



**MINNETONKA
PUBLIC SCHOOLS**

**Strategies and Action Plans
Scheduled for 2010-2011**

Color Code:

- **Highlighted in Blue=Action Plans/Steps for 2010-11**
- **Highlighted in yellow = Hold for future implementation**

Note: This document includes all action plans that have not been implemented, deleted or retired from the District's Strategic Plan as of July 1, 2010.

Strategy 4: We will develop the organizational capacity to ensure that all students have the opportunity to achieve their aspirations.

4.2	Develop a community-based, formal mentoring program for identified students of elementary, middle and high school age.		
4.2	1	<i>Obtain resources to support a mentoring program including funding, personnel and supporting materials.</i>	
4.2	2	Designate a program coordinator to establish site contacts and create goals.	
4.2	3	Identify key components of mentee participation. The process may include an application or several defined qualifiers.	
4.2	4	Identify recruiting process and qualifications for mentors. Mentors may be community members, staff members or older high school students.	
4.2	5	Educate mentors. Train participants on guidelines, resources and expectations for the program.	
4.2	6	Provide opportunities for mentor and mentee participants to build relationships. Examples may include weekly meetings and monthly events, celebrations.	
4.2	7	Provide space and resources that support the mentor/mentee relationship.	
4.2	8	Monitor effectiveness of program, modify as needed.	
4.2	9	Evaluate program and strive for continuous improvement.	
4.8	Provide an effective and efficient organizational structure that ensures support services necessary to maximize student achievement are present. Focus of this effort should be to eliminate redundancy in services, and reallocate current personnel resources to address current and future challenges.		
4.8	2	Review information/data (from step 1) to determine duplication and gaps in services for the functions provided. This will lead to the creation of a document to show the flow of information throughout the District offices.	
4.8	3	Communicate data/ issues to providers within the decision point areas identified.	
4.8	4	Develop options that best support the strategy as it relates to the future of the school District. This will most likely require department restructuring and reassignment of job duties to avoid duplication or to fill identified gaps in services.	

STRATEGY 12: We will use a wide array of data to enable us to maximize student growth and development.

12.3	Annually survey Minnetonka students in grades 3-12 and post-graduates with a focus on measuring perceptions of affective components of the learning environment. Includes both District and School level analysis of attitudes, beliefs, trust and		
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	relationships.		
12.3	1	Identify 3-12 District Team (5) representing paraprofessional, teacher, principal, parent and DSC leader to select student survey questions that are developmentally appropriate	
12.3	2	The 3-12 District Team and a primary teacher leader will identify key early childhood considerations to recommend to a parent focus group	
12.3	3	Administer the survey electronically in <u>January</u> at each school elementary, middle and high school site	
12.3	4	Results provided to Principals, Director of Assessment, Exec Dir of T & L and Exec Director of Student Support Services to analyze, verify assumptions and/or propose changes	
12.3	5	Sites will share results in PLC teams using Data Mart to identify areas of growth, reflect on data results and set staff development interventions	
12.3	6	Survey formats will include one consistent scale and common questions for valid and longitudinal analysis	
12.3	7	Contract with expert consultant in the design, administration and interpretation of data results	
12.3	8	Post-Graduate survey administered to select classes at 18 months and 60 months after graduation by an outside vendor to measure both affective, program and achievement factors	
12.8	Implement and maintain an electronic student portfolio to engage students in self-directed learning and increase formative measures of assessing student growth (<i>Cross Reference to Strategy 3 and 14</i>)		
12.8	3	Provide sustained staff development for teachers and principals for use of the e-portfolio	

Strategy 13: We will create a culture that prepares students to thrive in a diverse and changing world.

13.1	Educate students about acceptance and diversity issues.		
13.1	1	At all schools curricula, introduce concepts via materials (e.g. books, music, videos, website, web-cams, imaginative play centers) that address diversity issues and the acceptance of differences.	
13.1	2	Encourage students and student clubs to educate other students about diversities.	
13.1	3	Provide student-student, student-teacher and student-parent educational opportunities regarding acceptance and diversity (utilize concepts such as "Get Connected" as a vehicle).	
13.1	4	Integrate diversity and diverse perspectives into social studies classes.	
13.1	5	Welcome and discuss diversity at assemblies and in-school announcements.	

