



Strategic Framework ***Implementation Targets***

2025-2026

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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

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>



2024-2025
School District 197 Annual Report

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

Focus Area: Social-Emotional Learning

1

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

Elevator Speech

At School District 197, we believe Social and Emotional Learning (SEL) is essential to student success. Through intentional instruction and inclusive practices, we help students build self-awareness, social skills, and responsible decision-making—skills that strengthen well-being, relationships, and school safety. SEL boosts academic achievement and prepares students for graduation, careers, and life. By fostering supportive environments where every student feels seen, valued, and empowered, we're shaping confident, compassionate leaders ready to thrive in a changing world.

Overarching Goals

1

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

- **SEL leads to improved academic achievement**
 - opportunities to develop and practice social, emotional, and cognitive skills across different contexts
- **SEL contributes to healthy well-being and safe schools**
 - caring relationships, safe and supportive environments, social and emotional skills buffer against mental health risks
- **SEL develops skills that promote future readiness**
 - graduation, post-secondary enrollment, employment



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.

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:

- 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

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:

- 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

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

- 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

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:

- 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)

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.

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

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:

- 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

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:

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

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:

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

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.

- 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

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:

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

Focus Area: Equitable Systems and Supports

2

Build equitable
systems and support
throughout the district

Elevator Speech

Our Equity Implementation Targets reflect the desire of our community through the strategic framework, which prioritizes creating equitable systems and supports. They align to the School Board's equity commitments outlined in policy. Further, the targets were developed in collaboration with the Equity Advisory, including strong student voice.

The targets reflect where our school district community wants to move forward in making our schools more equitable, inclusive, and welcoming for all. Together, we thrive when we all belong!

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.
- 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

Staff Quality & Diversity

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)

Equitable Resource Allocation

Objectives:

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

Equitable Curriculum, Instruction, and Assessment

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.

Equitable School and Classroom Environment

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

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.

Equitable Family Partnerships

Objectives:

- 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.
- Train and certify bilingual staff to be reserve interpreters to ensure effective communication with multilingual families during high-demand events.

Focus Area: College and Career Readiness

3

Increase E-12
opportunities for
career exploration
and preparation

3

Increase E-12
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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.

Elevator Pitch

3

Increase E-12
opportunities for
career exploration
and preparation

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.

Overarching Goals

3

Increase E-12
opportunities for
career exploration
and preparation

By 2030, every graduating Two Rivers student

- has taken a course (research suggests it should be 2 courses) that bears college credit or has earned certifications.
- has some sort of community service/volunteer hours.
- has an opportunity to participate in some type of immersive experiences (internship, career/college related field trip, job shadowing, mentoring, etc)

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

3

Increase E-12
opportunities for
career exploration
and preparation

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.
- 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

3

Increase E-12
opportunities for
career exploration
and preparation

Reducing barriers to improve student 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.

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:

- 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

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:

- 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

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