



SPRING LAKE PARK SCHOOLS

**DISTRICT OPERATIONAL PLAN
2024-2025 | End-of-Year Summary**



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



OUR STRATEGIC PLAN FOR THE FUTURE

SPRING LAKE PARK SCHOOLS

Our District Values

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

Accountability

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

Courage

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

Excellence

- A relentless and intentional effort in continuous improvement.

Innovation

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

Integrity

- Always aligning our actions with our values and beliefs.

Learning

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

Respect

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

Shared Responsibility

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

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

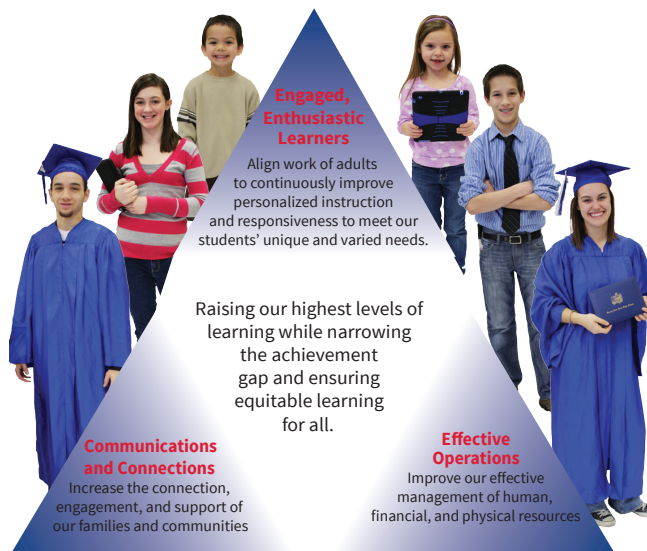
Our District Purpose

High expectations. High achievement for all. No excuses.

Our Vision for the Future

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

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



Our Strategic Anchors

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

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

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

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 Student Engagement in E-6 Literacy through Innovative and Personalized Learning — Continue to support teachers in the development of skilled readers aligned with the READ Act and deepen the design of engaging student learning experiences

Deepen Student Engagement in Grades 7-12 through Innovative and Personalized Learning — Continue to support teachers in the design of engaging student work

Study K-12 Social Studies — Begin the curricular review cycle for K-12 social studies aligned to revised state standards

Continue Study and Implementation of Multilingual Learning

Opportunities — Continue studying and implement identified next actions for English Learners, world languages and Spanish Immersion programming.

STRATEGIC ANCHOR – Effective Operations

Improve our effective management of human, financial and physical resources

Enhance School Structures to Support Learning 2.0 — Ensure systemic supports – flexibly using time, space, and human resources – to scale innovative and personalized learning

Position the District for Long-Term Fiscal Health — Strategically refine our long-term roadmap for fiscal sustainability based on emerging internal and external factors

Implement Upgraded Learning Spaces and Furniture — Purchase and install upgraded learning spaces and furniture interrupted due to the pandemic and support implementation of learning practices that make full use of new assets

Continue to Improve 12-Month Staff Onboarding Processes — Continue work to 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

Enhance Communication of Individual Student Learning Progress, Success and Support — Develop structures, processes and tools to support teachers in making frequent and meaningful connections with families about their student

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

Support Student Attendance and an Enriching Learning Environment — Engage with families to strengthen our approach to student attendance and continue to enhance our practices in creating a safe, learner-centered environment

Enhance the Experience of Our Students and Families — Design, describe and communicate the expectations of each staff role to deliver the experience we desire

Upgrade SLP Schools' Website — Complete a technical upgrade of the website to include new functionality and enhance the user experience overall



2024-2025 District Operational Plan (updated June 5, 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 in E-6 Literacy through Innovative and Personalized Learning — Continue to support teachers in the development of skilled readers aligned with the READ Act and deepen the design of engaging student learning experiences

Oversight: Rahn / Bjurlin

Why: After numerous years of design and a scaled approach to implementation, the four core components of our Innovative and Personalized Learning strategic initiative are now in place. Our competency-based learning approach, our learner profiles and maps, and our flexible learning environments create the conditions for us to know the strengths, interests, needs, and motives of our students. This now allows for the design of student work and learning experiences that deeply engage our students by making learning more relevant to them in terms of who they are, how they learn, and where they want to go. This project will have a specific emphasis on K-6 literacy as we align our work with the requirements of the Reading to Ensure Academic Development (READ) Act.

Key Achievement Points	Deliverables	Timeline
Determine who is required to participate in READ Act professional learning in year 1 and 2	Spreadsheet with staff names, positions, and year in which learning will take place	April-July 2024
Design and implement professional learning for <i>teacher facilitators</i> for reading professional learning	Professional learning designs and implementation plans	April 2024 - April 2025
Design and implement professional learning for <i>teachers</i> participating in reading professional learning and design	Professional learning designs and implementation plans	April 2024 - April 2025
Design and implement professional learning for <i>lead learners</i> for K-3 universal screener	Professional learning designs and implementation plans	July 2024 – February 2025
Design and implement professional learning for <i>all teachers</i> administering the K-3 universal screener	Professional learning design and implementation plans	July 2024 – February 2025
Design and implement professional learning specific to how teachers communicate results of universal screener and student progress to families	Professional learning design and implementation plans	October 2024 – February 2025
Monitor ongoing updates and communication with the Minnesota Department of Education on requirements of the READ Act	Quarterly summary of updates and identified next actions	Ongoing through June 2025
Assess progress and year 2 implementation	Executive summary	June 2025
Mid-Year Update <ul style="list-style-type: none">Identified ten K-3 teachers as lead learners from each school to engage in learning specific to our new K-3 literacy universal screener (DIBELS mCLASS), and then facilitate professional learning for their colleagues on:<ul style="list-style-type: none">administration of DIBELS mClass as our new literacy universal screenerinterpretation of the results and reports, and processes to triangulate results with other pieces of datacommunication of the results with familiesImplemented fall screening of DIBELS mClass to identify student risk level in foundational reading skills, as well as characteristics of dyslexia, to personalize targeted learner maps.		

