

SCHOOL DISTRICT 197

Nurture. Inspire. Prepare. Together, We Thrive.

2021-22 Superintendent Goals

Goal 1

The superintendent will oversee the implementation of operational plans in support of the strategic plan.

Goal 1a

The superintendent will oversee the implementation of operational plans in support of the **social and emotional learning** focus area.

Goal 1b

The superintendent will oversee the implementation of operational plans in support of the **equitable systems and support** focus area.

Goal 1c

The superintendent will oversee the implementation of operational plans in support of the **career exploration and preparation** focus area.

Goal 2 - The superintendent will oversee the ongoing planning and implementation of our **COVID pandemic response**.

Goal 3 - The superintendent will oversee the development and implementation of the communication plan for stakeholders regarding renewal of the existing operating levy.

Goal 4 - The superintendent will improve collaborative decision-making and opportunities for stakeholder feedback.

2021-22 Superintendent Goal Implementation Targets

The implementation targets (similar in concept to an action plan) are provided below, categorized under each goal area. They represent a significant amount of district-wide coordinated work categorized under the goals listed above. As we experienced last year, the COVID pandemic did require revising some of the targets as the year progressed. Though we had hoped for a largely “normal” year, adjustments may be determined necessary by the superintendent and administration as the year progresses. The board will be informed of any needed revisions to the implementation targets as part of the mid-year and end-of-year progress updates.

Goal 1a-Social and Emotional Learning (SEL) Implementation Targets

- Provide regular SEL professional development for site and district leaders.
- Regular collaboration with and support for site leaders to implement site-based SEL professional development.
- Establish an SEL advisory committee that includes students, families, community partners, and school staff that will meet quarterly to provide input and feedback.
- Identify a method (e.g survey and/or focus groups) to gather perceptions of school culture and climate from students, families, and staff.
- Assess the current level of SEL resources and needs, by conducting an inventory of programs and practices with site leadership teams.
- Review the MDE Social-Emotional standards, based on the SEL framework competencies (self-awareness, self-management, social awareness, relationship skills, and responsible decision making) to identify the district focus and plan for SEL with students.
- Determine a continuum of student support for social-emotional-behavioral needs.

Goal 1b-Equitable Systems and Supports Implementation Targets

Targets are further categorized by our Equity Framework adapted from ReImagine MN

- *Student Voice and Leadership*
 - Develop, with diverse student, teacher, and principal representation, an end of course feedback survey at the secondary school level
 - Enhance, formalize, and systematize processes for student voice in the curriculum review process
 - Launch a Youth Participatory Action Research Club
 - Establish additional student affinity groups at the secondary school level
- *Recruiting, Hiring, and Retaining Staff of Color*
 - Formalize partnership with University of MN Teacher Scholars of Color
 - Offer optional mentor of color to new teachers of color

2021-22 Superintendent Goal Implementation Targets

- *Culturally Relevant Teaching: Rigorous, Responsive, and Relational*
 - Begin developing an understanding of the Ready for Rigor Framework among school and district leaders
 - Update the teacher lesson plan template to include the equity supplement

- *Developing, Sustaining, and Evaluating Cultural Competence of Staff*
 - Provide professional development to all licensed staff on how to facilitate anti-bias dialogue in our schools and teach with an anti-bias lens
 - Provide ongoing professional development to all secondary licensed staff aligned to the four quadrants of the Ready for Rigor Framework (awareness, learning partnerships, information processing, and community of learners and learning environment)
 - Provide introductory training on creating safe and welcoming environments for students who identify as LGBTQIA+

- *Building Bridges Between School and Our Communities*
 - Provide greater equity of access to families with the option to hold conferences virtually
 - Establish a group for guardians of students who identify as lesbian, bisexual, gay, transgender, non-binary, intersex, and asexual

- *Developing and Implementing Culturally Inclusive Systems*
 - Eliminate the ban on hats and hoods in the school district dress code
 - Increase supports and reduce barriers to underrepresented groups (e.g. students of color, multilingual learners) to advanced programs and courses
 - Implement updated gender inclusion procedures
 - Develop an LGBTQIA+ staff affinity group
 - Provide professional development to advisors of our Gender Identity and Sexuality Alliance clubs related to their role
 - Gather baseline data on student demographics related to participation in activities and athletics

Career Exploration and Preparation Implementation Targets

- Implement the Lifeguard certification course during the 2021-2022 school year.
- Implement the AP Human Geography course (which is the first college credit bearing opportunity for 9th graders) during the 2021-2022 school year.
- Explore the addition of a CAPS course in the area of computer technologies.
- Review middle school schedule .
- Hold a career fair for middle school students.

2021-22 Superintendent Goal Implementation Targets

- Continue to update the job fair for diversity of opportunities, representation, communication and participation.
- Increase the diversity in job type, training and ethnicity of adult mentors in Warrior Seminar.
- Greater diversity of guest speakers.
- Identify courses for the 2022-2023 at the high school that could be offered online.
- Implement Tech Warriors at the high school.
- Through curriculum review, explore how to decrease barriers to participation in advanced level courses for all students, particularly in regards to race and ethnicity.
- Increase communication of and recruitment for the multilingual seals program, a college credit opportunity.
- Recruit additional staff and facilitate their attainment of the requirements to be eligible to teach concurrent (college credit bearing) courses.
- Establish Career and Technical Education (CTE) advisory panels, held twice per year, to help guide district wide efforts in CTE opportunities.
- Identify and implement ways to increase student interest in, and registration for, the Careers in Transportation and Business courses.
- Identify and implement ways to increase awareness of and interest in all concurrent enrollment course opportunities at the high school.
- Establish a CCR leadership team that will meet quarterly to provide input and feedback.

Operating Levy Implementation Targets

- Update website
- Utilize other media channels like social media and electronic newsletters
- Present to each school's staff
- Present to each PTO
- Conduct community information sessions
- Develop and send printed materials to families including both required and additional mailings

COVID Pandemic Implementation Targets.

- Regular consultation and collaboration through a shared leadership model
 - Weekly meetings with district and site administration
 - Regular consultations with Dakota County Health Department and the Minnesota Department of Health
 - Regular discussion and reports with the board
 - Weekly meetings with Dakota County Superintendents
 - Regular meetings with AMSD superintendents
 - Increased frequency of/representation at Meet and Confer sessions

2021-22 Superintendent Goal Implementation Targets

- Clear communication with stakeholders to keep informed of planning
 - Warrior Weekly/District Update
 - Video Production/Website Updates
 - Board Meetings

Collaborative Decision Making and Stakeholder Feedback Implementation Targets

- Conduct regular (~10 over the course of the year) 1:1 check-ins with site leaders to deepen relationships, facilitate collaborative decision making and to assess/address:
 - strategic framework implementation (emphasis on the equity focus area)
 - Learning impacts from COVID and needed adjustments to current systems
 - School climate and culture
- Conduct regular (~monthly) group check-ins with site leaders using an open/site leader determined agenda with the similar purposes of prior goal
- Conduct 1:1 meetings with school board members every six weeks
- Establish a formalized formative feedback process for district leaders
- Develop improved processes (and communication thereof) for students, families, staff and community members to access the appropriate staff member/s when they have questions or concerns