SCHOOL DISTRICT 197

# STRATEGIC IMPLEMENTATION PLAN

## 2025-2026

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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

# 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 students are prepared to be lifelong learners. (NEW)
- 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 2025-26 school year. They are grounded in research and based on the ongoing feedback we receive from students, staff, families and our community.

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# 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

The district is using the 10 indicators from CASEL (shown below) to establish, review and monitor SEL implementation.

# FOCUS AREA IMPLEMENTATION TARGETS FOR 2025-2026: SEL

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

**Explicit SEL Instruction**
Providing students with consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.

Objectives:
- Design and develop the proposed high school personal finance course to intentionally integrate SEL competencies—such as self-management, responsible decision-making, and self-awareness—through planned units on budgeting, saving, goal setting, and financial planning, in preparation for 2026 implementation.
- Implement direct instruction on emotional well-being at the Branch Out Transition program for our learners aged 18-22 years old.

**Integrated SEL with Academic Instruction**
Integrating SEL objectives into instructional content and teaching strategies for academics as well as music, art, and physical education.

Objectives:
- Increase the use of the CharacterStrong curriculum resources across classrooms, including the incorporation of visuals and embedded strategies in specialist areas (music, art, and physical education).
- Develop an "Executive Functioning Skills Toolbox" to support students' self-regulation, planning, and task completion.
- Implement AMAZEworks curriculum in the elementary special education program classrooms. (also in equity targets)

**Youth Voice and Engagement**
Honoring and elevating a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.

Objective:
- Expand data review sessions with students at the middle and high school levels using survey data.
- Gather feedback from 9th-grade students on a quarterly basis to inform the social and emotional support needs of students transitioning to high school.

**Supportive School and Classroom Climates**
Creating schoolwide and classroom learning environments that are supportive, culturally responsive, and focused on building relationships and community.

Objectives:
- Implement the School District 197 Teacher Evaluation Rubric and train administrators to observe and provide actionable feedback on SEL-related indicators. (also in equity targets)
- Facilitate middle school professional development sessions focused on the Ready for Rigor framework to strengthen culturally responsive teaching and classroom climate. (also in equity targets)
- Provide kindergarten teachers with calming strategy resources developed by the Pre-K team, using Conscious Discipline techniques.

# FOCUS AREA IMPLEMENTATION TARGETS FOR 2025-2026: SEL

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

**Focus on Adult SEL**
Providing staff with regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.

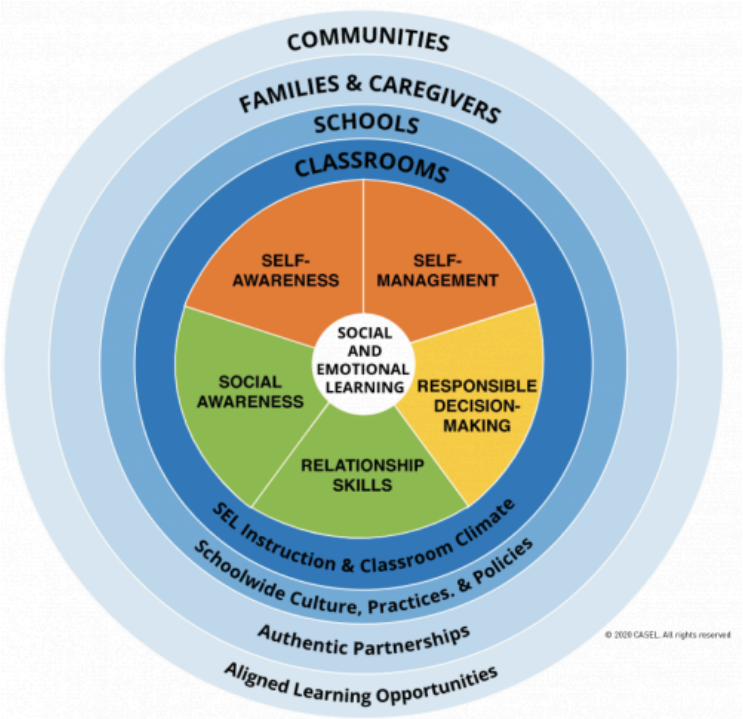
Objective:
- Offer adult SEL learning opportunities through newsletter resources, coaching, staff wellness initiatives, and site-based practices.

