



DISTRICT OPERATIONAL PLAN
2021-2022 | *End-of-Year Summary*



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



OUR STRATEGIC PLAN FOR THE FUTURE

SPRING LAKE PARK SCHOOLS

Our District Values

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

Accountability

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

Courage

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

Excellence

- A relentless and intentional effort in continuous improvement.

Innovation

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

Integrity

- Always aligning our actions with our values and beliefs.

Learning

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

Respect

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

Shared Responsibility

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

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

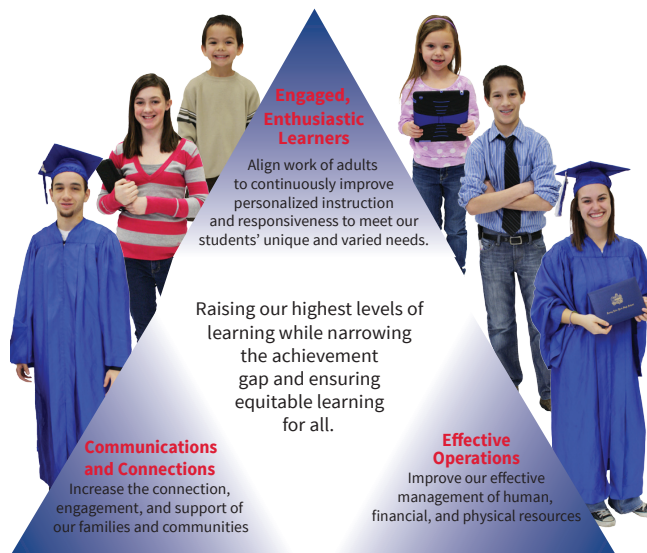
Our District Purpose

High expectations. High achievement for all. No excuses.

Our Vision for the Future

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

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



Our Strategic Anchors

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

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

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

2021-2022 District Operational Plan

The Spring Lake Park Schools' District Operational Plan (DOP) identifies the strategic initiatives and projects under study or being implemented to improve and innovate within our schools. 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 ANCHOR – Engaged and Enthusiastic Learners

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

Transition Out of the Pandemic: Accelerate Student Learning and Support Social-Emotional Well-Being –

Implement supports and enrichment opportunities to meet the varied needs of students transitioning out of the pandemic

Deepen Innovative and Personalized Learning – Continue development and implementation of core elements of personalized learning – competency-based learning, learner profiles, personal learner maps, flexible learning environments

Support All Staff as Learners – Deepen our support of all staff members as learners to strengthen collaboration and support improvement and innovation

Expand SLP Schools Online K-12 – Expand our online school

from grades 9-12 to grades K-12 and embed core elements of personalized learning into our online learning model

STRATEGIC ANCHOR – Effective Operations

Improve our effective management of human, financial and physical resources

Transition Out of the Pandemic: Innovation and Effective Use of Resources – Use COVID-relief funding to support improvement in areas of need in the near-term and incubate innovation that is desirable and viable for the future

Study School Boundaries – Study near-term and long-term school boundary options to accommodate changing program needs and growth

Redesign Alternative Learning Programming – Redesign our alternative learning programming and partnerships to better reflect our SLP vision and support greater student success

Align Staff Technology Platforms and Practices – Determine core staff technology tools and norms of use to strengthen productivity and collaboration and reduce fragmentation

STRATEGIC ANCHOR – Communications and Connections

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

Transition Out of the Pandemic: Build Community – Establish or re-imagine, learning from our pandemic experiences, how we create community within and beyond our schools

Strengthen Community Connections – Identify and connect with critical businesses, non-profits, service groups and community leaders to create, revitalize and strengthen relationships

Enhance Community Education Offerings – Implement findings from last year's Community Education study to enhance offerings



2021-2022 District Operational Plan (June 21, 2022)

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."

