

Strategies							
Positive School Climate	Person Responsible	By When	Fall 2020 Progress Report / Changes made due to results	Intended Outcomes	Specific Steps Taken	How we Measure	Changes made due to results
Periodic review of student handbooks and applicable district policies.	Board of Education	Ongoing	Policies are reviewed and updated annually. Board has reviewed all student discipline data and the outcomes of our alternative to suspension data.	Increased learning time for students. Reduction in disproportionality.	Regular conversations with the school board about our work in progress	Evidence is collected through review of school board meeting agendas and minutes	Continues focus on restorative practices.
Program evaluation of positive school climate programs and practices.	Assistant Superintendent	2020-2021	Multiple programs and practices are in place that contribute to positive school climate. We continue to establish which assessments will be used to collect the data and what key ingredients we need to ensure a positive climate. We use a variety of assessment tools to gather data around positive school climate. As a district we are continuing to look at other tools/assessments that may be easier to implement and measure. Having consistent tools across our district is our goal. The information gathered will guide our school improvement process and goal setting with our principals.	To have a positive school climate for students and staff to thrive in. Continue to monitor the progress of our programs and practices related to school climate. Utilize assessment data to drive positive changes.	Implement and deeply embed positive climate practices such as: Responsive Classroom, Restorative Practices, Link Crew, Web Link, etc.	Conduct and review various school climate survey assessment data by staff and students. We have numerous assessments in place and we are trying to streamline what options are best and easiest to implement. This is on hold a bit with all of the challenges with distance learning and hybrid plans. We hope to move our plans forward throughout the year.	Make appropriate adjustments where necessary based on the assessment results. School climate work is part of our school improvement process and goal setting. We continue to get survey results that we are using to drive positive changes. Work with our REA Coordinator to evaluate the effectiveness of our programming.
Active supervision during all passing periods.	Assistant Superintendent	Ongoing	This strategy is in place. Continued training and support is provided as new leaders and staff join our district. We will be monitoring and adjusting wherever necessary. We are starting to develop online training modules to support our work and to help with consistency and turnover of staff.	Have safe and supportive hallways with consistent procedures for students.	All sites have an active supervision plan that is approved by the assistant superintendent.	Supervision plans turned in to assistant superintendent and observed during school visits.	Monitor plans and make adjustments when necessary. Incorporate COVID safety plans and policies throughout the district.
District Wide Restorative Practice plan.	Assistant Superintendent	2019-2020	Included with each school's official school improvement plan, is a goal for implementing Restorative Practices. Clear expectations and support plans are in place to ensure implementation at every site. We have hired a district Restorative Coach who is working primarily with the elementary schools and with our bus drivers for sustainability and consistency. Her work is very hands-on and direct. This model has been incredibly effective and we have hired an additional coach for this year because our other coach will be retiring in February. Our trainer(s) are not only in our sites regularly, they have been working tirelessly with our bus drivers. This work has made a significant difference for our students and staff. Our students are starting and ending each day very positively. Our bus drivers know the names of students and work closely with building administrators to proactively solve issues. This work continues into the 2021 school year.	Increase our positive and proactive supports for students; therefore lowering suspension rates and keeping students in school. Decrease repeated occurrences by resolving problems through restorative practices. Ensure students are attending school (less bus suspensions).	Restorative practices are imbedded into each building's school improvement plans.	By the start of the 2019-2020 school year each site will have a comprehensive plan that will have their staff progressing to level 2 on the restorative practices implementation rubric. We will create online modules to help with our implementation. A menu of options for training and support will be developed with elementary principals and our district RP coach. This plan will be supported by the assistant superintendent.	We will monitor progress during the school year and make adjustments when necessary. The evidence however is clear and the results indicate that we have less bus referrals and lower repeated occurrences. Teachers and principals are constantly asking for more training as they implement at a deeper level. Therefore we continue to monitor and adjust based on needs.
