

MINNEAPOLIS PUBLIC SCHOOLS

2007-2012 Strategic Plan



MINNEAPOLIS
PUBLIC SCHOOLS
Urban Education. Global Citizens.

Our Mission

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.



Our Values: Children First

One Right to quality education

All children deserve strong, effective public schools that prepare them for post-secondary education, lifelong learning, work, and citizenship.

Two Importance of family

Parents and families want the best for their children. We welcome families into our schools, encourage their partnership, and expect their participation in the education of their children.

Three Equity

Every student deserves equitable access to quality academic programs and the support to be successful, regardless of race, economic status, or circumstance.

Four Diversity

Every student in Minneapolis has outstanding potential, and it is our duty to help him or her realize that potential. The combination of a diverse student body and staff is our District's strength.

Five Respect for employees

We respect and value all MPS employees. Effective teachers and principals are essential for academic achievement and we commit to having and supporting the highest-quality staff.

Six Partnership for youth

Public and private partnerships are essential for strong schools and communities. Everyone has a role in helping future generations succeed.

Seven Transparency and accountability

We commit to being effective and responsible stewards of public and private resources. We pledge transparency and accountability in our finances and operations.

Eight Sustainability

Creating lasting change is our goal. We will manage our facilities, resources, people, programs, and infrastructure to maximize efficiency, build on success, and plan deliberately for the future.

Did you know?

Facts and Figures on Minneapolis Public Schools

Our Schools

Elementary Schools (K-5)	24
Elementary Schools (K-8)	19
Middle Schools (6-8)	7
Senior High Schools (9-12)	7
Special Education Schools	9
Alternative Schools	4
Contract Alternatives	17
Charter Schools	3
Total	90

Our Staff

Total Staff	6,067
Administrative Contracts	37
Clerical/Student Support Specialists	348
Educational Assistants	1,405
Executive Leadership Team	25
Food Services	143
Janitor Engineers/Ice Arena/Bus Attendants	324
MAAC	77
MACA	60
MPS Administrators	73
Principals/Assistant Principals	103
Teachers (ABE)	55
Teachers (K-12)	3,109
Trades	110
Transportation	198

Our K-12 Students

Total Enrollment	34,468	100.0%
White-Americans	29.8%	
Students of Color	70.2%	
—African-American	39.6%	
—Hispanic-American	17.1%	
—Asian-American	9.0%	
—American-Indian	4.5%	
Special Education*	15.9%	
English Language Learners*	23.2%	
Free/Reduced Lunch*	65.6%	

* Included in the total student enrollment

2009-10 Budget = \$66,398,718

General Operating Fund	67%
General Fund Grants	13%
Food Service Fund	2%
Community Service	3%
Community Service Grants	1%
Capital Projects	4%
Debt Service	10%

From the Superintendent

The words beyond this page are some of the most important in the history of Minneapolis Public Schools. They are the result of nine months of intense listening to the voices of Minneapolis families, teachers, principals and others with a concern for our children's future. They are grounded in the best practices of school districts around the country, and they represent an unwavering commitment to bold ideals and bold ideas.

Our vision – to make every child college ready by 2012 – is ambitious. But the strategies and action steps outlined in this plan make it *doable*. In the face of an unacceptable achievement gap, the looming budget shortfall and federal mandates, it will require the support of everyone who has a stake in our children's future – parents, teachers, businesses, law makers, charitable organizations, Minneapolis residents, even our students.

I am proud of this strategic plan. I am even prouder of the breadth of involvement in its creation. I promise to keep you apprised of our progress, and sincerely hope that you will play a part in its success.

Superintendent William D. Green, J.D., Ph.D.

