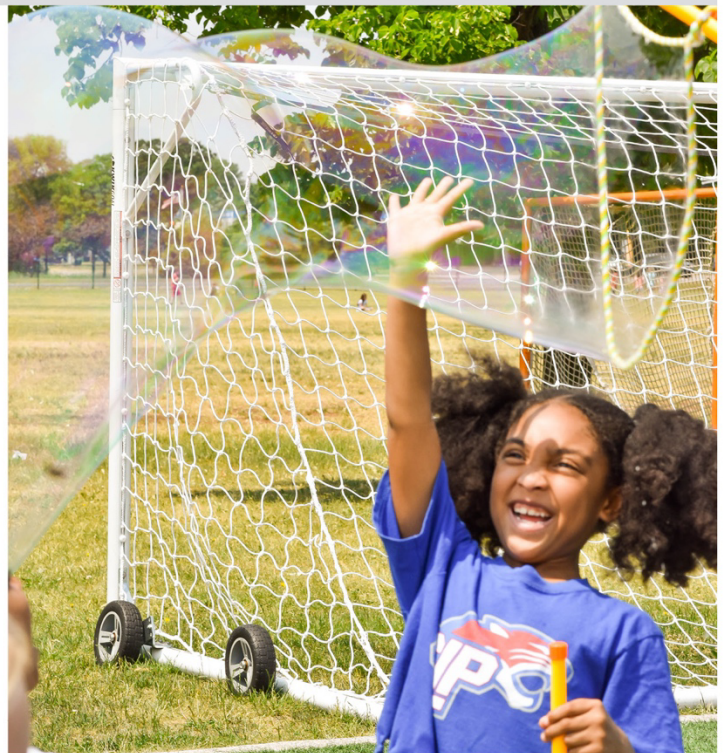




***DISTRICT OPERATIONAL PLAN
2023-2024***



***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.

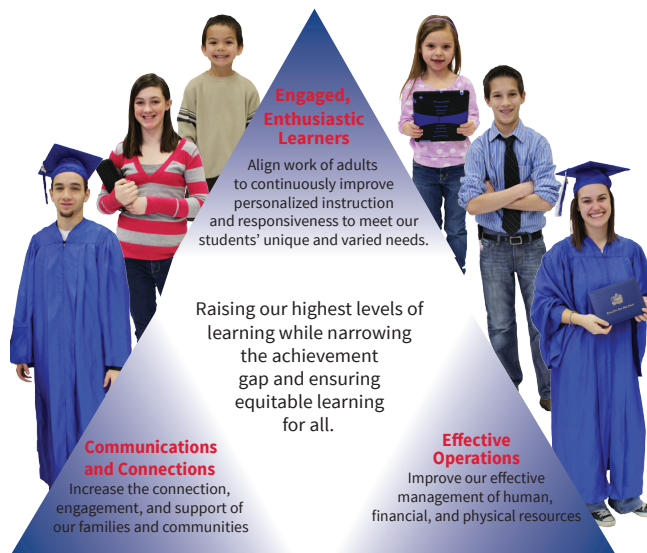
Our District Purpose

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.

2023-2024 District Operational Plan

June 23, 2023

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

Continue to Strengthen Supports and Interventions — Deepen support for student's academic, social, emotional and behavioral growth and development aligned with our approach to personalized learning

Continue K-12 Science Implementation — Implement K-8 science and complete study of 9-12 science aligned to our updated science framework and state standards

Study Multilingual Learning Opportunities — Update K-12 multilingual frameworks inclusive of English Learners, world language and Spanish Immersion

Choose Future of SLP Schools Online K-8 — Decide whether or not to continue to offer SLP Schools Online for grades K-8

STRATEGIC ANCHOR – Effective Operations

Improve our effective management of human, financial and physical resources

Implement Alternative Learning Program — Launch new, state approved alternative learning program at Westwood and Spring Lake Park High School

Implement Proserva with Aligned Processes — Support improved staff experiences with continuous learning, licensing, and certification using new technology platform

Enhance School Structures to Support Learning — Ensure systemic supports – flexibly using time, space, and human resources – to support innovative and personalized learning