Strategic Anchor: Engaged Enthusiastic Learners

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

Transition Out of the Pandemic: Accelerate Student Learning and Support Social-Emotional Well-Being: Implement supports and enrichment opportunities to meet the varied needs of students transitioning out of the pandemic Oversight: Rahn		
Why: After the interruptions to in-person school over the past year and a half, we want to ensure each school implements robust designs to meet the varied needs of students as they transition out of the pandemic. While some students experienced missed learning opportunities, other students excelled in learning through the multiple learning models they experienced. For those who missed learning opportunities, students may need additional supports to recoup prior learning outcomes, foster social connections, and/or deal with impacts of the past year (e.g., loss of family members, illness, food insecurity). For those who excelled, students may need additional opportunities to go deeper in learning and enrich their learning experiences. This project will accelerate student growth in learning and development through the creative, flexible, and differentiated application of people, materials, and time.		
Key Achievement Points	Deliverables	Timeline
Monitor implementation of, and complete program evaluation for school-based designs for accelerating and enriching student learning experiences	Monitoring implementation plan and executive summary of program evaluation	Through June 2022
Refine and implement guidance document for targeted academic interventions, including drill-down and progress monitoring tools, intervention resources, and methods for determining rate of improvement	Guidance document for targeted intervention in reading and math	September 2021
Design and implement professional learning and school implementation of classroom management and social-emotional learning	Professional learning design and evaluation, including monitoring implementation plan	August 2021 and ongoing
Expand co-located mental health services through enhancing existing partnerships and/or creating new community partnerships	Contract(s) with community partners, and implementation data of students receiving services and support	July 2021-March 2022
Expand mental health screening and diagnostic tools to identify students for targeted intervention and support	Assessment plan that includes screeners, drill-down process and tools, progress monitoring tools for social-emotional support	September 2021 and ongoing
Mid-Year Update <ul style="list-style-type: none"> Implemented teacher and principal designed school-based plans developed in spring 2021. The focus is on further supporting the acceleration and enrichment of student learning coming out of the pandemic. In addition to delivering the standard work of teachers, academic specialists, gifted and talented specialists, etc., these plans meet the unique and varied needs of our students at this point in time. Examples of school-designed plans include but are not limited to: High School Grades 9-10 teams, Alternative Learning Teams at grades 11 and 12, Westwood AIM (Accelerate, Innovate, Motivate) Teams at grades 5-8, complementary+ teaching at Centerview, EdVentures at Northpoint. Developed monitoring plans for school-designed approaches to inform future programming and allocation of resources. Developed guidance document for teachers and staff focused on supporting students in their classrooms using targeted academic interventions as we transitioned back from pandemic. Continued professional learning and curricular design support led by Innovative and Personalized Learning coordinators and site-based teacher leaders at each school to provide students with more opportunities to deepen their learning. Included professional learning at new staff orientation and during workshop week for teachers at each site focused on classroom and student management to equip teachers for the return of all students to our schools and classrooms. 		

- Met with other agencies to explore expanding co-located mental health services within our schools in addition to what is already in place through Lee Carlson Center for this school year. Will identify additional agencies to include in the upcoming grant funding cycle for future years.
- Implemented Cognitive Behavioral Intervention strategies in which school social workers help identified students develop skills in managing their academic and social behavior.
- Reviewed data from the first year of universal social-emotional-behavior screener, created an executive summary of findings and implemented next steps to deepen support for students who need targeted intervention and teachers who are working with them.

End-of-Year Update:

Accelerate Student Learning:

- Completed program evaluations for school programs designed to accelerate student learning and made choices to continue each program with refinements for the 2022-2023 school year as reviewed and described in the executive summary provided to the school board at the spring retreat.
- Reviewed and refined our balanced system of assessment to align with our work in innovative and personalized learning to accelerate student learning. This resulted in the addition of the MAP Reading Fluency assessment at Grades K-2, administered in the fall and early spring, to examine each student's growth in reading and guide instructional decision-making.
- Supported teachers in their design of targeted interventions with students by enhancing and deepening the use of assessment for learning tools within our system, K-12, for reading and math (including drill down and progress monitoring).
- Developed a comprehensive guidance document that identifies the processes to follow for making referrals and identifying students who may qualify for special education services aligned to Minnesota Department of Education guidelines.

Support social and emotional well-being:

- Reviewed all of our current proactive supports for student social, emotional, and behavioral development and identified areas for refinement to support teachers in implementation of Responsive Classroom practices next school year.
- Applied for certification to offer Children's Therapeutic Supports & Services (CTSS), a program through the Minnesota Department of Human Services, which provides mental health services in the school setting for students in center-based special education programs. This program would augment the services we already provide in our schools.
- Added another mental health agency (David Hoy and Associates) to increase student access to school-based mental health services.
- Designed and implemented professional learning for identified staff to pilot short-term, evidence-based structured intervention programs (Cognitive Behavioral Intervention for Trauma in Schools and Bounce Back) to support student social, emotional and behavioral needs at Park Terrace and Spring Lake Park High School.

Summary statement:

This project was successful and is continuing with implementation as part of 2022-2023 project *Continue to Strengthen Student Supports and Interventions*.

