



SPRING LAKE PARK SCHOOLS

District Operational Plan

2026-2027



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



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 included are directly or indirectly connected to the district's strategic plan and vision 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

Engage Students through Innovative and Personalized Learning – Continue to support teachers in their design of student work and learning experiences to enhance each student's learning and engagement

Increase the Impact of Student Supports – Revisit, improve and align our continuum of supports to ensure our practices consistently accelerate learning for students when they struggle

Study Math and Implement Social Studies Core Resources – Continue the math curricular study and support the implementation of new social studies core resources

Complete READ Act Requirements – Maintain momentum and ensure continued success in literacy instructional practices as we complete READ Act requirements

STRATEGIC ANCHOR – Effective Operations

Improve our effective management of human, financial and physical resources

Study Enrollment and Program Opportunities – Study enrollment trends and explore opportunities to strengthen and differentiate our offerings to attract and retain students and families

Implement Collaborative Technologies – Deploy technology systems and practices to enhance staff collaboration and efficiency and organizational effectiveness

Position the District for Fiscal Health – Assess facility priorities, capital project opportunities and operating opportunities to support near- and long-term effectiveness

Refine School Structures to Support Career and College Pathways – Align structures to support the next generation of Career and College Pathways programming that prepares students for the future

STRATEGIC ANCHOR – Communications and Connections

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

Study Family Communication Platforms – Assess current and potential communication platforms for opportunities to streamline and improve the communication experience of families

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

Support Personalized Counseling Experiences – Continue to support the implementation of enhanced counseling at grades 5-12 to provide each student a personalized learning plan to graduation and beyond

Communicate What Matters – Continue to refine how we communicate impact and outcomes to build trust with families and the community

2026-2027 District Operational Plan (updated June 18, 2026)

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

Engage Students Through Innovative and Personalized Learning – Continue to support teachers in their design of student work and learning experiences to enhance each student's learning and engagement

Oversight: Olson / Nordgren

Why: We have established a strong foundation in providing engaging learning environments through our approach to innovative and personalized learning. This includes our four components: competency-based learning, learner profiles, learner maps, and flexible learning environments. As we continue this journey, our next phase of work focuses on deepening implementation by strengthening the design practices that lead students to voluntarily invest their time and attention, persist through challenge, and engage in meaningful, deep learning.

This project will continue to build educator capacity to design daily learning experiences that are highly engaging, competency-driven, and responsive to each student's strengths, interests, needs, and motivations. Guided by our frameworks and theories of action, we will continue to position students as our primary customers while examining how learning environments, high-leverage engagement strategies, and technology can be leveraged to maximize student engagement — all in service of increasing access, agency, authenticity, and connection to the world beyond the classroom.

Key Achievement Points	Deliverables	Timeline
Enhance use of K-6 learner profiles to influence the design of student work and learning experiences (7-12 learner profiles are being addressed in the Career and College Pathways project)	Curated examples of learning designs aligned to learner profiles; synthesis of K-6 student experience and impact	Ongoing through June 2027
Design and implement professional learning on high-leverage engagement strategies and purposeful use of technology / AI aligned to design qualities to inform the design of student work and learning experiences to enhance engagement	Professional learning design and implementation plan	Ongoing through June 2027
Ensure teachers and teams are coming together to align on how they are gathering, interpreting, and reporting on a body of evidence aligned to academic and career and life competencies	Calendar of calibration sessions within and across schools Updated secondary grading guidance	September 2026 May 2027

Increase the Impact of Student Supports – Revisit, improve and align our continuum of supports to ensure our practices consistently accelerate learning for students when they struggle

Oversight: Rahn / Sandven-Marinello

Why: Every student struggles at some point in their education. When they do, it's critical they get the support they need to maintain learning momentum and experience success that leads to feeling confident in their next steps. Over the past 10 years, Spring Lake Park Schools has worked to improve how we support students when they struggle. Through past partnerships, we identified key changes, including stronger core instruction, timely support, sharing staff expertise, and a focus on supporting students' social, emotional, and behavioral development. This led to our Accelerating Student Learning framework, which guides our work today.

It is important that we revisit and strengthen our shared understanding of these practices. This will help us stay consistent, close gaps, and improve support for students. We also have an opportunity to better connect this work with our approach to innovative and personalized learning, so student support is part of a clear, connected system where every student is known, supported, and able to succeed.

Key Achievement Points	Deliverables	Timeline
Design and implement professional learning for school leadership teams on the strategies and practices to improve student support systems	Professional learning design and implementation plan	July 2026 and ongoing
Review and refine balanced assessment tools and timelines to support schools in using data to inform how they support students when they struggle	Updated assessment calendar	September 2026
Support school leadership teams in assessing their current reality and next steps with practices, schedules, staffing, and structures to increase the impact on student learning	Executive summary of current reality + identified next actions	October 2026
Design and implement professional learning to support integrating career and life competencies into day-to-day learning	Professional learning design and implementation plan	Ongoing through June of 2027
Monitor and evaluate implementation of identified school-level strategies and practices	Executive summary with identified next actions	Ongoing June 2027

Study Math and Implement Social Studies Core Resources – Continue the math curricular study and support the implementation of new social studies core resources

Oversight: Olson / Kranz / Zimmermann

This past year, we made a lot of progress in our curricular reviews for social studies and math. This year, we will take next steps in these areas with a focus on engaging and personalized learning for students.

