



SPRING LAKE PARK SCHOOLS

***DISTRICT OPERATIONAL PLAN
2020-2021 | End-of-Year Summary***



***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.

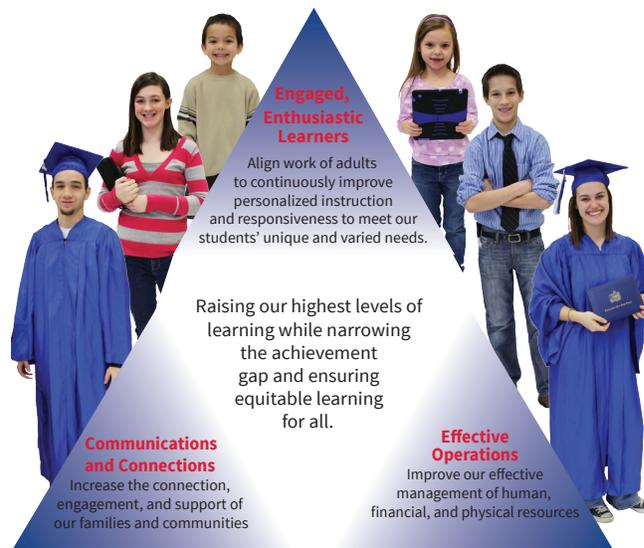
Our District Purpose

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.

The Spring Lake Park Schools’ District Operational Plan (DOP) identifies the strategic initiatives and projects under study or being implemented to improve and innovate across the district. This annual plan is reviewed and updated quarterly to reflect progress and emerging influences. The projects included 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.”

STRATEGIC IMPERATIVE – Ensure Learning Through Pandemic in 2020-21

Ensure we continue to advance our district vision of personalized learning and create positive, engaging learning experiences while effectively responding to the evolving public health realities presented by COVID-19 in our communities

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

Innovative and Personalized Learning – Continue developing core elements of personalized learning – competency-based learning, learner profiles, personal learning maps

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

English Language Arts Curriculum Implementation for K-6 – Identify and implement a new language arts reading resource that supports our K-6 curriculum and work in the science of teaching reading

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 various scenarios for Fall 2020, supported by effective School Improvement and Innovation Plans and professional learning

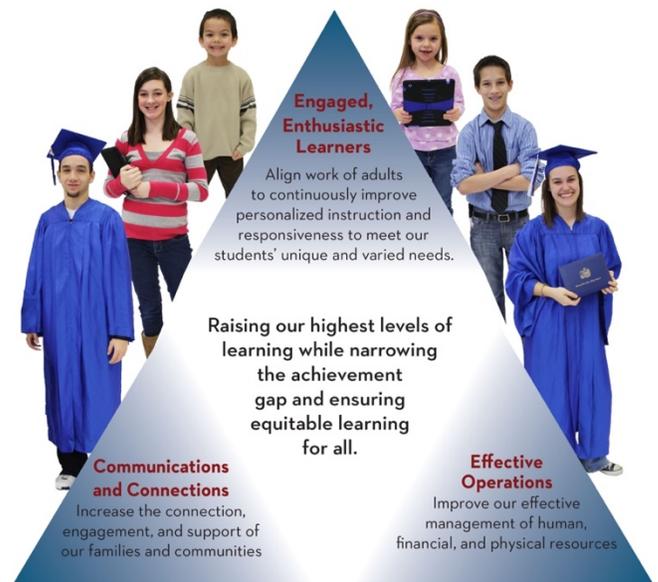
STRATEGIC ANCHOR – Communications and Connections

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

Aligned District, School and Classroom Communications – Implement infrastructure that further strengthens the alignment of staff and family communications to strengthen connections and enhance the overall SLP experience

Preschool for Kindergarten Readiness – Implement kindergarten readiness approach and improve the alignment between preschool and kindergarten so that students and families experience a seamless transition

Community Education Study – Explore opportunities to expand and enhance our Community Education offerings



2020-2021 District Operational Plan (updated 6.22.2021)

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 in our schools. 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 Imperative: Ensure Learning Through Pandemic

