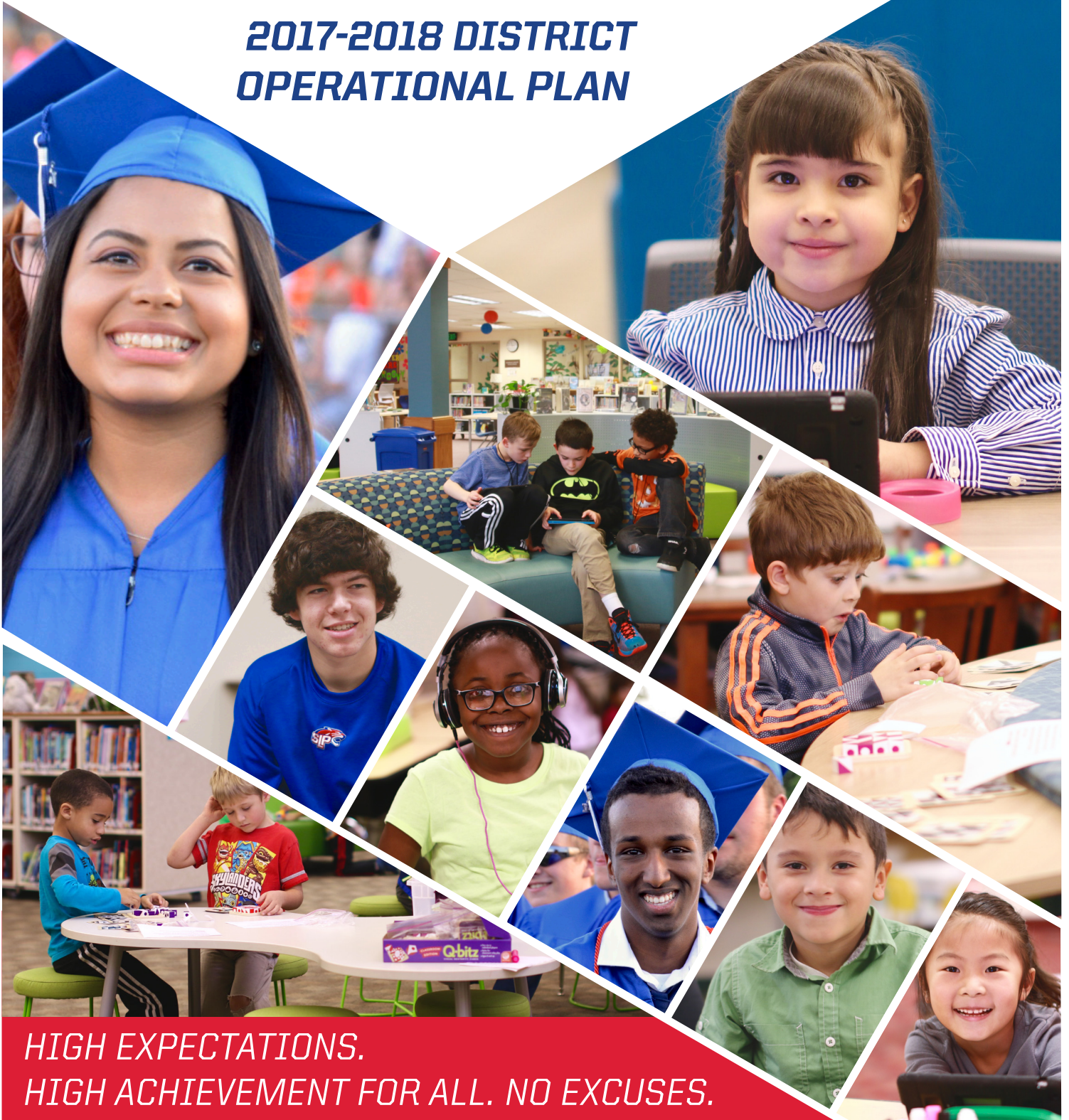




SPRING LAKE PARK SCHOOLS

2017-2018 DISTRICT OPERATIONAL PLAN



**HIGH EXPECTATIONS.
HIGH ACHIEVEMENT FOR ALL. NO EXCUSES.**

OUR STRATEGIC PLAN FOR THE FUTURE

SPRING LAKE PARK SCHOOLS

Our District Values

These values describe how we will work with our learners and each other:

Accountability

- To fulfill one's roles and responsibilities and be responsive to the results.

Courage

- Doing and saying the right thing at the right time in the right way despite challenge, adversity, or conflicting self interests.

Excellence

- A relentless and intentional effort in continuous improvement.

Innovation

- Purposeful, courageous, continuous improvement through research and action.

Integrity

- Always aligning our actions with our values and beliefs.

Learning

- Continuous, meaningful, and challenging effort that results in student success.

Respect

- Listen to, accept, and value each individual in the school district and community.

Shared Responsibility

- Working together interdependently and collaboratively, learning from one another, entrusting one's self interest to another, and taking ownership for our individual and collective actions and decisions.

The Spring Lake Park Schools' Strategic Plan for the Future is the roadmap that we follow in our continuing - and measurable - focus on success for all students. The strategic plan is developed and approved by the school board and provides overall direction for the district's work.

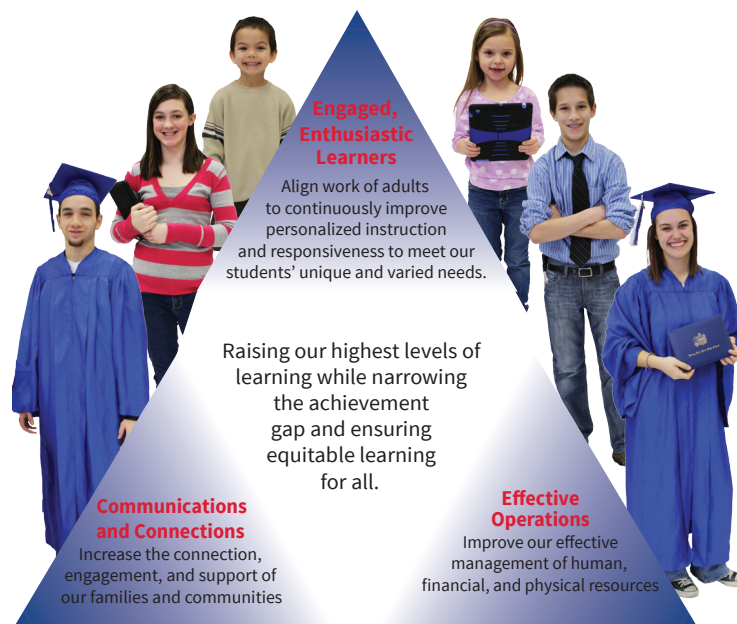
Our District Purpose

High expectations. High achievement for all. No excuses.

Our Vision for the Future

Spring Lake Park Schools will be a world-class learning community aligned around...

