



2018-2019 District Operational Plan (as reviewed 6.26.18)

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: Flexible, Enriching Environments–

Continue implementation of the Master Facilities and Programming Plan, and enhance student learning through the flexible use of space, time, and resources

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

Pathways to Career and College Readiness and "12 x 12" – Implement pathways in grades 9-12 for 12 x 12 career and college readiness and exploration, and vertically align 7-8 elective programming with pathways

Online and Hybrid Learning – Implement expanded, and develop further, online and hybrid courses at Spring Lake Park High School

K-12 Math – Implement K-12 core and targeted math course offerings, instructional practices, and resources following 2017-18 study

Inviting Student Learning Environment – Monitor and support continued implementation of school and classroom practices that meets the varied social-emotional and behavioral needs of each student

Accelerating Student Learning: English Learners – Implement English Learner programming following 2017-18 study, and monitor and support school-level continued implementation of K-12 academic interventions to effectively accelerate the learning of each student

Computer Science/Coding K-8 – Study computer science and coding curricular options in grades K-8

STRATEGIC ANCHOR – Effective Operations

Improve our effective management of human, financial and physical resources

Middle School Activities – Align and enhance current, and expand, before and after-school offerings for students, and management and oversight of programming

Data Warehouse and Dashboard – Implement customized data warehouse and Power BI reporting tool to align school, classroom, and student information in one platform to support staff in data-informed decision-making

Fiscal Planning – Strategically position the district for long-term fiscal health

North Suburban Success Consortium – Partner with member districts in continued implementation of inter-district operational plan

STRATEGIC ANCHOR – Communications and Connections

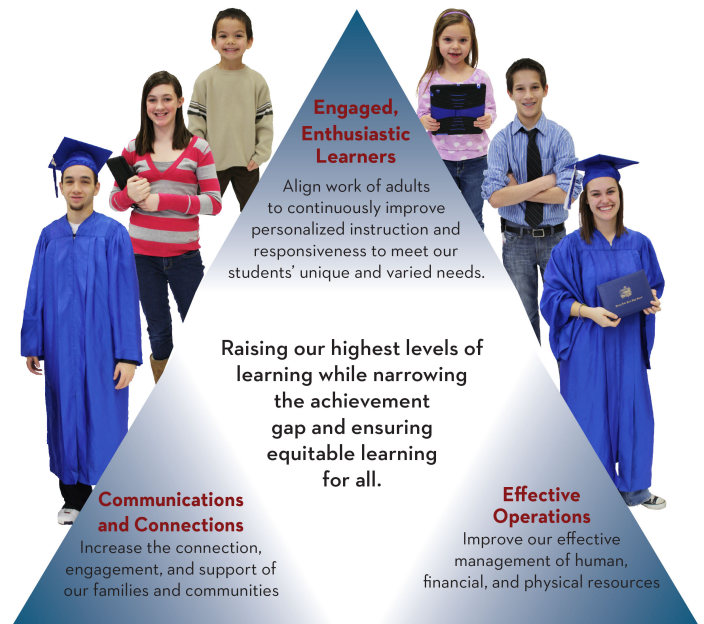
Increase the connection, engagement and support of our families and communities

School Communication Methods – Monitor and support improvement of school and teacher communication methods and tools, leading to enhanced communication and engagement with families

Inviting, Safe District Environment – Review measures to enhance school safety and crisis preparedness and response, balancing this with a welcoming experience for families, community members, and customers

Parent-Teacher Conferences – Study and identify options to enhance experience and effectiveness of parent-teacher conferences

School-based Mental Health – Establish a partnership with a community-based agency that will provide school-based mental health therapy to students



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 essential learning outcomes, and essential skills and dispositions

Oversight: Rahn

Why: We have spent the past year laying the groundwork for a transition to a competency-based learning system, including realigning essential learning outcomes and assessments, establishing multiple opportunities for students to demonstrate their learning, revisiting key practices within assessment for learning, and researching and developing Spring Lake Park's competency-based learning framework. This competency-based learning project will continue to develop processes and practices to support staff in assessing and communicating student progress (assessment for learning), reflecting how well a student has met the competencies 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
Establish K-12 universal content curricular competencies (including grade banded descriptors) for four core content areas, and for new pathways courses	Competency-based framework complete for ELA, math, social studies, science, TED, pathway, BE pathway, and HHS pathway	Ongoing-June 2019
Develop K-5 and refine 6-12 math unit exemplars, and refine K-6 reading unit exemplars, aligned to universal content competencies	Course competencies, assessments, and unit designs for each unit developed and ready for delivery and/or to build upon	July 2018-February 2019
Establish K-12 cross-curricular competency descriptions (including grade-banded descriptors) for career and life skills	Career and life skill competency framework, inclusive of repository to provide evidence of student mastery	Ongoing-June 2019
Consider refinements to system of reporting student learning to all stakeholders based on competency-based learning framework	Process for reformatting secondary gradebooks in Campus from grouping by type of assignment, to grouping by competency Review and possibly refine elementary report cards to align with competency-based learning framework	Ongoing-June 2019 Ongoing
Continue to monitor school implementation of assessment for learning and multiple opportunities to demonstrate learning	Executive summary of implementation practices	Ongoing

Mid-Year Update

- Continued professional learning and implementation emphasis on assessment for learning through each school's School Improvement and Innovation Plan (SIIP)
- Established K-12 universal content competencies in English Language Arts and completed initial prototypes for math
- Established content competencies for new pathways courses
- Refined cross-curricular competencies for career and life skills prototype, and currently working on descriptors
- Developed K-6 reading and math unit exemplars including unit assessments

End-of-year Update

- Completed design of, and implemented K-6 unit exemplars for reading and math
- Completed competency-based framework for Essential Skills for Success (career and life skill competencies)
- Monitored implementation of assessment for learning as part of each school's improvement and innovation plan through monthly principals' meetings, and offered additional learning opportunities for teachers through SLP Academy and online modules
- Implemented proofs of concept for reporting learning by competency through Schoology to inform next steps as this is implemented in the future
- Developed competency-based framework for physical education
- Determined approach to completing competency-based framework for all other content areas through innovation cohort (starting Fall 2019)

Summary Statement

This project was successful and is continuing with implementation as part of Innovative and Personalized Learning project within 2019-2020 DOP

Facilities for the Future, Enriching Educational Environments: Continue implementation of the Master Facilities and Programming Plan, and enhance student learning through the flexible use of space, time and resources

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. Hundreds of staff members, parents and community members have been involved in the processes to design these facilities. While the new and renovated facilities will provide additional space to accommodate enrollment growth and expanded programming, there is also an emphasis on providing enriching learning environments that will allow teachers to meet the varied need and interests now and in the future. As projects are completed, there is also a need to provide opportunities for staff, parents and community members to tour these new and renovated facilities and to showcase how the district is providing enriching environments for students.