Deepen Innovative and Personalized Learning: Continue development and implementation of core elements of personalized learning – competency-based learning, learner profiles, personal learner maps, flexible learning environments

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

Pilot platforms for tracking competencies, develop recommendation and implementation plan for systemwide scaling	Executive summary	February 2022
Develop Portrait of a Graduate to align our work in career and college readiness with our vision for learner profiles and learner maps at all grade levels	Portrait of a Graduate language and imagery	December 2021
Refine competency-based learning framework and rubrics, and create competencies and rubrics for all remaining content areas (arts, health, language acquisition, pathways)	Competency-based learning framework with refined competencies and rubrics for use	Through June 2022
Develop senior capstone project (not required for graduation) that aligns with Portrait of a Graduate	Design of senior capstone project for implementation in 2022-23	March 2022
Mid-Year Update <ul style="list-style-type: none"> Contracted with LiFT Learning, a learning platform designed to specifically support a competency-based approach to learning, after completing a comprehensive study of various learning platforms last year. We are now piloting the platform with the Grade 7-8 AIM (Accelerate, Innovate, Motivate) team at Westwood and teachers of co-created courses at Spring Lake Park High School. Input from these teachers will inform next steps as this platform is being scaled to teachers throughout the system. Engaged teachers and staff in developing Portraits of Readiness to define what readiness looks like for students at Grades 12, 8, and 4 and redesigned district and school scorecards and dashboards to align with portrait measures to drive efforts among school improvement and innovation teams. Refined competency-based learning framework to reflect teacher insight and feedback from 2020-21 implementation. Refined and in the process of refining competencies and rubrics for each core content area with teacher teams. <ul style="list-style-type: none"> Competency refinement and feedback occurred October 2021 and involved 46 teachers. Rubric refinement and feedback has occurred in November 2021 and will continue through January 2022 involving 51 teachers. All K-12 teachers for the four core content areas will provide feedback in February. Developed competencies and rubrics for the arts with a team of teachers, based on a study of best practices and aligned with the newly developed arts framework and new state standards. 		
End-of-Year Update: <ul style="list-style-type: none"> Piloted academic and career competencies with LiFT Learning, a learning platform designed specifically to support a competency-based approach to learning, in trimester 3 with our Accelerate Innovate Motivate (AIM) teachers and teachers of co-created courses at the high school. They provided insight on both the LiFT platform and the competencies to guide future plans. Designed and piloted a competency-based approach to report on student learning for the end of the year for our EdVentures classroom at Northpoint and Accelerate Innovate and Motivate (AIM) teams at Westwood. Insights gained from participating teachers and families will be used to guide future planning. Engaged 40 of our K-12 teachers, including all curriculum leads for the four core content areas, in a day-long professional learning to continue to align competencies and refine rubrics for our competencies. Some continued refinement for math will occur over the summer. On the same day, our Physical Education and Health teachers continued working to develop competencies and rubrics for their subject area. Hosted two industry panels to gain insight from community and industry partners on our career and life competencies, further refined our competency-based learning framework using their feedback and created a new image for easy visualization of how our career and life competencies come together with our academic competencies to support students' career, college and life readiness. Developed and communicated a consistent expectation for the development and use of learner profiles and learner maps for students at in 4th grade so 5th grade teachers can use this as a jumping off point in the fall and developed a set of characteristics to look for on learner profiles across grade levels that match our theory of action. Explored the potential for using Naviance as a tool for grade 7-12 learner profiles and learner maps since it is currently being used by students in grades 8-12 for their annual and 4+ year map. Held senior capstone project work for 2022-2023 given scope of work advanced this year in other areas. Summary statement: This project was successful and is continuing with ongoing study, development and implementation in 2022-2023.		

Support All Staff as Learners: Deepen our support of all staff members as learners to strengthen collaboration and support improvement and innovation

Oversight: Rahn

Why: As a learning organization, each individual in our Spring Lake Park Schools community needs to be committed to and supported in their ongoing learning in order to effectively meet the needs of each student. While we have robust professional learning within our organization, we also have opportunities to enhance the quality of our professional learning experiences and their accessibility to each staff member. Ultimately, this project will create the conditions and provide the supports to build staff capacity and creativity. These are the next steps as we continue to move toward a systemic community of learners in which each individual expresses their aspirations, builds their awareness, and develops their capabilities together in order to successfully meet the varied needs of our learners.

Key Achievement Points	Deliverables	Timeline
Revisit high quality professional learning design with district and school leaders and support implementation	Professional learning design and evaluation	Through June 2022
Monitor implementation of, and complete program evaluation for each site's design to provide teachers with consistent opportunities to engage in learning and design	Monitoring implementation plan and executive summary of program evaluation	Through June 2022
Expand opportunities for non-certified staff to engage in professional learning	Participation data in learning opportunities	Through June 2022
Pilot apprentice/intern teacher program at Park Terrace and complete program evaluation to inform possible scaling	Implementation plan and executive summary of program evaluation	Through June 2022
Develop, and begin implementation of teacher competencies for identified standard and adaptive work	Teacher competencies and rubrics	Through June 2022

Mid-Year Update

- Reviewed with principals and school leadership teams in August the elements of high-quality professional learning design and refined and deepened the feedback provided to each school to support high quality professional learning in alignment with their school improvement plans throughout the year. An emphasis has been placed on capitalizing on the expertise of teacher leaders in the design of the learning and in school improvement and innovation planning.
- Each school was charged with and designed additional planning time for teachers embedded within the school day. While each school has implemented this as we started the year, real-time shifts have had to be made due to the impacts of the ongoing pandemic.
- Implemented the pilot apprentice/intern teacher program at Park Terrace. These apprentice teachers, who are brand new to the profession, receive coaching and support to grow their skills and apply them as they provide experienced teachers with extended time for learning and design work.
- Developed draft of teacher competencies to clarify what our expectations are for high quality teaching within Spring Lake Park Schools. The intent is that these competencies would be used by each school leadership team to identify next steps for learning and support at the school, professional learning community and teacher levels.

End-of-Year Update:

- Completed year-long professional learning summaries and evaluations at each school and identified next steps in teacher learning based on implementation data.
- Gathered teacher insight to develop each school's 2022-23 School Improvement & Innovation Plan and began development of the 2022-2023 professional learning plan to support teacher learning and development.
- Refined our design for onboarding new teachers to provide opportunities for teachers to begin professional learning in SLP as soon as they are hired and prioritized some learning around our teacher competencies to focus on those most important for setting new teachers up for success.
- Completed evaluation of teacher apprentice program, an innovation piloted at Park Terrace, and made the choice to continue the program with refinements for the 2022-23 school year.

Summary statement:

This project was successful and is continuing with implementation as part of the 2022-2023 project *Support Teachers as Learners*.

Expand SLP Schools Online: Expand our online school from grades 9-12 to grades K-12 and embed core elements of personalized learning into our online learning model Oversight: Rahn		
Why: Spring Lake Park Schools has had a state-approved, full-time online learning model for grades 9-12 since 2008. After implementing full-time extended flexible learning for grades K-12 since March 2020, we are primed to leverage what we learned and create opportunities for continued full-time learning in an online format for grades K-8. This project will include development and implementation of SLP Schools Online Elementary and the expansion of SLP Schools Online Secondary to include implementation at grades 7-8 and continue implementation for grades 9-12 for the 2021-22 school year.		
Key Achievement Points	Deliverables	Timeline
Launch SLP Schools Online for grades K-6	Students enrolled and attending for Fall 2021	August 2021
Launch SLP Schools Online for grades 7-8 and continue implementation for grades 9-12	Students enrolled and attending for Fall 2021	August 2021
Monitor implementation of, and complete program evaluation for SLP Schools Online for all grade levels	Monitoring implementation plan and executive summary of program evaluation	Through June 2022
Mid-Year Update <ul style="list-style-type: none"> Offered K-12 online learning, unlike most metro-area districts, as an option for families. In order to accommodate COVID-related enrollment demand at K-8, we suspended our initial vision for the design of personalized online learning for SLP Schools Online K-8 to offer online learning similar to the spring of 2021. Launched SLP Schools Online Elementary for Grades K-6 (including Spanish immersion programming) with 165 students enrolled. Launched SLP Schools Online Secondary for Grades 7-8 with 33 students enrolled. Expanded SLP Schools Online Secondary for Grades 9-12 with 320 students enrolled (83 full-time and 237 part-time). Developed monitoring implementation plan for SLP Schools Online at all levels to inform future online programming. 		
End-of-Year Update: <ul style="list-style-type: none"> Implemented the first year of SLP Schools Online Elementary (Grades K-6) for 141 students and SLP Schools Online Secondary (Grades 7-8) for 47 students. Adapted the SLP Online Elementary model from the original vision to meet the needs of students and families choosing this model in response to the pandemic rather than choosing based on a desire to pursue an online learning model. Designed a refined approach for SLP Online Elementary for 2022-2023 using insight from the initial vision for the school and the experiences of students, families and teachers this year to include unique features such as: <ul style="list-style-type: none"> Anchoring the model in active partnership between SLP teacher, student, and at-home learning coach (usually a parent or guardian) Personalizing for each student through their personal learner map Using a competency-based, interdisciplinary approach to learning Refined the guidance documents for SLP Online Secondary for 2022-2023 to continue to improve the experience for students and families. Developed additional courses that are fully asynchronous and aligned to our competencies for SLP Online Secondary at Grades 9-12. Updated processes for summer enrollment into SLP Online Secondary at Grades 9-12 to expand access to more students. 		
Summary statement: This project was successful and is continuing with implementation as part of 2022-2023 project <i>Refine SLP Schools Online K-12</i> .		

Strategic Anchor: Effective Operations:

Improve our effective management of human, financial and physical resources

Transition Out of the Pandemic: Innovation and Effective Use of Resources: Use COVID-relief funding to support improvement in areas of need in the near-term and incubate innovation that is desirable and viable for the future Oversight: Ronneberg
Why: To support school districts in our vital role in helping students, families and staff navigate the pandemic and transition out of it, the federal government passed several acts allocating resources to schools. In total, Spring Lake Park Schools could receive almost \$8.2 million. Approximately \$3.5 million of these funds were spent during the 2020-21 school year to support continued learning

through the pandemic. The remaining \$4.7 million is the focus of this project and will be spent between June 2021 and September 2024. Many of these funds are designated to meet specific needs or at specific times of the year (such as summer school). We will align the use of these one-time resources according to federal guidelines to best meet the current academic and social-emotional needs of our students, families and staff as we also encourage and incubate innovations for the future.