<p>Ensure we continue to advance our district vision of personalized learning and create positive, engaging learning experiences while effectively responding to the evolving public health realities presented by COVID-19 in our communities</p> <p>Oversight: Ronneberg</p>		
<p>Why: Unlike other years, significant external and internal influences and variability surround the 2020-2021 school year. A large part of our work this year is accommodating for the ongoing implementation of our SLP plan in the context of adapting to changing conditions in our community related to COVID-19.</p>		
Key Achievement Points	Deliverables	Timeline
Phase 1: Design Models for Learning		
Define the three learning models – Open Campus, Modified Campus Schedule and Extended Flexible Learning – for the 2020-2021 school year	Definitions document and guiding change document to facilitate the design process	May-June
Design the learning and teaching experience within each model and embed key elements of the SLP vision	Guidance document drafted with expectations for implementation within and across schools	June
Develop initial frameworks for each learning model to guide school-level design of prototypes	Framework documents developed with input of preK-12 staff	June-July
Create and implement communication plan to support the smooth transition of students and families in and between learning models	Defined communication infrastructure, processes and responsibilities	July +
Equip all staff to effectively operate in and move between each learning model	Professional learning plan and evaluation	August +
Phase 2: Operations Planning, Refining Models		
Develop health and safety plan, protocols and training	Guidance document and professional learning	July-August
Feed students breakfast and lunch across all learning models	Meal preparation, distribution and communication plans	July +
Transport students to school following all health and safety protocols for current public health situation	Bus routes, schedules and health and safety protocols	July +
Enhance technology and tools to support learning within each learning model (e.g., new iPads, upgraded WebEx, additional toolkit tools)	Technology audit, plan for implementation of new tools	August +
Refine staffing to address health and safety AND provide rich, engaging learning experiences for students regardless of learning model	Staffing plan to take into account learning needs and individual health concerns and situations	August +
Develop and implement school-age child care options for Tier 1 essential workers and families who need options during Modified Campus and Extended Flexible Learning	Child care plans, protocols and processes	August +

Use federal and other pandemic funding sources to offset financial costs of pandemic operations	Grant applications and reporting to support federal funding requests	August +
Refine learning models for implementation based on operational planning realities	Guidance document refined to reflect input from stakeholders across the district	August
Phase 3: Systems Alignment, School and Department Implementation		
Develop school-level implementation plan	Each school's implementation plan with complete description of use of time, space and staff to achieve learner outcomes	July-August
Align learning models and operations realities and develop implementation strategy for most likely model	Revised guidance document and health and safety plan, professional learning and evaluation	August
Initiate family choice selection for start of school between the "responsive learning model" and full-time Extended Flexible Learning	Survey and follow-up process for families	August
Phase 4: Monitor and Continually Adjust		
Continually monitor public health situation, ongoing updates to state guidance and anticipate and be prepared to transition models as required by the changing situation	Learning, operations and communication plans for each transition point	September-June
Refine learning models – guidance, implementation, and professional learning - based on ongoing assessment and best practice discovery	Wednesday professional learning plans and plans for dedicated professional learning days	September-June
Adjust operations to respond to transitions and changes in guidance and resources	Updated health and safety, meal service, transportation, staffing and financial management plans and protocols	September-June
Prepare for fall 2021 and beyond by assessing what elements of the current year's learning models should continue in some form into 2021-2022	Input and design process for future learning model prototypes	December-June
<p>Mid-year update:</p> <p>Phase 1: Design Models for Learning</p> <ul style="list-style-type: none"> Assessed the public health situation in late May/early June to identify likely scenarios for learning in the 2020-2021 school year and defined three potential models that then mirrored the initial planning guidance provided by Minnesota Department of Health and Minnesota Department of Education Engaged more than 50 stakeholders – leaders, teachers, staff - in design and input teams to develop initial prototypes for the three learning models Developed guidance documents for each type of learning model by grade level taking into account special education and English learners and embedded SLP learning expectations to provide teachers support in operating within each learning model and to provide consistency for students and families Created K-4 extended flexible learning "school," SLP Elementary Online, for students and teachers to work collaboratively across our non-immersion elementary sites Developed communication infrastructure to support the smooth transition of students and families in and between learning models and to ensure alignment of staff and families to evolving situation and plans Designed and implemented professional learning to equip teachers and staff for working within and managing transitions between learning models <p>Phase 2: Operations Planning, Refining Models</p> <ul style="list-style-type: none"> Translated the state's health and safety guidance into a comprehensive health and safety plan encompassing facilities, people expectations and practices, and cleaning protocols Developed plan to continue providing students free breakfast and lunch in each learning model – including how meals would be handled safely when students were at school and how to provide easy access to meals for students when they are learning at home that includes high school distribution and 10 community distribution sites Developed transportation plans including health and safety protocols on the bus, drop off and dismissal procedures and schedules and facilitated families communicating their needs for school transportation 		

- Audited learning technologies and developed and implemented plan to deploy additional technology tools, upgrade existing tools, improve the overall technology toolkit to support learning outcomes and provided consistent wi-fi access to students
- Matched staffing needs in each model with individual health and safety needs to best protect staff with underlying conditions and support the continuation of productive employment
- Tracked financial impacts and applied for and received federal funding totally almost \$2.5 million to offset pandemic expenses
- Refined learning models against operational realities and practicalities within each school

Phase 3: Systems Alignment, School and Department Implementation

- Developed school implementation plans against the guidance document and learning models that included specifics on use of time, space and staff to achieve learner outcomes
- Conducted professional learning to align all staff to deliver the most likely learning model – the learning model expectations and health and safety protocols
- Conducted survey of families to collect their choices for returning to school – in our base learning model for the start of the year (Modified Campus Schedule/hybrid) or full-time Extended Flexible Learning (distance learning)
- Implemented responsive learning model – Modified Campus (hybrid) – as our base learning model at the start of the year and launched full-time Extended Flexible Learning option for families who chose it. At the start of the year, we had 66% in the “responsive model” / Modified Campus (hybrid) and 34% is full-time Extended Flexible Learning.

Phase 4: Monitor and Adjust

- Continue to monitor, anticipate and prepare for learning model transitions. All students transitioned to full-time Extended Flexible Learning (distance learning) in November. Students in preK-6 transitioned back to full-time learning at school January 21. Grades 7-12 are being held to county case rates as defined in the state’s Safe Learning Plan. We are hopeful we will be able to return grades 7-12 to Modified Campus (hybrid) model in February.
- Continue to adjust and refine the following based on current and emerging needs:
 - how we are working within learning models and build upon emerging best practices
 - professional learning and support for staff on a day-to-day and weekly basis
 - class rosters and assignment shifts based on continual parent requests to change learning model
 - health and safety protocols
 - meal preparation and distribution
 - transportation
 - technology
 - staffing
- Started surfacing student, family and staff experiences across all three learning models to influence how we think about learning models for 2021-2022. Family requests for continuing online, continuing hybrid, continuing with more flexible use of time/schedules and others as we return to a “new normal,” are prompting us to explore potential pilot prototypes we might offer families in 2021-2022.

End-of-year update:

- Remained successfully in phase 4 of this project – Monitor & Adjust – through the end of the 2020-2021 school year
- Transitioned students in grades 7-12 to full-time learning at school on March 23 after successfully transitioning preK-6 to in-person learning on January 21 and maintained full-time, in-person learning model for grades preK-12 throughout the spring to the end of the school year
- Secured vaccinations for staff and facilitated family connections to vaccination opportunities for ages 12+ as vaccine was approved
- Managed COVID-19 cases at the school and classroom level and kept school buildings open for in-person learning
- Continued to operate an Extended Flexible Learning (distance learning) model for the 1,625 students in grades K-12 who chose this model through the end of the school year
- Continually responded to changes in Minnesota Department of Health and Minnesota Department of Education health and safety requirements and adjusted our operations to comply with guidance and support effective learning and teaching
- Continued to safely offer Athletics and Activities throughout the year resulting in maximum participation. In a normal year, we offer 650-700 contests and lost only a half dozen, successfully navigating health, safety and other protocols to continue.
- Designed learning models for 2021-2022 and staffing models based on learning experiences and preferences refined during this school year to offer online, hybrid and in-person options at the high school level for the 2021-2022 school year and an expanded, fully online school option for K-12, SLP Schools Online
- Sampling of feedback:
 - “I feel grateful and proud to be part of Spring Lake Park Schools - a place where we all matter, that cares about everyone, is open to new possibilities, works towards finding solutions, supports students, staff and families, and continues to have high expectations - no matter what! (COVID included!)”

- “In a year like no other, when other districts were using a one size fits all model you encouraged the innovation. We certified First Aid/CPR, Nursing Assistant, EMR and EMT students EVERY trimester amidst this pandemic. Our colleagues in other districts were not able to do this. So, a huge thank you and your staff for navigating the hard pivots with wisdom and openness to figuring out the “how” so our students could win!

Summary statement:

This project was successful and key learning will move to standard work and be used to inform next innovations within projects as defined in the 2021-2022 district operational plan. At this time, we do not plan for *Ensure Learning Through Pandemic* to continue on the 2021-2022 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

Innovative and Personalized Learning: Continue developing core elements of personalized learning – competency-based learning, learner profiles, personal learning maps

Oversight: Rahn

Why: Transitioning K-12 education out of systems and structures that were created in the late 1800s and continue to be in place today isn’t easy work. But, this is important and essential work as we focus on preparing our students for a future that is rapidly changing.

We will continue to create the conditions to engage students in more flexible and interdisciplinary learning opportunities. These opportunities allow students to attack challenges they know to be important to making their world better, provide them with opportunities to acquire the competencies needed in an increasingly innovative world, and support their agency in learning at deep levels needed for their future path – whatever it may be.

