



***DISTRICT OPERATIONAL PLAN  
2022-2023 | 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.

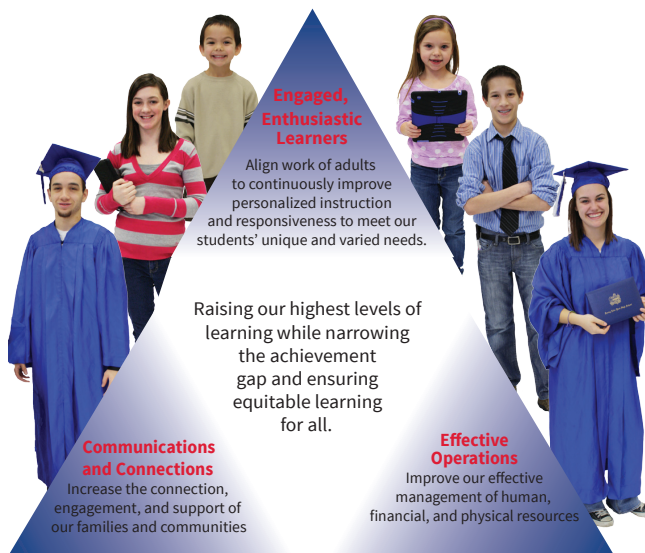
### ***Our District Purpose***

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.



## 2022-2023 District Operational Plan

June 21, 2022

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

**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

**Refine SLP Schools Online K-12**—Transition the elementary model further toward our vision of personalized learning and assess creation of secondary online electives

**Complete Study of K-12 Science**—Study core resources for science and begin multi-year implementation with grade 6 science

### **Continue to Strengthen Student Supports and Intervention**

—Align, strengthen and communicate our system of supports for students' academic, social-emotional and mental health

### **STRATEGIC ANCHOR – Effective Operations**

Improve our effective management of human, financial and physical resources

**Align Staff Technology Platforms and Practices**—Begin implementation of a multi-year effort to streamline staff technology tools and align practices districtwide

**Choose Alternative Learning Approach**—Determine the future approach to alternative learning programming for SLP students

**Study District Demographic Trends**—Complete a demographic study of the district to identify potential impacts to enrollment, school boundaries and other plans

**Support Teachers as Learners**—Refine teacher learning and evaluation practices and tools to support and enhance the experience of new and experienced teachers in their continued growth

**Apply COVID-Relief Funding to Greatest Student Needs**—Evaluate the impact of efforts to accelerate student learning and support social, emotional and mental health

### **STRATEGIC ANCHOR – Communications and Connections**

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

**Enhance Partnerships with Families**—Strengthen school and home partnerships to support student learning and engagement

**Enhance Community and Industry Partnerships**—Bring community members, students and educators together in our schools to strengthen connections and create partnerships

**Address Frequent Student Absenteeism**—Review, redesign and implement school processes that engage families and community partners in addressing frequent student absences



## 2022-2023 District Operational Plan (updated June 23, 2023)

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

<b>Deepen Innovative and Personalized Learning:</b> Continue development and implementation of core elements of personalized learning – competency-based learning, learner profiles, personal learner maps, flexible learning environments <b>Oversight:</b> Rahn/Olson		
<p><b>Why:</b> We continue with our commitment to ensure each student is known by name, strength, interest and need leading to personalized work and learning experiences leading to each student's success in learning. Our job at Spring Lake Park Schools is to help students discover and prepare for their unique life, education and career path – from early childhood to high school. We will continue to create the conditions to engage students in more flexible and interdisciplinary learning opportunities that prepare them for their next steps in Spring Lake Park Schools and beyond. When students leave Spring Lake Park Schools, they will have mastery over essential competencies and skills required for life, education and career success; exposure to college-level rigor; and, a sense of career paths that may bring them joy and success.</p> <p>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: <i>Competency-Based Learning; Learner Profiles; Personal Learner Maps; Flexible Learning Environments; Systemic Innovation by Design.</i></p>		
Key Achievement Points	Deliverables	Timeline
Continue work with teachers to design engaging learning experiences aligned to academic and life competencies	Professional learning plans, PLC unit designs and evaluation	Through June 2023
Align elementary grading and reporting systems from past practices to a competency-based approach	Revised grade K-6 reporting and report cards	October 2022-October 2023
Make a choice for what competency-based tracking platform to use	Executive summary with recommendation to the superintendent	February 2023
Complete competency-based learning framework, including competencies, competency criteria and rubrics for all remaining academic and life competencies	Competency-based learning framework	March 2023
Design optional proof of concept senior capstone project aligned to Portrait of a 12th grade student	Senior Capstone Process Guide for teachers and students	May 2023
Explore and make a choice on how to embed learner profiles and personal learner maps into a platform	Executive summary with recommended next actions	June 2023
Complete curriculum maps: Unit designs that align competency criteria with benchmarks and standards	K-12 curriculum map	August 2023
<b>Mid-Year Update</b> <ul style="list-style-type: none"> <li>Continued work with teachers to design engaging learning:               <ul style="list-style-type: none"> <li>Designed and delivered professional learning for all new Grade 7-12 teachers during New Staff Welcome on the foundations of competency-based learning and strong unit design.</li> <li>Designed and delivered professional learning for all new K-6 teachers during Workshop Week on key terminology and concepts related to competency-based learning.</li> <li>Designed and delivered professional learning to all principals and Innovative and Personalized Learning Leads and Continuous Improvement and Innovation Coaches on next steps we're taking in the area of competency-based learning this school year.</li> </ul> </li> </ul>		

- Designed and delivered professional learning for grades K-12 personalized to where each site and teacher is on the journey and support them in unit designs aligned to academic and life competencies. Early release dates (Jan. 13, March 30, May 18) at Spring Lake Park High School, for instance, will be implemented in spring 2023 to support teachers in doing this work.
  - Created prototypes for Innovation Space(s) at SLPHS to support student learning.
- Revised elementary grading and reporting systems:
  - Redesigned the Grade 6 report card to transition from letter grade reporting to learning outcomes-based reporting in alignment to our K-5 report cards.
  - Refined life skills reporting at K-6 to align with career and life competencies including updating report card tasks and performance levels to directly align with our career and life competency rubrics.
  - Designed and delivered professional learning to support the transition of both 6th grade academic reporting and K-6 life skills reporting.
  - Developed multiple family communication opportunities ahead of trimester 1 reporting.
- Advanced toward decision on a competency-based tracking platform:
  - Reviewed results from innovation teams who participated in the pilot of our competency tracking platform to identify next steps
  - Expanded our competency tracking platform pilot to include the Lighthouse, teachers doing co-created courses at the high school, and our Accelerate, Innovate, Motivate (AIM) 7-8 team.
  - Explored additional competency tracking platforms for future consideration.
- Advanced competency-based learning framework:
  - Refined competencies, competency criteria, learning progressions, and rubrics for K-12 math, science, social studies, and language arts.
  - Started initial design process to identify approach for multilingual competencies.
  - Reviewed credit by assessment/portfolio process at Grades 9-12, and identified areas for improvement and clarification, to be included in the registration process for the 2023-2024 school year.
  - Assessed implementation practices for multiple opportunities to demonstrate learning at Grades 7-12, identified dashboard metrics, and designed additional opportunities for professional learning.
  - Facilitated deep analysis of staff strengths and needs at each site with each school's Innovative and Personalized Learning leads in order to develop school-specific next steps in competency-based learning, including multiple staff entry points to competency-based learning.
- Began design work on the development of a senior capstone project aligned to our Portrait of Readiness for grade 12.
- Examined current reality of work around learner profiles and personal learner maps and identified areas for refinement for future learner profile and map platform.