Key Achievement Points	Deliverables	Timeline
Complete construction of Centerview Elementary School	School open for Fall 2018	August 2018
Complete renovations at Spring Lake Park High School, including "C" building and Pathways classrooms	Wing open for Fall 2018	August 2018
Complete construction of the new early childhood and Transitions addition at DSC	Addition open in Fall 2018	August 2018
Finalize plans for athletics and activities facilities renovations	Plans finalized and communicated	November 2018
Complete renovation projects across district	Spaces ready to use in Fall 2018	August 2018
Support schools and staff in implementing new and renovated instructional spaces, leveraging the learning environments to flexibly meet needs and interests of students.	Support provided to staff	August 2018-ongoing
Hold ribbon-cutting and showcase events of newly constructed and renovated facilities	Events promoted and conducted	September 2018

Continue to communicate about facilities projects and events	Communication is shared regularly with staff, parents and community members	Ongoing
Mid-Year Update <ul style="list-style-type: none"> Completed facilities projects at: <ul style="list-style-type: none"> ✓ High school - C wing renovated with flexible spaces and furniture, renovation of Pathways classrooms and renovation of Lighthouse space ✓ Westwood - Renovations completed to provide additional visibility into classrooms throughout school; flexible furniture installed in previous media center on grades 5-6 end; and renovated team teaching area into STEM spaces ✓ Centerview - Completed construction and opened on time ✓ Northpoint and Park Terrace - Installed flexible furniture installed for STEM learning ✓ Woodcrest Spanish Immersion - Renovations completed to provide additional visibility into classrooms throughout school, and flexible furniture installed for STEM learning ✓ DSC/EC/Transitions - Construction and renovation of early childhood space and Transitions program; HVAC replacement project in DSC, and renovations to Ed Services and HR ✓ Athletics & activities - Decision has been made to move forward with projects for improved field spaces at the high school, improvements/enhancements to the Fine Arts Center, and stadium improvements including the new plaza area with concessions, outdoor bathrooms and gate entrances on Able Street Continued work with sites to identify additional spaces where improvements in student and staff experiences can be made (i.e. Westwood cafeteria) 		
End-of-year Update <ul style="list-style-type: none"> Finalized plans and started construction on new turf fields on shared Centerview/NSC space (fields 3 & 4) Finalized plans and funding, solicited and awarded bids, and started construction on athletic facilities at the high school including: <ul style="list-style-type: none"> ✓ New entrance near Able Street, ticket booths, concession stand, and restrooms in Panther Stadium ✓ Baseball field with new grass field, turf walk-up areas and mound, as well as updated amenities and permanent fence ✓ Replacement of stadium turf ✓ Turf practice field northeast side of High School Obtained quotes and have started awarding work on a portion of the Fine Arts Center improvements Finalized punch list items for all projects completed Fall 2018 Schools successfully leveraged the use of new and renovated instructional spaces. Time was provided for training, each school developed and implemented clear expectations and processes for flexibly learning space, and professional learning was implemented district-wide, such as Heidi Hayes-Jacobs 		
Summary Statement This project was successful and is moving to Standard Work.		

Learner Profiles and Maps: Continue design and implementation of Learner Profiles and Personal Learner Maps to enhance student and family involvement in designing student experiences and goals Oversight: Rahn, 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
Continue professional learning, implementation, and support for grades 7-12 learner profiles and personal learner maps (through Naviance)	Professional learning plan for deans for personalized learning and evaluation of professional learning	Ongoing-June 2019
Continue implementation of student-centered component of learner profile	Summary of data (qualitative and quantitative) relating to use of student-centered component of	Ongoing-June 2019

Continue development of additional components of learner profile, and learner maps for K-6, and the system for aligning and managing this work	learner profile, with identified opportunities for refinement for the future Comprehensive system, aligned to data warehouse and reporting tool, that provides a delivery and management system for both learner profiles and maps	Ongoing-June 2019
Implement proof of concept that integrates all components of learner profile and personal learner map	Summary of insights from proof of concept, with identified action steps for refinement prior to scaling implementation	March-June 2019
Mid-Year Update <ul style="list-style-type: none"> • Rolled over Learner Profiles to current school attendance • Continued professional learning for CIICs around learner profiles to lead deeper implementation at school level • Set up Naviance as the primary tool for grades 7-12 personal learner maps • Provided initial professional learning for all high school teachers to introduce Naviance as tool for personal learner maps • Currently using Naviance for seniors (common application, letters of recommendation) • Currently working to scale Naviance beginning use in spring of 8th grade to use for 4+ year plan and high school registration 		
End-of-year Update <ul style="list-style-type: none"> • Completed transition of data between Infinite Campus and Naviance Course Planner for annual and long-term learner maps • Gathered insight to develop initial prototype of linking learner profile and map components to data warehouse and dashboard • Completed an immersive study on learner profiles to develop additional ways to support teachers with implementation • Developed professional learning plan for deans for personalized learning, and began implementation of plan (to be continued in 2019-2020) • Implemented short-term learner maps for K-4 learners needing and receiving support for reading and/or math 		
Summary Statement This project was successful and is continuing with implementation as part of the Innovative and Personalized Learning project within the 2019-2020 DOP		

Systemic Innovation by Design: Continue creation of a systemic culture of innovation among all district staff members through the implementation of design-thinking processes and tools 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
Review and refine process for monitoring and evaluating submission, implementation, and effectiveness of innovative ideas, ensuring that that the process is fluid enough to encourage ideas and capitalize on creativity of staff	Process developed and summary of innovative ideas	September 2018
Develop personalized learning continuum to create understanding and	Continuum and messaging developed and communicated	December 2018

