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SPRING LAKE PARK

SPRING LAKE PARK SCHOOLS

DISTRICT OPERATIONAL PLAN 2023-2024 | *End-of-Year Summary*

HIGH EXPECTATIONS.
HIGH ACHIEVEMENT FOR ALL.
NO EXCUSES.

OUR STRATEGIC PLAN FOR THE FUTURE

SPRING LAKE PARK SCHOOLS

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 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.

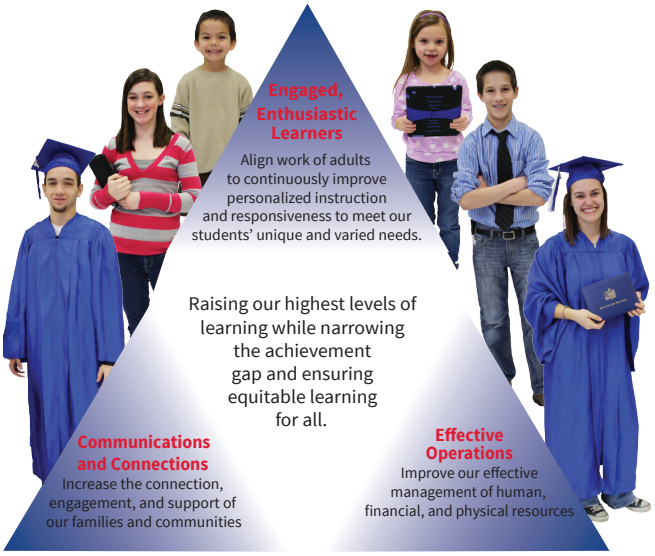
Our District Purpose

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

Assess 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 18, 2024)

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: *Competency-Based Learning; Learner Profiles; Personal Learner Maps; Flexible Learning Environments; Systemic Innovation by Design.*

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	Ongoing through June 2024
	All 5-6 teachers are recording and reporting student learning using competency rubrics for all content areas	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	Ongoing through June 2024
	Professional learning and evaluation plan	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	August 2023
	Prototype of robust LMS built into LiFT	May 2024
Update learner profile and embed into LiFT	Embedded learner profile in LiFT	March 2024
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

Mid-Year Update

- Scaled the use of and reporting for academic competencies with K-4 and 5-6 teachers in language arts, math, science, social studies (5-6 only), physical education, and the arts using our competency criteria and learning progressions. (Health will be reported on in Trimester 3.)
- Designed professional learning at all sites to embed career and life competencies into the design of work and learning experiences, through unit designs, morning meetings, etc.
- Developed unit mapping templates for all areas and designed professional learning to support teachers in unit design aligned to our competencies and personalized to students' interests, needs, and strengths.
- Developed professional learning metrics to guide how each site designs learning, makes connections across all three strategic anchors, and achieves our desired results.
- Built out teacher-designed competencies, rubrics and learning progressions in LiFT and teachers are using them.
- Updated and embedded the open-ended questions that are part of our refined learner profile in LiFT and revised the timeline for this deliverable to March as we continue to work on the proof of concept that will feed PowerBi reports into LiFT to include the other components of our learner profile (student absences, test scores, credits, etc.).
- Enhanced our collection of best practices for grading and reporting in a competency-based learning environment to support all teachers. A number of teachers at grades 7-12 engaged in lead learning in this area to test reporting on student progress in Schoology Mastery and LiFT, with conversion to a letter grade, taking a "do no harm" approach for student reporting.
- Completed interviews with counselors, learning technology staff, and administrators to gain a better understanding of the usage of the 4+ map, that is used beginning in grade 7, since its shift from Naviance to Campus. Worked specifically with the high school on ways to bring the map to life, including the upcoming event for grades 9-12, "Find your future: Enrollment, employment, enlistment" on December 7.