**Supportive Discipline**
Creating discipline policies and practices that are instructive, restorative, developmentally appropriate, and equitably applied.

Objectives:
- Build school-based capacity for restorative practices through peer-led training and ongoing staff development opportunities.
- Develop and implement sensory and movement-based regulation strategies in collaboration with district occupational therapists.

**Continuum of Integrated Supports**
Ensuring that SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.

Objectives:
- Conduct a comprehensive secondary school counselor program review to align supports, identify gaps, and ensure equity of access. (also in CCR targets)



# FOCUS AREA IMPLEMENTATION TARGETS FOR 2025-2026: SEL

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

**Authentic Family Partnerships**
Providing families and school staff with regular and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.

Objective:
- Develop a family SEL engagement guide with strategies for supporting social-emotional development at home.

**Aligned Community Partnerships**
Ensuring that school staff and community partners are aligned on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.

Objective:
- Provide SEL training on trauma-informed practices and "safe space" strategies to School Age Care staff.
- Share information and gather feedback on SEL implementation through the School Health Advisory Committee (SHAC).
- Create and distribute informational resources on district SEL efforts for community partners, including coaches, activity advisors, and external collaborators.

**Systems for Continuous Improvement**
Ensuring implementation and outcome data are collected and used to continuously improve all SEL-related systems, practices, and policies with a focus on equity.

Objectives:
- Use student, staff, and family survey data to inform decision-making and enhance program effectiveness.

# FOCUS AREAS OVERVIEW: EQUITY

**"Build equitable systems and support throughout the district"**

School District 197 is on an equity journey. While there has been work done previously and some progress has been made, there remains much to do.

We are committed to equitable opportunities and equitable outcomes for all members of our School District community including students, families and staff. Creating equitable opportunities is dependent upon having inclusive policies and practices that represent all students, and providing each student increased access to and creating meaningful participation in high-quality learning experiences where each student realizes positive outcomes. Educational equity benefits everyone and prepares all students to thrive in a racially and culturally diverse local, national and global community.

In August 2023, the School Board adopted Policy 106 Equity. It outlines the seven commitment areas described below.

**Diverse Classrooms and Schools**
School District 197 commits to promoting
equity in educational programs and extracurricular activities. Representation in our classrooms and programs should reflect the diversity of our schools. This includes socioeconomic status, sex, gender identity and sexual orientation, religion, national origin, immigration status, language, ability, and age.

**Teacher and Leader Quality and Diversity**
School District 197 commits to recruiting, hiring, and retaining a diverse, culturally responsive, and equity-minded workforce. This includes ongoing professional development focused on equity, gender inclusion, racial consciousness and cultural responsiveness.

**Equitable Resource Allocation**
School District 197 commits to prioritizing the allocation of resources, including but not limited to, curriculum, facilities, staffing, support services, technology, transportation, and activities, in a manner that ensures all students, including historically marginalized students, have the access and opportunity necessary to succeed.

# FOCUS AREA OVERVIEW: EQUITY (continued)

**Equitable Curriculum, Instruction and Assessment**
Aligned to our curriculum review cycle, School District 197 commits to selecting and implementing curriculum that is culturally relevant and representative of our student population. We also commit to including equity in the rubrics used in our decision-making process for curriculum adoption. School District 197 commits to culturally affirming, inclusive, and responsive instructional practices and to equitable assessment and grading practices that foster motivation, are bias-resistant, and accurately reflect student learning.