13.2	Educate students about their changing world.		
13.2	8	Offer a “Careers for the Future Workshop” each year at the high school level. Coordinate with Action Plan #4.	
13.4	Educate parents on issues resulting from our changing world and their impact on our students.		
13.4	1	Offer a “Careers for the Future” workshop for students and parents.	
13.4	5	Implement a community wide “book read” that addresses our changing world and its impact on our students.	
13.5	Educate staff on acceptance and diversity issues and their impact on our students.		
13.5	2	Enroll representatives in Minnesota or National minority organizations (e.g. NAACP, MIAC-MN Indian Affairs Council, Chinese American Association of MN, MN Indonesia Society, Confederation of Somali Community MN, CLAC-Chicano Latinos Affairs Council, etc.).	
13.5	4	“Export” staff to other districts, cities, states, countries for co-teaching along side those districts’ staff (e.g. “Sister-City, Sister-School” type of reciprocity). <i>Note: dual action step for Plans 5 and 6</i>	
13.5	5	Rotate members of the community with diverse background into a co-teaching arrangement with existing staff. These community members could come from all walks of life such as businesses, sports, religious communities, arts, military, etc. and could come from within or outside of the District.	
13.5	6	Provide a forum for staff to discuss diversity issues.	
13.5	7	Market diversity education resources to teachers including a suggested summer reading list with discussion available.	
13.5	8	Provide a strategy related speaker during the annual District-wide School Kickoff event.	
13.6	Educate staff on issues resulting from our changing world and their impact on our students.		
13.6	2	Partner with Minnesota corporations to create a series of speakers to address the staff. The individual(s) from the corporation(s) would share real-life examples of a changing world and how it impacts them as well as their vision for the future.	
13.6	3	“Import” staff from other districts, cities, states, countries to work along side legacy district staff (e.g. “Teaching abroad,” “Sister-City, Sister-School,” type of reciprocity, Fulbright). <i>Note: dual action step for Plans 5 and 6</i>	
13.6	4	“Export” staff to other districts, cities, states, countries for co-teaching along side those districts’ staff (e.g. “Sister-City, Sister-School” type of reciprocity). <i>Note: dual action step for Plans 5 and 6</i>	

13.6	5	Market education resources that address the changing world to teachers including a suggested summer reading list with discussion available.	
13.8	Ensure High School curriculum prepares students for a changing global economy and enable students to take advantage of applicable offerings.		
13.8	2	Choose 2 industry sectors where future career opportunities are expected to grow (e.g. engineering and healthcare) and identify targeted curriculum that encourages students to explore careers in these areas. Offer courses that teach specific skills needed to pursue post secondary (2 year and 4 year) education in these industries. For example: <ul style="list-style-type: none"> • <u>Engineering</u>: Project Lead the Way: PTC Design and Technology in Schools Program; The Infinity Project; TeachEngineering.com; The Intel Computer Clubhouse Network; The Autodesk Design Academy. • <u>Healthcare</u>: The High School Health Career Program (HSHCP), a six-week summer residential program that offers sophomore and junior students opportunities to learn about the broad spectrum of healthcare and science professions. 	
13.8	3	Raise funds to implement selected curricula/programs via grants, corporate partnerships and/or state/federal monies related to recent initiatives announced by President Bush and Governor Pawlenty.	
13.9	Provide students and District Community members with opportunities for projects that enhance awareness of our diverse and changing world and our “interconnectedness” to it.		
13.9	1	Incorporate K – 12 experiences that enhance student awareness of our “interconnectedness” at the local, national, and international levels.	
13.9	5	Extend cross-school mentoring experiences (such as Backpack Tutoring) to the middle schools.	
13.12	Establish corporate and community partnerships with organizations that seek a well-educated and focused work force for the future.		
13.12	1	Evaluate current corporate and community partnerships based upon effectiveness and relationship to strategy.	
13.12	2	Choose 2 industry sectors where career opportunities are expected to grow in the future global economy.	
13.12	3	Identify potential corporate and community partners within key geographic and industry sectors.	
13.12	4	Identify state/federal monies available for science and math education related to recent initiatives announced by President Bush and Governor Pawlenty.	
13.12	5	Determine areas where selected partners can help bridge the gap between high school, post high school and future careers (grants, internships, speakers, summer jobs, improved curriculum	

