

Academic Plan

2019-2020



MINNEAPOLIS
PUBLIC SCHOOLS
Urban Education. Global Citizens.

Academic Plan: Equity Lens



Focused on supporting current work but also critically evaluating how we move forward to improve students' academic success in Minneapolis Public Schools.



Should be seen through lens of equity, meaning, focus includes asking critical questions about access and opportunity to academic success through lens of underrepresented populations.

Academic Plan: Social Emotional Learning



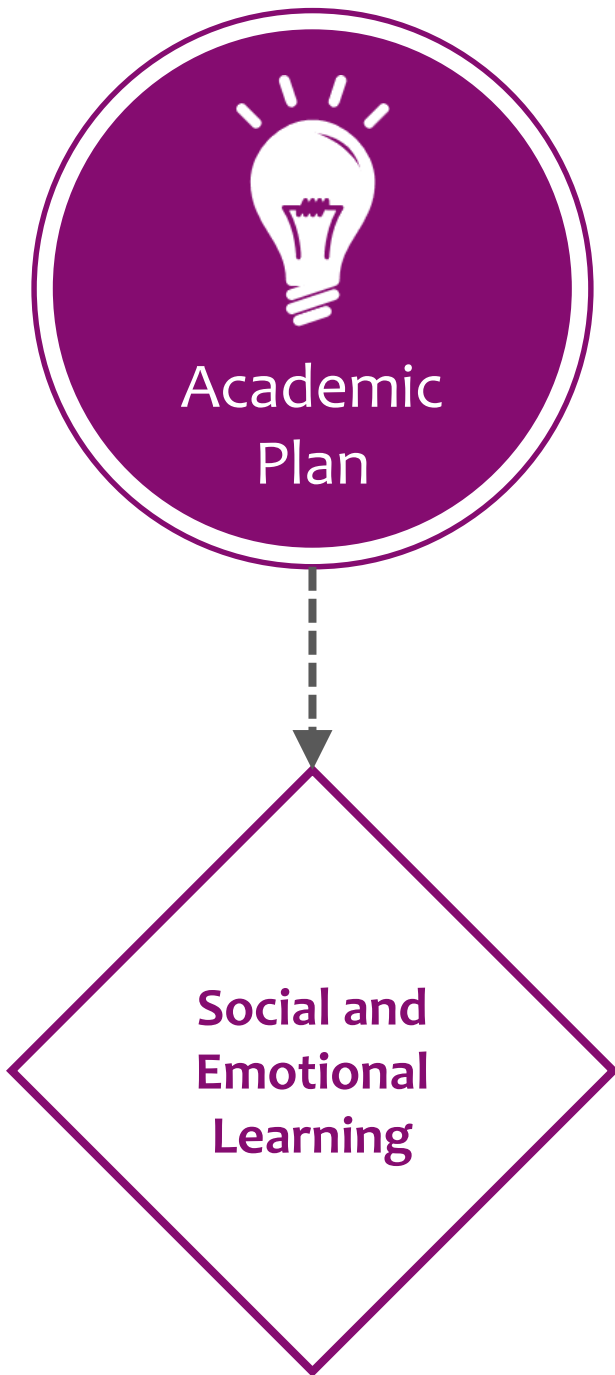
Three **current** areas of focus in 2019-2020 Academic Plan.



“Moving Forward” is focused on equitable education design with five areas of focus; areas still in planning stages.



Whether current focus or moving forward, strong base of social emotional learning must exist. This includes self-awareness in understanding each of our roles in Academic Plan and impact of who we are on students’ academic success.



