

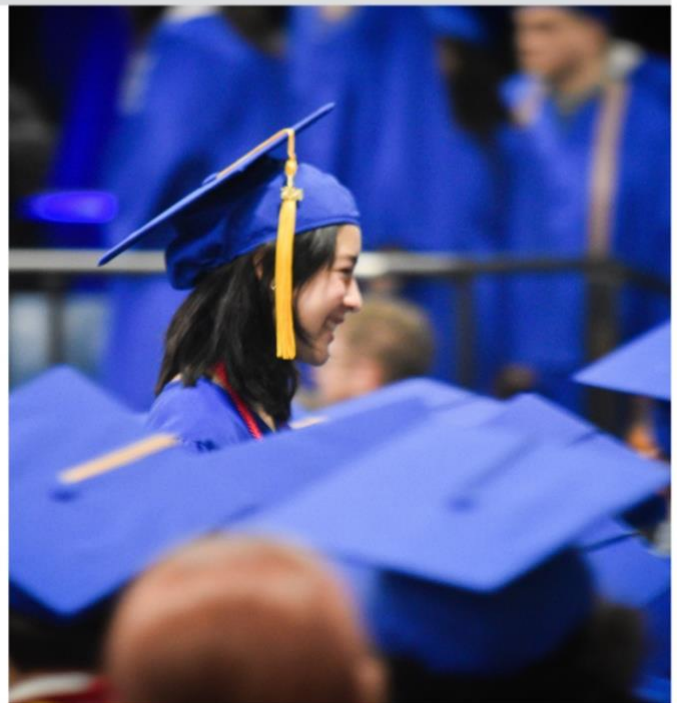


SPRING LAKE PARK SCHOOLS

***DISTRICT OPERATIONAL PLAN
2025-2026***



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





SPRING LAKE PARK SCHOOLS

Strategic Plan for the Future

The Spring Lake Park Schools' Strategic Plan for the Future is the roadmap 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.

VALUES

Our values describe how we work.

Accountability Fulfill our roles and responsibilities and respond to the results

Courage Do and say the right thing at the right time in the right way despite challenge, adversity, or conflicting self-interests

Excellence Improve continuously through relentless and intentional effort

Innovation Advance purposeful continuous improvement and new ways of working through research and action

Integrity Align our actions with our values and beliefs

Learning Pursue growth through continuous, meaningful and challenging effort

Respect Listen to, accept, and value each individual

Shared Responsibility Work interdependently and collaboratively, learning from one another, entrusting our self-interest to each other, and take ownership for our individual and collective actions and decisions

PURPOSE

High Expectations. High Achievement for all. No Excuses.

VISION

The Spring Lake Park School District will be a world-class learning community aligned to foster personalized experiences in which each student feels valued, inspired, and has a sense of belonging, resulting in college and career readiness, the development of academic and life skills, and each student aspiring to succeed.

STRATEGIC ANCHORS

Three strategic anchors advance our purpose and vision and direct our operational efforts. **Work within these anchors centers on engaging each learner to achieve equitable learning and build trust and partnership with our families and communities.**



Engaged and Enthusiastic Learners

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



Effective Operations

Improve our effective management of human, financial, and physical resources



Communications and Connections

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

Using the *Strategic Plan for the Future* as our guide, we develop our annual *District Operational Plan* to advance operational projects and initiatives to move us closer to our vision. **All planning** and decision-making focuses on achieving greater levels of coherence and alignment throughout our system and proactively positioning the school district for the future.



SPRING LAKE PARK SCHOOLS

District Operational Plan

The Spring Lake Park Schools' District Operational Plan identifies the operational projects under study or being implemented to improve and innovate in our schools. This annual plan is reviewed and updated quarterly to reflect progress and emerging influences. The projects are directly or indirectly connected to the district's *Strategic Plan for the Future*.

VALUES IN ACTION

Accountability We account for and are deeply accountable for what matters to our students, families and community.

Courage We make choices about the long, not just the short term, and support each of our team members in doing the same.