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
Continue design of learning experiences within and across the four core curricular content areas to align student work and learning experiences with proficiency in academic and life competencies	Professional learning design and implementation; curriculum map of academic and life competencies across a student’s preK-12 journey in SLP	August-August
Transition curricular essential learning outcomes for elective areas to our <i>competency-based learning</i> framework	K-12 academic competencies for elective areas, performance indicators, and rubrics aligned with student work and learning experiences	February-August
Monitor, support, and enhance continued implementation of <i>learner profiles</i> preK-12	<i>Learner profiles</i> that are living, breathing documents used to inform student work and learning experiences, and explore future career and college pathways	August-August
Continue development of long-term (4+ year) and annual <i>personal learner maps</i> at Grades 7-12	Long-term and annual <i>personal learner maps</i> for each Grade 7-12 learner used to inform course selection and future career and college plans	August-August
Continue development of short-term <i>personal learner maps</i> for identified learners, Grades K-12	Short-term <i>personal learner maps</i> used to inform next steps in learning to achieve grade level/course learning outcomes	August-August
Study current grading practices and identify necessary shifts to align grading with <i>competency-based learning</i>	Tools and processes that support tracking of competencies and performance indicators over time	August-August
Identify antiquated structures and create necessary structures — that allow for full implementation of our core components of innovative and personalized learning	Intentional action plans at district and school level to create the conditions for antiquated structures to leave and innovative structures to enter	August-August

Mid-year update:

- Developed metrics for each of the core components of innovative and personalized learning to monitor implementation and drive next actions for professional learning
- Designed and implemented professional learning to support all teachers in moving forward with academic and life competencies, backward design, depth of knowledge, performance assessments, and design and use of rubrics, to embed competencies and performance indicators within the design of student work and learning experiences. All teachers are implementing in a personalized way toward our vision.
- Developed educator profiles and professional learner maps at several schools to scale use and application of innovative and personalized learning core components with adults
- Implemented pilot of full competency-based learning in English Language Arts 11 course
- Designed and implemented life competencies into Pathways courses at Spring Lake Park High School
- Explored various platforms and/or tools to track competencies and performance indicators over a student's preK-12 journey
- Designed and implemented professional learning on learner profiles; learner profiles used in family communication including beginning of year virtual open houses and fall conferences
- Implemented report card grades of "not yet" and "no evidence" for Grades 6-12 to support students who may otherwise fail at the trimester to continue their work to achieve learning outcomes this school year with outreach and support from staff
- Designed and implemented professional learning on short-term learner maps for K-12, and created short-term learner maps for students with Trimester 1 grades of NY/NE to guide next steps and ensure learning of course essential learning outcomes
- Implemented, and providing continued support and leadership, for the *Innovative and Personalized Learning Coordinator/Specialist* positions at each site

End-of-year update:

- Refined metrics plan for innovative and personalized learning and collected initial data for learner profiles and short-term learner maps to guide next steps in professional learning and implementation
- Worked with teacher leaders to identify effective learner profiles and short-term learner maps by analyzing random samples from all grade levels using a calibration process. This guides work with teachers to improve implementation.
- Developed site plans for fall, through school improvement and innovation projects and staffing prototypes, that continue to embed all four components of innovative and personalized learning
- Created SLP Schools Online K-8 for fall 2021-2022 implementation
- Reviewed best practice literature to consider refinements for our theory of action around grading and reporting, aligned to competency-based learning
- Explored various technology tools to track student progress with academic and life competencies and narrowed to two potential options for piloting
- Created a central location within Schoology to house our competency and rubric prototypes for anyone in the district to access and use
- Developed a feedback process for collecting input from teams and individuals currently testing our competency and rubric prototypes with students to identify potential positive and negative implications of our current competency-based learning framework to guide future refinement
- Implemented "Let's Try It" levels of innovation focused on a competency-based learning approach including input from students, staff and families at the high school in:
 - Algebra 2/Trig
 - Principles of Engineering
 - English Language Arts 11
- Developed an Innovation Configuration (a rubric that defines levels of implementation) to describe the four components of Innovative & Personalized Learning with initial rollout to teachers and sites for goal-setting conferences, data collection, self-assessment and work in teacher Professional Learning Communities
- Continued to scale implementation of learner profiles and personal learner maps, personalizing professional learning and use by site. Some examples of learner profile and map use are:
 - Used learner profiles and maps regularly in pit crew meetings (pit crew is a team that includes specialists at each school equipped to identify and address social, emotional and behavioral needs and supports)
 - Used learner profiles and maps to assist with transitions of learning models throughout the year
 - Used learner profiles and maps as primary tools for class placement at grades K-6

Summary statement:

This project was successful and we will continue to deepen implementation as part of the 2021-2022 district operational plan.