Superintendent Student Advisory Committee.	Superintendent	2019-2020	The Student Advisory Committee is in full swing and some excellent work has already been accomplished. Student voice is a critical component to our Strategic Plan and providing authentic opportunities to engage students in this work has been amazing. Plans are in place to bring the work of our student advisory committee to a broader audience of students. This feedback and information from our students will help guide positive changes for our district. This plan continues to grow and impact more staff and students. We are currently on hold due to Covid but plan to keep things progressing ASAP.	Student-led action research followed by student led professional development of their teachers.	May 2018 - Student conducted action research specific to student teacher relationships and presented their findings directly to teachers through student led professional development. Fall 2018 - First round of research was conducted by students and presented to teachers. Student research team has resumed meeting with the superintendent.	By end of 18-19, all 622 high schoolers will participate in world cafe event organized and facilitated by students. Results presented by students to teachers.	Continue the work we have begun. This is currently on hold due to the pandemic.

Developing positive student to student and staff to student relationships: Responsive Classroom, Developmental Design, Restorative Practices, Link Crew, Web Link, AVID.	Assistant Superintendent	Ongoing	Implementation is occurring at all of our sites. Last spring we collected evidence from building leaders to assess implementation, strategies, and potential gaps. The collection of evidence helped develop goals for the 2019-2020 school year. We have had a large turnover in our T & L office and we are excited to have new perspectives looking at our plans. Ultimately we are going to continue to improve our work and support our students through positive relationships. Implementation of our strategies is at various stages throughout our district. Having effective coaching and support for our staff has been critical for deeper implementation. Also because of Covid we are utilizing technology and creative ways to build relationships with our students and families during these unique times. We have made some good progress but have more work to do.	Build strong relationships and positive connections with students.	Support programs and staff development for deep implementation of these practices.	Ensure action is completed.	Monitor implementation and provide support and training where necessary.
Student identity projects.	Assistant Superintendent	Ongoing	All schools are implementing student identity projects. This work is embedded into everything we are doing to build relationships and to really know and understand our students.	Continue to build strong relationships with students. Get to know students on a personal level.	Projects and plans are in place. Projects for 2020-21 look a little different with our district learning model but I am proud of the creativity of our staff to build strong relationships during our various models of distance learning and hybrid.	Student survey results.	Use survey data to monitor progress and to make adjustments where necessary.
Periodic review of student handbooks and applicable district policies.	Board of Education	Ongoing	Policies are reviewed and updated annually. Board has reviewed all student discipline data and the outcomes of our alternative to suspension data. A safety procedure update is planned for the November school board study session.	Increased learning time for students. Reduction in disproportionality.	Regular conversations with the school board about our work in progress	Evidence is collected through review of school board meeting agendas and minutes	Continues focus on restorative practices.
Professional Development/Curriculum	Person Responsible	By When	Fall Progress Report				
Teachers, administrators, and support staff trained in Culturally Responsive Teaching practices, which includes cultural awareness and anti-bias training.	Director of Teaching & Learning	Ongoing	Training throughout the year: -Generational Trauma of American Indian Students -DreamCatchers 101 (anti-bias training for American Indian Ed students in SPED identification) - Creation of Restorative Practice-focused Schoology modules for K-5 teachers - Ongoing learning with Urban Leadership Academy - Various site-specific trainings, including several sites doing a book study on Culturally Responsive Teaching and the Brain and group of curriculum leaders studying "We Got This" by Cornelius Minor. -School Board equity training	Increase cultural awareness and decrease bias among staff.	Develop and deliver, or identify, professional development and training opportunities for staff.	Number of professional development and training opportunities provided.	After reviewing our offerings from last year, we added sessions for district center staff, education assistants, and bus drivers. Work is also being done with our School Board.