Excellence We design and redesign student work to match student needs interests and motives.

Innovation We look for new ways of working to more flexibly use time, space and human resources to meet student needs.

Integrity We align our actions with our values and beliefs to keep students at the center of everything we do.

Learning We constantly learn so we can build the experience of school around students' needs, interests and motives.

Respect We own our communication and work with each other to best serve individual student's needs.

Shared Responsibility We collectively create the conditions for staff commitment and creativity in designing engaging student work.

MISSION

Actions toward our purpose and vision

Our mission is to facilitate learning for each student from Blaine, Fridley, Spring Lake Park and other communities who choose to learn in our schools. As a staff, we partner together to treat each student as an individual. This enables us to innovate and tailor our evidence-based approaches to deliver engaging and challenging student work that leads to learning. We spark our students' aspirations, foster a vibrant future for our communities, and take seriously our stewardship of the resources entrusted to us.

CAPABILITIES

Operational success against our strategic anchors demands that each leader build and sustain the following capabilities:

- 1 The capability for...**each student to feel valued and know that they belong in our schools.
- 2 The capability for...**each student to be prepared for their future, including a strong academic base and the life skills that are needed to prepare them for whatever the future holds.
- 3 The capability for...**each student to experience personalized learning that capitalizes on their strengths and interests, satisfies their motives, and addresses their needs.
- 4 The capability to...**use time, space, human, and other resources to effectively meet each student's learning needs.
- 5 The capability for...**each student to explore next steps on their path to a happy, healthy, and productive life, including their career, college and life goals.
- 6 The capability for...**Spring Lake Park Schools to be an active contributor and trusted partner in supporting and sustaining our communities.
- 7 The capability for...**Spring Lake Park Schools to be good stewards of its resources, which includes the ability to innovate to ensure our students are ready for whatever the future holds.

The Spring Lake Park Schools' *District Operational Plan* identifies the projects under study or being implemented to improve and innovate in our schools. This annual plan is reviewed and updated quarterly to reflect progress and emerging influences. The projects are directly or indirectly connected to the district's *Strategic Plan for the Future*.

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 Student Engagement Through Innovative and Personalized Learning – Continue to support teachers in the design of engaging student work, strong literacy practices, the effective use of Artificial Intelligence and use of new furniture to support engagement in learning

Review and Refresh Career and College Pathways – Engage in a review of our current pathways programming to identify potential areas of enhancement and expansion and provide more college credit options in our high school

Deepen Systemic Supports for Students - Continue to support schools as they deepen their implementation of supports for students' academic, social, emotional and behavioral growth and development

Advance Curricular Reviews – Begin the curricular review cycle for K-12 math aligned to revised state standards, take next steps with social studies and complete the review cycle for multilingual learning

STRATEGIC ANCHOR – Effective Operations

Improve our effective management of human, financial and physical resources

Position the District for Fiscal Health — Adapt to changing federal and state funding realities, assess facility needs and strategically refine our long-term roadmap to ensure fiscal effectiveness into the future

Enhance Staff Collaboration and Efficiency Using Technology — Implement changes to how we use critical tools and platforms to improve collaboration and efficiency

Study Lighthouse Location to Enhance Programming - Assess the physical location of Lighthouse School and its impacts to enrollment, grade levels served and physical operations to enhance service to this community of learners

Enhance School Structures 3.0 – Continue to ensure systemic supports – flexibly using time, space, and human resources – to scale and deepen personalized learning for each student

STRATEGIC ANCHOR – Communications and Connections

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

Develop and Successfully Implement Levy Campaign – Develop and implement a campaign that enhances trust and support for our schools and leads to the successful passage of the operating levy request

Enhance Counseling and Personalized Planning — Continue to support the implementation of enhanced counseling plans across grades 5-12 to provide more personalized support for students and families

Expand Access to Youth Activities – Partner with our community to develop more avenues for students at all ages to explore and discover interests and talents outside the school day that support success in school and beyond

