

Bi-Annual Academic Coordinator Report

General Information

Coordinator Name(s): Deanna Thompson and Nicole Donnay

Reporting Period (Bi-Annual): May 2026

Section 1: SWOT Analysis

Strengths:

- Standards/Curriculum Work
 - LS - Updated ELA, Math, Social Studies, Music, Art, Phy. Ed standards/curriculum alignment documents, Updated LS Curriculum Map overview (yearlong plans)
 - MS - Finished Social Studies curriculum review; used a learning team cycle to analyze student data
 - US - Finished Social Studies curriculum review and standards alignment work in other content areas
- Curriculum Committee Members
 - Reviewed new MN Social Studies standards and created a budget for new curriculum materials
- Staff Development Committee Members
 - Created a survey for staff to share their thoughts about staff development and strategic plan preferences.
- New Staff Coaching
 - Continued monthly group and one-on-one meetings with new staff, conducted observations, supported curriculum and classroom instruction, and provided opportunities for new teachers to observe others
- Q Comp Update
 - In the process of updating Q Comp Plan - will be presented to the Board
- MnMTSS (MN Multi-Tiered System of Supports)
 - Attended Introduction to MnMTSS pathway sessions, will continue this training during 26-27 school year, work with leadership team to implement
- READ Act
 - Supported READ Act required assessment - DIBELS and CAPTI
 - 26-27 Assessment Plan K-12 - FastBridge and CAPTI

- Deanna Thompson took on additional tasks to support both MS and US teachers due to the lack of US TLC
- Nicole Donnay attended the National Center for Teacher Residencies Mentor Professional Learning Academy
- Restructuring tasks of Academic Coordinator positions for 26-27 school year for new positions:
 - Director of Teaching and Learning - Deanna Thompson
 - Q Comp & Grant Coordinator - Nicole Donnay

Weaknesses

- Change in Academic Coordinator positions, planning for 26-27 school year

Opportunities

- Strengthen Q Comp Plan for the 26-27 School year
 - implementing updates to PLCs, Content/Grade level work, teacher observations, data analysis, and mentoring
- Begin work on K-12 MnMTSS plan
- Focus on alignment between the strategic plan and the Q Comp plan
- Align work with strategic plan
- K-12 curriculum and assessment alignment
- Implement consistent K-12 curriculum review process
- Strengthen instructional practices through PD focused on evidence-based instructional practices and interventions

Threats

- Teacher turnover
- Budget cuts

Section 2: Budgetary Needs

Anticipated Needs for Next Period

- Dedicating available funds to PD opportunities that align with placement in the curriculum review cycle and updates to MN State Standards (example: Math teachers will have priority because new standards have to be fully implemented 27-28 school year)
- Adjustment in Q Comp funds for 26-27 school year - Using the same amount of funds, change in Q Comp leadership opportunities (PLC facilitators and teacher mentors)

Long-Term Financial Considerations

- Funding for outside PD

Section 3: Professional Development Plans & Feedback

Professional Development Activities

- 1/5/26 - Data/Guided Curriculum Meetings
- 1/19/26 - Data/Guided Curriculum Meetings, Learning Team Cycles, MCA Assessment Review
- 2/16/26 - PD Sessions presented by teachers that align with CEU requirements, division meetings
- 5/26/26 - End of year all staff update on the strategic plan, division meetings, PLC meeting
- Summer - Various Individual Teacher PD this spring and summer (Ex: AP training)

Feedback from Staff on PD Effectiveness

- Teachers shared that PD was most impactful when it provided practical, classroom-ready strategies such as vocabulary instruction, movement breaks, cold calling techniques, ELL supports, and hands-on STEM activities.
- Teachers reported that curriculum work and alignment to state standards strengthened instruction by identifying gaps in curriculum, improving lesson quality, and ensuring stronger mastery of essential content.
- Collaboration time during PD days was viewed as highly valuable, especially for grade-level/content teams working on curriculum development, classroom management strategies, 504 supports, and student-centered instructional practices.
- Teachers noted that PD improved student engagement and achievement through increased use of hands-on learning, movement opportunities, reading supports, and differentiated instructional strategies.
- Teachers appreciated learning from colleagues and internal presenters, particularly sessions focused on Read & Write, ELL strategies, and sharing successful classroom practices.
- Feedback emphasized that PD is most effective when it is ongoing, focused, and directly connected to daily classroom instruction and student needs. Smaller, content-specific discussions were identified as especially meaningful.

- Several staff members expressed interest in expanding opportunities for outside PD, cross-disciplinary collaboration, and more specialized training aligned to individual teaching areas and student needs.

Section 4: Additional Notes & Support Requested

Notes:

Support requested from the Board of Directors: