



**DISTRICT OPERATIONAL PLAN
2019-2020 | End-of-Year Update**



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



SPRING LAKE PARK SCHOOLS

Our District Values

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

Accountability

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

Courage

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

Excellence

- A relentless and intentional effort in continuous improvement.

Innovation

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

Integrity

- Always aligning our actions with our values and beliefs.

Learning

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

Respect

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

Shared Responsibility

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

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

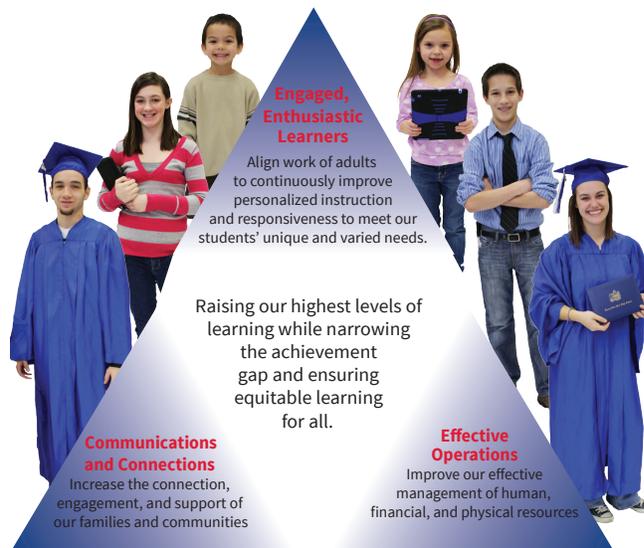
Our District Purpose

High expectations. High achievement for all. No excuses.

Our Vision for the Future

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

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



Our Strategic Anchors

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

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

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



2019-2020 District Operational Plan (06.23.2020)

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

Each student in Spring Lake Park Schools is known by name, strength, interest and need, leading to personalized student work and experiences

Guided by each learner's needs and interests, we will continue to implement the following interdependent components to create pathways for students to become powerful, self-directed learners: Competency-Based Learning; Learner Profiles; Personal Learner Maps; Flexible Learning Environments; and Systemic Innovation by Design.

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" –

Continue implementation of Pathways in grades 9-12 for 12x12 career and college readiness, expanding course offerings and vertically aligning grades 7-8 elective programming

Online and Hybrid Learning – Monitor and support implementation and expanded offerings of hybrid courses, and complete transition of GradPoint online courses to locally-developed online courses

Inviting Student Learning Environment – Continue to deepen and standardize implementation of classroom and student management practices at each school with emphasis on social-emotional learning strategies and school-based mental health services

K-8 Computer Science – Develop curricular options for computer science for Fall 2020 implementation at grades K-8

STRATEGIC ANCHOR – Effective Operations

Improve our effective management of human, financial and physical resources

Data Warehouse and Dashboard – Continue development of customized dashboards using the Power BI reporting tool to align school, classroom, and student information in one platform

Metro Heights Study – Examine our partnership with Metro Heights and identify options to enhance the experience and success of our students who are needing an alternative learning environment

Enhance School Improvement and Innovation Planning – Support schools in the design and implementation of School Improvement and Innovation Plans and professional learning processes, enhancing implementation of standard work while inviting innovation to engage and personalize learning

Preschool for Kindergarten Readiness – Increase kindergarten readiness for each preK student, and improve the alignment between preschool and kindergarten so that students and families experience a seamless transition

STRATEGIC ANCHOR – Communications and Connections

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

School Communication Methods – Identify current methods and tools used by schools and teachers to communicate with families, and develop action steps for each school to improve communication between schools/teachers and families

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

***Renewal of Operating and Capital Projects Levies** – Develop and implement campaign strategy and communication plan that leads to the successful renewal of the existing operating levy and capital projects levy



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 plan are directly or indirectly connected to the district’s focus on “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

Each student in Spring Lake Park Schools is known by name, strength, interest and need, leading to personalized student work and experiences: Guided by each learner’s needs and interests, we will continue to implement the following interdependent components to create pathways for students to become powerful, self-directed learners: Competency-based Learning; Learner Profiles; Personal Learner Maps; Flexible Learning Environments; and Systemic Innovation by Design

Oversight: Rahn, Nordgren

Why: We have spent the past two years primarily in our "discovery" and "design" spaces of our 3D design thinking spaces for our innovative and personalized learning work. This year, we are moving into "delivery" as we continue to create the conditions to engage students in more flexible and interdisciplinary learning opportunities. Guided by each learner's needs and interests, we will continue to implement the following interdependent components to create pathways for students to become powerful, self-directed learners: *Competency-Based Learning; Learner Profiles; Personal Learner Maps; Flexible Learning Environments; Systemic Innovation by Design.*