- Fostering personalized experiences so that each student feels valued, inspired, and has a sense of belonging,
- Resulting in college readiness, and the development of academic, life, and career skills so that each student has aspirations for success.



Our Strategic Anchors

We will move towards our vision through a focus on continuous improvement, identifying annual and multi-year projects and initiatives within three Strategic Anchors. Each of these efforts are centered around raising our highest levels of learning while narrowing the achievement gap and ensuring equitable learning for all.

Our over-arching goals for all planning and for providing a focus in moving towards our vision

- We will achieve greater levels of coherence and alignment throughout the system.
- We will proactively position the school district for the future in all planning and decision-making.



2017-2018 District Operational Plan (as reviewed 6.21.17)

The Spring Lake Park Schools' District Operational Plan (DOP) identifies the strategic initiatives and projects under study or being implemented to facilitate improvement and innovation across the district. This ongoing, annual plan is reviewed and updated quarterly to reflect progress and emerging influences. The projects included in the DOP are directly or indirectly connected to the district's focus of "raising our highest levels of learning while narrowing the achievement gap and ensuring equitable learning for all." (**Indicates board priority*)

* STRATEGIC INITIATIVE – Innovative and Personalized Learning

Develop innovative learning practices and options that capitalize on staff creativity, position the district to adapt to emerging influences, and meet the needs, interests, and aspirations of our students

Competency-based Learning – Continue to develop and implement the elements of competency-based learning to effectively measure and ensure student learning of ELOs and essential skills and dispositions

Facilities for the Future, Enriching Educational Environments– Continue implementation of the Master Facilities and Programming Plan, constructing new and renovating existing facilities

Learner Profiles and Maps – Continue design and implementation of Learner Profiles and Personal Learning Maps to enhance student and family involvement in designing student experiences and goals

Systemic Innovation by Design – Continue creating a systemic culture of innovation among all district staff through the implementation of design-thinking methods and tools



STRATEGIC ANCHOR – Engaged and Enthusiastic Learners

Align work of adults to continuously improve personalized instruction and responsiveness to meet our students' unique and varied needs

Enhanced Student Engagement by Design – Continue to enhance student engagement through design of student work and experiences by utilizing varied instructional practices with an emphasis on blended learning, resulting in a teacher warehouse that provides multiple resources and opportunities for professional dialogue

Pathways to College and Career Readiness and "12 x 12" – Review, refine and/or develop pathways in grades 7-12 for 12 x 12 college and career readiness and exploration

Inviting Student Learning Environment – Provide professional learning to support implementation of school and staff expectations and practices, leading to culturally proficient learning communities that develop the skills and dispositions of powerful learners

Online and Hybrid Learning – Develop online and hybrid courses to replace GradPoint and align to SLP essential learning outcomes

K-12 Math Study – Complete K-12 math study, identify K-12 core and targeted math course offerings, instructional practices, and resources, and design implementation for Fall 2018

Accelerating Student Learning – Monitor continued implementation of K-12 academic interventions and focus on design and implementation of EL programming to effectively accelerate the learning and achievement of each learner

STRATEGIC ANCHOR – Effective Operations

Improve our effective management of human, financial and physical resources

Teacher Recruitment – Continue implementation of processes that have enhanced fill rates and ensured high-quality instruction when teachers are absent; design and implement options to attract candidates for hard-to-fill positions and increase diversity in our workforce

North Suburban Success Consortium – Partner with member districts in first year of implementation

Increased Support for Students and Families – Further develop and align responsibilities in key student and family support positions, the "pit crew," eliminating fragmentation and enhancing support for students and families

STRATEGIC ANCHOR – Communications and Connections

Increase the connection, engagement and support of our families and communities

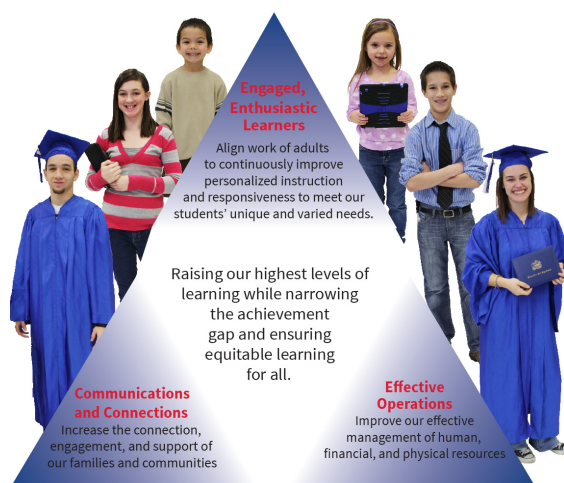
#SLPPantherProud – Enhance pride in SLP Schools, internally and externally, through communication of successes, initiatives, and events, celebrations of student and staff accomplishments, and strategically market Spring Lake Park Schools

School Communication Methods – Assess and improve school and teacher communication methods and tools, supporting enhanced communication and engagement with families

Inviting District Environment – Support implementation of consistent staff expectations and practices, enhancing the customer experience throughout the school district

Board Priority Key Achievement Points and Deliverables

The Spring Lake Park Schools' District Operational Plan identifies the strategic initiatives and improvement projects being implemented or under study to facilitate improvement and innovation across the district. The projects included in the DOP are directly or indirectly connected to the district's focus of "raising our highest levels of learning while narrowing the achievement gap and ensuring equitable learning for all."



Board Priority – Strategic Initiative: Innovative and Personalized Learning

Competency-based Learning: Continue to develop and implement the elements of competency-based learning to effectively measure and ensure student learning of ELOs and essential skills and dispositions

Oversight: Rahn

Why: We have spent the past year realigning our Spring Lake Park Schools Essential Learning Outcomes (ELOs) with college-ready benchmarks to ensure a guaranteed and viable curriculum for each core content area. Additionally, we have reviewed and refined our teacher-developed common summative assessments to tightly align with ELOs. It is equally important that teachers, parents, and students understand current levels of progress, and necessary next steps in learning. This competency-based learning project will lead to processes and practices to support staff in assessing and communicating student progress, reflecting how well a student has met the expectations or learning targets for a particular course/subject area. This project also positions the district to engage students in more flexible and interdisciplinary learning opportunities.