- Identified 27 teacher facilitators from each school to engage in learning specific to research-based practices in literacy learning and student engagement, design and facilitation of professional learning, and our SLP leadership approach and convened teacher facilitators for learning in July, September, October and November.
- Supported teacher facilitators in their facilitation of professional learning for their colleagues on research-based practices in literacy learning and student engagement and led workshop time to coach teachers for strong implementation.
- Partnered with school leadership team members to design learning for lead learners, providing ongoing support, and to monitor and evaluate implementation.
- Implemented professional learning on designated professional learning days and day-to-day throughout the fall for all K-6 teachers, K-12 center-based teachers and early childhood teachers aligned to our literacy and engagement plan.
- Transitioned reporting of academic competencies and learning progressions to LiFT Learning for Grades 5-6 to align with K-4 recording and reporting; Parents will receive "on track" or "needs attention" for each subject area at Grades 5-6 this year similar to what K-4 did last year.

End of Year Summary

- Gathered 29 early childhood-grade 6 teachers for eight days throughout the year to prepare them to serve as lead learners and teacher facilitators for the engagement and literacy professional learning. In addition, principals and district staff were included to support their learning and equip them to support their teams.
- Planned for and facilitated professional learning for:
 - 240 certified staff who completed all modules of the Online Language & Literacy Academy
 - 23 certified early childhood staff who completed all units of Language Essentials for Teachers of Reading and Spelling (LETRS) for Early Childhood
 - 23 certified staff who committed to a summer 2025 cohort to complete the Online Language & Literacy Academy
- Introduced all E-6 teachers to the 10 design qualities for engagement and provided opportunities for teachers to embed design qualities into their unit/lesson designs in literacy.
- Engaged teachers in implementing other Spring Lake Park theories of action (competency based learning, assessment for learning, cultural proficiency continuum, creating a learner centered environment, accelerating student learning) within the design qualities.
- Engaged teachers in using multiple measures of literacy data, including the universal screener DIBELS mCLASS at K-3, to determine student strengths, needs and next steps.
- Completed a professional learning evaluation with input from teachers at each school to drive future learning on literacy and designing for engagement.

Summary Statement

This project was successful and will continue next year as District Operational Plan project *Deepen Student Engagement Through Innovative and Personalized Learning*.

Deepen Student Engagement in Grades 7-12 through Innovative and Personalized Learning — Continue to support teachers in the design of engaging student work

Oversight: Olson

Why: After numerous years of design and a scaled approach to implementation, the four core components of our Innovative and Personalized Learning strategic initiative are now in place. Our competency-based learning approach, our learner profiles and maps, and our flexible learning environments create the conditions for us to know the strengths, interests, needs, and motives of our students. This provides the foundation for the design of student work and learning experiences that deeply engage our students by making learning more relevant to them in terms of who they are, how they learn, and where they want to go. This project will support teachers in "working on the work," meaning designing student work that leads to students volunteering their time and attention, persisting through difficulty, and leading to deep levels of learning.

Key Achievement Points	Deliverables	Timeline
Refine unit design process to include design qualities for student engagement	Updated resources for teacher use in backward design	April 2024 - September 2024

Study options and continue to refine our technology tools to support our teachers in designing student work, including use of AI, learner profiles, LiFT learning, and our resources for curriculum mapping and collaborative unit design	Executive summary and implementation plan, as appropriate	April 2025
Design and implement professional learning for <i>teacher facilitators</i>	Professional learning designs and implementation plans	April 2024 – April 2025
Design and implement professional learning for <i>teachers</i> participating in design work	Professional learning designs and implementation plans	April 2024 – April 2025
Assess progress and year 2 implementation	Executive summary	June 2025
Mid-Year Update <ul style="list-style-type: none"> Refined the unit design template to make explicit connections to the design qualities for engaging student learning and updated all major resources, frameworks and tools with engagement language to support alignment. Supported K-12 teachers with competency-based reporting, using both LiFT and Schoology Mastery, including the development of a teacher grading guidance document and parent-facing tools. Began the process of assessing current practice to guide next steps for the sustained use of learner profiles and curriculum mapping. Collected, vetted and shared resources on the use of AI in education with our secondary teachers. Identified 29 teacher facilitators from each school to engage in learning specific to student engagement, design and facilitation of professional learning, and our SLP leadership approach and convened teacher facilitators for learning in July, September, October and November. Partnered with 7-12 school leadership teams to design teacher facilitator professional learning and professional learning days for all teachers and supported teacher facilitators in leading professional learning for their peers. Implemented professional learning on designated professional learning days and day-to-day throughout the fall aligned to student engagement work. Supported teachers in the continued work to calibrate student work and implement competency-based learning tightly connected to the design qualities for engaging student learning. 		
End of Year Summary <ul style="list-style-type: none"> Gathered 28 teacher facilitators in grades 7-12 for monthly learning and leadership experiences to support their work as facilitators for teachers at Westwood Middle School and Spring Lake Park High School. In addition, principals and district staff were included to support their learning and equip them to support their teams. Supported teacher facilitators in designing and implementing professional learning with their peers through the second half of the school year focused on designing learning experiences for engagement. Completed a comprehensive, multi-tiered approach to evaluate our engagement learning from this year, inclusive of teacher reflection, teacher facilitator reflection, school leadership team reflection, student engagement survey data, and student interviews. Secured commitments from teacher facilitators for a second year of work together to kick off in the summer of 2025. Identified a new technology platform for the documentation and management of the 7-12 learner profile to pilot with teachers next year. Continued to support teachers in their work to report learning progress by competencies, including district-wide data dives. Supported the use of learning technology -- Schoology Mastery and LiFT learning -- to track and report on competencies. Completed a mini research project into Artificial Intelligence to inform next actions on the use of this technology in designing learning for engagement. 		
Summary Statement This project was successful and will continue next year as District Operational Plan project <i>Deepen Student Engagement Through Innovative and Personalized Learning</i> .		