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About the Minneapolis Public Schools Strategic Plan

In late 2006, the Minneapolis Public Schools' (MPS) District Administration and Board of Education decided that it was time to develop a new strategic plan that would set the direction and priorities for the District for the next five years. The Board called in external help from two sources: The Itasca Project, an alliance of Twin Cities business and civic leaders, and McKinsey and Company, Inc., a global management consulting firm. McKinsey staff donated their time to lead the process, starting in May 2007. They worked closely with a team of District staff and scores of key stakeholders. They also drew heavily upon one of Minneapolis' greatest strengths – the insights and support of MPS families who want their children to succeed.

Our four-step process

The work described in this document was created in four phases.

Step One Plan and launch (May 2007)

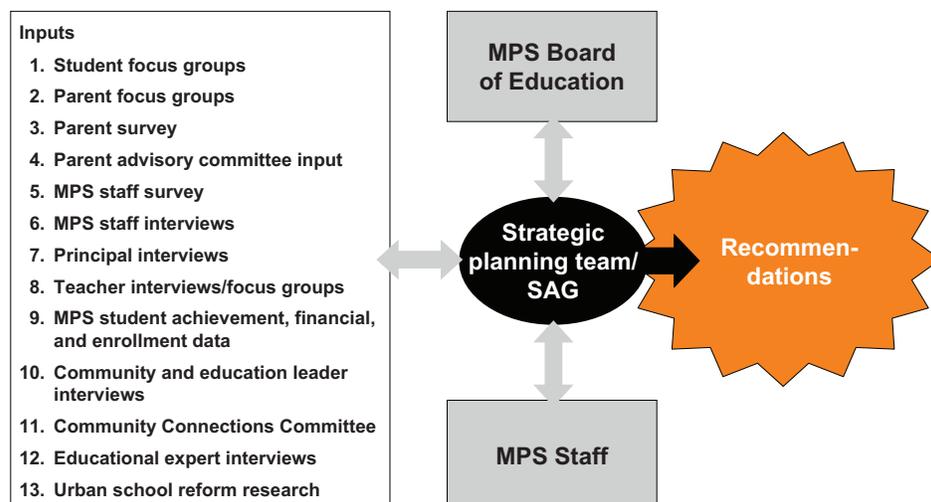
MPS announced the process, formed the planning team, and mapped out phases.

Step Two Establish a common fact base (June-July 2007)

Team members collected information from a wide variety of stakeholders. They used the District's data to analyze current and projected financial, student achievement, and student enrollment performance and trends. Then they researched what works – and what does not work – in school districts across the country.

Step Three Develop and refine options for change (August-October 2007)

The team gathered insights from multiple groups to develop recommendations:



A Strategic Advisory Group (SAG) was created that included parents, community leaders, business executives, government leaders, MPS teachers and principals, and others. The SAG provided input on the solutions that the team then refined and tested with more stakeholders. Throughout this phase, the District Administration and Board of Education contributed substantial time and expertise, reviewing data and contributing ideas informally and during multiple all-day retreats.

Step Four **Decide on core strategies (November-December 2007)**

The MPS Board of Education set the District's new strategic direction and core strategies when it approved the proposed recommendations on December 11, 2007.

Detailed implementation planning occurred in January and February 2008.

Additional design and planning work is underway in several key areas, for example:

- Program and Operations planning to ensure consistently high-quality choices for all families while most effectively and efficiently using our resources (buildings, transportation, etc.).
- English Language Learner academic achievement strategy.
- *Framework for Eliminating Institutional Racism.*
- Accountability system design and financial reporting redesign.
- Marketing and enrollment strategy.