In math, we are starting the second year of this work. This will include professional learning for teachers on the updated math framework, updates to math competencies, a review of math resources, and changes to how math is organized in middle and high school to match new state standards. All updates must be fully in place by the 2027–2028 school year. We will also keep monitoring how students are doing in math and provide extra support when needed to help them learn and grow more quickly.

In social studies, our K-12 review will be completed this year. This includes professional learning on new core curricular resources and updating units to match our updated competencies and framework. We will also study whether social studies at Westwood should continue in Spanish as part of the immersion program or if there may be better core course option for immersion students.

Key Achievement Points	Deliverables	Timeline
Review math competencies, criteria, and learning progressions against new state standards and benchmarks and update as necessary; align secondary course sequencing to integrated math	Refined math competencies, learning progressions and supporting benchmarks Document updated secondary course sequencing and timeline for implementation	December 2026 November 2026
Complete a K-12 review for math core resources with implementation plan, inclusive of professional learning on the updated math framework	Executive summary of review process, including recommendations for core resources and implementation plan	March 2026
Refine math unit designs to align with shifts to latest legislative requirements, updated competencies, updated framework, and current student progress; engage in curricular design to meet student needs	Updated unit designs added to unit mapping document	Ongoing through June 2027

Provide professional learning on the new social studies framework and new resources, implement professional learning into unit designs	Professional learning designs	August 2026
	Updated unit designs added to mapping document	Ongoing through April of 2027
Explore whether offering social studies at Westwood as part of the Spanish immersion program remains the best option for a core course offered in Spanish	Executive summary with recommendation for next steps	January 2027

Complete READ Act Requirements – Maintain momentum and ensure continued success in literacy instructional practices as we complete READ Act requirements

Oversight: Rahn / Bjurlin

Why: Reading is an essential skill that supports success in school and in life. Families want to know their children can read well because strong reading skills help students learn in all subjects, communicate effectively, and prepare for future college and career opportunities.

In May 2023, Minnesota passed the READ Act (Reading to Ensure Academic Development Act). The goal of this law is for every student in Minnesota to read at or above grade level each year. During the 2024–2025 school year, teachers participated in required literacy training to strengthen reading instruction and improve student engagement, supported by teacher leaders who facilitated collaboration. The district also implemented reading screeners for grades K-12 to better identify student reading needs and guide more personalized learning support. Additional literacy training continued in summer 2025 and the 2025-2026 school year in smaller, school-based groups to further strengthen instruction across all grade levels.

This year, we will finish the requirements of the READ Act, including training for secondary reading teachers. We will continue to support teachers, improve reading instruction, and use data from screening tools to guide student learning. We will also review what we have learned so far and continue improving literacy instruction to support student success in the future.

Key Achievement Points	Deliverables	Timeline
Design and implement E-12 Phase 1, Year 3 READ Act literacy learning and 7-12 Phase 2 READ Act literacy learning	Professional learning design and implementation plan	Ongoing through June 2027
Monitor and support schools in the design and implementation of targeted professional learning in literacy areas aligned to student need	Professional learning design and implementation plan	Ongoing through June 2027
Refine administration of K-12 literacy screeners, and ensure school leadership teams and teachers are using data to drive next steps in learning	Calendar of K-12 literacy screeners administration and data reviews	August 2026
Complete summary of READ Act achievements and resulting impact on teacher professional practices and student learning.	Executive summary	June 2027

Strategic Anchor: Effective Operations:

Improve our effective management of human, financial and physical resources

Study Enrollment and Program Opportunities – Study enrollment trends and explore opportunities to strengthen and differentiate our offerings to attract and retain students and families

Oversight: Taibl / Pederson / Stewart

Why: Birth rates and population changes are affecting communities across the country, including our own. These changes can impact how many students enroll in our schools. Since public school funding is based on enrollment, a drop in student numbers can make it harder to keep offering the programs and opportunities families value. In addition, choices families have for schooling continue to increase across the state.

