

2016-2022 Strategic Plan

We will ensure safe, inclusive environments and encourage diverse perspectives through engagement, innovation and creativity.

YEAR FOUR (2019-2020)

2019-20 Priority Statement 1 – Apply student preference for learning by creating opportunities at the secondary level that involve shared ownership.

#	Action Steps for Priority Statement	Success Measure	Responsibility	Due Date	Total Cost
1	Continue the use of secondary student focus groups to engage in communication, feedback and learning opportunities regarding student preference.	Each secondary school will identify one focus group to interact with Teaching & Learning Services(TLS)/District Administration; analyze and enhance accountability from measurement and findings.	Assistant Superintendents; Teaching & Learning Services (TLS) staff; principals; Research, Evaluation & Assessment (REA) Department	October 2019	\$0
3	Utilizing feedback from student focus groups and CAC, report the learning opportunities, learner preference and shared ownership findings to principals and TLS to implement ideas for the 2020-21 school year and beyond.	Updates from student focus groups and parent meetings at secondary principals' meetings; implement future items at May 2020 Program of Study Meeting.	District Administration; TLS; REA; secondary principals	April 2020	\$0

2019-20 Priority Statement 2 – Demonstrate, assess and align the use of the culturally responsive teaching strategies across the district.

#	Action Steps for Priority Statement	Success Measure	Responsibility	Due Date	Total Cost
1	Continue the district focus on Dr. Sharokky Hollie’s Culturally and Linguistically Responsive Teaching/Learning (CLRT), as well as implement the strategies in the supplemental binder.	100% of teaching staff will access these resources and engage via book studies, team planning or other method.	Principals; District Administration; CLRT District Coaches; Equity Teacher Leaders; Office of Educational Achievement & Integration (OEAI)	June 2020	\$120,000
2	Continue the district focus of individual schools and teachers receiving 1-1 coaching from Dr. Hollie and his CLRT Coaches.	There will be a minimum of six schools during the 2019-20 school year receiving individual coaching from Dr. Hollie and his team.	Assistant Superintendents; principals; CLRT District Coaches; Equity Teacher Leaders; TLS	June 2020	\$45,000
3	Implement the sole CLRT walk-through form created in Spring 2019 and analyze the data.	Each school administrator, CLRT coach and Equity Teacher Leader will have utilized the walk-through form with their staff and will have gathered data, analyzing and sharing findings with District Administration.	Assistant Superintendents; principals; CLRT District Coaches; Equity Teacher Leader; TLS	April 2020	\$0
4	Begin planning and implementation process of teacher evaluation, adding or infusing CLRT components.	Teacher Evaluation committee will address this throughout their meetings in 2019-20 and adjust the Danielson teacher evaluation model in the future.	Human Resources Department; Teacher Evaluation Committee; CLRT District Coaches	June 2020	\$0

2019-20 Priority Statement 3 – Demonstrate the use and impact of positive skills, techniques and frameworks that will enhance relationship-building strategies across the district.

#	Action Steps for Priority Statement	Success Measure	Responsibility	Due Date	Total Cost
1	Identify the strategies/ activities that have most positively impacted the SIP from 2018-19.	SIP progress and Spring 2019 Minnesota Student Survey data.	District/School Administration; OEAI; TLS and REA support	August 2019	\$0
2	Based on the outcome of Year 3’s Action Step 1 and the MDE Student Survey, create an	After examining the results, District Administration will have	District Administration; REA	August 2019	\$0

	elementary, middle and high school list of effective relationship building strategies.	lists completed and shared with school principals prior to SIP meetings in August 2019.			
3	Institute student focus groups in addition to the staff and parent survey to gain perspective and deepened representation of strategies and activities.	Student focus groups will be formed at every level/school (ES, MS, HS), similar to Priority 1, Action Step 1.	District/School Administration	Nov/Dec 2020	\$0
4	Survey staff and parents mid-year to gauge implementation and involvement of strategies and activities.	Develop the involvement survey for staff and parents, launch survey mid-year.	District/School Administration; Communications; TLS; REA	January 2020	\$0
5	Survey students at the end of the year to measure success of SIP on select items.	Each school will have selected specific grade levels to implement the survey.	District/School Administration; TLS; REA	April 2020	\$0

Functional Support Required (explanation of needs in other areas to achieve the priority statements, ie., real costs for completion):

Finance	\$165,000
Communications	Communication with families, students, teachers and community about each area above. Survey and research support.
Human Resources	Guidance regarding walk-throughs vs. evaluation, new job descriptions on CLRT Coaches (new positions).
Professional Development/TLS	CAC invitation and participation; SIP access, implementation support and data, and participation in Advisory/Student Connection meetings.