



Eden Public Schools MDHR Semi - Annual Progress Report II

Strategy 1: PBIS Training

- A. **Intended Outcome(s):** (1) Promote improvement in student behavior across the entire school, especially for students with challenging social behaviors. (2) Establish clearly defined outcomes that relate to students' academic and social behavior. (3) Use of ODR data to monitor and adjust programming accordingly
- B. **Specific steps for the district to implement the strategy:** (1) Forest Hills, Central Middle School (CMS), and Eden Prairie High School (EPHS) will attend MDE PBIS training during the 2018-19 School year. (2) All other Eden Prairie schools will be trained on district generated data warehouse and use protocol to monitor behavior referral data each month. Data will be used to determine student or school level intervention.
- C. **Metrics the district developed to measure the effectiveness of the strategy:** (1) Review of ODR data and response intervention(s). (2) Total Fidelity Inventory data.
- D. **Changes Implemented by the district in light of results in the reporting period:** Since our November Report (1) Principals and teams from Forest Hills, CMS, and EPHS started to use the training to analyze their systems. Some updated practices include, active supervision, reteaching of expectation rubrics. (2) The assistant superintendent and senior director of student support services are in the process of meeting with principals for 2nd round analysis of ODR data. We are cautiously optimistic in that we see a decrease in suspensions when compared to the same review period during the 2017 - 2018 school year.

Strategy 2: Racial Consciousness Training

- A. **Intended Outcome(s):** (1) Equip educators to create educational environments that are relevant and responsive to the needs of their students. (2) Development of trusting relationships between staff and students resulting in positive learning environments.
- B. **Specific steps for the district to implement the strategy:** (1) As a part Eden Prairie Schools on boarding process, newly hired staff attended Beyond Diversity training (2) District train the trainer team identified and sent to Cultural

Proficiency training - phase 1 with the intent of establishing systems to support practice and protocol that build positive school climates.

C. Metrics the District Developed to measure the effectiveness of the strategy:

(1) Review of training rosters to ensure all new staff have attended Beyond Diversity Training. (2) Tiered Fidelity Inventory

D. Changes Implemented by the district in light of results in the reporting period: Since our November Report

- a. 20 staff members attended Beyond Diversity Training.
- b. We have contracted with Maximum 1 to provide targeted training for our 7-12 admin team (including Deans & site level PBIS leaders) around restorative practices processes. Quality implementation of the practices are directly related to mental models - beliefs and values, and as such the implementation efforts are being listed here under racial consciousness training. Leaders have participated in 6 hours of training and have been asked to implement a protocol designed to deeply identify the root cause of student behavior and intervene with restorative based responses to behavior

Strategy 3: Human Centered Design

A. Intended Outcome(s): (1) Partner with students as stakeholders in their own learning to analyze current middle and high school system and generate practice and protocols that support their success.

B. Specific steps for the district to implement the strategy: (1) Coordinate opportunities for 7-12 grades to engage in a Human Centered Design process to garner student feedback.

C. Metrics the District Developed to measure the effectiveness of the strategy: (1) Document completion of events (2) Tiered Fidelity Inventory (2) Local student survey

D. Changes Implemented by the district in light of results in the reporting period: Since our November Report: Teacher & Student led professional development training that focused on microaggressions and the impact on student self-esteem, student agency and student engagement (Middle School) and White Privilege and the impact on culture and climate and student engagement (Eden Prairie High School).

Strategy 4: Youth Frontiers Kindness Retreat - All Eden Prairie 4th grade students

- A. **Intended Outcome(s):** Increase positive school culture and climate through developing empathy, respectful interactions and pro-social conflict management skills
- B. **Specific steps for the district to implement the strategy:** Each elementary school is required to schedule a retreat during the fall of the school year. Students attend the all day retreat.
- C. **Metrics the District Developed to measure the effectiveness of the strategy:**
(1) Tiered Fidelity Inventory (2) Monitoring of ODR data
- D. **Changes Implemented by the district in light of results in the reporting period:** Since our November Report: The 4th grade students at 5 elementary schools participated in Youth Frontiers facilitated Kindness Retreats.

Strategy 5: District Educational Leadership Team Data Monitor

- A. **Intended Outcome(s):** (1) Develop and launch a District Wide Data lab that allows district leaders to easily access and examine ODR data in a timely manner. (2) District Educational Leadership Team will monitor suspension data in an ongoing manner.
- B. **Specific steps for the district to implement the strategy:** (1) Data lab developed and launched (2) Principals meet with Asst Supt and Sr. Director of Student Support Services on a monthly basis to analyze data for patterns and identify necessary responses.
- C. **Metrics the District Developed to measure the effectiveness of the strategy:**
(1) Calendar appointments and meeting summary notes to ensure protocols are implemented (2) Monitoring of ODR data (3) Monitoring of any intervention plans that are developed.
- D. **Changes Implemented by the district in light of results in the reporting period:** Since our November Report: (1) Suspension data has been monitored by district leadership team on a monthly basis. (2) ODR data conversations held with school principals. (2) Superintendent kept abreast on ODR data. (3) February report to school board.