Strategic Plan Overview

The Vision: Make Every Child College Ready

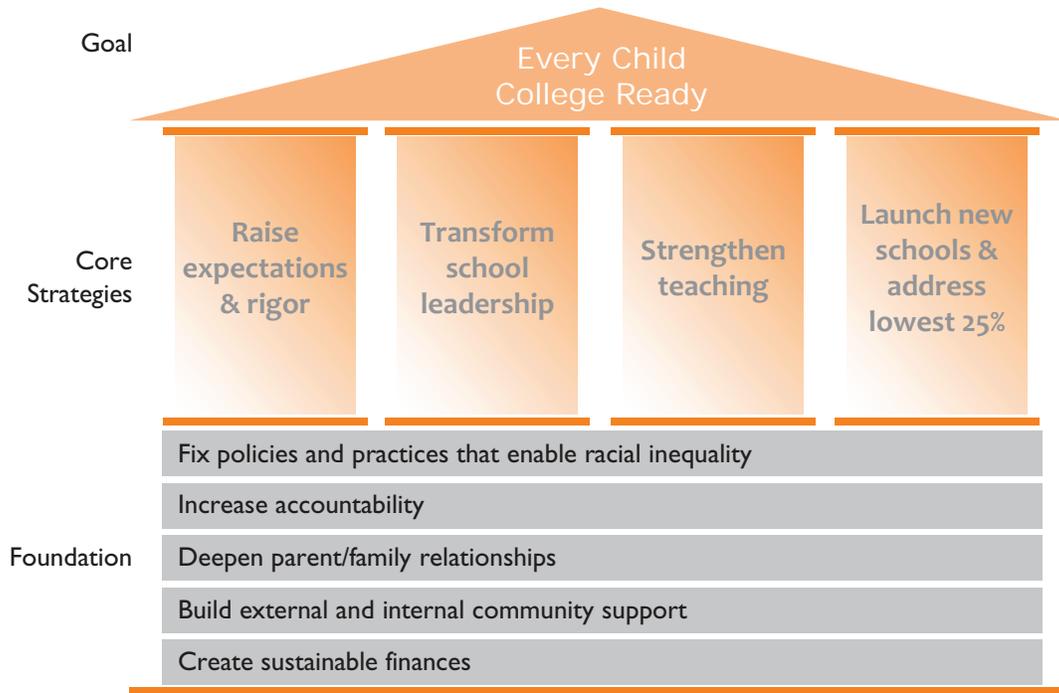
The Minneapolis Public Schools' Board of Education seeks to achieve two goals by 2012: raise every student's achievement, and close the racial and income achievement gaps. But the District is aiming higher than simply graduating students. Instead, we've committed to an ambitious vision: "Every Child College Ready."

The Measurable Outcomes by 2012

- 80 percent of all MPS students will score "proficient" or higher on MCA-II Math and Reading tests.
- 80 percent of all MPS students will achieve scores on a college entrance exam that predict success in college.
- Race and income achievement gaps will be reduced by 75 percent.
- English Language Learning students will have achieved academic English language proficiency within seven years.

The Strategies

MPS will achieve its vision by increasing equity, raising expectations, strengthening relationships and focusing resources.



Nine recommendations within these three strategies are outlined as follows:

1. Raise expectations and academic rigor for all students, aligning pre-K–12 programs with the college readiness goal.
2. Identify and correct practices and policies that perpetuate the achievement gap and institutional racism in all forms.
3. Develop highly effective principal corps and ensure they have the capacity to establish and lead outstanding instructional teams.
4. Develop high-performing teacher corps and provide professional development and support to get excellent results for all students.
5. Set clear expectations for all staff at every level – reward success, support and develop, but remove low performers when required.
6. Transform relationships and partner with families.
7. Build widespread internal and external support and partnerships to get results.
8. Restructure the lowest-performing 25 percent of schools, increasing the flexibility and autonomy for the lowest and highest performing.
9. Create and sustain a positive financial position.

1. Raise expectations and academic rigor for all students, aligning pre-K–12 programs with the college readiness goal.

- Raise expectations of all students.
- Increase rigor in curriculum and instruction and align with standards and post-secondary expectations, with extra focus on early literacy (reading by 3rd grade) and numeracy (Algebra in 8th grade).
- Set expectations for what habits and behaviors students need to succeed.
- Increase access to advanced academic programs to make sure those programs reflect the MPS student body.
- Increase kindergarten readiness of all Minneapolis 5-year-olds.
- Redesign the middle and high school academic program.
- Develop a comprehensive strategy to address English Language Learner-specific needs.
- Continue the transformation of Special Education instruction and programming.
- Address barriers to learning and ensure students achieve at least 95 percent attendance.

