



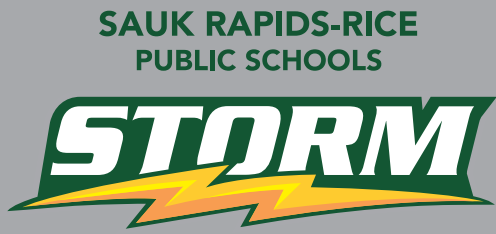
District Operational Plan 2026–2027

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

2026–2027

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.



Strategic Plan

2026–2027

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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 fosters a culture of responsibility.

#6 Equitable Education

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

District Operational Plan

Goals, Strategies, and Performance Indicators for 2026-2027

Adopted: June 16, 2026

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 the Comprehensive Achievement & Civic Readiness Plan.

<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 2028	Strategies for 2026-2027	Performance Indicators	Timeline
We will have high-functioning collaborative teams that follow protocols encompassing the three big ideas of PLCs and are grounded in the four questions of PLCs	<p>1. <i>Ensure continuous improvement in team collaboration and instructional impact through timely, specific feedback and goal alignment.</i></p> <p>2. <i>Implement eduClimber as an MTSS Tool for whole-student data-driven decision-making.</i></p>	<p>1. Standards-based planning, common assessments, and proficiency scales are shared responsibility for student success and are shared in/across teams</p> <p>2. eduClimber is utilized during PLCs to make instructional decisions</p>	<p>1. Continuous</p> <p>2. Fall 2026</p>
All professional development will be aligned to the district's strategic plan and sufficient time will be set aside for professional development	1. Develop and implement a structured and sustained mentorship program	<p>1A. Develop a structured onboarding program that supports new certified staff through their full probationary period</p> <p>1B. Measure new staff satisfaction through mid-year and end-of-year surveys</p> <p>1C. Track and report probationary period completion and retention rates annually</p>	<p>☒ By August 18, 2026</p> <p>1B. Semi-annually</p> <p>1C. Annually</p>
A common grading philosophy has been agreed upon K - 12	<p>1. <i>A 6 - 12 implementation plan has been established and communicated for reporting student progress</i></p> <p>2. <i>Standards-based common assessments will be developed for implementation</i></p>	<p>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</p> <p>2. Assessments are being used by collaborative teams to inform instruction</p>	<p>1. Continuous</p> <p>2. Continuous</p>

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	<p><i>3. Implement and sustain a district-wide Standards Alignment Process that ensures all curriculum, instruction, and assessment are consistently aligned to priority standards and embedded within PLC practices</i></p> <p><i>4. Implement a district-wide, standards-aligned proficiency scale system that is consistently used by all staff to guide instruction, assessment, and feedback, and is embedded within PLC practices to ensure clarity, consistency, and alignment across all classrooms and buildings</i></p>	<p>3A. All PLC teams consistently use identified priority standards to plan instruction and develop common assessments</p> <p>3B. Evidence of aligned units and assessments is present across all buildings and content areas</p> <p>3C. Student learning data shows more consistent results across classrooms and buildings.</p> <p>1. Content areas and grade levels begin to have and use clearly defined, standards-aligned proficiency scales.</p> <p>2. PLC teams consistently use proficiency scales to plan instruction, develop assessments, and analyze student learning.</p> <p>3. Students can articulate their level of performance and next steps for learning using proficiency scales.</p>	<p>3 August 2026–May 2027</p> <ul style="list-style-type: none"> • design • implementation • consistent use across all buildings <p>August 2026–May 2027</p>
As a district, there is a systemic MTSS framework that is implemented and supporting building teams	<p><i>1. Establish a clear, district-wide MTSS framework with defined roles and expectations</i></p> <p><i>2. Build staff capacity to use data to identify needs early and respond effectively</i></p> <p><i>3. Embed MTSS practices into PLCs to drive proactive, team-based decision-making</i></p>	<p>1. Define non-negotiables for MTSS across all buildings (tiers, data use, intervention expectations).</p> <p>2. Clarify roles for classroom teachers, interventionists, specialists, and administrators.</p> <p>3. Align resources to support Tier 1, Tier 2, and Tier 3 with consistency.</p> <p>1. Provide training on identifying early indicators and matching supports to student needs.</p> <p>2. Use real student data during training to connect learning to practice.</p> <p>3. Provide ongoing coaching and support through building leadership teams.</p> <p>1. Require teams to review data, identify students, plan interventions, and monitor progress during PLC time.</p> <p>2. Use consistent protocols across buildings to guide team conversations.</p> <p>3. Monitor implementation and provide feedback through leadership teams.</p>	<p>August–October 2026 (design and alignment); full implementation November 2026–May 2027</p> <p>August–December 2026 initial training and support January–May 2027 ongoing coaching and refinement</p> <p>September–December 2026 (initial integration); January–May 2027 (consistent implementation and monitoring)</p>