Communicate What Matters – Clarify for families and our community how what we are doing provides value and connects to what matters most to them

2025-2026 District Operational Plan (updated June 10, 2025)

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 Student Engagement Through Innovative and Personalized Learning – Continue to support teachers in the design of engaging student work, strong literacy practices, the effective use of Artificial Intelligence and use of new furniture to support engagement in learning

Oversight: Rahn / Olson and Bjurlin

Why: This project builds on past years and supports teachers in "working on the work" that leads to students volunteering their time and attention, persisting through difficulty, and learning at deep levels. We will continue to use the four components of innovative and personalized learning - competency-based learning, learner profiles, learner maps, and flexible learning environments - to better understand and respond to each student's strengths, interests, needs, and motives. Our design work will be guided by key Spring Lake Park frameworks and theories of action and include a sustained emphasis on literacy aligned with the requirements of the Reading to Ensure Academic Development (READ) Act.

In alignment with our 3D design approach, the project also will encompass flexible use of furniture, explore a new option for the 7-12 learner profile and advance our work in integrating artificial intelligence in our learning design work for both students and staff. By combining our foundation in personalized learning with new, forward-thinking strategies, we will continue to place students as the primary customers of our work.

Key Achievement Points	Deliverables	Timeline
Design and implement professional learning in year two for teacher facilitators	Professional learning and implementation plan	July 2025 - June 2026
Continue ongoing professional learning to support K-12 teachers in updating learning designs to provide engaging work for students (includes an emphasis on flexible learning environment)	Updated unit mapping documents	Ongoing
	Professional learning design for new teaching staff	July 2025 - August 2025
Design and implement E-12 phase 1, year 2 READ Act literacy learning	Professional learning design and implementation plan	July 2025 - June 2026
Design and pilot new 7-12 learner profile to deepen learner agency	Evaluation of pilot	May 2026
Develop and implement our artificial intelligence theory of action with staff, students and families	Artificial Intelligence Framework	September-December 2025
	Resource collection for students and staff	November 2025 - January 2026
	Communication plan for students, staff and families	January-May 2026
Complete evaluation plan for this project	Executive summary	June 2026

Review and Refresh Career and College Pathways – Engage in a review of our current pathways programming to identify potential areas of enhancement and expansion and provide more college credit options in our high school

Oversight: Olson / Kutz

Why: Our Career and College Pathways — Technology, Engineering & Design; Health & Human Services; and Business & Entrepreneurship — were first introduced in 2018. Nearly nine years have passed since initial implementation, and we need to ensure our programming remains relevant and forward-thinking. In the most recent graduating class, 92 percent of students took at least one pathways course and 81 percent took more than one. Of 37 courses across the pathways, 14 already offer college credit opportunities. This project aims to build on that foundation and expand college credit opportunities and align offerings with evolving industry trends, technology advancements, and workforce demands. Through collaboration with more than 200 community and industry partners, we are committed to exploring innovative programming and increasing access to internships, apprenticeships, and credentialing opportunities to better prepare students for college and career success.

Key Achievement Points	Deliverables	Timeline
Review and refine, as needed, our desired outcomes for career and college pathways and ensure consistency across the pathways experience	Innovation Configuration for Career and College Pathways with professional learning design for Pathways staff	August-October 2025
Study our current offerings, study emerging market trends and identify opportunities for flexible learning, innovation and address any gaps in programming	Document with current offerings, updated enrollment and market analysis Executive summary and recommendations for next steps	September-November 2025 September 2025-April 2026
Study our current college credit course offerings and identify opportunities to add options	Document with current offerings, updated enrollment and analysis of outside opportunities Executive summary and recommendations for next steps	September-November 2025 September 2025-April 2026
Identify and implement opportunities to bring Pathways experiences and programming into grades 7-8 at Westwood	Executive summary of design and programming recommendations	January - April 2026
Support all teachers in the design of engaging work by bringing Pathways types experiences into the core	Professional learning design and implementation	November 2025 - June 2026

Deepen Systemic Supports for Students - Continue to support schools as they deepen their implementation of supports for students' academic, social, emotional and behavioral growth and development

Oversight: Sandven-Marinello / Lawson and Adamek

Why: Strong social, emotional, and behavioral supports and interventions are crucial for student success. They promote student well-being and engagement, academic achievement, and the development of important career and life competencies. Throughout the past three years, we have been supporting schools in their development and implementation of a continuum of social, emotional, behavioral and academic supports. This project will take a systemic look at our continuum of interventions and address gaps and opportunities for deeper implementation.

Key Achievement Points	Deliverables	Timeline
Support schools in their on-going efforts to create a learner-centered environment focusing on proactive plans	Year-long school plans for learner-centered environment Monitor implementation of each school's year-long plan for creating a learner-centered environment	August 2025 Ongoing - June 2026
Study potential partners to provide co-located mental health services, including updating referral processes	Executive summary	June 2026

Identify and pilot a social, emotional, behavioral screener for grades 5-12	Executive Summary with recommendations for 2026–2027	June 2026
Update the career and life competencies toolkit to include core social, emotional, behavioral teacher resources for grades 7-12	Updated toolkit of resources	August 2025 and ongoing
Refine the 7-12 alternative to suspension program (REV), inclusive of location, referral process, curriculum and post-intervention support	Documentation and implementation of updated REV model Monitor implementation of REV	August 2025 Ongoing - June 2026
Design a 5-6 alternative to suspension program inclusive of referral process, curriculum and post-intervention support	Documentation and implementation of model Monitor implementation of model	August 2025 Ongoing-June 2026
Develop a plan for implementation of the 4-12 dyslexia screener in alignment with legislative requirements	Implementation and monitoring plan	July 2025
Monitor implementation of new and revised continuum of academic supports and interventions (including core replacement and math interventions) and make recommendations for the 2026-2027 school year	Monitoring plan and year-end assessment with recommendations	Ongoing through June 2026

Advance Curricular Reviews – Begin the curricular review cycle for K-12 math aligned to revised state standards, take next steps with social studies and complete the review cycle for multilingual learning

Oversight: Olson / Kranz and Zimmermann

Why: This project encompasses three areas of curricular work: Math, Social Studies, and Multilingual programming.

- K-12 Math state standards have now been reviewed and finalized, and we will begin the process of our formal curricular review cycle. Full implementation of the updated standards is required by the 2027-2028 school year.
- K-12 Social Studies is in the middle of the curricular review cycle. Work this year will include implementation of the social studies framework and resource selection, as well as updates to the social studies competencies. It will also include updated course offerings that are aligned to new legislative requirements. Full implementation of the updated standards is required by the 2026–2027 school year.
- Multilingual programming - English learners, world languages, and immersion – now has revised frameworks and theories of action. This year, we will focus on the effective implementation of professional learning aligned with our frameworks and language acquisition strategies and strengthen the integration of multilingual programming and assessment with our theories of action.

Key Achievement Points	Deliverables	Timeline
Math		
Study current practices in math learning, review best practices in math pedagogy, and review practices within benchmark districts	Document any refinements to math framework and identify recommendations for next steps	August 2025 and ongoing through school year
Crosswalk legislative recommendations for sequencing with current high school courses to determine level of alignment and identify necessary shifts	Crosswalk document and executive summary	January 2026

Social Studies

Support the high school in development of <i>Personal Finance and Money Management</i> course to be implemented Fall 2025	Trimester overview (one-trimester course) Unit designs with aligned resources	August 2025
Review social studies competencies, criteria, and learning progressions against new state standards and benchmarks and update as necessary	Refined social studies competencies, learning progressions and supporting benchmarks	October 2025
Determine existing gaps among unit designs, refined competencies and learning progressions, and latest legislative requirements and engage in curricular design work to fill gaps	Updated unit designs to address identified gaps	Ongoing through June 2026
Complete a K-12 review for social studies core resources with implementation plan, inclusive of professional learning on the social studies instructional framework	Executive summary of review process, including recommendations for core resources and implementation plan	March 2026

Multilingual

Monitor continued implementation of practices and programming, in alignment with our English Learner framework	Professional learning design and implementation plan	July 2025 and ongoing
Implement monitoring plan for language acquisition using the WIDA language charts and develop a plan for sharing language acquisition progress with families	Implementation and communication plan	November 2025
Complete study on world language offerings at the high school with recommendations for registration offerings	Executive summary	July-October 2025
Complete immersion framework and monitor programming, inclusive of Pre-Juntos, Juntos and overall immersion experience	Immersion framework, professional learning design and implementation and monitoring plan Executive summary of refinements for assessment practices for bilingual seals, aligned to latest legislation	July 2025-June 2026 July 2025 - November 2026

Strategic Anchor: Effective Operations:

Improve our effective management of human, financial and physical resources

Position the District for Fiscal Health — Adapt to changing federal and state funding realities, assess facility needs and strategically refine our long-term roadmap to ensure fiscal effectiveness into the future

Oversight: Schultz

Why: The district continues to be in a healthy financial condition, with a structurally balanced budget that aligns resources with our strategic direction. This has been accomplished through sound fiscal management by the school board and administration and community support. Sound fiscal management, growing enrollment and increased funding through the last several state budget cycles helped maintain fiscal health. Now, with rising costs for labor and other goods and services, plateauing enrollment and budget cuts on the horizon, we are reaching a critical point. It has also been more than a decade since we've completed building renovations and some areas of our facilities require attention. Spring Lake Park Schools also is near the bottom of metro-area school districts in voter-approved levy investment. This is a critical year and there are many factors we must monitor, plan for and respond to in order to ensure our long-term fiscal health.

Key Achievement Points	Deliverables	Timeline
Monitor critical emerging influences coming out of the 2024 legislative session and their impacts to our fiscal forecast	Updated budget forecast	June-August 2025
Determine long-term fiscal outlook and identify actions needed	Updated budget forecast and recommendations to the board	August 2025
Assess facility and programming needs for the short- and long-term	Summary of findings	June-August 2025
Assessing current fiscal situation, emerging influences and impacts to budget planning	Fiscal year 2027 budget and updated forecast	Ongoing through June 2026

Enhance Staff Collaboration and Efficiency Using Technology — Implement changes to how we use critical tools and platforms to improve collaboration and efficiency

Oversight: Ronneberg / Padilla and Halvorson

Why: Spring Lake Park Schools currently uses various tools for communication, storage, and collaboration among staff (Schoolology, SharePoint, Google, One Drive, Network Shared Drives, etc.). This leads to inefficiencies and broken workflows. This project aims to take steps to create a more secure, flexible, and convenient digital workspace and standardize how staff use our tools for collaboration.

Key Achievement Points	Deliverables	Timeline
Finalize our plan for records retention, data management and roles and responsibilities	Updated plan	August 2025
Describe preferred staff collaboration applications and how they will be used within the district	Document describing each application and expectations for use	October 2025
Support implementation of groups identified for phase 1 migration to Microsoft Teams with communication and professional learning	Communication and professional learning plan	Ongoing through February 2026
Identify phase 2 departments, buildings and teams to move to Microsoft Teams and support their transition	Implementation, communication and professional learning plan for phase 2	February-June 2026

Study Lighthouse Location to Enhance Programming - Assess the physical location of Lighthouse School and its impacts to enrollment, grade levels served and physical operations to enhance service to this community of learners

Oversight: Rahn / Cisewski

Why: The Lighthouse School for Gifted and Insatiable Learners was initially established in 2003 to offer highly gifted students, across a wide range of ages and grades, a full-time education with their gifted peers. Lighthouse was Spring Lake Park Schools' initial implementation of innovative and personalized learning, allowing students to work toward mastering academic competencies using time, space, and resources flexibly. Over the last 10 years, all of our schools have made significant progress in personalizing learning for students. To some extent, this has had an impact on Lighthouse enrollment. Additionally, Lighthouse is currently located on the high school campus. While this offers benefits for concurrent enrollment at both Lighthouse and Spring Lake Park High School, it also results in some challenges for families who want to enroll young learners at Lighthouse, and for middle level students who have a desire to explore electives offered at Westwood. This project will assess how the location of Lighthouse impacts enrollment, grade levels served, physical operations, and learning opportunities, and explore if other locations within the district may enhance our service to this community of learners.