<p>commitment among staff around the various components of this initiative</p> <p>Continue to provide ongoing opportunities for staff to cultivate and explore ideas, learn from thought leaders, and design innovations</p> <p>Embed design thinking within the Learning Community Framework as a key standard work process, and provide differentiated, ongoing and embedded professional learning to deepen implementation in school-wide planning and teacher use, as teams and individuals, in the design of personalized learning</p>	<p>Documentation of experiences provided and who attended</p> <p>Refined Learning Community Framework, learning plan and evaluation</p>	<p>Ongoing-June 2019</p> <p>Ongoing-June 2019</p>
<p>Mid-Year Update</p> <ul style="list-style-type: none"> • All school leadership teams met with Heidi Hayes Jacobs in August around enhancing engagement and student learning, introducing contemporary learning experiences that result in students learning content competencies <u>and</u> career and life skills. She will be meeting with all grades 7-12 teachers again on November 30, and elementary teachers in February • Reviewed and refined process for monitoring and evaluating innovative ideas from teachers and staff • Embedded design thinking within Learning Community Framework • Developed initial draft of personalized learning continuum and Spring Lake Park 'honeycomb' that describes core and key components of innovative and personalized learning 		
<p>End-of-year Update</p> <ul style="list-style-type: none"> • Provided opportunities for all preK-12 teachers to consider innovative, contemporary approaches to day-to-day curricular design through keynote and workshops with Heidi Hayes Jacobs • Provided opportunities for teachers, and school and district admin to learn from thought leaders, and cultivate and explore ideas, through attendance at conferences • Completed next iteration of Spring Lake Park's 'honeycomb' that describes core and key components of innovative and personalized learning <p>Summary Statement</p> <p>This project was successful and is moving to Standard Work.</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

Pathways to College and Career Readiness and "12 x 12": Implement pathways in Grades 9-12 for 12x12 career and college readiness and exploration, and vertically align 7-8 elective programming with pathways Oversight: Rahn, Hartje, Olson, Switzer		
Why: Spring Lake Park Schools has established an end goal for each student to earn 12 college credits by the end of 12 th grade (12x12) to move us closer toward our vision for the future where every student leaves our system career and 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 5-12 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.		
Key Achievement Points	Deliverables	Timeline
Embedded College		
Establish processes for inter-district collaboration for embedded college courses (course offerings, teacher credentialing)	Executive summary from NSPSSC group on opportunities and specific next actions	Ongoing-June 2019
Review and refine plan for expanded embedded college courses to offer Fall 2019 and beyond	Long-term plan of embedded college courses to offer Fall 2019 and Fall 2020 Established partnership agreements with current and new universities specific to courses to implement Fall 2019	January 2019 January 2019
Monitor, support, and evaluate implementation of new embedded college courses	Summary of data relating to student achievement and teacher professional practices, with identified opportunities for refinement for the future	Ongoing-June 2019
AVID		
Design and implement continued professional learning plan for AVID for 2018-2019	Professional learning plan for AVID site coordinators, AVID elective teachers, AVID tutors, and all grades 5-12 teachers, and evaluation of professional learning	Ongoing-June 2019
Monitor and support initial AVID implementation at grade 5	Summary of data relating to student achievement and teacher professional practices, with identified opportunities for continued professional learning and refinement of AVID implementation for the future	Ongoing-June 2019
Explore and implement inter-district opportunities for AVID professional learning	Executive summary from NSPSSC group on opportunities and specific next actions	Ongoing-June 2019
Pathways to College and Career Readiness		
Continue development of pathways courses for implementation Fall 2018	Pathways course competencies, assessments, and unit designs for each course developed and ready for delivery	August 2018
Monitor, support, and evaluate implementation of new pathways courses	Summary of data relating to student achievement and teacher professional practices, with identified opportunities for refinement for the future	Ongoing-June 2019
Determine additional "explore" and "extended" courses within each pathway through 2020	Long-term plan of pathways courses to offer Fall 2019 and Fall 2020	January 2019 January 2019

Continue development of industry and community partnerships, including establishment of a community advisory council	Established partnership agreements with current and new universities specific to courses to implement Fall 2019	Ongoing-June 2019
Continue process to vertically align pathways courses with grades 7-8 elective options	Executive summary of community and industry partners for “explore” and “extended” Pathways courses	January 2019
	Proposed elective course offerings at grades 7-8 for Fall 2019 and beyond	Ongoing-June 2019
	Unit designs within existing STEM/TED courses are vertically aligned	
K-8 STEM		
Continue interdisciplinary STEM unit design for K-12 content teachers	Interdisciplinary, STEM-based unit exemplars for implementation	Ongoing-June 2019
Explore and develop industry and community partnerships for interdisciplinary, purpose-based K-8 STEM learning	Executive summary of community and industry partners for K-8 STEM units	January 2019
High-Achieving/Honors/AP		
Continue implementation of job-embedded professional learning for high-achieving cluster teachers, honors teachers, and AP teachers	Professional learning plan and evaluation of professional learning	Ongoing-June 2019
Design and implement professional learning to support K-6 GT/STEM specialists	Professional learning plan and evaluation of professional learning	Ongoing-June 2019
Mid-Year Update Embedded College <ul style="list-style-type: none"> Designed and implemented new embedded college courses for Fall 2018: <ul style="list-style-type: none"> ✓ Intro to Communication (ARCC) ✓ College Intermediate Spanish (Mankato) ✓ Teacher Education (U of MN) Added industry partnership with Blaine Wetland Sanctuary to existing Environment Science embedded college course (Bethel) Designed program evaluation for embedded college and established timeline for collection of data throughout the year Have met with consortium members to identify courses for potential partnership in the coming year and future AVID <ul style="list-style-type: none"> Provided professional learning through AVID Summer Institute and AVID path trainings for 35 staff members, with continued follow-up professional learning this fall at the school level Implemented AVID schoolwide at grade 5, joining grade 6 in schoolwide AVID programming Refined identification process for AVID elective, to be implemented starting with January registration Have met with consortium members to develop summer professional learning institute Pathways to Career and College Readiness <ul style="list-style-type: none"> Designed and implemented eight new courses within Pathways, including: <ul style="list-style-type: none"> ✓ Embedded college partnerships and/or Project Lead the Way ✓ Industry partnerships including six extended partnership projects with Business Innovation students; regular guest instruction from industry leaders ✓ Site visits Established and kicked off Pathways Advisory Council Currently determining and developing Pathways courses for 2019-2020 K-8 STEM <ul style="list-style-type: none"> Implemented Makerspaces at each K-4 school and Westwood Established GT/STEM specialists at each K-4 school and Westwood to continue curricular work with teachers on interdisciplinary unit design 		