District Operational Plan

Goals, Strategies, and Performance Indicators for 2026-2027

Adopted: June 16, 2026

<u>Strategic Commitment #2: Partnerships and Collaboration</u>			<u>Facilitator</u>
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 2026-2027	Performance Indicators	Timeline
Decision-making processes exist in the district that foster collaboration among internal stakeholder groups.	1. <i>The Implementation Work Group will develop and implement clear protocols and procedures to carry out the five options created by the Creating Options Work Group, with defined expectations and consistent application across all buildings</i>	1. A work group develops the protocols and procedures for the following options: A. Building Leadership Teams B. Decision Making C. Professional Day D. Professional Development 2. A communication plan has been developed and shared with staff on the rollout of the options that were created by the Creating Options Work Group 3. Implementation is evident when A. protocols are in use, B. roles and timelines are clear, C. progress is monitored regularly, and D. teams adjust based on data and feedback	☒ By July 15, 2026 ☒ By August 30, 2026 3. By January 31, 2027
	2. <i>Implement and sustain the TeamWorks Decision Making Framework, with staff trained in Choice Making, Creating Options, and Providing Input, and consistent application across all buildings and teams to support clarity, alignment, and effective decision making</i>	1. A Decision-Making Framework has been identified 2. A training process to support staff has been identified as well as who the trainers will be 3. Staff across the district have been trained on the key components of the Decision Making Framework	☒ By March 31, 2026 ☒ By July 15, 2026 3. By November 1, 2026

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Partnerships and internal committees align and support the strategic commitments	1. <i>Each building will have a Building Leadership Team with clearly defined roles, a transparent selection process, a consistent compensation structure, and shared expectations to guide and support instructional leadership.</i>	1. Communication is shared with district teachers regarding the revised building leadership teams 2. Leadership Teams have been selected 3. Leadership Teams are operating in each building with a clear sense of purpose and direction	☒ By May 15, 2026 ☒ By June 15, 2026 3. By September 30, 2026
	2. <i>Develop and implement a Professional Day model that reallocates time within the contract day to provide flexible, teacher-directed work time, with clearly defined expectations, parameters, and accountability structures, aligned to instructional priorities, staff well-being, and effective use of professional time.</i>	1. There are clear expectations and non-negotiables for Professional Day use, including an MOU within the contract 2. There will be building-level guidance aligned to district priorities 3. Principals and Building Leadership Teams will be trained on the implementation of the Professional Day 4. There will be a procedure that supports monitoring and use of time that includes gathering staff feedback	☒ By August 15, 2026 ☒ By June 15, 2026 3. By September 30, 2026 4. January 31, 2027

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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 2028	Strategies for 2026-2027	Performance Indicators	Timeline
The district's reunification plan is being implemented and reviewed annually	1. <i>Continue to communicate clear, non-negotiable safety protocols across all buildings</i>	<ol style="list-style-type: none"> Define and communicate standard expectations for all safety protocols using Standard Response Protocol and Raptor Technologies. Identify a designated safety team, including a lead, in each building responsible for coordinating, monitoring, and supporting implementation. Ensure all staff and students understand procedures for drills and real situations. Align building-level plans so expectations are consistent across the district. 	August–October 2026 (alignment and rollout); November 2026–May 2027 (consistent implementation)
	2. <i>Build staff and student readiness through training and regular practice</i>	<ol style="list-style-type: none"> Provide training for all staff on protocols, roles, and use of systems like Raptor. Conduct regular, structured drills using the Standard Response Protocol. Debrief after drills to identify strengths and areas for improvement. 	August–December 2026 (initial training and drills); January–May 2027 (ongoing practice and refinement)
	3. <i>Strengthen real-time communication and accountability systems</i>	<ol style="list-style-type: none"> Ensure all buildings use Raptor consistently for visitor management and incident response. Establish clear communication protocols with staff and first responders. Monitor implementation through building leadership and district-level reviews. 	September–December 2026 (implementation and calibration); January–May 2027 (monitoring and continuous improvement)
There is a process in place to help the school district monitor the student experience from a physical, social, and emotional perspective	<i>Strategies will be delayed until the 2027-2028 school year.</i>		