Inviting Student Learning Environment: Continue to deepen and standardize implementation of classroom and student management practices at each school, and in each learning model, with emphasis on social-emotional learning strategies and school-based mental health services that enhance engagement, agency, and success during the COVID-19 pandemic and beyond.

Oversight: Mayer

Why: We have implemented school and classroom management practices throughout the district over the past three 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
Review and document the curricular work around Social Emotional Learning implemented over the past 3+ years and to be implemented fall 2021	preK-12 SEL framework document	January-June
Continue personalized professional learning to deepen implementation of classroom and student management practices	Professional learning designs, and evaluation summaries	August-June
Continue implementation of Social Emotional Behavior efforts in the targeted areas of interactive modeling and social conferencing	Measurement for classroom walkthroughs, process for identifying teams for walkthroughs and data and analysis from first round of measurement	August-August
Monitor mental health programming through assessment of Lee Carlson Center partnership and identify possible district enhancements	Executive summary	August-August
Expand alternatives to out-of-school suspension; potential off-site alternatives	Identification of possible approach	May

- Mid-year update:**
- Provided an introduction to classroom and student management to all new teachers
 - Reviewed Responsive Classroom strategies with all elementary teachers as a social-emotional learning strategy
 - Reviewed proactive and reactive classroom and student management practices with all teachers
 - Expanded individual and small group social-emotional support for students
 - Developed a partnership with Threads of Hope to launch small group mental health support
 - Meeting frequently with Lee Carlson Center to assess services and address needed improvements
 - Expanded services through Lee Carlson Center to offer early childhood mental health support

- End-of-year update:**
- Completed a multi-day design process for our district Social-Emotional Learning framework resulting in multiple prototypes for consideration, refinement and choice
 - Prepared an executive summary of the effectiveness of the district's school-based mental health partnerships resulting in the recommendation to explore new/additional community partnerships beyond Lee Carlson Center
 - Developed a measurement tool for systematic monitoring of essential, proactive classroom management strategies (i.e., interactive modeling) to be implemented in the 2021-2022 school year
 - Continuing to develop alternatives to out-of-school suspension and potential off-site alternatives through this summer
 - Implemented research-based Social-Emotional-Behavior universal screener at all elementary schools resulting in early identification of teachers and students that may need support
 - Expanded professional learning opportunities for teachers in the areas of classroom management, mental health, and restorative practices to be delivered during SLP summer academy

Summary statement:
This project was successful and will be moved to standard work.

English Language Arts Curriculum Implementation for K-6: Identify and implement a new language arts reading resource that supports our K-6 curriculum and work in the science of teaching reading

Oversight: Rahn

Why: During the 2019-20 school year, our teachers of reading engaged in year-long professional learning around the science of teaching reading as part of our curriculum review cycle. Additionally, a cohort of teachers developed our intended curriculum of K-12 academic competencies for English/Language Arts. As a result, it was necessary to review our core language arts resources for K-6 to ensure alignment between our theory of action and intended curriculum, with our taught and assessed curriculum.

Key Achievement Points	Deliverables	Timeline
Complete study of K-6 language arts core resources	Executive summary of team recommendation	June-July
Purchase new core resources for K-6 language arts that align with science of teaching reading, competency-based learning, and tools of cultural proficiency	Curricular resources inventoried, barcoded, and checked out to teachers and students for use	October
Design and implement professional learning for <i>Wit and Wisdom</i> , and <i>Foundations</i>	Professional learning plan and evaluation	November +
Implement, monitor, and evaluate first modules of <i>Wit and Wisdom</i>	Summary of student learning results on implemented modules during 2020-21 school year	Summer of 2021
Refine K-6 language arts assessment plan to align with science of teaching reading, competency-based learning, and new core resources	K-6 language arts assessment plan	TBD

Mid-year update:

- Completed an extensive study of K-6 language arts core resources over the summer and a unanimous recommendation was put forward to purchase *Wit and Wisdom* and *Foundations*
- Purchased resources, inventoried and distributed resources to all K-6 teachers and students
- Engaged teachers in professional learning on the navigation of resources
- Engaged district leaders, principals and school leaders in professional learning on alignment of core resources to innovative and personalized learning
- Engaged principals and school leaders in professional learning on features of complex text and scaffolding complex text to equip them to support teachers in strong implementation
- Began implementation of initial modules of *Wit and Wisdom*
- Currently engaging with teachers on backward design of units to align to competency-based learning
- Hearing feedback from teachers, students and families at this point that is extremely positive with high levels of engagement
- Updated theory of action on balanced assessment to align with innovative and personalized learning work, and to inform K-6 language arts assessment plan

End-of-year update:

- Implemented monthly tactical meetings (January - May) with K-6 English Language Arts Curriculum Leads to share implementation needs and successes
- Built asynchronous professional learning for teachers on *Wit and Wisdom* and *Foundations*
- Developed and implemented inventory process to confirm teacher resource inventory, condition and location at the end of the year and determine needs and ordering for next year. This is a very large effort.
- Created a personalized assessment guide to use with our core reading resources to help teachers personalize assessment for students within the five components of reading
- Conducted end-of-year meetings with Innovative and Personalized Learning leads at K-6 to determine next actions for each school's improvement and innovation plan related to reading instruction

Summary statement:

This project was successful and will be moving to standard work.