High Achieving/Honors/AP

- Provided professional learning for AP teachers through AP Summer Institute
- Launched AP Computer Science course
- Currently working with AP and Honors teachers on curricular design work to enhance design of student work

End-of-year Update**Embedded College**

- Developed partnership with Mounds View Schools as part of our consortium work to enroll students across districts for embedded college courses
- Determined embedded college courses to offer for Fall 2019, marketed the courses throughout registration, and began course development for implementation
- Evaluated partnership with partner institutions to determine effectiveness on student learning, processes, and procedures
- Currently completing comprehensive program evaluation of embedded college

AVID

- Developed local AVID summer institute to be held in July 2019 at SLPHS with consortium partner districts including Fridley, Columbia Heights, and Roseville

Pathways to Career and College Readiness

- Determined Pathways courses to offer for Fall 2019, marketed the courses throughout registration, and began course development for implementation
- Monitored and supported year one implementation of Pathways courses
- Gathered insight from key stakeholders on vertical alignment of Pathways with grades 7-8 electives to inform next year's design work
- Currently completing comprehensive program evaluation of embedded college

K-8 STEM

- Consistently implemented STEM learning opportunities at grades K-6 through the leadership of GT/STEM specialists
- GT STEM Specialists worked with GT/Explore at each school. Explore is programming to nurture high potential among students traditionally underrepresented in GT programming
- GT STEM Specialists participated in ongoing learning to support their efforts within each school

High Achieving/Honors/AP

- Conducted an in-depth data dive to determine next actions with supporting both AP students and teachers
- Purchased additional resources to help prepare students for the rigor of the AP exams
- Developed a lead AP strategies team to design and implement professional learning for colleagues
- Developed AP summer program for incoming 9th graders to better prepare each student for AP coursework

Summary Statement

This project was successful and is continuing with implementation as part of the 2019-2020 DOP

Online and Hybrid Learning: Implement expanded, and develop further, online and hybrid courses at Spring Lake Park High School

Oversight: Rahn, Brady, Nemanich

Why: Over the past two years, we have been transitioning from using GradPoint for online courses to locally-developed online courses in order to better align our online courses with Spring Lake Park academic, career, and life skill competencies. Professional learning modules for teachers have been created, with an emphasis on designing engaging student work and learning experiences using an online platform that leads to high levels of student learning. In addition to the development of fully online courses, there is a need to continue the development of hybrid courses to continue to support personalized learning and creating opportunities for students to have a flexible day.

Key Achievement Points	Deliverables	Timeline
Continue development of online and hybrid courses for implementation Fall 2018	Online or hybrid unit design for each course developed and ready for delivery through Schoology	August 2018

Determine short-term and mid-term online and hybrid courses, and develop courses for Fall 2019	Online and hybrid course development outline for next three years Online or hybrid unit design for each course developed and ready for Fall 2019 delivery through Schoology	January 2019 August 2019
Monitor, support, and evaluate the implementation of new online and hybrid courses	Summary of data relating to student achievement and teacher professional practices, with identified opportunities for refinement for the future	June 2019
Refine professional learning modules for development and teaching of online courses	Summary of data relating teacher feedback and professional practices, with identified opportunities for refinement for the future	Ongoing-June 2019
Mid-Year Update <ul style="list-style-type: none"> Completed curricular design and implemented seven new SLP-developed online courses (replacing GradPoint), including Language Arts 10, Language Arts 11, Geometry, US History, World History, Economics, and US Government Currently providing support and monitoring implementation for courses: <ul style="list-style-type: none"> ✓ Monthly meetings with online teachers ✓ Real-time support and additional curriculum writing time as needed ✓ Clarified attendance practices for online learners ✓ Developed processes around school locations for online learners Currently determining next set of courses to shift from GradPoint to SLP-developed online, as well as set of courses to shift from traditional (blended) to hybrid Developing formal e-learning plan for consideration to submit to MDE 		
End-of-year Update <ul style="list-style-type: none"> Continued real-time professional learning and support for online and hybrid learning teachers Determined next set of online and hybrid learning courses to offer for Fall 2019 Determined timeline for transitioning all remaining core courses from GradPoint to Spring Lake Park-developed courses Determined short- and mid-term plan for additional hybrid courses at Spring Lake Park High School Developed and implemented flex learning day procedures, and shared with consortium members Refined learning modules for teachers who are new to online and hybrid course development Began development of courses for Fall 2019 implementation 		
Summary Statement This project was successful and is continuing with implementation as part of the 2019-2020 DOP		

K-12 Math: Implement K-12 core and targeted math course offerings, instructional practices, and resources following 2017-2018 study Oversight: Rahn, Bjurlin, Switzer		
Why: Over the past year, district design teams completed a formal review of math data, instructional practices, and alignment of core resources to best practices in the teaching of math. Results of the study indicated a need for professional learning for all teachers of math around key instructional practices, the design of student work at grades 6-12 (supplemental to core resource units through CPM) to ensure alignment to key instructional practices, and the adoption of a new K-5 core math resource, Bridges.		
Key Achievement Points	Deliverables	Timeline
Implement ongoing professional learning for K-12 teachers of math throughout the year	Professional learning plan and evaluation of professional learning	Ongoing-June 2019
Monitor and support implementation of K-5 Bridges resource and math instructional practices	Summary of data relating to student achievement and teacher professional practices, with identified opportunities for continued professional learning and refinement of framework for the future	Ongoing-June 2019
Design grades 6-12 unit exemplars that include identified math instructional practices	Unit exemplars developed and accessible for all grades 6-12 teachers of math	Ongoing-March 2019
Monitor and support implementation of grades 6-12 CPM resource and math instructional practices	Summary of data relating to student achievement and teacher professional practices, with identified	Ongoing-June 2019