Study K-12 Social Studies — Begin the curricular review cycle for K-12 social studies aligned to revised state standards

Oversight: Rahn / Kranz

Why: The Minnesota K-12 social studies academic standards were revised over the past few years. The rulemaking process was completed during the 2023-2024 school year, and full implementation of the standards is required during the 2026-2027 school year. Legislative changes in the spring of 2023 have implications for social studies courses and curricular design. This project will begin the process of our formal curricular review cycle for K-12 social studies.

Key Achievement Points	Deliverables	Timeline
Crosswalk legislatively required courses with current Spring Lake Park High School courses to determine current level of alignment	Crosswalk document and potential course updates to meet requirements	December 2024
Study current practices in social studies learning in Spring Lake Park Schools, review best practices in social studies pedagogy, and review practices within benchmark districts (look in, out and around)	Social studies instructional framework	January 2025
Design and implement professional learning on social studies instructional framework to all K-12 teachers of social studies	Professional learning design and implementation	June 2025
Review social studies competencies, criteria, and learning progressions against new state standards and benchmarks and update as necessary	Refined social studies competency framework	June 2025

Mid-Year Update

- Completed crosswalk of newly legislated required courses and topics within social studies to current course offerings and unit designs to determine next actions for course and/or unit refinements.
- Determined that the newly required *Personal Finance and Money Management* course will be offered as an elective next year, and course design will be interdisciplinary to include social studies, business, and math competencies.
- Identified members for the social studies design team and had first two meetings specific to the discovery phase of our 3D design process: "looking in" to build shared understanding of current reality in Spring Lake Park Schools, and "looking out" at evidence-based practices to support social studies learning.

End of Year Summary

- Reviewed the alignment between classroom practices, team collaboration and documented curriculum (unit designs, trimester overviews, and unit maps) and highlighted key strengths and areas for improvement to support engagement and developed next steps for this work.
- Completed three days of "discovery" with the design team to gather insights to inform the development of the social studies instructional framework.
- Wrote initial draft of social studies instructional framework, received multiple layers of feedback from design team members and school and district leaders, revised and finalized the framework.
- Reviewed and added one social studies competency at grades 7-12; collected feedback from K-12 social studies teachers to guide the full review and refinement of social studies competencies. Refining the social studies competencies was put on hold this year due to potential implications of current legislative session and will be completed this summer.
- Began professional learning design for implementation of social studies framework.

Summary Statement

This project was successful and will continue next year as part of the District Operational Plan project *Advance Curricular Reviews*.

Continue Study and Implementation of Multilingual Learning Opportunities — Continue studying and implement identified next actions for English Learners, world languages and Spanish Immersion programming.

Oversight: Olson

Why: This past year, a design team comprised of teachers across our areas of multilingual programming (English learners, world language, and Spanish immersion) studied updates to research, approaches, and strategies within each of these three areas. This resulted in a need to update and refine our English learner framework and our world language framework, and better document our immersion framework. This project continues these updates to frameworks, and resulting updates to programming as we continue to work toward our goal of students who are bilingual, biliterate, have high academic achievement, and are culturally competent.

Key Achievement Points	Deliverables	Timeline
Complete updates and refinements to instructional frameworks (English learners, world language, immersion)	Updated instructional frameworks	August 2024
Complete development of world language competencies aligned to American Council on the Teaching of Foreign Languages' world readiness standards for learning languages	World language competency framework	October 2024
Complete review and refinement of language acquisition competencies as needed to support immersion and/or English learner programming	Language acquisition competency framework, as necessary	January 2025
Review and refine programming options for multilingual learners, inclusive of vertical alignment across schools (K-4, 5-8, 9-12)	Recommended course offerings and/or programming descriptions	7-12: December 2024 K-6: February 2025
Update high-leverage engagement strategies toolkit to specify strategies to build language acquisition	Updated high-leverage engagement strategies toolkit	Ongoing through June 2025
Mid-Year Update <ul style="list-style-type: none"> Completed initial draft of world language instructional framework. Selected design team to develop world language competencies and completed first day of design in which teachers identified the world language competencies (aligned to ACTFL standards) and began the process of writing the rubrics. Clarified which strategies in the <i>High-Leverage Engagement Strategies</i> toolkit align to language acquisition and identified additional strategies to include in the toolkit. 		
End of Year Summary <ul style="list-style-type: none"> Finalized the World Language Instructional Framework. Updated our English Learner Instructional Framework to align to latest research, Minnesota Department of Education processes, and innovative and personalized learning. Completed an initial draft of the Immersion Instructional Framework to increase alignment in E-12 programming toward dual language immersion. Worked with teacher design team to write competencies, learning progressions, and rubrics for world language. Implemented the initial use of world language competencies. Made determination that no additional competencies are needed for multilingual learners after review of world language competencies and learning progressions. Engaged in an ongoing review of the AAPPL implementation process to identify opportunities for enhancements to administration and family communication. Expanded multilingual course offerings for 2025-2026 school year, including a Multilingual Internship and Medical Spanish. Added new language acquisition strategies to the Engagement Strategies Toolkit and made connections more explicit on how existing strategies build language acquisition. 		
Summary Statement This project was successful, and most aspects will move to standard work; any remaining next actions will be captured in the 2025-2026 District Operational Plan project <i>Advance Curricular Reviews</i> .		