**Equitable Learning in Classroom and Other School Environments**
School District 197 commits to culturally affirming, inclusive, and responsive community building and behavior management practices. Our physical spaces and routines will be reflective of the diversity of our students' identities. We also commit to building strong, supportive relationships with each student while holding them accountable to high expectations. School District 197 commits to behavior support and discipline practices that reduce disparities in suspensions. When there is harm, we commit to interrupting the harm regardless of the intent, while also committing to restoring relationships within the classroom and school.

**Equitable Student Leadership and Voice**
School District 197 commits to seeking to gather and understand student perspectives (including those from historically marginalized groups) in decision making processes, creating spaces for student groups, and providing leadership opportunities.

**Equitable Family and Community Partnerships**
School District 197 commits to building two-way linguistic and cultural bridges between the School District and the various communities it serves. We will seek representation reflective of our student demographics on District advisory committees, provide spaces for family groups, provide cultural liaisons, provide family education, and provide interpretation and translation tools and resources. We commit to using these resources to better understand the perspectives, goals, and priorities of the communities we serve and to seek ongoing input and feedback.

# FOCUS AREA IMPLEMENTATION TARGETS FOR 2025-2026: EQUITY

**"Build equitable systems and support throughout the district"**

**Diverse Classrooms and Schools**
School District 197 commits to promoting equity in educational programs and extracurricular activities. Representation in our classrooms and programs should reflect the diversity of our schools. This includes socioeconomic status, sex, gender identity and sexual orientation, religion, national origin, immigration status, language, ability, and age.

Objectives:
- Increase Unified programming/opportunities for middle school students.
- Increase the number of historically marginalized students (students of color, students who are English Learners, students with IEPs) who are engaged in opportunities for career exploration and preparation. Examples include:
    - in paid internships
    - earning industry-relevant certifications
    - enrolled in work-based learning at TRHS

**Teacher and Leader Quality and Diversity**
School District 197 commits to recruiting, hiring, and retaining a diverse, culturally responsive, and equity-minded workforce. This includes ongoing professional development focused on equity, gender inclusion, racial consciousness and cultural responsiveness.

Objectives:
- Create a required virtual staff training for licensed staff on our Equity Policy.
- Provide training on supporting Native American students to new teachers.
- Update and deliver the Supporting 2SLGBTQ+ People training to licensed staff.
- Provide 40+ school board members, district leaders, site administrators, teachers, and AIPAC members the opportunity to attend an immersive learning experience called Learning from Place: Bdote.
- Offer sites the opportunity to develop specific staff experiences to learn a new language
- Implement the updated School District 197 Teacher Evaluation Rubric (including cultural competence) and train administrators to observe and provide actionable feedback on indicators. (also in SEL)

# FOCUS AREA IMPLEMENTATION TARGETS FOR 2025-2026: EQUITY (continued)

**Equitable Resource Allocation**
School District 197 commits to prioritizing the allocation of resources, including but not limited to, curriculum, facilities, staffing, support services, technology, transportation, and activities, in a manner that ensures all students, including historically marginalized students, have the access and opportunity necessary to succeed.

Objectives:
- Implement a sliding scale fee for student parking passes at the high school

**Equitable Curriculum, Instruction and Assessment**
Aligned to our curriculum review cycle, School District 197 commits to selecting and implementing curriculum that is culturally relevant and representative of our student population. We also commit to including equity in the rubrics used in our decision-making process for curriculum adoption. School District 197 commits to culturally affirming, inclusive, and responsive instructional practices and to equitable assessment and grading practices that foster motivation, are bias-resistant, and accurately reflect student learning.

Objectives:
- Implement an Ojibwe course offering at the high school.
- Engage secondary teachers in ongoing professional development on the Ready for Rigor Framework for Culturally Responsive Teaching. (also in SEL)
- Implement District 197's Amazeworks supplemental curriculum in Special Services center-based programs. (also in SEL)
- Complete a comprehensive review of K-8 Special Education instructional practices in literacy.
- Implement evidence-based curriculum/resources aligned to the Science of Reading in special education services for students with disabilities in grades K-8.
- Explore equitable grading practices with secondary school leaders.

