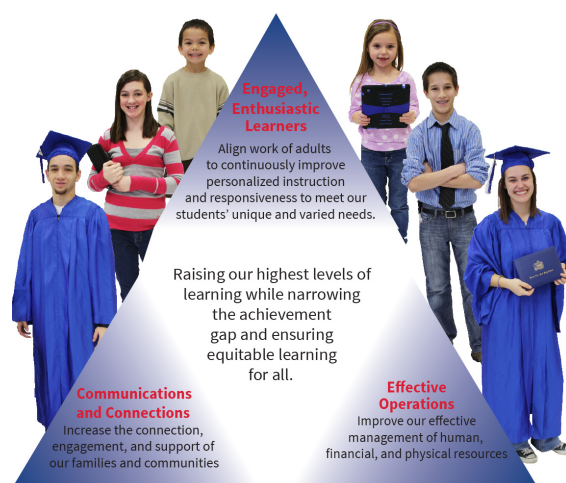


Board Priority Key Achievement Points and Deliverables

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 (Nelsen)

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

Mid-Year Update

- Initiated second year of implementation
- Designed process for monitoring implementation to provide students with multiple opportunities to demonstrate learning
- Designed process for monitoring implementation of assessment for learning strategies
- Studied educational literature, benchmark district examples, and other resources to guide development of competencies and descriptions

End-of-Year Update

- Developed prototype of competency-based learning framework and tested the prototype using current essential learning outcomes and learning targets
- Developed prototype of cross-curricular competencies for career and life skills as part of the overall competency-based learning framework
- Provided professional learning to Continuous Improvement and Innovation Coaches on reporting learning by target, and developed next steps around coaching opportunities at the secondary level
- Monitored implementation of providing students with multiple opportunities to demonstrate learning, and assessment for learning strategies. Identified next actions for continued professional learning to improve implementation
- Completed executive summary studying weighted grades at the high school with recommendation for implementation for Fall 2018

Summary Statement

This project was successful, continuing with implementation as part of 2018-2019 DOP

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 grades 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 		

Mid-Year Update

- Completed science classrooms, rotunda/visitor access, and weight/fitness rooms at high school
- Completed design of spaces at high school ("C" wing, Lighthouse, CTE); Westwood (team teaching, Den, media); K-4 elementary schools (STEM, opening up classrooms, flexible spaces); and construction of Centerview Elementary School, Transitions program space and early childhood space
- Convened core groups to review options for furniture for the high school "C" wing, CTE spaces and Centerview
- Designed options for baseball fields to be placed at the high school or NSC. Final recommendation pending further study of feasibility in partnership with Blaine Soccer Club in constructing turf complex at NSC
- Westwood Programming Design Team has been meeting throughout the summer and fall planning for Fall 2018, and have met with parent groups to gain insights and feedback on design
- Worked with Panther Foundation to secure support of \$600,000 donation supporting athletics and activities facilities projects
- Narrowed boundaries options from more than 30 to the four options presented for round one of community feedback through the work of the Design Team and Input Team process cycle

End-of-Year Update

- Bids were awarded for high school (CTE & "C" wing) and Lighthouse (opening up classrooms); Westwood (team teaching space, Den, media, opening up classrooms); Woodcrest (opening up classrooms); STEM at all schools; Transitions and early learning space; and DSC deferred maintenance and renovation
- Centerview construction continues to be on schedule and within budget
- Boundaries for Fall 2018 have been determined and communicated
- Partnership continues with NSC to determine athletic field options for turf and baseball

Summary Statement

This project was successful, continuing with implementation as part of 2018-2019 DOP

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 (Nelsen)

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 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

Mid-Year Update

- Refined learner profiles to reflect feedback from Spring 2017 proofs of concept and continued further study of benchmark districts and best practices to support teacher implementation and continuous improvement
- Developed *teachable point of view* to enhance clarity and communication around the purpose of learner profiles, and rollout of implementation
- Met with each building administrative team to guide school leadership teams' development of an implementation plan for learner profiles
- Designed and implemented cloud-based management system to house learner profiles in an accessible space from year to year