End-of-Year Update

- Scaled the use of and reporting for academic competencies with K-6 teachers and supported them in reporting on student learning by competency in language arts, math, science, social studies (5-6 only), physical education, the arts, and health using our competency criteria. Teachers in grades K-4 also tracked student learning progressions in all areas except social studies. Families received proactive communication throughout the year at the classroom, school and district level.
- Used the unit mapping documents at all sites to capture our system-wide design work and developed site-based executive summaries of professional learning to support next year's implementation.
- Used LiFT at K-4 to track learning progressions and competency criteria and continued to work with LiFT Learning as part of a larger cohort to inform the refinement of their LMS and user experience and learned from our teachers who are using both Schoology Mastery and LiFT.
- Updated and embedded the open-ended questions that are part of our refined learner profile into LiFT and provided feedback on a proof of concept for PowerBi reports to feed into LiFT to include the other components of our learner profile (student absences, test scores, credits, etc.).
- Developed guidance documents to support a number of teachers at the grade 7-12 level who are leading work to align competencies to letter grades and completed an evaluation this spring through focus groups and grades' analysis to provide insights on next steps with this work for next year.
- Worked with teacher leaders, principals and others to design professional learning and provide time for teachers in 2024-2025 focused on designing engaging student learning experiences aligned to the competencies.

Summary Statement

This project was successful and will continue next year.

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 *Accelerating Student Learning Framework* and *Playbook for Creating a Learner-Centered Environment* 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	September 2023
	Monitoring implementation plan and executive summary of implementation	April 2024
Partner with SLTs to design, implement, and evaluate professional learning for key players within the *Accelerating Student Learning Framework*	Professional learning design and summary of impact from evaluation plan	Ongoing through June 2024
Refine and add social, emotional and behavioral strategies to the *Playbook for Creating a Learner-Centered Environment* to further support teachers	Updated *Playbook for Creating a Learner-Centered Environment*	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

Mid-Year Update

- Gathered information from each school on their continuum of supports for the 2023-2024 school year as part of monitoring implementation and developing a single, comprehensive, aligned description of the supports across schools.
- Designed and implemented professional learning for specific teams (examples include all new and returning student services staff and academic specialists) to support their implementation of practices and processes within the *Accelerating Student Learning Framework* including *Targeted Learner Maps*.
- Refined and updated the practices, strategies and processes within the *Playbook for Creating a Learner-Centered Environment* and morning meeting toolkit and added additional social, emotional and behavioral strategies to further support teachers in their work with students in the 2023-2024 school year.
- Launched REV (Reflection, Empathy and Value), a pilot for the alternatives to exclusionary practices program, at Westwood and Spring Lake Park High School for grades 7-12.
- Developed a series of three family learning experiences for 2023-2024 around social, emotional, and behavioral growth and development and hosted the first event in October focused on mental health awareness and coping skills.
- Reviewed and updated practices and processes for exclusionary practices at the elementary level to meet legislative mandates and documented updates in our *Discipline Guidance*.

End-of-Year Update

- Created a single, comprehensive description of the continuum of supports available across each Spring Lake Park school.
- Launched Targeted Learner Maps for students who have been identified for intervention in math, reading and/or social, emotional, behavioral growth and development. Currently, each school has begun using these maps. Targeted Learner Maps will be fully implemented for the 2024-2025 school year.
- Implemented restorative practices, alongside REV, as part of our response to challenging behavior at each school within Spring Lake Park Schools and reduced our out of school suspensions by more than 50 percent.
- Reduced the instances of challenging behavior by 28 percent after refining our strategies within the *Creating a Learner-Centered Environment Playbook* at the beginning of the year.
- Monitored efforts undertaken to more accurately identify students to move from intervention to special education to ensure students get the services and supports they need to continue to learn at high levels.

Summary Statement
This project was successful, and the work will continue within each School Improvement and Innovation Plan.

