

<b>Strategies</b>							
<b>Positive School Climate</b>	<b>Person Responsible</b>	<b>By When</b>	<b>Fall 2019 Progress Report / Changes made due to results</b>	<b>Intended Outcomes</b>	<b>Specific Steps Taken</b>	<b>How we Measure</b>	<b>Changes made due to results</b>
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	Developing an evaluation plan during the 2019-2020 school year. Multiple programs in place that contribute to positive climate. We are working to establish which assessments will be used to collect the data and what key ingredients we need to ensure a positive climate.	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.	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.	Make appropriate adjustments where necessary based on the assessment results.
Active supervision during all passing periods.	Assistant Superintendent	Ongoing	In place. Continued training and support is needed as new leaders and staff join our district. We will be monitoring and adjusting wherever necessary.	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.
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. This year we have hired a district Restorative Coach who is working district-wide, primarily with the elementary schools and with our bus driver for sustainability and consistency. Her work is very hand-on and direct. The future plans for the coaching support is very promising and we look to have a comprehensive report of this work by spring. Our first month with her has been absolutely incredible!	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.	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. A menu of options for training and support will be developed with elementary principals and our district RP coach.	We will monitor progress during the school year and make adjustments when necessary.
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 from 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.	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.
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.	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.	Student survey results.	Use survey data to monitor progress and to make adjustments where necessary.
Olweus Bullying Prevention Program.	Assistant Superintendent	Began 2011-2012; Ongoing	Bullying prevention is a priority in our district. We have proactive structures, systems, and frameworks in place throughout our district. We will continue to deepen our implementation and training of all our staff. A big part of this work is embedded into our restorative practices work as well.	Prevent and reduce bullying.	Train staff and students on Bullying Prevention Programs.	Student survey results. Reduce formal bullying complaints.	Monitor results for success.

Quarterly Meetings with School Resource Officers. The School Resource Officers are not involved in the decision making regarding the discipline of students.	Assistant Superintendent	Beginning 2018-2019	Fully implemented. No anticipated changes at this time. All meeting dates for the 2019-2020 school year have been mapped out. We also met this summer to ensure a good year and strong collaboration.	Work collaboratively with police liaison officers. Ensure officers are not part of the suspension process.	Quarterly meetings are set up.	Meetings are scheduled on the calendar.	No anticipated changes.
<b>Professional Development/Curriculum</b>	<b>Person Responsible</b>	<b>By When</b>	<b>Spring Progress Report</b>				
Teachers, administrators, and support staff trained in Culturally Responsive Teaching practices, which includes cultural awareness and anti-bias training.	Assistant Superintendent	Ongoing	Training throughout the year: -Generational Trauma of American Indian Students -DreamCatchers 101 (anti-bias training for American Indian Ed students in SPED identification)	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, bus drivers.
Instructional Coaches at all sites have extended training in Culturally Responsive Teaching practices and support teacher implementation.	Assistant Superintendent	Ongoing	Ongoing training and support is provided to our instructional coaches.	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.	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.
All district subject area teams set goals for improving culturally responsive instructional practices.	Assistant Superintendent	Beginning 2018-2019	No changes to current process. We will be diving back into this work for during the school year. We have a new team and new process that provides opportunities for positive changes in this area.	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.	Assistant Superintendent	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.	Assistant Superintendent	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 for curriculum teams 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 is attending training this fall to advance their knowledge and enhance the training content they are providing to staff across our district. As the school year progresses, they will continue to work with building administration to schedule site specific training for their staff. The trauma team will continue 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 18-19 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 2019-20 school year, six Crisis Prevention Intervention trainings will be offered. Three of the trainings were initial trainings and three were refresher trainings. These trainings are attended by licensed teachers, paraprofessionals and administrators based on need. At this time, one of the initial trainings have already taken place.	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	In addition to current processes, the behavior coaches will be providing 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 trainings to ensure that all support staff in the district are receiving the same professional development at the same time.	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	No changes to the current process.	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.
<b>Response to Behavior</b>	<b>Person Responsible</b>	<b>By When</b>	<b>Spring Progress Report / Changes made due to results</b>				
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. This year we will 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	2019-2020	We have an entirely new Teaching and Learning team. Therefore we are ramping up to do this work over the school year. This is a critical component for us as we are anxious to see what interventions work for what students. Our new REA coordinator is very skilled and this work will be done at a high level.	Not started.	We need to map out a plan, timeline, and guiding change process.	This will be determined during our planning phases.	
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.	This is a big goal for 2019-2020. All sites have staff trained. However, we need to be implementing circles at a high level in all schools.	Have all sites with trained leaders to conduct regular circle meetings.	All sites implementing at a high level during the 2019-2020 school year.	Does not apply at this time.
Alternative to suspension program to be established for secondary students otherwise facing out of school suspension.	Director of Student Services	2018-2019	Our alternative to suspension program will continue to support students who would have otherwise been suspended out of school during the 2019-20 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. 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.	Director of Teaching & Learning	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.	Whether or not the visualization tool exists. It does.	Based on feedback after it first launched some small tweaks have been made the visualization.
<b>Monitoring Progress</b>	<b>Person Responsible</b>	<b>By When</b>	<b>Spring Progress Report</b>				
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 in 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	A report to the School Board was on May 21.	Reduce suspension rates.	Meeting scheduled in May.	Show the results.	Make changes based on the data.
<b>Hiring Practices</b>	<b>Person Responsible</b>	<b>By When</b>	<b>Spring Progress Report</b>				
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.