- Phased learner profile rollout across district, with initial rollout at Spring Lake Park High School, Northpoint Elementary, and Westwood Intermediate. All schools will implement by the end of year
- Studied educational literature, benchmark district examples, and other resources to guide development of the personal learner map

End-of-Year Update

- Continued professional learning and implementation of student-centered component of learner profiles at each site
- Developed leading indicators to measure progress of implementation of learner profiles
- Members of Systems Improvement Advisory Council completed an appreciative inquiry protocol around learner profiles to gain continued insight into parent input component of learner profile
- Reviewed literature, tools, and system compatibility for new data warehouse to capture student assessment component of learner profile
- Explored numerous tools for personal learner maps and evaluated each tool's capacity to meet the needs identified through project work thus far
- Recommended adoption of Naviance as primary tool for grades 7-12 personal learner map for career/college readiness

Summary Statement

This project was successful, continuing with implementation as part of 2018-2019 DOP

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 (Nelsen)

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-Ongoing
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	Documentation of learning experiences	Ongoing-June

SLP to learn about SLP 3D methodology	2018
<p>Mid-Year Update</p> <ul style="list-style-type: none"> • Developed image for Innovative and Personalized Learning, and series of three videos, to describe and communicate this initiative, internally and externally • Have provided, and will continue to provide, ongoing opportunities for staff to learn from thought leaders and other districts working on innovative and personalized learning (e.g., National Convening for Personalized Learning) • Provided learning opportunities for those outside of SLP to learn about SLP 3D methodology (district leader in area of innovation, personalized learning, design thinking): <ul style="list-style-type: none"> ○ The following are some of the districts/organizations that have visited and/or consulted with SLP: North St. Paul-Maplewood-Oakdale, Stillwater, South Washington County, Eden Prairie, Farmington, Metro ECSU, Mounds View, South St. Paul ○ Presenting on SLP 3D human-centered design at upcoming Learning Forward and TIES conferences in December • Established and implemented process for submitting, implementing, and monitoring ideas brought forward by staff through MySLPIdea • Innovations implemented by teachers this fall include, but not limited to: Ignite Academy (9th grade interdisciplinary); 7th Grade Panther Academy; Integrated Language Arts & American Studies 7th grade; numerous team and individual designs to enhance engagement and learning 	
<p>End-of-Year Update</p> <ul style="list-style-type: none"> • Provided learning opportunities around 3D design and innovation to principals' assistants, paraprofessionals, and technology and building and grounds staff • Utilized 3D design thinking methodology in all DOP project work • Provided opportunities for purposeful cultivation of ideas through virtual rounding with teachers, and student open spaces at middle school and high school • Have provided, and will continue to provide, opportunities for those outside of SLP to learn about SLP's approach to innovation and design, including: <ul style="list-style-type: none"> ○ Continued work with ISD 622 ○ Presentation for Metro Area Curriculum Leaders ○ Round table at St John's/St Ben's ○ Site visits and WebEx calls from numerous districts and organizations ○ Presentation at Ignite, Inspire and Innovation conference • Designed program evaluations for all "Let's Build It" innovations 	
<p>Summary Statement</p> <p>This project was successful, continuing with implementation as part of 2018-2019 DOP</p>	

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 (Nelsen)

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

Mid-Year Update

- Designed professional learning around formative use of engagement reflection tools to be implemented at Westwood in December
- Continued implementation of Design Studios, and support of design thinking day-to-day at school level
- Received "input team" feedback on teacher warehouse and using feedback to refine for implementation
- Studied educational literature, benchmark district examples, and other resources to guide development of a continuum to describe the transition from teacher platform to learner platform

End-of-Year Update

- Continued to scale learning and use of formative use of engagement reflection tools through professional learning communities and coaching conversations
- Provided continued support to administration, teacher leaders, and teachers in the design of engaging student work and learning experiences
- Determined varied needs of teachers regarding exemplar units and lessons, and merged this milestone within the competency-based learning project

- Created and refined prototype of continuum of personalized learning from teacher platform to learner platform

Summary Statement

This project was successful, and will move to standard work

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, Switzer, Johnson, Olson/Hartje)

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	Executive summary of A-ROI study	July 2018

investment study following Year 2 implementation of AVID		
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
Mid-Year Update AVID <ul style="list-style-type: none"> Increased from four AVID elective courses (grades 7-10) in 2016-2017 to seven AVID elective courses (grades 7-11) Continue implementation of year-long professional learning plan for all grades 6-12 teachers, to provide learning around AVID strategies for implementation to build college and career readiness for all students Completed design of academic return on investment study, to be completed in Summer 2018 Met in an inter-district AVID team to determine possibilities for partnership CTE/STEM/Allied Arts <ul style="list-style-type: none"> Determined courses for Fall 2018 implementation within each career and college pathways Started establishing industry and community partnerships to support pathways courses Completed essential learning outcomes, assessments, and unit designs for middle school STEM electives Currently bringing in groups of K-5 teachers to design interdisciplinary STEM units to enhance elementary STEM programming already in place Embedded College <ul style="list-style-type: none"> Finalizing agreements with partner universities for expanded embedded college courses offered Fall 2018 Met in an inter-district embedded college team with Mounds View Schools to determine possibilities for partnership in order to increase number of teachers who have met credentialing requirements Advanced Placement/Honors <ul style="list-style-type: none"> Hired 0.5 FTE gifted and talented specialist at the high school to enhance student support, programming, and professional learning for teachers 		

- Designed professional learning plan for high-achieving cluster teachers, accelerated math teachers, honors teachers, and Advanced Placement teachers

End-of-Year Update

AVID

- Partnered with districts in North Suburban Post-Secondary Success Consortium and AVID to provide round table discussions for principals and site coordinators
- Completed implementation of year-long professional learning plan for grades 6-12 teachers on AVID strategies to build career and college readiness for all students
- Completed study on the option of scaling AVID to elementary grades, and made decision to scale to grade 5 (schoolwide program)
- Currently completing academic return on investment for AVID programming (to be completed August 2018)

CTE/STEM/Allied Arts

- In the process of developing Pathways courses for Fall 2018 implementation (to be completed August 2018), including:
 - Business Marketing (new)
 - English Research & Communication (new 12x12 course through ARCC)
 - Introduction to Business (redesign)
 - Teacher Education (new 12x12 course through U of MN)
 - Psychology (redesign of one section connected to Teacher Education course)
 - Intro to Engineering Design (new 12x12 course through Project Lead the Way)
 - AP Computer Science Principles (new 12x12 course through AP)
 - Reading and Writing in the Digital Age (new)
 - How to Make Almost Anything (new)
 - Intro to Coding (new)
 - OEC course refinements
- Partnered with districts through North Suburban Post-Secondary Success Consortium to offer joint 12x12 courses for Fall 2018 implementation

Embedded College

- Determined additional embedded college courses to offer Fall 2018, including above Pathways courses, and Intermediate Spanish 201 (new 12x12 course through MSU-Mankato)
- Studied impact of trimesters vs semesters on embedded college course offerings, and made decision to continue with trimesters at the high school
- Monitored implementation of 2017-2018 embedded college courses, and identified successes and opportunities for refinement
- Created and implemented options for teachers to gain required credentialing for teaching embedded college courses

Advanced Placement/Honors

- Finalized descriptions of Advanced Placement courses, Honors courses, and high-achieving cluster classrooms, including what makes these courses unique and considerations for student success
- Implemented professional learning for Advanced Placement teachers, including the connection to career and college readiness, AP exam preparation, and the design of student work and learning experiences in AP courses

