2025-2026 BG Operational Plan - Due Oct 17

Strategic Direction Alignment	Expected Outcomes		Strategies	Measures	
				Process	Outcome
Vision: Core Instruction with integrity to curriculum tools so students have access to equitable academic experiences.					
A	**Reading**		**Adult moves that impact scholars. What we respect we inspect:** **Vertical and Horizontal PLTs will be with admin, academic coaches, and title lead to explore data, strengthen Tier One Core Instruction and provide unified messaging.** **Academic Coaches will provide professional development sessions focused on literacy monthly.** **Academic Coaches will collaborate with grade level teams and individual teachers on backwards design, lesson planning support, and data analysis.** **Academic Coaches will provide modeling and co-teaching opportunities.** **Following the MnMTSS model, interventions will provide just in**	**Success Indicators**	
	Basic	Transform.			
	51.9	**56.9**		PLT meeting agendas and notes reflect regular review of reading data (bi-weekly). Evidence of attendance at PLT meetings. Unified reading instructional focus is communicated and reinforced in PLTs and walkthroughs. Teachers receive data protocols and support materials for consistent	Increase in teacher-reported clarity around reading instructional focus (via surveys). Increased consistency in Tier One reading instruction across and within grade levels (as observed in instructional walkthroughs). Improvement in reading proficiency rates

			time support. **All students will receive access to grade level core instruction with limited pull outs happening in identified blocks.** **Highly Operational Practices (HOPs) PD on Y-charts**	analysis. Monthly PD calendar and materials reflect a focus on literacy strategies aligned to core instruction. (Literacy is Lit) Attendance rates at literacy PD sessions exceed 90% of certified staff. PD feedback forms show at least 80% of participants find sessions relevant and applicable.	on formative assessments schoolwide. Teachers implement literacy strategies from PD with fidelity, as evidenced by walkthroughs and instructional coaching logs. Increase in student engagement and performance on reading tasks linked to PD strategies. Growth in teacher self-efficacy in literacy instruction (teacher survey or self-assessment tool).
A	**Math**		**Adult moves that impact scholars. What we respect we inspect:** **Vertical and Horizontal PLTs will be with admin, academic coaches,**		
	Basic	Transform.			
	41.1	**46.1**		Bi-weekly PLT	Increased

			and title lead to explore data, strengthen Tier One Core Instruction and provide unified messaging. **Academic Coaches will provide professional development sessions focused on math instruction monthly.** **Academic Coaches will collaborate with grade level teams and individual teachers on backwards design, lesson planning support, and data analysis.** **Academic Coaches will provide modeling and co-teaching opportunities.** **Following the MnMTSS model, interventions will provide just in time support.** **All students will receive access to grade level core instruction with limited pull outs happening in identified blocks.** **Highly Operational Practices (HOPs) PD on Y-charts**	agendas include math data review, instructional strategy discussion, and planning next steps. Administrators and coaches attend 100% of PLT meetings and facilitate math-focused dialogue. Common math focus or instructional goal is communicated across grade levels and reflected in lesson plans.	instructional alignment in math across grade levels (evidenced through walkthroughs). Growth in students meeting or exceeding expectations on school-wide math assessments. Teacher perception data shows increased clarity and coherence in math instruction expectations.
A	**Student Management**		**Catalyst Professional Development and Coaching. Inservice and on-site days throughout the school year. (SD4)**		100% of our coaching spots are full

		Administering SAEBRS two times per year. Providing responsive support as needed based on SAEBRS results, including but not limited to Tier 2 small group support provided throughout the year in 5 to 8 week increments. **Providing Tier 3 (1:1) supports to address specific students needs that cannot be met in a small group setting utilizing standardized curricula and evidence-based practice methods.** **4-6 week 1:1 lesson with counselor to target specific student dysregulation when identified.** **Black Joy - Pilot student affinity group led by Equity Specialists. Meets each Tuesday for a 6 week cycle in 4th grade and 5th grade rotation.(SD1,SD5)**		80% of licensed staff will have participated in 1:1 Catalyst coaching by the end of the school year (as monitored by staff sign up)
A	**Family and Community Engagement** FACE Rubric Communications Plan	**Meet with the FACE team 3-4x per year.** **Organize and host a multicultural night.** **Hosting scheduled family**	**Dates chosen and put on calendar, Collaboration with other evening events**	Surveys QR Code scans Sign in sheets

		engagement events such as Arts Night, Grands breakfast, Literacy Night, Math Night. **7 evening performances demonstrating student work in the arts.** **Partnering with district Equity Coordinator, teacher, and specialists.** **School BBQ**		Attendance Ticket sales

Strategic Directions (SD): please select a Strategic Direction aligned to your outcome

A. Create safe, welcoming, and inclusive learning environments that foster global curiosity, belonging, innovation and engagement.
B. Build and nurture a culture of achievement by providing content rich, rigorous, equitable and individualized pathways.
C. Promote inclusive participation of all of our communities and provide timely, relevant, and easily accessible communication.
D. Create a system of operational innovation, excellence, accountability and sustainability.
E. Address, acknowledge and reduce systemic disparities, barriers and inequities as we lead, develop and align our district toward continuous improvement.