Key Achievement Points	Deliverables	Timeline
Transition curricular essential learning outcomes, and our career and life skills, to our competency-based learning framework and initiate competency maps	K-12 universal content competencies and essential skills for success, performance indicators, and rubrics developed and aligned with current student work and learning experiences	Ongoing-August 2020
Monitor, support, and enhance implementation of learner profiles	Learner profiles developed with each learner and used to inform student work and learning experiences	Ongoing through June 2020
Fully implement Naviance at Grades 7-12, including 4+ year and annual personal learner maps	Long-term and annual personal learner map developed with each learner and used to inform course selection and student work	Ongoing-June 2020
All K-12 students with identified needs have a short-term personal learner map, and primary advocate is identified for each learner	Short-term personal learner maps are created and used for each identified student	Ongoing-June 2020
Conduct conceptual study of possible school structures brought forward by staff to determine if we want to move forward to possible design	Executive summary of conceptual studies of year-round school option, and an elementary gifted/talented option (result of study will not be recommending implementation, simply recommending if we should move to next stage of learning work design)	May 2020

Mid-Year Update

Transition curricular essential learning outcomes, and our career and life skills, to our Competency-Based Learning (CBL) framework and initiate competency maps

- Continued refinement of CBL learning framework based on additional learning and experiences
- Launched a CBL innovation cohort, a group of teachers and staff tasked with creating initial competencies for the district and leading learning and implementation with staff at buildings
- Refined descriptions of Essential Skills for Success, drafted rubrics and shared initial professional learning with key stakeholders
- Engaged experts in the field of education to review our curricular unit design template and provide feedback. This will support teachers in lesson and unit design when implementing CBL.

Monitor, support, and enhance implementation of learner profiles

- Added a component to the learner profile that includes quantitative data about each student for advisors and teachers to use in working with each student
- Implemented additional professional learning on learner profiles for staff at the middle school and high school
- Implemented Lighthouse learner profiles and initial professional learning for staff
- Planned professional learning with early childhood on development and roll-out of learner profiles at birth-age 5

Fully implement Naviance at Grades 7-12, including 4+ year and annual personal learner maps

- Completed technology work to support implementation of Naviance CoursePlanner, the tool we will use to document each student's annual and 4-year learner map
- Prepared for January professional learning for Grade 7-12 counselors to support them in successfully implementing Naviance for annual and long-term (4+ year) personal learner maps
- Continued use of, and refinement to, implementation of Naviance technology platform for career and college planning

All K-12 students with identified needs have a short-term personal learner map, and primary advocate is identified for each learner

- Completed professional learning for K-6 academic specialists on short-term personal learner maps and started initial implementation
- Developed short-term learner maps for Grades 7-12 in Naviance for implementation in January 2020 and beyond
- Identified key roles to be primary advocates for students with specific needs

Conduct conceptual study of possible school structures brought forward by staff to determine if we want to move forward to possible design

- Obtained and reviewed research-based literature and examples of districts implementing identified school structures
- Completed initial assessment of gifted/talented levels of service to assess potential gaps in programming
- On track to deliver executive summary of conceptual studies (result of study will not be recommending implementation, simply recommending if we should move to next stage of learning work design)

End-of-Year Update

Transition curricular essential learning outcomes, and our career and life skills, to our Competency-Based Learning (CBL) framework and initiate competency maps

- Continued the competency-based learning innovation cohort, a group of teachers and staff tasked with creating initial competencies for the district and leading learning and implementation, and engaged them in learning, design, and implementation over 15 days
- Supported the CBL innovation cohort in their work to:
 - Write academic competencies for four core content areas, along with accompanying assessments, and holistic rubrics by grade band
 - Design and pilot a unit of learning and capture student data and insight to guide future work
 - Lead their colleagues through initial learning on competencies and the concept of depth of knowledge
- Engaged experts in the field of education to review our academic competencies and provide feedback
- Scaled professional learning around competency-based learning to additional teachers
- Led curriculum task force teams through additional learning around CBL (English Language Arts, science)
- Developed summer SLP Academy course for additional teacher learning
- Collected current units from teachers to begin curriculum mapping process across a student's K-12 journey (scheduled for July)
- Moved to a refined grading model for Trimester 3
 - Continued to use A, B, C, D grades
 - Began using "NY" (Not Yet) grade for students who needed additional time to demonstrate their learning toward the Trimester's learning outcomes

- Began using “NE” (No or Insufficient Evidence) grade for students who did not submit any evidence of learning (assessments, papers, projects) toward the Trimester’s learning outcomes

Monitor, support, and enhance implementation of learner profiles

- Created learner profiles for Lighthouse students and early childhood students who are entering kindergarten in Fall 2020
- Implemented additional professional learning for Grade 7-12 advisors on use of learner profiles with students
- Updated learner profiles through end-of-year wrap-up conversations at Grades K-8

Fully implement Naviance at Grades 7-12, including 4+ year and annual personal learner maps

- Developed annual personal learner maps for students in Grades 8-11
- Introduced long-term personal learner maps to all students in Grades 8-11 with initial development underway
- Completed career interest inventory for Grade 8 students to inform the development of their annual and long-term personal learner maps

All K-12 students with identified needs have a short-term personal learner map, and primary advocate is identified for each learner

- Created short-term learner maps for all students receiving targeted reading support in Grades K-6
- Created short-term learner maps for all students ending Trimester 3 with a grade of “NY” (Not Yet) or “NE” (No Evidence)
- Currently using short-term learner maps to support teachers of summer school in more deeply knowing their students and helping students to complete their next learning steps

Conduct conceptual study of possible school structures brought forward by staff to determine if we want to move forward to possible design

- Completed conceptual studies of year-round school, and a gifted/talented school-within-a-school, with executive summaries and recommendations for next actions

Summary Statement

This project was successful and will continue on the 2020-21 District Operational Plan.

