SAUK RAPIDS-RICE PUBLIC SCHOOLS

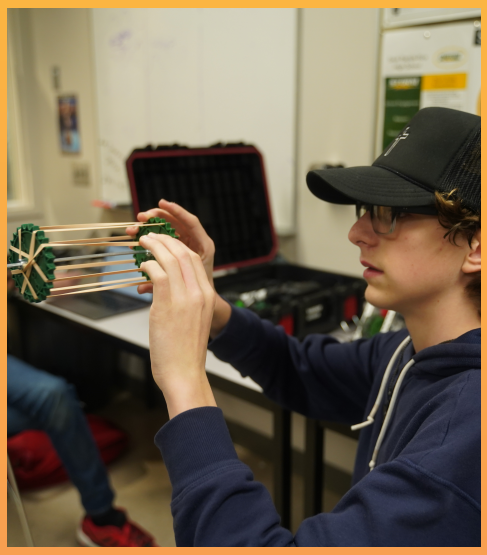
STORM

District Operational Plan 2025–2026

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.



SAUK RAPIDS-RICE PUBLIC SCHOOLS

STORM

Strategic Plan 2025–2026

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 2028.
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 2028.

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 2028.

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 2025-2026

Adopted: June 16, 2025

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.

Strategic Commitment #1: Culture of High Quality and Effective Instruction	**Facilitator**
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 the organization.	1. Superintendent 2. Director of Teaching & Learning

By the Fall of 2028	**Strategies for 2025-2026**	**Performance Indicators**	**Timeline**
We will have high functioning collaborative teams that follow protocols encompassing the three big ideas of PLC's and are grounded in the four questions of PLC's	*1. Ensure continuous improvement in team collaboration and instructional impact through timely, specific feedback and goal alignment.*	1A. Collaborative teams are receiving feedback from building administration at multiple points throughout the school year (ie: meeting logs, shared agendas, and peer reviews) 1B. Data protocols (the four questions) are utilized at meetings 1C. Standards-based planning, common assessments, shared responsibility for student success is shared in/across teams	1.Continuous
All professional development will be aligned to the district's strategic plan and sufficient time will be set aside for professional development	*1. Implementation of a district Teacher Development and Evaluation (TDE) Plan that aligns with statutory requirements* *2. Implementation of a District-Wide Instructional Model*	1. A Teacher Development and Evaluation (TDE) Plan will be implemented that emphasizes the following key areas: A. Instructional Model (Appraisal) B. Growth Goals C. Peer Observation Criteria D. Student Engagement 2. Building Leadership Teams support implementation of the TDE Plan in their building	1. Continuous 2. Continuous
	1. Professional development will focus on the components of the agreed upon Teacher Development and Evaluation plan which are: *A. Instructional Model* *B. Growth Goals* *C. Peer Observation* *D. Student Engagement*	1A. Building Site Plans will incorporate TDE PD time 1B. The district will schedule additional Marzano Coaching/Walkthrough training 1C. A district team, including representatives from each building, will be trained to support the development and implementation of proficiency	1A. Continuous 1B. November 30, 2025 1C. December 31, 2025

District Operational Plan

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Adopted: June 16, 2025

		scales.	
	2. Collaborative teams review and reflect on TDE components	1. Growth Plan for staff as part of TDE are being developed and discussed within collaborative teams to help foster growth A. Instructional Model (Appraisal) B. Growth Goals C. Peer Observation Criteria D. Student Engagement	2. Continuous
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. As part of the ongoing work within the Middle School and High School Site Plans, teams will continue to develop **Grading for Learning** goals and receive targeted professional development to support implementation	1. Continuous
	2. Standards-based common assessments will be developed for implementation	2. Assessments are being used by collaborative teams to inform instruction	2. Continuous
As a district, there is a systemic MTSS framework that is implemented and supporting building teams	*1. The District MTSS team will develop and implement a fidelity check of building MTSS practices and procedures*	1. The September District MTSS agenda will include a plan to develop a: -fidelity check of building MTSS practices and procedures -MTSS Academic/Behavior Checklist -MTSS Implementation Checklist	1. By November 15, 2025
	2. Implementation of the MTSS framework across the district by the end of the school year *A. Definition: Systematic process for approaching academic, behavioral, and other areas of student concerns*	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	2. By December 30, 2025

District Operational Plan

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Adopted: June 16, 2025

Strategic Commitment #2: Partnerships and Collaboration	**Facilitator**
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. Superintendent 2. Director of Community Education

By the Fall of 2028	**Strategies for 2025-2026**	**Performance Indicators**	**Timeline**
Decision-making processes exist in the district that foster collaboration among internal stakeholder groups.	*1. A work group is charged with redesigning current partnerships using the Guiding Change process.*	1. A work group develops the current reality and desired results of internal partnerships 2. A work group develops options for processes that foster collaboration among internal stakeholders	1. By August 1, 2025 2. By June 30, 2026
Partnerships and internal committees align and support the strategic commitments	*1. Current internal and external partnerships are inventoried and known*	1. Continued work with reviewing and inventory of our partnerships	1. Continuous

District Operational Plan

Goals, Strategies, and Performance Indicators for 2025-2026

Adopted: June 16, 2025

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 2028	**Strategies for 2025-2026**	**Performance Indicators**	**Timeline**
The district's reunification plan is being implemented and reviewed annually	1. *Development of the reunification plan* 2. *Staff are trained on their roles and responsibilities*	1. The reunification plan is finalized 2. Staff understand their roles and responsibilities	1. By October 1, 2025 2. By June 30, 2026
There is a process in place to help the school district monitor the student experience from a physical, social, and emotional perspective	*Strategies will be delayed until the 2026 - 2027 school year.*		
Resources and programs are in place to address staff mental, physical, and financial well-being	1. *Partner with staff or local providers to offer on-site and virtual wellness services*	1a. An inventory of building and district wellness activities is developed. 1b. The District Wellness Committee communicates to staff about available wellness programs and activities	1a. By October 1, 2025 1b. Quarterly

District Operational Plan

Goals, Strategies, and Performance Indicators for 2025-2026

Adopted: June 16, 2025

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 2028	Strategies for 2025-2026	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. Unified Insights will be reviewed to address accuracy of data and special education concerns*	1. Work group is formed to review if Unified Insights is the tool for us to use.	1. January 15, 2026
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* *2. Standards-based common assessments will be developed for implementation*	1. As part of the ongoing work within the Middle School and High School Site Plans, teams will continue to develop **Grading for Learning** goals and receive targeted professional development to support implementation 2. Assessments are being used by collaborative teams to inform instruction	1. Continuous 2. Continuous
The Portrait of a Graduate elements have been developed and documented by students throughout their PK-12+ experience	*1. A K - 12 plan has been established for how students will demonstrate their understanding of the 6 attributes at 5th, 8th, and 12th grade (portfolio/plan sharing)*	1A. Process will be developed for how evidence will be collected and where it will be stored 1B. Demonstration of POG attributes will be determined at each level	1A. By October 1, 2025 1B. December 15, 2025

District Operational Plan

Goals, Strategies, and Performance Indicators for 2025-2026

Adopted: June 16, 2025

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 2028	**Strategies for 2025-2026**	**Performance Indicators**	**Timeline**
To proactively inform and engage the community about the school district's long-term financial outlook, demonstrating how current and future decisions will ensure fiscal sustainability, educational excellence, and alignment with community priorities.	*1. Strengthen public trust in the district's stewardship of resources.* *2. The District will determine the best formats to communicate the financial story to key stakeholders*	1. Developed strategies to communicate how multi-year financial projections are developed and what they mean for the district. 2. We are encouraging meaningful conversations around future funding challenges and opportunities.	1. November 30, 2025 2. March 31, 2026

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Adopted: June 16, 2025

Strategic Commitment #6: Equitable Education	**Facilitator**
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 2028	**Strategies for 2025-2026**	**Performance Indicators**	**Timeline**
Longitudinal student data has been identified and is used to inform instructional decisions and support organizational decision making	*1. Continue to develop a plan for how identified barriers (in-school academic lens) will be removed or minimized. (District lens)*	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, 2025
Staff understand that the lived experiences of students may be different than the experiences they have had (biases)	*1. Promote empathy through dialogue that affirms others' point of view*	1A. Protocols will be developed to measure if staff are promoting empathy through dialogue that affirms others' point of view 1B. Through informal walkthroughs, affirming dialogue is being heard and seen	1A. October 31, 2025 1B. Quarterly after protocol is developed
Focus on providing a welcoming environment for all	*1. Our schools reflect the backgrounds of our students and staff, while also helping everyone learn about others' experiences.*	1A. Common spaces include art, books, activities that reflect the students and staff in the building.	1. Throughout year