Key Achievement Points	Deliverables	Timeline
Continue professional learning and monitor implementation of professional learning, to support teachers to report student progress by learning target	Professional learning plan & evaluation	Ongoing-June 2018
Monitor implementation of "multiple opportunities to demonstrate learning" framework	Data review of students demonstrating learning initially and over subsequent opportunities, and summary of next actions	Ongoing-June 2018
Monitor implementation of assessment for learning strategies	Summary of walkthroughs, observations, and insights from student work	Ongoing-June 2018
Create descriptions of "levels of student mastery" for grade level and course learning targets	Narrative descriptions of learning for each level of student mastery	Scale implementation through June 2019
Create descriptions for career and life skills, and embed across the curriculum	Narrative descriptions of learning for each identified career and life skill competency	Scale implementation through June 2019
Study implications of weighted grades at high school and make a choice regarding possible implementation	Executive summary, including synthesis of research literature, benchmarking of other districts, and recommendations	January 2018

Facilities for the Future, Enriching Educational Environments: Continue implementation of the Master Facilities and Programming Plan, constructing new and renovating existing facilities

Oversight: Ronneberg, Schultz

Why: The community overwhelmingly approved a bond referendum in April 2016 to provide for a new elementary school, expanded early learning opportunities, and update learning spaces for enhanced STEM and personalized learning experiences in schools throughout the district. Before and since the passage of this referendum, district staff have engaged hundreds of district parents, community members, and staff in design. The focus is to design learning spaces that will effectively manage projected growth in the district, providing enriching learning environments that will allow teachers to meet the varied needs and interests now and in the future. This project is focused on further design and effective implementation.

Key Achievement Points	Deliverables	Timeline
Complete construction of the new elementary school to open Fall 2018	School open for Fall 2018	August 2018
Complete boundary study for Fall 2018	Boundaries identified	January 2018
Complete Westwood 5-8 programming plan to be implemented Fall 2018	Executive summary describing programming, staffing, and student experience	January 2018
Complete preK-8 staffing for successful Fall 2018 transitions	Staffing complete	January 2018
Complete designs, monitor implementation, and communicate progress of respective projects across district beyond those listed above, utilizing decision-making process to ensure input and understanding of design throughout the system	Designs completed and communicated for each site and project	Ongoing-Fall 2019
<ul style="list-style-type: none"> • High School projects • Westwood projects • Elementary school projects • Early learning projects • Athletics and activities projects 		

Learner Profiles and Maps: Continue design and implementation of Learner Profiles and Personal Learning Maps to enhance student and family involvement in designing student experiences and goals

Oversight: Rahn, Johnson, Nelson, Nemanich

Why: All learning is personal. In order to tap each learner's potential and actively engage them in the process of learning, we need to know our learners, and they need to know themselves, far better than we have in the past. While we have documented teacher-directed goals for students in past years, we need to provide a framework for students to set both short-term and long-term learning goals, determine the route they will take to achieve those goals, and know where they are at in their learning along the journey. When developed and scaled for each student, learner profiles and personal learning maps move the system from a teaching platform to a learning platform, where each student designs learning experiences related to their interests, passions, and future post-secondary goals.

Key Achievement Points	Deliverables	Timeline
Scale implementation of learner profiles	Learner profile is developed for all students by June 2018	Ongoing-June 2018
Begin implementation of proof of concepts of personal learner map	Summary of insights from proof of concepts, with identified action steps for refinement prior to implementation	Ongoing-January 2018
Design professional learning on personal learner maps for spring/summer 2018, to guide implementation for Fall 2018	Professional learning plan and evaluation	March 2018

Systemic Innovation by Design: Continue creation of a systemic culture of innovation among all district staff through the implementation of design-thinking processes and tool

Oversight: Rahn, Ronneberg

Why: Almost all organizations want to, or speak to, a desire to be innovative. Few do it though, or do it well. Simply espousing innovation doesn't make it happen. Innovation requires a little direction, some process, and an encouraging culture. It requires encouraging, identifying, resourcing, and developing ideas. Why is it important in a school district though? Our school district is preparing students for a future that is largely unknown, a global world that is rapidly and ever-changing. Our students bring a variety of interests, needs, and experiences with them to school each day. If our school system is to be vibrant in the future, meeting the diverse and varied needs of our learners and community, we must be able to effectively adapt to changing conditions and emerging influences. This requires more than simply improvement, which is getting better at what we are already doing. Simply getting better won't improve our results to the level we want and need. It requires a culture of creativity and innovation, where new ideas are brought to practice. Innovation is implementing something new with the intention of dramatically improving outcomes and/or experiences. This project is about creating a systemic culture of innovation through the use of a design thinking methodology; developing processes, mindsets, and tools that support staff in bringing new ideas to practice.

Key Achievement Points	Deliverables	Timeline
Continue to provide ongoing opportunities for staff to cultivate and explore ideas, learn from thought leaders, and design innovations	Documentation of experiences provided and who attended	Ongoing-June 2018
Continue professional learning on the topics of design thinking and innovation to further capacity to create the conditions to capitalize on staff creativity with a focus on enhancing the personal experience and engagement of each of our students and staff	Professional learning plan and evaluation	Ongoing-June 2018
Develop images/graphics and messaging around Innovative and Personalized Learning to create understanding within and outside our organization	Images/graphics and messages developed and communicated	August 2017
Develop personalized learning continuum to create understanding and commitment among staff around the various components of this initiative	Continuum and messaging developed and communicated	August 2017
Establish and implement a process for monitoring and evaluating submission, implementation, and effectiveness of innovative ideas	Process developed and summary of innovative ideas	September 2017
Provide learning opportunities for those outside of SLP to learn about SLP 3D methodology	Documentation of learning experiences	Ongoing-June 2018

Strategic Anchor: Engaged Enthusiastic Learners:

Align work of adults to continuously improve personalized instruction and responsiveness to meet our students' unique and varied needs

Enhanced Student Engagement by Design: Continue to enhance student engagement through design of student work and experiences by utilizing varied instructional practices with an emphasis on blended learning, resulting in a teacher warehouse that provides multiple resources and opportunities for professional dialogue

Oversight: Rahn

Why: For the past several years, we have focused on learning work related to both student engagement and design thinking. For the past two years, we have developed and used our SLP 3D design methodology and toolkit as a framework for purposefully designing student work and learning experiences that foster engagement and lead to dramatically different results. At this time, all teachers have had professional learning on the "why" of design and many have participated in the 3D process to redesign student work. This project will continue to focus on scaling the use of SLP 3D design methodology with teachers and students, so it becomes part of the day-to-day experience, encourages visible learning and professional dialogue, and ultimately results in students actively involved and invested as co-designers of their learning.

Key Achievement Points	Deliverables	Timeline
Develop framework that describes the continuum of designing personalized student work and learning experiences, and supports teachers in this design	Framework and image, inclusive of descriptions and examples, at school, PLC, and individual teacher levels	October 2017
Design, implement, and monitor professional learning on the formative use of engagement reflection tool	Comprehensive professional learning plan (including proposed time frame, content or focus of learning, for whom, proposed designers and facilitators of learning, estimated length of time, resources/activities/protocols for learning, and professional evaluation plan) Summary of data relating to student achievement and professional practices, with identified opportunities for refinement for the future	Ongoing-June 2018
Design, implement, and monitor professional learning on the use of the teacher warehouse to capture customizations and engage in dialogue about impact	Comprehensive professional learning plan (including proposed time frame, content or focus of learning, for whom, proposed designers and facilitators of learning, estimated length of time, resources/activities/protocols for learning, and professional evaluation plan) Summary of data relating to student achievement and professional practices, with identified opportunities for refinement for the future	Ongoing-June 2018

Pathways to College and Career Readiness and "12 x 12": Review, refine, and/or develop pathways in grades 7-12 for 12x12 college and career readiness and exploration.

Oversight: Rahn, Brady, Peterson, Switzer, Nemanich

Why: Spring Lake Park Schools has established an end goal for each student to earn 12 college credits by 12th grade (12x12) to move us closer toward our vision for the future where every student leaves our system college-ready, seeing no limits to his or her future. Multiple pathways for meeting this end goal are in place (e.g., Advanced Placement, Opportunities in Emergency Care, College in the Schools, articulation agreements, and embedded college courses through Anoka Ramsey Community College), and offering AVID at Grades 6-12 opens possibilities and encourages all students to be successful in these pathways. This project will continue to refine and further develop opportunities for students to explore future college and career pathways, while at the same time, earn college credit so that they experience success and gain confidence as they transition out of Spring Lake Park Schools.

Embedded College		
Key Achievement Points	Deliverables	Timeline
Determine additional embedded college courses to implement Fall 2018 and beyond	Long-term plan of embedded college courses to offer Fall 2018, Fall 2019, and Fall 2020 Established partnership/articulation agreements with current and new universities specific to courses to implement Fall 2018	December 2017
Determine if a transition from trimesters to semesters will enhance opportunities for students to explore pathways and achieve the end goal of 12 x 12	Executive summary of findings of implications for transitioning from trimesters to semesters, and recommendations to choice-makers	January 2018
Determine opportunities for inter-district embedded college course offerings, and teacher credentialing, through North Suburban Post-Secondary Success Consortium	Executive summary from NSPSSC group on opportunities and specific next actions	Ongoing-June 2018
Monitor implementation of new embedded college courses	Summary of data relating to student achievement and professional practices, with identified opportunities for refinement for the future	Ongoing-June 2018
AVID		
Explore and make decision on scaling AVID to K-4 for Fall 2018	Executive summary including research on effectiveness and long-term impact of AVID when implemented at elementary, benchmarking of other districts implementing AVID at elementary, and cost-benefit analysis	December 2018
Determine opportunities for inter-district AVID professional learning and student experiences	Executive summary from NSPSSC group on opportunities and specific next actions	Ongoing-June 2018
Develop long-term professional learning plan for AVID, and monitor current implementation of AVID programming	Comprehensive professional learning plan (including proposed time frame, content or focus of learning, for whom, proposed designers and facilitators of learning, estimated length of time, resources/activities/protocols for learning, and professional evaluation plan) Summary of data relating to student achievement and professional practices, with identified opportunities for refinement for the future	Ongoing-June 2018
Develop and complete an academic return on investment study following Year 2 implementation of AVID	Executive summary of A-ROI study	July 2018
CTE/STEM/Allied Arts		
Continue development of courses within each CTE pathway, with projected course plan through Fall 2020	Long-term plan of CTE courses, by pathway, to offer Fall 2018, Fall 2019, and Fall 2020 Established partnership/articulation agreements with current and new universities specific to embedded college CTE courses for Fall 2018 implementation	January 2018
Continue PreK-12 STEM curriculum development, including ELOs, assessments, and unit design	Completed course ELO frameworks, common assessments, and unit designs for 2017-18, and 2018-19, implementation	Ongoing-June 2018
Determine opportunities for inter-district CTE course offerings (embedded college or otherwise), and student experiences, through North Suburban Post-Secondary Success Consortium	Executive summary from NSPSSC group on opportunities and specific next actions	Ongoing-June 2018

Explore and develop community partnerships for current and future CTE student programming	Executive summary of community businesses and organizations explored, with recommendations for next actions	Ongoing-June 2018
High-Achieving/Honors/AP		
Design, implement, and monitor short-term professional learning plan for high-achieving cluster teachers, accelerated math teachers, honors teachers, and AP teachers, and design long-term professional learning plan to scale to all teachers	Comprehensive professional learning plan Summary of data relating to student achievement and professional practices, with identified opportunities for refinement for the future	Ongoing-June 2018
Redesign student work and learning experiences for high-achieving elementary courses, accelerated math courses, honors courses, and AP courses	Unit design frameworks completed and implemented, inclusive of student feedback following implementation for further refinement	Ongoing-June 2018
Provide greater support at the high school to enhance honors, AP, and gifted and talented programming	Program evaluation of honors, AP, and gifted and talented services at the high school	Ongoing-June 2018

Inviting Student Learning Environment: Provide professional learning to support implementation of school and staff expectations and practices, leading to culturally proficient learning communities that develop skills and dispositions of powerful learners Oversight: Callahan, Rahn		
Why: In Spring Lake Park Schools, we work to create a learning environment where each of our staff and students are engaged, feel valued, and have a sense of belonging. There is a need to enhance our work, deepening a systemic approach through professional learning for all teachers and appropriate staff to support aligned implementation of developmentally-appropriate and culturally proficient school and classroom management practices and processes. Ultimately, this work is about creating culturally proficient learning communities that create the conditions for powerful, self-directed learners to thrive.		
Key Achievement Points	Deliverables	Timeline
Provide professional learning for all teachers and appropriate staff to support implementation of developmentally-appropriate and culturally proficient school and classroom student management practices and processes	Professional learning plan	September 2017
Design cultural proficiency professional learning with leaders, teachers and staff	Professional learning plan	August 2017
Clarify model for targeted response and staff (behavior specialists and paras)	Executive summary/image of targeted response model Behavior specialist job descriptions Behavior para job description Filled positions	June 2017
Review and establish school and classroom management expectations for students which are culturally proficient and develop the foundation for being powerful, self-directed learners	School classroom management assumptions and beliefs Developmentally appropriate student expectations K-12	July 2017
Review and develop school and classroom student management practices and processes to be implemented in alignment with assumptions, beliefs, and expectations, ensuring cultural proficiency and developmental appropriateness	School and classroom management practices and processes for implementation	August 2017
Design and implement professional learning for behavior specialists and paras implementing targeted response	Professional learning plan	August 2017

Online and Hybrid Learning: Develop online and hybrid courses to replace GradPoint and align to SLP essential learning outcomes Oversight: Rahn		
Why: Over the past year, we have examined alignment between essential learning outcomes with GradPoint online courses (which we currently use), and SLP-developed courses. Additionally, a fully online SLP PE course was developed and implemented. Based on the alignment study, and a thorough course evaluation of the online PE course, it was determined that we would move away from using GradPoint for online courses and develop online courses locally. In addition to fully online courses, there is a need to develop hybrid courses to continue to shift toward personalized learning, creating opportunities for students to have a flexible day, and promoting self-directed learning where students have ownership and accountability over their learning process.		
Key Achievement Points	Deliverables	Timeline
Develop SLP online courses to replace GradPoint online courses for implementation Fall 2018	ELOs, assessments, and unit designs for each course	Ongoing-August 2018
Determine impact on human and fiscal resources as online courses are developed and implemented	Executive summary of impact to staffing and budget with recommendations to choice-makers	January 2018
Identify expanded hybrid course offerings at secondary level	Course map of 6-12 hybrid courses for Fall 2018, Fall 2019, and Fall 2020	January 2018
Develop hybrid courses that have been identified for implementation Fall 2018	ELOs, assessments, and unit designs for each identified course	Ongoing-August 2018
Design and implement professional learning for identified teachers who will be teaching a hybrid or online course in Fall 2018	Professional learning plan	August 2018

K-12 Math Study: Complete K-12 math study, identify K-12 core and targeted math course offerings, instructional practices, and resources, and design implementation for Fall 2018 Oversight: Rahn		
Why: Spring Lake Park Schools has a curriculum continuous improvement process to continuously improve the quality and articulation of student learning experiences. Based on recent results of student learning within the area of math, a formal review and development process is necessary to ensure that all students demonstrate math proficiency at key benchmarks, and ultimately, prior to leaving our system. Additionally, there have been numerous requests for improvements to instructional practices and resources in the area of math to better address gaps in learning that have been observed by teachers, and through data collected by learning target. We need to continue working on quality math instruction that aligns with fostering personalized experiences that are engaging to students and result in deep knowledge of both procedural and conceptual understanding of math.		
Key Achievement Points	Deliverables	Timeline
Study current math practices within Spring Lake Park Schools, best practices in educational literature and research, and benchmark districts	Executive summary of current and best practices	November 2017
Review and refine essential learning outcomes, assessments of and for learning, and assessments for learning by grade level and by course	Curriculum map inclusive of vertical alignment, and refined ELO framework	June 2018
Determine core and supplementary math resources and instructional practices to reflect study of current best practices and essential learning outcomes	Math framework inclusive of instructional practices for both core and targeted instruction and recommendations for core and supplemental resources	June 2018
Identify professional learning needs to support implementation of best practices in math pedagogy and instructional resources for Fall 2018 and Fall 2019	Professional learning plan	June 2018

Accelerating Student Learning: Monitor continued implementation of K-12 academic interventions and focus on design and implementation of EL programming to effectively accelerate the learning and achievement of each learner

Oversight: Callahan, Bjurlin

Why: We want students to feel successful in their learning and learn at high levels. Over the past three years, we did extensive work to identify and implement interconnected best practices that help struggling students achieve at higher levels. The District Management Council was a key partner in this work. We are now focused on deepening the implementation of these practices throughout the district and want teachers to have a sense of efficacy that they can and will help all students achieve at high levels. This sense of efficacy includes fostering a collaborative and shared accountability that all teachers, regardless of content area, are language teachers and responsible for teaching the language needed for students to access and fully engage with the course content and related classroom work.

Key Achievement Points	Deliverables	Timeline
Study current practices related to students identified as English learners within Spring Lake Park Schools, best practices in educational literature and research and benchmark districts	Executive summary of current and best practices	July 2017
Identify language demands within content areas, including essential learning outcomes, and assessments of and for learning, by grade level and course	Refined ELO framework (or accompanying documents) that include language demands by content area	November 2017
Determine core and targeted resources and instructional practices to reflect study of current best practices and identified language demands	Framework for core and targeted support of English learners	August 2017
Design, implement, and monitor professional learning for EL academic specialists	Comprehensive professional learning plan	Ongoing-June 2018
Design, implement, and monitor professional learning for all teachers	Comprehensive professional learning plan	Ongoing-June 2018
Monitor implementation of K-5 vocabulary instruction	Summary of walkthroughs, roundings and impact on student learning and achievement	Ongoing-June 2018
Create and implement a process to welcome families of students identified as English learners, and assess current levels of English language	Prototype for implementation at district and building levels	July 2017

Strategic Anchor: Effective Operations:

Improve our effective management of human, financial and physical resources

Teacher Recruitment: Continue implementation of processes that have enhanced fill rates and ensured high-quality instruction when teachers are absent; design and implement options to attract candidates for hard-to-fill positions and increase diversity in our workforce Oversight: Stromberg		
Why: There is a teacher shortage throughout the State of Minnesota. This project continues successful work of previous years with regard to providing quality teachers and student experiences when teachers are absent, as well as expanding our efforts to attract quality teacher candidates and diversity our workforce.		
Key Achievement Points	Deliverables	Timeline
Partner with members of North Suburban Success Consortium to diversify the workforce within and across districts	Summary of meetings and plans with member districts	July 2017
Continue study to identify options to increase pool for hard-to-fill positions, as well as diversity our workforce	Options identified and implemented	January 2018
Each school will evaluate and refine design for how they will manage when a teacher is absent and a sub is not available	Document summarizing school designs	September 2017
Explore expanded partnership with St. Thomas, University of Minnesota, and other higher education institutions, to attract quality teachers and provide experiences for current teachers to improve practice	Options identified and implemented	October 2017

North Suburban Success Consortium: Partner with member districts in first year of implementation. Oversight: Ronneberg		
Why: Spring Lake Park Schools formally withdrew from the East Metro Integration District at the end of the 2016-17 school year. A new collaborative has been formed with Columbia Heights, Fridley, Mounds View, and Roseville, the North Suburban Success Consortium, beginning in the 2017-18 school year. This project focuses on partnering with the consortium members to design and plan a successful first year of implementation.		
Key Achievement Points	Deliverables	Timeline
Partner with member districts to develop and implement consortium operational plan to provide for effective first year of implementation	Consortium operational plan, and summary of accomplishments and progress	Ongoing-June 2018

Increased Support for Students and Families: Further develop and align responsibilities in key student and family support positions, the "pit crew," eliminating fragmentation and enhancing support for students and families Oversight: Callahan, Tessman		
Why: There is a need to enhance our work supporting students, and their families, for success within our schools, and planning for college and career beyond our schools. This project is about creating greater coherence and alignment in the roles and responsibilities of key staff positions supporting our students and families, the "pit crew", resulting in enhanced support and the elimination of fragmentation.		
Key Achievement Points	Deliverables	Timeline
Create a description and image of "pit crew" positions, roles, and responsibilities to enhance coherence and alignment, including accurate job descriptions of each position	Image of "pit crew," with job descriptions for each position	July 2018
Recruit and hire "pit crew" positions	Positions filled	August 2018

Monitor implementation at all schools	Summary of evaluation	Ongoing-June 2018
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Strategic Anchor: Communications and Connections:

Increase the connection, engagement and support of our families and communities

#SLP Panther Proud: Enhance pride in SLP Schools, internally and externally, through communication of successes, initiatives, and events, celebrations of student and staff accomplishments, and strategically market Spring Lake Park Schools

Oversight: Noyed

Why: To be a vibrant school district now and in the future, it is important that the district maintain and enhance our capture rate, or market share, of resident families and students. In addition, continuous improvement and innovation efforts will be enhanced when there is a broad understanding and pride among staff, parents, and community of the many positive, productive and innovative things happening each day throughout the district. A strategic, targeted marketing, communication and engagement plan will support these efforts, deepening the commitment of parents and staff, as well as the positive feelings that key stakeholders have for SLP Schools.

Key Achievement Points	Deliverables	Timeline
Develop a district-wide marketing plan to implement marketing-related strategies	District-wide marketing plan is developed and posted in Asana	August 2017
Develop a detailed plan to continue to promote and extend the district's brand and logo identity	Brand extension plan is developed and posted in Asana	August 2017
Develop a digital strategy plan to improve district-wide web and social media presence	Digital strategy plan is developed and posted in Asana	August 2017
Develop research plan to assess effectiveness of current communication tools, messages and audience preferences for receiving communication from the district and schools	Research plan is developed and posted in Asana	August 2017
Develop and implement a marketing and communication plan for each district school	A marketing and communication plan is developed for each school and posted in Asana	January 2018
Develop a strategy and plan to communicate financial management and budget messages to staff, parents and community members	Plan to communicate district's financial management is developed and posted in Asana	August 2017
Develop a strategy and plan to advocate for legislative initiatives that will benefit the district	Plan to advocate for legislative initiatives is developed and posted in Asana	August 2017
Develop a student recognition program	Student recognition plan is developed and posted in Asana	September 2017
Develop a staff recognition program	Staff recognition plan is developed and posted in Asana	September 2017

School Communication Methods: Assess and improve school and teacher communication methods and tools, supporting enhanced communication and engagement with families

Oversight: Noyed

Why: We have known for many years that communication from teachers to parents is one of the most credible forms of communication between school and home. In addition, school newsletters are also an effective way to share information with parents. Currently, district teachers are using a variety of tools to communicate with parents and there is an opportunity to assess the use of these tools, and establish a set of tools for all teachers to use. Having a set of consistent communication tools will make it easier for parents to manage communication with teachers. There is also an opportunity to more effectively use school newsletters to share school and district information on a regular basis.

Key Achievement Points	Deliverables	Timeline
Develop plan to increase the number of parent emails in the Infinite Campus system	Plan to increase parent emails is developed and posted in Asana	August 2017
Establish current reality for each school on how and how well the school communicates with families	The research/surveys to determine the current reality of each school have been completed and work begins on developing a	November 2017

Establish current reality for each school on how and how well teachers communicate with families	marketing/communication plan for each school The research/surveys to determine the current reality of each school have been completed and work begins on developing a marketing/communication plan for each school	November 2017
Identify how Schoology and other tools are used to communicate with parents	Guidelines for the appropriate use of Schoology and other communication are developed and shared with teachers	December 2017
Identify a set of communication tools and guidelines for appropriate use by teachers to communicate with parents	The set of communication tools are identified and shared with teachers	January 2017
Develop expectations for teachers on timing and general content for communicating with families	Expectations for communicating with parents are developed and shared with teachers	February 2017

Inviting District Environment: Support implementation of consistent, culturally-proficient staff expectations and practices, enhancing the customer experience throughout the school.

Oversight: Pederson

Why: An Inviting District Environment begins with the first interaction we have with a customer. We only get one chance to make a first impression. Make Your Mark was created in 2011 to establish expectations for how Spring Lake Park Schools staff provide service to our customers. It is time to revisit this work about how we engage our customers, and how they experience the Spring Lake Park Schools, ensuring coherence and alignment throughout the system.

Key Achievement Points	Deliverables	Timeline
Review existing Make Your Mark expectations and identify strategies to enhance consistency and deepen ownership of expectations throughout the district	Identified strategies, standards, and protocols that reinforce Make Your Mark	September 2017
Design and implement professional learning for all employees	Professional learning plan	Ongoing-June 2018

Leadership Committees and Councils: Aligning Our Systems and Structures

Leadership Committees, Councils, and Teams

These committees and teams work as ensembles to facilitate the design and implementation of our district operational plan, as well as to effectively lead and manage the ongoing business of our school district.

*** Principals, please keep Thursdays that are not scheduled open to provide flexibility in adjusting district meetings in response to unanticipated events.

Team/Council	Purpose	Facilitator	Membership	When and Where
School Board Retreat	The School Board meets twice per year to engage in strategic planning with administration, as well as for Board development.	Board Chair	School Board, Cabinet	November 30, April 26
Cabinet	The cabinet leads the strategic and operational work of the district. They conduct a daily check-in to share information, meet weekly with a focus on tactical issues, and hold monthly and adhoc topical-strategic meetings as necessary.	Jeff Ronneberg	Jeff, Amy, Ryan, Hope, Tony, Colleen, Bob, Karen	<i>Daily Check-in:</i> via Asana <i>Tactical:</i> Sub 9-9:50, Full 10-11:15 <i>Project Review, Look Ahead:</i> Aug 2 Retreat 8:00-12; and as scheduled once per month during subgroup time <i>Adhoc topical:</i> scheduled as needed
Leadership Development, Improvement and Innovation Planning: <ul style="list-style-type: none"> Lead Team District Leadership Team (DLT) Topical/AdHoc meetings 	<p><u>Lead Team</u> The Lead Team meets to ensure coherence and alignment in the design and implementation of the district operational plan, focusing on critical issues that affect our work in fundamental ways – the what, why, and how.</p> <p>Lead Team has a quarterly retreat for 1-2 days for team development and to review strategy, designing and making necessary adaptations to the district operational plan.</p> <p><u>District Leadership Team</u> The district leadership team meets to engage in leadership development and tactical planning as appropriate.</p> <p><u>Adhoc Topical-Strategic Meetings</u> Time is set-aside regularly for critical, strategic issues that may have a long-term impact, or that require significant time and energy. These topics require preparation ahead of time, and participation of those with knowledge, expertise, and influence on the topic.</p> <p><u>Cultural Proficiency Professional Learning</u> District Leadership Team members and Educational Service Advisory members will participate in professional learning with CampbellJones</p>	Jeff Ronneberg	<p>Lead Team: Cabinet, Principals, DLT members as appropriate based on topic</p> <p>DLT: Cabinet, Principals, Asst Principals, & Coordinators/Managers as assigned</p>	<p><i>Lead Team Quarterly Retreats</i> Nov. 2-3, Feb 1-2, April 5-6</p> <p><i>District Leadership Team Retreats</i> August 9-10, June 21</p> <p><i>AdHoc Topical-Strategic</i> Lead Team 8:30-11:30 unless noted Oct 12 (1:00-4), Dec 14, Jan 11, March 1 (full day reserved), May 10, June 14 DLT 12:30-3:30 Nov 16, Dec 14, Jan 25, Feb 22, March 29, April 19, May 10,</p> <p><i>Cultural Proficiency Prof Learning</i> District Leadership Team: Sept 18-19, Oct 4, Nov 20, Dec 18 Educational Services Advisory: Sept 27-28, Oct 5, Nov 21, Dec 19 <i>The Oct-Dec dates may flip based on participants, who will be TBD in August</i></p>
Principal Meetings	<p>Principals' Weekly "Check-ins" are scheduled each week to briefly check-in, simply providing updates and ensuring clarity about work happening in the organization.</p> <p><u>Tactical Meetings</u> are held to monitor progress, identify and mitigate potential obstacles, and leverage potential accelerators to enhance coherence, alignment, and implementation of projects throughout the district. <i>We will use WebEx when Adhoc meeting not scheduled.</i></p> <p><u>Principal Adhoc Topical-Strategic</u> meetings are held as needed, with the same purpose as adhoc meetings above. Topics are identified through Cabinet and/or Principals' Tactical meetings 3-10 days in advance to ensure appropriate information is gathered, and necessary participants are able to attend. SIIP reviews will be incorporated into this time as needed.</p>	Hope, Tony, Jeff	<p>Principals and Assistant Principals</p> <p><i>Cabinet scheduled for tactical and adhoc to be available if topic requires participation.</i></p> <p><i>Ed Services</i> <i>Coordinators hold adhoc times to be available if topic requires their participation</i></p>	<p>Principals' Weekly "Check-in" with cabinet each Monday 11:15-11:30 via WebEx</p> <p>Principals' Tactical 8:00-9:30 Sept 14, 28; Oct 12, 26; Nov 9, 16; Dec 7 (12:30-2:00), 21; Jan 4, 11; Feb 8, 22; March 22, 29; April 12, 19; May 3, 17, 31</p> <p>Principals' Adhoc Topical 9:30-12 Sept 28; Oct 12, 26; Nov 9, 16; Dec 7 2:00-4:00; Jan 11; Feb 8, 22; March 22, 29; April 19; May 3, 17, 31</p> <p>** FY17 Staffing Meetings to be communicated at August 11 meeting</p>