	opportunities for continued professional learning and refinement of framework for the future	
Mid-Year Update <ul style="list-style-type: none"> Designed and provided professional learning: <ul style="list-style-type: none"> ✓ Mathematical Thinking (K-12 teachers of math) ✓ Introduction to Bridges resource (two days; K-5 classroom teachers and academic specialists) ✓ Optional in-depth resource review over summer (offered for all K-5 classroom teachers and academic specialists) ✓ Introduction to mathematics framework (K-12 teachers of math) Designed units, based on core resources of Bridges and CPM that align with identified research-based mathematics instructional practices Continue to provide real-time support through regular math curriculum lead meetings Current professional learning; focus on CPM resource (grades 6-12 teachers of math who have not yet had this training); differentiation within Bridges (K-5 teachers); and conceptual understanding within math (K-5 teachers) 		
End-of-year Update <ul style="list-style-type: none"> Implemented two-day professional learning for academic specialists around implementation of Bridges Intervention resource, and Implemented use of Bridges Intervention resource at grades K-6 Reviewed balanced assessments within secondary math and created additional common formative assessments as leading indicators Completed design of identified grades 6-12 unit exemplars aligned with key mathematical instructional practices and the core resource Studied advanced math pathways and developed multiple prototypes for refining pathways 		
Summary Statement This project was successful and will move to standard work		

Inviting Student Learning Environment: Provide professional learning to support the implementation of consistent school and staff expectations and practices leading to culturally proficient learning communities that develop the skills and dispositions of powerful learners Oversight: Mayer		
Why: In Spring Lake Park, 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 learning communities that create the conditions where students thrive and develop as powerful, self-directed learners.		
Key Achievement Points	Deliverables	Timeline
Review and refine roles and responsibilities of key positions (principals, deans, behavior specialists, etc.) to improve support and implementation of school-wide and classroom implementation	Written descriptions and image to define roles/responsibilities related to implementation of Inviting Student Learning Environment	August 2018
Provide professional learning and role clarification to support Behavior Specialists and Social Emotional Behavioral (SEB) Instructional Specialist implementation	Professional learning designs, evaluation summaries, and responsibility chart	August-October 2018
Review and refine key processes defined in the Inviting Student Learning Environment manual to provide support for school-wide and classroom implementation	Updated manual	August 2018-ongoing
Provide professional learning to support deepened school-wide and individual classroom teacher implementation	Professional learning designs and evaluation summaries	August 2018-ongoing
Create and implement an Inviting Student Learning Environment Parent Overview and student-parent contract/agreement	One page summary of behavior management approach; parent-student contract/agreement that	September 2018

Monitor, support and evaluate implementation	behavioral expectations have been read and are understood Executive summary of implementation practices, impact, and insights for possible refinement	Ongoing-June 2019
Mid-Year Update <ul style="list-style-type: none"> Developed and distributed Parent and Student Agreement for district behavior expectations, which included a parent-friendly overview of the district's approach to classroom and student management Refined roles within the district behavior model to support implementation, including delineation of a Social Emotional Behavioral Instructional Specialist (SEB) providing direct services at each school in addition to Behavioral Specialists, and the addition of a Board Certified Behavior Analyst to provide coaching and professional learning to behavior specialists across the district Each school provided additional and ongoing professional learning to teachers regarding classroom and student management practices and processes, and roles/responsibilities related to the district behavior model Refined the behavior referral processes, further aligning the office discipline referral form to the district behavior model, and providing professional development to teachers on use of the referral form Consistent monitoring of student behavior to ensure that appropriate behavior support plans are in place for each student demonstrating need 		
End-of-year Update <ul style="list-style-type: none"> Monitored implementation of Classroom and Student Management practices through multiple measures Monitored implementation of the district's behavior response model through multiple measures including review of individual student intervention plans Designed and delivered professional learning related to classroom and student management practices to teachers during winter and spring professional learning days Designed and will offer three summer professional learning courses related to classroom and student management practices to teachers to coach, model and provide professional learning related to Responsive Classroom Recommitted to implementation of Responsive Classroom within our elementary schools, including developing a team of six internal trainers 		
Summary Statement This project was successful and is continuing with implementation as part of the 2019-2020 DOP		

Accelerating Student Learning: English Learners: Implement English Learner programming following 2017-2018 study, and monitor and support school-level continued implementation of K-12 academic interventions to effectively accelerate the learning of each student Oversight: Rahn, Bjurlin		
Why: 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 Group was a key partner in this work. Although our struggling learners, overall, have made accelerated progress through this work, we continue to have a significant gap in learning for students identified as English learners. We will deepen the implementation and impact of these best practices, and design and implement a customized response for students identified as English learners. This project will foster a collaborative and shared accountability that each teacher, regardless of content area, is a language teacher 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
Monitor and support English Learner Academic Specialists' implementation of new English Language Development sheltered content courses and balanced assessment of English language learners	Summary of data relating to student achievement and teacher professional practices, with identified opportunities for refinement for the future	Ongoing-June 2019
Implement professional learning for EL academic specialists	Professional learning plan for EL academic specialists and evaluation of professional learning	Ongoing-June 2019
Design, implement, and monitor job-embedded professional learning for all teachers on instructional strategies to scaffold content	Professional learning plan for all teachers and evaluation of professional learning	Ongoing-June 2019

language demands for students identified as English learners, embedded within PLCs, unit design, and other professional learning as appropriate		
Mid-Year Update <ul style="list-style-type: none"> Designed and implemented new sheltered content courses at grades 7-12 in English language arts and social studies Provided professional learning for EL academic specialists through MELED fall conference, with follow-up to the learning aligned with SLP EL framework Designed professional learning for all teachers that will result in identifying academic language demand in upcoming units, and making that language accessible for students identified as EL (to be implemented starting in January 2019) 		
End-of-year Update <ul style="list-style-type: none"> Implemented assessment of leading indicators of language development for English learners Monitored implementation of new sheltered content instruction, and direct English language instruction at grades K-12 Strengthened processes for family communication for students identified as English learners Implemented professional learning for English Language specialists through regular professional learning communities Implemented professional learning for K-12 teachers on identifying academic language demands, and making language accessible in all content areas Implemented additional learning opportunities around supporting English learners through SLP Academy course on building academic language for English learners with over 50 teachers participating 		
Summary Statement This project was successful and will move to standard work		