### **End-of-Year Update**

- Continued work with teachers to design engaging learning:
  - Supported teachers in moving forward in their next steps to design engaging student work and learning experiences through professional learning communities and coaching processes for each teacher.
  - Completed executive summaries of professional learning and curricular work with teachers at each building including recommended areas of focus for the 2023-2024 school year.
- Revised elementary grading and reporting systems:
  - Implemented professional learning to calibrate the use of our career and life competencies for grades K-6 after learning from trimester 1 to implement adjustments for trimester 2 and 3 report cards.
  - Implemented reporting on academic competencies for the Arts in grades K-6.
  - Designed next steps to transition to a competency-based learning report card for elementary in 2023-2024; K-4 teachers will begin reporting by competency for Language Arts and science specialists will report by competency for Science.
  - Communicated the 2023-2024 implementation plan for elementary report cards with elementary school staff and school board.
  - Developed a visual timeline and FAQ document for staff to support the transitions for elementary report cards and prepare for family communication rolling out in 2023-2024.
- Advanced toward decision on competency-based tracking platform:
  - Made the decision to continue our partnership with LiFT Learning to develop an enhanced competency-based learning tracking system, learning management system and learner profile — all in one platform.
  - Uploaded all of our current competencies, rubrics and learning progressions into LiFT Learning for use at the K-4 level and for small groups of teachers throughout grades 5-12.
- Advanced competency-based learning framework:

- Completed a written theory of action for our competency-based learning framework, including a description of each component of the framework and how it is used in practice.
- Designed and implemented professional learning on the competency-based learning framework to all school leadership team members.
- Developed the first draft of competencies, rubrics and learning progressions for health and physical education.
- Delivered professional learning on competency-based learning specific to our Career and College Pathways-aligned elective courses which led to the development and design of competencies and rubrics for each of our three Pathways.
- Continued to design the process to determine our approach for multilingual competencies and determined that we will add Spanish language arts learning progressions and begin the work of developing partner language rubrics for reporting student learning.
- Piloted a senior capstone project during Trimester 3 and completed an evaluation of the pilot to inform the next phase of design for 2023-2024 implementation.
- Designed and implemented professional learning for teacher leaders on our *learner maps for all*, which include personalized pathways within unit designs. This learning will scale to all teachers during the 2023-2024 school year.
- Piloted several prototypes of our *learner map for some* and will make a choice following summer school pilot for full implementation during the 2023-2024 school year.

### Summary Statement

This project was successful and will continue with implementation in 2023-2024.

**Refine SLP Schools Online K-12:** Transition the elementary model further toward our vision of personalized learning and assess creation of secondary online electives

**Oversight:** Rahn/Olson

**Why:** Spring Lake Park Schools has had a Minnesota Department of Education-approved, full-time online learning model for grades 9-12 since 2008. We learned a lot about the online learning experience across grade levels during the 2020-2021 school year during the height of the pandemic. In the summer of 2021, we became one of only a few districts approved to begin SLP Online Elementary, a new full-time online learning model for grades K-6. Additionally, we were approved to expand our SLP Schools Online Secondary to include grades 7-8. While designs for all full-time online schools were complete and ready for implementation in fall 2021, the spike in COVID-19 cases required us to change our design to meet the needs of an increased number of families who needed a full-time online environment due to the pandemic. This project will focus on implementing the original designs of our SLP Online Schools K-12 to align with our vision of innovative and personalized learning, while assessing feasibility and viability of the designs.

Key Achievement Points	Deliverables	Timeline
Complete refined guidance documents with and for SLP Online teachers at each level (K-6, 7-8, 9-12).	Guidance documents for SLP Online Elementary K-6, SLP Online Secondary 7-8, and SLP Online Secondary 9-12	August 2022
Develop student and family handbooks for full-time students in SLP Schools Online	Student and family handbooks for SLP School Online Elementary and SLP School Online Secondary (for full-time students)	August 2022
Further design SLP Online Elementary model of co-designed learning, involving the SLP learning advocate, the at-home learning coach, and the student working together in the design of student work and learning experiences	Process Guide for the design of student work, learning experiences and feedback	September 2022 and ongoing
Finalize design for targeted supports and intervention for SLP Online schools	Teachers identified and schedules in place for all student services identified	September 2022 and ongoing
Complete a study of past and current practices to scale SLP Schools Online 9-12, both full-time and part-time	Executive summary	December 2022
Make a choice based on the study of SLP Schools Online 9-12 and scale implementation	Implementation plan	January-August 2023

### Mid-Year Update

- Completed programming design of SLP Online Elementary, resulting in co-designed learning experiences among the SLP learning advocate, the at-home learning coach (parent/guardian), and the student.

- Designed and implemented an onboarding session for at-home learning coaches (parents/guardians) and families participating in SLP Online Elementary.
- Completed refined guidance documents for SLP Online Elementary that reflect implementation of programming vision.
- Developed a program evaluation for SLP Online K-12 to inform future programming and staffing decisions.
- Completed student and family handbooks for full-time students in SLP Schools Online K-12.
- Assessed current reality, strengths, and gaps in targeted supports and interventions for SLP Schools Online K-12 and identified next actions for implementation.
- Began the process for renewing SLP Schools Online K-12 program approval with the Minnesota Department of Education.

#### End-of-Year Update

- Developed personalized, targeted supports for students through collaboration with learning advocates, at-home learning coaches, special education staff, and English learner specialists.
- Developed a progress monitoring plan to ensure student progress toward grade level learning outcomes in reading and math.
- Designed and implemented professional learning for SLP Online Elementary learning advocates on competency-based learning, including depth of knowledge, assessment for learning, performance assessments, and co-creating inquiry-based learning experiences.
- Completed and submitted end-of-year review report for the MN Department of Education.
- Completed executive summary for SLP Online 9-12 based on study of past and current practices, with identified recommendations and next actions to continue to enhance our offerings and experience.
- Made the choice to not offer SLP Online for Grades 7-8 for the 2023-2024 school year after assessing desirability, feasibility, and viability of the program.
- Completed an in-depth program evaluation of Year 1 implementation of SLP Online Elementary with recommendations for refinement in 2023-2024.

#### Summary Statement

This project was successful and will continue with assessment in 2023-2024 as the project *Choose Future of SLP Schools Online K-8*.

**Complete Study of K-12 Science:** Study core resources for science and begin multi-year implementation with grade 6 science

**Oversight:** Rahn/Olson

**Why:** The Minnesota Department of Education revises state standards every 10 years and provides a window of time for districts to implement the new standards. Revisions to science standards were finalized during the 2018-2019 school year, with full implementation by districts in 2024-2025. We have been working on this for multiple years, and as we move into the 2022-2023 school year, professional learning will scale to all teachers of science, and we will start a new sequence of science courses beginning with the grade 6 cohort. We will also conduct a K-12 science resource review process.

