

# Director of Teaching and Learning Report

## General Information

Director's Name: Deanna Thompson

Reporting Period: Fall 2026

## Section 1: SWOT Analysis

| Category      | Details (examples included, replace with your entries)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| Strengths     | <ol style="list-style-type: none"><li>1. Work on the strategic plan will help support K-12 teaching and learning.</li><li>2. MnMTSS district group is continuing work from last year. Presented the next step to principals and then staff. Focusing on student support process: grade-level teams, Student Assistance Teams (SATs), and child study.</li><li>3. Continued curriculum review for math - standards alignment and bundling, course offerings for upper school math</li><li>4. Collaboration between Teaching &amp; Learning and Tech. Chad has been great about creating PD on AI for staff.</li><li>5. Collaboration with teachers in all divisions.</li><li>6. K-12 lens on curriculum and instruction to guide decisions - really focusing on this for math standards implementation.</li></ol> |
| Weaknesses    | <ol style="list-style-type: none"><li>1. PD days are used for READ Act required training for 4th grade and 5th-12th grade ELA teachers. We are trying to provide enough time for teachers to complete this while also building in time for all of the other things that need to be done.</li><li>2. Limited PD budget</li><li>3. Funding for MnMTSS resources and intervention</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Opportunities | <ol style="list-style-type: none"><li>1. Learn from others. I have started meeting with the Academic Director from Nova for guidance.</li><li>2. Continuing to learn about FastBridge and how we can use it to support students. Learning from takeaways about implementation.</li><li>3. Support from Brightworks (regional service co-op) for support on MnMTSS planning and implementation.</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                         |
| Threats       | <ol style="list-style-type: none"><li>1. Limited funds for instructional resources</li><li>2. Initiative fatigue - trying to be intentional about changes</li><li>3. Funding for MnMTSS resources and intervention. We are also trying to balance the need to implement MnMTSS with taking the time to be intentional about the plan. Trying to follow MDE's recommendation that</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|  | we should go slow now to go fast later while also recognizing we have student needs that need to be addressed now. |
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## Section 2: Budgetary Needs

| Budget Category                    | Details/Notes                                                                                                                                                                                                                                |
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| Anticipated Needs for Next Period  | MnMTSS - <i>The Big Book of Tool for RTI at Work</i>                                                                                                                                                                                         |
| Long-Term Financial Considerations | Social studies is the first content area to follow the curriculum review process. What do we do about content areas such as ELA that recently had new standards implemented but not all division/grade levels had the opportunity to review? |

## Section 3: Professional Development Plans & Feedback

| Focus Area                                  | Details/Notes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Planned Professional Development Activities | <p>Staff Development Advisory Committee and Curriculum &amp; Instruction Team help review PD budget and PD Day plans</p> <p>Throughout the year: READ Act Phase 2 Training, Thin Book of Trust Book Study by division, Curriculum Review Cycle Planning and Work</p> <p>Sept. 28 - READ Act Phase 2 Training, FASTbridge Training, Ukero Training, Curriculum/Standards Work, PLC worktime</p> <p>Oct. 15 - MN Classical Education Conference (17 LS teachers) and READ Act Phase 2 Training, Curriculum/Standards Work, MnMTSS training</p> <p>Nov. 25 - AI Training, Curriculum/Standards Work, PD Sessions</p> <p>Jan. 18 - READ Act Phase 2 Training, Curriculum/Standards Work, PD Sessions</p> <p>Feb. 25 - LS Grading Day, MS/PD Day - READ Act Phase 2 Training, PD Sessions</p> <p>Mar. 5 - LS PD Day, MS/US Grading Day - Curriculum/Standards Work, PD Sessions</p> <p>Apr. 9 - READ Act Phase 2 Training, Compliance Training, Curriculum/Standards Work</p> |

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| Feedback from Staff on PD Effectiveness | <ul style="list-style-type: none"> <li>- Neuhaus Training (Phase 2 READ Act) - Taking more time than anticipated.</li> <li>- FASTBridge - Significant learning around assessments and progress monitoring. Ongoing training and support will be needed throughout the year.</li> <li>- Ukero Training - Partially completed. Teacher found the training informative in understanding the reasons behind behaviors. Part 2 will have continued learning needed on supporting trauma responses at school.</li> <li>- PD Day Structure - Numerous requirements for certain staff during the first two PD Days, creating a somewhat disjointed experience for some teachers.</li> <li>- Implementation of New Learning - New information and expectations requiring quick implementation can feel overwhelming.</li> </ul> |
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#### **Section 4: Additional Notes & Support Requested**

Notes:

None