Finish Upgrading Learning Spaces and Furniture — Complete upgrades of learning spaces and furniture that were interrupted due to the pandemic to support student learning experiences

Improve 12-Month Staff Onboarding Processes — Assess and improve the experience of new staff as they enter our system throughout the year

STRATEGIC ANCHOR – Communications and Connections

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

Deepen Family Communication & Connections — Continue to improve school and classroom communications and connections with families to support ongoing partnership in student learning

Monitor Implementation of Student Absences Approach — Monitor school implementation of refined processes that address frequent student absences

Study and Enhance Family/Customer Experience — Identify and assess the effectiveness of critical interactions families have with our schools and act on opportunities for improvement

Launch Innovative and Personalized Learning Advisory — Engage experts in education, workforce and industry as advisors to our innovative and personalized learning journey



2023-2024 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

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: Olson		
Why: We continue with our commitment to ensure each student is known by name, strength, interest and need leading to personalized work and learning experiences and resulting in 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. 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>		
Key Achievement Points	Deliverables	Timeline
Scale use of and reporting by academic competencies, rubrics, and learning progressions for K-6	All K-4 teachers of language arts, science, health, and the arts are recording and reporting student learning using learning progressions and competency rubrics All 5-6 teachers are recording and reporting student learning using competency rubrics for all content areas	Ongoing through June 2024 Ongoing through June 2024
Scale and monitor implementation of career and life competencies, rubrics and learning progressions for Grades K-12	Professional learning and evaluation plan	Ongoing through June 2024
Continue supporting teachers in strong designs of student work and personalized learning experiences aligned to competencies, both career and life and academic	Competency rubrics and learning progressions, mapped to unit designs Professional learning and evaluation plan	Ongoing through June 2024 October 2023
Further development and use of LiFT to align resources, reporting and learning technology platforms with innovative and personalized learning	Competencies, rubrics, and learning progressions updated in LiFT and ready for use Prototype of robust LMS built into LiFT	August 2023 May 2024
Update learner profile and embed into LiFT	Embedded learner profile in LiFT	September 2023
Study methods to connect student progress on competencies at Grades 7-12 to letter grades of A, B, or C	Executive summary with recommended next actions	April 2024
Scale and monitor implementation of 4+ year personal learner map for Westwood and Spring Lake Park High School	All students, Grades 7-12, have a 4+ year personal learner map of courses and next step beyond high school	Ongoing through June 2024

Continue to Strengthen Supports and Interventions: Deepen support for student’s academic, social, emotional and behavioral growth and development aligned with our approach to personalized learning Oversight: Sandven Marinello		
Why: Over the past two years, we have taken steps to strengthen the continuum of students supports and interventions to ensure that each student's academic, social, emotional, and/or behavioral needs are met. We need to continue to scale this work. This includes deepening the implementation of our <i>Accelerating Student Learning Framework</i> and <i>Playbook for Creating a Learner-Centered Environment</i> to meet the unique and varied needs of our students.		
Key Achievement Points	Deliverables	Timeline
Support, and monitor implementation of, continuum of supports and interventions at each site	Clear description of continuum of supports and interventions for each school Monitoring implementation plan and executive summary of implementation	September 2023 April 2024
Partner with SLTs to design, implement, and evaluate professional learning for key players within the <i>Accelerating Student Learning Framework</i>	Professional learning design and summary of impact from evaluation plan	Ongoing through June 2024
Refine and add social, emotional and behavioral strategies to the <i>Playbook for Creating a Learner-Centered Environment</i> to further support teachers	Updated <i>Playbook for Creating a Learner-Centered Environment</i>	August 2023
Pilot alternatives to exclusionary practices for Westwood and Spring Lake Park High School	Executive summary of pilot with recommended next actions	Ongoing through June 2024
Develop scope and sequence of family learning experiences to help them support their children in their social, emotional, and behavioral growth and development	Calendar of learning experiences including topic, date, facilitator and feedback from attendees	September 2023 and ongoing
Make a choice on a common approach for our Targeted Personal Learner Map and monitor implementation at sites	Framework for Targeted Personal Learner Map and summary of implementation at each site	Framework completed by August 2023; Summary of implementation by June 2024
Review and update exclusionary practices at the elementary level to meet legislative mandates	Updated process guide	August 2023 and ongoing