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 “12x12”: Continue implementation of Pathways in grades 9-12 for 12x12 career and college readiness, expanding course offerings and vertically aligning grades 7-8 elective programming

Oversight: Rahn, Olson

Why: Spring Lake Park Schools has established an end goal for each student to earn 12 college credits by the end of 12th 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 routes 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, Mankato State University& Bethel University), and offering AVID at grades 5-12 opens possibilities and encourages all students to be successful regardless of which route they take. This project will continue to refine and further develop opportunities for students to explore future career and college 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
Monitor and support implementation of Pathways and 12x12 courses, including inter-district embedded college courses	Monitoring and support plan for Pathways and 12x12 courses Executive summary of implementation and support for Pathways and 12x12 courses	August 2019 June 2020
Review and refine plan for expanded Pathways and 12x12 courses	Identified Pathways and 12x12 courses for Fall 2020 implementation Partnership agreements with current and new universities specific to courses to implement Fall 2020	November 2019 April 2020

<p>Continue process to vertically align pathways courses and/or opportunity for unit design or partnerships with grades 7-8 elective options</p> <p>Develop and implement a K-12 systemic design to enhance career and college readiness for all stakeholders</p>	<p>Identified opportunities for Fall 2020 implementation</p> <p>Executive summary of professional learning, family and student events, and special events to enhance career and college readiness</p>	<p>November 2019</p> <p>Ongoing-June 2020</p>
<p>Mid-Year Update</p> <p>Monitor and support implementation of Pathways and 12x12 courses, including inter-district embedded college courses</p> <ul style="list-style-type: none"> Reviewed Year 1 program evaluation to inform development of the monitoring and support plan for 2019-20 school year Developed a set of criteria for how we are assessing the implementation of Pathways courses Completed first round of student focus groups for Pathways courses Established monthly Pathways department meetings to address real-time needs and support Launching consortium course (Construction and Solar Technology) in December Increased number of industry partnerships <p>Review and refine plan for expanded Pathways and 12x12 courses</p> <ul style="list-style-type: none"> Gathered student, teacher, and industry insight to inform next steps in Pathways and 12x12 courses Developed initial recommendation on new courses for Fall 2020 implementation <p>Continue process to vertically align Pathways courses and/or opportunity for unit design or partnerships with Grades 7-8 elective options</p> <ul style="list-style-type: none"> Reviewed initial prototype of grade 7-8 elective options developed by project leads in June 2019 Developed initial recommendation for grade 7-8 elective options for Fall 2020 implementation <p>Develop and implement a K-12 systemic design to enhance career and college readiness for all stakeholders</p> <ul style="list-style-type: none"> Implemented multiple opportunities for student and parent engagement in career and college readiness, for example: <ul style="list-style-type: none"> College Knowledge month in October Career Spotlight month in November College fair at the high school in November Created student and family journey map to career and college readiness based on insight from teachers, students, and parents Prepared January professional learning focused on using Naviance for career and college planning to be ready to fully implement Naviance during this winter's registration process 		
<p>End-of-Year Update</p> <p>Monitor and support implementation of Pathways and 12x12 courses, including inter-district embedded college courses</p> <ul style="list-style-type: none"> Developed "look fors" specific to Pathways course walkthroughs and instructional rounds that reflect effective implementation and inform continuous improvement efforts Continued to build and expand industry partnerships and experiences for students. This expansion was critical to launching the Health and Sport Performance course and was successful through extended flexible learning. Continued to refine unit designs throughout the year to strengthen student work and learning experiences to ensure depth of knowledge and authentic learning experiences for students Launched new consortium class with Mounds View, Construction and Solar Technology, and students completed the course through extended flexible learning Continued work to credential additional teachers to be able to teach concurrent enrollment courses at the high school Increased awareness of our Opportunities in Emergency Care programming for our Mounds View consortium partners Redesigned Child Development 1 and 2 courses to align with Teacher Education course Launched and implemented a Business Internship for two high school seniors <p>Review and refine plan for expanded Pathways and 12x12 courses</p> <ul style="list-style-type: none"> Expanded courses for Fall 2020, including: <ul style="list-style-type: none"> How to Make Almost Anything 2 (Technology, Engineering and Design pathway) Principles of Engineering (Technology, Engineering and Design pathway, also 12x12 course) Engineering Essentials (Technology, Engineering and Design pathway, also 12x12 course) Leadership (Business and Entrepreneurship pathway) Exercise Science (Health and Human Services pathway, also 12x12 course) Redesigned Foundations of Business course as a project-based course 		