Key Achievement Points	Deliverables	Timeline
Implement initial course sequence change for grade 6 cohort, moving from physical science to earth and space science	Professional learning plan and evaluation for grade 6 science teachers; Trimester overviews + unit designs for grade 6 earth and space science	August 2022 and ongoing
Design and implement professional learning on key instructional strategies for science to all K-12 teachers of science	Professional learning plan and evaluation for all teachers of science	Through May 2023
Complete a K-12 review for science core resources with implementation plan	Executive summary of review process, including recommendations for core resources; Implementation plan	April 2023

#### Mid-Year Update

- Designed and *currently implementing* professional learning for:
  - Grade 6 science teachers on Earth and Space Science to prepare teachers for implementation of new course for the 2022-2023 school year.
  - Grades 6 and 7 science teachers on navigation of *Discovery Education Techbook*.
  - K-5 and 8-12 science teachers on science instruction using the K-12 SLP Science Framework.
- Facilitated curricular work with teachers of science, including:
  - Developing backward design of units to align to competency-based learning with grades 6 and 7 science teachers.



<ul style="list-style-type: none"> <li>○ Aligning the 2019 MN science benchmarks to our SLP science academic competencies and writing learning progressions (overlap with District Operational Plan project for Deepening Innovative and Personalized Learning) with K-12 Science Curriculum Leads and teachers of science.</li> <li>• Prepared for K-12 science curricular resource review and completed K-8 science curricular resource review. Steps included: <ul style="list-style-type: none"> <li>○ Developing the guiding change, decision-making model, and timeline for the resource review.</li> <li>○ Adjusted timeline to complete the Grade 9-12 science resource review in the 2023-2024 school year to provide time for grade 10-12 teachers to do learning on the science framework and backward design of current units and to have time to identify licensure/staffing for Earth and Space Science.</li> <li>○ Completed Grades K-8 science resource review, and curricular design team developed a resource recommendation.</li> <li>○ Exploring elementary science specialists to possibility enhance curriculum delivery.</li> <li>○ Considering financial implications to recommended resource and staffing.</li> </ul> </li> </ul>
<p><b>End-of-Year Update</b></p> <ul style="list-style-type: none"> <li>• K-8 Science Design Team completed their resources review and made the recommendation to move forward with <i>Discovery Education Techbook</i> as our core resource.</li> <li>• Presented the K-8 science resource review and recommendation to the school board.</li> <li>• Finalized K-6 science staffing models.</li> <li>• Purchased <i>Discovery Education Techbook</i> resources.</li> </ul> <p><b>Summary Statement</b></p> <p>This project was successful and will continue with implementation in 2023-2024 as the project <i>Continue K-12 Science Implementation</i>.</p>

<p><b>Continue to Strengthen Student Supports and Interventions:</b> Align, strengthen and communicate our system of supports for students' academic, social-emotional and mental health</p> <p><b>Oversight:</b> Rahn/Marinello</p> <p><b>Why:</b> We continue to see the impact of the pandemic on student learning — academic learning, and social, emotional, and behavioral growth and development. This project continues the work of strengthening the continuum of student supports and interventions matched to student academic, social, emotional, and/or behavioral needs through the creative, flexible, and differentiated application of human, material, and time resources.</p>		
Key Achievement Points	Deliverables	Timeline
Develop a document that clearly describes the continuum of student supports and interventions across academic, social, emotional and behavioral development	Student supports and interventions continuum	July 2022
Develop K-6 toolkit for morning meetings to proactively support students' social, emotional and behavioral development	Morning meeting toolkit	August 2022
Refine Classroom and Student Management Manual	Updated Classroom and Student Management Manuals specific to grade K-6 and grades 7-12	August 2022
Review and refine instructional strategies toolkit	Updated instructional strategies toolkit	August 2022
Design and implement professional learning to continue to enhance targeted academic interventions and support for students who are struggling	Professional learning and evaluation plan	September 2022 and ongoing
Build upon existing resources for targeted interventions for social, emotional, and behavioral learning and support school implementation	Inventory list of standard protocol interventions; Implementation and monitoring plan	October 2022-May 2023
<p><b>Mid-Year Update</b></p> <ul style="list-style-type: none"> <li>• Developed a one-page image of our student supports and interventions for academic, and social, emotional and behavioral growth and development. The image includes a high-level picture of supports and staff at three levels: core for all, targeted for some, and individualized.</li> <li>• Developed a more thorough document to support the one-page image that describes how staff members support students at each of the levels: core for all, targeted for some, and individualized.</li> <li>• Refined the Classroom and Student Management Manual into a new resource for teachers: Playbook for Creating a Learner-Centered Environment. This includes strategies and toolkits to help teachers plan for, cultivate, manage, and reinforce a</li> </ul>		



learner-centered environment in alignment with our strategic initiative of innovative and personalized learning and includes toolkits that were developed and/or refined such as:

- Morning Meeting Toolkit (developed)
- High-Leverage Instructional Strategies Toolkit (refined)
- Career and Life Skills Competencies Toolkit (developed)
- Refined and implemented behavior and attendance expectation agreements signed by families.
- Designed and implemented professional learning and evaluation plan for School Leadership Teams to scale enhanced targeted academic interventions and support for students who are struggling in each school.
- Created a full inventory list of standard protocol interventions for social, emotional, and behavioral growth and development, and ordered additional intervention resources to be implemented at the targeted and individualized levels of support.
- Designed process and created a prototype for alternatives to suspension at Grades 7-12. The proof of concept will be implemented in the second half of the school year.
- Documented, reviewed with school leaders and implemented clear processes and procedures for threat and risk assessments for students to ensure a safe learning environment for each student.
- Engaged in learning work around building further supports and interventions to support students who are exhibiting significant at-risk behaviors related to social, emotional, and/or behavioral growth and development, with identified next steps to both proactively and reactively support students and families.

#### End-of-Year Update

- Designed and implemented professional learning on the Accelerating Student Learning framework for school psychologists and case managers.
- Conducted case study learning specific to students not making adequate progress in reading.
- Added resources to the Accelerating Student Learning framework, including a list of standard protocol interventions for social, emotional, and behavioral growth and development.
- Developed a discipline guidance document for schools, including processes for manifestation determination and suspension and re-entry; this will be refined over the summer to include any implications from the legislative session.
- Moved the pilot for the Alternatives to Suspension program for Westwood and Spring Lake Park High School to the Fall of 2023 as staff positions were not able to be filling mid-year; all staff are now hired, location is established, and evaluation plan is being developed for fall implementation.
- Supported learning and implementation of restorative practices for identified teachers at all schools.
- Completed an executive summary of the implementation of our Playbook for Creating a Learner-Centered Environment and identified areas for refinement.
- Piloted the use of Teacher-Child Interaction Training at Early Childhood and completed program evaluation with plans to scale the pilot during the 2023-2024 school year.

#### Summary Statement

This project was successful and will continue to 2023-2024 as the project *Continue to Strengthen Student Supports and Interventions*.