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 *Discovery Education Techbook*	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

Mid-Year Update

- Implemented a science specialist model at K-5 (and continued implementation for grade 6 from 2022-2023) to operate similar to other elementary specialist subjects like physical education, art and music, and launched a district-wide professional learning community for elementary science specialists.
- Designed a program evaluation for the K-6 science specialist model and gathered initial data.
- Received all K-8 *Discovery Education Techbook* resources and engaged Grades K-5 science teachers, for whom the resource is new, in professional learning on how to navigate the resources.
- Engaged K-5 science teachers, new to the specialist model, in backward design of units that align to competency-based learning and the *SLP Science Framework*.
- Engaged K-6 science teachers in reporting on student learning progress using academic competencies and learning progressions.
- Worked with Spring Lake Park High School and Westwood administration to determine staffing needs to support changes in the sequence of science learning.
- Started scouting possible resources for the grade 9-12 design team to review aligned with science framework and competencies.

End-of-Year Update

- Provided K-6 science specialists with consistent professional learning communities in order to support the effective implementation of the science specialist model.
- Completed the program evaluation for K-6 science specialists and based on that evaluation made the choice to continue this model for 2024-2025.

- Prepared for the implementation of a new Earth and Space Science course for 2024-2025, and shared options for professional learning and licensure with teachers.
- Completed resource review with Grades 9-12 design team, updated school board, and purchased:
  - *Discovery Education Science Techbook* for Earth and Space Science and Physics
  - Savvas texts: *Miller and Levine Biology* for Biology and *Experience Chemistry* for Chemistry
- Prepared for summer professional learning with science teachers at Grades 8-12, which will include: learning focused on the science framework, resource navigation, curriculum mapping and unit designs.

Summary Statement

This project was successful and will move to standard work.

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 2024
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

Mid-Year Update

- Met with secondary world language teachers to provide some interim next steps for competencies (as learning work) as the current study is being completed.
- Identified students, developed questions for, and conducted student focus groups specific to each area of multilingual learning (immersion, English learners, world language) to better understand current experiences.
- Completed analysis of student data related to enrollment in immersion, English learner, and world language programming.
- Reviewed literature on best practices for multilingual learners for use in the design process, including consulting with Minnesota Department of Education multilingual specialist.
- Determined decision-making model for the design team that will be updating our instructional frameworks for multilingual learning.

End-of-Year Update

- Met with the multilingual design team, inclusive of English learner specialists, world language teachers, and immersion teachers and leaders, to engage them in the *Discovery* phase of our 3D design thinking methodology.

- Determined specific refinements to make to our existing English learner framework and world language framework and determined next steps in creating our immersion framework; work on those frameworks has begun and will continue throughout the summer.
- Determined approach for language acquisition competency development which will be implemented in September 2024.

Summary Statement
This project was successful and will continue in 2024-2025 with the project *Continue Study and Implementation of Multilingual Learning Opportunities*.

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	August 2023
	Executive summary of program evaluation results, included recommended next actions	April 2024

Mid-Year Update

- Developed and implemented a marketing plan for Spring Lake Park Schools Online Elementary that generated interest in learning more about the program, but we have realized minimal enrollment gains. Enrolled 11 students, spanning K-6, in SLP Online Elementary for the 2023-2024 school year.
- Developed and implemented professional learning for our SLP Online Elementary learning advocate for supporting student learning using the core curricular resources aligned to our vision for Spring Lake Park Schools Online Elementary.
- Developed a program evaluation for Spring Lake Park Schools Online K-12 to inform future programming and staffing decisions.

End-of-Year Update

- Completed program evaluation that included reviewing student academic progress, feedback from families, feedback from SLP Online Elementary Learning Advocate, and insights from the SLP Online Elementary school leadership team.
- Chose to sunset our fully online programming at Grades K-8. While this type of fulltime programming served our students and families well in the years during and following the pandemic, it's less desirable for families post-pandemic, and it's neither feasible nor viable to continue into the future. The platform will continue to be used with students to help facilitate their learning when they need to be out of school.

Summary Statement
This project was successful.