		development, career exploration).	
13.12	6	With selected corporate, community and government partners, offer targeted courses which explore growing industry sectors and help students make connections between their interests and aptitudes and the skills needed for the career marketplace of the 21st Century.	
Strategy 14: We will provide educational experiences that meet the individual needs and aspirations of learners, not limited by existing boundaries such as time, space or social structures.			
14.1	Ensure each student has an ongoing personal education plan (PEP). The plan may include goal setting, milestones, learning style, test scores, interest inventories, teacher evaluations, and other relevant educational data.		
14.2	Establish a guidance/counseling model at each elementary school.		
14.2	1.	Bev Ginther	
14.2	2.		
14.2	3.		
14.2	4.	Bev Ginther	
14.6	Implement self-paced e-Learning courses for K-12 Minnetonka curriculum that may be accessed anytime and anyplace.		
14.6	1.	Middle Schools	
14.6	2.	Middle Schools	
14.6	3.	Principals	
14.6	4.	Principals	
14.6	5.	Principals	
14.6	6.	Principals	

14.8	Develop a video archive that captures “best practices” in differentiated instruction by district staff at early childhood, elementary, middle and high school levels.		
14.8	1.	Middle School Elementary?	
14.8	2.	Middle School Elementary?	
14.8	3.		
14.8	4.	Bev Ginther	
14.8	5.	High School	
14.8	6.	High School	
14.8	7.	Develop plan to update archive.	

Strategy 15: We will ensure that our learners will possess the attributes and abilities to thrive in the 21st century.

15.3	Implement E-5 content standards for 21st Century attributes: Creative Thinking (Right Brain) skills that include music, art, visual-spatial and/or visual-motor activities, intuitive and emotional responses and forming and maintaining relationships.		
15.3	1.	Provide an E-5 classroom environment that fosters creative thinking and problem solving and provides time for students to engage in collaboration inside school day or class period.	
15.3	2.	Develop E-5 parent communication to show how creative thinking skills, problem based learning and team collaboration applies to grading and reporting through the use of rubrics and benchmark indicators.	
15.4	Implement 6-8 content standards for 21st Century attributes: Creative Thinking (Right Brain) skills that include music, art, visual-spatial and/or visual-motor activities, intuitive and emotional responses and forming and maintaining relationships.		
15.4	1.	Provide a 6-8 classroom environment that fosters creative thinking and problem solving and provides time for students to engage in collaboration inside school day or class period.	

15.4	2.	Develop 6-8 parent communication to show how creative thinking skills, problem based learning and team collaboration applies to grading and reporting through the use of rubrics and benchmark indicators.	
15.5	Implement 9-12 content standards for 21st Century attributes: Creative Thinking (Right Brain) skills that include music, art, visual-spatial and/or visual-motor activities, intuitive and emotional responses and forming and maintaining relationships.		
15.5	1.	Provide a 9-12 classroom environment that fosters creative thinking and problem solving and provides time for students to engage in collaboration inside school day or class period.	
15.5	2.	Develop 9-12 parent communication to show how creative thinking skills, problem-based learning and team collaboration applies to grading and reporting through the use of rubrics and benchmark indicators.	
15.6	Develop E-12 content standards for 21st Century learner attributes including: critical and analytical thinking (left brain), collaboration, communication, responsibility and leadership.		
15.6	2.	Define scope and sequence for teaching E-12 students communications and analytical thinking skills within the context of small group dynamics and teamwork.	
15.6	3.	Assure that all standards require students to participate in various team roles to enhance their interpersonal and leadership skills development.	
15.6	4.	Integrate real-world practical application into project-based learning with authentic age appropriate experiences including real-world or virtual mentoring opportunities and internships.	
15.6	5.	Include practical writing, oral, presentation, and debate/persuasion skills in the project/team curriculum.	
15.7	Implement E-5 content standards for 21st Century attributes: critical and analytical thinking (left brain), collaboration, communication, responsibility and leadership.		
15.7	1.	Examine E-5 classroom environments for size, furniture, space and resources including technology to support project-based learning to occur during the school day.	
15.7	2.	Provide an E-5 classroom environment that is conducive to projects and project-based learning; 21st century physical space, desks, technology etc.	
15.7	3.	Provide an E-5 classroom environment that fosters teamwork by providing time for students to engage in collaboration inside school day or class period.	
15.7	4.	Develop a scope and sequence of E-5 Communications skills that include age-appropriate practical writing, oral, presentation, debate/persuasion, and “people” (interpersonal) skills.	

