Art & Science Academy
2026–2031 Long-Term Strategic Plan

1. Introduction

Art & Science Academy's 2026–2031 Strategic Plan establishes the long-term direction and priorities of the school. The plan is grounded in ASA's mission, vision, student performance data, stakeholder feedback, financial and enrollment trends, authorizer expectations, and applicable Minnesota requirements.

The Art and Science Academy Board of Directors is responsible for governance of the school through the adoption of policies, oversight of organizational performance, approval of the annual budget, and the evaluation of the Executive Director. In partnership with the Executive Director and school administrative team, the Board establishes the school's strategic direction, mission-driven priorities, and long-term goals to ensure the continued success and sustainability of the organization.

The Executive Director and administrative team are responsible for implementing Board-approved policies, executing the strategic plan, developing operational action plans, managing day-to-day school operations, and reporting progress toward strategic goals and organizational outcomes.

The Board will review the Strategic Plan at least annually as part of its governance responsibilities and will monitor progress through regular reports provided by the Executive Director throughout the school year. This collaborative process ensures that governance, leadership, and operations remain aligned in advancing the mission and vision of Art and Science Academy.

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2. Mission, Vision, and Core Commitments

Mission
Art & Science Academy provides outstanding artistic and scientific programs.

Vision
High-quality art and science integration opportunities in an innovative small-school community.

Core Commitments

ASA's strategic direction is guided by the following commitments:

- **Be Curious. Be Creative. Belong. Learn.**
- Promote academic growth, achievement, and success for every student.
- Provide meaningful project-based learning through intentional art, science, and STEAM integration.
- Develop critical thinking, communication, creativity, problem-solving, hands-on learning, and student leadership.
- Model ASA's **STAR Values**:

    - **Safe**
    - **Trustworthy**
    - **Positive Attitude**
    - **Respectful**

- Foster a safe, welcoming, inclusive, and respectful school community where every student belongs.
- Maintain responsible stewardship and long-term organizational sustainability.
- Demonstrate strong governance, transparency, accountability, and continuous improvement.

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3. Data and Stakeholder Inputs

Consistent with board policy, the Board reviews current school performance data and strategic-plan measures at every regular meeting. This includes academic achievement and growth, student-group outcomes, attendance and engagement, enrollment and retention, staffing, mission implementation, financial performance, and authorizer goals.

The Board also considers input from students, families, staff, school leaders, committees, and community members. Board materials and minutes document the information reviewed, progress toward goals, and resulting direction or action.

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4. Strategic Priorities

Priority 1: Student Achievement and Growth

Long-term goal

ASA will improve academic achievement and growth for all students through rigorous, standards-aligned instruction, effective curriculum implementation, timely intervention, and consistent use of student data.

SMART Goal

By spring 2031, ASA will demonstrate sustained improvement in reading and mathematics achievement and growth, as measured by the following aligned targets:

- More than 70% of kindergarten students enrolled since October 1 will score in the **low-risk** category on FastBridge earlyReading and earlyMath.
- Grades 3–8 MCA reading and mathematics proficiency will exceed the Minnesota or Cambridge-Isanti proficiency rate or improve by more than 20 percentage points from the 2024–2025 baseline.
- Students receiving special education services and students qualifying for educational benefits will meet the same MCA improvement or comparison targets.

- Among students beginning the year in the **high-risk** or **some-risk** categories, the percentage remaining in those categories will decrease by more than 20 percentage points from fall to spring.
- More than 80% of students beginning the year in the **low-risk** or **college-pathway** categories will maintain or improve their FastBridge risk level from fall to spring.

The Board will monitor progress at regular meetings using MCA, FastBridge, STAR, intervention, attendance, curriculum-implementation, and disaggregated student-group data.

Strategic Strategies

- Fully implement standards-aligned reading and mathematics curricula.
- Strengthen MTSS and the biweekly data-review process.
- Establish consistent intervention entrance, progress-monitoring, and exit criteria.
- Provide targeted professional development and instructional coaching.
- Review disaggregated student data and respond to identified disparities.
- Align Title I, Title II, CEIS, special education, and general education resources with strategic academic goals.

