

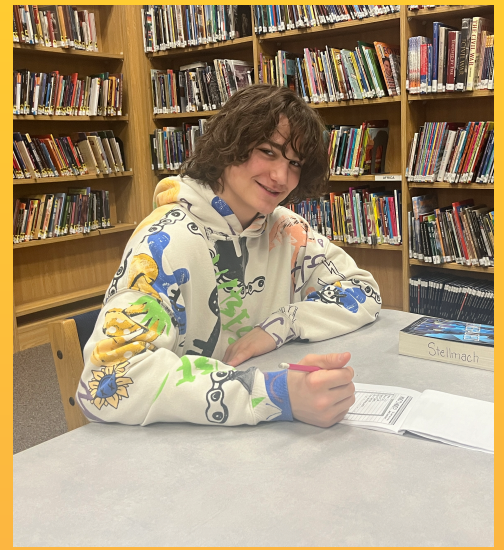


# District Operational Plan 2024–2025

## *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

## 2024–2025

### 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.



# Strategic Plan 2024–2025

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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 2024-2025

Adopted: June 17, 2024

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.

<b><u>Strategic Commitment #1: Culture of High Quality and Effective Instruction</u></b>	<b><u>Facilitator</u></b>
<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 &amp; Learning</p>

<b>By the Fall of 2025</b>	<b>Strategies for 2024-2025</b>	<b>Performance Indicators</b>	<b>Timeline</b>
<b>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</b>	<p>1. <i>Continue with providing ongoing facilitator training</i></p> <p>2. <i>Continue to use fidelity checklist to monitor collaborative team work</i></p>	<p>1. As principals identify additional leadership needs in their buildings, training will be provided for those staff</p> <p>2. Collaborative teams are receiving feedback from building administration at multiple points throughout the school year</p>	<p>1. By September 30, 2024</p> <p>2. By June 30, 2025</p>
<b>All professional development will be aligned to the district's strategic plan and sufficient time will be set aside for professional development</b>	<p>1. <i>Implementation of a district Teacher Development and Evaluation (TDE) Plan that aligns with statutory requirements</i></p> <p>2. <i>Development and Implementation of a District-Wide Instructional Leadership Model</i></p>	<p>1A. A Teacher Development and Evaluation (TDE) Plan will be developed that emphasizes the following key areas</p> <ul style="list-style-type: none"> <li>A. Instructional Model (Appraisal)</li> <li>B. Growth Plan for Students and Teachers</li> <li>C. Peer Observation Criteria</li> <li>D. Student Engagement</li> </ul> <p>1B. The Teacher Development and Evaluation (TDE) Plan is developed in conjunction with the Sauk Rapids-Rice Education Association</p> <p>2. Team(s) are established to help implement TDE Plan that includes membership makes up and work expectations.</p>	<p>1A. By June 30, 2025</p> <p>1B. By June 30, 2025</p> <p>2. By September 1, 2024</p>
	<p>1. Professional development will focus on the components of the agreed upon Teacher Development and Evaluation plan which are:</p> <ul style="list-style-type: none"> <li>A. Instructional Model</li> <li>B. Growth Plans</li> <li>C. Peer Observation</li> </ul>	<p>1. Building Site Plans will incorporate TDE PD time</p> <p>2. A district team consisting of teachers and administration will be working together to ensure the District TDE plan is being implemented and questions are being addressed</p>	<p>1. Throughout the school year</p> <p>2. September 15, 2024</p>



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	D. Student Engagement	3. The district will establish a Marzano professional development plan for principals	3. September 1, 2024
	<i>2. Collaborative teams review and reflect on TDE components</i>	1. Growth Plans for students and staff as part of TDE are being developed and discussed within collaborative teams  2. The gathering of student engagement information for TDE is being discussed and reviewed  3. Peer Observations plans for TDE are being discussed and reviewed	1. By June 30, 2025  2. By June 30, 2025  3. By June 30, 2025
A common grading philosophy has been agreed upon K - 12	<i>1. A 6 - 12 implementation plan has been established and communicated for reporting student progress</i>	1. Within the Middle School and High School Site Plans, Grading for Learning goals will be established and needed professional development will be provided	1. By November 25, 2024
As a district, there is a systemic MTSS framework that is implemented and supporting building teams	<i>1. The District MTSS team will develop and implement a fidelity check of building MTSS practices and procedures</i>  <i>2. Implementation of the MTSS framework across the district by the end of the school year</i> A. Definition: Systematic process for approaching academic, behavioral, and other areas of student concerns	1. The September District MTSS agenda will include a plan to develop a fidelity check of building MTSS practices and procedures  2. December Building MTSS agendas will include an agenda item that discusses the fidelity check of the building MTSS practices and procedures will be implemented	1. By November 30, 2024  2. By December 31, 2024

# District Operational Plan

Goals, Strategies, and Performance Indicators for 2024-2025

Adopted: June 17, 2024

<b><u>Strategic Commitment #2: Partnerships and Collaboration</u></b>			<b><u>Facilitator</u></b>
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.			1. Director of Community Education
By the Fall of 2025	Strategies for 2024-2025	Performance Indicators	Timeline
There is a method and process in place to seek input and feedback from stakeholders	<i>Standard work</i>		
Partnerships and internal committees align and support the strategic commitments	1. <i>Protocols will be established to determine implementation of current and future partnerships and collaboration</i>	1. A process is developed to determine who will have access to students and staff	1. By January 15, 2025
	2. <i>Current internal and external partnerships are inventoried and known</i>	2. Continued work on gathering this data has become standard work.	2. By March 28, 2025