Key Achievement Points	Deliverables	Timeline
Study past and current reality of Lighthouse enrollment, location, operations, and programming	Executive summary	November 2025
Design prototypes for Lighthouse location, identifying implications of each prototype on enrollment, operations, and programming	Prototypes inclusive of feedback from all stakeholders	December 2025
Make choice for Lighthouse location for the 2026-2027 school year (and beyond) and design implementation plan as appropriate	Executive summary and implementation plan	January 2026
Begin steps toward implementation of choice made	Calendar of identified next actions through August 2026	January-June 2026

Enhance School Structures 3.0 – Continue to ensure systemic supports – flexibly using time, space, and human resources – to scale and deepen personalized learning for each student

Oversight: Ronneberg / Rahn

Why: It is essential to move into a third year of this district operational plan project as we continue to challenge the traditional systems and structures within K-12 education. This project will continue to assess and redefine new ways of working within our educational systems, including: directional systems, knowledge development and transmission systems, recruitment and induction systems, boundary systems, teacher learning and evaluation systems, and power and authority systems. These new ways of working also require us to intentionally and purposefully manage the dynamics of change in a way that keeps the focus on our students as our primary customers.

Key Achievement Points	Deliverables	Timeline
Support and monitor structures to support student engagement as our core business	Executive summary	Ongoing through June 2026
Review processes and practices related to teacher learning and evaluation, and make refinements as needed to ensure alignment to a learning organization	Refined teacher learning & evaluation processes and practices	August 2025
Review and refine processes and practices related to recruitment and induction, and make refinements as needed to ensure alignment to a learning organization	Refined recruitment and induction processes and practices	August 2025
Support and monitor implementation of refined distributed expertise models (core and extended teams) implemented at each site inclusive of plans to keep learning going when teachers are absent	Monitoring and evaluation plan	Ongoing
Encourage, support and monitor implementation of school-level innovations	Monitoring and evaluation plan	Ongoing
Review middle school staffing allocation process to support effective middle level programming	Updated staffing resource allocation packet	February 2026
Design and implement leadership learning to enhance our work as a learning organization	Professional learning design and evaluation	Ongoing through June 2026

Strategic Anchor: Communications and Connections:

Increase effectiveness of communication and engagement with parents and families

Develop and Successfully Implement Levy Campaign – Develop and implement a campaign that enhances trust and support for our schools and leads to the successful passage of the operating levy request

Oversight: Taibl / Pederson

Why: By August 2025, we will understand the short and long-term fiscal outlook for Spring Lake Park Schools and whether the district will be asking voters to consider increasing the operating levy for our schools. Should this be the case, this will be the first time in 23 years our schools have asked the community for new operating money. We have a long history of fiscal responsibility, and despite chronic underfunding of schools, we've maintained a balanced budget for 14 years - something almost unheard of among Minnesota school districts. Should this request move forward, this project will focus on effectively communicating why this request is on the ballot, it's impact on voters, and the potential impacts to our schools should the levy pass or should the levy fail.

Key Achievement Points	Deliverables	Timeline
Develop informational campaign based on our unique story and best practices	Communication plan	July-August 2025
Based on decisions made in August, implement informational campaign	Implementation plan	August-November 2025
Partner with Kids First committee on their efforts to advocate for our schools	Advocacy plan	July-November 2025

Enhance Counseling and Personalized Planning — Continue to support the implementation of enhanced counseling plans across grades 5-12 to provide more personalized support for students and families

Oversight: Rahn / Larson and Jahnke

Why: This past year, we began the work to deepen our scheduled, proactive counseling with each student at Grades 7-12 focused on a student's future path and planning and tailored to student's interests and needs. This project continues the work that was started, including a looping model for counseling between Grades 8 and 9, bridging the transition from Westwood to Spring Lake Park High School and ensures alignment across counseling at Grades 5-12.

