District Operational Plan
Goals, strategies and performance indicators of Cabinet 2026-2027
Adopted: 8/18/2026

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

HIGH QUALITY INSTRUCTION

Rationale #1	Leader(s)
Last year the voters in Mounds View Public Schools approved a $10 million capital projects/technology levy for the purpose of improving the safety, security and instructional technology at our school sites. As a result of this vote, the school district now has a responsibility to manage the multi-year project to implement those improvements across school sites throughout the District.	Chris L. Darin J. John P. Mike S. Heidi S. Kara L.

Goal	Strategies	Performance indicators/Documentation	Timeframe
Begin implementing the plans to address safety, security, and instructional technology needs across the district.	Establish a District Level Steering Group to oversee the work of this goal.	A group will be identified. Meeting agendas and minutes will be collected and archived.	Ongoing Fall - Spring
	Establish subgroups as necessary to focus on safety and security as well as instructional technology.	Subgroups will be identified. Scope of work will be established. Meeting agendas and minutes will be archived.	Ongoing Fall - Spring
	Formalize the list of projects by building and prioritize them by year.	A formal document exists that includes prioritized projects for all buildings.	Fall
	Identify and hire a vendor partner to assist with the	A vendor will be selected and a contract will be in place.	Fall

	technology safety and security implementation. Monitor the bids, purchases, installation and progress of the year one projects. Create an ongoing communication plan to share progress for both internal and external stakeholders.	 A comprehensive document exists that includes projects, purchases and prioritization for all school buildings. Examples of communication strategies will be collected and archived.	 Fall - Winter Fall - Spring

HEALTHY LEARNING CLIMATE

Rationale #1	**Leader(s)**
Early College is a signature program of our school district. Since the inception of the program we have seen significant changes to the role of concurrent enrollment programs at both the secondary and post secondary levels. As a district we have a number of new staff in both teaching and administrative positions and believe an audit of the Early College Program would allow us to reinforce the compelling reasons the district established this program, evaluate and strengthen the district's approach to college acceleration opportunities, ensuring alignment with student needs, postsecondary and workforce expectations, and district priorities. The process will assess program effectiveness, access, partnerships, pathways, and outcomes to create a sustainable, equitable, and high-impact model that expands opportunities for student success.	Chris L. Executive Team, Principals

Goal	**Strategies**	**Performance indicators/Documentation**	**Timeframe**
Complete an Audit, Review and Reset our Early College Program.	Establish a District level steering group to guide the work. Contract with Dan Hoverman and Colleen Wambach to provide	District Level Group will have been Established and Identified. Contracts will be in place.	Summer - Fall Summer - Fall

	perspective and historical knowledge regarding this work.		
	This work is being done in three phases. Phase 1: Establish baseline information for "What Was."	A data document that outlines historical information will be created and archived.	Summer - Fall
	Review the feedback from Phase 1. Create and refine information to be shared with Phase 2 participants.	District Group will review and refine Phase 1 data document.	Fall
	Convene Phase 2 group to review Phase 1 information and compare and contrast that information against our Current Reality. This group will identify strengths, gaps and opportunities for improvement.	Phase 2 group will be identified. Meeting agendas, notes and recommendations will be archived.	Fall - Winter
	District steering group will review Phase 2 data and develop recommendations to be shared with the School Board.	Meeting agendas, notes and recommendations will be archived. Recommendations will be provided to the School Board.	Winter - Spring

	Phase 3: District Steering Group will review feedback from the School Board and develop next steps for moving forward.	A plan for next steps will have been created and shared with stakeholders.	Spring

Rationale #2	**Leader(s)**
Outdoor classrooms and environmental learning experiences provide students and teachers with dynamic, interactive learning environments that enhance traditional classroom instruction. We think it is important that all students have access to this style of learning. We believe that learning experiences that take place outdoors in nature can stimulate student's curiosity, engage their senses and foster a sense of wonder. When provided with these types of enriched learning environments, students are able to engage in hands-on, experiential learning that leads to a deeper and more lasting understanding of concepts across various subjects, including science, math, language arts and social studies.	Heidi S. Karl B.