Continue process to vertically align Pathways courses and/or opportunity for unit design or partnerships with Grades 7-8 elective options

- Developed new elective course, Epic Design in Game-Making, at Grades 7-8 to expose students to both the Technology, Engineering, and Design pathway and the Business and Entrepreneurship pathway

Develop and implement a K-12 systemic design to enhance career and college readiness for all stakeholders

- Developed annual learner maps in the Naviance platform to guide course registration for Fall 2020 for all students Grades 9-11
- Provided advisory teachers and students with weekly resources, curriculum and support through March registration period
- Gathered insight from students and advisors to continue to frame how we might improve advisory at the high school
- Implemented the monitoring and support plan for teachers that was developed as part of last year's Pathways project, including:
 - Implemented professional learning for Advanced Placement teachers
 - Supported all 12x12 and Pathways teachers in continual refinement of unit designs
 - Implemented professional learning specific to industry connections for Pathways teachers
- Implemented numerous family and student learning events including several college events, college visits, mini career expos, site visits to business partners and other career and college exposure experiences
- Developed marketing materials for current and incoming students and families describing multiple routes to 12x12

Summary Statement

This project was successful and is moving to Standard Work at the building level.

Online and Hybrid Learning: Monitor and support implementation and expanded offerings of hybrid courses, and complete transition of GradPoint online courses to locally-developed online courses

Oversight: Rahn, Nemanich

Why: Over the past three 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 competencies, and essential career and life skills for success. We have also expanded our hybrid course offerings at Spring Lake Park High School. Both online and hybrid courses create additional opportunities for students to engage in high levels of learning while at the same time, increase flexibility within their day.

Key Achievement Points	Deliverables	Timeline
Complete transition of all core content area courses from GradPoint to locally developed online courses	Online unit design for each course developed and ready for delivery through Schoology	August 2020
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 2020
Develop additional hybrid courses to offer at SLPHS, and explore offering hybrid courses at Westwood, for implementation Fall 2020	Course names and descriptions for registration guide Hybrid unit design for each identified course developed and ready for Fall 2020 delivery	December 2019 August 2020
Refine and implement procedures for flexible learning days	Written procedures for principals and teachers to support implementation of flexible learning days	September 2019

Mid-Year Update

- Identified all online courses that still need to be transferred from the GradPoint platform to the Schoology platform and teachers will work on the transfer January-August 2020
- Reviewed online/hybrid program evaluation to inform development of the monitoring and support plan for 2019-20 school year
- Started online teacher support meetings with a focus on teachers sharing strong examples of online learning experiences
- Conducted initial quarterly audit of online courses to examine areas for continued professional learning and refinement
- Developed recommendation of expanded hybrid courses for Fall 2020 implementation
- Developed teacher processes for flexible learning day and ensured website and other communication channels are updated with information students and families need to know

End-of-Year Update

- Transitioning the final nine courses from the GradPoint platform to the Schoology platform to be completed by August 2020
- Implemented a monitoring and support plan for teachers of online and hybrid courses and identified future areas for refinement

- Developed guidance for extended flexible learning environment, and provided extensive support for teachers, students, and families to design, access, and demonstrate learning in an online environment
- Identified and shared strong examples of online learning experiences for all teachers to use in online, hybrid, and/or extended flexible learning
- Established multiple ways for students and families to access wifi to participate in extended flexible learning

Summary Statement

This project was successful and will move to Standard Work at the building level.

Inviting Student Learning Environment: Continue to deepen and standardize implementation of classroom and student management practices at each school with emphasis on social-emotional learning strategies and school-based mental health services

Oversight: Mayer

Why: We have implemented school and classroom management practices throughout the district over the past two years to meet the varied social-emotional and behavioral needs of each student. We will continue to monitor and support implementation of these practices while refining and aligning school-based mental health services that were first implemented in 2018-2019.

Key Achievement Points	Deliverables	Timeline
Design and implement required professional learning for new teachers through years one-three of their career	Professional learning designs, and evaluation summaries	August 2019-ongoing
Design and implement Responsive Classroom “refresher” professional learning for tenured teachers to support and deepen practice	Professional learning designs and evaluation summaries	August 2019
Conduct study on effectiveness of district Social-Emotional-Behavioral practices, and based upon results, develop relevant next actions	Completed Analysis report, and measurement system for future use	August 2019-January 2020
Monitor, support and evaluate school-based mental health services and partnership with Lee Carlson Center	Ongoing refinement based on EOY report; Quarterly meetings to review implementation and data, end-of-year executive summary, ongoing refinement based upon study of implementation	September 2019-June 2020
Monitor and support implementation of full-time Board Certified Behavior Analyst to ensure continued professional growth of district behavior specialists	Quarterly meetings to review implementation with BCBA supervisor and EOY executive summary	August 2019-June 2020
Monitor, support and evaluate Implementation of Classroom and Student Management Practices	Executive summary of implementation practices, impact, and insights for possible refinement	August 2019-ongoing

