

SCHOOL DISTRICT 197

STRATEGIC IMPLEMENTATION PLAN



CREATING THE
WORLD'S BEST WORKFORCE
2021-2022

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INTRODUCTION

In fall 2019, School District 197 hosted community-wide input sessions to gather input into the creation of a revised strategic plan. Hundreds of community members, students, and staff responded to the following prompts:

- What do our students need to learn so they are ready for their future?
- What do you value most about our schools?
- What are some new opportunities we should explore?
- How can you and our community connect with and support our schools?

A representative group was convened in December 2019 to digest all of the input and create a new strategic framework to guide our new and long-term work. The framework they drafted included a mission statement, belief statements, and focus areas for improvement. After an initial review by the

school board, additional input was sought through a variety of focus groups. This input was used to revise the initial draft of the strategic framework. The final draft was approved by the school board in June 2020.

The strategic framework provides the district with a direction for our work. For example, one focus area for improvement is to, “Establish a district-wide system of social-emotional learning and support.” Each year we determine the specific strategies the district needs to implement to move us towards our desired improvement. These strategies, which we will call implementation targets, will be described in more detail later on in this report.

We are excited about the work our Strategic Framework will continue to direct this year.

*Nurture, Inspire, Prepare
Together, we thrive!*

STRATEGIC FRAMEWORK (adopted June 2020)

SCHOOL DISTRICT 197

Nurture. Inspire. Prepare. Together, We Thrive.

School District 197 is committed to caring relationships, equitable practices, and high achievement for all.

GOALS

All students are academically and socially ready for school.

All 3rd graders can read at grade level.

All racial and economic achievement gaps are closed.

All students graduate from high school.

All students are ready for career and college.

WE BELIEVE...

RELATIONSHIPS

- People thrive when they feel connected, trusted, and affirmed.
- Communication and collaboration strengthen school, family, and community relationships.

EQUITY

- Our diversity makes us stronger.
- Seeking to understand each other strengthens the individual and community.
- We are all accountable for removing barriers and creating equitable systems.

ACHIEVEMENT

- High expectations and personalized support are critical for student success.
- Innovative environments promote curiosity, creativity, and courageous action.
- Everyone has the ability to continually grow.

FOCUS AREAS

1

Establish a district-wide system of social-emotional learning and support

2

Build equitable systems and support throughout the district

3

Increase E-12 opportunities for career exploration and preparation

4

FOCUS AREAS & IMPLEMENTATION TARGETS

As you saw on the previous page, we have three focus areas. They are:

- Establish a district-wide system of social-emotional learning and support.
- Build equitable systems and support through the district
- Increase E-12 opportunities for career exploration and preparation.

The intent of focus areas are not to capture all we do as a school system. Rather, they are to identify the specific areas in which we want to target our improvement efforts in order to live out our mission (School District 197 is committed to caring relationships, equitable practices, and high achievement for all)

...and to achieve our goals.

School District 197's goals are:

- All students are academically and socially ready for school
- All 3rd graders can read at grade level
- All racially and economic achievement gaps are closed
- All students graduate from high school
- All students are college and career ready.

In the pages that follow, you will find the specific strategies (aka Implementation Targets) we have selected for the 2021-22 school year. They are grounded in research and based on the ongoing feedback we receive from students, staff, families and our community.



FOCUS AREAS OVERVIEW: SOCIAL-EMOTIONAL LEARNING

“Establish a district-wide system of social-emotional learning and support”

Social and emotional learning or SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

According to the Collaborative for Academic, Social, and Emotional Learning, there are a number of benefits that students derive from SEL.

- An improvement in social and emotional skills, attitudes, relationships, academic performance, and perceptions of classroom and school climate
- A decline in anxiety, behavior problems, and substance abuse
- Long-term improvements in skills, attitudes, prosocial behavior, and academic performance

Social and emotional learning is also aligned in our equity work by creating caring, just, inclusive, and healthy communities that support all individuals in reaching their

fullest potential. Implementing SEL across our district both fosters and depends upon an equitable learning environment, where all students and adults feel respected, valued and affirmed in their individual interests, talents, social identities, cultural values, and backgrounds.

Our SEL vision states “Through an equitable system of social and emotional learning support, all students and staff will grow in the following capacities:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making

In our research, we have learned that districts often mistakenly focus entirely on building the social and emotional competence of students without also considering the SEL needs of adults who are engaging with students every day. In order to create conditions for students to effectively engage in SEL, adults themselves need to feel empowered, supported, and valued.