Strategic Anchor: Effective Operations:

Improve our effective management of human, financial and physical resources

Enhance School Structures to Support Learning 2.0 — Ensure systemic supports – flexibly using time, space, and human resources – to scale innovative and personalized learning

Oversight: Ronneberg / Rahn

Why: Some of the traditional systems and structures within K-12 education create barriers to fluid, interdisciplinary student work and learning experiences. This past year, we explored and designed some new ways of working to create options and opportunities for both teachers and students to go deeper in their learning and work. This included redesigning our approach to continue student learning when teachers are absent, creating models of distributed expertise among teachers and teams, and creating options for students to have a more flexible, interdisciplinary approach to their learning.

This project will monitor the implementation of these designs, adjusting and refining as needed. This project will also create the structures necessary for teachers to engage deeply in learning and design to support high levels of engagement for students. Finally, this project will include opportunities for leaders to further their application of our Spring Lake Park Leadership Approach and culturally proficient practices, ensuring equitable learning for each student.

Key Achievement Points	Deliverables	Timeline
Create structures to support professional learning and design of engaging student work and learning experiences	Refined 2024-2025 calendar, and backwards design of professional learning for teachers (including teacher facilitators)	July 2024
Implement communication plan for the K-12 student journey	Communication plan	August 2024
Monitor implementation of refined models to keep learning going when teachers are absent at each site	Monitoring implementation plan and executive summary of results	Ongoing through April 2025
Monitor implementation of refined distributed expertise models (core and extended teams) implemented at each site	Monitoring implementation plan and executive summary of results	Ongoing through April 2025
Support and monitor implementation of new school-level innovations implemented at Spring Lake Park High School, Westwood, and Park Terrace, and refined innovations in place at Northpoint, Centerview, and Woodcrest	Monitoring implementation plan and executive summary of results	Ongoing through April 2025
Create structures to support professional learning and application of the Spring Lake Park Leadership Approach for all district and school leaders	Refined 2024-2025 district leadership team meeting schedule, and backwards design of professional learning for leaders	Ongoing through June 2025

Mid-Year Update

- Refined 2024-2025 calendar and completed backward design of professional learning for all teachers to support systemwide learning and implementation related to the design of engaging student work and learning experiences.
- Designed a print and online brochure for the K-12 student journey for innovative and personalized learning in Spring Lake Park, produced feature story for Fall *SLP Experience* publication, incorporated the content into key areas of the website and developed a plan to leverage the content during kindergarten enrollment and grade-level transition events.
- Documented each school's distributed expertise model, and currently working with schools to develop evaluation plan that will provide insights for staffing in 2025-2026.
- Documented each site's plan for teacher absences and developed weekly and monthly metrics to determine effectiveness and guide planning for 2025-2026.
- Supported initial design and implementation of school-level innovations identified at Spring Lake Park High School, Westwood, and Park Terrace, and refined innovations in place at Northpoint, Centerview, and Woodcrest.

<ul style="list-style-type: none"> Developed and began implementation of district and school leadership meetings to maintain alignment and focus on student engagement.
<p>End of Year Summary</p> <ul style="list-style-type: none"> Continued to scale leadership learning to impact learning design and student engagement through a variety of modes, including Working on the Work (WoW) teams at both the district and school leadership level that met regularly to ensure alignment and support, Learning & Innovation team retreats, Linking Leaders virtual series through the Schlechty Center for cabinet members, and the Linking Leaders principal conference through the Schlechty Center. Supported continued implementation of distributed expertise – our collaborative approach where we flexibly use the unique knowledge, skills and resources of individuals and groups to address student needs – through staffing prototypes and staffing decisions. Established next steps for continuing to monitor and refine our teacher absence model to keep learning going in meaningful ways while teachers are away. Supported prototyping and developing the next school improvement and innovation plans to realize the next levels of innovation at each school site in alignment with our vision for Innovative and Personalized Learning. <p>Summary Statement</p> <p>This project was successful and will continue next year as District Operational Plan project <i>Enhance School Structures 3.0</i>.</p>

<p>Position the District for Long-Term Fiscal Health — Strategically refine our long-term roadmap for fiscal sustainability based on emerging internal and external factors</p> <p>Oversight: Schultz</p> <p>Why: The district is 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 has helped us maintain fiscal health even with rising costs for labor and other goods and services and plateauing enrollment. Despite increased state investments, funding streams have not kept pace with mandates. 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.</p>		
Key Achievement Points	Deliverables	Timeline
Monitor critical emerging influences such as fall election outcomes and legislative session outcomes that are likely to influence school funding streams	Summary of outcomes in key areas	Ongoing through May 2025
Determine long-term fiscal outlook and potential actions needed	Updated forecasts to reflect various potential influences	Ongoing through April 2025
Decide what actions may be needed to ensure long-term fiscal health	Recommended actions to the board	August 2025
Develop comprehensive communication plan including key messages to communicate about the fiscal management over time, and short-term and long-term fiscal needs	Communication plan	Ongoing through June 2025
<p>Mid-Year Update</p> <ul style="list-style-type: none"> Completed financial audit for 2023-2024, updated 10-year facility maintenance plan and reviewed areas of one-time spending. Determined long-term forecast to review with, and gather input from, school board beginning December 2024. Continued to communicate messages related to sound fiscal management in various communications vehicles and among various stakeholder groups. Developed plan to review near-term and long-term fiscal strategy with school board throughout upcoming legislative session through spring 2025 to determine any needed steps to sustain operations. 		