Team/Council	Purpose	Facilitator	Membership	When and Where
Educational Services Team meetings	Educational Services Team members meet weekly to focus on tactical issues related to district initiatives and projects. The focus is reviewing weekly activities, scorecard metrics, resolving obstacles, and identifying next actions. Adhoc time is reserved with DLT and Lead Team for critical and strategic issues that need more time, as well as learning. Quarterly strategic meetings are scheduled for team development.	Hope Rahn Tony Mayer Hope & Tony	Learning Coordinators Student Services Coordinators All Ed Services Staff	Weekly Tactical: Fridays, 12:00-1:30 Weekly Tactical: Fridays, 8:30-10:00 Quarterly Strategic: August 3, Nov 10, Feb 9, April 13, June 15
Educational Services Advisory Council	Coordinates implementation of processes and procedures described in our Learning Community Framework: curriculum and instruction, assessment, professional development design and delivery, and school and organizational improvement planning.	Hope Rahn	Teachers, Administrators, Support Staff, and District Coordinators <i>See Learning Community Framework for complete membership</i>	LET Retreat: August 16-18 <i>Cultural Proficiency Prof Learning</i> Sept 27-28, Oct 5, Nov 21, Dec 19 <i>The Oct-Dec dates may flip with DLT based on participants, who will be determined in August</i> <i>Cultural Proficiency Facilitators</i> Jan 17-18, Feb 5, 26, March 22 Additional dates will be scheduled beyond cultural proficiency learning after January 1

School-level and Program Leadership Committees:

The committees and teams below are formed to ensure alignment and coherence of the following: School Continuous Innovation Planning, aligned with district operational plan; Continuously improve school/program level systems and processes; Annual school/program budget; Leading in partnership and fostering shared responsibility and implementation of useful practices consistent with being a Professional Learning Community

Committee/ Team	Purpose	Facilitator	Membership	When and Where
Learning and Equity Teams	Facilitates school-level processes and procedures related to the work of PLCs, curriculum and instruction, assessment, professional development design and delivery, and school improvement planning. Aligns with the District Educational Services Advisory Council.	Principal and Educational Services Advisory Council Reps	Curriculum leads, Continuous Improvement & Innovation Coaches, Administration, Teachers at-large.	TBD @ school
School Operations Team/Committee	Facilitate the day to day operations of the school. The need for this committee will be determined by site.	TBD @ school	TBD @ school	TBD @ school
School Staff Meetings	Facilitate school-level professional learning and business	Principal	TBD @ school	TBD @ school
E-12 Assessment Committee	The E-12 Assessment Committee will meet on a periodic basis to assess the fit and relevance of our current assessment practices, identifying areas for improvement and necessary alignment with other practices in the district. Members of the E-12 Assessment Committee will develop recommendations to administration	Jenna Johnshoy	Staff and administration. Parents and community as appropriate for topic.	Quarterly, with additional as necessary
Learning Technology Committee	Ensure the District's overall technology program aligns with the Strategic Plan, and State guidelines. Guide the development of the District's Web site, and maintain the overall technology plan.	Jerelyne Nemanich, Steve Halvorson	CITCs with technology focus, Technology support staff. Parents and community as appropriate for topic.	Periodic
Technology Support Team	Ensure that the district's infrastructure supports learning, teaching, and operations throughout the district.	Steve Halvorson	Technology Support Staff	Tuesdays, 1-3 p.m.
Community and Connections Committee	This committee of parents, community members, and staff assesses current communications and outreach, as well as identified opportunities to improve our engagement with all members of our community.	Bob Noyed, Colleen Pederson	Staff, administration, parents and community as appropriate for topic.	Periodic
Other	Schools and programs utilize other leadership teams/structures as necessary			

Collaborative Teams

Collaborative Teams meet because the members have a similar role and/or hold a shared responsibility, and come together to learn from one another and enhance the way they do their work. Creating and sustaining a learning community aligned around improving student learning results requires a norm of professional learning and continuous improvement in the daily work of all staff.

Teams	Purpose	Facilitator	Membership
Department (School admin, Principal/CIC/SSBC, HR, Business, etc) Standup and Weekly	Daily standup check-in meetings to share information, and weekly tactical meetings focused on tactical issues, and hold monthly and adhoc topical-strategic meetings as necessary.	Determined by site/department	TBD at each site/department
Curriculum Leads	Curriculum leads meet for professional learning and planning	Hope Rahn, Amy Bjurlin, Lisa Switzer	E-12 Curriculum Leads
Gifted and Talented Specialists	GT specialists meet regularly for program planning	Lindsay Johnson	Gifted and Talented Specialists
English Learning Academic Specialists	EL specialists meet regularly for program planning	Amy Bjurlin	English Learner Specialists
Special Education and Student Services	Departments meet monthly for professional learning, program planning, and assess progress toward identified projects and initiatives.	Tony Mayer	Student Services Building Coordinators (SSBCs), Case Managers, other SpEd staff as needed
Continuous Improvement & Innovation Coaches	Continuous Improvement & Innovation Coaches meet regularly for professional learning and to support one another in their role as coaches.	Lindsay Johnson	Continuous Improvement & Innovation Coaches
Learning Walks	Learning walks to assess progress towards district initiatives & identify supports necessary for progress.	Jeff Ronneberg, Hope Rahn	Principals, other administrators as interested
Principal Assessment Meetings	Principals will meet with Learning Analytics Coordinator monthly, at minimum, to review school data and progress towards overarching desired results.	Hope Rahn, Jenna Johnshoy, designee as appropriate	Principals



Parent and Community Participation

Opportunities to be part of our continuous improvement process

There are many ways for parents and community members to provide input, share ideas, and become involved with continuous improvement and innovation in Spring Lake Park Schools. The input we receive from parents and community members is critical to our ongoing planning and continuous improvement process. We encourage you to learn more about the many opportunities we have for you to get involved and work with us to improve the experience we provide for all students.