Goal	**Strategies**	**Performance indicators/Documentation**	**Timeframe**
Continue to create outdoor classroom spaces and expand the environmental learning opportunities available to students across the District.	Develop a vision and guiding principles for outdoor classrooms and environmental learning. Create on site environmental learning experiences for Grades 1, 3, and 4. Ongoing work with principals and school staff to add and update outdoor classrooms.	Refine the document of vision and guiding principles for outdoor classrooms and environmental learning Using the Elementary Environmental Day Trip/Outdoor classroom document created in 2025-2026, lessons will be created for grades 1, 3, and 4. Site Improvements and installation plans will be documented.	Fall - Winter Fall - Winter Fall - Spring

SHARED LEADERSHIP & ACCOUNTABILITY

Rationale #1	**Leader(s)**
The school district provides a number of co-curricular opportunities for our secondary school students. We believe it is important to stay current on those opportunities and assess if they are meeting the needs and expectations of our students, schools and community. To accomplish that assessment we believe it is necessary to conduct a comprehensive review of our co-curricular activities to evaluate the quality, accessibility, effectiveness, and sustainability of student programs across the secondary schools. This review is intended to identify strengths, opportunities for improvement, and future priorities to ensure all students have access to meaningful experiences.	Chris L., Darin J. Karl B., Principals Activities Directors

Goal	**Strategies**	**Performance indicators/Documentation**	**Timeframe**
Complete a comprehensive review of our secondary school co-curricular offerings.	Identify a district steering group.	District group has been identified.	Fall
	Collect program information for all co-curricular and intramural programming in grades 6-12.	Program information has been collected and archived.	Fall - Winter
	Create a document that outlines program information that includes, but is not limited to: sport/activity, competitive level, season offered, participation numbers, fees, transportation, coaches, budgets, etc.	A comprehensive document has been created that contains relevant data.	Fall - Winter
	Review program information document to identify current strengths, gaps and opportunities for improvement.	District group will meet and document their findings.	Winter
	Create recommendations to be shared with the School Board.	Recommendations will be shared with the School Board.	Winter - Spring

Rationale #2	Leader(s)
As a follow up to last year's K-12 enrollment and facilities study, we believe it is important to extend our review this year to include facilities that house specialized programming such as the ALC, ABE, Early Childhood, and Special Education programs. The review of these facilities and programming will help to ensure that district resources, learning environments, and services are aligned with student needs, regulatory requirements, and district goals. This review will help support effective service delivery, equitable access, operational efficiency, and long-term planning while identifying opportunities to enhance outcomes for students receiving specialized educational support.	Chris L., Darin J., Chris P., Cabinet, Principals and Program Leads

Goal	Strategies	Performance indicators/Documentation	Timeframe
Expand on the recently completed K-12 Enrollment and Facilities Study to focus on the district's specialized programs and leased spaces.	Establish a District level steering group to oversee this work and engage with program staff.	A district level steering group will be identified.	Fall
	Complete an audit of all district specialized programs and leased spaces that includes locations, enrollment data, building capacity, and current lease terms.	Documentation will be completed that outlines the identified data.	Fall - Winter
	Meet with program staff to evaluate and document current strengths, gaps and potential opportunities related to program spaces.	Meetings will be scheduled, documented and feedback will be archived.	Fall - Winter
	Review feedback from program staff. Compare and contrast opportunities to improve program efficiency	District steering group will review feedback and document recommendations.	Winter - Spring

	and enhance programming across all sites. Develop recommendations to be shared with the School Board.	 Recommendations will be shared with the School Board.	 Spring

FINANCIAL OVERSIGHT AND STEWARDSHIP OF RESOURCES

Rationale #1	**Leader(s)**
A key goal in recruiting, hiring and retaining quality staff is a comprehensive and engaging onboarding process that sets the foundation for long-term employee success and satisfaction. Enhancing our onboarding processes and strengthening the resources available across our system will create support for our employees. Ongoing support ensures that employees have access to the resources and guidance they need to perform their jobs effectively and maintain high standards of quality. Our commitment to employee growth and well-being will result in employees feeling supported and reporting a higher degree of job satisfaction.	Julie C. Executive Team Cabinet

