



Strategic Framework

Annual Plan / Implementation Targets

2026-2027

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STRATEGIC IMPLEMENTATION PLAN



2026-2027

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District Tagline & Mission Statement

SCHOOL DISTRICT 197

Nurture. Inspire. Prepare. Together, We Thrive.

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

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.

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.

New State Goal requirement: All students are prepared to be lifelong learners.

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

Implementation Target Updates

- SEL - Dec 8, April 6
- Equity - Jan 12, May 4
- CCR - Nov 10, March 2
- Superintendent - Mid-Year - Jan 26
- Superintendent - End of Year - May 18

School District 197 Strategic Framework

In School District 197, our Strategic Framework provides an organized approach to achieving educational goals and supporting student learning and development. It aligns District operations with community values and helps us create clear expectations for our schools and administration.

How the Strategic Framework was Developed

In the fall of 2019, we hosted community-wide sessions to gather input into creating a revised strategic plan. Hundreds of community members, students, and staff discussed what students need to learn to prepare for their future, what they value about our schools, and what new opportunities the District should explore. A representative group from the school community met to discuss the input and create a new Strategic



<https://www.isd197.org/district/strategic-framework>

Focus Area: Social-Emotional Learning

1

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

Overview

- Structured based on CASEL indicators
- Input from Administrators
- Partnership with district wellness work and the Whole Child, Whole School, Whole Community model
- Planning and coordination of effort with leaders in equity and career and college readiness

 INDICATORS OF SCHOOLWIDE SEL		
Schoolwide SEL is a systemic approach to integrating academic, social, and emotional learning across all school contexts. This approach provides a learning environment that infuses SEL into all aspects of instruction and promotes equitable outcomes for all students. Central to this system is high-quality professional learning and the use of data for continuous improvement. When fully implemented, schoolwide SEL contributes to more successful and equitable outcomes for young people, and is evidenced by the following indicators:		
CLASSROOM	 Explicit SEL instruction	Students have consistent opportunities to cultivate, practice, and reflect on social and emotional competencies in ways that are developmentally appropriate and culturally responsive.
	 SEL integrated with academic instruction	SEL objectives are integrated into instructional content and teaching strategies for academics as well as music, art, and physical education.
	 Youth voice and engagement	Staff honor and elevate a broad range of student perspectives and experiences by engaging students as leaders, problem solvers, and decision-makers.
SCHOOL	 Supportive school and classroom climates	Schoolwide and classroom learning environments are supportive, culturally responsive, and focused on building relationships and community.
	 Focus on adult SEL	Staff have regular opportunities to cultivate their own social, emotional, and cultural competence, collaborate with one another, build trusting relationships, and maintain a strong community.
	 Supportive discipline	Discipline policies and practices are instructive, restorative, developmentally appropriate, and equitably applied.
COMMUNITY	 A continuum of integrated supports	SEL is seamlessly integrated into a continuum of academic and behavioral supports, which are available to ensure that all student needs are met.
	 Authentic family partnerships	Families and school staff have regular and meaningful opportunities to build relationships and collaborate to support students' social, emotional, and academic development.
	 Aligned community partnerships	School staff and community partners align on common language, strategies, and communication around all SEL-related efforts and initiatives, including out-of-school time.
	 Systems for continuous improvement	Implementation and outcome data are collected and used to continuously improve all SEL-related systems, practices, and policies with a focus on equity.
 casel.org		

1

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

Explicit SEL Instruction

1

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

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:

- Complete a PK-12+ inventory of explicit SEL instruction, including counselor lessons, iTime experiences, health and wellness instruction, and other universal SEL learning opportunities.
- Implement the high school personal finance course requirement 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. (also in CCR)

Integrated SEL with Academic Instruction

1

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

Integrating SEL objectives into instructional content and teaching strategies for academics as well as music, art, and physical education.

Objective:

- Collect, document, and share examples of SEL integration across academic and specialist settings to establish a common understanding of effective practice.
- Increase implementation of CharacterStrong resources and other district SEL tools by promoting common language, visuals, and instructional strategies across learning environments.