Priority 2: Mission-Driven Art, Science, and Innovative Learning

Long-term goal

ASA will strengthen and clearly demonstrate implementation of its mission through high-quality art, science, STEAM, project-based learning, and interdisciplinary learning experiences at every grade level.

SMART Goal

By spring 2031, ASA will consistently demonstrate implementation of its mission through the following aligned targets:

- More than 80% of K–8 students will score 80% or higher on the annual school-developed arts project evaluation.
- Every grade level will complete at least one documented art- and science-integrated learning experience each year.
- Grades 6–8 will complete at least one standards-aligned project-based learning unit each trimester.
- Every student will participate annually in at least one performance, exhibition, showcase, Innovation Day, or community-based learning experience.
- At least 80% of students and families surveyed will agree that ASA provides meaningful art, science, STEAM, project-based, and hands-on learning opportunities.
- Curriculum maps and classroom evidence will demonstrate alignment with ASA's mission at every grade level.

The Board will monitor progress at regular meetings using arts project results, curriculum maps, PBL documentation, participation data, student work, enrollment and retention trends, and stakeholder feedback.

Strategic Strategies

- Establish schoolwide expectations for art and science integration.
- Develop curriculum maps identifying mission-aligned learning opportunities.
- Expand project-based learning in grades 6–8.
- Continue elementary STEAM, music, theater, and hands-on learning.
- Create annual public exhibitions, performances, and showcases.
- Include mission implementation in professional development, program evaluation, and school-leader evaluation.

Priority 3: Belonging, Engagement, and School Community

Long-term goal

ASA will cultivate a safe, inclusive, family-centered school community in which students, families, and staff experience belonging, strong relationships, meaningful participation, and effective communication.

SMART Goal

By spring 2031, ASA will strengthen belonging, engagement, safety, and satisfaction through the following aligned targets:

- At least 80% of students, families, and staff surveyed will report feeling safe, welcomed, respected, and connected to the ASA community.
- ASA will maintain an average daily attendance rate of at least 95%.
- Chronic absenteeism will decrease each year from the established 2026 baseline.
- Annual student and staff retention will meet or exceed 85%.
- Family participation in conferences, events, surveys, advisory opportunities, performances, or showcases will increase each year.
- Behavioral incidents and restrictive procedures will decrease or remain at appropriately low levels, with results reviewed for disparities among student groups.
- Complaints and grievances will be acknowledged and addressed within the timelines established by Board policy.

Strategic Strategies

- Implement consistent social-emotional, behavioral, and MTSS supports.
- Reinforce ASA's STAR expectations: Safe, Trustworthy, Positive Attitude, and Respectful.
- Strengthen student belonging, leadership, and relationship-building opportunities.

- Improve communication with families across both campuses.
- Provide meaningful family and stakeholder engagement opportunities.
- Review policies and practices for equitable access and outcomes.
- Use stakeholder feedback to revise school plans and practices.

Priority 4: Organizational Sustainability and Effective Governance

Long-term goal

ASA will maintain the financial, operational, enrollment, staffing, and governance capacity necessary to deliver a high-quality, mission-driven program over the long term.

SMART Goal

By June 2031, ASA will maintain organizational sustainability and effective governance through the following aligned targets:

- Adopt and operate within a balanced annual budget aligned with the strategic plan.
- Maintain fund balance, cash flow, and days cash on hand at or above thresholds established by the Board and authorizer.
- Meet annual enrollment targets and maintain student retention of at least 85%.
- Complete annual financial audits without material weaknesses or significant repeat findings.
- Maintain 100% staff licensure, background-check, and required-training compliance.
- Complete 100% of required new-member and annual Board training.
- Complete the Executive Director evaluation annually within the timeline established by Board policy.
- Complete an annual Board self-assessment and governance-development plan.
- Submit required authorizer, state, federal, financial, and operational reports accurately and on time.
- Complete the annual policy-review schedule and document Board monitoring of strategic-plan goals at regular meetings.
- Maintain a multiyear financial and facilities plan addressing debt, property, enrollment, staffing, and long-term capital needs.