FOCUS AREA IMPLEMENTATION TARGETS FOR 2021-2022: SEL

“Establish a district-wide system of social-emotional learning and support”

- Following up on the SEL leadership summit in June 2021, provide monthly SEL professional development for district leaders within the administrative meeting structure to build adult understanding of SEL and provide leaders tools for working with their staff.
- The Director of Special Services and the Equity Coordinator will conduct check-in meetings each semester with site leaders to answer questions, review progress, and determine next steps in building the foundational understanding of the SEL framework and social and emotional competencies with staff in their school or program.
- Establish an SEL advisory committee that includes students, parents, 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.



FOCUS AREAS OVERVIEW: EQUITY

“Build equitable systems and support throughout the district”

School District 197 has adopted the Minnesota Department of Education's definition of educational equity, which is "...the condition of justice, fairness and inclusion in our systems of education so that all students have access to the opportunities to learn and develop to their fullest potentials."

Using the work of the Association of Metropolitan School Districts' Reimagine Minnesota project as a jumping off point, we are envisioning our equity focus area aligned to the following work.

Elevating student voice and leadership

- Students should have a meaningful voice in shaping their schools and classrooms
- Giving students voice and leadership, and guidance in using those tools, prepares them today for success tomorrow

Recruiting, Hiring, and Retaining Staff of Color

- A racially diverse staff benefits all our students, especially students of color
- Diverse teams are more creative, better problem solvers, and make better decisions

Creating and Sustaining Equity Leadership

- As school leaders, administrators play a key role in creating, nurturing, and sustaining equitable systems and support
- This work requires ongoing learning about equity and change

Culturally Relevant Teaching: Rigorous, Responsive, and Relational

- Learning is social and cultural and therefore more effective when done in an environment of rapport and trust where students' cultural identities and practices are affirmed and validated, resulting in a sense of belonging
- Culturally responsive teaching maintains high expectations for all students, believes in the capacity of all students to meet those expectations, and provides each student with the support and opportunity to achieve those high expectations

FOCUS AREA OVERVIEW: EQUITY (continued)

Developing, Sustaining, and Evaluating Cultural Competence

- Staff understanding of different cultural ways of being, their own cultural ways of being, and the sociocultural context of race and language in schools are critical to their ability work across cultural differences

Building Bridges Between School and Our Communities

- Schooling is a community endeavor and is most successful when school staff and community members work together to support student and community needs

Developing and Implementing Culturally Inclusive Systems

- Many systems within school districts were designed as culturally neutral or to reflect the culture of those who designed them
- Designing systems to be culturally inclusive takes intention and results in equity of access and opportunity



FOCUS AREA IMPLEMENTATION TARGETS FOR 2021-2022: EQUITY

**“Build equitable systems and support
throughout the district”**

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 Minnesota Teacher Scholars of Color
- Offer optional mentor of color to new teachers of color

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.

FOCUS AREA IMPLEMENTATION TARGETS FOR 2021-2022: EQUITY (continued)

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



FOCUS AREAS OVERVIEW: CAREER & COLLEGE READINESS

“Increase E-12 opportunities for career exploration and preparation”

This work is not new to the strategic framework but rather an expansion of the work we have been focused on for the last nine years. As part of our previous strategic framework, we were striving toward two specific strategies: Developing an electronic college and career portfolio beginning in 7th grade and expanding options for students to successfully earn postsecondary credit concurrently while earning a high school diploma, including the potential to earn up to an Associate of Arts degree or other certifications that make students “job ready” upon graduation.

Over these last nine years we have focused heavily on our efforts at the high school level and some on the middle school level. We have developed a number of internship opportunities for students in grades 11 and 12 and increased opportunities for students to earn certifications and college credits.

We also implemented a 9th grade course called Warrior Seminar. This course provides opportunities for students to transition to high school, expand their career and post-secondary portfolio, and refine the skills necessary to be successful in their future in whatever path/s they choose. Through our Warrior Seminar course students have the

opportunity to meet with mentors from the community with a wide variety of career and education paths. And we still have work to do at Two Rivers High School!

In our new strategic framework, you will notice that the work now intentionally includes our learners from early learning to elementary to middle school and high school.