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Resources and programs are in place to address staff mental, physical, and financial well-being	<i>1. Partner with staff or local providers to offer on-site and virtual wellness services</i>	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, 2026 1b. Quarterly
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Goals, Strategies, and Performance Indicators for 2026-2027

Adopted: June 16, 2026

<u>Strategic Commitment #4: High Student Achievement</u>	<u>Facilitator</u>
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 2026-2027	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	<p><i>1. Establish eduClimber as the single data system across the district- (Set up)</i></p> <p><i>2. Build staff capacity through targeted training and ongoing support</i> <i>Timeline: Provide role-specific training focused on both "how" and "why." (Staff Training)</i></p> <p><i>3. Embed eduClimber into the PLC process as a required practice (Staff Use)</i></p>	<p>1. Identify and remove reliance on Unified Insights and other overlapping tools. 2. Align all required data sources into eduClimber. 3. Define non-negotiables for use (all PLC teams access and use eduClimber for data)</p> <p>1. Use early adopters or teacher leaders to model use during PLCs. 2. Provide quick wins so staff see immediate value.</p> <p>1. Define clear PLC protocols that require use of eduClimber for data review, goal setting, and progress monitoring. 2. Align PLC agendas and expectations across buildings. 3. Monitor implementation through leadership teams and provide feedback.</p>	<p><i>May–August 2026 (planning and setup); full implementation September 2026</i></p> <p><i>June–October 2026 (initial training); ongoing support throughout 2026–2027</i></p> <p><i>September 2026–June 2027 (full integration within PLC cycles)</i></p>
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. 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

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	<p><i>2. Standards-based common assessments will be developed for implementation</i></p> <p><i>3. Align math instruction for cohesiveness and consistency so students have the same math experiences across the system.</i></p> <p><i>4. Align ELA instruction for cohesiveness and consistency so students have the same literacy experiences across the system.</i></p>	<p>2. Assessments are being used by collaborative teams to inform instruction</p> <p>3A. MCA math proficiency rates will increase year-over-year following curriculum adoption, closing the gap between Sauk Rapids-Rice scores and state averages within three years of full implementation.</p> <p>3B. Classroom walkthroughs and curriculum audits will confirm that all PreK–12 classrooms are delivering instruction from a common, fully implemented math curriculum within two years of adoption.</p> <p>3C. Annual staff survey data will show a measurable increase in teacher confidence in their curricular materials year-over-year following adoption.</p> <p>4A. Adopted curriculum materials are the primary resource driving daily instruction</p> <p>4B. Instructional routines and strategies reflect the curriculum's design and intent</p> <p>4C. Teachers can clearly articulate how the curriculum connects across grades</p>	<p>2. Continuous</p> <p>3. Continuous</p> <p>4. Continuous</p>
<p>The Portrait of a Graduate elements have been developed and documented by students throughout their PK-12+ experience</p>	<p><i>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)</i></p>	<p>1A. A committee of teachers and administrators will come together to discuss the why and the process for student sharing of their work.</p> <p>1B. Demonstration of POG attributes will be determined at each level</p>	<p>1A. By October 1, 2026</p> <p>1B. December 15, 2026</p>

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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 2028	Strategies for 2026-2027	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.	<i>1. Strengthen public trust in the district's stewardship of resources.</i> <i>2. The District will determine the best formats to communicate the financial story to key stakeholders</i>	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, 2026 2. March 31, 2027

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Adopted: June 16, 2026

<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 2028	Strategies for 2026-2027	Performance Indicators	Timeline
Longitudinal student data have been identified and is used to inform instructional decisions and support organizational decision-making	<i>1. 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 March 15, 2027
Staff understand that the lived experiences of students may be different than the experiences they have had (biases)	<i>1. A K - 12 plan has been established for how students will demonstrate their understanding of the 6 Portrait of a Graduate attributes at 5th, 8th, and 12th grade (portfolio/plan sharing)</i>	1A. Students are sharing their experiences through the Portrait of a Graduate information	1. May, 2027
Focus on providing a welcoming environment for all	<i>Establish effective two-way communication with all families in the district</i>	1A. Purposeful communication has led to more families sharing their perspectives on the annual communications survey that is done in the spring. 1B. A group is established that explores the communication needs of families across the district	1. Throughout the year