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

Mid-Year Update

- Submitted initial application to the Minnesota Department of Education to become a state-approved Alternative Learning Program (ALP) specific to the alternative learning team (ALT) at Spring Lake Park High School and the accelerate-innovate-motivate team (AIM) at Westwood in August. Continued conversations over several months with Minnesota Department of Education to bridge legislative requirements of alternative learning programs with our proposed approach and submitted final documents that are still under consideration for formal approval.
- Developed a Spring Lake Park Schools version of the state's multifaceted Continual Learning Plan, a legislatively required component for Alternative Learning Programs, that aligns the state requirements to our work in Innovative and Personalized Learning.
- Began curriculum mapping process to align units to competencies and learning progressions, both at grade level and below grade level, to better support student learning in alternative learning program settings.
- Created opportunities for students to gain graduation credits through co-created learning opportunities, senior capstones, and work-based learning.
- Analyzed cohort data for students who began in AIM programming at Westwood and have continued in ALT programming at Spring Lake Park High Schools to inform future student placements and to aid in program evaluation.

End-of-Year Update

- Gained approval through the Minnesota Department of Education to begin an Alternative Learning Program for Spring Lake Park High School's Alternative Learning Team and Westwood's Accelerate-Innovate-Motivate Team.
- Made the choice to move forward with a formal Alternative Learning Program for Spring Lake Park High School's Alternative Learning Team beginning in the Fall of 2024. However, we will not move forward with a Westwood Alternative Learning Program due to the requirements not being desirable, viable or feasible at grades 7-8.
- Developed and submitted additional information to the Minnesota Department of Education to gain approval for an Early Middle College program to provide an additional benefit to students who are part of the Alternative Learning Program at Spring Lake Park High School.

- Continued to support teachers in creating opportunities for students to gain graduation credits through co-created learning opportunities, senior capstone projects, and work-based learning, resulting in 26 grade 12 students on Spring Lake Park High School's Alternative Learning Team graduating in four years.
- Identified students who would most benefit from participating in the Alternative Learning Program at Spring Lake Park High School in 2024-2025 based on program evaluation results.

Summary Statement

This project was successful and is continuing in 2024-2025 with implementation as part of Spring Lake Park High School's School Improvement and Innovation Plan.

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 : • 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

Mid-Year Update

- Completed development with Proserva of their platform for teacher and coaching observations and teacher licensure, and continued development process on their product for professional learning.
- Completed the setup of all staff and licensure information in Proserva to ensure a strong foundation for launching the tool.
- Designed and implemented professional learning for all identified groups for coaching and Teacher Learning and Evaluation activities, new probationary teacher evaluation and relicensure.
- Implemented Proserva for teacher coaching observations and feedback for all teachers to very positive reviews and continued toward full implementation for relicensure with growing excitement for this tool.

- Received training from Proserva on how to build professional learning courses within Proserva, as well as moving existing courses from Schoology into Proserva to enhance teacher learning and teacher leader succession planning efforts and began work to build courses in Proserva.

End-of-Year Update

- Implemented the use of our new probationary evaluation tool within Proserva and received positive feedback from teachers about the tool and the experience.
- Completed a full year of using Proserva as a relicensure tool, and the use of Proserva received overwhelmingly positive feedback from the participants using the relicensure, coaching, and evaluation features. Staff who are using Proserva for the learning features have reported that the system is intuitive and nicely matches our beliefs around competency-based learning for use with our adult learners.
- Decided not to transition current SLP Academy courses into Proserva right now as we plan to evaluate SLP Academy next year and determine the best path forward for teacher learning.
- Completed all the preparation to launch the first cohort of the SLP Master's program in July 2024, including promoting the offering, accepting applications, and building out the first 10 courses within Proserva.

Summary Statement

This project was successful and will move to standard work.

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	August 2023
	Communication plan	January 2024
Review scope and sequence of current elective experiences at Grades 7-12	Comprehensive list of current elective offerings, grouped by grade band and content areas	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

Mid-Year Update

- Developed language and imagery specific to the K-12 student journey and experience in August and continued the work for this deliverable through January 2024 to accommodate additional input and the development of an intentional communication plan.

