



Reporting date: September 1, 2020

The intended outcomes:

1. Reduction of student discipline disparities with students of color and those with disabilities;
2. Reduction of gaps in educational opportunity and achievement resolving student discipline disparities could help to further reduce Minnesota's achievement gaps.
3. Consistent review of discipline procedures in order to address disparities in a timely manner;
4. Consistent implementation of Positive Behavioral Intervention and Supports to the Assigned Building;
5. Implement policies and programming to support staff in meeting intended outcomes.

Specific steps the District took to implement the strategy

<p>Data Review</p>	<p>The school district created a dashboard for consistent and timely review of all disciplinary incidents E-12.</p> <p>Direct Outcome:</p> <ol style="list-style-type: none"> 1. Discipline data has been provided with each report. 2. The Executive Cabinet reviews discipline data at minimum on a quarterly basis. 3. Discipline task force, consisting of Assistant Principals, reviews discipline data as a team on a monthly basis. This group takes the information back to the individual buildings and reviews the data as a building level team. 4. BARR- <ol style="list-style-type: none"> a. High level means that the MTSS structure of small block, big block and risk review meetings are being run with fidelity. b. Student needs are being discussed at the appropriate level and matched with goals and interventions to support the students based on student needs where applicable. c. Outcomes will be measured in the building level school improvement plan and data will be reviewed at the district level.
<p>Achievement and Integration Plan Approved May 2019</p>	<p>Purpose</p> <ul style="list-style-type: none"> □ Pursue racial and economic integration. □ Increase student achievement. □ Create equitable educational opportunities. □ Reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds in participating schools and districts. <p>Activities</p> <ul style="list-style-type: none"> □ A&I Presentation- School Board □ Recruitment of staff to support Achievement and Integration Plan <ul style="list-style-type: none"> □ Peer Teacher (E-6)



Reporting date: September 1, 2020

- Pre-School Teacher and Aide to support students in an identified school setting.
- [BARR Coordinator](#)- Grades 7-12
 1. [Building Assets Reducing Risks \(BARR\)](#)
- Training
 1. 5 Voices
 2. **Update February 2020: all principals, Central Office staff, Directors, & Assistant Principals have been trained in and receive ongoing apprenticeship of GiANT Five Voices**
- Peer Teacher Partnership Agreements implemented with classroom teachers and administration.
 - Principals have determined which teachers will begin working with PEER teachers.
 - Indicators of progress:
 1. Achievement gaps between racial / ethnic groups as measured by the MCA III Reading and Math will be reduced from an average of 26.8 points to 20 points or less over the next 3 years
 2. The percentage of K-6 discipline referrals by race/ethnicity will be within 5 percentage points or less of the demographic makeup of student groups district wide.
 3. The percentage of American Indian and Black elementary students in Moorhead Area Public Schools in classes co-taught by PEER teacher teams will increase from zero to 25%.
- [BARR](#) Implementation
 - Horizon East middle school teaching staff have received two days of BARR implementation training.
 - The BARR iTime Social Emotional Curriculum is ready to implement.
 - Indicators of progress:
 1. The 4-year graduation rate for students of color will increase by at least 10% over the next three years.
 2. **Update February 2020:**
 - **BARR implementation as measured by rubric shows Horizon East is implementing at a high level and has been invited to present at the National BARR conference**
- [ENVoY](#)



