Prairie Seeds Academy

K-12, IB World School

Purpose of Report: Prairie Seeds Academy (PSA) is submitting this semi-annual report to the MN Department of Human Rights demonstrating its efforts to comply with the provisions of the Agreement and Amendment signed on 10/11/2018 and to report on the implementation of the Strategic Plan.

SECTION I. The Charter School's intended outcomes for its Plan

The plan submitted to MDHR addressed a four-tiered intervention strategy that aimed to create a safe, positive learning environment for all learners. The tiered system that the Charter School has created is one that empowers teachers within their classrooms and engages students in sensitive and powerful ways. As part of this strategy, teachers are supported through professional development and individual coaching to understand and implement effective classroom practices that develop relationship with individual students, create a positive climate where the expectations are clearly articulated and understood by students, and empowers teachers to use in classroom strategies for behavior change whenever possible.

The outcomes we hoped to achieve with our plan include:

1. Increase understanding among staff, teachers, and scholars for school-wide behavioral expectations around PSA's Culture of Learning.
2. Foster a positive and safe learning environment for all scholars.
3. Reduce the number of behavioral infractions through positive behavioral support.
4. Support school staff and teachers to meet the needs of at-risk students through professional development.

Since the plan submission, PSA has made changes in our implementation to more effectively meet the above outcomes. These changes include moving from a four-tiered intervention strategy to a three-tiered strategy. The next section describes the new plan and the implementation steps and are still aligned to meet the above outcomes.

SECTION II. Specific steps the Charter School took to implement its Plan

The following are the action steps and strategies for implementation.

A. **Utilizing *Infinite Campus*:** A student information system that tracks attendance and behavior issues. Teachers and staff are required to track attendance at specific intervals throughout the day or during classroom periods. This helps to identify students who are tardy or absent in class and the types of disruptive behaviors they are exhibiting.

B. **Staff Development Training:** Academic Leaders and members of the PSA Leadership Team (consists of Principal, Directors, Academic Coaches, Impact Coaches, Champion Teachers, etc.) have received training around positive behavioral responses and interventions. They have also received training around tracking, monitoring, and reporting on behavioral issues. The expectation is that leaders work with their staff to implement the plan. Thrive CEO, Bao Vang, checks in with leadership team members on a weekly, if not daily basis, to clarify expectations and develop processes.

C. **Creation of Impact Coaches:** These newly created positions have a critical role in enforcing a school culture that embraces positive behavior and promotes a school environment built on positive mental and emotional well-being. Impact Coaches create, implement, and manage the social & emotional learning modules and inspire scholars, families, and staff to recognize positive behavior at all levels of the organization. This includes monitoring, tracking, and reporting student behavior and attitudes in the classroom, hallway, cafeteria, bus, and playground. They attend PBIS and other behavior intervention training. They enforce attendance policy in collaboration with the Operations Team. They also work with Counselors to identify resources for families; and, they track, case note, and monitor all counseling issues.

D. **Creation of a Student Impact Office (SIO):** This office houses all Impact Coaches and is a safe and positive place for students to have conversations with their counselors and coaches. For many years, the office was a disciplinary office environment that provided punitive measures; with this change, students have noted that they feel more comfortable discussing issues that affect their behaviors.

E. **Weekly Engagement Team Meetings (ETM)**: These are attended by Impact Coaches, the CEO of Thrive, the Director of Operations, and Leadership Team members e.g. Principal, and Academic Leaders etc. These meetings have clear meeting guidelines and action steps for discussion items so that all issues are addressed in a timely manner. Topics of discussions generally focus on: a) Behavior Referral Tracking and daily behavior intervention, b) Communication and Documentation processes, and c) Issues and Challenges e.g. attendance issues, policy clarification or policy development, etc. d) Parent involvement and communication to review policy and procedures of our Lycans Oath and how we can lead each student to success.

F. **Pre-Minor Behavior Reporting:** Is a daily tracking of behavior and discipline issues via an excel document that gathers the following information:
   a. Date of occurrence
   b. Classroom period of occurrence
   c. Teacher Name
   d. Student Name
   e. Grade Level (e.g. Elementary-Grade 3; Secondary-Grade 9)
   f. Type of Behavior (e.g. disruption, inappropriate language, etc.)
   g. Teacher Action to Address Behavior(s) (e.g. warning, redirect, student conference, etc.)
   h. Comments and Notes (e.g. context to understanding data gathered)

G. **Engagement of Champion Team Members** consisting of 6-8 teachers, academic leaders, and other staff who have formal/informal leadership authority over staff and can provide feedback from staff to the SIO about behavior strategies.