- Documented and reviewed the scope and sequence of elective offerings. A comprehensive list of current elective offerings, grouped by grade band and content areas, will be documented and available for this registration season.
- Completed significant "discovery" as part of our 3D design process to explore ways we may create additional flexibility in the daily schedule through a series of five different student focus groups and interviews with teachers, counselors, administrators, and parents to inform next steps in design and planning.
- Reviewed information gathered in the 2019-2020 school year as part of the previous project looking at year-round school and determined next steps for additional research to complete before developing the executive summary.
- Documented each site's distributed expertise models, shared those across buildings, and developed an evaluation plan to help each school with their staffing models for next school year.
- Documented each site's plan for teacher absences and developed an ongoing monitoring and evaluation plan that is being used to make real-time adjustments and guide planning for next school year.

End-of-Year Update

- Gathered additional input from a variety of groups to refine the description of our K-12 innovative and personalized learning student journey and experience and will implement a communication plan in Summer and Fall of 2024.
- Engaged a design team of Grade 7-12 staff in the *Discovery and Design* components of our 3D (Discover, Design, Deliver) design process over multiple days that resulted in prototypes that will be implemented in the Fall 2024 at each school.
- Completed a study of year-long school and made a choice to not implement in 2024-2025.
- Shared executive summaries of distributed expertise models and models to keep learning going when teachers are absent with school leadership teams, and each school developed refined models for the 2024-2025 school year.

Summary Statement

This project was successful and will continue with implementation as part of 2024-2025 District Operational Plan project *Enhance School Structures to Support Learning 2.0.*

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

Mid-Year Update

- Completed inventory of non-instructional furniture needs and updated inventory of instructional furniture across the district.
- Held numerous meetings with Wold architects, administration and teacher leaders to review and update design principles that will guide the next steps to identify furniture needs within each school and update learning spaces.

- Developed a process to begin in December to engage user groups in each school and a district-wide design team to identify furniture needs and successfully complete inventory.

End-of-Year Update

- Brought grade 7-12 and grade K-6 design teams on tours of Centerview Elementary to see examples of how design of student work and learning experiences interacts with furniture and space.
- Met with K-6 and 7-12 design teams to engage them in provocations and develop criteria to make furniture choices that support a personal, flexible, learner-centered environment.
- Provided initial feedback to Wold Architects on their follow-up design of classroom furniture sets at the elementary level.
- Conducted classroom walkthroughs at grades 7-12 to determine the scope of furniture upgrades.
- Determined timeframe for future design team meetings, furniture ordering, and delivery.

Summary Statement

This project was successful and will continue with implementation in 2024-2025 with the project *Implement Upgraded Learning Spaces and Furniture.*

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

Mid-Year Update

- Reviewed and assessed best practices in orientation and onboarding of new employees and documented findings in an executive summary.
- Designed multiple 12-month onboarding prototypes based on best practice and benchmark organizations as compiled in the executive summary, gathered input from District Leadership Team members, refined prototypes, and identified a prototype to pilot.
- Scheduled the first new employee onboarding event aligned to the prototype for Wednesday, January 10, 2024.
- Developed a 12-month onboarding handbook that documents what needs to happen for new employees, the roles and people involved and what each role needs to accomplish to set up new employees for success.

End-of-Year Update

- Began using the Staff Onboarding Handbook with new hires in January 2024 to help ensure a consistent onboarding experience.
- Hosted our first mid-year (January) New Staff Welcome to welcome staff hired from September 1 - January 10 and received a lot of positive feedback on the time spent doing this orientation.
- Transitioned the onboarding activities for Human Resources and Technology to a staff member's work location versus asking new staff to come to the District Services Center to provide a more convenient and personalized experience.

- Gathered initial feedback on implementation throughout the winter and spring and identified opportunities for continued improvement.
- Identified gaps in current practice with onboarding student services paraprofessionals and revised practices based on state legislation.

Summary Statement
This project was successful and will continue with implementation as part of the 2024-2025 District Operational Plan.