# FOCUS AREA IMPLEMENTATION TARGETS FOR 2025-2026: EQUITY (continued)

**Equitable Learning in Classroom and Other School Environments**
School District 197 commits to culturally affirming, inclusive, and responsive community building and behavior management practices. Our physical spaces and routines will be reflective of the diversity of our students' identities. We also commit to building strong, supportive relationships with each student while holding them accountable to high expectations. School District 197 commits to behavior support and discipline practices that reduce disparities in suspensions. When there is harm, we commit to interrupting the harm regardless of the intent, while also committing to restoring relationships within the classroom and school.

Objectives:

- Disseminate updated Gender Inclusion procedures through licensed staff training, the staff hub, and meetings with school administrators and counselors.
- Provide professional development to general education staff on accommodations and modifications for students with Individualized Education Plans (IEPs) and 504 plans.
- Develop a 2SLGBTQ+ Inclusive School self-reflection tool for sites to use.
- Develop a document outlining equity considerations for staff to use when planning for the start of the school year with students and families.

**Equitable Student Leadership and Voice**
School District 197 commits to seeking to gather and understand student perspectives (including those from historically marginalized groups) in decision making processes, creating spaces for student groups, and providing leadership opportunities.

Objectives:

- Increase the number of student ambassadors to the Beyond Our Walls Summit to at least seven.
- Create a student advisory group to meet with Nutrition Services to provide input and feedback on menu offerings.

# FOCUS AREA IMPLEMENTATION TARGETS FOR 2025-2026: EQUITY (continued)

**Equitable Family Partnerships**
School District 197 commits to building two-way linguistic and cultural bridges between the School District and the various communities it serves. We will seek representation reflective of our student demographics on District advisory committees, provide spaces for family groups, provide cultural liaisons, provide family education, and provide interpretation and translation tools and resources. We commit to using these resources to better understand the perspectives, goals, and priorities of the communities we serve and to seek ongoing input and feedback.

Objectives:

- Train and certify bilingual staff to be reserve interpreters to ensure effective communication with multilingual families during high-demand events.
- Provide non-English speaking families with opportunities to give feedback on our language access services.
- Develop a Language Access Plan to document and promote our district's commitment and strategies to ensure equitable access to families who are non-English speaking.

# 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 the last decade, School District 197 has worked with the intention to expand its high school offerings and organize its courses by career fields and show the alignment to career pathways. Students at Two Rivers High School now have over 30 rigorous courses to select from which can provide them with college-credit bearing opportunities and several courses that provide industry-recognized certificates, on-the-job training, and internships.

Warrior Seminar, a required course for all incoming 9th-grade students, has been another important cornerstone of our career and college readiness approach.

Warrior Seminar provides opportunities for students to transition to high school, explore career and post-secondary options and develop themselves as individuals. Through Warrior Seminar, students have the opportunity to meet and talk with dozens of community-based businesses, organizations, and post-secondary institutions, as well as work in small group settings with adult mentors, who discuss topics such as resume building, professional conduct, and how to participate effectively in interviews.

In the new strategic framework, you will notice that the work now intentionally includes all our learners, from the youngest students in our early learning programs to our graduating seniors at Two Rivers High School.

In the spring of 2022 the district was awarded a $700,000 grant that aided in the expansion of rigorous course opportunities and experiences at Two Rivers High School over the 2022-2023 and 2023-2024 school years. These efforts were centered on increasing the enrollment of under-represented student groups in rigorous courses while also provided supports and immersive experiences. As part of that grant, we identified work that would be sustained beyond the grant funding.

# FOCUS AREAS OVERVIEW: CAREER & COLLEGE READINESS (continued)

**"Increase E-12 opportunities for career exploration and preparation"**

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 18) 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.