Mid-Year Update

- Identified and trained key staff at each elementary school to support teachers in implementing Responsive Classroom strategies that develop student’s social and emotional skills and help teachers manage classroom behaviors and discipline
- Engaged the training team in designing and delivering multi-day professional learning to new and veteran teachers during the summer and delivered ongoing professional learning in each of the elementary schools this fall
- Designed classroom and student management professional learning for secondary teachers to offer as part of our winter SLP Academy
- Monitored and supported our school-based mental health partnership with Lee Carlson Center, a local organization that provides mental health services in our community, by redesigning the student referral process and conducting quarterly strategic meetings
- Hired and supported a full-time, district behavior analyst who is responsible for deepening our processes for designing quality student behavioral interventions
- Began work with District Management Group to deepen implementation and assess effectiveness of social, emotional and behavioral practices at each school

End-of-Year Update

- Supported teachers' classroom and student management practices through professional learning delivered by each school's Responsive Classroom trainer, their school's expert trained in strategies that develop student's social and emotional skills and help teachers manage classroom behaviors and discipline
- Expanded classroom and student management professional learning for probationary teachers to be delivered in the summer of 2020
- Expanded partnership with Lee Carlson Center, a local organization that provides mental health services in our community, to include the continuation of in-school therapy for students and professional learning for social workers, school psychologists and counselors for personalized learning
- Continued work with partners at District Management Group to create our approach to observing and measuring our social, emotional and behavioral practices at each school beginning in the fall of 2020 with a goal of deepening our implementation of these practices
- Adapted classroom and student management practices to an extended flexible learning environment and provided processes and procedures for teachers to effectively meet student social emotional learning needs during the pandemic
- Developed approach for providing social-emotional support for students during extended flexible learning, including defining processes for identifying and referring students for additional support and clarifying staff roles and responsibilities
- Engaged in a partnership with the University of Minnesota to support the development and training of Board-Certified Behavioral Analysts to provide additional behavioral coaching and expertise for our Behavior Specialists beginning during the 2020-21 school year

Summary Statement

This project has been successful and will continue as a part of the 2020-21 District Operational Plan.

K-8 Computer Science: Develop curricular options for computer science for Fall 2020 implementation at grades K-8

Oversight: Rahn, Nemanich

Why: This past year a design team studied the concept of implementing computer science in grade K-8, and are moving to the design phase of learning work. This included studying current curricular practices within computer science at grades K-8, student data related to computer science options, and best practices in offering computer science learning opportunities at the elementary and middle levels. Based on the state of the current and future workforce, as well as current reality of implementation at K-12 on a local, state, and national level, there is a need to provide consistent, deep learning experiences in computer science starting with our youngest learners as computer science skills have many applications vital to future jobs within this innovation economy, including creative communicator, computational thinker, and innovative designer. This project will determine how we will begin to offer consistent learning experiences in computer science for K-8 students.

Key Achievement Points	Deliverables	Timeline
Design options for implementation of K-8 Computer Science	Prototypes developed for choice makers	November 2019
Create implementation and scaling plan for K-8 Computer Science	Implementation and scaling plan including "what," "how," and timelines	January 2020
Implement innovation cohort for K-8 computer science to pilot implementation in Spring 2020	Executive summary of implementation of pilot	June 2020
Determine professional learning needed for Fall 2020 implementation	Professional learning design for K-8 computer science	June 2020

Mid-Year Update

- Revisiting learning from last year, refining the prototypes that were created and developing options to consider for implementation

End-of-Year Update

- Developed initial set of computer science competencies for Grades K-8
- Assessed computer science competencies against academic and life competencies that were defined as a part of the competency-based learning work
- Created an implementation plan to embed computer science competencies into unit designs for K-8 over the next two years
- Developed additional elective course for Grades 7-8 that uses basic coding to design, create, and launch a digital game
- A planned Spring 2020 innovation cohort and professional learning design for Fall 2020 was put on hold due to extended flexible learning and ongoing pandemic

Summary Statement

This project was not fully implemented due to the COVID-19 pandemic and will be put on hold during the 2020-21 school year and reconsidered for the future.

Strategic Anchor: Effective Operations

Improve our effective management of human, financial and physical resources

Data Warehouse and Dashboard: Continue development of customized dashboards using the Power BI reporting tool to align school, classroom and student information in one platform

Oversight: Rahn, Halvorson

Why: This past year we developed a customized data warehouse to increase efficiency and effectiveness of accessing the data and linking it for data-informed decision-making. We also began prototyping dashboards with the goal of better monitoring the implementation of our standard work and key processes, and supporting the student learning and data component of our learner profiles. This project will continue the development of our dashboards to provide stakeholders with the real-time information they need to personalize and respond to student and staff learning needs.