Strategic Anchor: Effective Operations:

Improve our effective management of human, financial and physical resources

<p>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</p> <p>Oversight: Rahn, Halvorson</p>		
<p>Why: Over the past two years, a comprehensive data warehouse has been developed and implemented to increase efficiency and effectiveness of accessing our data and linking it for data-informed decision-making. Last year, district and school administration, as well as counselors and teachers, developed dashboards to better monitor the implementation of our standard work and key processes, and support 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.</p>		
Key Achievement Points	Deliverables	Timeline
Identify and build dashboards for staff use	Functional dashboards aligned to standard work, key processes, and student learning data	Ongoing
Implement professional learning for identified staff specific to dashboards	Professional learning design and implementation for each group of stakeholders	Ongoing
<p>Mid-year update:</p> <ul style="list-style-type: none"> Created dashboards to track: initial learning model requests, COVID-19 metrics, refined attendance information, parent contact information and others. Imported new sources of data into the data warehouse to create new dashboards 		
<p>End-of-year update:</p> <ul style="list-style-type: none"> Created dashboards to track Special Education data and Social, Academic, Emotional Behavior Risk Screener (SAEBRS) Refined existing dashboards, including, Student Profile, Assessment History and Behavior reports Developed prototype for a more user-friendly interface with PowerBI and gathered some initial feedback Continued implementation is happening within each school and will be ongoing 		
<p>Summary statement:</p> <p>This project was successful and will move to standard work with continued implementation.</p>		

<p>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</p> <p>Oversight: Rahn/Stromberg</p>		
<p>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.</p>		
Key Achievement Points	Deliverables	Timeline
Review and update the study completed in 2019-2020 on enrollment history and success of Spring Lake Park High School students at Metro Heights and other alternative learning centers; benchmark other programs	Updated executive summary	March-April
Assess supports for struggling students and process of student transitions to and from alternative programs (who, when, why)	Executive summary	March-April

Determine options for future, which could include: severing relationship with Metro Heights and developing our own option, finding a new option, developing interim programming prior to transition to alternative programming, etc.

Executive Summary with recommended options

May-June

Mid-year update:

- The formal project was reframed in the fall of 2020 to be continued in 2021.
- Interim programming options have been put in place while this work in process.

End-of-year update:

- Established processes for staying connected to Spring Lake Park Schools students who transfer to Metro Heights or attend night school at Metro Heights, including:
 - weekly meetings between Spring Lake Park Schools and Metro Heights staff to review student learning and progress
 - shared spreadsheets to track student credits, courses, and progress
- Conducted study of current programming through Metro Heights, including:
 - analysis of predictive factors for students enrolling in Metro Heights, and predictive factors for students not graduating
 - analysis of graduation rate data for Spring Lake Park Schools students who attend Metro Heights
 - literature review of best practices for alternative learning programs
 - review of high-impact alternative learning programs throughout the nation
- Developed prototype for an alternative learning team for Spring Lake Park High School students in grades 11-12 for implementation in 2021-2022 school year
- Developed prototypes of "school within a school" programming at Westwood and Northpoint, that uses best practices in alternative learning programming, for implementation in the 2021-2022 school year
- Communicated results of study with Metro Heights current superintendent and director of learning and teaching
- Partnered with Metro Heights to reduce barriers for students to enroll for summer programming
- Scheduled meeting with Metro Heights staff for late June to create guiding change for redesigning the partnership

Summary statement:

This project was successful and will continue with implementation as part of 2021-2022 district operational plan.

Enhance School Improvement and Innovation Planning: Support schools in the design and implementation of various scenarios for 2020-2021, supported by effective School Improvement and Innovation Plans and professional learning

Oversight: 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 will continue to enhance 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
Develop, implement, and monitor new school leadership team model	Leadership model, job descriptions, professional learning plan, meeting agendas	August +
Monitor and support the implementation of SLP Leadership Approach within school leadership teams	Professional learning and ongoing assessment of effectiveness	August +
Monitor school implementation of projects and professional learning identified in their School Improvement & Innovation Plans	Documentation of key achievement points for each project in SIIP; executive summary of professional learning evaluation	August +
Cultivate school-level innovations 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	December +

Mid-year update:

- Developed and implemented a new model for school leadership teams that moved district coordinators into schools to partner with the principal to align efforts around meeting the needs of our primary customer, the student. This has provided each school with a coordinator/specialist for innovative and personalized learning and a coordinator/specialist for student services. Continuous improvement and innovation coaches were redeployed to provide targeted support in the various learning models for 2020-2021.
- Personalized support and coaching of teachers individually and among teams by having coordinator at the site level
- Conducted multiple days of leadership learning for new school leadership teams
- Designed and implemented these new leadership teams without adding staff or budget
- Strengthened alignment and implementation of professional learning across schools through partnership among innovative and personalized learning coordinators/specialists
- Improved coordination of special education programming and support of special education staff through partnership of student services coordinators/specialists
- Conducted regular cadence of check-in meetings with school leadership team on the School Innovation and Improvement Plans and professional learning

End-of-year update:

- Continued to support implementation of school leadership teams
- Conducted a program evaluation of school leadership team model to inform refinements for fall 2021.
- Rounded with staff, conducted an environmental scan, and used family input to inform the designs each school leadership team developed for next fall to continue to embed all four components of innovative and personalized learning. Shared updates on these plans with the school board at the spring retreat and board work sessions.

Summary statement:

This project was successful and will move to standard work.

Strategic Anchor: Communications and Connections:

Increase effectiveness of communication and engagement with parents and families

Aligned District, School and Classroom Communications: Develop infrastructure that further strengthens the alignment of staff and family communications to strengthen connections and enhance the overall SLP experience

Oversight: Taibl

Why: Alignment between district leaders, teachers, staff, and families helps create a consistent experience and instills confidence in our school district, school buildings and classrooms. At the end of the 2019-2020 school year, we identified opportunities to build out our communication infrastructure to create greater alignment between all of our key stakeholders during a time when keeping people well-informed is essential to supporting the continuation of learning.

Key Achievement Points	Deliverables	Timeline
Establish a structure, process and frequency for school leaders to receive, in one spot, information they need to know, share and do	Communication vehicle and process	August
Establish a structure for staff to receive regular updates on information they need to know and act upon	Communication vehicle and process	August
Improve school newsletter experience for all	New/revised tools, design, process and support model	June-August
Establish/reinforce teacher communication expectations to families	Guidance document and auditing process	August+
Establish ongoing ways to audit and track engagement across district, school and classroom communications	Reporting template and process	September-June
Create a district level story-telling approach to strengthen emotional ties to SLP and longitudinal connections as students/families journey across the SLP continuum (K-4 to 5-8 to 9-12)	Communication vehicle(s) and approach/process	June
Establish regular touch points for communication planning	Meeting schedules and expectations	TBD

Establish post-pandemic cadence of communications for district leadership (superintendent) to staff and families

Editorial calendar and process

TBD

Mid-year update:

- Launched “Leader Digest” in August as a communication vehicle for district and school leaders to receive critical items they need to know, share and do twice per week (Mondays, Wednesdays). Mid-year, we have published 35 editions each including 5-10 items, saving staff email inboxes 175-350 one-off messages.
- Established a cadence and process for principals and district leaders to communicate staff updates to their teams twice per week (Tuesdays, Thursdays). Critical information is included in Leader Digest and cascaded to all staff with other local need to know and do items.
- Overhauled school newsletters over the summer. After interviewing stakeholders who engage with the newsletters and the process to create them, we engaged a new tool, new design, and new process for producing these important communication touchpoints. We continue to refine based on feedback.
- Re-established teacher communication expectations in the fall planning guidance to help continue to strengthen experiences that were established in the spring. As we emerge from the pandemic, we will reassess these expectations and determine needs for tools and other support.
- Envisioned a district level story-telling approach and vehicle, and several “SLP Experience” stories have been published online. The formal launch of a specific publication will be on hold until after the pandemic.

End-of-year update:

- Published 79 editions (Mondays and Wednesdays) of “Leader Digest,” a round-up of need to do, need to know and need to share items for district and school leaders. Each edition is archived for later access and included 5-10 items, saving staff email inboxes 400-800 one-off messages. Rounded with leaders to receive feedback which was unanimously positive.
- Continued cadence and process for principals and district leaders to communicate staff updates to their teams twice per week (Tuesdays, Thursdays) using critical information from the Leader Digest and rounded with staff to receive input and feedback on the content, timing and process
- Published school newsletters each week and experienced consistently high engagement with the new format and tool. Readership for each newsletter very conservatively averages twice the size of each school's student population (e.g. 400 students in the school, average of 800-900 newsletter views per week). Received positive feedback from families on the translation feature and overall format. Received positive feedback from staff engaged in producing the newsletters as well as ideas for continuously improving this important communication channel.
- Planning to launch the district level story-telling publication for the 2021-2022 school year along with intentional content planning meetings and leadership visibility efforts post-pandemic

Summary statement:

This project was successful and will move to standard work.