Instructional Coaches at all sites have extended training in Culturally Responsive Teaching practices and support teacher implementation.	Director of Teaching & Learning	Ongoing	Ongoing training and support is provided to our instructional coaches. Elementary instructional coaches employ new learning with teachers including, but not limited to, using culturally responsive books as mentor texts. Embedding CLR in all areas of their work: PD, building staff meetings, individual coaching, and grade level teams.	Increase the culturally responsive teaching skills of our instructional coaches.	In addition to requiring all coaches attend level 1 CLR Institute, we offered additional opportunities to enhance the culturally responsive teaching skills and more broadly equity coaching skills of our instructional coaches.	Number of instructional coaches who participate in additional opportunities to enhance their culturally responsive teaching skills and equity coaching skills.	After reviewing what additional culturally responsive teaching and other equity-focused professional development our instructional coaches had participated in, we set aside additional staff development funds and encouraged our instructional coaches to attend Equity Coaching through Equity Alliance MN. We also have weekly coach's meetings that focus on our equity work. Ex. we do book studies that are equity focused.
All district subject area teams conduct an audit of current culturally responsive instructional practices.	Director of Teaching & Learning	2017-2018	No changes to current process. The process is working.	For curriculum teams to understand their current intentional use of culturally responsive teaching strategies.	We developed a process for curriculum teams to conduct the audit, review the results collaboratively, and share them with the Teaching & Learning Department.	Whether or not the audit process, including the survey was completed. All curriculum teams completed the process.	We have not made any changes to our audit process. The process is working as intended.

All district subject area teams set goals for improving culturally responsive instructional practices.	Director of Teaching & Learning	Beginning 2018-2019	No changes to current process. This process is continuing to improve and drive instructional practices. This is now part of our District Improvement Process and our personal goals aligned to our Strategic Plan.	For curriculum teams to set measurable goals related to improving their culturally responsive teaching practices.	We developed a process for curriculum teams to review their audit results, identify priorities for action, set goals, and develop an action plan.	Whether or not the process was followed and goals were set. All curriculum teams completed the goal setting process.	We have not made any changes to our audit process.
All district subject area teams conduct an audit of culturally responsive curriculum resources.	Director of Teaching & Learning	2017-2018	No changes to current process.	For curriculum teams to understand their current intentional use of culturally responsive curriculum materials.	We developed a process for curriculum teams to conduct the audit, review the results collaboratively, and share them with the Teaching & Learning Department.	Whether or not the audit process, including the survey was completed. All curriculum teams completed the process.	We have not made any changes to our audit process.
All district subject area teams set goals for improving culturally responsive curriculum resources.	Director of Teaching & Learning	Beginning 2018-2019	No changes to current process.	For curriculum teams to set measurable goals related to improving their culturally responsive curriculum materials.	We developed a process for curriculum teams to review their audit results, identify priorities for action, set goals, and develop an action plan.	Whether or not the process was followed and goals were set. All curriculum teams completed the goal setting process.	We have not made any changes to our audit process.
Trauma Informed Care training for all professional staff.	Director of Student Services	Began 2016-2017; Ongoing	The trauma training team attended a training in the spring of 2020 to advance their knowledge and enhance the training content they are providing to staff across our district. As in past school years, they will continue to work with building administration to schedule site specific training for their staff. The trauma team has continued to publish a quarterly newsletter and distribute that across the district. It has helpful tips, resources and recommendations around self-care.	Increase awareness for all staff. Provide resources and strategies staff can build into their lessons and classroom environments to create safe and supportive learning environments.	The district trauma training team has provided level one training to all sites. Throughout the 20-21 school year, the training team will continue to expand the sites that have received level two training.	Records of trainings already provided along with calendar planning for upcoming trainings.	Larger percentage of staff in the district have increased their awareness of the trauma our students and families have experienced and as a result the impacts of that on their lives in all aspects.
Crisis Prevention Intervention for Special Education staff and administrators.	Director of Student Services	Ongoing	For the 2020-21 school year, ten Crisis Prevention Intervention trainings will be offered. At this time, three of the ten have taken place with the remaining taking place throughout the school year. The trainings offered will be a mix between full and refresher trainings. These trainings are attended by licensed teachers, paraprofessionals and administrators based on need.	Increase awareness of proactive strategies staff can utilize with students in efforts to prevent or reduce escalated behaviors.	Staff are either directed or encouraged (based on assignment) to complete CPI training yearly or every other year. The training is delivered by district staff who are approved CPI trainers.	Records of trainings already provided along with calendar planning for upcoming trainings.	Reduction in the number of restraints needing to be used with students when demonstrating unsafe behaviors towards themselves or others.