Computer Science/Coding K-8: Study computer science and coding curricular options in grades K-8 Oversight: Rahn		
Why: Our STEM elective courses at grades 7-8 elective courses have incorporated elements of computer science and coding, but there is a need to ensure vertical alignment with our grades 9-12 TED pathways courses. In grades K-6, computer science and coding has not been part of the formal curriculum; however, numerous teachers have provided student learning experiences in this area and have interest in expanded experiences. Computer science and coding skills have many applications vital to future jobs within this innovation economy, including creative communicator, computational thinker, and innovative designer. This project will study computer science and coding curricular options for grades K-8.		
Key Achievement Points	Deliverables	Timeline
Study current practices within Spring Lake Park related to computer science/coding at K-8	Executive summary of current practices within SLP	October 2018
Research best practices in computer science/coding approaches (including the languages of computer science) at K-8	Executive summary of best practices	December 2018
Make recommendation on next actions related to computer science and coding curricular options at grades K-8	Executive summary of study and recommendation for next actions to implement or not	January 2019
Mid-Year Update <ul style="list-style-type: none"> In process of studying practices related to computer science and coding at the elementary and middle level within Spring Lake Park Schools (student, teacher, and parent voice, history of computer science/coding curriculum or events, and student data) In process of studying best practices in computer science and coding based on national and state standards, national organizations, and a review of literature related to elementary computer science and future learner success 		

End-of-year Update

- Completed executive summary with key insights and recommendations regarding implementation of computer science programming at grades K-8
- Began design process for implementation of K-8 computer science for Fall 2020

Summary Statement

This project was successful and is continuing with further design for implementation as part of the 2019-2020 DOP

Strategic Anchor: Effective Operations:

Improve our effective management of human, financial and physical resources

Middle School Activities: Align and enhance current, and expand, before and after-school offerings for students, and management and oversight of programming Oversight: Pederson		
Why: With the transitions in grade configuration at Westwood Intermediate and Middle School, there is an opportunity to review and enhance activities beyond the school day for students. The initial part of this review includes determining how we plan and provide oversight for activities, with Community Education potentially providing leadership in this area. In addition, knowing that when students are engaged in activities a sense of connectedness, belonging, and achievement is enhanced, we will review and identify opportunities to enhance and expand opportunities for students in the future.		
Key Achievement Points	Deliverables	Timeline
Review current practices in Spring Lake Park and surrounding districts, of activities provided and oversight	Summary of current practices and surrounding districts	June 2018
Determine oversight and management of before and after school activities at Westwood Intermediate and Middle School, identifying the potential implications, positive and negative, to effectively plan for and leverage and mitigate these	Finalize oversight, summary of implications	July 2018
Design and implement activities for Fall 2018, supporting and improving current offerings and implementing new opportunities that can be effectively implemented	Implementation plan	August 2018-Ongoing
Monitor, support, and evaluate implementation	Summary of implementation	September 2018-ongoing
Design and implement activities for Fall 2019, supporting and improving current offerings and implementing new opportunities	Plan for recommended activities	June 2019
Mid-Year Update <ul style="list-style-type: none"> Conducted a review of programming studying program offerings, conference memberships, budget, staffing, and student participation Implemented a redesign of oversight and management of grades 5-8 athletics and activities under Community Education, in partnership with school administration Continue to offer athletic programs as in the past, while increasing the diversity of offerings to increase participation. Expanded offerings include wrestling, cross country, intramurals, and additional clubs and activities Planning implementation of a supervised drop-in pilot program that will allow students who are not enrolled in a club or athletic activity to stay after school. This is a supervised hang-out for kids who need, or want, a place to be, with planned activities such as chess, table tennis, and tutoring Exploring relationships with Mounds View and Anoka Hennepin for partnerships to offer competitive experiences with nearby schools 		
End-of-year Update <ul style="list-style-type: none"> Defined program categories, fee rates and calendar, and organized programs into the following categories: <ul style="list-style-type: none"> ✓ Athletics ✓ Intramurals ✓ Enrichment activities ✓ Competition activities Offered new programming, including cooking club, 5/6 dance club and ultimate Frisbee Provided on-site after-school coordination and supervision Developed partnerships with Spring Lake Park Youth Basketball Association, Blaine Soccer Club, and high school coaches and student athletes 		

- Implemented an after-school drop-in program three days a week where students could hang out with peers until the activity bus arrived. A variety of activities were available daily, and intramural days were introduced. Plans are underway to continue and grow this programming for next school year.

Summary Statement

This project was successful and is moving to standard work.

Data Warehouse and Dashboard: Implement customized data warehouse and Power BI reporting tool to align school, classroom, and student information in one platform to support staff in data-informed decision-making

Oversight: Rahn

Why: In Spring Lake Park Schools, our data has been housed in multiple systems and formats over the past numerous years. The efficiency and effectiveness of accessing the data, linking the data for data-informed decision-making, and creating reports using this current system is limited. Additionally, we have identified a need to better monitor the implementation of our standard work and key processes, and a customized data warehouse and reporting system will provide one method for this. This project will also support the student learning and data component of our learner profiles.

Key Achievement Points	Deliverables	Timeline
Complete initial scope of data warehouse build	Professional learning plan and evaluation of professional learning	Ongoing-June 2019
Design professional learning plan for stakeholders to utilize data	Initial build of data warehouse with data uploaded for use Initial dashboards built, active, and used: <ul style="list-style-type: none"> Demographics Behavior SPED Attendance 	Ongoing-June 2019

Mid-Year Update

- Data warehouse and Power BI reporting tool has been designed, staged, and built by contracting firm (Heartland)
- Currently pulling and cleaning data from Campus and TIES to import into new data warehouse

End-of-year Update

- Continued import of data into custom-built data warehouse from multiple sources (e.g., iCue, Campus, Google sheets, Schoology)
- Continued cleaning of data imported into data warehouse
- Developed infrastructure for data security, including creating user groups and roles
- Developed initial reports for schools to use for standardized test data
- Established "heat maps" prototype to further analyze office discipline referrals through dashboard
- Gathered insight from district leadership team on future dashboards, and determined initial dashboards for Fall 2019 implementation

Summary Statement

This project was successful and is continuing with implementation as part of the 2019-2020 DOP.

