
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<td>Responsible stewardship of resources will be achieved through improved</td>
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<td>• School-department service level agreements</td>
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<td>financial management and planning</td>
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<td>• Customer service assessments</td>
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<td>• Weighted Student Funding strategy</td>
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<td>• Activity based costing</td>
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<td>• Zero-based budgeting</td>
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<td>• Right size central office</td>
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