Reporting date: September 1, 2020

- Indicators of progress:
 1. The percentage of K-6 discipline referrals by race/ethnicity will be within 5 percentage points or less of the demographic makeup of student groups district wide.
- [Intercultural Development Inventory \(IDI\)](#)
 - Planning is underway for all Central Office Cabinet members and all principals to begin work with IDI.
 - Indicators of progress:
 1. Each individual administrator will progress by at least one domain on the IDI, from the fall 2019 baseline to the summer 2019 baseline
 - Update February 2020
 1. Central Office Team, Lead Principals, and selected instructional and operation directors completed the IDI and identified areas for growth in individual plans.
 2. MAPS will begin professional development based on the group IDI to include the following:
 - Book study, Unconscious Bias in Schools
 - School Library Journal workshop on unpacking bias, Jan 24, 2020, Attended by 50 MAPS staff
 - Anti-bullying, Anti-racism workshop for all administrators and school counselors on January 28, 2020.
 - Scheduled presentations from new American refugees (March) and Native American experience (May) for administrators and supervisors.
 - SEED training for administrators in June 2020.
 - Update September 2020
 1. **Book Study**
 - Administration will complete work on Unconscious Bias in Schools
 2. **SEED training for administration has been postponed.**
 3. **Select Executive Cabinet members will be participating in local SEED groups in the 2020-21 School Year.**
 4. **IDI work will continue with administration.**
 - Administration will work through the IDI with a facilitator to provide support in cultural growth and responsiveness.



Reporting date: September 1, 2020

	<ul style="list-style-type: none"> □ Data sets are being used to: <ol style="list-style-type: none"> 1. create action plans, culminating in Code of Conduct revisions; and 2. formulate goals for School Improvement Plans regarding school climate □ Presentation: What is School Climate □ Presentation: Making Meaning of the Comprehensive School Climate Inventory (CSCI) (MAP’s version) <p>Update September 2020</p> <ul style="list-style-type: none"> □ The district and each building address culture and climate in individual improvement plans. □ A follow survey will be completed in culture/climate to monitor progress.
<p>Human Rights Committee/ Community Outreach</p>	<p><u>Community Listening Sessions- Equity</u></p> <p>Purpose:</p> <ul style="list-style-type: none"> □ To obtain community feedback to inform actions and decision making for Moorhead Area Public Schools in the area of educational equity. <p>Activity</p> <ul style="list-style-type: none"> □ An internal steering committee planned from January 2019- April 2019 to create and plan community listening sessions/talking circles to engage the community to identify current systems and opportunities to create equitable systems within Moorhead Area Public Schools. The committee consisted of diverse individuals from the community and the school district: <ul style="list-style-type: none"> □ Community Member (Served as the external facilitator) □ School Board Member; □ District Administrator; □ Graduate Student Intern/Indian Education Liaison with the district. □ Five hour-long sessions were held in April and May 2019 and were led by an external facilitator. The following considerations were made to increase participation and feedback: <ul style="list-style-type: none"> □ Held in easily accessible district and community locations at varied times during the day and evening; □ Small meal provided; □ Advertisement and outreach to under-represented communities. □ Interpreters were provided at two of the five sessions. □ An electronic survey was provided to the community in order to provide input if they were unable to attend a listening session. Paper copies of the survey were available upon request. □ Data/Information Sharing <ul style="list-style-type: none"> □ Presented to the Administration in July 2019. Administration was provided the opportunity to provide action oriented steps to inform



Reporting date: September 1, 2020

	<p>future work.</p> <ul style="list-style-type: none"> □ Presented to the School Board on July 15, 2019. Provided a basic overview of the process and responses. □ An additional review of the sessions and data will be presented to the community September 2019. □ Recommendations will be provided for both continued community outreach and work within the district to address identified needs. □ A summary of the results and recommendations will be posted for public review on the Moorhead Area Public Schools Website. <p>Update- February 2, 2020 Equity and Inclusion Advisory Committee</p> <ul style="list-style-type: none"> □ Focus- Advise and support the school district is strategic planning, systems and resources. □ Applications open to staff, students and community from January 15- February 2, 2020. □ Focused recruitment to best support the district in equity/inclusion. □ Steering committee consisting of school board, administration and community will identify membership. □ March 2020- First meeting <p>Update September 1, 2020</p> <ul style="list-style-type: none"> □ Initial meeting was cancelled due to COVID. □ Continued communication with the group regarding equity and inclusion throughout distance learning and into the Summer 2020. □ Surveyed the group regarding strengths and opportunities in distance learning throughout distance learning. □ Communicated important dates and information to provide support to the groups networks. □ Next scheduled for September 2020
<p>School Improvement/ Strategic Planning</p>	<p>District and Building Improvement Plans</p> <ul style="list-style-type: none"> □ 2019 School and Building Improvement Plans will prioritize the identified cornerstone of culture through the following shared goal, measurement, and strategies specific to each building with the following focus: <ul style="list-style-type: none"> □ Analyze for disparity by reviewing participation data and creating a gap analysis. Each building will write one goal to address any identified disparities. <p>Update- February 2020 Superintendent Evaluation</p> <ul style="list-style-type: none"> □ The school board identified a goal specific to Equity and Inclusion for the 2020 Superintendent Evaluation <p>Equity and Inclusion Framework</p> <ul style="list-style-type: none"> □ 2019-20 Diversity Theory to Planning Action Grid included for your review.



