



Eden Public Schools MDHR Semi - Annual Progress Report 2020-2021

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:** School Leaders and teams attended PBIS training in fall 2020 and spring 2021
- C. **Metrics the district developed to measure the effectiveness of the strategy:** Each site frequently reviewed their ODR data.
- D. **Changes Implemented by the district in light of results in the reporting period:** Greater implementation of restorative circles.

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) School improvement plans included training on the use of the Tools of Cultural Proficiency (2) District Affinity and Allies group met to continue to support recruitment and retention efforts. Members of the Affinity and Allies group participated in extended learning around the Tools of Cultural Proficiency.
- C. **Metrics the District Developed to measure the effectiveness of the strategy:** (1) Monitoring of School Improvement Plans (2) Monthly meeting with principals (3) Frequent review of ODR data
- D. **Changes Implemented by the district in light of results in the reporting period:**
 - a. Walkthroughs to monitor application of high engagement instructional strategies. This process was implemented to make certain teachers are using culturally responsive instructional strategies to ensure students are highly engaged, thus limiting off task 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) Utilize human centered design process to develop plan for a Student Office of Diversity, Equity and Inclusion
- C. **Metrics the District Developed to measure the effectiveness of the strategy:** (1) Meeting calendars (2) Staffing assignments (3) review of student handbooks
- D. **Changes Implemented by the district in light of results in the reporting period:** Commitment to establish a student office of diversity, equity & inclusion. Students who serve in the office will work with the high school & middle school administrative dean to provide continual feedback about culture and climate for students of color. Students will also work with the superintendent and members of his cabinet to review policy and make changes that influence equitable behavior intervention strategies.

Strategy 4: Youth Frontiers Kindness Retreat - Due to COVID-19 Strategy was discontinued during the 2020-2021 school year.

- 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:** NA
- C. **Metrics the District Developed to measure the effectiveness of the strategy:** NA
- D. **Changes Implemented by the district in light of results in the reporting period:** NA

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 Associate 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 MTSS plans developed to support students

D. Changes Implemented by the district in light of results in the reporting

period: Principals and their PBIS teams review ODR data on a regular basis identify any patterns of undesired behavior, and use this data to make adjustments in areas such as active supervision and the use of culturally responsive instruction to support positive climate and culture.