

Focus Question: How do we provide a secondary program that supports our strategic direction while remaining fiscally responsible?

Context and Reality (The Why)	Parameters	Desired Results (The What)
<ul style="list-style-type: none"> ● Our strategic planning process has brought forth the issue of the secondary schedule as a barrier for achieving our mission. The schedule was identified in multiple action teams at the district level and at each building level. ● Mahtomedi Schools has a history of strong academic performance. ● The Mahtomedi community has a history of supporting innovation in its schools. ● Students have growing options outside of Mahtomedi offerings (i.e. online, PSEO, 916) ● Strategic Planning Identified Scheduling Barriers to achieving mission: <ul style="list-style-type: none"> ○ Student choice is limited ○ Teacher collaboration time is limited ○ Intervention time is at expense of electives/wheel ○ Students identified the schedule as contributing to stress and wellness. ● Opportunities <ul style="list-style-type: none"> ○ MHS has experiences with Flex time that can be improved upon to facilitate flexibility for students ○ MHS-MMS experience with shared staff and students ○ Both MHS and MMS staff identified interest in creating systems and structures that facilitate strong student-teacher relationships 	<ol style="list-style-type: none"> 1. We will not compromise excellence 2. We will make all decisions based on the best interest of the student. 3. We will ensure that the allocation of resources is equitable. 4. We will be responsible stewards of all of our resources. 5. We will involve stakeholders to promote transparency in the process 6. We will examine research and best practices 7. We will consider many options 8. We will not limit our thinking to what has been done before 9. We will consider requesting a variance when MDE rules prove barriers to innovation. 10. All solutions are fiscally sustainable. 	<p>District Results</p> <ol style="list-style-type: none"> A. All students have personalized learning opportunities B. All students have opportunities to explore career pathways C. Mahtomedi School District has schedules that allow flexible opportunities for all students to access a variety of classes/experiences in each academic year. D. All students take ownership of their learning and understand that learning can take place anywhere and any time. E. Students can set goals, plan F. Systems exist to support Mahtomedi students to continually discover, explore, and connect with their strengths and what brings them joy. G. The process for determining course offerings is consistent and transparent. H. Systems exist to support staff and student innovation. <p>High School Desired Results</p> <ol style="list-style-type: none"> I. Flexible time in schedule for students to independently manage their needs (academic, social, emotional) J. Students feel supported, not managed.

		<p>K. Career Pathways/Wheel of options for all students' interests</p> <p>L. Students have foundational business/career/life skill building opportunities</p> <p>Middle School Desired Results</p> <p>M. Opportunities not limited to a classroom setting</p> <p>N. Foundation for preparing for independence in learning (study habits) and life (skills)</p> <p>O. Increased sense of belonging and connection</p> <p>P. Students explore and find passions</p> <p>Q. Deepened relationships with students and families</p> <p>R. Common planning time</p> <p>S. <u>All</u> students have exploratory opportunities</p> <p>T. Ability to be flexible with student groupings</p> <p>U. Time for intervention</p>
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