

Strategies							
Positive School Climate	Person Responsible	By When	Progress Fall 2018	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 reviewed each June. Separate conversation about student handbook scheduled for board retreat in February.				
Program evaluation of positive school climate programs and practices.	Assistant Superintendent	2020-2021	In our future plans.	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, 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	Every school has a comprehensive plan with active supervision.	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	Each site has a restorative plan that is embedded into their individual school improvement plans. Some buildings are in the initial phases, while many others are deeply implementing restorative practices. We are on schedule to have a comprehensive district wide plan in place for the 2019-2020 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.	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 monitor progress during the school year and make adjustments when necessary.
Superintendent Student Advisory Committee.	Superintendent	2019-2020	Established at both high schools. Meeting monthly with Superintendent; next meetings with students scheduled for 10/31 (North) and 11/5 (Tartan). Presenting at National Conference (NSBA) to share our work with student voice in leadership.	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, Link Crew, Web Link, AVID.	Assistant Superintendent	Ongoing	Deep Implementation at all sites. These practices are embedded in the 622 Instructional Expectations.	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	Plans are in place to continue to go deeper with identity projects. This work is being conducted through advisory time, classroom projects, and building wide programming (RC, WEB Link, Link Crew, teaming, and project-based learning).	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	Fully implemented.	Prevent and reduce bullying.	Train staff and students on the Olweus Bullying Prevention Program.	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.	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.
Professional Development/Curriculum	Person Responsible	By When	Progress Fall 2018				
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 this summer and fall: <ul style="list-style-type: none"> - Culturally and Linguistically Teaching & Learning (CLR) Institute - CLR for Education Assistants - Gender inclusion procedures training for clerical and district center staff - Gender inclusion procedure review for all school sites - American Indian traditional music including cultural significance for K-12 Music teachers - Various site specific trainings including several sites doing a book study on Culturally Responsive Teaching and the Brain - Anti-bias training for district center staff - Customer service and equity training for Transportation Department 	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.

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Instructional Coaches at all sites have extended training in Culturally Responsive Teaching practices and support teacher implementation.	Director of Teaching & Learning	Ongoing	All of our experienced coaches have been through the CLR Level 1 institute; many have been through Level 2 as well. New coaches attend Level 1 within the first year. In addition many of our coaches have engaged in other training opportunities, including: Beyond Diversity, Equity Coaching with Jamie Almazon, CLR Cadres, and SEED.	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.
All district subject area teams conduct an audit of current culturally responsive instructional practices.	Director of Teaching & Learning	2017-2018	Completed spring of 2018.	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.	Director of Teaching & Learning	Beginning 2018-2019	Goals set spring 2018. Action plans developed fall 2018.	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	Completed spring of 2018.	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	Goals set spring 2018 Action plans developed fall 2018	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	All buildings have completed level one trauma training provided by our district training team. Several buildings have also completed the level two training and or plan to complete that training sometime throughout the school year.	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	Trainings have been provided to staff several times this fall and will be offered periodically as we continue through the school year.	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	Training has and continues to be provided by both internal staff as well as outside agencies. Training has been provided to licensed staff, unlicensed staff administrators and others.	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	Two behavior coaches have been hired and are supporting staff, students and administrators at all levels.	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	Progress Fall 2018				

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Consistent office referral forms across the district.	Assistant Superintendent	2019-2020	In progress.	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	Haven't started yet but plans are in place to implement this action step.	Not started.			
Restorative circles at every site.	Assistant Superintendent	2019-2020	Many sites have implemented restorative circles; however, full implementation is on schedule for next year.	This is a goal for 2019-2020 however, numerous sites have staff trained and they are implementing circles at a high level in those 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	This program is up and running. In many instances, students from our middle schools and high schools have received academic support as well as restorative education by licensed staff rather than being suspended out of school.	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	Fully implemented.	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	All sites have protocols in place and we are now in the process of working together to ensure consistency throughout the district.	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	All sites have protocols in place and we are now in the process of working together to ensure consistency throughout the district.	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	Completed spring of 2018.	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.
Monitoring Progress	Person Responsible	By When	Progress Fall 2018				
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	Fully implemented.	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	Report is scheduled for the May 21 School Board meeting.	Reduce suspension rates.	Meeting scheduled in May.	Show the results.	Make changes based on the data.
Hiring Practices	Person Responsible	By When	Progress Fall 2018				

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Plan for recruitment and retention of staff who will reflect our student population.	Director of Human Resources	Ongoing	Began a Grow Your Own Program with the University of Minnesota effective fall, 2018 and received a grant from MN Department of Education to support this work; working on reducing barriers to employment for applicants (i.e. background checks, qualifications for positions; application processes; interview selection).	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	Hired a new Equity Coordinator to help facilitate work. District has an affinity group for LGBTQTA+ and staff of color.	Recruitment and retention tool for staff of color.	LGBTQA+ group meets regularly; working to reestablish group for staff of color.	Recruitment and retention numbers; surveys of staff of color.	Will monitor data for results.