Youth Voice and Engagement

1

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

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

- Develop and implement an annual review of participation in student leadership organizations, advisory groups, and extracurricular activities, including analysis of representation across student groups, with consideration for students whose voices have been historically underrepresented.

Supportive School and Classroom Climates

1

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

Creating schoolwide and classroom learning environments that are supportive, culturally responsive, and focused on building relationships and community.

Objective:

- Facilitate professional development sessions focused on the Ready for Rigor framework to strengthen culturally responsive teaching and classroom climate in the early learning and elementary sites. (also in equity targets)
- Complete a review of classroom technology use and develop guidance for how and when it should be used to strengthen both career and college readiness, along with supporting social-emotional development

Focus on Adult SEL

1

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

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.

- Expand feedback loops for new staff to identify opportunities to strengthen workplace climate, staff well-being, professional support, and employee retention.
- Develop and share resources for new staff and their mentors that foster social-emotional well-being, professional connection, collaboration, and a sense of belonging within the district community.

Supportive Discipline

1

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

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

Objectives:

- Conduct semester reviews of discipline, exclusionary practice, and behavioral data, disaggregated by disability status, and engage site leaders in reviewing results to inform practice and decision-making.
- Increase staff capacity to support students with disabilities through professional learning focused on behavior, regulation, accommodations, manifestation determination, and restorative practices.

Continuum of Integrated Supports

1

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

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:

- Launch and implement a district-wide “Warrior Wellness” help feature in Canvas for grades 5–12 that provides students direct access to mental health, school counseling, and chemical health supports.
- Develop and implement an action plan based on the comprehensive secondary school counselor program review, including strategies to expand mental health supports, direct student support, family communication, post-secondary planning, and 504 Plan processes.(also in CCR)

Authentic Family Partnerships

1

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

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

Objectives:

- Share district SEL initiatives and gather family feedback by presenting to the Parent Ambassador Network and supporting participants in sharing information with site-based parent and family groups.
- Revise and implement a kindergarten readiness framework and communication tools that emphasize developmental readiness and provide families with clear, accessible, and parent-friendly guidance for supporting early learning (also in Equity targets).

Aligned Community Partnerships

1

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

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.

- Expand work-based learning opportunities for students through partnerships with community organizations and local employers, including job shadowing, career exploration experiences, and on-the-job learning opportunities that support career readiness (also in equity and CCR).
- Strengthen and expand the Ambassadors for Respect program by engaging adult students with disabilities to provide classroom learning experiences in elementary schools focused on inclusion, disability awareness, person-first language, and self-advocacy.

Systems for Continuous Improvement

1

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

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:

- Continue to analyze SEL-related data, including survey, attendance, discipline, extracurricular participation, and academic achievement data, to identify trends and areas for improvement.

Focus Area: Equitable Systems and Supports

2

Build equitable
systems and support
throughout the district

Overview

- Structured based on Policy 106 Equity - Commitments (7)
- Input from Equity Advisory and Admin Team
- Refinement and feedback with Equity Advisory
- Most are DO led. Some need site support. Sites are fully responsible for one.
- Some targets that have an equity element to them may be reported in Career and College Readiness or Social Emotional Learning instead.

Diverse Classrooms and Schools

Objectives:

- Increase Unified programming/opportunities for middle school students
- Continue to 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 (also in CCR and SEL).

Staff Quality & Diversity

Objectives:

- Continue implementation of the new cultural competency elements of the updated School District 197 Teacher Evaluation Rubric
- Engage more staff and sites in the immersive learning experience called Learning from Place: Bdote
- Offer updated, differentiated 2SLGBTQ+ allyship sessions for district staff
- Implement a required review of our district Equity Policy for district staff

Equitable Resource Allocation

Objectives:

- Investigate the need for an activities scholarship fund as a way to expand participation of underrepresented students

Equitable Curriculum, Instruction, and Assessment

Objectives:

- Engage early learning and elementary teachers in ongoing professional development on the Ready for Rigor Framework for culturally responsive teaching
- Continue professional development on the Ready for Rigor Framework for culturally responsive teaching at the middle school
- Engage secondary teachers in the Science of Reading and literacy training
- Implement a series of professional development sessions for special education staff serving grades 5–12 to examine and evaluate evidence-based instructional practices, curriculum, and resources to improve literacy and math outcomes for students with disabilities.
- Develop literacy-based instructional resources that promote belonging for K-4 classrooms

Equitable School and Classroom Environment

Objectives:

- Implement the updated DEI tool for physical spaces at each site to further increase the inclusivity of our school environments
- Disseminate the Start of the Year Equity considerations developed by Equity Advisory to all staff as the school year begins

Equitable Student Leadership and Voice

Objectives:

- Support the student-led efforts for a Land Acknowledgment, mural and plaque at Two Rivers High School
- Develop a student affinity club leaders group to cultivate leadership capacity and promote collaboration
- Create opportunities for middle school and elementary students to provide input on school menu items

Equitable Family Partnerships

Objectives:

- Disseminate the newly adopted Language Access Plan to promote family awareness of the district translation and interpretation services available.
- Review and revise the districtwide kindergarten readiness document for families with an equity lens
- Consolidate, expand, and promote the list of community support resources available to district families

Focus Area: College and Career Readiness

3

Increase E-12
opportunities for
career exploration
and preparation

3

Increase E-12
opportunities for
career exploration
and preparation

Overview

3

Increase E-12
opportunities for
career exploration
and preparation

- Structured on four central categories of work
- Input from Curriculum Advisory Committee (CAC), student CAC, Gifted and Talented Advisory Committee (GTAC), Career and Technical Education (CTE) advisory, Dakota County Perkins Consortium, post secondary partners, curriculum review, HS admin team
- Refinement and feedback through CIA, tri-district CAPS and HS admin team
- Most are DO led. Site supported especially at HS
- Some targets that have a CCR element to them may be reported in Equity or Social Emotional Learning instead.

Focus Area: College and Career Readiness

3

Increase E-12
opportunities for
career exploration
and preparation

3

Increase E-12
opportunities for
career exploration
and preparation

- Course, School and Structural Support
- Direct Student Supports
- Career and College Readiness
- Career and Technical Education Pathways

Course, School and Structural Support

Expanding and sustaining opportunities to improve student outcomes

Objectives:

- Explore the creation of pathways with MS electives to streamline scheduling, staffing and student access.
- Implement Artificial Intelligence (AI) guidelines for schools to use when developing student expectations.
- Continued and refined implementation of direct admissions process with an emphasis on communication and support.
- Implement phase 2 science of reading training.
- Implement a new K-4 math curriculum.
- Implement the high school personal finance course requirement to intentionally integrate post high school planning, including career and college. (also in SEL)

Direct Student Supports

3

Increase E-12 opportunities for career exploration and preparation

Reducing barriers to improve student outcomes for underrepresented student groups.

Objectives:

- Implement student tutoring as part of Native Language Restoration grant
- Continue to use student focus groups for regular feedback related to curriculum and instruction, this includes MS and HS as well as 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.

Career and College Readiness

3

Increase E-12
opportunities for
career exploration
and preparation

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

Objectives:

- Implement TriDistrict Native Language Restoration Course option
- Prepare, implement, monitor, and adjust new middle school electives.
- Develop and implement an action plan based on the comprehensive secondary school counselor program review, including strategies to expand mental health supports, direct student support, family communication, post-secondary planning, and 504 Plan processes.(also in SEL)
- Installation of Student Help Desk course.

Career and Technical Education Pathways

3

Increase E-12 opportunities for career exploration and preparation

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

Objectives:

- Explore solutions for student transportation to allow for all students to job shadow, serve as interns, participate in industry and college tours, and importantly, to have reliable transportation to and from their worksites, particularly during work-based learning experiences supported by the school.
- Increase Industry Relevant Programming: Increase the attainment of licenses, certifications, internships and concurrent enrollment options in CTE, as well as continue to support the growth and right-sized expansion of work-based learning
- Develop strategies for widening access to the career and college center in the work based learning classroom for all students, including those not in WBL.
- Expand the advanced computer science pathway for implementation in 26-27