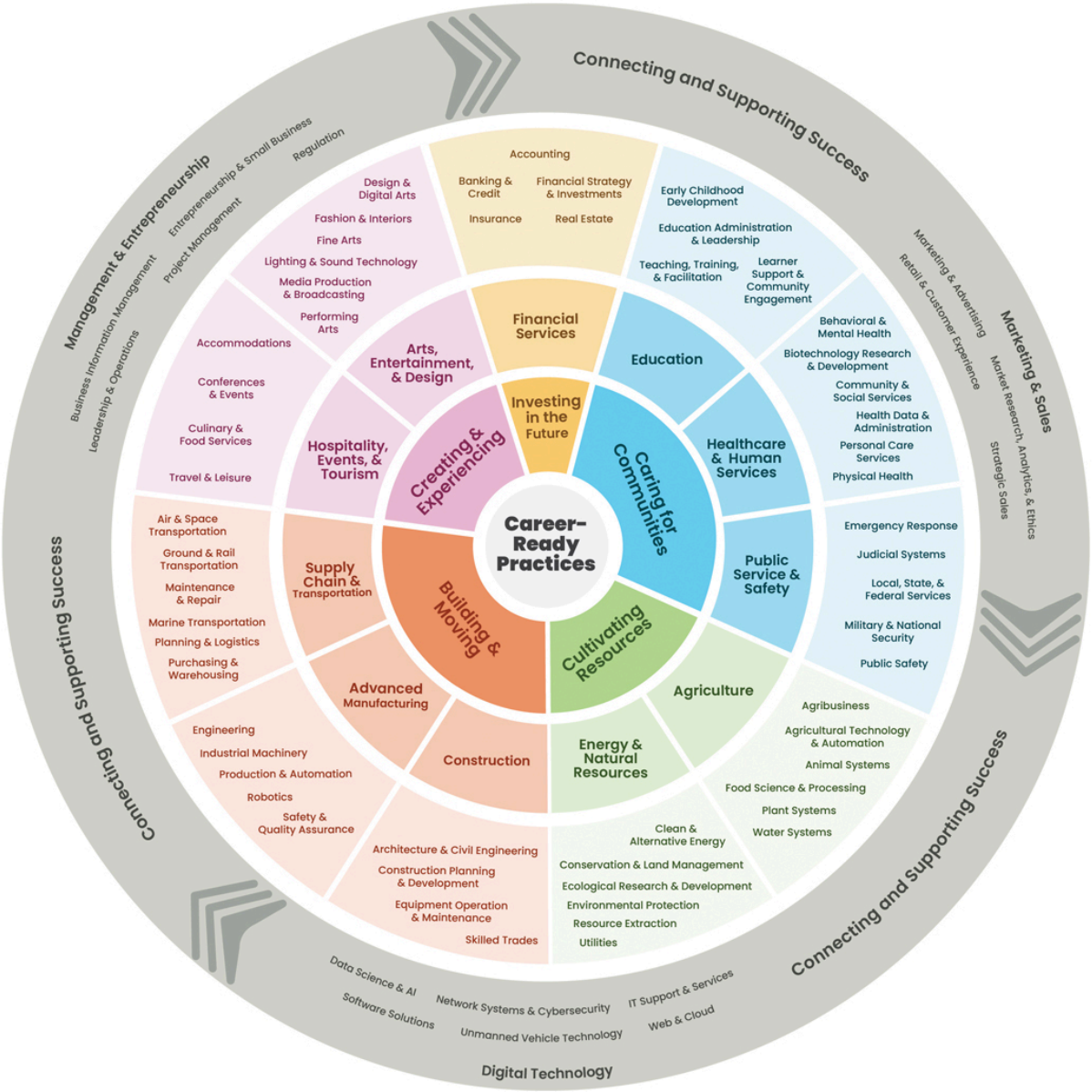
**Imagine a graduating class where every senior is equipped with not just a diploma, but a wealth of experiences and achievements.**

At School District 197, we're dedicated to ensuring that every student walks across the stage not just with knowledge, but with tangible skills and connections that set them up for success. From college credits and certifications to hands-on internships, our students are primed for the future. But we don't stop there. We also emphasize the importance of giving back, with volunteer opportunities ingrained in our curriculum, ensuring that each graduate leaves a positive impact on their community. Join us in shaping the leaders of tomorrow, where education isn't just a path, but a transformative journey.