Continue K-12 Science Implementation: Implement K-8 science and complete study of 9-12 science aligned to our updated science framework and state standards Oversight: Rahn		
Why: For the past two years, we have studied and began the implementation of the revised state standards in the area of science. Full implementation of the revised state standards, as well as shifts to course sequences, must be in full implementation by the 2024-2025 school year. This project will continue the professional learning and resource reviews that began last year so that all teachers of science are ready for full implementation by fall 2024.		
Key Achievement Points	Deliverables	Timeline
Design, implement, and evaluate professional learning for K-5 science specialists on the science framework and navigation of <i>Discovery Education Techbook</i>	Professional learning design, dates of implementation, and results of professional learning evaluation	July 2023 and ongoing
Complete curriculum mapping and unit designs for K-5 science	Documented curriculum maps and unit designs	July 2023 and ongoing
Complete a 9-12 review for science core resources with implementation plan	Executive summary of review process, including recommendations for core resources; implementation plan	April 2024

Support teachers of science in obtaining new areas of licensure as needed to implement new Earth and Space Science course at Grade 9	FY25 staffing plan inclusive of teachers with appropriate licensure for science courses	Ongoing through April 2024
Design, implement, and evaluate professional learning for Grade 8 teachers of science for new Physical Science course and Grade 9 teachers of new Earth and Space Science course for implementation in Fall 2024	Professional learning design, dates of implementation, and results of professional learning evaluation	June 2024
Design and implement program evaluation of K-6 science specialist model	Executive summary of program evaluation and recommended next actions	April 2024

Study Multilingual Learning Opportunities: Update K-12 multilingual frameworks inclusive of English Learners, world language and Spanish Immersion

Oversight: Rahn

Why: The landscape of immersion education has changed significantly over the past five years. Across the nation, and specifically within Minnesota, more students for whom English is not their heritage language are enrolling in immersion programs. This has resulted in updated research, approaches, and strategies within immersion programming, as well as within overall multilingual programming. There is a need to study programming within immersion, as well as programming for our English learners, and secondary world language students to create students who are biliterate, bilingual, have high academic achievement, and are culturally competent.

Key Achievement Points	Deliverables	Timeline
Develop adaptations to academic competencies, rubrics, and learning progressions specific to addressing needs of multilingual learners	Updated competency rubrics and learning progressions	Ongoing through June 2024
Study current practices within Spring Lake Park, research best practices in pedagogy and examine benchmark practices in each of the three areas of multilingual learning: immersion, world language, and English learners	Executive summary inclusive of strengths, needed changes, teacher and student perceptions, and student achievement data	December 2023
Using executive summaries from our discovery work, review and update our instructional frameworks for immersion, world language, and English learners	Updated instructional frameworks	March 2024
Using updated instructional frameworks, review and refine programming options for multilingual learners, inclusive of vertical alignment across schools (K-4, 5-8, 9-12)	Programming descriptions and/or recommended course offerings	June 2024
	Updated instructional strategies toolkit	June 2024

Choose Future of SLP Schools Online K-8: Decide whether or not to continue to offer SLP Schools Online for grades K-8

Oversight: Rahn

Why: We just completed Year 1 implementation of our unique approach to fully online learning at Grades K-6, which fell within our "Let's Build It" level of innovation. The results of a comprehensive program evaluation indicated areas of success and areas for improvement. As we move into Year 2 implementation of SLP Online Elementary, we will make refinements to programming and supports. The work within this project will also include an in-depth program evaluation to determine its desirability to families, feasibility of time and human resources, and viability of offering it into the future.

