



District Operational Plan

Goals, strategies and performance indicators of Cabinet 2024-2025

Adopted: Adopted August 27, 2024

This District Operational Plan is organized around the areas of strategic planning, as illustrated in the schoolhouse model. The area of “High Student Achievement,” which is at the center of the model, is supported in some way by all of these strategic areas and goals.

Shaded goals indicate Board-approved priorities

MEANINGFUL FAMILY/COMMUNITY PARTNERSHIPS

Rationale #1

Leader(s)

<p><i>Over the last year we have learned much about the youngest residents in our school district and the reasons families choose to enroll with us. The state is seeing a trend of reduced birth rate and more families choosing non-public school options. However, we know that once families start with our school district, they tend to stay for their career. The recommendation from our enrollment study was to set a goal of 800 students for our incoming kindergarten classes which would provide us with slow, steady growth into the future. Year two of this goal focuses on implementing an outreach plan that puts a priority on making connections with our families, and promoting our educational program for our youngest learners. We believe these efforts will pay dividends for years to come as families who join our programs at early childhood and kindergarten will stay with us through graduation.</i></p>	<p>Karl Brown, Colin Sokolowski, Early Childhood and Kindergarten Administrators</p>
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Goal	Strategies	Performance indicators/Documentation	Timeframe
<p>Implement an outreach plan that builds connections and promotes programs for our Early Childhood - Kindergarten families.</p>			

Rationale #2

Leader(s)

<p><i>The Ralph Reeder Food Shelf was established in 1982 and continues to provide food to any school district family as well as any low-income food-insecure neighbors requesting assistance. The demand for services has been growing year over year, and the staff have been working with families whose needs go well beyond simple food insecurity. As our staff have continued to work to assist families, it has been suggested that we consider reaching out to other partners such as Ramsey county, local city, churches, businesses, clubs and individuals to create a structure that can be used to meet these additional needs and support our families and their children. As schools we can not possibly meet all of the needs in the community, but when those needs impact our students ability to learn we do have an obligation to partner with others to remove barriers and assist families so that their children can come to school ready to learn.</i></p>	<p>Jen Lodin, Karl Brown</p>
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Goal	Strategies	Performance indicators/Documentation	Timeframe
Explore the development of a Community Resource Center.			

HEALTHY LEARNING CLIMATE

Rationale #1

Leader(s)

<p><i>The district continues to see more and more students who are demonstrating needs beyond the mainstream classroom. Over the last several years the district has invested in improving and expanding the existing support structure of programs that exist for our students to access when they need additional support. As these needs continue to increase we feel it is important to complete an internal review of all of the programs that are available to students along this continuum of service both in the district as well as through our district collaborative partners. We believe it is important for us to assess the current operation of these programs to evaluate whether they are providing the access and support needed for our students, their parents and the school community and where necessary, make recommendations for improvement.</i></p>	<p>Darin Johnson, Jen Lodin, Stephanie Mars</p>
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Goal	Strategies	Performance indicators/Documentation	Timeframe
<p>Review and Evaluate the programs and services being offered to students who need additional social, emotional or behavioral support beyond the mainstream classroom. Identify strengths, gaps and make recommendations for improvement.</p>			

SHARED LEADERSHIP & ACCOUNTABILITY

Rationale #1	Leader(s)
<p><i>The district has now completed a Comprehensive Information Technology audit regarding our strengths and potential vulnerabilities related to our use of instructional and administrative technology. The audit has offered best practice recommendations related to student and staff devices, infrastructure, applications, data use and management, policies, procedures and operational practices. This year-two goal will focus on developing the framework needed to standardize practices aligned to our strengths as well as address the opportunities that have been identified to improve our practice for teachers, administrators and students. Once established, this best practice framework will provide the structure needed to support transformative instructional technology pedagogy, while at the same time maintaining the safety and security controls necessary to protect our data, information, and technology assets.</i></p>	<p>Chris Lennox, Penny Pease, John Perry District Administrators</p>

Goal	Strategies	Performance indicators/Documentation	Timeframe
<p>Implement the Technology Audit Recommendations.</p>			

HIGH QUALITY INSTRUCTION

Rationale #1

<p><i>Middle School is a critical time in our students' academic, emotional and physical development. It has two significant transitions, first receiving students from Elementary School and second preparing to send students to High School. Middle school can be a challenging time for our students' physical, social-emotional and academic development and the importance of supporting them through these transitions can not be overstated. These transitions have been disrupted through the pandemic and we believe it is a perfect time for the school district to refocus our attention to this level of our educational program. Assessing our strengths and areas for improvement will allow us to establish systems and structures that can be implemented to address our students' developmental needs and support each student across all three of our middle schools. Our intention is to strengthen our educational program to ensure that each student has a positive and productive experience throughout their middle school years, setting them up for success as they transition into High School.</i></p>	<p>Leader(s) Angie Peschel, Jen Lodin, Middle School Principals</p>
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Goal	Strategies	Performance indicators/Documentation	Timeframe
<p>Create a Plan for the Implementation of the Middle School Program Recommendations</p>			

Rationale #2

<p><i>Our High Schools have been seeing an increase in students choosing to take classes online. Feedback from students indicates that they are taking online classes in an effort to create more flexibility in their school day. Additional conversations have indicated that students would actually prefer courses that are structured as hybrid experiences where students can access learning both online and in person. As a district we feel it is important for us to explore the possibilities and opportunities that might be afforded to our students in a hybrid course structure. This goal will allow us to research best practice and make recommendations for the district to offer these experiences to our students moving forward.</i></p>	<p>Leader(s) Chris Lennox, District Administrators, High School Principals</p>
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Goal	Strategies	Performance indicators/Documentation	Timeframe
Study the viability of creating an Online Academy for high school students.			

Rationale #3	Leader(s)
<p><i>Beginning July 1, 2024, the state legislature has set requirements for all school districts to implement specific strategies related to reading instruction. This shift includes specific expectations related to training for instructional staff on evidence-based reading instruction that has been approved by MDE. In addition, MDE has identified specific materials and assessments that districts must adopt and use for Reading instruction. Because of the high expectations and accountability that has been set by the state, we believe this must be a priority goal for our district moving into the 2024-25 school year.</i></p>	<p>Angie Peschel, Heidi Saari</p>

Goal	Strategies	Performance indicators/Documentation	Timeframe
Implement 3 components of the READ ACT: required professional development, purchase and implementation new screener and review core resources for 24-25 implementation			