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

Mid-Year Update

- Supported each school in developing a year-long communication plan for family and staff and have been and will be monitoring the status of identified communication activities and improvements aligned to each school's School Improvement and Innovation Plan. Ensured specific activities around continuous communication, conferencing connections and curriculum transparency are happening at each school.
- Made the decision to move forward with an enterprise pilot of *Talking Points*, a 2-way texting tool that supports real-time language translation. Secured a contract for the year, identified first phase of implementation with attendance, health office and specific identified teachers and cohorts (Alternative Learning Team, EL teachers at the high school, high school counseling, etc.) and began the technical setup. Anticipate launch in late trimester 1.
- Completed first two phases of the comprehensive communication plan around competency-based learning at K-6 with anticipated third phase coming with the refreshed K-6 report cards in December. Created a toolbox of resources to ensure scaled and ongoing communication at the district, school and classroom level to support sharing information in a variety of formats and venues.
- Implemented the first three cycles of family rounding using Possip and established process for identifying themes, following up with individuals as well as school communities, and using praise comments for staff shout outs and thank you notes. At this point, we've heard from 40.5 percent of SLP families this year. Of those who have responded, 83.7 percent responded in English, 9.5 percent responded in Spanish and 6.8 percent responded in another language.

End-of-Year Update

- Monitored implementation of each school's year-long communication plan, concluded the year with rounding to identify improvements to make for next year, and scheduled time in early August with building principals to kick off the design process for next year's plan.
- Launched the use of *Talking Points*, a 2-way texting tool that supports real-time language translation, with attendance, health office and specific identified teachers and cohorts (Alternative Learning Team, EL teachers at the high school, high school counseling, etc.) and expanded to all high school teachers after spring break. There has been very positive feedback from users about the ability to reach families we have not had success in reaching before.
- Completed activities identified in the comprehensive communication plan around competency-based learning at K-6 with three trimesters of report cards – improved at each trimester with feedback from families and staff. Created a toolbox of resources and a cadence of regular communication to help support staff in continuing to highlight and explain competencies and learning experiences throughout the year.
- Rounded with families using *Possip* nine times throughout the year and identified and acted on themes as well as specific family needs and shared shout outs and praise with staff. Highlights include:
    - We heard from 3,994 unique voices throughout the year (cumulative response rate of 55.4% compared to average response rates for most districts in the low 20 percents).
    - Language support helped us hear from more families than ever (Responses came in 82.18% English, 10.41% Spanish, 2% Arabic, 1.2% Vietnamese, 1% Somali and many others…)
    - We received 1,628 praise comments and 1,931 feedback/idea comments.

Summary Statement

This project was successful, and the next phases will continue as the project *Enhance Communication of Individual Student Learning Progress, Success and Support.*

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	August 2023
	Aligned Campus codes and communication	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	August 2023
	Executive summary of implementation	June 2024

Mid-Year Update

- Enhanced outreach efforts with families who are chronically absent including personalized phone calls, using visuals to support families on when to keep students home for illness, providing information on how to build healthy routines and sleep habits to make mornings easier, and sharing information on the positive impact strong attendance habits can have on skills such as reading, organization and peer relationships.
- Updated attendance letters that are sent to families to make them easier to understand and to invite families into partnership around improving their child's attendance and enhanced the processes around sending these letters.

- Aligned attendance reporting codes in our internal systems with district policy to be able to pull data that is more accurate and easily themed to support us in tailoring interventions and implemented parent/guardian attendance reporting through the Parent Portal – in addition to the attendance phone line – to free office staff up for more personalized intervention and outreach.
- Facilitated each school's work to support teachers in identifying appropriate ways to positively impact student attendance.
- Strengthened connections to other projects and standard work that supports attendance. For example, the mental health learning sessions for families in the *Continue to Strengthen Student Supports and Interventions* project addresses topics that can impact attendance. In addition, several school-sponsored vaccination clinics support students in staying healthy and able to attend school each day, and the winter outerwear drive will help students to be able to safely and comfortably walk to school or wait at the bus stop in the colder weather.