Key Achievement Points	Deliverables	Timeline
Increase marketing efforts for SLP Online Elementary	Marketing plan; Implementation plan	July 2023 and ongoing
Deepen implementation of SLP Online Elementary model of co-designed learning, involving the SLP learning advocate, the at-home learning coach, and the student working together	Professional learning design, implementation, and evaluation for SLP Online Learning Advocates and for SLP Online at-home learning coaches	July 2023 and ongoing

Design and implement a comprehensive program evaluation and make a recommendation for the future	Program evaluation design Executive summary of program evaluation results, included recommended next actions	August 2023 April 2024
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Strategic Anchor: Effective Operations:
 Improve our effective management of human, financial and physical resources

Implement Alternative Learning Program: Launch new, state approved alternative learning program at Westwood and Spring Lake Park High School Oversight: Rahn		
Why: After several years of thoroughly studying our approach to alternative learning, and considering options to move forward, a choice was made to continue our partnership with Northeast Metro Intermediate District 916 for Alternative Learning Center programming. At the same time, we made the choice to seek state approval for our in-house alternative learning teams that we have implemented for the past two years at Westwood (Accelerate, Innovate, Motivate Team) and Spring Lake Park High School (Alternative Learning Team). This project involves taking the steps needed to gain state approval for an Alternative Learning Program, and deepening implementation of our these teams to provide alternative approaches to learning for students who may be at higher risk for not graduating.		
Key Achievement Points	Deliverables	Timeline
Submit application, and gain approval for, an alternative learning program at Westwood (Accelerate, Innovate, Motivate Team at grades 7-8) and Spring Lake Park High School (Alternative Learning Team at grades 11-12)	Completed application and Minnesota Department of Education approval	July 2023
Support teachers in interdisciplinary design of student work and learning experiences across core content areas, and among core content and elective areas	Curriculum maps; unit designs	Ongoing through June 2024
Support teachers in partnering with industries to provide student work and learning experiences beyond the school	Record of learning experiences mapped to competency rubrics and course credits	Ongoing through June 2024
Design and implement program evaluation aligned to requirements for state approval	Program evaluation design, implementation, and executive summary of results	Ongoing through June 2024

Implement Proserva with Aligned Processes: Support improved staff experiences with continuous learning, licensing, and certification using new technology platform Oversight: Mayer/Johnson		
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 the past two years, we have focused on enhancing the quality of our professional learning design and evaluation, which includes our teacher learning and evaluation processes. This past year, we partnered with Proserva on developing a new technology system to support this work. This opportunity was timely as Ed Reflect has retired their product. We also want to make further refinements to the processes and tools that support teacher learning, and licensing, as well as create additional opportunities for building teacher capacity to meet the unique and varied needs of our students.		
Key Achievement Points	Deliverables	Timeline
Implement the use of Proserva for coaching and Teacher Learning and Evaluation processes	Professional learning design for all licensed staff for using Proserva	August 2023 and ongoing
Implement the use of our new probationary teacher evaluation tool	Professional learning design, implementation and evaluation plan	August 2023 and ongoing

Implement licensure components of Proserva	Professional learning design and implementation plan for Human Resources staff and relicensure committees Professional learning design and implementation plan for all licensed staff on using Proserva for licensing components	August 2023-June 2024
Use Proserva to enhance teacher learning and teacher leader succession planning : <ul style="list-style-type: none"> Transition SLP Academy course offerings for 2023-2024 into Proserva Develop a teacher leader sequence of courses within Proserva 	SLP Academy transitioned to Proserva; Teacher leader courses developed and implemented in Proserva	August 2023-June 2024
Continue to develop SLP Masters for possible implementation	Prototype built for year 1 courses in Proserva Executive Summary to review progress from 2023-2024 with recommended next steps	November 2023-June 2024

Enhance School Structures to Support Learning: Ensure systemic supports – flexibly using time, space and human resources – to support innovative and personalized learning

Oversight: Ronneberg

Why: Some of the traditional systems and structures within K-12 education create barriers to fluid, interdisciplinary student work and learning experiences. As we continue our journey of innovative and personalized learning, there is a need to explore ways in which we can rethink these systems and structures – for example, 55-minute course periods – to create options and opportunities for students to go deeper in their learning in areas of interest. This project will create the conditions within our systems and structures to better personalize the student experience, whether that is through a classical 6-period day schedule or through a more flexible interdisciplinary approach to learning.

Key Achievement Points	Deliverables	Timeline
Further clarify our vision for the K-12 student journey and experience and implement communication plan	Language and imagery specific to the K-12 student journey and experience Communication plan	August 2023 August 2023
Review scope and sequence of elective experiences at Grades 7-12	Updated elective offerings by grade band	December 2023
Study ways in which to create additional flexibility in the daily schedule and staffing structures at Spring Lake Park High School so that students' needs are met and they are able to explore the many opportunities available to them based on their interests and future plans	Prototype designs for piloting	Ongoing through June 2024
Study various approaches to a choice option for year-long school	Executive summary of study, including recommendations for next actions	April 2024
Monitor implementation of distributed expertise models (core and extended teams) implemented at each site	Monitoring implementation plan and executive summary of results	Ongoing through April 2024
Monitor implementation of models to keep learning going when teachers are absent at each site	Monitoring implementation plan and executive summary of results	Ongoing through April 2024

Finish Upgrading Learning Spaces and Furniture: Complete upgrades of learning spaces and furniture that were interrupted due to the pandemic to support student learning experiences

Oversight: Schultz

Why: We began the process of upgrading our learning spaces and furniture in 2016, and this process was interrupted due to the pandemic. While we have made significant progress in these upgrades at each site, there continues to be areas of need for both non-

instructional and instructional spaces. This project will continue and successfully complete the work that began in 2016, resulting in personalized, flexible learner-centered environments.

Key Achievement Points	Deliverables	Timeline
Complete inventory of non-instructional furniture needs and determine timeline to scale orders and deliveries	Completed inventory and timeline	August 2023 and ongoing
Review and update theory of action, community facilities task force design principles, guiding decision-making on how learning spaces support a personalized, flexible learner-centered environment	Updated principles	September 2023
Complete inventory of existing furniture within learning spaces	Completed inventory of existing furniture	October 2023
Identify furniture needs to successfully complete upgrades, supporting a personalized, flexible learner-centered environment	Completed inventory of furniture needs	December 2023
Place orders and schedule deliveries for furniture needs	Completed purchase orders	Ongoing

Improve 12-month Staff Onboarding Processes: Assess and improve the experience of new staff as they enter our system throughout the year

Oversight: Mayer/Johnson

Why: Onboarding is a critical moment for SLP to impact the hearts and minds of new employees, effectively communicate our district's mission and vision, and provide information critical to new employee success and satisfaction in our school district. Spring Lake Park Schools has a robust onboarding process for new employees at the start of the school year in August. There is opportunity to expand these processes throughout the year to better engage and prepare new employees that are hired at different times throughout the school year.

Key Achievement Points	Deliverables	Timeline
Review and assess current practices, study best practices and benchmark organizations for onboarding new employees throughout the school year	Executive summary	End of September 2023
Develop and conduct a pilot for onboarding new staff throughout the school year with continued support	Pilot implementation plan	October 2023-March 2024
Evaluation of pilot and recommendation for next actions	Executive summary and recommended next actions	April-May 2024
Refine New Employee Survey and rounding	Revised survey	October 2023 and ongoing

Strategic Anchor: Communications and Connections:

Increase effectiveness of communication and engagement with parents and families

Deepen Family Communication & Connections: Continue to evolve our family communication and connections to support ongoing partnership in student learning

Oversight: Taibl

Why: We focused on and made progress in 2022-2023 toward strengthening communication and connections between school and home to support student engagement and success. In 2023-2024, we want to continue to deepen these efforts in some specific areas. Through the next iteration of each school's year-long communication and connection plan, exploring and adding communication tools to our toolbox, well-supported implementation of student progress reporting on academic and life competencies at grade K-6, and through consistent and frequent rounding with families, we want to continue to strengthen our relationships in support of student engagement and success.