## Strategic Anchor: Effective Operations:

Improve our effective management of human, financial and physical resources

**Align Staff Technology Platforms and Practices:** Begin implementation of a multi-year effort to streamline staff technology tools and align practices districtwide

**Oversight:** Ronneberg

**Why:** This past year, we spent time understanding the many different technology systems and tools our staff use as we work with each other every day. 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 assess the outcomes of our discovery work and determine next steps to 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
Review outcomes from discovery phase and determine possible steps to reduce fragmentation and enhance productivity, communication and collaboration	Documented recommendation with supporting rationale	July 2022- November 2022

Develop an implementation plan and transition staff to desired platforms and norms of practice	Implementation plan	August 2022 and ongoing
<b>Mid-Year Update</b> <ul style="list-style-type: none"> <li>Decided to delay this work due to other technology platform assessments and decision-making happening with the replacement of the EdReflect platform and as we consider learning management systems to support competency-based learning. Decisions made in these areas will impact this project moving forward.</li> </ul>		
<b>End-of-Year Update</b> <ul style="list-style-type: none"> <li>Continued to hold on this work as plans developed around the implementation of Proserva to improve staff support for learning, licensing and certification and continued work with LiFT Learning to support the next steps with innovative and personalized learning.</li> </ul>		
<b>Summary Statement</b> This project work will be reframed for 2023-2024 within the projects <i>Deepen Innovative and Personalized Learning</i> and <i>Implement Proserva with Aligned Processes</i> .		

<b>Choose Alternative Learning Approach:</b> Determine the future approach to alternative learning programming for SLP students <b>Oversight:</b> Rahn/Olson		
<b>Why:</b> 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. Over the past two years, we completed a study to determine the impact of this partnership on student success, have created new processes to improve impact, and have designed and implemented an alternative learning team at Spring Lake Park High School. This year, we will complete the study considering new designs for alternative learning programming for Spring Lake Park High School students and make a choice for implementation in 2023-2024.		
<b>Key Achievement Points</b>	<b>Deliverables</b>	<b>Timeline</b>
Monitor and evaluate Year 2 implementation of Alternative Learning Team at Spring Lake Park High School	Monitoring and evaluation plan; Executive summary of results	September 2022-June 2023
Monitor and evaluate Year 1 implementation of Accelerate Innovate Motivate (AIM) team at Spring Lake Park High School	Monitoring and evaluation plan; Executive summary of results	September 2022-June 2023
Refine and monitor processes established to increase partnership with Metro Heights Academy	Monitoring plan	September 2022 and ongoing
Complete study that considers options for alternative learning programming	Executive summary with recommended next actions	November 2022
Make a decision for alternative learning center programming for implementation in the fall of 2023 or fall of 2024	Choices made with recommendation to the board as appropriate	January 2023
<b>Mid-Year Update</b> <ul style="list-style-type: none"> <li>Implemented professional learning and support aligned to the evaluation plan for teachers of the Alternative Learning Team (ALT) at the high school to ensure innovative approaches to the use of space and time, as well as opportunities to connect regularly with our Career Pathways Lead and a designated counselor.</li> <li>Designed and implemented Accelerate, Innovate, Motivate (AIM) team at SLPHS for grade 9, carrying forward effective programming from Westwood that was implemented in 2021-2022. This increases the continuum of supports for students at the high school.</li> <li>Developed a comprehensive evaluation plan for year 2 programming and subsequently completed mid-year program evaluation for ALT and AIM9 to inform future choices for alternative learning programming.</li> <li>Visited two sites that are well-known in the nation for personalized learning and instructional practices that align to the best practices for alternative learning programming (New Country Day School and Iowa BIG) with a team of our high school administrators, teachers and counselors.</li> <li>Gained additional insight and current reality from NE Metro 916 on Metro Heights' current enrollment, progress on the implementation of design work that happened there last spring, and the status of future design and implementation work.</li> <li>Researched financial implications of alternative learning programming options.</li> </ul>		

<ul style="list-style-type: none"> <li>Completed a study of options for alternative learning programming and developed recommendation for board discussion at the January retreat.</li> </ul>
<p><b>End-of-Year Update</b></p> <ul style="list-style-type: none"> <li>Evaluated Year 2 programming for the Spring Lake Park High School Alternative Learning Team and made the decision to continue similar programming for the 2023-2024 school year.</li> <li>Evaluated the Grade 9 Accelerate, Innovate, Motivate (AIM) team at Spring Lake Park High School and made the decision to continue AIM programming using a multi-age approach for Grades 9-10. This will continue successful programming for the students involved in AIM 9 in 2022-2023, as well as for students rolling up to the high school who were in AIM 7-8 programming at Westwood Middle School in 2022-2023.</li> <li>Evaluated Grade 5, Grade 6, and Grades 7-8 AIM teams at Westwood and made the decision to continue AIM programming at Grades 7-8 for 2023-2024. At Grades 5 and 6, components of AIM team programming will be embedded into the overall team structures in 2023-2024.</li> <li>Continued monitoring the partnership with Metro Heights Academy through regular check-ins with principals/associate principals, counselors, and district administration.</li> <li>Made the choice to move forward with an application for an alternative learning program to support our Alternative Learning Team at Spring Lake Park High School and our AIM program at Westwood. This application will be submitted by the end of June.</li> </ul> <p><b>Summary Statement</b> This project was successful and will continue with implementation in 2023-2024 as the project <i>Implement Alternative Learning Program</i>.</p>

<p><b>Study District Demographic Trends:</b> Complete a demographic study of the district to identify potential impacts to enrollment, school boundaries and other plans</p> <p><b>Oversight:</b> Schultz</p> <p><b>Why:</b> Spring Lake Park Schools last completed a demographic study in 2012. That study provided very accurate information for the time horizon and provided valuable insight to our planning. Now is the right time to complete a new demographic study to give us insight into trends that could impact our schools for the next several years.</p>		
Key Achievement Points	Deliverables	Timeline
Refine our processes for tracking enrollment changes in our systems for easy analysis	Process documentation and programming within our systems	August 2022
Choose a tool for providing demographic insights to replace Guide K-12	New technology tool in place	October 2022
Determine parameters and timing for a study and choose a partner to work with us to complete a demographic study	Contract with a study partner	October 2022
Conduct the demographic study to understand current and future enrollment implications	Report of findings	June 2023
Complete analysis of data over the last few years in our schools to identify trends and determine what other quantitative and qualitative information would be helpful to us for future planning	Executive summary	June 2023
<p><b>Mid-Year Update</b></p> <ul style="list-style-type: none"> <li>Chose Forecast5 Analytics to replace Guide K-12 and implemented new tool.</li> <li>Contracted with Hazel Reinhart of Reinhart Consulting to perform a 10-year enrollment and demographic projection.</li> <li>Connected with local cities to identify future residential developments planned for upcoming years.</li> <li>Connected with TeamWorks International about running a concurrent study with Reinhart Consulting to see if different methodologies provided different projections. Made the decision to hold on the TeamWorks study for a year or two until we have another year of post-COVID data.</li> </ul>		
<p><b>End-of-Year Update</b></p> <ul style="list-style-type: none"> <li>Completed demographic study with Hazel Reinhardt.</li> <li>Reviewed study for enrollment implications and incorporated those into the budget projection model.</li> </ul>		

**Summary Statement**

This project was successful and will move to implementation as part of budget and staffing plans.

**Support Teachers as Learners:** Refine teacher learning and evaluation practices and tools to support and enhance the experience of new and experienced teachers in their continued growth

**Oversight:** Rahn/Olson

**Why:** As a learning organization, each teacher in our Spring Lake Park Schools community needs to be committed to and supported in their ongoing learning to effectively meet the needs of each student. Over this past year, we have focused on enhancing the quality of our professional learning design and evaluation, which includes our teacher learning and evaluation processes. This year, we need to choose a new technology system to support this work because Ed Reflect is sunsetting their product. We also want to make further refinements to the processes and tools that support teacher learning as well as create additional opportunities for building teacher capacity in meeting the unique and varied needs of our students.

Key Achievement Points	Deliverables	Timeline
Review and refine teacher learning & evaluation processes to enhance teacher experiences	Updated teacher learning & evaluation processes and timelines	August 2022
Assess technology platforms to support teacher learning and evaluation to replace Ed Reflect which will no longer be available after the 2022-2023 school year	Guiding change; Identify the new platform and implementation plan	August 2022- August 2023
Enhance approach to teacher leader learning and development	Scope and sequence of teacher leader learning opportunities	November 2022- June 2023
Enhance learning and supports for new teachers to Spring Lake Park Schools and monitor implementation	Professional learning plan, monitoring implementation plan, evaluation plan	August 2022 and ongoing
Explore potential for an "SLP Masters" aligned to our standard work and key initiatives	Executive summary	June 2023

**Mid-Year Update**

- Updated processes and timelines for teacher learning and evaluation, including the addition of both 30-day and 90-day rounding interviews with new teachers to identify supports that have been successful and opportunities for improvement.
- Established partnership with ProServa, a platform for teacher learning and evaluation, to replace our current platform, EdReflect. We are in the process of determining the timeline for a proof of concept prior to full implementation during the 2023-2024 school year.
- Designed and delivered professional learning to all Innovative and Personalized Learning Specialists, Continuous Improvement and Innovation Coaches, and Student Services Specialists on developing quality goals and providing feedback to teachers that helps them improve their practice.
- Redesigning our teacher leader innovation configuration, with a next action of creating a scope and sequence of teacher leader professional learning.
- Began design process to update and refine probationary teacher evaluation tool (for implementation in the 2023-2024 school year).
- Monitored implementation of our new teacher induction experiences and supports with coaches at their biweekly meetings.
- Completed study to explore an in-house "SLP Masters" for future decision-making.

**End-of-Year Update**

- Completed an executive summary of detailing the learning work for an SLP Masters, including key details to guide possible implementation in the future.
- Refined our process for evaluating, providing feedback to and developing our probationary teachers. The rubric/innovation configuration was piloted and an implementation plan for 2023-2024 was developed.
- Monitored the implementation of each component of the new teacher induction process at each school to set our new teachers up for success.
- Implemented a proof of concept of the technology platform ProServa to better support staff learning, licensing and certification in preparation for implementation in 2023-2024.
- Assessed and synthesized teacher leader and school leadership team learning over the past few years and developed a plan to deepen learning.



- Refined teacher leader roles and responsibilities, including summer work and compensation.

#### Summary Statement

This project was successful and will continue with implementation in 2023-2024 as the project *Implement Proserva with Aligned Processes*.

**Apply COVID-Relief Funding to Greatest Student Needs:** Evaluate the impact of efforts to use COVID-relief funds to accelerate student learning and support social, emotional and mental health

**Oversight:** Schultz

**Why:** Schools across the country have had opportunities to apply for federal grants to help us supporting students in recovering from the pandemic. Spring Lake Park Schools completed grant applications for COVID-relief funding and brought total grant funding available to our schools to more than \$10 million. While much of this funding has been spent in FY21 and FY22. More than \$3.8 million remains to be spent in FY23, FY24 and FY25. Through this project, 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 and plan for use of one-time grant dollars in FY23, FY24, FY25	FY23 budget approval by MDE and preliminary budget plan for FY24 and FY25	September 2022
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 2023
Use recovery resources to support innovation to address needs now and inform practices that are viable in the future	Comprehensive list of innovations by site	Through June 2023
Monitor implementation of, and complete program evaluation of, site-level projects and innovations	Monitoring implementation plan and executive summary of program evaluation	June 2023

#### Mid-Year Update

- Submitted 2022-2023 federal grant applications to Minnesota Department of Education.
- Secured approvals for 2022-2023 school staffing plans using federal grant dollars to provide additional staffing and programs that would meet the unique needs of students. Examples include:
  - Lowering class sizes at Spring Lake Park High School
  - Adding a counselor at Spring Lake Park High School
  - Funding for the Accelerate, Innovate, Motivate (AIM) Program at Westwood Intermediate and Middle School
  - Adding a science specialist at Westwood
  - Funding education apprentices at Park Terrace and Woodcrest
  - Funding SLP Elementary Online teachers
  - Funding a Continuous Improvement and Innovation Coach to work with first year teachers in grades 5-12
- Continued discussions and development of preliminary plans for FY24 and FY25.

#### End-of-Year Update

- Continued monitoring previously awarded federal grants to stay aware of changes in allocations and dates for funds to be used.
- Applied for new grants as they have become available.
  - Supply Chain Assistance for Nutrition Services
  - Great Start Compensation Support (previous Childcare Stabilization Grant)
- Developed preliminary plans for the 2023-2024 use of remaining funds based on staffing designs.

#### Summary Statement

This project was successful and will move to standard work for the remaining grant timelines.

## Strategic Anchor: Communications and Connections:

Increase effectiveness of communication and engagement with parents and families

<b>Enhance Partnerships with Families:</b> Strengthen school and home partnerships to support student learning and engagement <b>Oversight:</b> Taibl		
<b>Why:</b> At Spring Lake Park Schools, we truly believe our staff, students and families share a common purpose: Student engagement and success. We want nothing more than to be true <i>partners</i> in this purpose. Partnership is a relationship we define as <i>all of us feeling equally</i> responsible for student engagement and success. Because of the current context we're all living within, we want to take deliberate action to strengthen our partnerships between school and home. We want parents to know what their children are learning, how their children are progressing at school and experience support for their children's next steps.		
Key Achievement Points	Deliverables	Timeline
Define what positive partnership sounds, looks and feels like from multiple perspectives in our system	Executive summary defining partnership characteristics	Ongoing
<b>Curricular Transparency</b>		
Design and implement a range of opportunities for families of students at all grade levels to learn more about the curriculum being taught to students over the course of the year and each trimester - focusing on "why"	Guiding change for curriculum engagement opportunities at each school	August 2022 and ongoing
Review and expand communication and instructions for families on how to find information about assignments and learning in our learning management systems	Communication plan	September 2022
<b>Continuous Communication</b>		
Design and implement school-level enhancements to family communication and conference opportunities	Guiding change	September 2022
Clarify and communicate critical family engagement processes (concerns, involvement in PTO/PTA and other family engagement opportunities)	Communication plan	September 2022 and ongoing
Study various approaches for teachers to provide families with consistent, proactive communication about their child's learning experiences	Executive summary with recommendations	June 2023
Develop an enhanced guidance document to support teachers in implementing consistent, proactive communication about students' learning experiences in their classroom	Revised guidance document	June 2023
<b>Counseling Connections</b>		
Assess implementation of expectations for counselor/student/family connections at grades 7-12	Roadmap of connections by grade	November 2022
Refine existing and design and implement any new components of the counselor/student/family roadmap at grades 7-12	Implementation and monitoring plan	December 2022 and ongoing
<b>Mid-Year Update</b> <ul style="list-style-type: none"> <li>Guided the design of opportunities at each school this fall for families to learn more about and experience the curriculum their student is engaging in this year. Each school hosted events before school started, and in the fall, invited families back to learn more about curriculum.</li> <li>Enhanced instructions and support for parents/guardians to access student curriculum and learning through Seesaw and Schoology and designed and launched a year-long communication plan to remind families how to access student learning and resources using these tools.</li> </ul>		

- Clarified communication and conferencing expectations and facilitated the design of year-long conferencing and communication plans at each school resulting in more frequent touchpoints that occurred in the fall and are planned throughout the year.
- Communicated the enhanced family engagement opportunities through the new school handbook provided to each family at the beginning of the year, through regular school communication channels and in interactions with families as they engaged in activities like curriculum experiences.
- Documented the current roadmap of counseling connections for students in grades 7-12 that clarified high success rates in students experiencing a proactive meeting with their counselor at least once per year focused on future planning. Next steps include deepening the quality of these meetings to help support students in their future planning.

#### End-of-Year Update

- Completed internal and external outreach and discovery work to understand best practices in school and teacher communication. Our internal groups provided the most valuable insights and included Curriculum, Instruction and Assessment Advisory Council parent group, Special Education Advisory Council parent group, Arabic speaking parent group and Spanish speaking parent group. These all provided critical insights into what we do well and what we can continue to improve.
- Created a guiding change and approach for district principals and building leaders to reflect on their 2022-2023 year-long communication and connection plans — including insights gathered from within and outside the district — as they designed their 2023-2024 communication and connection plans.
- Facilitated a design session with district principals and building leaders to begin the design of their 2023-2024 year-long communication and connection plans with designs to be complete before staff return in August 2023.
- Determined that efforts to improve counseling connections will be included in other projects in 2023-2024.

#### Summary Statement

This project was successful and will continue with implementation in 2023-2024 as the project *Deepen Family Communications and Connections*.

**Enhance Community and Industry Partnerships:** Bring community members, students and educators together in our school to strengthen connections and create partnerships

**Oversight:** Taibl

**Why:** A primary goal of our schools is to develop students' career and college readiness. This work reaches far beyond college admissions or getting a job. It's about helping students discover their strengths, interests and passions and potential paths they might pursue to apply their unique skills and experiences to meaningful work and contributions to their communities.

Local businesses, non-profits and government organizations have been our partners - engaging in programming in our schools (specifically Career and College Pathways programming) that help students explore real-world opportunities and gain skills they will need beyond school. Their investments help students find their paths and build a pipeline of talent.

Coming out of the pandemic, we re-engaged our partners and worked intentionally to develop new partnerships. We want to build on that work and expand opportunities that bring community members, students and educators together to make connections and engage in shared topics.

Key Achievement Points	Deliverables	Timeline
Create an intentional, annual approach to community and industry partner engagement opportunities to provide a regular cadence and maximize the benefits to all parties	Calendar of intentional engagement opportunities	August 2022 and ongoing
Develop communication approach to keep active and potential partners connected to our schools	Communication and monitoring plan	September 2022 and ongoing
Evolve Industry Roundtable event into an annual event for give and take on critical topics for both community need and education	Event and related materials	October 2022
Study potential paths for expanding industry and community partnership engagement beyond grades 9-12	Executive summary	December 2022
Determine next evolution of the advisory board that has been in place as we established and built our career and college pathways	Updated framework for advisory board	June 2023

### Mid-Year Update

- Developed an annual view of events and opportunities for our community and industry partners to engage in that includes two anchoring events – a roundtable event in the fall and a spring career fair.
- Launched a monthly update to community and industry partners in September to maintain and develop relationships and connections. More than 150 partners are receiving the update each month that includes opportunities for partners to get involved, program highlights and student spotlights.
- Hosted the second annual industry roundtable event on October 13 with about 30 attendees. Participants engaged in conversation about how we can continue to strengthen our partnerships and helped identify specific ideas.
- Began to study potential paths for expanding industry and community partnerships for grades K-8.

### End-of-Year Update

- Hosted our second anchor event of the year, the second annual Career Fair in April with 118 organizations participating and sharing career insights with nearly 2,000 students.
- Completed a year of monthly updates to our community and industry partners and developed the structures and processes to continue this as standard work in 2023-2024.
- Expanded partner visits and career exposure to middle school audiences and began to look at elective offerings.
- Defined characteristics of an advisory board and determined the advisory should be expanded to encompass not just Career and College Pathways but the district's entire approach to personalized learning and include national experts in industry, education and labor.

### Summary Statement

This project was successful and will continue in 2023-2024 as the project *Launch Innovative and Personalized Learning Advisory*.

**Address Frequent Student Absenteeism**—Review, redesign and implement school processes that engage families and community partners in addressing frequent student absences

**Oversight:** Rahn/Marinello

**Why:** Nationally, one in six students miss 15 or more days of school. With the pandemic, we have seen an increase in students who are absent from school for multiple days who have not communicated their absences with us. Research shows student absenteeism, regardless of the reason, has a negative impact on student learning and engagement in the school community. We will enhance our systems for tracking and responding to both chronic absenteeism as well as multiple day absenteeism to keep students engaged academically.

Key Achievement Points	Deliverables	Timeline
Review, redesign and implement school processes for student absences and the continuation of learning	Revised process guide for student absences	September 2022
Develop implementation and monitoring plan for student absences at each school	Implementation and monitoring plan	September 2022 and ongoing

### Mid-Year Update

- Engaged in a design process to assess what is working well and to identify and implement refinements to our current attendance processes and procedures.
- Provided professional learning for school leaders and those accountable for implementing updated processes and procedures for student attendance.
- Established attendance teams at each school to review student attendance data, conduct root cause analysis, and provide personalized responses.
- Established student attendance as a weekly cabinet metric to monitor progress.
- Conducted a mid-year review with school leadership teams to assess and modify what has been implemented.

### End-of-Year Update

- Developed attendance dashboard in PowerBI to track and provide real-time trend insights.
- Piloted alternative methods for families to report student absences beyond telephone calls to the attendance line.
- Increased connections with families around attendance through nurses, Pit Crew, and counselors for personalized learning.
- Monitored implementation of attendance processes and identified areas for refinement for the 2023-2024 school year.

### Summary Statement

This project was successful and will continue with implementation in 2023-2024 as the project *Monitor Implementation of Student Absences Approach*.



# Leadership Committees & Councils: Aligning Systems and Structures

## Leadership Committees, Councils, and Teams

These committees and teams work as ensembles to facilitate the design and implementation of our district operational plan and provide effective strategic and tactical leadership throughout the school district.