End-of-Year Update

- Reduced our schools' percentage of students who were chronically absent by 5-6 percent on average.
- Continued to increase outreach efforts including the use of *Talking Points,* a 2-way texting tool, to communicate with families about their students' attendance resulting in two-way communication with several families that we have been unsuccessful in communicating with via telephone or email.
- Increased the personalization of communication and interventions around attendance as well as the use of Parent Portal to report absences and reduced the number of instances where students have been "absent unexcused" by 9.33 percent.
- Implemented positive attendance strategies throughout the end of the year to combat the "spring slump" around attendance.
- Identified attendance themes using improved attendance reporting and used insight to further personalize communication and outreach. Examples of themes we have seen that we are using to tailor of efforts include:
    - The most student absences and tardies occur in the months of January and May (with the least student absences and tardies being in September and March).
    - Students who are open-enrolled into Spring Lake Park Schools hold a disproportionate number of tardies to school (33 percent).
    - The most chronically absent students are within the group of students who are identified as English Learners and have a home language of Somali or Arabic.

Summary Statement

This project was successful and due to its importance will continue within each School Improvement and Innovation Plan and as part of the 2024-2025 District Operational Plan project *Support Student Attendance and an Enriching Learning Environment*.

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

Mid-Year Update

- Developed input and sampling plan to gather insights on family experiences on topics that are critical to satisfaction.
- Began to gather data and identify areas of strength and improvement and will continue through the end of the year while also facilitating more immediate action on items of obvious importance.
- Established an approach to begin assessing the effectiveness of Make Your Mark, our current customer service expectations and training.

End-of-Year Update

- Leveraged the use of Possip as a primary means of gathering insights on areas where we can improve the family experience. There were themes that emerged that are being embedded into specific achievement points in several District Operational Plan Projects for next year. A few examples include:
    - The desire families have to receive more and timely updates on their child's specific learning progress, which will be embedded in the project Enhance Communication of Individual Student Learning Progress, Success and Support.
    - Requests to improve the counseling experience to support students' future planning, which will be addressed in the Enhance Counseling and Personalized Planning project.
- Created an executive summary after analyzing of our current customer service expectations and training related to current best practices and recommended next steps.
- Completed an analysis of district data to understand when and how families flow into and out of Spring Lake Park Schools, and we are continuing to analyze a bit further a few junctures where we may have opportunities for improvement.

Summary Statement

This project was successful and will continue next year as *Enhance the Experience of Students and Families*.

Assess 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
Assess organizations and relationships we are already engaged with and the value of those relationships	Catalog of existing relationships and value	February 2024
Identify organizations and opportunities in the next 18-24 months that we may consider engaging	List of opportunities and potential value	April 2024
Evaluate current and potential engagements, assess gaps and identify next actions	Executive summary and recommended next actions	By June 2024

Mid-Year Update

- Engaged this summer and fall with experts for sharing and consultation in a variety of forms and topics such as:
    - **Institute for Personalized Learning:** Representative sits on their advisory committee and we are current, active members.
    - **Aurora Institute:** Led a breakout session at their annual conference on our work in innovative and personalized learning and authored two blog posts highlighting our work in innovative and personalized learning and career and college pathways.
    - **Schlechty Center:** We are part of the Superintendent's Leadership Network and active in the national conference and joining the Schlechty Center's efforts as a standard-bearer school district – one of 14 districts across the nation.