H. **Parent Involvement:** We understand that parent is a necessity our our staff in order to assure that the student has high rates of success. Our main focal points are:

1. *Parenting* - We desire to help all families here at PSA establish home environments to support children as students with the resources we have.
2. *Communication* - Design effective forms of school-to-home and home-to school communications about school programs and children's progress. (fix it plans, summary forms, phone calls, email communication, parent visits and home visits)
3. *Learning at Home* - Provide information and ideas about how we can help students at home with homework and other curriculum-related activities, and worksheets. PSA's counselors play a role in make sure seniors graduate on time with our credit recovery program.
4. *Decision Making* - Ed leaders, impact coaches and teachers include parents in school decisions, developing parent leaders, representatives and future goals.
5. *Collaborating with Community* - Identify and utilize resources and services from the community to strengthen school programs, family practices, and student learning and development.

III. Any changes implemented by the Charter School in light of results in the reporting period.

The plan was implemented in the last 120 days and PSA will continue to use the described methods and metrics to gather, inform, and adapt its work. Thus far, the data has given us

information that helps us to focus on which teachers, which students, and what types of issues are the most common. These themes allow use to specifically create strategies and action steps that are catered to the individual (whether teacher, staff, or student), and to analyzing why behavior interventions are not effective. This data paints a more holistic picture of our behavior intervention system and enables us to work towards achieving our outcomes.
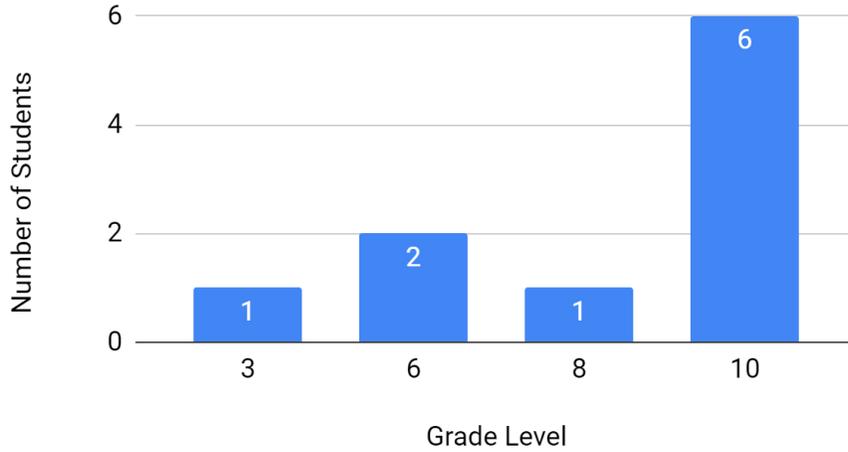
IV. The following data represents Infinite Campus Report from October 2018 - January 2019.

a. Number of suspensions, exclusions, and expulsions during the reporting period;

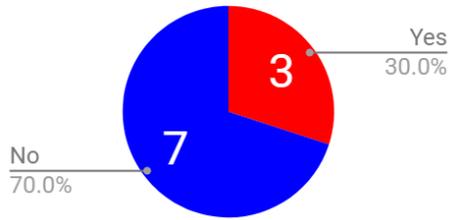**Description of Suspension**
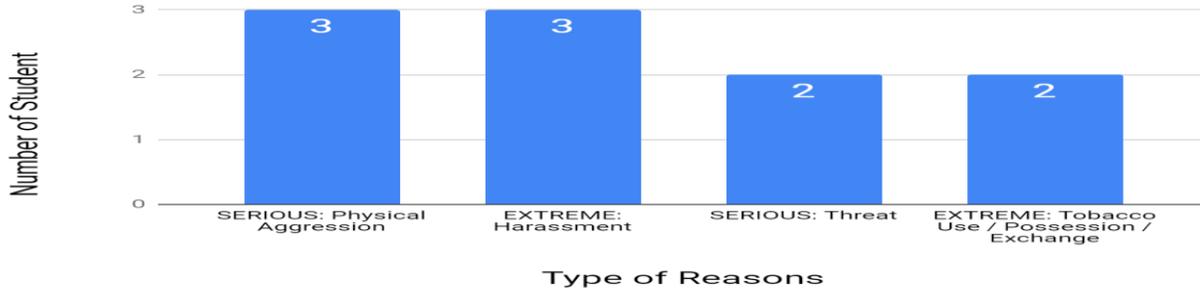
Student Grade

b. A brief description of the reason for each suspension, exclusion, and expulsion; and
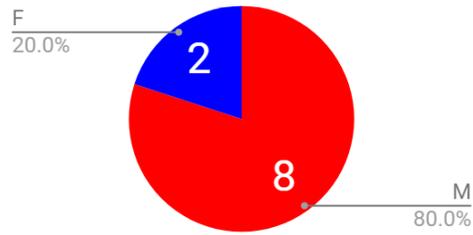
*PAgg = physical Aggression

c. Disaggregated data showing the breakdown of each disciplinary incident identified in the report by race, ethnicity, national origin, gender, and disability status.

![Prairie Seeds Academy K-12, IB World School logo]

IEP

Gender

Student Race/Ethnicity