# District Operational Plan

Goals, Strategies, and Performance Indicators for 2024-2025

Adopted: June 17, 2024

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 2024-2025	Performance Indicators	Timeline
The district's Crisis Management plan is being implemented and reviewed annually	1. Continue to train building staff on crisis response procedures	1. Members of the Building Response teams understand their roles and responsibilities.	1. By October 1, 2024
There is a process in place to help the school district monitor the student experience from a physical, social, and emotional perspective	1. Student Engagement process for TDE will be established	1. Teachers and administration are working together to establish parameters for student engagement component of TDE	1. By November 1, 2024
	2. Student feedback data will be reviewed at a building level and action steps will be determined based upon data (Panorama)	2A. Protocols and procedures have been established regarding Panorama survey  2B. Panorama survey developed with input from staff	2. By October 15, 2024
	3. Building survey results obtained from students will be shared (Panorama)	3. Building Leadership Teams are reviewing, discussing, and developing strategies to support building survey results obtained from the student survey	3. By January 15, 2025
There is a process in place to gather staff input related to school culture and climate	Standard Work		
	Standard Work		



# District Operational Plan

Goals, Strategies, and Performance Indicators for 2024-2025

Adopted: June 17, 2024

<b>Strategic Commitment #4: High Student Achievement</b>	<b>Facilitator</b>
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

<b>By the Fall of 2025</b>	<b>Strategies for 2024-2025</b>	<b>Performance Indicators</b>	<b>Timeline</b>
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	<p>1. Staff in all buildings will be trained on how to use Unified Insights as a part of their data collection</p> <p>2. Staff in all buildings will be trained on Risk Analysis data in Unified Insights</p>	<p>1. Collaborative teams are using Unified Insights as part of the data discussions</p> <p>2. As part of the Building Site Plans, Risk Analysis training in Unified Insights will be identified and professional development time will be set aside to support staff</p>	<p>1. By November 1, 2024</p> <p>2. By October 1, 2024</p>
A common grading philosophy has been agreed upon K - 12	1. A 6 - 12 implementation plan has been established and communicated for reporting student progress	1. Within the Middle School and High School Site Plans, Grading for Learning goals will be established and needed professional development will be provided	1. By November 25, 2024
The Portrait of a Graduate elements have been developed and documented by students throughout their PK-12+ experience	1. Continued Implementation of Portrait of a Graduate	1. Each building site plan will identify what work will be done regarding Portrait of a Graduate	1. By September 1, 2024

# District Operational Plan

Goals, Strategies, and Performance Indicators for 2024-2025

Adopted: June 17, 2024

Strategic Commitment #5: Stewardship of Resources			Facilitator
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 2024-2025	Performance Indicators	Timeline
There will be a budget request process and requests will align with the district's strategic commitments	1. <i>An analysis of our special education programming using our current data and determining what additional data we may need to start collecting</i>	1A. CAREI has been contacted and has proposed a plan for us to support this work  1B. Data has been shared with CAREI and follow up meetings have been established	1A. By October 1, 2024  1B. By December 15, 2024
	2. <i>Zero budget process will begin in the area of curriculum</i>	2. There has been a review of current budget allocations and developed the curriculum needs of the district	2. By October 15, 2024
	1. <i>Budget Transfer process and training will be implemented</i>  2. <i>Efficient "Large Capital Fundraising Projects Process" will be developed</i>	1A. Form for requesting budget transfer will be established by the Business Office with input from principals  1B. Training for principals and office managers will be completed regarding how and when the transfer process will work  2. Process and protocol document will be developed and shared with CORE team	1A. By October 1, 2024  1B. By December 15, 2024  2. By January 1, 2025
Revenue streams will be explored as a part of the budgeting process	Standard Work		
Grants for instructional programming will have a funding stream identified when the grant funding expires	1. <i>The Business Office, in conjunction with principals, will determine what the definition of a "grant" is</i>	1. A meeting timeline is established that will lay out the meeting dates and times between the business office, central office, and the principals to define what is the SRR definition of a "grant."	1. By September 15, 2024
	2. <i>The Business Office will determine how many grant funded positions are currently in the district</i>	2. After determining what a grant is, the business office will determine how many grant positions we currently have	2. By December 15, 2024

# District Operational Plan

Goals, Strategies, and Performance Indicators for 2024-2025

Adopted: June 17, 2024

<b><u>Strategic Commitment #6: Equitable Education</u></b>			<b><u>Facilitator</u></b>
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 2024-2025	Performance Indicators	Timeline
Longitudinal student data has been identified and is used to inform instructional decisions and support organizational decision making	1. <i>Continue to develop a plan for how identified barriers (in-school academic lens) will be removed or minimized. (District lens)</i>	1. The district MTSS team will identify trends in student data that indicate barriers to student academic success and develop a standardized plan for building teams.	1. By December 15, 2024
Staff understand that the lived experiences of students may be different than the experiences they have had (biases)	1. <i>Student Engagement process for TDE will be established</i>	1. Teachers and administration are working together to establish parameters for student engagement component of TDE	1. By November 1, 2024
The Positive Behavioral Interventions and Supports (PBIS) framework guides staff interactions and our process in supporting student expectations	Standard Work	Standard Work	