Summary Statement

This project was successful, continuing implementation as part of 2018-2019 DOP

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: Mayer

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
Mid-Year Update		
<ul style="list-style-type: none"> Established a Design Team, consisting of learning leaders, teachers and other staff, and convened the team for two days in July. The team developed <i>district beliefs and assumptions</i> about student behavior, and established <i>school and classroom management expectations</i> for students which are culturally proficient Developed school and classroom student management practices, and corresponding <i>Inviting Student Learning Environment manual</i>, which clarifies and aligns assumptions, beliefs, expectations, and practices, while providing for cultural proficiency and developmental appropriateness Developed a decision-making model aligned to the classroom student management practices to clarify common expectations for teachers, and assist teachers in appropriately responding to student behavior Conducted professional learning for all teachers in August, October, and have designed plans for December, related to understanding the beliefs and assumptions for student behavior, student behavioral expectations, behavior decision-making framework, and aligned student management practices Conducted two days of professional learning for behavior specialists and behavior paraprofessionals related to identifying functions of student behavior and designing meaningful behavior support plans Conducted four days of professional learning on cultural proficiency for leaders, teachers, and other staff, facilitated by Franklin and Brenda CampbellJones The Inviting Student Learning Environment project team has identified a set of metrics to assess implementation fidelity, guide professional learning, and make adjustments in implementation 		
End-of-Year Update		
<ul style="list-style-type: none"> Conducted a teacher/staff survey and rounding related to Inviting Student Learning Environment (ISLE). Feedback from the survey and rounding informed refinements to the ISLE manual and the design of professional learning Conducted professional learning for all teachers in February and April that included communication about refinements to ISLE manual, additional behavior response strategies, clarification about classroom removal procedures, and opportunities for teachers to learn from one another Monitored implementation of ISLE through multiple measures. Data from the 2017-2018 school year demonstrated reductions in total behavior incidents and the number of students with chronic behavior challenges Monitored implementation of the district's behavior response model through multiple measures including review of 		

individual student intervention plans. Data revealed that the vast majority of students with chronic behavior challenges had been referred for behavior specialist support and were receiving formalized behavioral interventions

- Continued cultural proficiency training with Franklin and Brenda Campbell Jones that included the identification of district cultural proficiency facilitators and five days of additional training for these individuals
- Refined ISLE Manual to include additional research-based behavioral response strategies, clarified behavioral decision-making processes and classroom removal procedures, and provided opportunity for teachers to share effective strategies with their colleagues
- Identified further improvements to be implemented during the 2018-2019 school year, as highlighted in the 2018-2019 DOP

Summary Statement

This project was successful, continuing with implementation as part of 2018-2019 DOP

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

Oversight: Rahn (Nemanich)

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

Mid-Year Update

- Developed image and descriptions of learning models for blended, hybrid, and online learning
- Determined courses to redesign for Fall 2018 that will replace GradPoint courses
- Developed procedures for e-learning days that meets MDE requirements for an attendance day
- Currently recruiting teachers to develop and teach redesigned online and hybrid courses
- Currently developing professional learning course for teachers around design of online and hybrid courses

End-of-Year Update

- Completed professional learning modules for teachers on designing and teaching online and hybrid courses; teachers who are teaching online courses for Fall 2018 are currently participating in the professional learning modules
- Completed executive summary of human and fiscal impact of online and hybrid courses, inclusive of online course and tuition guidelines
- Developed initial map for online and hybrid courses through Fall 2020
- In the process of developing online courses for the following courses to be implemented Fall 2018:
 - Economics
 - Government
 - World History A&B
 - US History
 - Geometry

- ELA 10
- ELA 11
- Hybrid Biology
- Completed pilot using WebEx as a supplemental platform for online learning

Summary Statement

This project was successful, continuing implementation as part of 2018-2019 DOP

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 (Bjurlin, Switzer)

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

Mid-Year Update

- Studied and developed executive summary of current math practices within SLP to analyze effectiveness
- Completed benchmarking of metro-area and outstate districts that are demographically similar
- Initiated study of best practices in math pedagogy, and started developing executive summary of practices to be implemented

End-of-Year Update

- Completed research study on best practices in math pedagogy and instructional practices, and developed K-12 math framework to guide learning and teaching in the area of math throughout the district
- Implemented professional learning for K-5 teachers on high yield math routines for immediate implementation
- Determined core instructional resources for K-12 math, including adopting a new core K-5 math resource (Bridges) and continuing with our core grades 6-12 math resource (CPM)
- In process of implementing year-long professional learning plan, inclusive of effective math practices (as described in the math framework), utilizing new core K-5 math core resource, and current grades 6-12 math core resource
- In process of reviewing learning outcomes, assessments for and of learning, and unit designs for K-12 math to align with competency-based learning framework and to incorporate instructional practices in math framework (to be completed by August 2018)

Summary Statement

This project was successful, continuing implementation as part of 2018-2019 DOP

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: Rahn (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