15.7	5.	Develop parent communication to show how critical and analytical thinking, collaboration, communication, responsibility and leadership apply to grading and reporting through project-based learning.	
15.8	Implement 6 -8 content standards for 21st Century attributes: critical and analytical (left brain) thinking, collaboration, communication, responsibility and leadership.		
15.8	1.	Examine 6-8 classroom environments for size, furniture, space and resources including technology to support project-based learning to occur during the school day.	
15.8	2.	Provide a 6-8 classroom environment that is conducive to projects; 21st century physical space, desks, technology etc.	
15.8	3.	Provide a 6-8 classroom environment that fosters teamwork and provides time for students to engage in collaboration inside school day or class period.	
15.8	4.	Develop a scope and sequence of 6-8 Communications skills that include age-appropriate practical writing, oral, presentation, debate/persuasion, and “people” (interpersonal) skills.	
15.8	5.	Develop parent communication to show how critical and analytical thinking, collaboration, communication, responsibility and leadership apply to grading and reporting through project-based learning.	
15.9	Implement 9 - 12 content standards for 21st Century attributes: critical and analytical thinking (left brain), collaboration, communication, responsibility and leadership.		
15.9	1.	Examine 9-12 classroom environments for size, furniture, space and resources including technology to support project-based learning to occur during the school day.	
15.9	2.	Provide a 9-12 classroom environment that is conducive to projects; 21st century physical space, desks, technology etc.	
15.9	3.	Provide a 9-12 classroom environment that fosters teamwork and provides time for students to engage in collaboration inside school day or class period.	
15.9	4.	Develop a scope and sequence of 9-12 Communications skills that include practical writing, oral, presentation, debate/persuasion, and “people” (interpersonal) skills.	
15.9	5.	Develop parent communication to show how critical and analytical thinking, collaboration, communication, responsibility and leadership apply to grading and reporting through project-based learning.	
15.12	Implement standards based thematic integrated curriculum units in the areas of English and Social Studies 6-12.		
15.12	1.	Align English and Social Studies curriculum in a logical spiral of knowledge and skills vertically in all English and Social Studies required classes at all grades through curriculum review cycle.	

15.12	2.	Align English and Social Studies curriculum in a logical spiral of skills and knowledge horizontally in all English and Social Studies required classes at all grades through curriculum review cycle.	
15.12	3.	Create thematic integrated curriculum units in English and Social Studies through teacher's summer writing projects.	
15.13	Increase Inquiry-based team learning experiences within the school day for students in grades K – 5.		
15.13	2.	Provide a classroom environment that is conducive to Inquiry-based Learning that fosters teamwork and time for students to engage in collaboration	
15.13	4.	Integrate real world practical application into age appropriate Inquiry-based Learning with authentic experiences and application.	
15.13	5.	Include practical writing, oral, presentation, and debate/persuasion skills in the Inquiry-based Learning curriculum.	
15.13	6.	Communicate to parents how Inquiry-based Learning applies to grading and reporting through the use of rubrics and benchmark indicators of team collaboration and the inquiry process.	
15.14	Increase Inquiry-based team learning experiences within the school day for students in grades 6 – 8.		
15.14	1.	Examine existing 6-8 classrooms, technology and equipment to support inquiry-based learning.	
15.14	2.	Provide a classroom environment that is conducive to Inquiry-based Learning that fosters teamwork and time for students to engage in collaboration	
15.14	3.	Adjust school schedules to provide time to support group projects inside school day or class period.	
15.14	4.	Integrate real world practical application into Inquiry-based Learning with age appropriate authentic experiences and application.	
15.14	5.	Include practical writing, oral, presentation, and debate/persuasion skills in the Inquiry-based Learning curriculum	
15.14	6.	Communicate to parents how Inquiry-based Learning applies to grading and reporting through the use of rubrics and benchmark indicators of team collaboration and the inquiry process.	
15.15	Increase Inquiry-based team learning experiences within the school day for students in grades 9 – 12.		