Preschool for Kindergarten Readiness: Implement kindergarten readiness approach 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 spent the 2019-2020 school year developing our plans to enhance programming and the transition experience between preschool and kindergarten. Many of our planning efforts were not implemented due to the pandemic. We are refining these plans and moving toward implementation to support successful transitions to kindergarten; and continue to enhance conditions so all entering students are ready for kindergarten.

Key Achievement Points	Deliverables	Timeline
Review and refine roles and responsibilities of key positions (EC Teachers, PIT Crews, SPED, K Teachers, 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	April 2020-February 2021
Scale and support implementation of learner profiles for SLP preschool students and all incoming kindergarteners	Learner profiles developed with each learner and used to inform student work and learning experiences and kindergarten placement	October-June

Review and refine K Welcome events to engage, learn and connect with our Kindergarten students and families prior to the start of K (Kindergarten Connect, K in Action, etc.)	K Welcome Event Calendar and purpose of each identified	January
Create and implement key processes to successfully transition students into kindergarten (personal EC phone calls, welcome call at registration – social conference)	Key processes developed and implemented	January-June
Develop and implement early childhood dashboard to inform personal learner map	Early childhood dashboard developed	June
Implement the menu of summer pre-k programming options developed in spring 2020	Implementation of pre-k summer program; action research summary to inform future planning	Ongoing through August
Build network of community child care providers	Learner profiles started for each student coming in	Ongoing
<p>Mid-year update:</p> <ul style="list-style-type: none"> Ran a co-taught K readiness class in August in a hybrid model. The model taught by a Preschool and Kindergarten teacher helped to ensure a smooth and successful start to the school year and provided valuable insights for the K team. We will be looking to expand this model. Designed and implemented Kindergarten Connect events (welcome events) to align to current health and safety guidance Developed framework for social conference call for newly enrolled K families that will follow up on kindergarten registration, begin the student's learner profile, answer parent questions and provide information about early childhood programming available to them now 		
<p>End-of-year update:</p> <ul style="list-style-type: none"> Implemented process for making calls to every newly enrolled Kindergarten family to begin student's learner profile, answer parent questions and provide information about early childhood programming Created learner profiles for every child who attends SLP preschool to be used for kindergarten placement Expanding Kindergarten readiness summer class to four sections of students Designed and inviting students to our first Kinder Camp in August. Kinder Camp students will experience the elements of a "typical" kindergarten day and what it means to be a Spring Lake Park Panther over a 3-day camp session. Implemented standard work for the second year that provides clarity on transition roles and responsibilities, learner map development, process for strategic conferences between preschool and kindergarten teams and provides intentional opportunities for preschoolers to visit and connect purposefully with staff and current kindergarten students in preparation for their transition to kindergarten <p>Summary statement: This project was successful and will move to standard work.</p>		

<p>Community Education Study: Explore opportunities to expand and enhance our Community Education offerings</p> <p>Oversight: Pederson</p> <p>Why: Our school district is an important “hub” that links community partners, services and community needs together. Our facilities and programming can help strengthen these links that are vital for a healthy community through sought after youth and adult programming options and offering our facilities for professional, social and educational use.</p>		
Key Achievement Points	Deliverables	Timeline
Review/scan our programs, services and impact since 2009 inclusive of stakeholder voice	Executive summary	January
Study benchmark community education programming; including, programming, staffing, facilities, budget, etc.	Executive summary	April
Enhance summer youth programming to increase participation in academic and enrichment programming (Phase 2 - started summer 2020)	Youth summer program offerings	April
Design enhanced 2021-22 school year programming for youth and adults	Community Education program offerings	May-June

Expand and build partnerships for programs and services	New program offerings based on community partnerships	Ongoing
<p>Mid-year update:</p> <ul style="list-style-type: none"> This project was slowed down by the pandemic as we focused on providing essential childcare and transitioning preschool and early childhood programming online during the pandemic. 		
<p>End-of-year update:</p> <ul style="list-style-type: none"> Completed executive summary of Community Education programs and services spanning the last 10 years Conducted benchmarking against 5-7 peer departments and identified key strategic areas to focus expansion efforts – adult enrichment & engagement, community partnerships, youth programs and 4-year-old preschool programs for all Began and will continue to drive awareness of and engagement in our offerings and services through intentional, targeted marketing and communications especially as we emerge from the pandemic and continue to experience decreased participation 		
<p>Summary statement:</p> <p>This project was successful and will continue with implementation as part of the 2021-2022 district operational plan.</p>		