2. Identify and correct practices and policies that perpetuate the achievement gap and institutional racism in all forms.

- Create a *Framework for Eliminating Institutional Racism* and integrate it into all aspects of the Strategic Plan and decision making.
- Develop pro-equity/anti-racism leadership at all levels of the District.
- Create understanding among all staff of institutionalized barriers to achievement by students of color and increase cultural competence.
- Revise academic policies and practices as needed to promote access and high achievement by students of color.
- Actively engage parents and the community in mutual learning to raise academic achievement.
- Develop strategies for recruiting and retaining staff from under-represented racial and ethnic groups.

In 2009, MPS was ranked third nationally in improving student achievement by the Brookings Institution.

3. Develop highly effective principal corps and ensure they have the capacity to establish and lead outstanding instructional teams.

- Change the role of principals and how their time is allocated from building management to instructional leadership (e.g., pilot ways to reallocate administrative tasks, such as to the new role of School Administrative Manager).
- Refocus professional development to assessing rigor and fostering instructional effectiveness in the classroom, especially in literacy, math, ELL, special education, and the integration of culturally appropriate strategies.
- Allow principals more input into choosing their own teams and hold them accountable.
- Evaluate and remove underperforming principals.
- Expand the pipeline of high-quality, diverse principal talent.

4. Develop high-performing teacher corps and provide professional development and support to get excellent results for all students.

- Reallocate most professional development resources to individualized and job-embedded coaching.
- Strengthen teacher-led professional learning communities in which teachers use student data, best-practice sharing, observation, and coaching to improve instruction.
- Integrate cultural competence and family engagement strategies into professional development.
- Deepen teacher content expertise through professional development or changing licensure requirements in key areas (e.g., middle school math).
- Improve school and classroom climates for learning and increase positive behavior.
- Strengthen instructional strategies for key groups (e.g., ELL, Special Education students).
- Selectively reduce class size (e.g., in lowest-performing 25 percent of schools).
- Free up teacher time to focus on highest-value activities.
- Expand pipeline of high-quality, diverse talent and revise posting and hiring requirements (e.g., instructional skills, continuous learner mindset, cultural competence, technology, licensure).
- Evaluate and remove underperforming teachers.
- Revise the performance management system to align evaluation and the pay-for-performance system with achievement goals.

5. Set clear expectations for all staff at every level – reward success, support and develop, but remove low performers when required.

- Clarify goals and expectations for every role.
- Design and implement an overall accountability system, including:
 - Simple scorecards with targets, aligned at every level.
 - Departmental plans and service-level agreements.
 - Individual performance evaluations tied to District goals and results.
 - Program evaluation with cost-benefit analysis.
- Review performance often, including multiple perspectives.
- Publish District and individual school scorecards annually.
- Eliminate barriers to retaining top performers.
- Attach rewards and consequences to performance.

6. Transform relationships and partner with families.

- Ensure MPS staff are culturally competent and can work well with families of all backgrounds.
- Create collaborative partnerships between parents, teachers, and principals to address student needs.
- Increase family connectedness at school level and strengthen the role of family liaisons.
- Support families to help students achieve, including launching a Parent Academy and network of support for communities of color and new families.
- Develop the trust of parents through transparent operations.
- Deepen relationships through good experiences when it matters most (e.g., via improving Welcome Center processes, creating an “Ombud/Parent Helpline,” customer service training).

7. Build widespread internal and external support and partnerships to get results.

- Develop a comprehensive communications plan to build internal and external support.
- Engage local communities and neighborhoods.
- Increase collaboration with Hennepin County and the City of Minneapolis.
- Seek technical assistance and new or ongoing funding in target areas from the State of Minnesota.
- Forge tighter links to higher education institutions.
- Leverage business, non-profit and philanthropic financial and people resources.
- Formalize commitments wherever possible, potentially forming a “Minneapolis Compact for Kids.”