Key Achievement Points**Deliverables****Timeline**

Complete clean, secure data transfer into data warehouse

Completed design of import methods into data warehouse

July 2019

Determine scaled development of dashboards

Dashboard development scope and sequence

July 2019

Build dashboards for stakeholder use

Functional dashboards aligned with determined scope and sequence

July 2019-August 2020

Design professional learning plan for stakeholders to utilize data

Professional learning design for each group of stakeholders
Evaluation of professional learning

July 2019-August 2020
June 2020

Mid-Year Update

- Transferred initial set of clean, secure data from Campus, Schoology, and all standardized tests into the data warehouse
- Completed initial dashboard development with dashboards created for: learner profile, standardized tests, principals, universal screener and progress monitoring for reading and math
- Implemented initial professional learning on use of dashboards in September and October

End-of-Year Update

- Implemented professional learning for district leadership teams and building Learning and Equity Teams
- Identified the need for and developed additional dashboards to examine data by participation in gifted/talented, English learner services, and Advanced Placement courses
- Continued transferring clean, secure data beyond standardized tests to include unit assessments, progress monitoring, special education data, parent contact information and contact log, student activities, and preschool data

Summary Statement

This project was successful and is continuing as part of the 2020-21 District Operational Plan.

Metro Heights Study: Examine our partnership with Metro Heights and identify options to enhance the experience and success of our students who are needing an alternative learning environment

Oversight: Stromberg

Why: We have had an agreement with Northeast Metro 916 Intermediate District since 2014 to provide alternative learning programming for Spring Lake Park High School students through Metro Heights Academy. Alternative Learning Centers are designed to meet the needs of students who struggle in the traditional education system, and who are at risk of failure. In addition, we are able to provide targeted services programming in earlier grades and within the high school through this partnership. We are not seeing necessary and desired levels of student success at Metro, or when students return to Spring Lake Park High School. Thus, there is a need to study the desirability, feasibility, and viability of this agreement in the future.

Key Achievement Points	Deliverables	Timeline
Conduct a study of enrollment history and success of Spring Lake Park High School students at Metro Heights; study of benchmark programs	Executive summary	December 2019
Design team (Metro Heights and SLPHS staff) assess effectiveness of student transitions and programming options	Executive summary	January 2020
Determine options for future, including discussion of, but not limited to: moving from an agreement to partnership to facilitate improvements, pathways within SLPHS along with Metro Heights, identify alternatives to partnership	Executive summary with recommended options	April 2020
<p>Mid-Year Update</p> <ul style="list-style-type: none"> Analyzed student enrollment history and graduation rate starting with the 2015-2016 school year for all SLP students who attended a learning alternative high school Completed multiple interviews with high school counselors (formerly known as deans). From these conversations we acquired the qualitative stories to better understand system challenges and successes based on a child graduating / graduation rate On track to deliver an executive summary of findings by April 2020 		
<p>End-of-Year Update</p> <ul style="list-style-type: none"> Assessed the effectiveness of student transitions and programming options using input from several design team members from Metro Heights and Spring Lake Park High School and completed an executive summary of findings in January 2020 Delayed the development of options for the future due to the pandemic 		
<p>Summary Statement</p> <p>This project was not completed due to limitations presented by the pandemic and will be continued/reframed for Fall 2020.</p>		

Enhance School Improvement and Innovation Planning: Support schools in the design and implementation of School Improvement and Innovation Plans and professional learning processes, enhancing implementation of standard work while inviting innovation to engage and personalize learning

Oversight: Ronneberg/Rahn

Why: Each school works to improve standard work - continuous improvement -while at the same time creating the conditions to capitalize on the creativity of teachers, staff, and students to dramatically improve the engagement, experience and outcomes for our students and families - innovation. This project focuses on enhancing the design and planning of School Improvement and Innovation efforts, balancing near-term needs and wants while positioning the school for the future, aligned around improving personalized learning, student and family engagement, staff efficacy, and outcomes

Key Achievement Points	Deliverables	Timeline
Refine SIIP project management platform, aligned leadership practices and tools	Updated project management platform	May-August 2019
School district staff will partner with school leadership to support K-6 professional learning and improved implementation of the Spring Lake Park Schools literacy framework	Professional learning design, implementation and evaluation plan	June-Oct 2019, ongoing
Schools identify long-term desired results and annual goals in alignment with vision, strategic initiative, and needs	Identified desired results and goals	August 2019

Schools conduct portfolio assessment and identify standard work improvement projects based on review of current practice and alignment with annual goals and strategic initiatives.	Documented within SIIP	August 2019- Ongoing
Schools will design and implement high quality professional learning in alignment with identified projects, while supporting individual needs	Documented within SIIP	August 2019- Ongoing
Collective and/or individual creation and implementation of innovative and personalized learning projects (just do it, let's try it, let's build it) in alignment with district personalized learning initiative and school desired results and goals	Documented within SIIP, action research to inform next steps	August 2019- Ongoing
Each school will ensure change readiness and management by continuously engaging staff in Improvement and Innovation design and planning	Documentation of strategies and feedback	August 2019- Ongoing
Each school will leverage leadership teams and roles, and effectively utilize SLP Leadership Approach frameworks and tools to support design and implementation of SIIPs	Documentation/summary of implementation	June 2019