End of Year Summary

- Updated the long-term forecast with the latest information from our state legislature and shared with and gathered input from the school board.
- Reviewed a Budget 101 with the school board including school fund structure, fund balance policy, funding sources, special education cross subsidy and equalization to ensure deep understanding of these important pieces of the budget and current realities and to equip the board to make informed decisions.
- Approved a structurally balanced ongoing budget for 2025-2026.
- Established information that will be needed for the school board to make an informed decision in the late summer about whether to go out for an operating levy in fall 2025.
- Continued to communicate messages about our fiscal realities and approach to managing resources in our communications to various stakeholder groups with the goal of being transparent and creating shared understanding.

Summary Statement

This project was successful and will continue next year.

Implement Upgraded Learning Spaces and Furniture — Purchase and install upgraded learning spaces and furniture interrupted due to the pandemic and support implementation of learning practices that make full use of new assets

Oversight: Schultz

Why: Over the past year, we have been working through a process to identify the next iteration of our learning spaces and furniture to further support our personalized learning approach. After completing a study of current use with teachers throughout the district, we refined our guiding principles and completed an inventory of existing furniture and desired needs. This year, we will order and accept delivery of new furniture and support implementation aligned to our principles.

Key Achievement Points	Deliverables	Timeline
Reconvene K-6 and 7-12 design teams of teachers to finalize designs and implementation plans for each site	Implementation plans for each site	August 2024
Identify furniture needs to successfully complete upgrades, supporting a personalized, flexible learner-centered environment	Finalized order list	August 2024
Place orders and schedule deliveries for furniture needs	Purchase orders	Ongoing

Mid-Year Update

- Convened design teams of teachers to finalize the classroom furniture set options by grade level - each grade band (K-1, 2-4, 5-6, 7-12) has three options to choose from for furnishing classroom spaces.
- Partnered with principals to take design team teacher input and finalize furniture sets to use in each classroom and shared flexible space in their buildings with the goal of ensuring various options were available at each grade level to provide the most flexibility.
- Designed furniture spaces for our students receiving special education services. These spaces will mostly mimic our classroom furniture sets but with fewer pieces and some modifications to adapt to specific program needs.
- Partnered with Wold Architects to finalize furniture order details and they are in the process of putting together details to submit to vendors for pricing.

End of Year Summary

- Completed furniture orders.
- Prepared principals and staff with information on the furniture transition, including the schedule, their role through end-of-year processes, and planned professional learning for staff to use the furniture flexibly to support student engagement.
- Managed furniture removal and installation beginning June 10 and this work continues over the summer to be ready for the start of 2025-2026 school year.

Summary Statement

This project was successful and will be embedded next year in the District Operational Plan project *Deepen Student Engagement Through Innovative and Personalized Learning*.

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

Oversight: Mayer

Why: Onboarding is a critical phase for Spring Lake Park Schools to impact the hearts and minds of new employees. This is a valuable opportunity to effectively communicate our district's mission and vision, and provide information critical to new employee success and satisfaction. We have a robust onboarding process for new employees at the start of the school year. Over the past year, we have studied and began implementing consistent on-boarding practices across departments and sites when employees are hired during the school year. We need to review and refine these processes to continuously improve our onboarding process and better engage and prepare new employees that are hired at different times throughout the year.

Key Achievement Points	Deliverables	Timeline
Review design and implementation of 2023-2024 year-round onboarding manual and processes	Executive summary of findings and recommendations	September 2024
Engage a design team in identifying refinements to the onboarding process	Revised onboarding manual	September 2024
Monitor implementation of refined processes and alignment to onboarding manual	Monitoring implementation plan	Ongoing
Evaluate and identify improvements for the future	Executive summary and refined onboarding manual and processes	June-August 2025

Mid-Year Update

- Facilitated a comprehensive review of the initial 12-month onboarding manual with all hiring managers and school principals and developed an executive summary of findings and recommendations.
- Refined 12-month onboarding processes to streamline and customize for each employee group and implemented refined processes with each hiring manager and principal.
- Monitored initial implementation of refined processes and reviewed hiring data to find that all new employees hired during the month of November are experiencing the refined onboarding approach.

End of Year Summary

- Convened a design team to review recommendations for the next level of improvements.
- Revised Onboarding Manual and associated processes and implemented throughout the winter and spring, including personalized onboarding agendas for each employee group.
- Continued to monitor implementation of revised processes and connected with supervisors, as needed, to provide expectations and support to ensure the best experience possible for new employees.
- Drafted an executive summary detailing the refinements made this year, identifying the successes and future opportunities, and describing next actions within our established cycle of continuous improvement.

Summary Statement

This project was successful and will move to standard work.

Strategic Anchor: Communications and Connections:

Increase effectiveness of communication and engagement with parents and families

Enhance Communication of Individual Student Learning Progress, Success and Support — Develop structures, processes and tools to support teachers in making frequent and meaningful connections with families about their student Oversight: Taibl		
Why: Over the past few years, we've worked hard to deepen connections through enhanced communication between school and home. While we've made progress in strengthening overall school and classroom communications, we want to continue to deepen that work and focus now on the individual connections that teachers and staff have with families focused on their student's learning progress, success and supports. We continue to hear from families how important frequent and meaningful communication personalized to their student's experience is to them.		
Key Achievement Points	Deliverables	Timeline
Support design and develop monitoring and evaluation plan for the next iteration of each school's year-long communication plan to enhance family engagement including robust use of the learner profile	School level year-long communication plans Monitoring and evaluation plan	August 2024 September 2024 and ongoing
Continue to implement tools that support equitable access to individualized information (e.g. <i>Talking Points</i>)	Implementation plan Monitoring and evaluation plan	August 2024 September 2024 and ongoing
Continued refinement on how we personalize our reporting and communication of academic progress	Refined report card design at K-6 Implementation and monitoring plan on proactive and targeted communication expectations at K-12	September 2024 and ongoing
Support site-level innovations identified in the Enhance School Structures project with proactive, cohesive communication	Communication plans	Ongoing
Mid-Year Update <ul style="list-style-type: none"> Supported design of school-level, year-long communication plans incorporating experiences and feedback from first year of implementation. Monitored rollout and feedback of year-long communication plans after the first few months of school through rounding conversations and family feedback in first two pulse check surveys. Completed final roll out of Talking Points for each school and monitored text conversations for bright spots and areas of improvement and coaching. Provided ongoing communication tools, resources and support at K-6 for competency-based learning, shared examples and stories across K-12 and provided communication tools and resources to secondary teachers to help support the consistent roll out of competency-based learning for students and families at grades 7-12. 		
End of Year Summary <ul style="list-style-type: none"> Monitored implementation of school-level, year-long communication plans through rounding with staff and pulse check data as well as informal audits and kept notes for buildings to help inform their next year's design. Continued to monitor the use of Talking Points and highlight bright spots and best practices as well as opportunities for coaching to help use the tool the most effectively. In a 12-month timeframe, nearly 27,000 messages were sent using the tool. Top languages were English (78%), Spanish (12%), Arabic (2.5%), Vietnamese (1.5%), Somali (1.5%). Continued to support competency-based learning communication with tools, resources and message prompts to help staff communicate and continue to build shared understanding with students and families. 		
Summary Statement This project was successful and will now continue within each school's School Improvement and Innovation Plan.		

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

Oversight: Olson / Sandven-Marinello

Why: We're ahead of most school experiences in having scheduled, proactive counseling with each student during each school year, grades 7-12, focused on a student's future path and planning. The work in this project deepens that strength and focuses specifically on enhancing the one-to-one counseling experience at the secondary level to tailor it to student interest and need, resulting in more support to students and families in surfacing and taking their next steps. It will also create more alignment in grades 5-12 in our counseling work, leading to stronger implementation and better experiences.

Key Achievement Points	Deliverables	Timeline
Document the counseling design developed at each school into a framework to support ongoing monitoring	Counseling framework	November 2024
Monitor implementation of updated counseling practices in Spring Lake Park Schools	Monitoring implementation plan	November 2024 and ongoing
Support design and implementation of professional learning for counselors for student services, aligned counseling framework and identified needs	Professional learning design and implementation plan	November 2024 and ongoing
Assess implementation and determine next step with our grade 5-12 counseling model	Executive summary	January 2024 - March 2025

Mid-Year Update

- Adjusted timelines to accommodate a longer development time for the counseling framework. The framework will still be ready to implement to support planning and registration for 2025-2026.
- Worked with counselors for personalized learning, school psychologists and social workers around a common definition of what supporting student mental health looks like and to implement specific short-term, solutions-based counseling strategies.
- Developed an initial draft of the grade 5-12 counseling framework based on the building staffing prototypes shared in Spring 2024 and ongoing conversations with both Westwood and Spring Lake Park High School and incorporated feedback to finalize the framework in November 2024.
- Refined the process for identifying students with special needs who would have their “counseling supports” best served by their counselor for student services or center-based case manager.
- Identified additional areas of professional learning for counselors for personalized learning and counselors for student services to best support students on their rosters and mapped out the learning plan for the remainder of the 2024-2025 school year.

End of Year Summary

- Finalized documentation of counseling model for the 2024-2025 school year, including standard roles and responsibilities for all team members and unique roles and responsibilities by grade level that will be reviewed each year.
- Established structures to support alignment between Grades 5-12 counseling services and supports.
- Updated technology platform and processes for the 4+ year learner map (Campus Course Planner) for students in Grades 9-11; counselors supported this during the registration process. Incoming Grade 9 student course selection will roll into their 4+ year learner map in the fall of 2025.
- Designed and implemented professional learning for counselors for personalized learning on specific, short-term, solutions-based counseling strategies to support students.
- Designed and implemented professional learning for counselors for student services focused on new student enrollment processes, transition planning, graduating by IEP, attendance practices to support student engagement, responding to emerging student needs and consultation for unexpected or challenging behaviors.
- Completed a time study for counselors for personalized learning to determine how they spend time in each of their identified roles and responsibilities to inform next steps in learning and implementation.

- Made the choice to move forward with a looping model between Grades 8 and 9 for Fall 2025 implementation.
- Began to design the Grade 8-9 looping model, the Grades 5-7 counseling model, and the Grades 10-12 counseling model for the 2025-2026 school year.

Summary Statement

This project was successful and will continue in implementation work in the 2025-2026 DOP project *Enhance Counseling and Personalized Planning*.

Support Student Attendance and an Enriching Learning Environment — Engage with families to strengthen our approach to student attendance and continue to enhance our practices in creating a safe, learner-centered environment

Oversight: Sandven-Marinello

Why: Over the past two years, we have focused on refining and implementing processes to address student absences. This year, the project work continues to encompass absences and students who are "absent at school," meaning in the building but not engaging in learning. Additionally, this project will focus on aspects of creating and cultivating a learner-centered environment that fosters a sense of belonging to compel students to *want* to be at school as full participants in the learning community.