Mid-Year Update

- Created and implemented both summer and school-year processes to welcome families of students identified as English learners and assess current levels of English language
- Developed executive summary describing: current practices within Spring Lake Park Schools related to students identified as English learners; results of benchmarking other demographically similar districts; and summary of best practices in English learner programming based on educational literature
- Designed a core and targeted instructional practices framework prototype to guide implementation of best practices for English Learner programming
- Developed proof of concept for teachers to use as they identify language demands within content areas
- Developed initial draft of professional learning plan for 2017-2018, 2018-2019, and 2019-2020

End-of-Year Update

- Created and implemented a process to help welcome families of students identified as English learners, and the process to assess student levels of English language
- Revised and finalized framework to provide guidance to all staff on supporting the needs of our English learners
- In process of reviewing English language learning outcomes, assessments for and of learning, and unit designs (including core and supplemental resources) for grades 7-12 content-based sheltered courses, and K-12 English language development, for students identified as English learners (to be completed by August 2018)
- Designed balanced assessment approach to monitoring the English language progress of students identified as English learners for implementation in Fall 2018
- Implemented initial professional learning for teachers around assumptions and beliefs that guide our work with multilingual learners
- Continued monitoring implementation of vocabulary instruction at grades K-5

Summary Statement

This project was successful, continuing implementation as part of 2018-2019 DOP

Strategic Anchor: Effective Operations:

Improve our effective management of human, financial and physical resources

<p>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</p> <p>Oversight: Stromberg</p>		
<p>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.</p>		
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
<p>Mid-Year Update</p> <ul style="list-style-type: none"> Reviewed best practices for diversifying our workforce through our partnership with the North Suburban Success Consortium. Will partner with members of the consortium to scale the Hamline University Grow Our Own Partnership Established a partnership with SLPTU to study teacher absenteeism and substitute requests finalized during our teacher negotiation process Supported schools in designing plans to sustain progress made in recent years, and continue to reduce the need to request substitutes Deepened our relationships with St. Thomas, Augsburg and Bethel to attract more diverse students to support our AVID programming and fill open teacher positions by providing as many opportunities as possible to university students to complete teacher practicum hours and student teaching Continued to increase our job fair participation for non-teaching positions Distributed our first-ever 45-day New Hire Employee/Make Your Mark/leadership and culture survey this fall to the 2017-2018 employees new to the district 		
<p>End-of-Year Update</p> <ul style="list-style-type: none"> Reviewed best practices for diversifying our workforce through our partnership with the North Suburban Success Consortium, and will partner with members of the consortium to scale the Hamline University Grow Our Own Partnership Continued studying teacher absenteeism and substitute requests and developed additional options at the elementary level for covering classrooms when a substitute teacher is not available. In addition, the district is participating in an Educator Absenteeism Project with many other school districts in the metro area, designing new ways to support classroom educators and absences Deepened our relationships with the University of St. Thomas, Augsburg University, the University of Minnesota and Bethel University to attract more diverse students to support our AVID programming and fill open teacher positions by providing as many opportunities as possible to university students to complete teacher practicum hours and student teaching Implemented a 45-day New Hire Employee/Make Your Mark/leadership and culture survey for employees new to the district in 2017-2018 		
<p>Summary Statement</p> <p>This project was successful, and is moving to standard work</p>		

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
Mid-Year Update <ul style="list-style-type: none"> • Jeff Ronneberg is serving as co-lead of the Consortium with Chris Lennox, superintendent of Mounds View Schools • A Consortium Operational Plan has been established with four projects: Enhance Higher Education Partnerships; Diversify the Workforce; Enhance AVID programming; Share Equity Frameworks guiding work in school districts • Six meetings are scheduled throughout the year for superintendents to assess progress of interdistrict subgroups working on each project 		
End-of-Year Update <ul style="list-style-type: none"> • Assessed operational effectiveness of first year and identified refinements for meetings for 2018-2019 • 2019-2020 projects and work groups have been identified 		
Summary Statement The first year of the consortium was successful, and the project will continue as part of 2018-2019 DOP		