- **Innovative Schools Tour and other activities sponsored by NanaWall:** Hosted a tour at Centerview and also attended a tour in Frisco, Texas to connect with other districts across the country doing work like ours; Featured in an Ed-Talk/Webinar for districts and architects across the country; Featured in a case study about personalized learning and flexible learning environments.
- **Learning Forward:** Multiple staff presented at the national conference, and we are represented on the state affiliate organization.
- **District Management Group:** Multiple staff engaged in learning and consultation specific to students who struggle.
- **EAB:** Multiple staff engaged in the areas of attendance and reading. Not currently members, but highly engaged.
- **Center for Applied Research and Educational Improvement:** Featured as one of five districts looking at innovations in assessment.
- **Education Evolving:** We have a representative on their student-centered learning policy advisory, and we were featured in a series of blog posts from the year following COVID on how we continued our innovative and personalized learning work during the pandemic.
- **DLR architects:** Staff engaged in advising their education team on the process for designing flexible learning spaces.
- Multiple local community organizations

- Decided to re-frame this project slightly based on how we are already engaging experts. As we started this year's work, we realized how many experts we connect with that largely serve as advisors for us and whom we also advise and consult with. Rather than launch our own innovative and personalized learning advisory, we will focus on assessing current activities and opportunities. The description and "why" of the project are unchanged, but the key achievement points have been updated to focus on completing a comprehensive assessment of the organizations we are a part of, the value we give and get from those relationships, and looking at opportunities that already exist where we might find value and aren't already connected.

End-of-Year Update

- Gathered the details on our existing advisory relationships into an informal "catalog" for our cabinet to use as we move forward to identify opportunities and make deeper connections. Mid-year it also became clear that as a Schlechty Center standard-bearer school district – one of 14 districts across the nation — that work and connection would take priority and focus appropriate to our district's work.
- Decided there was no additional work to do with this at this time, and we will update the document as a part of our ongoing cabinet-level standard work as we review opportunities each year aligned to our current District Operational Plan projects.

Summary Statement

This project was successful and will move to standard work.

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	*Weekly Tactical:* Mondays, 9:30-11 a.m. *Strategic Ad hoc/Topical:* scheduled as needed *Quarterly Strategic:* 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		*Thursdays are held by all members as "District Leadership Days" to be available should they need to join a meeting*
	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 *Full team will meet at least twice during year, as well as August and June retreats*

	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.	Hope; Jeff	School Leadership Team members	SLT Retreat: August 9-10; June 13 *SLT Red*: SLPHS, Westwood, Woodcrest, Lighthouse. Sept 28; Nov 2; Dec 14; Jan 25; Feb 29; Apr 4; May 9 *SLT Blue*: Centerview, Northpoint, Park Terrace, Early Childhood. Oct 5; Oct 26; Dec 7; Jan 18; Feb 22; March 28; May 2 *Coaching visits scheduled following progress reviews*
	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. Time is reserved each month so all members of DLT and other staff will be available as needed	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 SLT day pending changes or bringing teams together)

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. Learning & Innovation Districtwide Specialists have regular check-ins with coordinators and/or directors. 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.	Hope, Kaline, Melissa	Learning & Innovation Coordinators Learning & Innovation Districtwide Specialists All Learning & Innovation staff, as appropriate	Weekly tactical: Mondays, 12:30-2 p.m. Ad hoc/strategic: Scheduled as needed Quarterly retreats to be scheduled

Innovative and Personalized Learning Specialists; Continuous Improvement and Innovation Coaches; Student Services Specialists	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. 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 and regular strategic meetings for critical and strategic issues that need more time for learning and have quarterly strategic meetings for team development.	Melissa, Elizabeth, Lindsay Kaline,Jackie, Rachel, Kadie, Kristen	Innovative and Personalized Learning specialists, Continuous Improvement & Innovation Coaches Student Services Specialists Student Services Specialists (SSS), IPL Specialists, CIICs	Bimonthly tactical: Tuesdays K-6: 9:45-11 a.m. 7-12: 1-2:15 p.m. Weekly tacticals: Wednesdays, 1:30-2 p.m. To be scheduled
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	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. Curriculum leads also meet twice a year to ensure a guaranteed and viable curriculum across all grade levels and schools	Innovative and Personalized Learning Specialists, with support of principals Melissa Olson and Amy Bjurlin	Curriculum Leads	TBD @ school: Submit meeting times to Amy Bjurlin following LET retreat To be scheduled
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.