2019-2020	Early Literacy and Math
2019-2020	Multi-Tiered System of Support
2019-2020	College and Career
2020-Forward	Equitable Education Design



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- Early Childhood
- K-5 Literacy and Math



Early Childhood



Continued Implementation of Reading and Math Curriculum



Implementation of Teaching Strategies Gold



Summer Programming for Students Entering Kindergarten



K-5 Literacy and Math



K-2 Literacy Initiative STRIVE Together Grant



Continue Balanced Literacy and Benchmark Implementation



Focus on Kindergarten

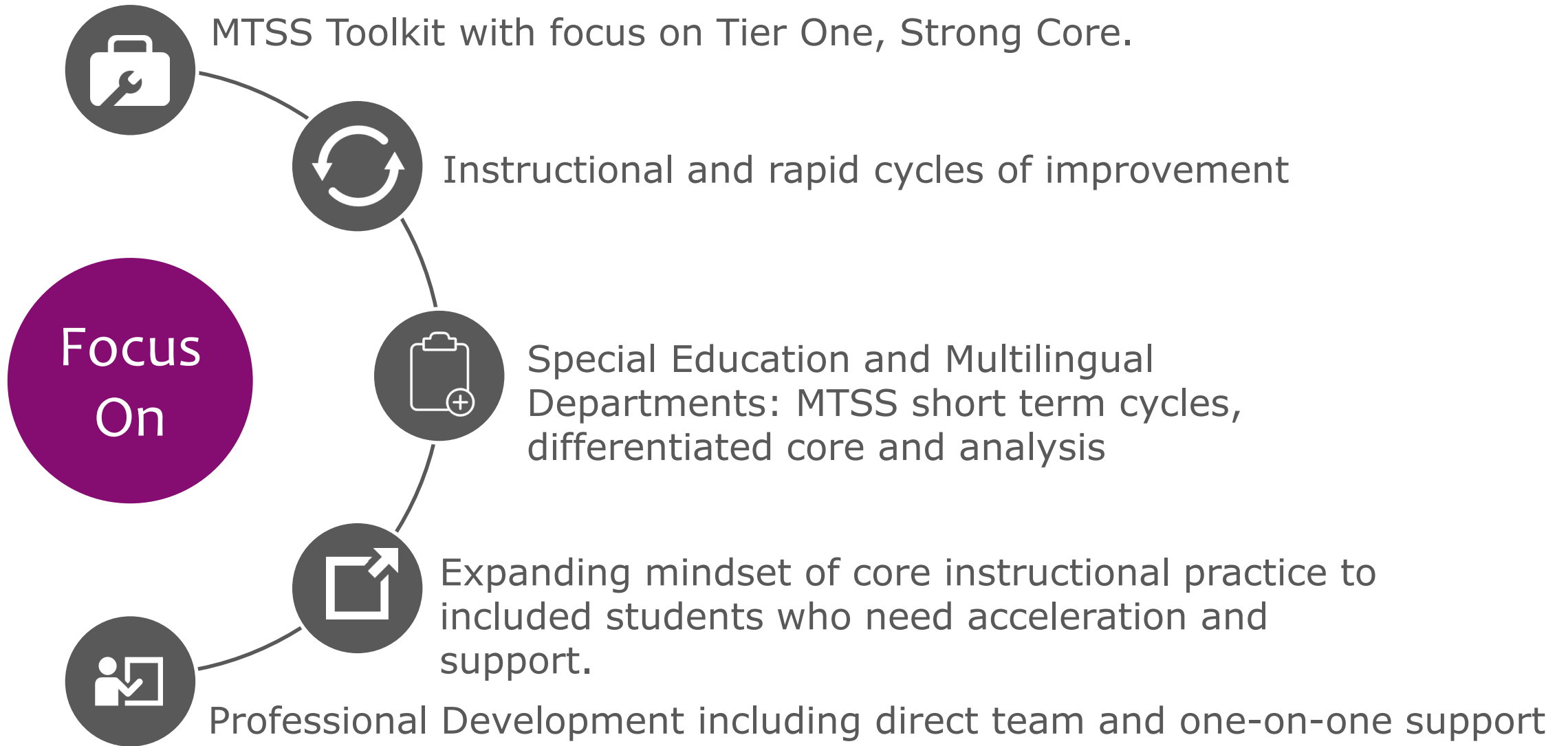


Math Curriculum Adoption



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- MTSS Tier 1
- Differentiation
- Culturally-Responsive Practice





Collaboration Protocols



PURPOSE

to provide guidance and support around common planning and co-teaching structures in order to create more efficient, effective and intentional collaborative practices for all grade level teams.