Key Achievement Points	Deliverables	Timeline
Develop, monitor and evaluate each school's year-long communication and connection plan	Initial plan developed Monitoring and evaluation plan	August 2023 and ongoing
Explore and make a decision about adding a two-way texting tool to our communication toolbox	Executive summary Possible implementation plan	August 2023 September 2023 and ongoing
Support communication of competency-based learning and effective implementation of K-6 report card evolution	Staff and family communication and engagement plan	September 2023- June 2024
Implement rounding with families using routine, multi-lingual SMS pulse check surveys using Possip	Implementation plan	September 2023- June 2024

Monitor Implementation of Student Absences Approach: Monitor school implementation of refined processes that address frequent student absences Oversight: Sandven Marinello		
Why: Similar to school districts across the country, we have experienced increased, chronic student absenteeism following the pandemic. This past year, we reviewed and enhanced our systems and processes for proactively and reactively responding to frequent student absences. After our initial implementation of the enhanced processes, we identified areas for further refinement and a need for deeper implementation of the processes. This project will continue those refinements and monitor implementation of processes with the goal of keeping students engaged academically.		
Key Achievement Points	Deliverables	Timeline
Enhance outreach efforts to families whose students are chronically absent	Executive summary of outreach efforts and impact on student absences	July 2023 and ongoing
Review and refine student attendance processes and family letters established during 2022-2023 based on staff and family feedback	Updated student attendance process document and family letters	August 2023
Update internal systems to support attendance teams in student and family follow-up to absenteeism	PowerBI dashboard for attendance teams Aligned Campus codes and communication	August 2023 August 2023
Design and implement professional learning for school attendance team members, and monitor implementation at each site	Professional learning design, monitoring implementation, and evaluation plan Executive summary of implementation	August 2023 June 2024

Study and Enhance Customer/Family Journey Improvements: Identify and assess the effectiveness of critical interactions families have with our schools and act on opportunities for improvement Oversight: Taibl/Pederson		
Why: At Spring Lake Park Schools, families are customers of the school experience. The experience is comprised of critical interactions families have throughout their relationship with our schools. We want to understand what interactions are most critical and what the current customers experience is in order to understand how we might build on our strengths and identify areas to improve the experience.		
Key Achievement Points	Deliverables	Timeline
Design a process to gather information and insight from families about what they see as their most critical interactions with our schools and current satisfaction with those interactions	Input and sampling plan	July-August 2023
Gather current family experience data	Implementation plan and data collection	September- January 2024

Assess effectiveness of current customer service expectations and training (Make Your Mark) and future approach	Executive summary	December 2023
Complete analysis of district data to understand when and how families flow in and out of SLP	Summary of data findings	February 2023
Analyze family data and identify themes and areas to celebrate and to improve	Executive summary	By June 2024

Launch Innovative and Personalized Learning Advisory: Engage experts in education, workforce and industry as advisors to our innovative and personalized learning journey Oversight: Taibl		
Why: Spring Lake Park Schools is preparing students to live and work in a world that is changing quickly and with it, the skills and jobs of the future. As we continue our journey of innovative and personalized learning, we find ourselves out in front without trailblazers before us to help guide our next steps. The decisions and actions we take in the coming years to prepare students for career, college and life success will have more impact than ever. We need the perspectives and counsel of experts in education, workforce and industry to help us navigate and create the path forward.		
Key Achievement Points	Deliverables	Timeline
Articulate the goal, purpose and scope of the advisory	Advisory charter document	July-August 2023
Identify and invite experts to participate in the advisory	Invitation list and outreach plan	Before April 2024
Develop and host advisory kickoff	Agenda and supporting materials	TBD – and no later than April 2024
Design ongoing engagement and communication strategy	Communication and engagement plan	By June 2024