Behavior strategies and management training for classroom teachers.	Director of Student Services	Began 2015-2016; Ongoing	The behavior coaches are continuing to provide monthly training to support staff in all buildings targeted around behavior strategies and management. Building administrators have committed to sending their staff to each of the monthly trainings to ensure that all support staff in the district are receiving the same professional development at the same time. The behavior coaches are also meeting monthly with all probationary special education staff to provide additional resources and staff development. In addition to the monthly training sessions, the behavior coaches have also provided behavior strategies and management training for paraprofessionals across the district on several of the district led professional development days.	Increase the strategies and resources staff are able to access in their classrooms.	Staff have received training or the ability to access resources from contracted companies as well as internal staff.	Records of trainings already provided along with calendar planning for upcoming trainings.	Increased time in the classroom for students who may have previously needed to leave the class for periods of time in order to regulate or de-escalate.
Behavior Coaches for elementary and secondary who work with teachers.	Director of Student Services	Beginning 2018-2019	Along with the two behavior coaches, there are two behavior intervention specialists who work under the direction of the coaches with staff and students in buildings. They are an extension of the work and coaching provided by the coaches and continue to expand the skills and expertise of the staff supporting our students on a daily basis.	Increase the access for staff to seek support and coaching from staff highly trained in the area of behavior, social/emotional, and environmental learning.	Staff have been hired and have met with all buildings. They have shared the process staff need to follow when seeking their support.	Data collected on all requests for support is shared every other month with building administrators and every three weeks with the Student Services Leadership Team.	Staff are requesting coaching support proactively, and on a classroom wide consideration, rather than a student specific and at times reactive stance.
Response to Behavior	Person Responsible	By When	Fall Progress Report / Changes made due to results				
Consistent office referral forms across the district.	Assistant Superintendent	2019-2020	Consistent plans are being implemented for elementary, middle, and high schools. We collected evidence from building leaders to assess implementation and consistency across the various levels and throughout the district. All schools have a solid referral process. We continue to monitor and adjust our practices to ensure our plans are consistent and are responsive to student needs.	To have a consistent office referral process across the district.	Working with Lead Principals to collect current plans and ensure consistency throughout the district and varying levels.	Monitoring consistent plans.	No anticipated changes unless plans are not followed.

Individual student interventions to be recorded in Campus for progress monitoring.	Assistant Superintendent	2020-2021	We have an entirely new Teaching and Learning team. This work is a critical component for us as we are anxious to see what interventions work for what students. Our REA coordinator is very skilled and this work will be done at a high level. We have updated our Campus system to track interventions at the elementary level. However, we are still working on a plan for the secondary. This work will continue into the secondary level over the next year as they are working on a variety of priorities.	started elementary and further discussion planned for the secondary level.	We still need to map out a plan, timeline, and guiding change process. This is summer for some secondary updates.	This will be determined during our planning phases.	We will monitor the implementation process.
Restorative circles at every site.	Assistant Superintendent	2019-2020	Restorative circles will be implemented throughout our district at every site during the 2019-2020 school year. Having a district coach and having the work embedded into our SIP ensures that this critical work gets implemented. Having hired a full-time coach to provide small, medium, and large group coaching has had a significant impact on our Restorative implementation district wide.	We are making significant progress in this area as many staff have been trained. We still have inconsistent levels of implementation across the district that we are supporting.	Have all sites with trained leaders to conduct regular circle meetings.	All sites implementing at a high level during the 2019-2020 school year.	We are monitoring the implementation process and providing support where necessary. All staff feel supported and continue to receive coaching and support.
