



Background of Report: Prairie Seeds Academy (PSA) School Board has contracted with Thrive Education (“Thrive”) to assist with the operations and academic achievement of the school. Thrive is a subsidiary of Hmong American Partnership, a nonprofit 501c3 organization. Thrive works to improve school culture, leadership, staff morale and performance, and its operational efficiency through collaborative measures that empower parents, the community, school staff, and the leadership team. Ms. Bao Vang serves as Thrive’s CEO and oversees the strategic plan to address disparities in discipline.

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.
- 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.

SECTION III. Metrics the Charter School developed to measure the effectiveness of its Plan

There are several metrics and methods developed to measure the effectiveness of the plan. These include the following:

Methods

1. **Presence of Impact Coaches in Classrooms:** When a student has behavioral issues, their assigned Impact Coach attends the classroom period to monitor and observe behavior. Through systematic, direct observation the Impact Coaches work alongside the teachers to provide feedback on student behavior progress. Additionally, the Principal is brought into the conversation to help guide teachers on behavior intervention responses. These observations are case noted and provided to parents during parent-teacher-impact coach meetings.
2. **Assessing the Teacher & Staff Behavior Intervention Strategies:** Teachers and staff are expected to utilize classroom and behavioral strategies that will reduce and/or eliminate the disruptive behavior. As such, data collected from teacher/staff responses are used to inform feedback and coaching to the teacher/staff and to highlight new strategies and approaches to behavior management. Academic Leaders and Impact Coaches provide observational feedback to staff and teachers to help support their development. Feedback can be around: a) identifying ways a student can positively communicate, b) adapting teacher instruction, etc.
3. **Observation of Classroom Environment & Instructional Methods:** Observation is collected about classroom environment and instructional methods. Because classroom activities and teacher behaviors vary in different class environments and with different teachers, observers such as Principal, Impact Coaches, Academic Leaders are trained to identify specific points in classroom observations to note. For example, if there is a change in classroom activity by the teacher, and behavior disruption increases.

Metrics

The main metrics used to understand and measure PSA's behavior intervention system is through the categories captured in the Pre-Minor Behavior Reporting Form (referenced in SECTION II, F.), PSA is able to identify and focus on which teachers most commonly report behavior issues; which students are reported with high levels of behaviors (whether in one period or across multiple classroom periods), the types of common behaviors seen, and the types of teacher/staff responses. When the data is reviewed, this allows administration and school leadership to

identify where and when student engagement decreases, and whether there is a correlation between teacher responses and increase/decrease of student positive behavior.

IV. 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.

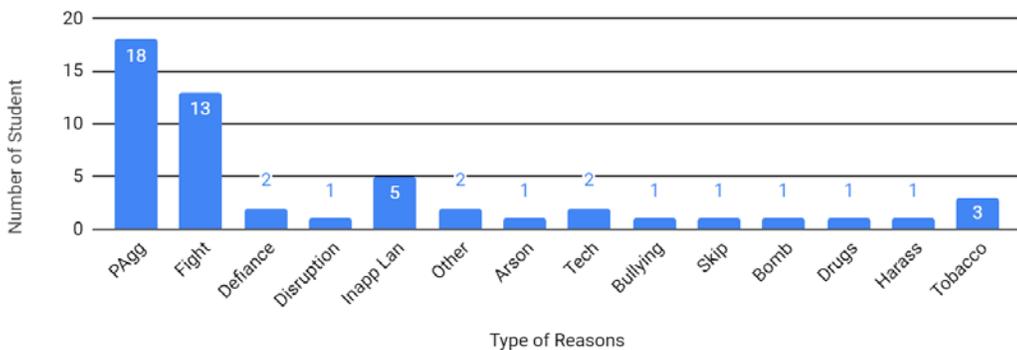
V. The following data represents SWISS report from January 2018 - July 2018.

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

Types	Numbers
Suspensions	52
Exclusions	0
Expulsions	0

- b. A brief description of the reason for each suspension, exclusion, and expulsion; and

Description of Suspension



*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.