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.

A newly updated graphic organizer, developed by Advance Career and Technical Education (CTE) is in the graphic below. This framework is aligned with the modernized National Career Clusters® Framework, is used to organize career fields, clusters, and pathways. The updated national framework re-organizes the previous 16 clusters into 14 clusters and 72 sub-clusters to better reflect the modern world of work.

In the 2025-2026 school year, courses at Two Rivers will be reviewed. The academic planning guide will be updated in the future to reflect this new organization for their career and college planning.



# FOCUS AREA IMPLEMENTATION TARGETS FOR 2025-2026: CCR

**"Increase E-12 opportunities for career exploration and preparation"**

**Course, School and Structural Support**
Expanding and sustaining opportunities to improve student outcomes

Objectives:

- Through the curriculum review process, ensure course sequences will reduce barriers to participation in courses associated with college credit or industry relevant certification.
- Explore the creation of pathways with MS electives to streamline scheduling, staffing and student access.
- Develop a group of staff and students to discuss and explore end of course evaluations.
- Conduct a 5-12 counseling program review. (also in SEL)
- Develop Artificial Intelligence (AI) guidelines for schools to use when developing student expectations.
- Implement the direct admissions process.
- Implement foundational literacy curriculum
- Integrate college and career planning into personal finance courses.
- Align and refine the Warrior Seminar curriculum.
- Implement the Ojibwe language course in 2025-2026
- Develop a sustainable approach to maintaining an annual native language experience.

**Direct Student Supports**
Reducing barriers to improve students outcomes for underrepresented student groups.

Objectives:

- Establish formal middle school student focus groups for feedback
- Establish an American Indian student focus group related to curriculum
- Continue to refine and develop sustainable procedures for students making transitions from Pre-K to elementary, elementary to middle school, from middle school to high school, as well as with our postsecondary and labor partners.

# FOCUS AREA IMPLEMENTATION TARGETS FOR 2025-2026: CCR (CONTINUED)

## "Increase E-12 opportunities for career exploration and preparation"

**Career and College Readiness**
Expanding opportunities for students to earn college credit, career-based certifications, and internships.

Objectives:

- Prepare, implement, monitor and adjust new middle school electives.
- Expand and diversify the college visits at Two Rivers.
- Develop training for families on Naviance.
- Complete installation of technology student help desk at Two Rivers by spring 2026.
- Complete installation of the tech warrior repair workshop.

**Career and Technical Education Pathways**
Aligning and expanding opportunities for students to explore Career and Technical Education (CTE) pathways.

Objectives:

- Implement Natural Resources, Sustainability & Food Systems CAPS class.
- Create a career and college center in the work based learning classroom.
- Identify an advanced computer science course for implementation in 26-27.

# 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 students are prepared to be lifelong learners. (NEW)
- 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
- Rigorous course enrollment
- High school graduation rates
- High school cumulative GPA
- 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
- Local Literacy Plan
- Early Childhood Special Education Outcomes Report