Fiscal Planning: Strategically position the district for long-term health

Oversight: Schultz

Why: The district is in a healthy financial condition, with a structurally balanced budget that aligns resources with strategic directions. This has been accomplished through sound fiscal management by the school board and administration, community support, and effective partnership with employee groups. The district's operating levy and technology (capital projects) levy both expire on June 30, 2020, meaning if the levies are not renewed by voters on the November 2019 general election day, the funds currently provided from these levies will no longer be available. Loss of this funding would mean significant budget reductions for the district. Discussion, planning and communication is necessary during the 2018-2019 school year to plan for the election to renew these levies. It is important to consistently communicate our sound and positive fiscal position with staff, parents and community.

Key Achievement Points	Deliverables	Timeline
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Develop comprehensive communication plan including key messages to communicate about the district's sound fiscal management over time, and short-term and long-term fiscal needs	Plan is developed and ready to be implemented in Fall 2018	August 2018
Determine long-term fiscal outlook and key messages	Fiscal outlook and key messages completed	December 2018
Determine components to be included in November 2019 levy renewal election	Levy components are outlined	August 2019
Mid-Year Update <ul style="list-style-type: none"> Determined long-term forecast to review with, and gather input from, school board beginning November 2018 Have communicated messages related to sound fiscal management in various communications Fall 2018 Will review near-term and long-term fiscal strategy with school board beginning November 2018-Spring 2019 		
End-of-year Update <ul style="list-style-type: none"> Reviewed current and projected financial models with the School Board Continued messages of sound fiscal management in various communications Reviewed major long-term facilities maintenance projects with the School Board, along with funding needs for those projects Reviewed current fund balance policy with the School Board and brought a first reading of a new fund balance policy to the School Board Settled a competitive and sustainable teacher contract prior to the expiration of the current contract Started planning for election to renew expiring voter-approved operating and capital levies 		
Summary Statement This project was successful, and will be reframed as part of the 2019-2020 DOP.		

North Suburban Post-Secondary Success Consortium: Partner with member districts in second year of implementation Oversight: Ronneberg		
Why: Spring Lake Park Schools formally withdrew from the East Metro Integration District at the end of the 2016-2017 school year. A new collaborative has been formed with Columbia Heights, Fridley, Mounds View, and Roseville. The North Suburban Success Consortium began in the 2017-2018 school year. This project focuses on partnering with the consortium members to continue successful implementation.		
Key Achievement Points	Deliverables	Timeline
Partner with member districts to develop and implement consortium operational plan	Consortium operational plan, and summary of accomplishments and progress	Ongoing
Mid-Year Update <ul style="list-style-type: none"> The consortium superintendents and work groups have met three times this fall Consortium improvement plan includes the following projects: <ul style="list-style-type: none"> ✓ Implement strategies to enhance higher education partnerships and embedded college opportunities across the districts. For example, courses have been identified to partner with neighboring districts in developing and offering for coming and future years ✓ Have identified options to partner with member districts, including a partnership with Hamline to Grow Your Own teachers across the districts ✓ Have identified opportunities to share resources as each member district implements AVID, with the exception of Mounds View, which does not offer AVID. This includes the development of a collaborative professional learning institute this summer to share conference and travel costs ✓ Districts have shared what each is doing related to CTE and Pathways programming, and Colleen Wambaugh (retired principal from Mounds View) is leading a project with members from each district to identify opportunities to expand opportunities and programming across each district ✓ In addition, superintendents have shared, and will be sharing, information around what each district is doing with mental health programming and school safety 		

End-of-year Update

- A significant positive outcome is that Mounds View School District and Spring Lake Park Schools listed CTE offerings in one another's high school registration manuals providing more opportunities than any one district could offer. Students in each high school have taken advantage of this opportunity
- The consortium is implementing an AVID Summer Institute for member districts in lieu of attending the AVID Summer Institute in Minneapolis. This saves significant fiscal resources, capitalizes on the expertise within member districts, and allows more targeted professional learning and collaboration across districts
- Member districts continue to partner in the area of embedded college, sharing training opportunities, etc.
- Spring Lake Park provided guidance for member districts in developing e-learning plans for the future
- Each district committed to ongoing membership in the future

Summary Statement

This project was successful and is moving to standard work.

Strategic Anchor: Communications and Connections:

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

School Communication Methods: Monitor and support improvement of school and teacher communication methods and tools, leading to enhanced communication and engagement with families Oversight: Noyed		
Why: We have known for many years that communication from teachers and 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
Each school will identify current reality for how the school and teachers currently communicate with families, and assess effectiveness of these strategies	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 2018
Each school will identify methods to improve communication with families enhancing frequency and quality of communication	A marketing/communication plan is developed for each school	January 2019
Continue review and refine 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	January 2019
Mid-Year Update <ul style="list-style-type: none"> Worked with elementary principals to assess the use of Seesaw and Schoology as communication tools for elementary student and families Established Seesaw as the tool used with K-2 students as a digital portfolio to share work, which parents can view Established Schoology as the tool used for grades 3-12 students as a learning management system Working on the development of survey tools to determine communication tools and effectiveness of each school's communication process, which will lead to the development of a plan for each school 		
End-of-year Update <ul style="list-style-type: none"> Developed drafts of survey tools for each school to determine effectiveness of communication processes; surveys to be conducted in Fall 2019 Conducted experiment with Centerview's Facebook page to test strategies on how to more effective use each school's Facebook page to connect with parents Prepared summary document on the findings of the Centerview Facebook experiment to be shared with principals prior to start of the 2019-2020 school year 		
Summary Statement This project was not fully implemented, and will continue as part of the 2019-2020 DOP.		

