



District Operational Plan 2023–2024

A Path for Every Student

Sauk Rapids-Rice Public Schools District Operational Plan

- Is developed annually by the Superintendent and the District's Leadership Team,
- Is approved annually by the Board of Education, and
- Will focus on improving student learning through the development of building site plans that assess where we are at, measure our progress and align our initiatives with the strategic plan.





Strategic Plan

2023–2024

A Path for Every Student

Sauk Rapids-Rice Public Schools Superintendent and Leadership Team built a Strategic Plan which focuses on six key commitments and includes a plan and timeline for what the district wants to achieve by the fall of 2025.

Each year the Superintendent and Leadership Team will develop a District Operational Plan that prioritizes the work in order to achieve our goals for the fall of 2025.

Strategic Commitments

#1 Culture of High Quality and Effective Instruction

Rationale: Positive and healthy school cultures and school climates are the foundations of high quality learning environments and create the conditions for effective teaching and learning.

Culture: Deeper belief systems and values of our organization.

Climate: The day to day thoughts and feelings of people in our organization.

#2 Partnerships and Collaboration

Rationale: In order for Sauk Rapids-Rice Public Schools to be highly effective and continuously improve, perspectives from all stakeholders (i.e. educators, support staff, students, families, community members and partners) should be leveraged. When stakeholders are involved in student learning and well-being, student success is promoted. Mutually beneficial partnerships provide opportunities for students and staff to gain different experiences and additional resources that will support academic and professional growth.

#3 Student and Staff Well-Being

Rationale: Physical, social, and emotional health in schools is necessary to support the academic success of each student. It also supports the professional growth and well-being of staff.

Keeping staff and students physically, socially, and emotionally healthy allows them to thrive in an encouraging environment.

#4 High Student Achievement

Rationale: When Sauk Rapids-Rice Public Schools provides the framework to empower students to own their learning, it allows for students to explore strengths and interests while building skills needed to find success.



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Each year the Superintendent and Leadership Team will develop a District Operational Plan that prioritizes the work in order to achieve our goals for the fall of 2025.

Strategic Commitments

#5 Stewardship of Resources

Rationale: When resources are used in a responsible way, it strategically maximizes the investment in the decisions that are made. Maximizing resources effectively promotes greater overall transparency and accountability with staff and the public as well as fostering a culture of responsibility.

#6 Equitable Education

Rationale: Serving all students means all students. Each and every student deserves an outstanding experience.

District Operational Plan

Goals, Strategies, and Performance Indicators for 2023-2024

Adopted: June 26, 2023

The Sauk Rapids-Rice District Operational Plan (DOP) is organized around the areas of the district's strategic plan. The DOP brings together three important documents that help guide district decision-making including the district's Strategic Plan, Portrait of a Graduate, and World's Best Workforce.

<u>Strategic Commitment #1: Culture of High Quality and Effective Instruction</u>	<u>Facilitator</u>
<p>Rationale: Positive and healthy school cultures and school climates are the foundations of high quality learning environments and create the conditions for effective teaching and learning.</p> <p>Culture: Deeper belief systems and values of our organization.</p> <p>Climate: The day to day thoughts and feelings of people in the organization.</p>	<p>1. Superintendent</p> <p>2. Director of Teaching & Learning</p>

