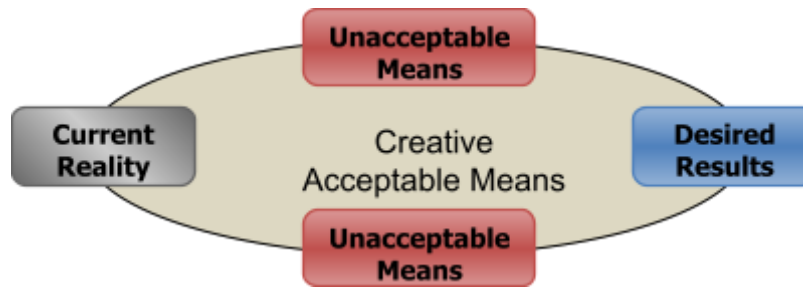


GUIDING CHANGE DOCUMENT

Elementary Model Review 2024-2025



Driving Question: How can the ISD 110 administrative team assess our elementary student instruction model to ensure it's the most efficient and effective for our community?

Current Reality	Unacceptable Means	Desired Results
The following realities necessitate considering adjusting the elementary school configuration: - Desired Result (struggle w/) Common Elementary Experience - Access to Services > Equal vs. Equitable - Teachers are not supported on a grade level focus that encompasses all District > "PLC" scheduling-Professional Growth limited to the specific school - Leadership knowledge in wider grade spans - Budget - Shifting section sizes causing school transfers >open enrollment uncertainty of placements until Aug. >original assumption of school choice for parents - More intervention resources need w/primary students - neighboring school districts with quality programs	It will be unacceptable to: - Students/families leave - Cost more: childcare, transportation - No support by community/stakeholders - See a decline in our Parent/Student surveys - Not have clear communication, opportunity for input - See a decline in academic achievement & SEL of students i.e. transition - Have less collaboration between grades for curriculum & alignment of boundaries - Not to still celebrate we are all Wildcats - Reduction in our inclusion models (up) Level 4 SE Center-based offering options for SE individual interventions (down) - Accessibility consideration w/i school: 504, IEP, Access	The outcome of the project/decision will allow for: - Economically efficient system "Language" Consistent Behavior/Intervention Models - Staff -Experts in Ages - Program Efficiency i.e. Band, Art, STEAM - PreK in the Building - Ability to offer more age-appropriate events/experiences -Author visit (example) - Class size equality >ability to perceive out-of-district placement more clearly, family communication - Age-appropriate support: intervention, Counselors, ML, Title Funding >supports can be represented @ age/disability levels @ schools >all disability experts represented at each building - Districtwide PTO - More focused PD/PLC based on age - Seeing as all ISD 110 students >reduce perceived Elementary competition - Age-appropriate equipment, furniture, materials, etc. 110 Waconia feel - We Are 110/Unity >Community feel too

Decision Makers (C)	Design Team (B)	Input (A)
Superintendent	Principal Leadership Team	Teachers & Staff
School Board	Building Leadership Teams / Teacher Leaders	Students
	Department of Education Services	Parents
		Community

Action Plan- & Timeline

Stakeholder Voice and Options:

-

Choice Making:

-

Implementation and Refinement:

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