Mid-Year Update

- Refined School Improvement & Innovation Plan project management platform for fall implementation
- Designed and implemented professional learning on the science of teaching reading. All K-6 teachers have had two days of professional learning customized to their grade level.
- Developed long-term desired student achievement and innovative and personalized learning outcomes for each school
- Implemented consistent SIIP check-ins with Superintendent and Director of Learning & Innovation with school leadership
- Refined leadership approach visuals and accompanying tools and implemented leadership academy throughout the year to support district leadership team members in learning about and implementing the approach in their work with each other and for the district
- Designed professional learning to be implemented in the second half of the year for specific components of our K-12 mathematics framework
- Continued design and implementation of professional learning for teachers focused on meeting the needs of our English learners
- Continued learning and reinforced expectations for evaluating the impact of professional learning at each school
- Refined and implemented strategies at the high school and middle school to improve support of students struggling academically and behaviorally

End-of-Year Update

- Completed implementation of professional learning on the science of teaching reading for all K-6 teachers of reading, including in-depth learning and application of each of the five components of reading. During the professional learning, we surfaced a need to look at an elementary resource for reading and convened a group to review resources.
- Met monthly (through February) with elementary and secondary principals to examine implementation of key standard and adaptive work as a part of their plans
- Developed drafts of 2020-21 School Improvement & Innovation Plans as part of the spring staffing process which included assessing standard, ongoing work, assessing work in innovative and personalized learning and reviewing professional learning evaluations
- Redesigned approach to school leadership structures in order to facilitate deep implementation of innovative and personalized learning for 2020-21

Summary Statement

This project was successful and is continuing as part of the 2020-21 District Operational Plan.

Preschool for Kindergarten Readiness: Increase kindergarten readiness for each preK student, and improve the alignment between preschool and kindergarten so that students and families experience a seamless transition

Oversight: Pederson/Rahn

Why: We expanded preschool programming options within each of our elementary schools during the 2018-19 school year, and there is a desire to enhance programming between preschool and kindergarten staff within each. In addition, there is a need and

desire to increase participation in preschool for all resident students through SLP programming and other options available; increase connections with preschool programming options within our district boundaries to support successful transitions to kindergarten; and continue enhance conditions so all entering students are ready for kindergarten.

Key Achievement Points	Deliverables	Timeline
Design and implement a pre-k program to support identified incoming kindergartners to support their transition needs	Implementation of pre-k summer program, action research summary to inform future planning	August 2019
Design and implement a menu of summer pre-k programming options for incoming kindergartners that match student and family interests and needs	Program options developed and communicated to families	January 2020
Continue building connections with daycare and preschool programs within the district to create partnerships to increase kindergarten readiness	Meeting minutes, personal learner map for identified students	Ongoing
Review and refine roles and responsibilities of key positions (Early Childhood, Special Education, Kindergarten Teachers, Support positions, etc) to improve transition from early childhood programs to kindergarten	Clearly articulated roles and responsibilities of a Kindergarten transition team personalizing the experience for each student transitioning	December 2019
Review and refine key processes and programming to successfully transition students into kindergarten	Key processes and programming options documented and implemented	June 2020
Review and refine kindergarten welcome events to engage, learn and connect with our kindergarten students and families prior to the start of kindergarten	Kindergarten welcome event calendar and purpose of each identified	August 2019 - Ongoing

- Mid-Year Update**
- Implemented a pilot that used multiple sources of data to better place kindergartners in Fall 2019
 - Developed initial prototypes of refined Kindergarten welcome events to be implemented beginning in December 2019
 - Identified a design team to come together in early January to develop menu of options for Summer 2020 programming for students entering kindergarten
 - Started gathering data about center-based and in-home childcare providers to support the development of learner profiles for students entering the district as kindergartners
 - Scheduled team meeting in mid-December to focus on clearly defining roles and responsibilities for everyone who is involved in making the transition from early childhood to kindergarten

- End-of-Year Update**
- Hosted refined Kindergarten Kickoff events in January and February with strong participation and positive feedback from families
 - Designed a new, improved Kindergarten Roundup Event for the spring which was put on hold due to the pandemic
 - Designed Kindergarten Transition/Readiness events and programming for August with considerations for the ongoing pandemic
 - Designed summer 2020 programming options for students entering kindergarten. Programming was put on hold due to the ongoing pandemic.
 - Clarified staff roles in the Kindergarten transition process but have not been able to test these as the implementation of this work is on hold

Summary Statement

This project was successful through the design phase of the work and implementation will be included as part of the 2020-21 District Operational Plan.