By the Fall of 2025	Strategies for 2023-2024	Performance Indicators	Timeline
All buildings will have high functioning PLC's that follow protocols encompassing the three big ideas of PLC's and are grounded in the four questions of PLC's	<p>1. <i>Fidelity check process is established and monitored</i></p> <p>2. <i>There will continue to be ongoing Professional Learning Community Facilitator Training</i></p> <p>3. <i>There will be an overview of the protocols encompassing the three big ideas and four questions of PLC's</i></p>	<p>1. A work group will be organized that will develop a fidelity checklist to use when assessing the fidelity of our Professional Learning Communities and buildings will then implement and monitor fidelity using the checklist</p> <p>2. Opportunities for continued training for staff will be offered and facilitators will bring back key concepts of the training back to the buildings</p> <p>3. As part of the new teacher orientation, protocols encompassing the three big ideas and four questions of PLC's will be reviewed</p>	<p>1. By November 30, 2023</p> <p>2. Elementary Training on 08/01/2023 and secondary training on 08/09/2023</p> <p>3. PLC protocols will be reviewed at New Teacher Workshop on August 22-23, 2023</p>
All professional development will be aligned to the district's strategic plan and sufficient time will be set aside for professional development	<p>1. <i>The Teacher Development and Education Evaluation will align with characteristics of effective instruction</i></p>	<p>1. A Work Group will be formed for the purpose of reviewing, and possibly updating, the district's current Teacher Development and Evaluation Plan. The Work Group will focus on all components including:</p> <ul style="list-style-type: none"> A. Teacher Appraisal B. Growth and Development C. Student Growth D. Peer Observation E. Student Engagement 	<p>1. By December 11, 2023</p>
A common grading philosophy has been agreed upon K - 12	<p>1. <i>A K - 8 implementation plan has been established and communicated for Standards Based reporting of student progress</i></p> <p>2. <i>Common grading philosophy has been established and communicated 9 - 12</i></p> <p>3. <i>Grading practices, aligned to grading</i></p>	<p>1. District grade level teams K-8 will collaborate and implement a common standards based reporting/grading for learning</p> <p>2. District departments, 9 - 12, have time established to collaborate and discuss grading philosophy (Grading for Learning) and a common system for standards based reporting.</p> <p>3. Structure is provided for staff to collaborate and discuss</p>	<p>1. By June 30, 2024</p> <p>2. By June 30, 2024</p> <p>3. By June 30, 2024</p>

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	<i>for learning, have been developed and implemented PK - 12</i>	grading for learning and tenants of grading for learning are found in building grading protocols and procedures	
As a district, there is a systemic MTSS framework that is implemented and supporting building teams	<ol style="list-style-type: none"> 1. <i>The District MTSS team will develop and implement a fidelity check of building MTSS practices and procedures</i> 2. <i>Implementation of the MTSS framework across the district by the end of the year</i> <ol style="list-style-type: none"> A. <i>Definition: Systematic process for approaching academic, behavioral, and other areas of student concern.</i> 	<ol style="list-style-type: none"> 1. A work group, consisting of some members of the District MTSS team, will develop and implement a fidelity check for buildings to use when checking their practices and procedures 2. Our MTSS framework will include <ol style="list-style-type: none"> a. Universal screening for all students K - 9, and select students 10 - 12 b. Targeted academic and non-academic supports are implemented to support students needs based upon data c. Protocols are in place to monitor student progress and respond accordingly across all tiers 	<ol style="list-style-type: none"> 1. By October 15, 2023 2. By June 30, 2024

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<u>Strategic Commitment #2: Partnerships and Collaboration</u>			<u>Facilitator</u>
<p>Rationale: In order for Sauk Rapids - Rice Public Schools to be highly effective and continuously improve, perspectives from all stakeholders (i.e. educators, support staff, students, families, community members and partners) should be leveraged. When stakeholders are involved in student learning and well-being, student success is promoted. Mutually beneficial partnerships provide opportunities for students and staff to gain different experiences and additional resources that will support academic and professional growth.</p>			1. Director of Community Education
By the Fall of 2025	Strategies for 2023-2024	Performance Indicators	Timeline
<p>There is a method and process in place to seek input and feedback from stakeholders</p>	<ol style="list-style-type: none"> 1. Define and identify who is "community" when gathering feedback 2. Feedback is gathered from community, staff, parents, and students and analyzed as things come up. 3. A consistent cycle for gathering feedback from community, staff, parent, and students is developed 4. Findings of gathered feedback from the community, staff, parents, and students is shared with the community 	<ol style="list-style-type: none"> 1. Who "community" is has been identified and ways to connect with them have been established 2. Continuing to seek feedback from various stakeholders in the community and results are shared 3. A protocol and procedure has been established for gathering stakeholder feedback 4. When stakeholders are asked for feedback, the information is shared with all stakeholders 	<ol style="list-style-type: none"> 1. By June 30, 2024 2. Ongoing 3. By June 30, 2024 4. Ongoing
<p>Partnerships and internal committees align and support the strategic commitments</p>	<ol style="list-style-type: none"> 1. Parameters and definitions will be established to determine when the school district will partner and collaborate with others 	<ol style="list-style-type: none"> 1. Parameters and definitions of external partnerships are established. 	<ol style="list-style-type: none"> 1. By June 30, 2024

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Strategic Commitment #3: Student and Staff Well-being			Facilitator
Rationale: Physical, social, and emotional health in schools is necessary to support the academic success of each student. It also supports the professional growth and well-being of staff. Keeping staff and students physically, socially, and emotionally healthy allows them to thrive in an encouraging environment.			1. Director of Human Resources and Administrative Services 2. Director of Technology
By the Fall of 2025	Strategies for 2023-2024	Performance Indicators	Timeline
The district's Crisis Management plan is being implemented and reviewed annually	1. Development of a crisis management plan 2. Dissemination of the crisis management plan to staff 3. Training for members of the Building Response Teams	1. Crisis management plan has been shared and approved by the Board of Education 2. Plan is printed and disseminated to staff in the Back to School packet. 3. Members of the Building Response teams understand their roles and responsibilities.	1. By August 31, 2023 2. By August 31, 2023 3. By November 30, 2023
There is a process in place to help the school district monitor the student experience from a physical, social, and emotional perspective	1. Feedback will be collected based upon tool(s) that are selected 2. Student feedback data will be reviewed and action steps will be determined based upon data 3. Information obtained from students will be shared	1. Identified data elements from the MN Student Survey, mySaebrs, and TS Gold are collected when available 2. Building MTSS teams will review the data and take the appropriate action or steps 3. Data is shared with District MTSS team and trend data is reviewed from a district perspective	1. By January 31, 2024, 2. By January 31, 2024 3. By June 30, 2024
There is a process in place to gather staff input related to school culture and climate	1. Continue to develop action plans based upon survey results	1. Building Site Plans reflect culture goals	1. By October 31, 2023

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Strategic Commitment #4: High Student Achievement			Facilitator
Rationale: When Sauk Rapids - Rice Public Schools provides the framework to empower students to own their learning, it allows for students to explore strengths and interests while building skills needed to find success.			1. Director of Teaching and Learning 2. Superintendent
By the Fall of 2025	Strategies for 2023-2024	Performance Indicators	Timeline
A database is created to develop the profile of a student who graduates from high school in four years in order to monitor student progress through their academic career	1. Identification of grade level that we will be checking student progress across the system 2. Develop and identify the data points that will be used to identify student progress across the system	1. Grade Levels are identified for monitoring student data in the areas of SEL, math, reading and reviewed at each Benchmark period by the district MTSS team 2. Specific data points will be established by the district MTSS team in the areas of SEL, math and reading	1. By October 15, 2023 2. By December 15, 2023
A common grading philosophy has been agreed upon K - 12	1. A K - 8 implementation plan has been established and communicated for Standards Based reporting of student progress 2. Common grading philosophy has been established and communicated 9 - 12 3. Grading practices, aligned to grading for learning, have been developed and implemented PK - 12	1. District grade level teams K-8 will collaborate and implement a common standards based reporting/grading for learning 2. District departments, 9 - 12, have time established to collaborate and discuss grading philosophy (Grading for Learning) and a common system for standards based reporting. 3. Structure is provided for staff to collaborate and discuss grading for learning and tenants of grading for learning are found in building grading protocols and procedures	1. By June 30, 2024 2. By June 30, 2024 3. By June 30, 2024
The Portrait of a Graduate elements have been developed and documented by students throughout their PK-12+ experience	1. <u>Initial roll out of The Portrait of a Graduate</u> A. Opportunities to explore attributes will be implemented B. Evidence of attributes will be gathered, based upon grade level 2. Monitoring and adjusting of the Portrait of a Graduate will take place throughout the year	1. Time is established in the buildings to purposefully embed the attributes through discussion of what they are, students lived experiences and teachers finding ways for students to demonstrate the attributes a. ie: Advisory, Connections, Morning Meeting 2. A system has been created to capture evidence of the attributes students have demonstrated	1. By September 30, 2023 2. By September 30, 2023