Strategic Strategies

- Develop and annually update a multiyear financial plan.
- Align the annual budget and resources with strategic priorities.
- Strengthen enrollment, recruitment, and retention systems.
- Address facilities, debt, excess property, and long-term capital needs.
- Establish leadership-succession and organizational-continuity plans.
- Maintain a Board development and governance training program.
- Conduct annual Board and Executive Director evaluations.

- Maintain clear governance and management boundaries.
- Monitor authorizer, statutory, financial, and operational obligations at regular Board meetings.

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5. Board Monitoring Cycle

Consistent with Board policy and the annual Board calendar, the Board will review current strategic-plan data and measures at every regular meeting. The following schedule establishes the primary area of focus for each month.

Month	Board Monitoring Focus
July–August	Review prior-year results, end-of-year stakeholder surveys, authorizer feedback, and strategic-plan progress; confirm annual priorities
September	Review fall enrollment and staffing; administer fall stakeholder needs surveys; confirm annual goals and measures
October	Review fall survey results; review and approve the CACR annual report; hold the required public meeting; review enrollment, retention, financial sustainability, and budget alignment
November	Review and approve the annual report for submission to the Guild; review fall academic baselines, student-group data, curriculum implementation, and MTSS/intervention systems
December	Review stakeholder feedback, attendance, student engagement, compliance, and progress on identified improvement priorities
January	Review the midyear strategic-plan dashboard, financial position, enrollment, attendance, and progress toward annual goals
February	Review mission implementation, including art and science integration, STEAM, PBL, student experience, belonging, and engagement
March	Review enrollment projections, staffing needs, facilities, and preliminary budget assumptions for the following year
April	Review winter and spring academic growth, intervention outcomes, student-group progress, and needed improvement adjustments
May	Complete the Executive Director evaluation; administer end-of-year stakeholder surveys; review strategic-goal and governance progress
June	Review year-end results and survey findings; adopt the annual budget; establish preliminary priorities and direction for the following year

The Board is not expected to review every strategic measure every month. Regular dashboards,

scheduled focus areas, Board materials, and meeting minutes will demonstrate consistent monitoring, continuous improvement, and purposeful oversight.

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6. Strategic Progress Monitoring

The Board will monitor progress toward each strategic priority through regular Board reports and the annual monitoring cycle. Reports will identify:

- The goal or measure being reviewed
- Current results compared with the annual target
- Progress, concerns, or emerging trends
- Leadership's response or recommended next steps
- Any necessary Board direction, action, or resource allocation

Board minutes will document the information reviewed, the Board's discussion, and any resulting direction or action.

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7. Continuous-Improvement Process

ASA will use an ongoing continuous-improvement process to:

1. Review current, disaggregated data and stakeholder feedback.
2. Identify priority needs and contributing factors.
3. Establish measurable goals, strategies, responsibilities, and resources.
4. Implement approved strategies through school leadership and staff.
5. Monitor progress through regular Board reports.
6. Adjust strategies, staffing, resources, or timelines when progress is insufficient.
7. Report results and use findings to guide the next planning cycle.

Evidence of this process will be documented through Board materials and minutes, committee recommendations, stakeholder surveys, annual reports, budgets, and strategic-plan updates.

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8. Board–Executive Director Partnership

The Board and Executive Director operate as a collaborative governance and leadership team with distinct but complementary responsibilities. The Board provides mission-centered governance, strategic direction, fiduciary oversight, policy leadership, and public accountability. The Executive Director brings professional training and experience in education, school leadership, instruction, operations, and compliance to recommend and implement the strategies needed to achieve the Board's goals.

Effective collaboration requires trust, open communication, shared information, respect for professional expertise, and clear roles. The Board determines the desired outcomes and provides oversight; the Executive Director determines and manages the educational and operational methods used to achieve those outcomes.