Reporting date: September 1, 2020

	<ul style="list-style-type: none"> □ This work identifies needs, deliverable, and those responsible to deliver the work. □ Highlights of this work include: <ul style="list-style-type: none"> □ School Improvement Planning □ Administrator training in bullying, bias, and trauma to include: <ul style="list-style-type: none"> □ Speakers □ Book Study □ Intercultural Developmental Inventory (IDI) □ SEED (Seeking Educational Equity and Diversity) <ul style="list-style-type: none"> □ June 2020: 2.5 Day Administrator focused training □ Multiple community groups completing the SEED work, supported through the district in the 2019-20 school year. <p>Update September 2020</p> <ul style="list-style-type: none"> □ Position development- The Director of Equity and Inclusion <ul style="list-style-type: none"> □ This position has been open to application and the interview process will begin in September 2020. □ The position is in response to community need and community partnership was utilized in the creation of the job description. □ Continued school improvement planning utilizing an equity and inclusion lense. □ SEED training for administration postponed, individual administration will be participating in community SEED trainings in 2020-21.
<p>Focused work with the Minnesota Department of Education</p>	<p>12/17/19: Phone Conference with Moorhead Area Public Schools Climate/Discipline Work Group. Presentation: White MCA Data- Review for alignment to standards in furthering identifying disparities</p>
<p>Professional Development</p>	<p>Implicit Bias Training</p> <ul style="list-style-type: none"> □ Purpose: <ul style="list-style-type: none"> □ To provide tools to identify implicit or unconscious bias, and activities to create awareness and purposeful interaction. □ Audience <ul style="list-style-type: none"> □ Administration - Spring/Summer 2019 □ Teachers - Optional professional development session in June 2019. 60 Moorhead participants □ Bus Drivers - June 2019 □ Administrative Assistants - August 2019 □ Food Service and Custodial Leads - August 2019 □ Lunchroom Supervisors - August 2019 □ Central Office Staff (Human Resources Business Office and Clerical Staff) - August 2019



Reporting date: September 1, 2020

□ **Update- February 2, 2020**

□ **The district has continued to offer Introduction to Implicit Bias as a focus in District Professional Development.**

□ **Teachers**

1. **September 27 ,2019 - 78 Participants**
2. **November 11, 2019 - 33 Participants**
3. **January 20, 2020 - 250 Participants**

ENVoY

□ Purpose:

□ ENVoY is a research-proven collection of classroom management techniques that preserve the relationship between teacher and student. Marzano's studies indicate that "relationship" is the number one variable that determines students' success. Training will be provided dependent upon the amount of student interaction with a plan for on-going training to account new staff, etc.

□ Audience

- Teachers and Administration: Two days of Training - June and August 2019.
- Paraprofessionals- June 2019
- Administration only- August 2019
- Bus Drivers - August 2019
- Food Service - August 2019
- Custodial - August 2019
- Site visit to Fargo Public Schools

□ Update February 2020

□ 6 Moorhead teachers (PEER coaches) are certified in ENVoY

□ Update September 2020

□ New staff will be provided with ENVoY training prior to the 2020-21 school year.

Trauma Training

□ Purpose:

□ Identify the impact of traumatic experiences on students and provide strategies and approaches to improve educational outcomes.