8. Restructure the lowest-performing 25 percent of schools, increasing the flexibility and autonomy for the lowest and highest performing.

- Identify and address the lowest-performing 25 percent of MPS schools over the next five years, via new approaches and greater flexibility.
- Establish an “Office of New Schools” to initiate new approaches.
- Create a portfolio of new school models, potentially including but not limited to enhanced fresh-starts, self-governed schools, “Pilot”-type schools, and contracted schools.
- Establish clear accountability and performance targets for new schools in line with standards.
- Provide greater autonomy to the highest-performing schools (in addition to the targeted lowest-performing 25 percent).
- Collaborate with other high-quality local school providers (e.g., other districts, non-MPS charters, private and parochial schools).

9. Create and sustain a positive financial position.

- Aggressively address the forecasted 2008–2009 budget deficit and align the budget with the priorities of the Strategic Plan.
- Shift to two-year budget planning, ensuring each year’s decisions consider impact over a two-year period.
- Develop a long-range Master Facilities Plan in concert with the academic program.
- Explore opportunities to sell District services (e.g., food service, online curriculum).
- Improve core Finance processes and reporting.
- Increase transparency.

Eight MPS teachers have won the \$25,000 Milken Family Foundation National Educator Award since 1997, including Andersen United Community School’s Martha Spriggs in 2009.

Action Steps

To achieve our vision outlined in the three strategies above, each of their nine recommendations is supported by action steps detailing what will be done, who will do it, and when. A selection of these action steps is outlined below. To view the entire plan in progress, go to the MPS Web site at www.mpls.k12.mn.us.

1. Raise expectations and academic rigor for all students aligning pre-K–12 programs with the college readiness goal.

Primary accountability: Office of Academic Affairs

Action steps include:	Implementation timing
• Communicate high expectations across the District, starting from the top	2008–09
• Seek funding to expand Early Childhood program by 50%, focusing on ELL 4-year-olds	2008–09
• Implement new math curriculum and improve elementary and middle school math instruction	2008–09
• Adopt “Balanced Literacy” approach and tools	2009–10
• Increase rigor in middle and high schools and access to advanced academics (IB, AP, CIS, CTE)	2008–11
• Develop comprehensive strategy for ELL instruction	2008–09

2. Identify and correct practices and policies that perpetuate the achievement gap and institutional racism in all forms.

Primary accountability: Superintendent; District Equity Leadership Team

Action steps include:	Implementation timing
• Create a <i>Framework for Eliminating Institutional Racism</i> and engage community	Spring 2008
• Review District policies, procedures and practices for potential bias	Spring 2008
• Incorporate cultural competence into all performance evaluation tools	2008
• Increase initiatives to recruit diverse staff	2008–09

3. Develop highly effective principal corps and ensure they have the capacity to establish and lead outstanding instructional teams.

Primary accountability: Office of Academic Affairs

Action steps include:	Implementation timing
• Launch MPS Principals' Academy for aspiring principals	Summer 2008
• Develop principals to assess rigor and foster instructional effectiveness	Fall 2008
• Pilot School Administrative Manager role	Fall 2008
• Refine new principal performance evaluation system	Ongoing

MPS had 10 National Merit Scholars and eight Gates Millennium Scholars in 2009.

4. Develop high-performing teacher corps and provide professional development and supports to get excellent results for all students.

Primary accountability: Office of Academic Affairs

Action steps include:	Implementation timing
• Continue to roll out Principles of Learning and cultural competence training	2008–09
• Expand secondary and elementary coaches	2008–09
• Better engage classroom support staff in core professional development	2008–09
• Conduct teacher time audit and identify opportunities to reduce non-instruction-related tasks	2008–09
• Expand Positive Behavior, Interventions & Support (PBIS) implementation, and strengthen school plans	2008–09
• Revise teacher hiring and posting requirements	2008–09

Clara Barton Open School teacher Amber Damm was selected as the 2009 Minnesota Teacher of the Year.