Board's Governance Role	Executive Director's Leadership Role	Shared Work
Establish mission, vision, values, and strategic direction	Recommend strategies that reflect student needs, educational research, and professional practice	Maintain a shared understanding of ASA's mission and priorities
Adopt long-term and annual goals	Develop action plans, responsibilities, timelines, and milestones	Review progress and adjust direction or strategies when needed
Adopt policies	Develop procedures and administer school operations	Ensure policies are practical, current, and consistently implemented
Approve the budget and major resource allocations	Prepare, recommend, and manage the approved budget	Align resources with student needs and strategic priorities
Monitor academic, financial, operational, and organizational outcomes	Provide accurate, timely, understandable, and disaggregated data	Analyze results, identify concerns, and engage in continuous improvement
Hire, support, and evaluate the Executive Director	Hire, supervise, develop, and evaluate school employees	Maintain a healthy, accountable, and sustainable organization
Ensure legal, financial, and authorizer accountability	Manage day-to-day compliance, reporting, and risk response	Identify emerging risks and determine the appropriate governance or administrative response
Ask governance-level questions about outcomes, policy, risk, and resources	Make professional instructional, personnel, and operational decisions	Discuss significant issues openly and determine whether Board action is required
Act collectively through official Board action	Implement official Board decisions	Communicate decisions clearly and present a unified direction
Review complaints and grievances as provided by policy	Address concerns through established administrative procedures	Protect due process, confidentiality, and appropriate communication pathways

Principles of Collaboration

The Board and Executive Director will:

- Keep student learning, safety, belonging, and ASA's mission at the center of decisions.
- Recognize that Board members contribute governance, community, professional, and fiduciary perspectives.
- Respect the Executive Director's education, licensure, training, and professional responsibility for instructional and operational leadership.
- Share relevant information honestly, accurately, and in a timely manner.
- Discuss differing perspectives openly while maintaining professionalism and trust.
- Clearly identify whether an issue requires governance action, administrative action, or shared planning.
- Present official decisions consistently after the Board has acted.
- Address concerns directly through established communication pathways.
- Avoid individual Board member involvement in staff supervision or day-to-day operations.
- Support one another while maintaining appropriate accountability.

Board members and committees will not independently direct employees, supervise staff, investigate operational matters, or make decisions on behalf of the Board unless authority has been formally delegated. Likewise, the Executive Director will not make decisions reserved for the Board by law, policy, bylaws, or the charter contract.

Because ASA has identified areas where governance and leadership responsibilities have sometimes become blurred, the Board and Executive Director will use the Governance Handbook, annual training, communication protocols, Board self-assessment, and Executive Director evaluation to strengthen their partnership and maintain clear, collaborative roles.

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11. Minnesota Requirements to Incorporate

Minnesota law specifically applies the CACR planning requirement to charter schools through Minn. Stat. §124E.03, subd. 2(i). The board must adopt the comprehensive long-term plan at a public meeting. The required components under Minn. Stat. §120B.11 include:

- School and site goals and benchmarks for all applicable student groups
- Processes for assessing individual student progress
- Periodic review of instruction and curriculum effectiveness
- Strategies for improving instruction and achievement
- Review of equitable access to effective, experienced, and appropriately licensed teachers
- Rigorous, accurate, antiracist, and culturally sustaining educational practices
- Supportive and collaborative learning and work environments
- An annual implementation budget
- Identification of instructional materials and resources reflecting Minnesota's diversity
- A representative advisory committee
- A school site team
- An annual public progress meeting
- A publicly available report
- Periodic stakeholder satisfaction and connection surveys

The statute also makes the charter board responsible for policy decisions involving budgeting,

curriculum programming, personnel, and operations and requires evaluation practices connected to the mission, charter-contract commitments, student achievement, engagement, and readiness goals. Minn. Stat. §120B.11, Minn. Stat. Chapter 124E, MDE CACR guidance