Team/Council	Purpose	Facilitator	Membership	When
<b>School Board Retreat</b>	The School Board meets twice per year to engage in strategic planning with administration and for Board development.	Board Chair	School Board, Cabinet	January 24; April 28
<b>Cabinet</b>	The cabinet leads the strategic and operational work of the district. They conduct daily huddles to share information, meet weekly with a focus on tactical issues, and hold monthly ad hoc / topical meetings, and quarterly strategic meetings.	Jeff	Jeff, Amy, Hope, Tony, Colleen, Erika, Ivonne	<i>Weekly Tactical:</i> 9:30-11 a.m. <i>Monthly Strategic/Look-Ahead:</i> extended meeting once per month as scheduled <i>Ad hoc/Topical:</i> scheduled as needed <i>Quarterly Strategic:</i> scheduled under Lead Team below. Time will be held within those dates for cabinet.
<b>Strategic Coherence: Purposefully aligning leadership development and the design and implementation of operational, innovation, and improvement planning</b>	Teams meet throughout the year to ensure coherence, alignment, and ongoing leadership development. The key teams include: Lead Team, District Leadership Team (DLT), School Leadership Teams	Jeff		<i>Thursdays are held by all members as "District Leadership Days" to be available should they need to join a meeting</i>
	<b>Lead Team:</b> The Lead Team meets to ensure coherence and alignment in the design and implementation of the district operational plan, focusing on critical issues that affect our work in fundamental ways – the what, why, and how.	Jeff	Cabinet, Learning & Innovation Directors; Principals	Nov 10-11; Jan 19; Feb 9-10; April 13-14 PM: Ad hoc / Strategic
	<b>District Leadership Team:</b> Time is held monthly for DLT members to meet in functional teams for a half-day to engage in leadership development and strategic or tactical planning specific to their role and function. The other half of the day is held for ad-hoc topical items that require participation across roles. In addition, the full team meets in August and June	Jeff; Cabinet	Cabinet; Learning & Innovation Directors; Principals and Associate Principals; Department Supervisors; Activities Director; Learning & Innovation Coordinators.	Monthly: Aug 3-4; Sept 22; Oct 13; Nov 17; Jan 12; March 23; April 20; May 18; June 22 AM: Functional team meetings <i>Full team will meet at least twice during year, as well as August and June retreats</i>

	and throughout the year for professional learning			
	<p><b>School Leadership Teams:</b> School Leadership Teams will meet monthly with Hope/Jeff to conduct progress reviews with school innovation and improvement plans and key metrics. In addition, there will be monthly coaching visits and/or learning walks with principals to follow up on learning from progress reviews.</p>	Hope; Jeff	School Leadership Team members	<p>SLT Red: SLPHS, Westwood, Woodcrest. Sept 29; Oct 27; Dec 8; Jan 26; Feb 23; March 30; May 4; June 15</p> <p>SLT Blue: Centerview, Northpoint, Park Terrace. Oct 6; Nov 3; Dec 15; Feb 2; March 2; Apr 6; May 11; June 15</p> <p><i>Coaching visits scheduled following progress reviews</i></p>
	<p><b>Adhoc Strategic-Topical:</b> Time is set aside monthly for critical, strategic issues that may have a long-term impact, or topics that require significant time and energy. These meetings require preparation ahead of time, and participation of those with knowledge, expertise, and influence on the topic.</p> <p>Time is reserved each month so all members of DLT and other staff will be available as needed</p>	Jeff; Cabinet	DLT members and other staff as appropriate	All DLT members will hold Thursdays not scheduled for Lead Team, DLT, SLT (Red/Blue hold alternate day)

### School-level and Program Leadership Committees:

The committees and teams below are formed to ensure alignment and coherence of the following: School Continuous Innovation Planning, aligned with district operational plan; Continuously improve school/program level systems and processes; Annual school/program budget; Leading in partnership and fostering shared responsibility and implementation of useful practices consistent with being a Professional Learning Community.

Team/Committee	Purpose	Facilitator	Membership	When and Where
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<b>Learning &amp; Innovation Team meetings</b>	Learning & Innovation coordinators have daily huddles to share information and meet weekly to focus on tactical issues related to district operational plan projects, implementation of standard work, and design of processes to enhance implementation.	Hope, Kaline, Melissa	Learning & Innovation Coordinators	Weekly tactical: Mondays, 12:30-2 p.m.
	Learning & Innovation Districtwide Specialists have biweekly check-ins with coordinators and/or directors.		Learning & Innovation Districtwide Specialists	Ad hoc/topical: Scheduled as needed
	All members of the Learning & Innovation team hold ad hoc/topical meetings for critical and strategic issues that need more time for learning and have quarterly strategic meetings for team development.		All Learning & Innovation staff, as appropriate	Quarterly retreats to be scheduled
<b>Innovative and Personalized Learning Specialists; Continuous Improvement and Innovation Coaches; Student Services Specialists</b>	Innovative and Personalized Learning Specialists (IPLs) and Continuous Improvement and Innovation Coaches (CIIC) meet weekly to focus on tactical issues related to portfolio assessment and professional learning design and implementation.	Melissa, Elizabeth, Lindsay	Innovative and Personalized Learning specialists, Continuous Improvement & Innovation Coaches	Weekly tacticals: Tuesdays K-6: 9:45-11 a.m. 7-12: 1-2:15 p.m.
	Student Services Specialists (SSS) meet weekly to focus on tactical issues related to student services and special education supports.  Building specialists also have ad hoc/topical meetings for critical and strategic issues that need more time for learning.	Kaline, Jackie, Rachel, Kadie, Kristen	Student Services Specialists  Student Services Specialists (SSS), IPL Specialists, CIICs	Weekly tacticals: Wednesdays, 1:30-2 p.m.  Monthly ad hoc / topical / strategic:  IPLs / CIICs: Tuesdays 9:45-11:45 a.m. SSS: Wednesdays 1-4 p.m.
<b>Learning &amp; Innovation Advisory Council</b>	This team of staff from each school and Learning & Innovation team members meet throughout the year to continuously improve district and school design and implementation of key Learning Community Framework processes: curriculum and instruction, assessment, professional learning design and delivery, and school and organizational improvement planning.	Hope, Melissa, Kaline	Teachers, Administrators, Support Staff, and District Coordinators	Quarterly meetings to be scheduled
<b>School-level: School Leadership Team (SLT)</b>	School Leadership Teams have daily huddles to share information, meet weekly with a focus on tactical issues related to SIIP projects, implementation of standard work, etc. They schedule and hold ad hoc/topical meetings for critical and strategic issues that need more time for learning, time and energy, or require expertise not in the room.	Principal	Principal(s); Activities Director; Principal's Asst; IPL and Student Services Specialists	TBD @ school. Submit meeting times to Hope Rahn following LET Retreat

<b>School-level: Learning and Equity Teams (LET)</b>	Learning and Equity Teams (LET) facilitate school-level processes and procedures related to the implementation of curriculum and instruction, assessment, professional learning design and delivery, and school improvement planning. Aligns with the District Learning & Innovation Advisory Council.	Principal; IPL Specialist, Student Services Specialist	Curriculum leads, Continuous Improvement & Innovation Coaches, Administration, Teachers at-large.	TBD @ school. Submit meeting dates to Hope Rahn following LET Retreat
<b>School-level: School Operation Team (SOT)</b>	Facilitate the day-to-day operations of the school. The need for this committee will be determined by site.	Principal: TBD	TBD @ school	TBD @ school. Submit meeting dates to Hope Rahn following LET Retreat
<b>E-12 Assessment Committee</b>	The E-12 Assessment Committee will meet on a periodic basis to assess the fit and relevance of our current assessment practices, identifying areas for improvement and necessary alignment with other practices in the district. Members of the E-12 Assessment Committee will develop recommendations to administration.	Kelly	Staff and administration. Parents and community as appropriate for topic.	
<b>Learning Technology Committee</b>	Ensure the District's overall technology program aligns with the Strategic Plan, and State guidelines, and maintain the overall technology plan.	Jerelyne, Steve H	IPLs, CIICs, technology support staff. Parents and community as appropriate.	Periodic
<b>Technology Support Team</b>	Ensure that the district's infrastructure supports learning, teaching, and operations throughout the district.	Steve H	Technology Support Staff	
<b>Community and Connections Committee</b>	This committee of parents, community members, and staff assesses current communications and outreach, as well as identified opportunities to improve our engagement with all members of our community.	Erika, Colleen	Staff, administration, parents and community as appropriate for topic.	Periodic
<b>School Staff Meetings</b>	Facilitate school-level professional learning and business	Principal	TBD @ school	TBD @ school
<b>Other</b>	Schools and programs utilize other leadership teams/structures as necessary			

## Collaborative Teams

Collaborative Teams meet because the members have a similar role and/or hold a shared responsibility and come together to learn from one another and enhance the way they do their work. Creating and sustaining a learning community aligned around improving student learning results requires a norm of professional learning and continuous improvement and innovation in the daily work of all staff.