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
School Board Retreat	The School Board meets twice per year to engage in strategic planning with administration and for Board development.	Board Chair	School Board, Cabinet	November 30; April 30
Cabinet	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> Mondays, 9:30-11 a.m. <i>Strategic Ad hoc/Topical:</i> scheduled as needed <i>Quarterly Strategic:</i> scheduled as part of Lead Team below. Time will be held within those dates for cabinet.
Strategic Coherence: Purposefully aligning leadership development and the design and implementation of operational, innovation, and improvement planning	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>
	Lead Team: 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 9-10; Jan 11; Feb 1-2; April 11-12; May 23
	District Leadership Team: 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 and throughout the year for professional learning	Jeff; Cabinet	Cabinet; Learning & Innovation Directors; Principals and Associate Principals; Department Supervisors; Activities Director; Learning & Innovation Coordinators.	Aug 2-3; Sept 21; Oct 12; Nov 16; Jan 11; March 21; April 18; May 16; June 20 AM: Functional team meetings PM: Ad hoc / Strategic <i>Full team will meet at least twice during year, as well as August and June retreats</i>

	<p>School Leadership Teams: 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 Retreat: August 9-10; June 13</p> <p><i>SLT Red:</i> SLPHS, Westwood, Woodcrest, Lighthouse. Sept 28; Nov 2; Dec 14; Jan 25; Feb 29; Apr 4; May 9</p> <p><i>SLT Blue:</i> Centerview, Northpoint, Park Terrace, Early Childhood. Oct 5; Oct 26; Dec 7; Jan 18; Feb 22; March 28; May 2</p> <p><i>Coaching visits scheduled following progress reviews</i></p>
	<p>Adhoc Strategic-Topical: 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	<p>All DLT members will hold Thursdays not scheduled for Lead Team, DLT, SLT (Red/Blue hold alternate SLT day pending changes or bringing teams together)</p>

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
Learning & Innovation Team meetings	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 regular check-ins with coordinators and/or directors.		Learning & Innovation Districtwide Specialists	Ad hoc/strategic: 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

Innovative and Personalized Learning Specialists; Continuous Improvement and Innovation Coaches; Student Services Specialists	<p>Innovative and Personalized Learning Specialists (IPLs) and Continuous Improvement and Innovation Coaches (CIIC) meet every other week to focus on tactical issues related to portfolio assessment and professional learning design and implementation.</p> <p>Student Services Specialists (SSS) meet weekly to focus on tactical issues related to student services and special education supports.</p> <p>Building specialists also have ad hoc/topical meetings and regular strategic meetings for critical and strategic issues that need more time for learning and have quarterly strategic meetings for team development.</p>	<p>Melissa, Elizabeth, Lindsay</p> <p>Kaline, Jackie, Rachel, Kadie, Kristen</p>	<p>Innovative and Personalized Learning specialists, Continuous Improvement & Innovation Coaches</p> <p>Student Services Specialists</p> <p>Student Services Specialists (SSS), IPL Specialists, CIICs</p>	<p>Bimonthly tactical: Tuesdays K-6: 9:45-11 a.m. 7-12: 1-2:15 p.m.</p> <p>Weekly tacticals: Wednesdays, 1:30-2 p.m.</p> <p>To be scheduled</p>
Learning & Innovation Advisory Council	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
Curriculum Leads	<p>Curriculum leads meet regularly at their site to ensure curricular outcomes (academic and life competencies) are aligned, coherent, and implemented to increase student learning and engagement.</p> <p>Curriculum leads also meet twice a year to ensure a guaranteed and viable curriculum across all grade levels and schools</p>	<p>Innovative and Personalized Learning Specialists, with support of principals</p> <p>Melissa Olson and Amy Bjurlin</p>	Curriculum Leads	<p>TBD @ school: Submit meeting times to Amy Bjurlin following LET retreat</p> <p>To be scheduled</p>
School-level: School Leadership Team (SLT)	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
School-level: Learning and Equity Teams (LET)	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

School-level: School Operation Team (SOT)	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 Ivonne Padilla following LET Retreat
E-12 Assessment Committee	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.	Periodic
Learning Technology Committee	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
Technology Support Team	Ensure that the district's infrastructure supports learning, teaching, and operations throughout the district.	Steve H	Technology Support Staff	Monthly
Community and Connections Committee	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
School Staff Meetings	Facilitate school-level professional learning and business	Principal	TBD @ school	TBD @ school
Other	Schools and programs utilize other leadership teams/structures as necessary			



Parent and Community Participation

Participate in our continuous improvement process (7.27.2023)

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

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, Jackie Lawson

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

