



## 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:** Eden Prairie Schools completed the TFI and analyzed the data to determine areas for improvement.
- C. **Metrics the district developed to measure the effectiveness of the strategy:** Areas with lower scores on the Total Fidelity Inventory (TFI) were used to develop site-specific community-wide interventions.
- D. **Changes Implemented by the district in light of results in the reporting period:** Each school has a PBIS leadership team. Members of the leadership team have been engaged in on-going training offered through our student support services department. We believe the internal and ongoing training model will build greater coherence across the school district.

### 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 of Eden Prairie Schools' onboarding process, newly hired staff attended Beyond Diversity training. (2) Each district department moved into phase II training with the tools of cultural proficiency. Specifically, along with the superintendent's cabinet, each school principal, department leader worked with teams to focus on an area of need and develop a continuum of cultural proficiency that clearly indicates desired & expected culturally proficient practices and those that are undesired. The tool is used as a gauge to monitor systems development.

- 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. 11 staff members attended the fall Beyond Diversity Training.
  - b. Our work continues with Maximum 1 to provide continued 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 under racial consciousness training. Leaders have participated in 10 hours of training and have had initial training in circle meetings.

### **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:** Authentic engagement of student voice is key toward having a school with quality culture & climate. During the fall and winter of 2019-2020,s a team of 10 middle school students and 20 high school students met with the superintendent and associate superintendent quarterly to identify design elements that students wanted to focus on to increase quality climate and culture in the school. Students focused on grading structures, access to advanced courses for all students, and choice programming. In addition, the EPHS high school leadership team used a crowdsourcing feature to ensure maximum student voice.

**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 September Report: The 4th-grade students at 3 elementary schools participated in Youth Frontiers facilitated Kindness Retreats. Deeper reflection at the class level is now included in the days following the retreat.

**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:** The Associate Superintendent & Sr. Director of Support Services continues to meet with principals on a monthly basis to monitor suspensions and support implementation efforts of the restorative practices model. Suspension incidents are analyzed to determine antecedents and any proactive steps that could have prevented incidents.