15.15	1.	Examine existing classrooms, technology and equipment to support inquiry-based learning.	
15.15	2.	Provide a classroom environment that is conducive to Inquiry-based learning that fosters teamwork and time for students to engage in collaboration	
15.15	3.	Adjust school schedules to provide time to support group projects inside school day or class period.	
15.15	4.	Integrate Inquiry-based Learning that includes practical application through authentic experiences such as real-world or virtual mentoring, apprenticeships, and internships.	
15.15	5.	Include practical writing, oral, presentation, and debate/persuasion skills into the Inquiry-based curriculum.	
15.15	6.	Communicate to parents how Inquiry-based Learning applies to grading and reporting through the use of rubrics and benchmark indicators of team collaboration and the inquiry process.	
15.16	Align and integrate science, technology, engineering and math concepts in K-5 math and science curriculum.		
15.16	2.	Increase outdoor study units and opportunities in all seasons K-5.	
15.16	3.	Create opportunities for real-world exploration.	
15.16	4.	Establish opportunities for students to participate in local, regional and state math and science competitions K-5.	
15.17	Align and integrate science, technology, engineering math and concepts in grades 6-8 in math, science and technology curriculum.		
15.17	1.	Employ innovative inquiry and problem-solving in real- world application to Science, Math and Technology courses to motivate students and increase interest at grades 6-8 to show the benefits of globalizing economy.	
15.17	2.	Employ innovative inquiry and problem-solving in real- world application to Science, Math and Technology courses at grades 6-8 to show the effects of a globalizing economy.	
15.17	3.	Create opportunities for real-world exploration-observations (fieldtrips) at local global-minded organizations such as Cargill, 3M, and other medium to smaller enterprises.	
15.18	Align and integrate science, technology, engineering math and concepts in grades 9-12 in math, science and technology curriculum.		
15.18	2.	Establish an Engineering-Technology Department at Minnetonka High School which includes opportunities in the areas mechanical engineering, drafting, and chemical engineering.	

15.18	3.	Create mentorships, internships, virtual apprenticeships and student engineering organizations for students enrolled in Engineering-Technology coursework.	
15.18	4.	Provide summer learning experiences in STEM for students in middle and high school.	
15.18	5.	Establish student participation in local, state, regional, national and international math and science competitions 9-12.	
15.18	6.	Market and encourage students to pursue STEM coursework and careers, demonstrating the need for these skills to compete in a global marketplace.	
15.18	7.	Establish scholarships for students for the competitions, fees, materials and summer learning opportunities.	
15.20	Create curriculum to support a K-12 global student model that includes: international mindedness, world culture awareness, and foreign language proficiency.		
15.20	2..	Provide Video Tele-conferencing opportunities between Minnetonka and schools in other countries.	
15.20	4.	Increase the study of domestic & global economies by providing field trips to local global-based industries and companies to understand the latest developments and future possibilities.	
15.21	Create curriculum to support a 2-8 global student model that includes knowledge of personal and world financial economics, business, global entrepreneurship and global economic awareness.		
15.21	1.	Institute and support Junior Achievement programs in grades 2-8.	
15.21	2.	Create units in 5-8 Social Studies that give students awareness of domestic & global economies.	
15.21	3.	Invite speakers in business and global entrepreneurship to share their work with students in grades 5-8.	
16.5	Provide district staff with the resources, training and support to inspire and sustain the service-learning program.		
16.5	1	Provide district staff with information necessary to understand the service-learning methodology through staff meetings, "in-service" staff development days, school kick-off week, and/or other staff events. <ul style="list-style-type: none"> Information provided should include an explanation of the core elements and benefits of the service-learning methodology as outlined in appendices 1, 2, 3 and 9. 	