PLAN FOR PROGRAM IMPROVEMENT

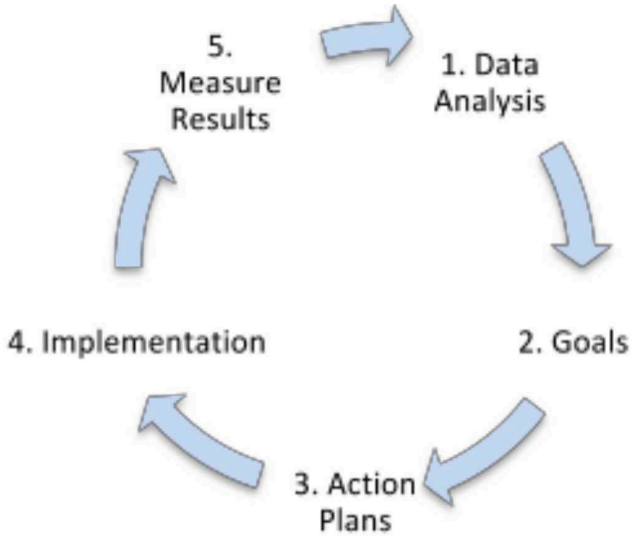
Schools and departments set annual continuous improvement goals aligned to the District Strategic Framework Goals. A needs assessment occurs each year by reviewing achievement trends. This assists schools and the district in identifying the strengths and weaknesses of instruction in pursuit of student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

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

**SCHOOL DISTRICT 197**
**CONTINUOUS IMPROVEMENT MODEL**



# 2025-2026 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 meet developmental expectations in the areas of literacy and social/ emotional development will increase by 2% in each area by spring 2026.

**All third graders can read at grade level.**

- The percentage of the third grade cohort of students who will meet the low risk or lowest risk target on aReading in grade 3 will increase by 2% from 57% spring 2025 to 59% in spring 2026.

**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 30% in fall 2025 to 28% in spring 2026 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 76% in fall 2025 to 78% in spring 2026
  - Students of color will increase 4% from 47% in fall 2025 to 51% in spring 2026

- The gap between students of color and white students in grades 1-8 will decrease by 2% from 33% in fall 2025 to X31% in spring 2026 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 80% in fall 2025 to 82% in spring 2026
  - Students of color will increase 4% from 47% in fall 2025 to 51% in spring 2026

**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 89.5% in 2024 to 91.5% in 2025.
- The percentage of students in grades 9-12 who pass all of their courses in both semester 1 and semester 2 will increase 2% from 72% in 24-25 school year to 74% in 25-26 school year.

# 2025-2026 ANNUAL ACADEMIC ACHIEVEMENT TARGETS (continued)

**All students are prepared to be lifelong learners.**

- By the 2025-2026 school year, at least 30% of Black, American Indian and Hispanic students will be enrolled in at least one rigorous course (AP, CIS and concurrent enrollment).

**All students are ready for career and college.**

- The percentage of Hispanic students enrolled and successfully completing a college-level course will increase from 21% in spring 2025 to 23% in spring 2026.
- The percentage of students with a cumulative GPA of 2.7 will increase from 62% in spring 2025 to 64% in spring of 2026.

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**

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 meeting developmental expectations 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 student earning a 2.7 GPA.
- 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 1-9, computer adaptive tests through FASTBridge are used for reading and 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.

**GIFTED AND TALENTED IDENTIFICATION PROCESS**

Each school year, the academic performance of students in grades 2-6 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, STUDENT & 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:

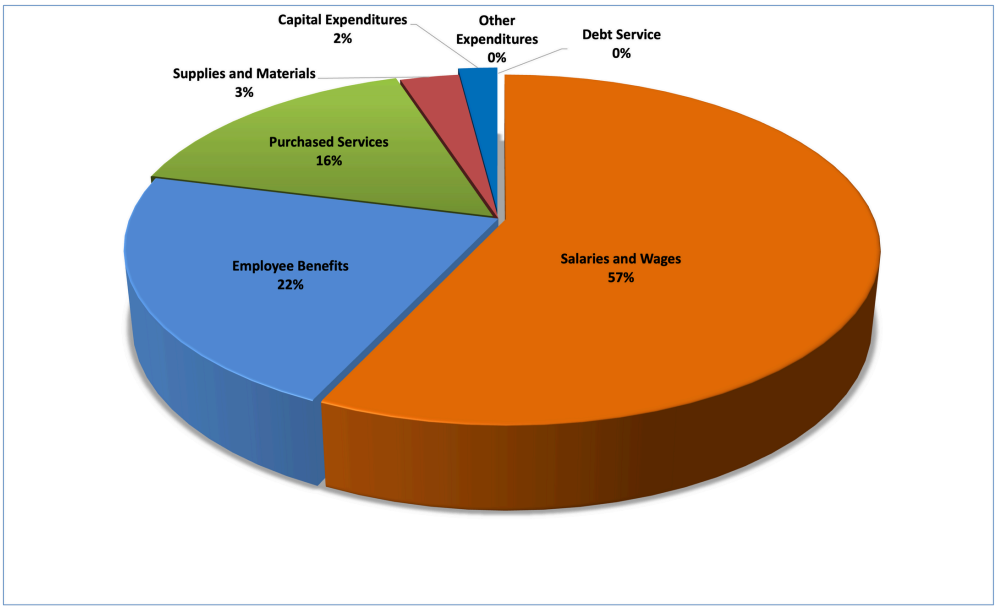
- District Curriculum Advisory Committee (CAC)
- Student Curriculum Advisory Committee
- District Special Education Advisory Committee (SEAC)
- District Gifted and Talented Advisory Committee (GTAC)
- District Equity Advisory Committee
- Tri-District Community Education Advisory Council
- Early Learning 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)
- Career and Technical Education Committee (CTE)
- Superintendent Student Advisory Committee

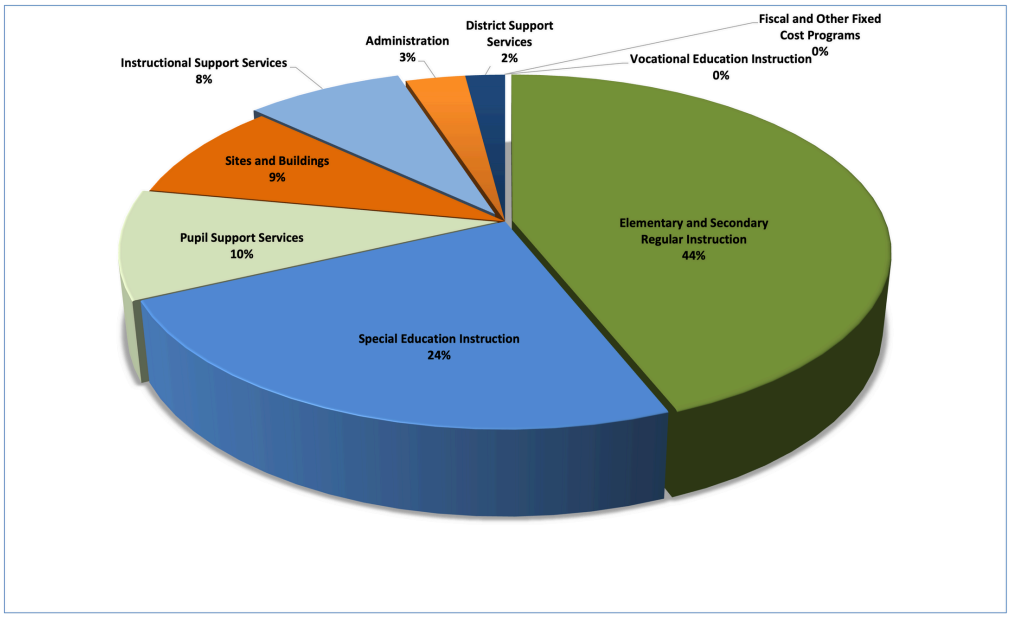
## CONSTITUENT FEEDBACK

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.




To the right 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 2025-26 school year.