IMPACT

having strong collaborative practices allows for all key stakeholders, EL, SPED, and classroom teachers, to engage together in order to ensure that students are receiving high quality instruction and show high academic achievement and growth in all content areas.



Literacy

Continuation of Benchmark Advance and Adelante

Language instruction within the literacy block

Build dual vehicles of literacy and language in 6-12 students

Job-embedded Coaching Cycles



Roles

- Building coaches (model, co-plan, co-teach)
- Support teachers in serving English Language Learners, Special Education, General Education, Advanced Learners and Multilingual Education.
- Engage in the MTSS process, specifically Tier 1 Core Instruction

Professional Development

- Understanding diverse learner
- Differentiation in service of Equity and How we Talk about Students
- Cultural and economic diverse students reach their potential
- Tiered Instruction and Scaffolding
- Coaching
- Students excelling
- MTSS



Culturally-Responsive Practice

ALC: Promoting student strengths in student-centered classrooms.

Homeless Highly Mobile: Stable Homes Stable Schools Parent Advisory Committee as a tool for guiding our work and priorities.

Homeless Highly Mobile: Professional development

OBSA: Expand to more sites and Queens Program

Indian Education: Professional Development

Indian Education: IDI and other tools to assess cultural competency



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- College & Career Competencies
- Monitoring and Feedback
- Increasing Graduation Rate



Academic Plan | College and Career | *College and Career Domains and Competencies*

A sufficiently prepared student is one who has the knowledge, skills, mindset, and experiences in the academic, workplace, and personal/social domains to keep learning and, beyond secondary school, to successfully navigate toward and adopt to an economically viable career. -MDE 218



Employability Skills

- Communication
- Technology & Information Literacy
- Academic Content Knowledge
- Collaboration
- Creativity
- Critical Thinking



Mindset and Social Awareness

- Growth Mindset
- Relationship Skills
- Cultural Fluency & Global Awareness
- Self-Management
- Problem Solving
- Decision Making
- Self-Advocacy



Transitional Knowledge

- Career Field and Post-Secondary Entrance Requirements and Options
- Financial Aid Process
- Employment and Admission Procedures



Career Development

- Career Awareness
- Career Exploration
- Career Preparation



Current Performance Indicators

- ✓ FAFSA/Dream Act Application Completion
- ✓ Progression through My Life Plan
- ✓ Graduation Rates
- ✓ Post-Secondary Enrollment



Supports to the Current Performance Indicators

- ✓ Consistent use of progress-monitoring tool (student data tracker) for middle school and high school.
- ✓ Credit recovery options



2020 and Beyond

**Moving
Forward:**

**Equitable
Education Design**



Middle Level Focus

Curriculum and Instruction

Ethnic Studies

Extended Learning

Advanced Academic and Career Pathways



16 Characteristics

Curriculum, Instruction and Assessment

- Value young adolescents
- Active learning
- Challenging curriculum
- Multiple learning approaches
- Varied assessments

Leadership and Organization

- Shared vision
- Committed leaders
- Courageous and collaborative leaders
- Professional development
- Organizational structures

Culture and Community

- School environment
- Adult advocate
- Guidance services
- Health and wellness
- Family Involvement
- Community Business