Strategic Anchor: Communications and Connections

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

<p>School Communication Methods: Identify and determine the purpose and efficacy of current methods Spring Lakes Park Schools district office, schools and teachers use to communicate with and engage parents and families. Gather and assess best practice methods from other districts and organizations outside of K12. Develop target state vision and blueprint to close gaps.</p> <p>Oversight: Taibl</p>		
<p>Why: The school district, schools and teachers are communicating many messages in many ways with parents and families. There is an opportunity to understand what we're doing today more fully, assess the effectiveness of our efforts and refresh our approaches to better deliver what our parents and families need and expect in their relationship with us while also enhancing teachers' experience.</p>		
Key Achievement Points	Deliverables	Timeline
Develop a robust current state view of the communication ecosystem reflecting district, school and teacher communications	Visual map of current communication ecosystem between SLP and parents/families	January 2020
Assess effectiveness of current communication strategies and gather best practice examples	Articulated approach to doing research and assessment; alignment conversations with stakeholders	Jan/Feb
Articulate target state and develop roadmap for closing gaps	Complete research/assessment, including parent and teacher insights	March/April
	Share findings and prelim. analysis	April/May
	Defined attributes of target state; key performance indicators	May/June
Roll out new capabilities and approaches; Ensure processes to monitor and refine	Documented plan with key actions, timelines and accountable parties	July+
	Key stakeholders engaged in vetting the plan and aligning to key roles and accountabilities	
<p>Mid-Year Update</p> <ul style="list-style-type: none"> Assigned new leader to this project in September who is becoming oriented to communication within the district Key decision points and deliverables above reflect how the project has been reframed to: <ul style="list-style-type: none"> clarify scope – focus on parent and family communication and engagement broaden the analysis to look at not just school methods of communication but how district, school and teacher communication work in alignment, or not focus on more deeply understanding current state and best practice before refining a vision for future state clarify that outcomes must improve experience not only for parents/families but for staff/teachers as well Proposed that deeper analysis of current state kick off in December 		
<p>End-of-Year Update</p> <ul style="list-style-type: none"> Kicked off an audit of the current state of communication infrastructure and processes in December as planned and had just launched the family and parent engagement and insight gathering phase when COVID-19 derailed the plan Gathered several themes from the first steps in the initial insight gathering process that highlight gaps for us to address in some of our technology systems and data Implemented some highly successful changes in how we communicate at the district, school and classroom levels during our spring experience – including frequent district updates, consistent building communication and enhanced classroom communication with families. Given those experiences and feedback from staff, students and parents, we will reframe and refocus the project for the 2020-21 plan and also advance some core operations work to address gaps in systems and data. 		

Summary Statement

This project was not fully implemented but was successful and will be refined and refocused based on experience and learning from the spring of 2020 for the 2020-21 District Operational Plan.

Inviting, Safe District Environment: Continue to review and refine 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
Identify improvements to the camera systems on each campus	Summary of recommendations and improvements for each site	July 2019
Complete installation of internal window coverings are required for shelter-in-place needs	Locations are identified and coverings installed	August 2019
Review, refine, monitor and support school safety processes and Make Your MARK implementation	Summary of implementation and professional learning	August 2019-ongoing

Mid-Year Update

- Completed audit of camera system and began replacement and installation that will continue throughout this year and 2020-21
- Installed window coverings to provide additional shelter-in-place locations throughout the district
- Implemented the Raptor Accountability and Drill Management tool this fall
- Updated Enhanced Emergency Response Plan to include a definition of and procedures for managing a "Restricted Area"
- Continued work on Informacast technology implementation that will tie communication, notification and emergency systems together
- Reviewed and refined school emergency response teams to enhance clarity on roles, responsibilities and ensure appropriate backups
- Rolled out new two-way radio communication system to support day-to-day school building communication and for use in a crisis
- Completed installation of secure high school elevator system that uses key card access to control accessibility during the school day

End-of-Year Update

- Continued to move remaining projects and work forward despite the COVID-19 pandemic
- Entered final phase of the camera system replacement and installation project to be completed by early fall, including an ongoing camera replacement plan

Summary Statement

This project was successful and is moving to Standard Work.

Renewal of Operating and Capital Projects Levies: Develop and implement campaign strategy and communication plan that leads to the successful renewal of the existing operating levy and capital projects levy

Oversight: Pederson

Why: The district has an operating levy and capital project levy expiring at the end of the 2019-2020 fiscal year. The operating levy currently provides about \$1.2 million annually for the general fund budget. The capital projects levy currently provides about \$1.2 million annually to support the district's technology and security systems. The November general election is the last opportunity for the district to review these levies. If these levies are not renewed, it will be necessary to make significant budget reductions to make up for the loss in revenue, and it will be necessary to go to the voters again in November 2020 to seek the funding previously provided by these two levies.

Key Achievement Points	Deliverables	Timeline
Finalize communication plan to guide district information campaign efforts	Communication plan is completed and implementation has begun	July 2019

Organize Kids First committee and begin planning advocacy efforts	Advocacy plan is completed and implementation has begun	July 2019
Board approves ballot language and schedules the election for November	Appropriate notification is made to Anoka County prior to August 23	August 13, 2019
Election day	Successful election	November 5, 2019
Mid-Year Update <ul style="list-style-type: none"> Achieved 80 percent support and successful renewal of the operating and capital projects levies Implemented a thorough, strategic communication and outreach plan to inform and engage stakeholders Liaised with Kids First as they mobilized the “Get Out the Vote” effort with the parents and identified supporters 		
Summary Statement This project was successfully completed at mid-year and there are no plans for a referendum or levy in 2020-21.		