□ Audience: Non-Licensed Staff

- Work was completed over the Summer of 2019 in order to create an online format of trauma training specific to non-licensed staff.
- Online module was completed in August 2019.
- Training will be provided by January 1, 2020.

□ Update February 2020

- Online course has been completed
- Training will be provided to identified audience



Reporting date: September 1, 2020

	<ul style="list-style-type: none">□ Update September 2020<ul style="list-style-type: none">□ Online course will be provided to non-licensed staff members□ <u>Intercultural Development Inventory(IDI)</u><ul style="list-style-type: none">□ Purpose:<ul style="list-style-type: none">□ Measure an individual's awareness of and sensitivity to cultural differences (intercultural sensitivity).□ Central Office Team and Lead Principals will take the IDI and facilitated training in the 2019-2020 school year.
Diversion Committee	<ul style="list-style-type: none">□ A district representative has attended the committee remotely and has invited others from the district to join depending on the topic.□ A district representative has signed up for a sub-committee and has attended 1 subcommittee meeting. Further meetings have not been scheduled.
<p>Metrics the District developed to measure the effectiveness of the strategy:</p> <ol style="list-style-type: none">1. Progress monitoring;2. Surveys;3. Building level committee meetings and review of discipline data to work on implementation of PBIS for each building/program.(leadership, PBIS, Climate, and Student Support Teams)4. Quarterly data review in relation to school demographics to identify policies or practices at the building level to identify disparate outcomes in discipline.	



Reporting date: September 1, 2020

Any changes implemented by the District in light of results in the reporting period.

1. Achievement and Integration Plan has been approved effective May 2019. The district has begun implementation and has hired all identified support personnel identified in the plan.
2. Data reviews monthly at multiple levels utilizing real-time data through the incident reporting dashboard to identify trends and disparities. Those reviewing include:
 - a. Building leadership
 - b. Building Admin
 - c. Central Office Team
3. Bi-monthly leadership meetings for the Assistant Principal group who provides direct support in their buildings to applying the discipline policy.
 - a. Review of non-disciplinary interventions
 - b. Identify needs and create actionable steps to address those needs.
 - c. Addressing common protocols in reviewing data. The district is in a planning stage for providing additional professional development for reviewing data.
 - d. Provided professional development to Assistant Principals regarding the Birth to prison helix/School to prison pipeline.
 - e. Addressing actionable goals in MTSS/PBIS in each building and/or program.
4. Professional Development
 - a. Expanded the audience for trainings in Implicit Bias and Trauma.
 - b. Implemented Envoy Training to staff working directly with students.

Enclosed for your Review:

August 2019

1. Suspension Data for the identified time period of February 1-August 31, 2019.*
2. Achievement and Integration (A&I) Plan
 - a. School Board Presentation of the A&I Plan
 - b. Job Description: Peer Teacher
 - c. Job Description: BARR Teacher
 - d. Job Description:
3. Community Listening Sessions/Talking Circles- Board Presentation

February 2020

1. Suspension Data for the identified time period of September 1, 2019- January 31, 2020
2. Equity and Inclusion Framework: 2019 2020 Diversity Theory to Action Planning Grid
3. School Climate and Discipline Work (Administration)
 - a. Presentation: What is School Climate?
 - b. Presentation: Dominant Group Trends
 - c. Presentation: Making Meaning of the Comprehensive School Climate Inventory (MAPS)



MOORHEAD
AREA PUBLIC SCHOOLS

Independent School District 152

Probstfield Center for Education

2410 14th St. S., Moorhead, MN 56560 ■ Fax: 218-284-3333

www.moorheadschoools.org

■ **Superintendent:** 218-284-3330

■ **Assistant Superintendent:** 218-284-3370

■ **Human Resources:** 218-284-3350

Reporting date: September 1, 2020

***Data Request**

The agreed upon data is enclosed for the identified reporting period. At this time, the district is not required to collect or report on national origin. This data is not included in this reporting period.

The district will be required to report on National Origin in 2020. The district is preparing internal systems to make this change prior to 2020, and will begin collecting this information on a voluntary basis in the Fall of 2019.