Key Achievement Points	Deliverables	Timeline
Refine enrollment processes to get to know each new student by name, strength, interest need and motives to support full engagement in the school community	Create a comprehensive enrollment protocol for elementary students Refine the current secondary enrollment protocol	August 2024 August 2024
Refine attendance communication to students and families	Updated attendance letters, website, school handbook, etc. School-based plan for communicating attendance data to grade 7-12 students	August 2024
Monitor implementation of learner centered environment expectations at each school	Year-long plan of common, school-wide expectations and learner-centered strategies Monitoring implementation plan	August 2024 Ongoing through June 2025
Continue to monitor implementation of student attendance processes at each site and provide school-level support where gaps are identified	Monitoring implementation and support plan	Ongoing through June 2025
Identify students who are "absent at school" at each site and develop targeted learner maps to support their engagement during the school day	Targeted learner maps for identified students	Ongoing through June 2025

Mid-Year Update

- Refined our enrollment processes and incorporated the learner profile questions into the enrollment meeting to start building each student's learner profile right away to get to know each student by name, strength, interest, need and motive to support full engagement upon enrolling in Spring Lake Park Schools.
- Supported design of school-level processes, activities and expectations to ensure each teacher is getting to know their new students and new students feel cared for and supported as they learn the routines and expectations of their classroom and school.
- Created and supported implementation of plans for staff to directly engage with students about their attendance habits at the secondary level and developed "Morning Meeting" lessons around building good attendance habits at the elementary level to better engage students in ownership of their attendance.
- Updated attendance letter parents receive once a student reaches six absences to incorporate data that compares their child's attendance to national chronic absenteeism data.

- Facilitated the development of school-level, year-long learner-centered environment plans that include how each school will support and monitor implementation throughout the year with an explicit focus on the first six weeks of school and the days right before and after a long break from school.
- Supported deep implementation of our attendance processes by pushing into weekly attendance meetings, and providing feedback and consultation as needed.
- Created a shared understanding of “absent at school” (students are in the building but not engaged in learning) to identify students in need of support at our secondary schools and developed a series of interventions to help re-engage these in their learning community.

End of Year Summary

- Monitored the implementation of each school's year-long plan for creating a learner-centered environment. Connected with school leadership team members bi-weekly to assess progress and continually improve.
- Monitored implementation of attendance practices at each school through regular meetings. Provided feedback and consultation as needed to support adaptations throughout the year as needed.
- Reviewed the attendance data and interventions for a random selection of students who were identified as “absent at school” to monitor implementation of the interventions in place and identify any gaps in student support.
- Improved attendance for students who are considered chronically absent (absent 10% of school days or more) has improved at each school when compared to the end of year data for 2023-2024. Chronic absenteeism rates at each school are below the state average.

Summary Statement

This project was successful and some components will move to standard work, while others will continue in the 2025-2026 District Operational Plan project *Deepen Systemic Supports for Students*.

Enhance the Experience of Our Students and Families — Design, describe and communicate the expectations of each staff role to deliver the experience we desire

Oversight: Taibl / Pederson

Why: Each staff member of Spring Lake Park Schools contributes to creating engaged and enthusiastic learners, operating effectively and communicating and connecting with the people we serve. The work of this project builds upon the foundations in place through previous customer service work ("Make Your Mark") and other efforts undertaken to define the experience we want people to have when they interact with Spring Lake Park Schools. By clarifying expectations, documenting expectations by role and communicating clarity to our staff, we hope to more fully and consistently deliver the SLP experience we desire.

Key Achievement Points	Deliverables	Timeline
Identify the roles in the organization for which we need to more fully describe clear expectations for delivering the SLP experience	List of roles	By July 2024
Describe and document our expectations for identified roles in delivering the SLP experience	Documents by role with responsibilities	August 2024 and ongoing
Develop and implement a roll out and communication plan for our SLP experience expectations by role	Communication and leader support plan	August 2024 and ongoing
Monitor and evaluate implementation and communication plan	Monitoring and evaluation plan	August 2024 and ongoing

Mid-Year Update

- Documented department leaders and key roles across the organization for which we could clarify role expectations around experience.
- Described and documented – for all roles – a standard set of expectations, engaged building and department leadership teams to define and describe location-specific expectations and created Spring Lake Park Schools

employee handbooks for each location that outline overall and location-specific responsibilities across a wide range of topics, including customer experience.

- Rolled out Employee Handbooks during workshop week in August and continued to reference topics in the first trimester of the school year.
- Drafted a framework for customer experience that aligns to our strategic anchors to help get to the next layer of role-specific experience designs, along with some summary language for department leaders to use as a jumping off point for their department design work.

End of Year Summary

- Finalized a general framework and language for communicating the SLP customer experience and will update language and visuals for the 2025-2026 school year in Staff Handbooks and other places where our former customer service expectations - Make Your Mark – have been included.
- Handing off the SLP customer experience framework to department leaders with a suggested process for engaging members of their staff in describing and articulating the specific ways each job role delivers an exceptional experience aligned to the anchors. This work is to take place over the summer and aligned to roll out with the start of the 2025-2026 school year.

Summary Statement

This project was successful and will continue within Department Improvement Plans.

Upgrade SLP Schools' Website — Complete a technical upgrade of the website to include new functionality and enhance the user experience overall

Oversight: Taibl

Why: Spring Lake Park Schools' current website was launched in fall 2018. While the site continues to garner high marks for usability, design and content, it is time for a technical upgrade to bring new functionality to the user experience. This project will improve the user experience across platforms, enhance the organization of identified improvement areas, continue to streamline content and optimize the site for search and digital communication and marketing efforts.

Key Achievement Points	Deliverables	Timeline
Gather feedback and insights on current user experience as input to site map adjustments and usability enhancements	Summary of feedback and site analytics	May-June 2024
Develop next generation site map aligned to feedback and desired enhancements	Site map	September 2024
Develop project plan with Finals site to align to a spring 2025 launch	Project plan	September 2024
Design, develop and prepare upgraded website aligned to project plan	Staging site	September 2024-March 2025
Launch and conduct post-launch clean up	Upgraded website	April 2025

Mid-Year Update

- Gathered feedback from a variety of different user groups, completed a comprehensive data dive, gathered best practices and looked at award-winning sites from across the country to gain insights on the strengths and improvement opportunities of our current website.
- Developed site maps with best practice insight from Finals site, our implementation partner, and with iterative feedback from a cross section of stakeholders.
- Developed the implementation project plan to work around key dates and aligned on milestones to be able to launch the upgraded site in April 2025 and managed milestones to date to align with this launch goal.
- Completed designs for the district home page and style guide, the mobile site and the school sites to support technical build in December of 2024.