Alternative to suspension program to be established for secondary students otherwise facing out of school suspension.	Director of Student Services	2018-2019	At the current time, we are not operating our alternative to suspension program due to the learning model we are in as a result of COVID-19. Once a larger hybrid program and/or full return to face to face instruction resumes, we will open our program to support secondary sites again. Our alternative to suspension program will support secondary students who would have otherwise been suspended out of school during the 2020-21 school year. The program provides both direct academic and social emotional learning instruction while the student is attending.	Reduce the number of students suspended out of school.	When needed, students are assigned to the program. In the program they work with licensed staff on academics from their classes, any related special education goals (if appropriate), as well as restorative education and social emotional learning.	Data is submitted and compiled on each student, as well as for each building.	There has been a reduction in the number of students, as well as the number of days, students have been suspended out of buildings.
Principal consultation with Assistant Superintendent prior to any student suspension of greater than two days.	Assistant Superintendent	2017-2018	Plan is being implemented and we continue to have less out of school suspensions. This is a very reflective and purposeful process for our leaders. No adjustments are needed at this time.	All suspensions are vetted completely and monitored to ensure appropriate consequence.	Plans are in place. Any suspension that is two or more days must be approved by assistant superintendent.	Monitor Campus system and behavior system to check for consistency.	Less suspensions and more interventions and support put in place. More teaching and learning around the situation so there are less repeated occurrences.
Develop and implement consistent district-wide pre-suspension protocols for out of school suspension.	Assistant Superintendent	2018-2019	Consistent practices are in place district wide.	Consistency across the district. Strong plans to ensure support and fewer repeated occurrences.	Working with principals to ensure consistency.	Monitor plans.	Adjust when necessary.
Develop and implement consistent district-wide post-suspension review process for out of school suspension.	Assistant Superintendent	2018-2019	Consistent practices are in place district wide.	Consistency across the district. Strong plans to ensure support and fewer repeated occurrences.	Working with principals to ensure consistency.	Monitor plans.	Adjust when necessary.
Develop data visualization tools (Tableau) of behavior data which allows administrators to disaggregate by behavior type, resolution type, demographic categories, location, and person who made referral. These visualizations should also show any disproportionality that may exist.	Assistant Superintendent	2017-2018	No changes. Continually tweaking the tool to better support our buildings	Provide school and district leaders with timely evidence of the behavior referrals and resolutions in their schools.	Gather input from stakeholders regarding their needs. Draft a visualization tool. Get feedback from stakeholders. Revise the visualization tool.	Monitor the visualization tool.	No changes at this time.
Monitoring Progress	Person Responsible	By When	Spring Progress Report				
Assistant Superintendent to meet monthly with each Principal to review all suspension data, broken down by race, gender, and disability status.	Assistant Superintendent	2018-2019	Continue to monitor the data and have conversations with principals. This is on our monthly principal / cabinet meeting agenda.	To be fully aware of the data and what students are being suspended. Reduce the number of suspensions and reduce the gaps.	This process is embedded into our monthly principal / cabinet meetings where each leader receives his/her data broken down by race, gender, and disability.	Monitor the data each month.	Adjust programming and support if necessary.
Annual update on suspensions to the district Board of Education.	Assistant Superintendent	2018-2019	We have yearly updates each May to review suspension data with our school board.	Reduce suspension rates.	Meeting scheduled in May.	Show the results.	Make changes based on the data.
Hiring Practices	Person Responsible	By When	Fall Progress Report				

Plan for recruitment and retention of staff who will reflect our student population.	Director of Human Resources	Ongoing	Recruitment for fall, 2020 cohort	Increase the number of teachers of color	Set up partnership with the U of MN; received grant funding from MDE for Grow Your Own Programs; currently recruiting staff of color to participate; background check guidelines with changed criteria; changed degree requirements for professional positions; removed cut score requirement on teacher application process.	Number of teachers recruited and retained.	Will monitor data for results.
Affinity groups for staff of color.	Director of Human Resources	Ongoing	No changes.	Recruitment and retention tool for staff of color.	LGBTQA+ group meets regularly; working to establish group for staff of color.	Recruitment and retention numbers; surveys of staff of color.	Will monitor data for results.