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: Stromberg		
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 2017
Recruit and hire “pit crew” positions	Positions filled	August 2017
Monitor implementation at all schools	Summary of evaluation	Ongoing-June 2018
Mid-Year Update <ul style="list-style-type: none"> • Established position descriptions and key work processes (roles and responsibilities) for "pit crew" positions <ul style="list-style-type: none"> ◦ Positions include Dean of Students, Deans for Personalized Learning, Student & Family Advocates, Behavior Specialists • Hired a new Dean for Personalized Learning and a Dean of Students at the high school, behavior specialists throughout the district, and support positions such as behavior paras • Continued to recruit high quality behavior paraprofessionals • Monitoring implementation of “pit crew” positions to enhance effectiveness and reduce fragmentation 		
End-of-Year Update <ul style="list-style-type: none"> • Monitored implementation of Pit Crew teams through routine observations, rounding conversations, and data review • Refined Pit Crew roles and responsibilities, based on quantitative and qualitative feedback, to better align the work of staff within the behavior response model. Refinements included the addition of a Board Certified Behavior Analyst position for 2018-2019 and reallocation of resources to create Social-Emotional-Behavior Instructional Specialist positions • Designed guiding change related to school-based mental health that informed development of a Request for Proposals to 		

create a partnership with a community-based agency to provide mental health therapy to students in our schools

- Implemented ongoing parent communication that included description of the Inviting Student Learning Environment project, and Student and Family Advocates

Summary Statement

This project was successful, and will move to standard work

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

Mid-Year Update

- Continued production of social media formats of the marketing videos for the district and each school
- Developed content outline to guide writing of budget and finance related stories for online and print publications
- Continued to implement brand strategy including signage in and around the District Services Center
- Developed initial research plan to gather input on and feedback on district communication vehicles from parents and staff
- Continued to expand use of social media to connect with parents and staff, and as a marketing tool with families shopping for schools

End-of-Year Update

- Finalized social media formats of the marketing videos for the district and each school
- Produced both video and print formats of the SLP Panther Proud teacher profiles and used as content for social media and websites
- Began process to redesign district and school websites to focus on marketing messages and promotion of the district, schools and programs
- Produced "Get to Know" videos of the superintendent and all principals for marketing purposes and as content on the new website
- Purchased space on local electronic billboard from February to June to promote district marketing messages

Summary Statement

This project was successful, and will move to standard work

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 marketing/communication plan for each school	November 2017
Establish current reality for each school on how and how well teachers communicate with families	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

Mid-Year Update

- Worked with technology team and building administrative assistants to increase the number of parents who have emails included in the Campus system, which are used regularly to share information with parents
- Developed initial drafts of surveys to determine baseline of how each school communicates with parents
- Developed and distributed the "Stay Connected" publication to parents, which included information on how to connect and communicate with the district and schools

End-of-Year Update

- Worked with elementary teachers to identify appropriate digital tools for use in communicating with parents

Summary Statement

This project was not fully implemented, and will continue as part of 2018-2019 DOP

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
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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
Mid-Year Update <ul style="list-style-type: none"> Designed and implemented Make Your Mark sessions at the beginning of the year with Nutrition Services, Community Education, administrative assistants and the incoming class of new staff Developed an initial 2017-2018 professional development calendar, which will include training for DSC and technology staff, custodians, paraprofessionals, bus drivers, and front office teams Developed and implementing Quality Assurance protocols and standard processes based on Make Your Mark on an ongoing basis with front-line teams, and buildings and grounds staff Introduced the new Panther mascot with support from the Panther Foundation Reopened the Panther Store at SLPHS 		
End-of-Year Update <ul style="list-style-type: none"> Custodial staff implemented improved Quality Assurance checklist for buildings and grounds Re-focused efforts on school safety and security, including: <ul style="list-style-type: none"> Implemented a revised visitor management system Piloted a campus perimeter notification system Audited our emergency response plans Reviewed camera audit Provided a full-day of professional learning for paraprofessionals focusing on Make Your Mark, ISLE, and job-specific topics 		
Summary Statement <p>This project was successful, and will continue with implementation as part of the 2018-2019 DOP. Continued implementation will focus on enhancing school safety and crisis preparedness and response, balancing this with a welcoming experience for families, community members and customers</p>		