- Engaged – and continue to engage - content owners in assessing and updating current content and connecting and communicating on the project plan, process and status.

End of Year Summary

- Migrated sites from the old to the new platform and applied new style guide to all sites and pages; managed edits in two places over the course of the migration, clean up and launch timeframe.
- Continued to clean up content, working with content owners, to streamline information and improve the user experience.
- Communicated with content owners and school and district leaders about timelines, what to expect and to provide a sneak peek of the new sites ahead of the launch.
- Launched the site April 18 and experienced minimal disruption; a handful of open issues were resolved within hours.
- Managed a list of post-launch tasks, including establishing a new review process to ensure the site remains up-to-date and moved future activity into standard work processes.

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	December 5; April 29
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	<i>Weekly Tactical:</i> Jeff, Amy, Hope, Tony, Colleen, Erika, Ivonne <i>WOW Tactical:</i> Jeff, Hope, Melissa	<i>Weekly Tactical:</i> Mondays, 10:15-11:45 <i>WOW Tactical:</i> Mondays, 9:15-9:45 <i>Strategic Ad hoc/Topical:</i> scheduled as needed <i>Quarterly Strategic:</i> scheduled as part of Lead Team below. Time will be held within those dates for cabinet.
Strategic Coherence: Purposefully aligning leadership development and the design and implementation of operational, innovation, and improvement planning	Teams meet throughout the year to ensure coherence, alignment, and ongoing leadership development. The key teams include: Lead Team, District Leadership Team (DLT), School Leadership Teams	Jeff		<i>*Thursdays are held by all members as "District Leadership Days" to be available should they need to join a meeting</i>
	Lead Team: The Lead Team meets to ensure coherence and alignment in the design and implementation of the district operational plan, focusing on critical issues that affect our work in fundamental ways – the what, why, and how.	Jeff	Cabinet, Learning & Innovation Directors; Principals	Nov 14-15; Jan 23-24; April 3-4; May 8 <i>Holding two days and will adjust as needed</i>
	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 6; Oct 9; Nov 7; Dec 12; Feb 20; March 20; April 24; May 22; June 17 AM: Functional team meetings PM: Ad hoc / Strategic <i>Full team will meet at least twice during year, as well as August and June retreats</i>

	<p>School Leadership Teams and K-12 WOW and SLT WOW Teams: School Leadership Teams will meet regularly with Hope/Jeff to conduct progress reviews with school innovation and improvement plans. In addition, there will be monthly SLT coaching visits and/or learning walks.</p> <p><i>K-12 WOW and SLT WOW Teams:</i> The strategic priority for this year will be the two projects focused on deepening student engagement through Innovative and Personalized Learning. Thus, we will have a K-12 Design Team leading overall design, partnering with SLT members to effectively scale this work through embedded, ongoing learning and support</p>	Hope; Jeff	School Leadership Team members	<p><i>SLT Retreat:</i> August 7; June 12</p> <p><i>K-12 WOW Design Team and SLT WOW Team (each of these dates beyond Sept 18 will also include time for SLTs beyond WOW work):</i> July 30, Sept 19, Oct 24, Nov 21, Jan 9, Feb 6, Feb 27, April 10, May 1</p> <p><i>SLT:</i> Jan 30, March 27, May 15</p> <p><i>Coaching visits scheduled following progress reviews</i></p>
	<p>Adhoc Strategic-Topical: Time is set aside monthly for critical, strategic issues that may have a long-term impact, or topics that require significant time and energy. These meetings require preparation ahead of time, and participation of those with knowledge, expertise, and influence on the topic.</p> <p>Time is reserved each month so all members of DLT and other staff will be available as needed</p>	Jeff; Cabinet	DLT members and other staff as appropriate	All DLT members will hold Thursdays not scheduled for Lead Team, DLT, SLT

School-level and Program Leadership Committees:

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

Team/Committee	Purpose	Facilitator	Membership	When and Where
Learning & Innovation Team meetings	Learning & Innovation coordinators have daily huddles to share information and meet weekly to focus on tactical issues related to district operational plan projects, implementation of standard work, and design of processes to enhance implementation.	Hope, Kaline, Melissa	Learning & Innovation Coordinators	Weekly tactical: Mondays, 1:00-2:30 p.m.
	All members of the Learning & Innovation team hold ad hoc/topical meetings for critical and strategic issues that need more time for learning and have quarterly strategic meetings for team development.		All Learning & Innovation staff, as appropriate	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.	Melissa	Innovative and Personalized Learning specialists, Continuous Improvement & Innovation Coaches	Bimonthly tactical for IPL/CIIC: Tuesdays K-6: 9:45-10:45 7-12: 1-2:00 p.m.
	Student Services Specialists (SSS) meet biweekly 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.	Kaline	Student Services Specialists Student Services Specialists (SSS), IPL Specialists, CIICs	Bimonthly tactical for SSS: Tuesdays, 9:45-10:45 a.m. Ad hoc/strategies for SSS, IPL, CIICs: Tuesdays, 9:45 to 11:45 a.m. (opposite weekly tacticals)
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.	Innovative and Personalized Learning Specialists, with support of principals	Curriculum Leads	TBD @ school: Submit meeting times to Melissa Olson following LET retreat
	Curriculum leads also meet twice a year to ensure a guaranteed and viable curriculum across all grade levels and schools	Melissa Olson, Amy Bjurlin, Kristi Kranz		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 (August 2024)

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: John Franke

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: John Franke in partnership with parent leaders

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

