

2016-2022 Strategic Plan

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

YEAR 3 (2018-2019)

2018-19 Priority Statement 1 – Apply student preference for learning by creating opportunities at the secondary level that involves shared ownership.

#	Action Steps for Priority Statement	Success Measure	Responsibility	Due Date	Total Cost
1	Complete the MS Program of Study in similar format to the HS Program of Study.	Program of Study on District website	Assistant Superintendents, Director of Teaching and Learning, Secondary Curriculum Coordinator, Middle School Administration	June 2019	\$0
2	Develop 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 TLS/District Administration	Assistant Superintendents, TLS staff, and School Principals	October 2018	\$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 then implement ideas for the 2019-20 school year and beyond.	Updates from student focus groups and parent meetings at Secondary Principals' meetings; implement future items at May 2019 Program of Study Meeting.	District Administration, TLS/REA, Secondary Principals	Spring 2019	\$0

#	Action Steps for Priority Statement	Success Measure	Responsibility	Due Date	Total Cost
2018-19 Priority Statement 2 – Demonstrate the use of the culturally responsive teaching strategies across the district.					
1	Continue the district focus on Dr. Sharokky Hollie’s <i>Culturally and Linguistically Responsive Teaching/Learning (CLRTL)</i> , 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, OEI	June 2019	\$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 2018-19 school year receiving individual coaching from Dr. Hollie and his team	Assistant Superintendents; Principals; CLRT District Coaches; Equity Teacher Leaders; TLS	June 2019	\$45,000
3	Implement the informal CLRT walk through form piloted in Spring 2018	Each school administrator, CLRT coach, and Equity Teacher leader will have utilized the walk through form with their staff and gathered data	Assistant Superintendents; Principals; CLRT District Coaches; Equity Teacher Leader; TLS	April 2019	\$0
2018-19 Priority Statement 3 – Analyzing 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 2017-18	SIP progress and Spring 2018 Minnesota Student Survey data	School/District Administration, OEI and TLS/REA support	August 2018	\$0
2	Survey students at the end of 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	October 2018; April 2019	\$0
3	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, Communication, TLS, REA	January 2019	\$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; participation in Advisory/Student Connection meetings