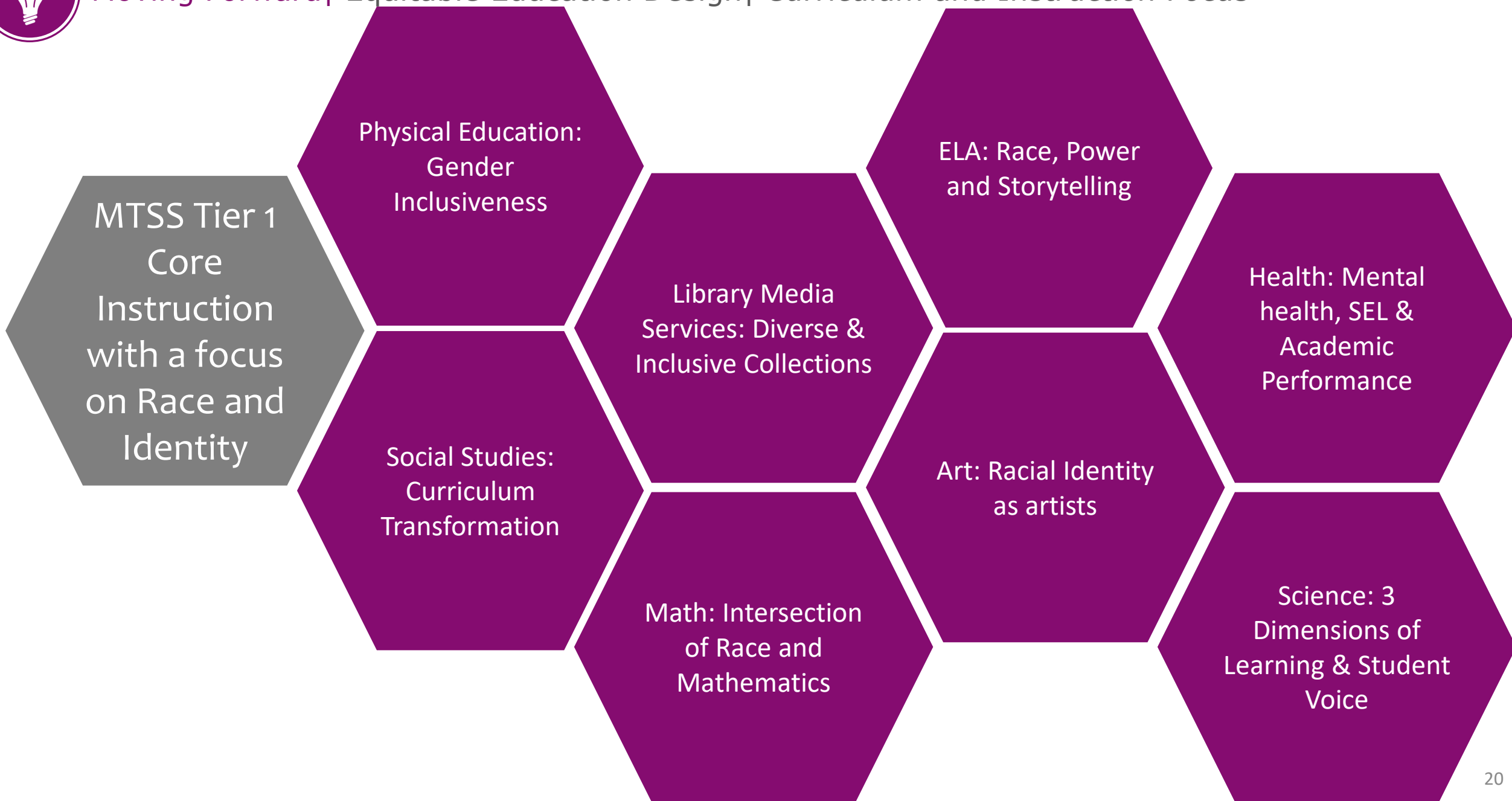
Essential Attributes

- Developmentally Responsive
- Challenging
- Empowering
- Equitable

Successful
Schools For
Young
Adolescents

This We Believe

*Keys to Educating
Young Adolescents*





Prioritize Benchmarks

Priority vs Supporting
Relevance
Connection
Complexity



Restore Narratives

Indigenous People of Color
Women
LGBTQ+
Land Contested Ideas



Center Justice

Agency
Power
Resistance
Resilience
Critical Theory



Co-Create

Students
Families
Community

Culturally Relevant + Sustaining Pedagogy in Social Studies



High Schools will have two options for helping students meet the Ethnic Studies graduation requirement:

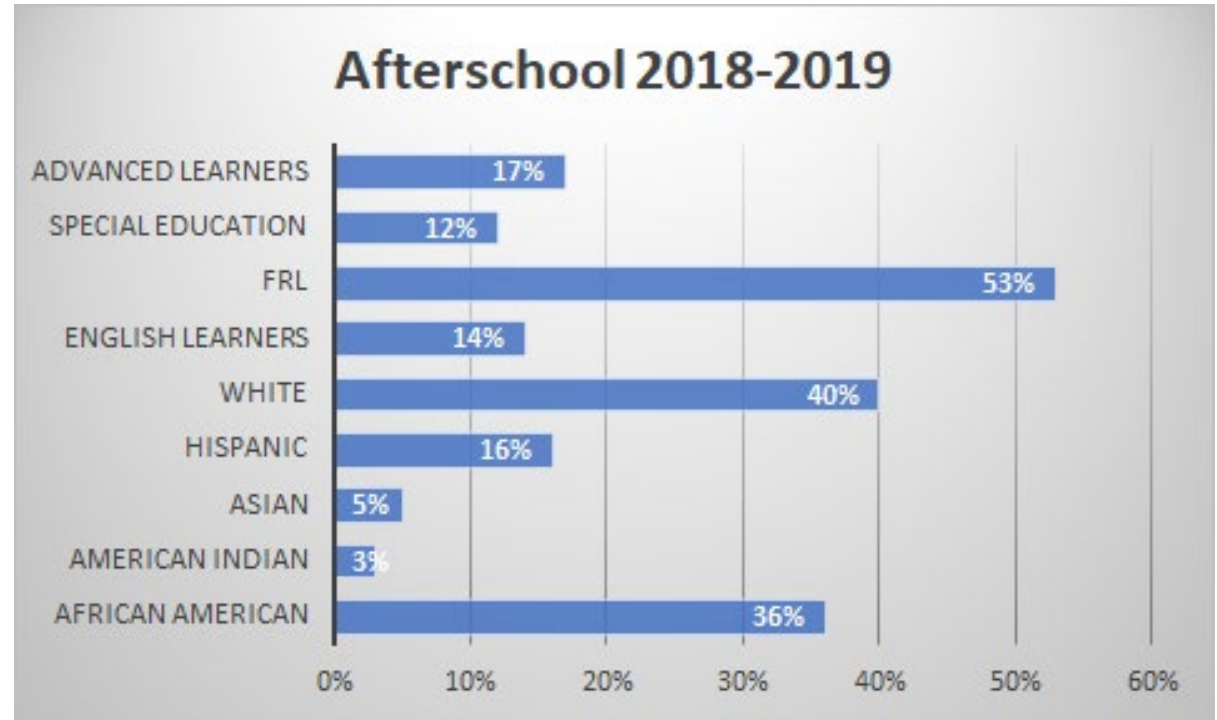
- African American Studies
- Asian American Studies
- Chicanx/Latinx Studies
- First Nations Studies
- Hmong Studies
- Race & Identity Studies
- Somali Studies



- Adapt required course that all students take
- Concurrent Enrollment Ethnic Studies Course



Demographic Group	Afterschool 2018-2019
African American	36% (1140)
American Indian	3% (100)
Asian	5% (142)
Hispanic	16% (511)
White	40% (1244)
English Learners (EL)	14% (430)
Educational Benefit Eligible	53% (1673)
Special Education	12% (376)
Advanced Learners	17% (547)
Total Participants	3141





How do the following encourage or prevent students' entrance and/or retention on College and Career Pathways?



How do the following encourage or prevent students' entrance and/or retention in Advanced Academic opportunities?

THANK YOU



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