Grounding our work is a graphic organizer developed by the Minnesota Department of Education in collaboration with Minnesota State Universities and Colleges. The graphic (see page 13) provides a framework for organizing Minnesota Career Fields, Clusters & Pathways. It depicts the foundational knowledge and skills, career fields, career clusters, and career pathways that Minnesota will use for developing programs of study in career and technical education.

Courses at Two Rivers have been reviewed and those that provide career exploration, exposure or opportunities in a specific career field have been identified in the academic planning guide for students. Students that have an interest in a specific pathway are encouraged to take a course or sequence of courses in the specific pathway.

As we continue work in this area, our goal is to expose students in early learning through middle school to a wide variety of careers in these career fields, clusters, and pathways.



FOCUS AREA IMPLEMENTATION TARGETS FOR 2021-2022: CCR

“Increase E-12 opportunities for career exploration and preparation”

- 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
- 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 advisory panels, held twice per year, to help guide district-wide CTE efforts
- 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 an CCR leadership team that will meet quarterly to provide input and feedback.

ANNUAL REPORT & OTHER PERFORMANCE MEASURES

Each fall, the annual report shows progress towards attaining our strategic goals. The report identifies performance measures that indicate both a desired outcome and degree to which the district is making progress towards those outcomes. The report is available on the district website. In addition, the results are reported in an annual meeting in which key messages are prioritized and highlighted. Other reports are tailored to relevant audiences as deemed appropriate.

Annual Achievement and Program Targets are set based on the previous year's performance.

The Annual Targets measure the degree to which individual schools and the district are accomplishing the five goals established through the strategic framework:

- All students are academically and socially ready for school
- All third graders can read at grade level
- All racial and economic achievement gaps are closed
- All students graduate from high school
- All students are ready for career and college

Measurements used to assess progress minimally include those listed below.

- Student performance on the Minnesota Comprehensive Assessments (MCAs)
- Student performance on FASTBridge assessments in area of literacy and math
- Student performance on the ACT
- High school graduation rates
- Results from each assessment will be broken down by student group to measure the achievement/opportunity gap



ANNUAL REPORT & OTHER PERFORMANCE MEASURES (continued)

The following, in support of the district plans, are reported annually to the Minnesota Department of Education as part of Minnesota's World's Best Workforce Initiative:

- District Strategic Implementation Plan and World's Best Workforce Initiative
- Alternative Delivery of Specialized Instructional Services (ADSIS) Plan
- Alternative Teachers Performance Pay System (ATPPS) Plan
- District American Indian Education Plan
- District Achievement and Integration Plan
- District Staff Development Plan
- Read Well by Grade 3 Literacy Plan

PLAN FOR PROGRAM IMPROVEMENT

Schools and departments set annual continuous improvement goals aligned to the District Strategic Framework Goals. A needs assessment occurs each year by reviewing achievement trends. This assists schools and the district in identifying the strengths and weaknesses of instruction in pursuit of student and school success.

Schools complete their assessment by reviewing student achievement data that is disaggregated by subgroup, 10 by site, and by district in annual data retreats in August.

District and school goal setting follows. A Continuous Improvement Plan (CIP) is then developed. After district and site goals have been established, teachers develop goals in their Collaborative Teams (CTs).

Every teacher in the district must participate as a member of a CT. As part of the district, site, and team goal-setting and action-planning process, staff examine strategies for improving instruction, as well as considering and selecting best practices.

FIGURE 2: SCHOOL DISTRICT 197 CONTINUOUS IMPROVEMENT MODEL



2021-2022 ANNUAL ACADEMIC ACHIEVEMENT TARGETS

The strategic framework establishes five goal areas. The district uses a variety of formative (along the way) and summative (at the end) measures to assess our progress towards achieving each goal. Among those measures, key progress indicators have been selected to use for our annual district targets.

DISTRICT GOALS

All students are academically and socially ready for school.

- The percentage of students in the district's four-year-old preschool program who are "kindergarten ready" in the areas of literacy and social/ emotional development will increase by 2% in each area by spring 2022.

All third graders can read at grade level.

- The percentage of students who will meet the low risk or lowest risk target on aReading in grade 3 will increase by 2% from ____% fall 2021 to __% in spring 2022.

All racial and economic achievement gaps are closed.