Key Achievement Points	Deliverables	Timeline
Identify plans and related expenses that support students, families and staff in addressing academic and social emotional needs brought on by the pandemic	Budget approval by MDE	July-September 2021
Ensure federal compliance requirements are met with each of the awarded grants	Communication to individuals with budget oversight on requirements and documentation of compliance	Through June 2022
Use recovery resources to support innovation to address needs now and inform practices that are viable in the future	Comprehensive list of innovations at site and district level	Through June 2022
Monitor implementation of, and complete program evaluation of, site-level projects and innovations	Monitoring implementation plan and executive summary of program evaluation	Through June 2022
Mid-Year Update <ul style="list-style-type: none"> Managed 15 different pandemic-related grant deadlines, allowable uses and spending windows and secured funds totaling nearly \$9.9 million. Reviewed allocations and programs funded with school board at work sessions and board retreat Spring 2021 and Fall 2021. Engaged teachers and school leaders throughout the district in planning at three separate times - Summer 2020, during budget and staff planning process Winter 2021 and Spring 2021. Designed programs throughout the system to meet students' unique needs during this transition, with plans to assess each program to inform near-term and long-term feasibility and viability. Programs include, but are not limited to: Kinder Camp, High School Grades 9-10 teams, Alternative Learning Teams at grades 11 and 12, Westwood AIM (Accelerate, Innovate, Motivate) Teams at grades 5-8, and SLP Elementary Online. 		
End-of-Year Update: <ul style="list-style-type: none"> Completed all new grant applications for COVID-relief funding due in 2021-2022 and brought total grant funding available to our schools to \$10,258,480. Allocated funds to support greatest needs. Funded investments in basic pandemic-related needs such as personal protective equipment, COVID-19 testing and expanded mental health services. The majority of the funding was spent to provide necessary learning model support such as online programming and programs such as the Accelerate Innovate Motivate (AIM) teams at Westwood, Alternative Learning Team at the high school, and the grade 9/10 teams model at the high school. Designed and completed program evaluations for innovations funded through COVID-relief resources and made choices to continue implementation with refinements for the 2022-2023 school year. Began planning for the next few years of pandemic-relief investments with \$3.8 million available for use. Summary statement: This project was successful and is continuing with implementation as part of the 2022-2023 project <i>Align COVID-Relief Funding To Greatest Student Needs</i> .		

Study School Boundaries: Study near-term and long-term school boundary options to accommodate changing program needs and growth

Oversight: Schultz

Why: Spring Lake Park Schools last conducted a full review of enrollment projections and facility needs several years ago. That study ultimately resulted in capacity expansion at each school and the construction and opening of Centerview Elementary School in Fall 2018. At that time, new elementary boundaries were drawn with feedback from an input group of parents and staff. We are following our plan to review those boundaries and conduct an overall review of enrollment trends and residential development within the district alongside current and evolving program needs to determine if/what adjustments in school boundaries are needed.

Key Achievement Points	Deliverables	Timeline
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Determine, based on incoming enrollment, if any Northpoint/Centerview attendance areas will become flex areas for new families to serve both schools in order to balance current enrollment	Rationale and choice for any flex area	August 2021
Identify any current or future residential developments within or bordering district boundaries that may influence growth	Projection of future student growth (if any) to be included in demographic study	October 2021
Determine the context and reality, desired results and unacceptance means for a boundary study to occur in fall 2022	Guiding change document	April 2022
Determine if any attendance areas will become/continue as flex areas for new families to serve multiple schools in order to balance current enrollment	Rationale and choice for any flex area decisions	April 2022
Mid-Year Update <ul style="list-style-type: none"> Reviewed enrollment throughout the summer and into the school year to ensure we had space at our sites to meet student needs. No change in boundaries was necessary in fall 2021. Connected with the cities of Spring Lake Park, Fridley and Blaine to gain insight on potential new housing developments, as well as redevelopment possibilities, within or near our district boundaries. While there is potential for growth, it will not influence near-term enrollment projections. Continue to see a potential for flexible boundaries for Northpoint and Centerview Elementary Schools. Further study and decisions will be made in Spring 2022. 		
End-of-Year Update: <ul style="list-style-type: none"> Reviewed options for elementary boundaries with possible "flex" areas identified that could move families enrolling after a certain date from Centerview to Northpoint to alleviate capacity concerns at Centerview. Monitored enrollments for 2021-2022 and 2022-2023 to determine if the flexible neighborhood model would need to be implemented. While the option has not been needed, we continue to monitor enrollments for next fall and will adjust as needed. Reviewed software options to determine which would best support the needs of this project and provide other useful district demographic trend data to support school planning. Summary statement: This project was successful and will be reframed and included in the 2022-2023 project <i>Study District Demographic Trends</i> .		