5. Set clear expectations for all staff at every level – reward success, support and develop, but remove low performers when required.

Primary accountability: Chief of Staff; Strategic Planning; Human Resources; Research

Action steps include:	Implementation timing
• Design and implement overall accountability system	2008
• Revise District and school-level scorecards	2008
• Develop system for collecting 360-degree feedback	2008–09
• Develop departmental goals, plan, metrics, and service-level agreements	2008–09
• Co-develop and pilot a new teacher evaluation system	2008–09
• Align rewards and consequences with performance	2008–10

6. Transform relationships and partner with families.

Primary accountability: Office of Community and Family Engagement

Action steps include:	Implementation timing
• Establish vision, clear expectations, and strategies for engaging families across District	Spring 2008
• Provide school-based family liaisons with training in developing School Family Involvement plans	2008–09
• Design and pilot a Parent Academy	Spring–Summer 2008
• Create Ombud/Parent Helpline	2008

7. Build widespread internal and external support and partnerships to get results.

Primary accountability: MPS Superintendent; Communications; Strategic Planning

Action steps include:	Implementation timing
• Develop a culturally aware communications plan that considers unique needs of different groups	Spring 2008
• Pilot new models, e.g., school-based “study circles”	Spring 2008
• Engage in Board-to-Board dialogue with City Council and County Commissioners on key joint priorities	Spring 2008
• Partner with philanthropic community	Ongoing
• Identify companies and/or business organizations to donate expertise in key functions, e.g., Finance, HR	Spring 2008

8. Restructure the lowest-performing 25 percent of schools, increasing the flexibility and autonomy for the lowest and highest performing.

Primary accountability: Office of New Schools; Office of Academic Affairs

Action steps include:	Implementation timing
• Establish Office of New Schools and staff with mix of internal and external talent to foster entrepreneurship	Spring 2008
• Develop criteria for selecting schools to be restructured, and identify first group of schools for 2009–10	Spring 2008
• Define potential portfolio of approaches, structures, and degrees of autonomy	Spring 2008
• Form advisory board	Spring 2008

9. Create and sustain a positive financial position.

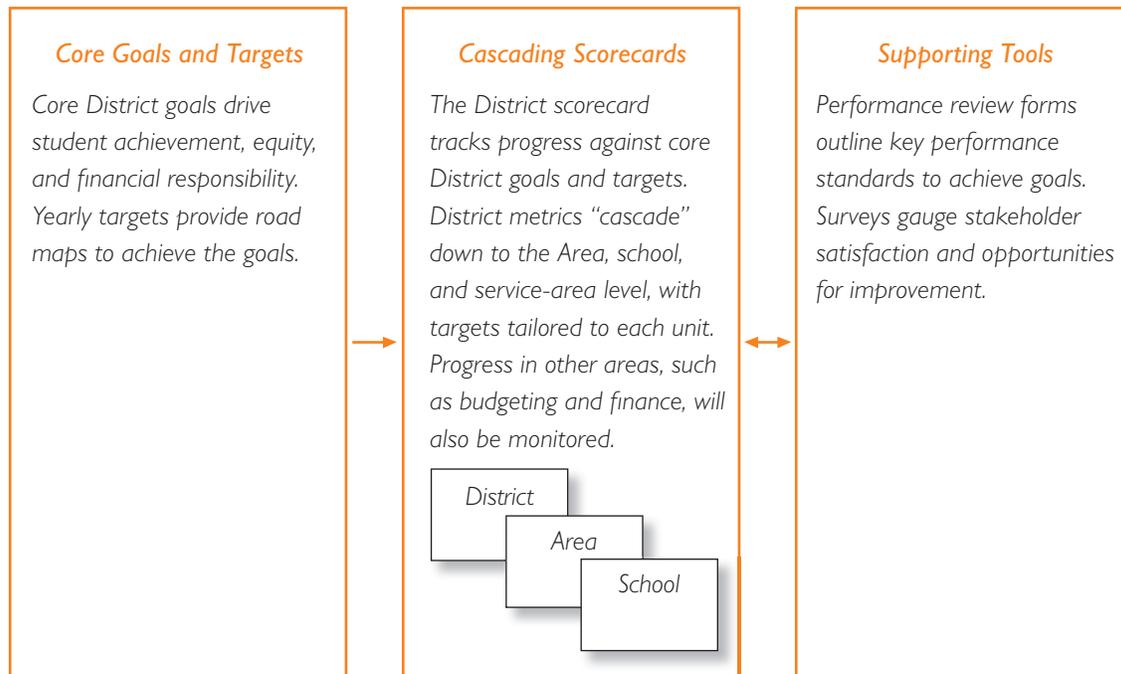
Primary accountability: Finance Department; Operations Department