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<u>Strategic Commitment #5: Stewardship of Resources</u>	<u>Facilitator</u>
Rationale: When resources are used in a responsible way, it strategically maximizes the investment in the decisions that are made. Maximizing resources effectively promotes greater overall transparency and accountability with staff and the public as well as fostering a culture of responsibility.	1. Director of Business Services 2. Superintendent

By the Fall of 2025	Strategies for 2023-2024	Performance Indicators	Timeline
There will be a budget request process and requests will align with the district's strategic commitments	<ol style="list-style-type: none"> 1. A comprehensive process is implemented to ensure that expenditures will align with the district's strategic commitments 2. A study and review of our special education programming model will be completed and a review of findings will be done 3. Zero based budgeting will begin for some areas of the budget 	<ol style="list-style-type: none"> 1. Capital expenditure review will be done 2. A work group will be established to review the findings from the 2022 - 2023 data collection that was completed 3. The District Operational Planning Team will identify one building to work through the zero based budget process for the next budget cycle 	<ol style="list-style-type: none"> 1. By January 31, 2024 2. By June 30, 2024 3. By March 15, 2024
Revenue streams will be explored as a part of the budgeting process	<ol style="list-style-type: none"> 1. Continue to analyze and report on current revenue streams and identify opportunities for additional funding sources 	<ol style="list-style-type: none"> 1. Report on revenue streams has been shared with the finance committee 	<ol style="list-style-type: none"> 1. By December 31, 2023
Grants for instructional programming will have a funding stream identified when the grant funding expires	<i>Standard Work</i>		

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<u>Strategic Commitment #6: Equitable Education</u>	<u>Facilitator</u>
Rationale: Serving all students means all students. Each and every student deserves an outstanding experience.	1. Director of Human Resources and Administrative Services 2. Director of Teaching and Learning

By the Fall of 2025	Strategies for 2023-2024	Performance Indicators	Timeline
Longitudinal student data has been identified and is used to inform instructional decisions and support organizational decision making	<ol style="list-style-type: none"> 1. <i>Gather and review attendance, discipline, and other building system data, both longitudinal and cohort, to identify trends</i> 2. <i>Review academic opportunities and student experience options to identify barriers</i> 3. <i>A study and review of our special education programming model will be completed and a review of findings will be done</i> 	<ol style="list-style-type: none"> 1. The district MTSS team will review attendance, discipline data 3 times a year to begin to develop and identify longitudinal and cohort trends 2. Administrators will work with the MTSS team to identify course or program enrollment demographics and discrepancies that may exist 3. A work group will be established to review the findings from the 2022 - 2023 data collection that was completed 	<ol style="list-style-type: none"> 1. By June 30, 2024 2. By June 30, 2024 3. By June 30, 2024
Staff understand that the lived experiences of students may be different than the experiences they have had (biases)	<ol style="list-style-type: none"> 1. <i>Use quantitative data to establish a baseline for a student's lived experiences</i> 2. <i>Staff will be provided the resources to establish and maintain an understanding of a "student's lived experiences."</i> 	<ol style="list-style-type: none"> 1. Data from the MN Student Survey (primarily) will be analyzed to establish a baseline 2. Student baseline data will be shared with staff at the building level 	<ol style="list-style-type: none"> 1. By January 31, 2024 2. By June 1, 2024
The Positive Behavioral Interventions and Supports (PBIS) framework guides staff interactions and our process in supporting student expectations	<ol style="list-style-type: none"> 1. <i>Ongoing implementation of PBIS training as well as a review of our implementation strategies</i> 2. <i>Learning and exploring Restorative practices that are aligned with PBIS</i> 	<ol style="list-style-type: none"> 1A. Work is done to ensure that the language of PBIS and the language of Portrait of a Graduate support/compliment each other 1B. Students will identify that they are given acknowledgment/recognition 2. MDE sponsored trainings will be attended 	<ol style="list-style-type: none"> 1. By June 30, 2024 2. By June 30, 2024