- The gap between students of color and white students in grades 1-8 will decrease 2% from __% in fall 2021 to __% in spring 2022 by increasing the percent of students who meet the low risk or lowest risk target on aReading of the groups as follows:
 - White students will increase 2% from __% in fall 2021 to __% in spring 2022
 - Students of color will increase 4% from __% in fall 2021 to __% in spring 2022
- The gap between students of color and white students in grades 1-8 will decrease by 2% from __% in fall 2021 to __% in spring 2022 by increasing the percent of students who meet the low risk or lowest risk target on aMath of the groups as follows:
 - White students will increase 2% from __% in fall 2020 to __% in spring 2022
 - Students of color will increase 4% from __% in fall 2020 to __% in spring 2022

Consideration will be given in 2022-2023 to write goals using the Minnesota Comprehensive Assessments in grades 3-8 and high school.

All students graduate from high school.

Our improvement efforts will be focused on providing equitable supports for students of color in order to meet the goals below:

- The four-year graduation rate at Two Rivers High School (formerly Henry Sibley High School) will increase from 92% in 2020 to 94% in 2021.
- The percentage of students in grades 9-12 who pass all of their courses will increase 2% from __% for semester 1 in 2021 to __% in 2022.

2021-2022 ANNUAL ACADEMIC ACHIEVEMENT TARGETS (continued)

All students are ready for career and college.

- The percent of graduating seniors who meet the ACT college ready benchmark on the all four ACT subtests will increase from 25% for Class of 2021 to 27% for Class of 2022.
- The percentage of Hispanic students enrolled and successfully completing a college-level course during the 2021-2022 school year will increase from 19% in spring 2021 to 23% in spring 2022.

Please note: All targets under other goals areas will be disaggregated by race and socio-economic status to ensure gaps in those measures are closing as well.

SITE GOALS

The percentage of students in the district's four-year-old preschool program who are "kindergarten ready" in the areas of literacy and social/ emotional development will increase by 2% in each area by spring 2022.

Pre-K Goals: Each site will improve by at least 2% the site's performance in the following areas:

- The percentage of students in the district's four-year-old preschool program who are "kindergarten ready" in the areas of literacy and social/ emotional development in each area
- The largest race-based achievement gap in literacy and/or math

Elementary School Goals: Each site will improve by at least 2% the site's performance in the following areas:

- The percentage of students in grades 1-4 who will meet the low risk or lowest risk target on aReading
- The achievement gap for students of color in reading and/or math

Middle School Goals: Each site will improve by at least 2% the site's performance in the following areas:

- The percentage of students in grades 5-8 who will meet the low risk or lowest risk target on aReading
- The achievement gap for students of color in reading and/or math

High School Goals: The high school will improve by at least 2% the site's performance in the following areas:

- The percentage of students in grades 9-12 who pass all of their courses
- The percent of graduating seniors who meet the ACT college-ready benchmark on the all four ACT subtests will increase
- The achievement or opportunity gap for students of color in alignment to district goals.

MULTI-TIERED INTERVENTION MODEL

Annually, each student's progress toward meeting state and local academic standards is assessed. The assessment measures vary by grade level. In kindergarten through grade 4, Curriculum Based Measures through the Formative Assessment System for Teachers (FASTBridge) are used in reading. In grades 2-9, computer adaptive tests through FASTBridge are used for reading and math. Selected students are assessed using the MAP test in high school for math.

When data indicate a student is not making progress toward meeting standards, a student is referred to the school's Problem-Solving Team (PST). The PST is a general education initiative that provides support for teachers in meeting the unique learning and behavioral needs of students. The goal of the PST is to assist students needing differentiated instruction or other interventions to ensure their success in the general education setting.

The PST model should not be confused or combined with Special Education Child Study. PST focuses on problem solving by intervening early and providing effective instructional, social, and behavioral interventions. Through this process, assigned staff collect data to determine whether the student has shown improvement following consistent implementation and evaluation of targeted interventions.

The array of interventions available to students needing additional support varies somewhat by grade level, but several key supports are used in the district:

- Intervention services funded by Alternative Delivery of Specialized Instructional Services (ADSIS)
- Basic Skills Instruction
- Title I Services
- Targeted Services (after school and summer school, grades K-8)
- Credit Recovery (grades 9-12)
- Alternative Learning Center (ALC) Services (high school)
- Family Support Program

REQUIRED NOTICES

ACCESS TO DIVERSE TEACHERS

Annually, the Human Resources Department provides data on effective teachers, which includes demographic information including race. The data is reviewed at each site prior to the spring hiring season to assess the degree to which licensed teachers in district and/or school reflect the diversity of students enrolled. The Equity Advisory Committee also makes recommendations regarding the means to improve students' equitable access to effective and more diverse teachers.