Key Achievement Points	Deliverables	Timeline
Finalize the counseling framework that describes the standard work of the counseling team and the unique roles and responsibilities by grade band	Updated counseling framework	August 2025
Finalize the design for the Grade 8-12 model	Documented design and implementation plan	August 2025
Finalize the design for Grades 5-7 model	Documented design and implementation plan	August 2025
Refine and implement structures to support regular counselor connections and alignment between Westwood and Spring Lake Park High School	Description of structures and aligned calendar	August 2025 and ongoing
Design and implement professional learning aligned to standard work of counseling team to support strong implementation of the counseling framework	Professional learning design and evaluation	Ongoing through May 2026
Monitor and assess implementation of counseling framework, and redesigned models by grade band	Monitoring implementation plan with executive summary of results	June 2026

Expand Access to Youth Activities – Partner with our community to develop more avenues for students at all ages to explore and discover interests and talents outside the school day that support success in school and beyond

Oversight: Pederson

Why: At Spring Lake Park Schools, we believe that when students feel valued, inspired, and connected, they are more likely to succeed. That's why we're committed to ensuring every student has access to meaningful experiences beyond the traditional school day. Whether through enrichment classes, athletics, the arts, or interest-based clubs, these opportunities allow students to explore passions, build skills, discover their unique talents and find community. This project aims to strengthen collaborative partnerships with community organizations and funding partners to expand access, improve program alignment, and remove barriers, opening more doors for students to thrive outside the classroom.

Key Achievement Points	Deliverables	Timeline
Establish a Youth Programs Advisory Committee comprised of community youth organization leaders, parents, and school staff	Committee established	September 2025
Partner with boosters and other groups to develop understanding about what is funded by the district and what can be funded through outside sources and fundraising	Roadshow and website resources	September-November 2025
Connect with internal and external stakeholders to increase awareness and alignment with regards to expanding opportunities for participation and removing barriers	Communication plan	Ongoing through June 2026
Design and implement Park Terrace After School Spark Program as a pilot program, measuring success and effectiveness.	Implementation plan	September 2025 and ongoing
	Program evaluation and executive summary	June 2026
Identify strategies to increase youth access to community athletics and activities	Executive summary	June 2026

Communicate What Matters – Clarify for families and our community how what we are doing provides value and connects to what matters most to them

Oversight: Taibl / Rahn

Why: The work we do in schools is complex, highly skilled, vital and very human. Too often the way the public sees that work doesn't reflect its true value. The impact of the work we do in schools can be difficult for many people outside of education to understand because how we talk about it is often overly technical. Many of our stakeholders are left to form their beliefs of our value and the benefits we provide using arbitrary test scores and other mechanisms of accountability that are deeply flawed. The work of this project is focused on bridging the gap - and sharing a truthful, fact-based, and repeatable story with a wide array of audiences. By communicating how we contribute to what matters most to our audiences, we hope to further enhance their trust in us, increase their support and earn their ongoing championship of our schools.

Key Achievement Points	Deliverables	Timeline
Build out and embed topics that matter to our audiences over the course of the year and highlight our work in those areas in district, school and classroom communications	Communication plan	September 2025 and ongoing
Support the communication of each school's improvements and innovations to simply, clearly, and transparently convey to families our approaches, our successes and our next areas of improvement	SIIP one-page template	August 2025