Action steps include:	Implementation timing
• Balance 2008–09 budget and align with Strategic Plan	Underway
• Develop joint Academic Program–Operations plan to optimize quality programs, facilities, and transportation	Spring–Summer 2008
• Complete current Facilities Reuse Process	Spring 2008
• Develop overall budget process that focuses on results and increases transparency of spending choices	2008–09
• Create a more user-friendly financial reporting infrastructure	2008–09

In addition to the nine core recommendations, to upgrade our organizational effectiveness we will be conducting capabilities diagnostics in each department, resolving key gaps, and providing targeted professional development to our leaders.

Achieving the Vision

MPS is developing a set of performance management tools to monitor progress against the Strategic Plan's 2012 vision, strategies, and action steps. The tools begin with core goals and yearly targets that get MPS closer to its ultimate goals, and include: scorecards for the District, each geographic area, and ultimately for each school; performance reviews; and stakeholder satisfaction surveys. The complete District scorecard and targets are available at www.mpls.k12.mn.us.



Metric	Baseline 2006-07	Yr 1 target 2007-08	Yr 2 target 2008-09	Yr 3 target 2009-10	Yr 4 target 2010-11	Yr 5 target 2011-12
Core Student Achievement goals						
• MCA-II/MTELL proficiency (3-8, 10/11 grades)						
– Math	40%	48%	56%	64%	72%	80%
– Reading	48%	54%	61%	67%	74%	80%
• MN State Graduation requirements						
– MBST/GRAD Writing (9th grade)	73%	74%	76%	77%	79%	80%
– MCA-II Reading (10th grade)	61%	65%	69%	73%	76%	80%
– MCA-II/MTELL Math (11th grade)	21%	33%	45%	57%	69%	80%
• ACT/PLAN (10th grade-index of 4 subjects)	29%	39%	49%	59%	69%	80%
• % of ELL students proficient on TEAE within 7 yrs	tbd	tbd	tbd	tbd	tbd	tbd
Example: Closing the Achievement Gap goal – MCA-II Reading Proficiency						
• African-American students	31%	40%	49%	58%	67%	76%
• Hispanic students	35%	44%	53%	62%	71%	80%
• American-Indian students	33%	42%	51%	60%	69%	78%
• Asian-American students	43%	50%	58%	65%	73%	80%
• Caucasian students	83%	84%	86%	87%	89%	90%
• English Language Learners	22%	31%	40%	49%	58%	67%
• Special Education students	24%	33%	42%	51%	60%	69%
• Free/Reduced lunch-eligible	32%	41%	50%	59%	68%	77%

Thanks!

Thanks to the many people who helped develop our vision – parents, students, staff, the Strategic Advisory Group, community leaders, government officials, business leaders, the Itasca Project, McKinsey & Company, Inc., philanthropic partners and interested citizens.

Further information

For further information, please go to Strategic Planning at www.mpls.k12.mn.us.

Our vision – to make every child college ready by 2012 – is ambitious. The strategies and action steps outlined in this plan make it *doable*.





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