

Bi-Annual Q Comp Coordinator Report

General Information

Coordinator Name: Nicole Donnay

Reporting Period (Bi-Annual): Oct 2026

Section 1: SWOT Analysis

Category	Details (examples included, replace with your entries)
Strengths	1. Q Comp Update - Q Comp training, new PLC organization, mentor assignments, and clear beginning-of-year expectations have created a more organized start to the year 2. Mentors - Mentors are providing new teachers with a consistent person to turn to for questions about curriculum, classroom practice, and the transition to Prep 3. PLCs - The expanded PLC structure is giving teachers time to work collaboratively with SLGs, emphasis on data driven instruction 4. Consistency Across Divisions - The expanded K–12 structure created an opportunity to establish common expectations while still allowing PLCs and mentors to meet division-specific needs
Weaknesses - Areas we are working to improve	1. Student Learning Goals - New format, emphasis on each student vs. class as a whole, teachers reworking goals and using new evaluation assessments, took longer this year than in previous years to prepare goals with data 2. PD evaluation forms - will create evaluation forms for PD sessions to gather feedback throughout the year to support ongoing PD 3. MnMTSS - Collaborating with MnMTSS team to create a collaborative K-12 framework and approach to supporting students and distribution of resources
Opportunities	1. Mentors and PLC facilitators - Guidance about expectations and training about what effective support should look like (mentor observation form training in September) 2. Using Feedback to Adjust - Feedback from teachers, mentors, and PLC facilitators can help identify what can be simplified or clarified 3. Mentor Program - This is our first year utilizing mentors, we are gathering feedback and will refine mentor matching, training, communication, and support based on actual experiences

Threats	1. Time - Scheduling observations, pop-ins, meetings 2. Q Comp Requirements - emphasis on each teacher's professional learning and student achievement, working hard not to be a check-the-box experience
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Section 2: Budgetary Needs

Budget Category	Details/Notes
Anticipated Needs for Next Period	Current projected budget aligns with funding
Long-Term Financial Considerations	Mentors - potentially increase in the number of mentors needed and adjusting stipends per mentee and years of service

Section 3: Professional Development Plans & Feedback

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

Feedback from Staff on PD Effectiveness	- Neuhaus Training (Phase 2 READ Act) - Taking more time than anticipated. - FASTBridge - Significant learning around assessments and progress monitoring. Ongoing training and support will be needed throughout the year. - 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. - PD Day Structure - Numerous requirements for certain staff during the first two PD Days, creating a somewhat disjointed experience for some teachers. - Implementation of New Learning - New information and expectations requiring quick implementation can feel overwhelming.
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Section 4: Additional Notes & Support Requested

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