Goal	**Strategies**	**Performance indicators/Documentation**	**Timeframe**
Continue to strengthen our staff recruitment and retention strategies while also enhancing our onboarding experience by providing additional resources to support new employees to the district.	Implement an online onboarding platform that streamlines pre-employment, onboarding, and new hire documentation. Develop standardized onboarding pathways for employee groups with role-specific resources, required training, and district information. Create key efficiencies by streamlining the onboarding process for new hires.	The platform will be fully functional in order to support new hires beginning in spring, 2027. As part of the implementation of the platform, identify and create the specific training and resources needed for each employee group. Identify new employee onboarding that is best utilized through the platform and onboarding that needs to happen at each site. Create a site onboarding plan to assure that new hires are receiving consistent onboarding information across the district.	Spring Fall - Winter Fall - Winter

	Integrate the onboarding platform with existing HR systems to improve efficiency and reduce manual processes. Collect and analyze feedback from new employees and supervisors to continuously improve the onboarding experience and platform content.	Train site supervisors and human resources staff on the onboarding platform to assure that all new hires are having a consistent onboarding experience. Survey new hires and supervisors on the onboarding process to identify gaps and continuously improve the process.	Spring Ongoing Fall - Spring

Rationale #2	**Leader(s)**
In 2025, our current analytic tool, Viewpoint, was sunset leading to a need for replacement. Our current student information system, Synergy, was expanded to include assessment and analytic components. This year we intend to continue expanding these assessment and analytical components. Integrating these assessment tools provides teachers with a more user-friendly, unified platform, reduces their learning curve for implementation and improves efficiency. By continuing to align these systems, educators have access to essential data, allowing them to adjust their instruction which ultimately enhances student outcomes. This initiative will modernize our technological infrastructure and foster a more cohesive and effective educational environment.	Heidi S. John P. Mary S. Principals

Goal	**Strategies**	**Performance indicators/Documentation**	**Timeframe**
Expand Student Information System assessments (K-5), gradebook, and analytics	Partner with the Synergy vendor to understand the full capabilities of their analytical module Migrate historical data from Viewpoint and Mastery Manager into Synergy, ensuring data integrity and accessibility.	Minutes and agendas with Synergy trainers and recording of the session, when possible Create Synergy Analytics dashboard that displays longitudinal metrics	Summer/Fall Summer/Fall

	Implement a comprehensive, tiered training program for all administrators, teacher leaders, and relevant support staff.	Overview of Synergy assessments, gradebook, and analytics will be shared at All Admin and BILT Institute. Updates will occur at principal meetings. Training will be provided to sites based on site-specific needs.	Ongoing

MEANINGFUL FAMILY AND COMMUNITY PARTNERSHIPS

Rationale #1	**Leader(s)**
Our school district regularly experiences student and staff success. We believe a focus on promoting good news and recognition helps our district celebrate achievements, strengthen school culture, build community trust and reinforce District values. Traditionally we have recognized high school student achievement at School Board meetings. Moving forward we would like to highlight the accomplishments of students, staff and schools at all levels. We believe this fosters District pride, engagement and a sense of belonging while increasing awareness of the positive impact of our educational programs and services.	Colin S. Megan M.

Goal	**Strategies**	**Performance indicators/Documentation**	**Timeframe**
Publicly recognize and promote the good news and achievements of students, staff and schools at all levels using multiple outlets throughout the year.	Create a themed, criteria-based recognition program that celebrates achievements and accomplishments of students, staff and schools.	Criteria feedback is provided by principals, executive team and cabinet members. A branded and themed recognition program is created.	Summer - Fall
	In consultation with the School Board, identify criteria for celebrating chosen examples from the themed student, staff and school recognition program as part of regular School Board meetings.	Regular School Board meetings begin to include an agenda item for celebrating chosen examples of the branded and themed recognition program.	Fall - Winter

	Convene a committee to develop criteria and practices for high school senior honors/awards/scholarship recognition in multiple outlets including: ● District and school social media ● High school newsletters ● High school websites ● *School Talk* magazine ● School-based events ● Senior awards events ● Commencement ceremonies ● Commencement programs ● Commencement digital media displays This strategy will also include creating a reporting and verification system within and across the high schools and District office.	The committee is created, meetings are held, criteria is created and spring senior honors are recognized.	Winter - Spring
	Continue to grow the annual Staff Appreciation Week.	An employee survey provides feedback. Staff Appreciation Week reflects information gathered.	Winter - Spring