Short-term Involvement Opportunities

The following opportunities are offered to parents and community members to provide input to district and school administrators and staff as they engage in design and planning for specific projects and initiatives.

Focus Groups, User Groups, Input Teams

We conduct focus groups, user groups and input teams throughout the year on various topics to gather input and insight from parents, community members, and/or staff. The purpose of these sessions is to solicit input on a targeted topic from a small group of people, providing the opportunity to probe more deeply about user experiences, gather ideas, and gain insight about potential innovations. These are usually one-time opportunities that provide participants the opportunity to engage in what we like to think are lively and interesting conversations about timely, important topics, without making a long-term commitment.

Community Conversations

The purpose of community conversations is to allow participants the opportunity to provide input on a specific topic as well as on topics related to the District Operational Plan. The conversations are organized in a variety of formats to provide each participant the opportunity to share their thoughts and ideas. These sessions allow a large number of people to participate.

School, Parent Teacher Association/Organization, and Early Learning Visits

The superintendent and district administrative team strive to attend at least one PTA meeting each year at every school. The agenda at these sessions includes a short informational overview, as well as time for parents to ask questions and share their perspective on specific topics.

Online Opportunities

Along with the face-to-face opportunities, the district also provides ways to share input online in a variety of ways. Because some people may be unable to attend one of the face-to-face sessions, we create online opportunities for individuals to share their perspective.

Ongoing, Interest-based and Program Committees and Input Opportunities

In addition to the many opportunities to share input, the district also has many committees, councils and input opportunities that include parents and community as members. Below is a list of committees and councils; level of commitment varies for each committee/council.

Athletics Advisory Council – All parents of high school students involved in athletics or activities are invited to attend advisory meetings that are held each month. Contact the Activities Office for further information.

Facilitator: Matt St. Martin

Autism Parent Support Group – This committee supports parents with defining appropriate programming options for their child, learning about autism, and assisting with access to community resources to support their child.

Facilitator: Kristen Johnson

Communication and Connections Advisory & Continuous Improvement Efforts

This committee of parents, community members, and staff meets periodically to assess current communication and outreach efforts, as well as to identify opportunities to improve school district engagement with all members of the community.

Facilitator: Bob Noyed

Community Education Advisory Council – Make recommendations about policies, programs, and budget for Community Education Services to meet needs and interests of community members.

Facilitator: Colleen Pederson

Community Leader Meetings

At various times during each school year, the superintendent and district administration schedule meetings with groups of community leaders. Community Leader Meetings will likely include, but are not limited to, groups such as legislators, local clergy, business network groups, and social service agencies who work with children and families. The purpose of these meetings is to share information with community leaders and to solicit input.

Facilitator: Jeff Ronneberg, Karen Stifter

Community Transition Committee – This community group gives the 18-21-year-old transition program feedback to improve the curriculum for students in need of additional programming in real-life skills.

Facilitator: Tony Mayer or designee

Curriculum Task Forces – Curriculum task forces are formed annually to review effectiveness, research best practices, study current district practices, and identify essential learning outcomes.

Facilitator: Hope Rahn

Down's Syndrome Group – This group helps parents of newly identified children with Down's Syndrome learn about this syndrome and access community resources which will assist them with raising their child.

Facilitator: Tony Mayer or designee

E-12 Assessment Committee – The E-12 Assessment Committee will meet on a periodic basis to assess the fit and relevance of our current assessment practices, identifying areas for improvement and necessary alignment with other practices in the district. Members of the E-12 Assessment Committee will develop recommendations to present to the administration.

Facilitator: Hope Rahn

Early Childhood Advisory Council – This group meets regularly to provide input regarding ECFE and School Readiness/Preschool programs.

Facilitator: Kristin Goessel-Seery

Gifted and Talented Advisory Committee – This committee meets on a regular basis throughout the year to learn more about the gifted and talented program, provide input on areas for growth, and identify volunteer opportunities for support of the program.

Facilitators: Lindsay Johnson

Nutrition Services Advisory Committee

This committee of parents of students in the district meets periodically, providing an opportunity to share information about state and federal guidelines and receive feedback and input for consideration by the nutrition services department.

Facilitator: Amy Kimmel

Panther Foundation – The purpose of the Panther Foundation is to enrich educational experiences for the 5,800 students within Spring Lake Park Schools. Support for the foundation comes entirely through contributions and special projects. The foundation awards grants for innovative projects initiated by staff, parents, and students that directly benefit students.

District Liaison: Colleen Pederson

Parent Teacher Associations/Organizations – Each school holds parent meetings on at least a monthly basis. Contact the school principal or district calendar for further information.

Special Education Advisory – This committee is comprised of parents of students in need of special education that attend school within the district. The goal of this committee is to assist with the continuous improvement planning of special education services in the district.

Facilitator: Tony Mayer

Staff Input

It is always important to consistently involve staff throughout the system in the design and planning of continuous improvement efforts and innovation initiatives. Teachers and other staff are involved with leadership of District Operational Plan projects, as well as serve on design teams and task forces. Input is sought purposefully throughout the year at staff meetings, user groups, input teams, and through surveys and rounding (short, one to one interviews). In addition, teacher and staff representatives serving on the district Educational Services Advisory Council provide guidance around school improvement efforts, curriculum development, professional learning, and the design of the district operational plan.

Superintendent Strategic Advisory Council

The purpose of the Superintendent's Strategic Advisory Council is to inform the development of the District Operational Plan and to seek input on systemic and strategic issues from key parent, business and community leaders. The council includes individuals who are invited by the superintendent. Interested individuals can self-nominate to be considered as a member.

Facilitator: Jeff Ronneberg, Karen Stifter

Systems Improvement Advisory Council (SIAC)

This council conveys community beliefs and opinions as they relate to continuous improvement efforts or teaching, learning, and accountability issues in the school district. Members serve as a sounding board for the community and gain knowledge about curriculum, professional development efforts, instructional programs, and assessments of and for learning being implemented in our classrooms. The committee is composed of parents, students, teachers, administrators, and community members.

Facilitator: Hope Rahn

The district also uses its website, parent and community newsletters, social media and local newspapers to promote input opportunities. Look for opportunities to participate in these input sessions.