Teams	Purpose	Facilitator	Membership
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<b>Department/Program Teams</b>  <b>School Leadership Teams, and sub-teams as appropriate</b>	Daily huddles to share information, and weekly tactical meetings focused on tactical issues, and hold monthly and ad hoc topical-strategic meetings as necessary.	Determined by site/department	TBD at each site/department
<b>Curriculum Leads</b>	Curriculum leads meet for professional learning and planning	Amy B; Principals	E-12 Curriculum Leads
<b>Gifted and Talented Specialists</b>	GT specialists meet regularly for program planning	Lisa C; Kim F.	Gifted and Talented Specialists
<b>English Learning Academic Specialists</b>	EL specialists meet regularly for program planning	John F.	English Learner Specialists

## Parent and Community Participation

*Participate in our continuous improvement process (8.17.2022)*

We invite parents and community members to provide input, share ideas, and become involved with continuous improvement and innovation in Spring Lake Park Schools. Learn more about the opportunities to work with us to improve the experience for all students.

### Short-term Involvement Opportunities

As we design and plan specific projects and initiatives, we invite parents and community members to provide input through a variety of in-person and online formats.

#### Focus Groups, User Groups, Input Teams

We conduct focus groups, user groups and input teams throughout the year on various topics to gather input and insight from parents, community members, and staff. These sessions focus input on a targeted topic from a small group of people, providing the opportunity to probe more deeply about user experiences, gather ideas, and gain insight about potential innovations. These are usually one-time opportunities that provide participants the opportunity to engage in what we hope are lively and interesting conversations about timely, important topics, without making a long-term commitment.

#### Community Conversations

Community conversations allow a large number of people to participate in providing input on a specific topic often related to the District Operational Plan. Conversations are organized in a variety of formats to provide each participant the opportunity to share thoughts and ideas.

#### Rounding conversations

We gather insight and feedback informally through intentional and focused rounding conversations. These are often brief interactions at other events where we can quickly collect insight to inform future work and projects.

### Ongoing Program Committees and Advisory Councils

The district has ongoing committees and advisory councils where parent and community participants can provide input and insight. The level of commitment varies. Current groups include:

#### **Athletics Advisory Council**

All parents of students involved in high school athletics are invited to attend advisory meetings that are held each month. Contact the Athletics and Activities Office for further information.

*Facilitator: Will Wackman*

#### **Career and College Pathways Advisory Board**

Representatives working within our three Career and College Pathways meet to provide input and insight into our course offerings and the skills students are developing to be prepared to work in the identified field. They also provide support for programs that provide students direct certifications in alignment with state guidelines.

*Facilitator: Eric Van Brocklin*

#### **Communication and Connections Advisory**

Parents, community members, and staff meet periodically to assess current communication and outreach efforts, provide insight into planned and future projects and identify opportunities to improve school district engagement with all members of the community.

*Facilitator: Erika Taibl*

#### **Community Education Advisory Council**

Participants make recommendations for policies, programs, and budget for Community Education Services to meet the needs and interests of community members.

*Facilitator: Colleen Pederson*

#### **Community and Industry Roundtable**

Annually, leadership of Spring Lake Park Schools convenes a broad group of small and large business, non-profit and government leaders from our community for a conversation about the future. The purpose of the roundtable is to gain their input and insights on the skills and capabilities we need to develop in our students to prepare them for the workforce and community involvement, explore ways we can partner together and support strengthening connections among business and industry colleagues.

*Facilitators: Jeff Ronneberg, Erika Taibl, Eric VanBrocklin*

#### **Curriculum, Instruction, Assessment Advisory Council**

Parents, students, teachers, administrators, and community members gain knowledge about curriculum, professional learning efforts, instructional programs, and assessments of and for learning being implemented in our classrooms. They convey important community beliefs and opinions as they

relate to continuous improvement efforts and teaching, learning, and accountability topics in the school district.

*Facilitator: Melissa Olson*

#### **Early Childhood Advisory Council**

Participants meet regularly to provide input on Early Childhood and Family Education and Preschool programs to support families and children in early learning and in preparing young children for school.

*Facilitator: Angela Vokac*

#### **Family Engagement Groups**

For families traditionally underrepresented, we have Native American, Spanish Speaking, and Arabic Speaking engagement groups that meet regularly throughout the year to learn about and provide input on school programs and initiatives and get answers to questions.

*Facilitator: Emily Byers-Ferrian*

#### **Gifted and Talented Advisory Committee**

Participants meet regularly throughout the year to learn more about the gifted and talented program, provide input on areas for growth, and identify volunteer opportunities for support of the program.

*Facilitator: Lisa Cisewski*

#### **Native American Parent Advisory Committee**

Any family in the district who self-identifies as Native American is welcome to take part in this group which builds community while advising school staff on how best to serve Native students throughout the district. Committee meetings also include opportunities for families to explore important aspects of Native cultures, traditions and histories.

*Facilitators: Abbey Pierce, Emily Byers-Ferrian*

#### **Nutrition Services Advisory Committee**

Parents of students meet periodically to learn about state and federal nutrition guidelines for schools and to provide feedback and input to our nutrition services team.

*Facilitator: Amy Kimmel*

#### **Panther Foundation**

The Panther Foundation enriches educational experiences for the 6,200 students in Spring Lake Park Schools. Support for the foundation comes entirely through contributions and special projects. The foundation awards grants for innovative projects school staff, parents, and students initiate to directly benefit students.

*District Liaison: Colleen Pederson*

#### **Parent Teacher Associations/Organizations (PTAs/PTOs)**

Each school holds parent meetings on at least a monthly basis to share information, gather input and feedback and support efforts to strengthen the school community. Contact

the school principal or see the school newsletter or online calendar for meeting information.

### **Spanish and Arabic Family Groups**

We currently have family engagement groups in Spanish and Arabic that meet regularly throughout the year and are facilitated by school staff and parents/guardians in partnership. Each group has its own unique goals and structure; however, both share the common purpose of building a sense of trust and community while partnering in support of Spring Lake Park Schools students.

*Spanish Group Facilitators: Blanca Vazquez, Elisa De la Torre, Emily Byers-Ferrian*

*Arabic Group Facilitators: Leena Mansour, Kawthar Al-Ali*

### **Special Education Advisory**

Parents of students in need of special education in the district assist with the continuous improvement planning of special education services.

*Facilitator: Kaline Sandven-Marinello*

***Watch for opportunities to participate on the district website and in parent and community newsletters.***