Inviting, Safe District Environment: Review measures to enhance school safety and crisis preparedness and response, balancing this with a welcoming experience for families, community members and customers Oversight: Pederson		
Why: An Inviting, Safe District Environment is a priority in Spring Lake Park Schools, and it is necessary to balance each of these. We believe students learn best when they feel welcome and safe, and also must deliver the highest standard of customer service (Make Your MARK) with each customer we serve. We will review our practices and identify next actions to continually improve throughout our district.		
Key Achievement Points	Deliverables	Timeline
Conduct safety audits for each school and facility in the district	Audit summary	July 2018

Identify improvements for training, equipment, and facility improvements, as appropriate	Summary of recommendations and improvements, by site	July 2018
Apply for School Safety grant, as appropriate	Grant completed and submitted	July 2018
Review, refine, monitor and support school safety processes and Make Your MARK implementation	Summary of implementation, professional learning	August 2018-ongoing
Mid-Year Update <ul style="list-style-type: none"> Safety audits were conducted and completed by IEA during Spring and Summer 2018 to guide improvement efforts Applied for the MN School Safety Grant, but were not selected. It was a random draw with fewer than 10 percent of applicants receiving funds Safety and security throughout the district have been increased through implementation of the following: <ul style="list-style-type: none"> ✓ Implemented Raptor Visitor Management System with credential exchange and sex offender background checks ✓ Installing “enhanced doors” in front offices of all schools and DSC to limit unauthorized access by visitors to our learning spaces; scheduled to be completed by late November ✓ Constructing two additional security doors at the high school leading into the C building and added security access points in several locations throughout the school that allows for greater lockdown functionality; scheduled to be completed by early December ✓ Will implement window coverings in strategic areas in schools, primarily Centerview, Woodcrest, and Spring Lake Park High School ✓ The district safety and security team meets weekly to review and address needs throughout the district ✓ Implemented and trained staff on an enhanced lockdown response, which includes Run, Hide and Defend when faced with an imminent threat ✓ Door intercom systems will be installed at loading docks ✓ Installing additional access points at DSC, limiting access beyond main lobby and conference room hallway 		
End-of-year Update <ul style="list-style-type: none"> Installed intercom/video phones at all front entrances and loading docks to continue to secure each building Completed installation and implementation of enhanced office doors in every main office to limit unauthorized access by visitors Completed construction on two additional security doors at the high school Piloted Raptor Emergency Response tools at two schools, continuing to work with vendor on district-wide implementation 		
Summary Statement This project was successful, and is continuing with implementation as part of the 2019-2020 DOP.		

Parent-Teacher Conferences: Study and identify options to enhance experience and effectiveness of parent-teacher conferences. Oversight: Mayer		
Why: An effective partnership between school and home, teachers and parents, is essential to student success. Parents should find the opportunity to conference with teachers of value, receiving regular, ongoing communication and feedback about student progress throughout the school year. There are many positives in the current conferencing model to build from, and because effective conferencing is a key building block of student success, a study of our traditional conferencing practices, and exploration of best practice and possible improvements and innovations, is an opportunity to deepen parent engagement and accelerate student learning.		
Key Achievement Points 2019-2020 school calendar approved Conduct study of best practices, benchmark districts, and current practices related to parent communication and conferencing Prototypes of possible conferencing options created (may be similar and different at school levels) Parent communication and conferencing improvement option(s) identified	Deliverables Approved 2019-2020 school calendar Executive summary of research and key findings Prototypes developed Redesigned parent-teacher conference option(s) are selected and communicated to the School Board	Timeline September 2018 December 2018 March 2018 May 2019

Professional learning designed for effective implementation of options, as appropriate	If option(s) are selected that will lead to change in communication strategies and conferencing, professional learning will be designed to support effective implementation	June 2019-ongoing
Mid-Year Update <ul style="list-style-type: none"> Developed 2019-2020 school calendar and presented to the School Board for approval in October Identified design team members to begin study of best practices in school conferencing, and design conferencing prototypes; first design team meeting scheduled for early December 		
End-of-year Update <ul style="list-style-type: none"> Conducted best practice study and identified innovative practices in both local districts and within SLP Developed a guiding change document to inform prototype design Identified design team that included representation from each school Created innovative conferencing prototypes in accordance with the guiding change document Summary Statement This project was successful. It was a learning work project we are not moving to implementation after review of overall DOP. Will be revisited in future years.		

School-based Mental Health: Establish a partnership with a community-based agency that will provide school-based mental health therapy to students. Oversight: Mayer		
Why: Student mental health has become an area of increasing concern to school districts locally, regionally, and nationally. Students in Spring Lake Park schools, particularly those that may not be able to access services outside of school, can benefit from the addition of mental health services within our schools. The implementation of school-based mental health services has been demonstrated to help students perform better in school, attend school more frequently, and have fewer behavioral challenges.		
Key Achievement Points	Deliverables	Timeline
Develop and publish request for proposal to partner with a community-based agency to provide therapy to students in our schools	Request for Proposal sent to select local agencies and published in at least three media outlets	July 2018
Select community-based partner	A community-based partner is selected	August 2018
Develop referral process	Written process and flowchart of how students are referred to receive school-based mental health therapy	August 2018
Professional learning for staff about scope of services and how to refer students	Documented professional learning for staff at each school	August-October 2018
Monitor, support, and evaluate the implementation	Quarterly meetings to review implementation and data, end-of-year executive summary, ongoing refinement based upon study of implementation	November 2018-June 2019
Mid-Year Update <ul style="list-style-type: none"> Created and published a Request for Proposals to identify a community organization to provide school-based mental health services Selected Lee Carlson Center for Mental Health and Well-Being as the partner organization to provide school-based mental health services Collaborated with Lee Carlson Center on the hiring and school placements of four licensed mental health therapists who are providing service in five schools Developed and communicated a referral process for students to access school-based mental health services Provided teachers with professional learning related to our school-based mental health program 		
End-of-year Update <ul style="list-style-type: none"> Monitored implementation of school-based mental health services, including referral and caseload data 		

- Conducted quarterly meetings with Lee Carlson Center for Mental Health and Well Being to assess effectiveness of school-based mental health services and refined services as needed
- Completed end-of-year executive summary, including aggregated referral and service data as well as qualitative data related to program satisfaction

Summary Statement

This project was successful and will move to standard work, with continued focus in alignment with Inviting Student Learning Environment project during 2019-20.