GIFTED AND TALENTED IDENTIFICATION PROCESS

At the end of each school year, the academic performance of students in grades 2-7 is evaluated to identify children who should receive Gifted and Talented (GT) services or be placed on School District 197's Talent Development and Watch list for the following year. Performance measures include, but are not limited to, the Cognitive Abilities Test (CogAT), reading and math assessments from the Formative Assessment System for Teachers (FAST).

Alternate Identification is an additional option for students who may be very high academic performers but do not qualify for GT services using the standard measures. Please contact the program coordinator for more information regarding Alternative Identification. See the district website for specific identification criteria, <https://www.isd197.org/academics/gifted-talented>.

ACCELERATION

School District 197 recognizes MN State Statute 120B.15 and supports the need for academically gifted students to receive appropriate accelerated instruction. Whole Grade Acceleration or Single Subject Acceleration occurs when a student is not only doing the caliber of work necessary to be promoted to the next grade or enrolled in the next course in the academic sequence, but also demonstrates the ability to do the caliber of work required of students in the next grade level/subject/course. The goal of acceleration is to match the curriculum with the readiness and motivation of the learner.

The district uses the processes outlined on the district website if there is evidence to support acceleration. However, final determination to accelerate resides with the parent(s)/guardian(s). See the district website for the specific process, <https://www.isd197.org/academics/gifted-talented>.

REQUIRED NOTICES (continued)

EARLY ENTRANCE TO KINDERGARTEN

State of Minnesota regulations mandate that children reaching the age of five on or before September 1 of the school year are eligible for kindergarten. Children reaching the age of five after that date are not eligible for kindergarten until the following September. Exceptions will be considered when a child demonstrates, through assessments, above average social, emotional, physical, and intellectual maturity and the child will be five on or before November 1. Please see the district website for the application procedures, <https://www.isd197.org/academics/gifted-talented>.

SCHOOL READINESS

The district's school readiness programs provide partial and full-day options that include a comprehensive curriculum aligned with state early childhood guidelines and kindergarten standards. The curriculum includes cognitive, social, emotional, physical, and academic skills that prepare students for success in kindergarten. Students participate in assessments three times a year that measure their progress and growth in academic content as well as social/emotional skills. The Early Learning Advisory Committee (ELAC) provides input on programs, curriculum, and transition practices into kindergarten. All early learning teachers participate in ongoing professional development throughout the school year including specific strategies for working with students whose native language is not English.

ADVISORY COMMITTEES & FEEDBACK

PARENT, COMMUNITY & STAFF ADVISORY COMMITTEES

A number of parent and staff advisory committees engage stakeholders in the process of reviewing programs and making recommendations for improvement, as well as general communication and advice. Membership is generally open to anyone who has an interest in promoting and supporting the program or initiative.

The standing advisory committees for School District 197 are listed below:

- District Curriculum Advisory Committee (CAC)
- District Special Education Advisory Committee (SEAC)
- District Gifted and Talented Advisory Committee (GTAC)
- District Equity Advisory Committee
- Tri-District Community Education Advisory Council
- Early Learning Advisory Council (ELAC)
- District Staff Development Committee (DSDAC)
- District Wellness Committee
- American Indian Parent Advisory Committee
- Padres Latinos en Acción
- Title I Parent Advisory
- Parent Ambassador Network (PAN)

CONSTITUENT FEEDBACK

Bi-annually the district hires an external evaluator to do a random phone survey of a minimum of 400 district constituents. The survey provides a longitudinal look at how well residents feel the school district is educating our students, how well we are managing our resources, and how well the school board is performing in its role. The results are reported at a school board meeting, and the entire report is available for the public to access online.

ANNUAL BUDGET

School District 197 reviews its budget annually to determine how existing funds will be used to support the plan and whether additional resources are needed. Requests for additional resources are considered in the context of the regular budgeting process, which begins annually in January and ends in June.

Below you will find two graphs outlining how our budget is used. The top graph shows how our budget is used when looking at the type of expenditures. The bottom graph shows how our budget is used when looking at the percent spent on different types of programs. Within these budgets, we have allocated sufficient funds to accomplish the implementation targets for the 2021-22 school year.