Redesign Alternative Learning Programming: Redesign our alternative learning programming and partnerships to better reflect our SLP vision and support greater student success Oversight: Rahn		
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. Last year, a study was completed to determine the impact of this partnership on student success. The results of the study indicated that maintaining status quo with our Metro Heights partnership cannot be an option moving forward given the number of students who transfer to Metro Heights and have limited success there. This year, the project will focus on designing ways to increase our partnership with Metro Heights and consider new designs for alternative learning programming for Spring Lake Park High School students.		
Key Achievement Points	Deliverables	Timeline
Design and implement improvements to our partnership with Metro Heights Academy to increase student success	Documented process for enrollment, maintaining connections, and monitoring student success	September 2021
Design, implement, and evaluate the alternative learning team that is being implemented at Spring Lake Park High School for grades 11-12	Executive summary	Through June 2022
Create an upstream, predictive tool in PowerBI to alert staff to students who are exhibiting at-risk factors for graduation	PowerBI dashboard	October 2021

Partner with Metro Heights in the design of a true, alternative learning experience for students attending Metro Heights	Description of Metro Heights Academy full-time programming to be implemented Fall 2022	August 2021-December 2022
Explore partnerships for alternative learning programming and make a decision for 2023-2024	Executive summary with recommended next actions	January 2023
Mid-Year Update <ul style="list-style-type: none"> Partnered with Intermediate District 916 and Metro Heights Academy staff in July 2021 to design and implement enhanced processes for transitioning SLP students to and from Metro Heights Academy, including enrollment, maintaining connections, and monitoring student success. Designed and launched the Alternative Learning Team at Spring Lake Park High School to better support students and reduce the number of students transitioning to/from Metro Heights. The Alternative Learning Team continues to design student work and learning experiences that reflect a true alternative learning experience for students to earn high school credits. Developed and implemented approach to alert staff of students who are exhibiting factors that put them at-risk of not graduating so they can intervene to provide additional supports. Adjusted timelines for design and recommendation for alternative learning center programming – to continue with 916 through Metro Heights, to establish a new partnership or to develop our own. We need this full year and into next fall to assess the success of our own program and 916 has not been able to commit the time necessary to engage in a study and re-design of Metro Heights due to ongoing pandemic impacts. 916 has committed to engaging in the necessary design work this spring to implement changes beginning in the 2022-2023 school year. Started exploring other partnerships for alternative learning programming. 		
End-of-Year Update: <ul style="list-style-type: none"> Monitored implementation of refinements we made last year in how we transition students in and out of Metro Heights Academy resulting in better placements and more student success than seen in prior years. This was captured in the executive summary shared with the board at the spring retreat. Evaluated the Alternative Learning Team implemented at the high school for 2021-2022 and made the choice to continue the team with refinements for the 2022-2023 school year. This was captured in an executive summary shared with the board at the spring retreat. Participated on the design team Intermediate District 916 put together to provide input into their project to redesign the alternative learning experience at 916 schools (including Metro Heights Academy). Completed a study of the implications tied to creating our own alternative learning center as we determine next steps for alternative learning at Spring Lake Park Schools. 		
Summary statement: This project was successful and is continuing with implementation as part of 2022-2023 project <i>Choose Alternative Learning Approach</i> .		

Align Staff Technology Platforms and Practices: Determine core staff technology tools and norms of use to strengthen productivity and collaboration and reduce fragmentation Oversight: Ronneberg		
Why: Spring Lake Park Schools staff use many different technology systems and tools as we work with each other. The catalog of staff technologies and different ways they are used has grown to the point that different platforms and usage practices hinders, at times, productivity and effective communication and collaboration among staff. Through this project, we will identify the preferred staff productivity, communication and collaboration platforms and how they should be used and support staff in making any necessary shifts in the tools they use when working together.		
Key Achievement Points	Deliverables	Timeline
Outline desired results in aligning staff technology platforms and practices	Guiding change document	July-August 2021
Identify and assess current staff technology platforms and practices for effectiveness and gaps	Executive summary	August-September 2021

Develop recommendation for what shifts need to occur to reduce fragmentation and enhance productivity, communication and collaboration among staff	Documented recommendation with supporting rationale	February 2022
Develop implementation plan and transition staff to desired platforms and norms of practice	Transition and support plan	Through August of 2022
Mid-Year Update <ul style="list-style-type: none"> Completed initial guiding change to be updated and refined based on what has been learned through the development of the executive summary. Completed a draft of the executive summary identifying the systems and applications staff use throughout the district. Next step is identifying redundancies and opportunities to reduce fragmentation and enhance productivity and collaboration. Adjusted date for recommendations to February 2022, with continued plans to develop implementation plan and transition to desired platforms and norms of practice through August 2022. 		
End-of-Year Update: <ul style="list-style-type: none"> Engaged in the discovery step of our 3D design process and moved beyond identification of systems and applications to include staff insight, best practices in managing multiple technology platforms, and learning how other school districts manage their platforms and practices. Expanded executive summary to include key learnings from our expanded discovery and refined the guiding change document. Developed recommendations for initial shifts, including limited implementation in 2022-2023 with scaling to be determined based on work load within the system so we can support staff success while balancing other priorities. 		
Summary statement: This project was successful and is continuing with implementation in 2022-2023.		