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	December 5; April 29
Cabinet	The cabinet leads the strategic and operational work of the district. They conduct daily huddles as needed to share information, meet weekly with a focus on tactical issues, and hold monthly ad hoc/topical meetings, and quarterly strategic meetings.	Jeff	<i>Weekly Tactical:</i> Jeff, Amy, Hope, Tony, Colleen, Erika, Ivonne	<i>Weekly Tactical:</i> Mondays, 10:15-11:45 <i>Small Group Tactical:</i> Mondays, 9:15-9:45 <i>Extended Monthly:</i> Sept 18 (am), Oct 27, Nov 24, Jan 8, Feb 23, March 30 <i>Quarterly Strategic:</i> scheduled as part of Lead Team.
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 an ad hoc 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	<i>Lead Team Retreats:</i> Nov 13-14, April 9-10 <i>Lead Team:</i> Sept 18 (pm), Oct 23, Jan 22, May 14
	District Leadership Team: Time is held monthly for DLT members to meet in functional teams for leadership development and strategic or tactical planning specific to their role and function. In addition, time on these days will also be held for ad-hoc topical items that require participation across roles. In addition, the full team meets in August and	Jeff; Cabinet	Cabinet; Learning & Innovation Directors; Principals and Associate Principals; Department Supervisors; Activities Director; Learning & Innovation Coordinators.	<i>DLT Retreats:</i> August 7; June 18 <i>DLT:</i> Oct 9, Dec 11, Jan 15, Feb 26, April 16, May 7 <i>AM:</i> Functional team meetings <i>PM:</i> Ad hoc / Strategic <i>Full team will meet at least twice during</i>

	<p>June Retreats, as well as periodic times throughout the year for leadership and professional learning</p> <p>School Leadership Teams: Time is held monthly for School Leadership Team members to meet in functional groups and full teams to engage in: leadership development and learning; the design and planning for the scaffolding of school leadership, and designing and assessing progress with school innovation and improvement plans. In addition, there will be regular SLT coaching visits and/or learning walks.</p> <p>The strategic priority for these teams focus on Working on the Work, deepening student engagement through Innovative and Personalized Learning.</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>	<p>Hope; Jeff</p> <p>Jeff; Cabinet</p>	<p>School Leadership Team members</p> <p>DLT members and other staff as appropriate</p>	<p><i>year, as well as August and June retreats</i></p> <p><i>SLT Retreats:</i> August 11; June 11</p> <p><i>SLT:</i> Sept 12, Sept 25 (am), Oct 30, Nov 20, Jan 29, Feb 19, March 26, April 23, May 14</p> <p><i>Coaching visits scheduled following progress reviews</i></p> <p>All DLT members will hold Thursdays not scheduled for Lead Team, DLT, SLT.</p> <p>Ad hoc dates in winter/spring will be utilized for SIIP/DIIP planning and staffing. An initial timeline for staffing will be shared in August</p>
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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	<p>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.</p> <p>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.</p>	Hope, Kaline, Melissa	<p>Learning & Innovation Coordinators</p> <p>All Learning & Innovation staff, as appropriate</p>	<p>Bi-weekly tactical: Wednesdays, 1:00-2:30 p.m.</p> <p>Bi-weekly strategic/ad hoc: Wednesdays, 1:00-2:30 p.m.</p> <p>Quarterly retreats to be scheduled</p>
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 biweekly 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</p> <p>Kaline</p>	<p>Innovative and Personalized Learning specialists, Continuous Improvement & Innovation Coaches</p> <p>Student Services Specialists</p>	<p>Monthly tactical for IPL/CIIC: Tuesdays E-12: 9:45-10:45</p> <p>Biweekly tactical for SSS: Tuesdays, 9:45-10:45 a.m.</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, Amy	Teachers, Administrators, Support Staff, and District Coordinators	For the 25-26 School Year, the teacher facilitators across E-12 serve in this role
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.	Innovative and Personalized Learning Specialists, with support of principals	Curriculum Leads	TBD @ school: Submit meeting times to Kristi Kranz following LET retreat

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 (August 2025)

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 connect 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.

Facilitator: Autumn Person

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.

Facilitators: Blanca Vazquez Francisco with other staff

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