16.5	2	Identify and provide a variety of professional development opportunities for district staff related to service-learning, including conferences, seminars, workshops, mentoring or other staff development opportunities. <ul style="list-style-type: none"> Consider Cathryn Berger Kaye, M.A. as speaker, who authored "The Complete Guide To Service Learning" 	
16.5	3	Use the service-learning coordinator to provide support to teachers for project development and other assistance as needed.	
16.7	Seek student inspiration, leadership, and perspective on service-learning and volunteer experiences.		
16.7	1	Create a student advisory group at the high school and middle schools to represent the youth voice on matters pertaining to service-learning and volunteer activities.	
16.7	2	Offer the opportunity for students to brainstorm potential projects and research opportunities--allowing students to look around their school, community or world and see opportunities for service, change and improvement. <ul style="list-style-type: none"> Volunteer projects should be selected based on student interest/feedback and the opportunity for personal connection to the project or person(s) served. 	
16.7	3	Include student-led evaluations or ratings of various volunteer opportunities, using the feedback to modify volunteer offerings as necessary.	
16.7	4	Expand on-line resources to include Zoomerang, chat room, or web log format for student communication and feedback regarding service learning or volunteer activities. (<i>e.g., topics could include reflections on "what was meaningful" about their involvement in various service activities to discussions of "What Inspires You?"</i>)	
16.7	5	Expand on-line resources to include a student interest inventory that would link to relevant volunteer or service projects. Encourage use of interest inventories through guidance counselors, particularly in middle school.	
16.7	6	Offer educational opportunities for students regarding the connection of <i>service to others</i> as a component of a meaningful and satisfying life. <ul style="list-style-type: none"> Consider developing an on-line forum within the Volunteer Website (see Specific Result #) that helps students to track their progress (<i>e.g., "Four Easy Steps to a Great Life – How Are You Doing?"</i>) 	
16.7	7	Seek student leadership of district-sponsored service activities such as Rake-A-Thon, Kids Against Hunger, Holiday Adopt-a-Family, etc.	
16.8	Create a district that leads by example on service to the greater good; promoting and honoring service, engaged citizenship, and leadership.		

16.8	1	Develop opportunities for district schools to “lead by example” on service to the greater good. <ul style="list-style-type: none"> Consider student nomination of projects and opportunities for their school to “lead by example”. 	
16.8	2	Inspire students, staff and the community to serve by: <ul style="list-style-type: none"> displaying examples (e.g. photographs, stories, awards, murals, newspaper articles, inspirational messages) of students and staff serving the greater good at every school, and/or displaying images that help create awareness of local, national, or global issues or persons in need and our potential to help. 	
16.8	3	Help students become more active citizens by providing opportunities in the classroom (or other venues) to discuss and understand the relevance of current events.	
16.8	4	Promote achievements in community service in all schools through press releases to local publications and special coverage in district mailings, newsletters and other publications, such as Tonka Pride.	
16.8	5	Introduce and promote participation in the Presidential Service Award process in all schools, and through organizations where community service is currently occurring.	
16.8	6	Annually celebrate participation in Community Service Programs at an event and present special awards for outstanding service.	
16.8	7	Take greater advantage of Freshman retreat and/or 9th grade orientation to promote service clubs at the High School. Consider publicizing High School service clubs at the end of 8th grade to allow students time to plan their participation.	

Strategy 17: To ensure connectedness that facilitates mutual awareness, understanding and support among all stakeholders.

17.2	Implement an extensive and comprehensive process to identify and measure staff perceptions related to connectedness and job satisfaction, training and team-building, two-way communications, and information dissemination to maximize employee engagement and effectiveness.		
17.2	1	Conduct a literature review of published research studies on staff engagement to identify best practices in development of an initial survey tool.	
17.2	2	Design a research tool to measure the attitudes, perceptions and beliefs of all staff in the areas of connectedness, job satisfaction, training, camaraderie, information dissemination, two-way communication, and leadership. Should also include opportunity to identify additional issues through open ended questions.	
17.2	3	Conduct an annual staff survey.	
17.2	4	Report high level summary of results back to staff.	
17.2	5	Track results year to year and identify areas of needed improvement.	