Strategic Anchor: Communications and Connections:

Increase effectiveness of communication and engagement with parents and families

Transition Out of the Pandemic: Build Community: Establish or re-imagine, learning from our pandemic experiences, how we create community within and beyond our schools Oversight: Ronneberg		
Why: As we transition out of the pandemic, there are aspects of pre-pandemic community we miss and can't wait to return to. There are also experiences and community we created in new ways over the past 18 months. Through this project, we will take an intentional approach to establishing, returning to or re-imagining how we create community within our schools for students, families and staff as we return in the fall and throughout the school year.		
Key Achievement Points	Deliverables	Timeline
Develop and implement school-level experiences for families as we return to school in Fall 2021	School-level back to school plan and program evaluation	August 2021
Develop and implement school-level experiences for families throughout the school year	School-level back to school plan and program evaluation	September 2021-June 2022
Develop and implement school-level and district-wide staff experiences	School and district-level plans and program evaluation	August 2021-June 2022
Mid-Year Update <ul style="list-style-type: none"> Re-envisioned Meet and Greet experiences for families at each of our schools at the start of the school year. Each school offered in-person opportunities to come to the school building and their classroom(s), as well as, provided individual connection points to help teachers and families to get to know each other. Tailored fall parent/teacher conference experiences to individual family needs for flexibility in how (in-person mtg, online meeting, telephone call, email) and when (during the day, evening, etc.) to connect to discuss student learning progress. Created a school year staff kickoff experience that connected staff as building teams and then virtually as a district to build engagement, excitement and confidence going into the year with alignment to SLP vision and goals. Carried messaging from the kickoff into fall appreciation events for staff during American Education Week. 		

- Continued with reliable, consistent communication - at the building and district level – through Leader Digest, staff updates and regular messages from the superintendent to keep staff informed of things they need to know and do.
- Created opportunities at each school building to connect as staff beginning during workshop week and continuing throughout the fall with a focus on answering questions, addressing concerns, building community, learning together and supporting each other.

End-of-Year Update:

- Continued throughout the winter and spring to tailor parent/teacher communication and conference experiences to individual family needs for flexibility in how (in-person mtg, online meeting, telephone call, email) and when (during the day, evening, etc.) to connect to discuss student learning progress.
- Supported the launch and/or return of a variety of student and family events this spring to support continued community building – from spring festivals to picnics to track and field days to school parades.
- Piloted a conversation protocol with several parent groups to gain their insights about how we can better partner with them in their child's education experience. We engaged the board in this protocol during a spring work session.
- Worked with school leadership teams to assess the success of community building efforts and embed them into their plans for next school year with appropriate refinements.
- Carried messaging from our school-year kickoff through to spring staff appreciation events in May.
- Continued with reliable, consistent communication — at the building and district level — through Leader Digest (80 editions), staff updates (80 per building/staff) and regular messages from the superintendent to keep staff informed of things they need to know and do.

Summary statement:

This project was successful and will move to standard work.

Strengthen Community Connections: Identify and connect with critical businesses, non-profits, service groups and community leaders to create, revitalize and strengthen relationships

Oversight: Taibl

Why: During the pandemic, connecting with our community was more difficult. As we emerge, we have an opportunity to intentionally and strategically re-connect with businesses, non-profits, services groups and community leaders who are influential in the district and partners or potential partners for us. SLP is in an enviable position compared to other districts. We are emerging from the pandemic in a position of strength – academically, operationally and financially. What comes next for schools in general is more uncertain especially with legislative initiatives and school funding. We want to be intentional in revitalizing our community connections in order to strengthen relationships and create the conditions for some future time when we may need to call on our community partners and champions for their support.