17.2	6	<p>Take action to improve results on subsequent surveys:</p> <ul style="list-style-type: none"> • Site administrators to meet and review detailed survey results to identify gaps between the district goals and actual policies (climate and culture) within buildings. • Create study circles to address areas of needed improvement identified through the research tool. • Use additional research tools such as focus groups, personal interviews to explore/understand..... 	
17.7	<p>Establish a comprehensive district-wide plan for the Open Enrollment / New Families that focuses on retaining and assimilating students and their families in the District. Stipulate: This plans applies to all new families.</p>		
17.7	1	Create and distribute a standard Open Enrollment / New Family packet to all buildings and the District Service Center to ensure each prospective OE family receives only one set of relevant materials.	
17.7	2	Expand the OE information on the District’s website to include but not be limited to a: Process overview Calendar w/deadlines FAQ section District map w/directions Links to community resources	
17.7	3	Continue to require District and Building personnel to make personal connection with OE families whenever possible, especially with the OE application.	
17.7	4	Create an OE Student Tracking Program for all buildings to ensure that administrators are aware of OE students’ status each year.	
17.7	5	Recruit current District families to make a 1 year commitment to an “OE Family Buddy System” that facilitates the effective assimilation of OE families and students into the District and their school(s). Stipulate K-6 only	
17.7	6	Communicate OE program benefits to the community at large to ensure that all stakeholders understand the rationale behind and value of the OE program.	
17.7	7	Develop and distribute an exit survey for all OE families/students that choose to leave the district to identify their issues, concerns, ideas, etc.	
17.7	8	Track and report the number of new, exiting and total OE students annually.	
<p>Strategy 18: We will support ongoing physical, mental and emotional health and well-being of students and staff.</p>			
18.3	<p>Explore alternative scheduling at MHS to empower students to meet academic goals and achieve physical, mental and emotional well-being.</p>		
18.3	3	Pilot test one or more alternatives.	

18.3	4	Measure effectiveness of tested alternatives.	
18.6	Foster an environment that is free of bullying, harassment, and unsafe behavior both outside of and during instructional time.		
18.6	2	Assess and evaluate the nature of and effectiveness of reporting procedures for bullying, harassment and unsafe behavior.	
18.6	3	Using the results of the assessment, develop and implement evidence-based policies, procedures, reporting and partnerships (with parents and other stakeholders) across all settings (such as bus, bathroom, locker rooms and playgrounds) that are likely to produce the best outcome for students.	
18.6	4	Based upon assessment results, implement an appropriate, positive behavior intervention program and/or anti-bullying program.	
18.7	Ensure that no child is denied a learning or developmental opportunity at school due to socioeconomic circumstances.		
18.7	1		
18.7	2		
18.7	3		
18.7	4		
18.7	5		
18.7	6		
18.8	Expand our capacity to reduce student use of alcohol, tobacco, and other drugs. (ATOD)		
18.8	4	Ensure secondary teaching staff and para-professionals are aware of the prevalence of student alcohol and drug use as reported by survey or other methods as determined above.	
18.8	5	Ensure all secondary staff are aware of the most relevant substance use risk and protective factors in the Minnetonka School District community as determined above.	
18.8	7	Develop and implement school building procedures that support improved outcomes for students at risk for or caught using chemicals. Outcomes could include reduced prevalence of ATOD use, improved student compliance with recommendations and improved academic performance.	

18.8	8	Ensure all staff have current information on how to identify and assist students who are most at risk for drug and alcohol abuse or those who are already using.	
18.12	Expand or create physical activity opportunities to support students in the development of lifelong healthy behaviors that result in success in academics and work performance.		
18.12	1	Establish Club Tonka, a MHS fitness center open to all students and staff before, during and after school, as well as on Saturday.	
18.12	2	Develop and provide a list of self-directed and/or group fitness activities that can be performed outside of the MHS and middle school campuses.	
18.12	3	Improve and expand the intramural program at MHS. Establish a stipend for an intramural advisor/coordinator.	
18.12	4	Improve and expand the intramural program at the middle schools. Establish a stipend for an intramural advisor/coordinator.	
18.12	5	Establish a district wide recognition program to reward outstanding achievement in physical activity.	