Key Achievement Points	Deliverables	Timeline
Establish/reinforce teacher communication expectations to families	Guidance document and auditing process	August 2021 and ongoing
Launch a district level story-telling approach to strengthen emotional ties to SLP and longitudinal connections as students/families journey across the SLP continuum and to grow community awareness and support	Communication vehicle(s) and approach/process	September 2021 and ongoing
Create messaging approach to focus on value of the district to the community, importance of community support and opportunities for involvement (Community Ed, service learning, pathways, facility rentals, etc.)	Roadshow and leave behind (handout)	August 2021 and ongoing
Identify businesses, non-profits, service groups and community leaders we want to re-engage or engage with and establish a regular cadence for connection.	Go-to list of groups/individuals, contact info and/or mtg schedules	January 2022 and ongoing

Mid-Year Update

- Reinforced teacher communication expectations as we returned for the school year during workshop week and used conference planning to continue to reinforce communication expectations and the importance of ongoing communication between school and home.

- Launched *SLP Experience*, a story-telling platform, to share the breadth of the SLP experience with our community, in October. The SLP Experience website is the hub with an electronic, pushed newsletter sent to SLP families and staff that had 9,500+ views, and a print mailing that was sent to 21,000 homes – all residences in the district plus open enrolled families.
- Defined initial, high level key messages to share with our community at the beginning of the year that have been infused in SLP Experience and in interactions with different community groups.
- Discovered several staff members who have and maintain a variety of community connections for many different reasons and began compiling a comprehensive list for the district. This work is informing how we will define all the ways a community member, organization or group is able to partner with SLP.

End-of-Year Update:

- Published a total of four issues of *SLP Experience*, our online and print story-telling publication. The electronic newsletter component sent to SLP families and staff has consistently garnered more than 9,500 views per issue. The print mailing is sent to 21,000 homes – all residences in the district plus open enrolled families. Based on feedback and performance, we plan to continue publishing four issues per year as a part of our standard work.
- Created and piloted a standard district “roadshow” with a number of community groups that shares who we are and what we are doing. This can be tailored moving forward to each audience and need.
- Hosted an industry roundtable event in February with more than 24 community and industry partners. We were able to share more about Spring Lake Park Schools, get roundtable insights into the skills our community partners need us to develop in our graduates and understand various partners’ interests in engaging with our Career and College Pathways.
- Grew our list of community partners – both those involved in the roundtable event and those who we’ve reached to inquire about partnership opportunities – and engaged many as class instructors, panelists, project judges and our first ever career fair at the high school (with more than 100 organizations represented).

Summary statement:

This project was successful and is continuing with implementation as part of 2022-2023 project *Enhance Community and Industry Partnerships*.

Enhance Community Education Offerings: Implement findings from last year’s Community Education study to enhance offerings
Oversight: Pederson

Why: In the 2020-21 Community Education study, we identified areas of achievement and success to build upon as well as areas that we believe we can expand, grow and improve to better meet community needs. Based on findings of the study, we will focus our efforts in 2021-2022 on expanding adult enrichment and engagement opportunities, increasing community partnerships and collaborations, expanding of youth programs K-12 and studying the feasibility of providing free preschool for all 4-year-olds. Through these efforts, we seek to strengthen our connections with the community and our value as a community partner and asset.

Key Achievement Points	Deliverables	Timeline
Build and implement adult engagement program	Program plan and year-one implementation evaluation	Through May 2022
Expand after school programming at the high school	Program plan and year-one implementation evaluation	Through June 2022
Design expanded youth programming for summer 2022	Summer SPARK program plan	February 2022
Develop process to audit, track and measure engagement with community education offerings	Dashboard	January 2021
Develop process and plan for proactive, intentional communication and marketing to intended audiences to create awareness of and engagement with offerings	Marketing and communications plan and processes	July and ongoing
Study feasibility of free 4-year-old preschool for all	Executive summary	November 2021

Mid-year update:

- Increased the number of youth summer camp offerings by 40 percent and participation by 71 percent.
- Launched fall programming with a more diverse set of offerings for youth, middle-level and adults that garnered increased participation:

- Notable additions with increased engagement include a new indoor walking club on Saturdays, open badminton play, and several adult/child classes scheduled for December/February.
- Participation in adult programs increased by 33 percent over the 2019-2020 school year (the last “normal” fall).
- Youth class offerings increased 16 percent and participation increased by 14.5 percent. We doubled the number of classes that are running full.
- Held a focus group with students and met with several high school staff to begin to understand and articulate the needs and desires for after school programming at the high school and inform next steps in our planning.
- Began dashboard development process to track and measure engagement with community education offerings.
- Implemented an enhanced communication and marketing plan this fall with additional touchpoints with key audiences.
- Completed feasibility study on free 4-year-old preschool for all and created an executive summary with possible next steps to be reviewed as an administrative team this winter.

End-of-Year Update:

- Expanded the number of 2022 Summer Spark Youth programs by 122 percent to offer more programming to our community.
- Implemented standard process for customer satisfaction evaluation following participation. Nearly 90 percent of customers are extremely likely to recommend programming to others.
- Implemented a comprehensive marketing and communication plan that uses multiple methods and platforms to communicate offerings and engage potential participants and will refine the plan based on effectiveness.

Summary statement:

This project was successful and is moving to standard work.