This project will look at current and future enrollment trends in our schools. It will also explore what we should consider and do to ensure our programs and experiences can continue to keep and attract families now and in the future. In addition, the work will focus on strengthening how we share and support current specialized programs, including Lighthouse School for gifted learners and Spanish Immersion programming from preschool through grade 12.		
Key Achievement Points	Deliverables	Timeline
Study current demographics and enrollment trends, investigate what kinds of programming retain and attract students and families, and explore what benchmark schools and districts offer	Executive summary with recommendations for next steps	April 2027
Design new marketing communications activities based on emerging discovery data to increase brand awareness around the attributes families value and the benefits they expect.	Marketing communication plan	Ongoing through June 2027
Complete study and design for Lighthouse-style programming at Northpoint and implement marketing and communication for Lighthouse programming overall	Final design options and choice Implementation plan and timeline Marketing communication plan	December 2026 February 2027 Ongoing through June 2027
Study our effectiveness in attracting and retaining students in our Spanish Immersion path; based on results of the study, identify and begin implementation of next steps	Executive summary and recommendations for next steps Implementation plan	December 2026 January-June 2027

Implement Collaborative Technologies – Deploy technology systems and practices to enhance staff collaboration and efficiency and organizational effectiveness Oversight: Rahn / Halvorson / Zimmermann		
Why: Effective student learning requires our staff to be able to work together interdependently and to collaborate efficiently and effectively. Last year, we worked to improve how our staff store files and work together using technology. In the coming year, we will move from planning to action using Microsoft 365 as our main suite of productivity and collaboration tools. This will give staff a clear, flexible way to collaborate across schools, departments, and teams. As technology changes quickly, it's important to use one secure and easy-to-use platform. Microsoft 365 includes tools and built-in AI features that help staff work more efficiently and respond more quickly. This project will better protect our data as well as make daily work simpler, improve how we stay organized and enhance how we work together.		
Key Achievement Points	Deliverables	Timeline
Design the structures and layout for a flexible collaborative Microsoft Team environment for the standard work of each district department	Diagram documenting standard work by department and school	July-September 2026
Develop a framework to guide the use of Microsoft tools including the use of embedded AI tools	Microsoft framework	September 2026
Create Microsoft Teams environment including department-level folders, access, and embedded apps and AI tools	Microsoft Teams structure built for district department migration	September 2026
Design and implement professional learning for district-level departments to transition to Microsoft for collaboration	Professional learning design and implementation plan	Ongoing through June 2027
Gain insight from school leadership teams to help inform next steps to scale to schools	Proposed implementation timeline for schools to begin in fall 2027	January 2027

Position the District for Fiscal Health – Assess facility priorities, capital project opportunities and operating opportunities to support near- and long-term effectiveness Oversight: Schultz		
Why: The district is in a strong financial position with a balanced budget that supports our goals for student learning. This is the result of careful financial decisions by the school board and administration along with support from the community. In November 2025, the Spring Lake Park Schools community approved an operating levy to invest in our schools. This funding, along with our focus on strong programs for students, will help us plan for the future and keep our finances stable over time.		
Key Achievement Points	Deliverables	Timeline
Complete 2025-2026 Fiscal Year audit	Audit report to school board	July-October 2026
Update 5-year financial forecast taking into account emerging fiscal challenges at the state and federal level, future funding options, facility and other needs and strategic use of resources	5-year forecast	Fall and Spring Board Retreats
Develop 2027-2028 budget and gain school board approvals	Budget	June 2027
Study financial options to respond to various influences and upcoming facilities needs	Executive summary and recommendations	June 2027

Refine School Structure to Support Career and College Pathways – Align structures to support the next generation of Career and College Pathways programming that prepares students for the future Oversight: Olson		
Why: As we continue moving toward a more student-centered system based on skills and learning progress, we need to continually improve how students move through their paths to graduation. Our Career and College Pathways work has created strong opportunities for career exploration and deeper learning, and we want to ensure all student have access to these opportunities by mitigating scheduling, counseling, and graduation requirement challenges. Last year, the Pathways Design Team helped clarify short-, mid-, and long-term steps toward our vision for Career and College Pathways and showed how important school structures are for making changes work well. This project connects our pathways work with learner profiles, skill-based learning, and more flexible scheduling. By aligning these pieces, we can create more personal and meaningful learning experiences and move toward a system where pathways are not separate programs, but part of how students move through school from middle school to graduation.		
Key Achievement Points	Deliverables	Timeline
Define the journey for a secondary learner and develop a shared vision for how learner profiles, 4+ maps, career exploration, competencies, counseling, and pathways connect from grades 7-12, including the intersection of college credit bearing courses	Journey map completed with decision points identified for grades 7-12	October 2026
Refine and scale pilot of SpacesEdu learner profile, that may include a portfolio component, at the secondary level that leads to a choice for long-term implementation	Scaled pilot implementation plan	Ongoing through June 2027
Review pathways offerings, course sequencing, and pathway alignment across grades 7-12 to include in 2027-2028 registration guides	Executive summary with recommendations	November 2026
Examine and identify options for how the student experience can be more personalized and flexible to	Executive summary and recommendations for next steps	March 2027

support each student's interests, needs and motivations
i.e. scheduling structures, graduation requirements,
competency attainment, internships, college credit
opportunities, and pathway experiences

Support implementation of new pathways courses and
expand career-connected learning opportunities across
all secondary classrooms through the design of student
work and learning

Implementation plan for new pathway
courses for 2026-2027 school year

Executive summary with recommendations
for scaling

Ongoing through
June 2027

June 2027

Strategic Anchor: Communications and Connections:

Increase effectiveness of communication and engagement with parents and families

Study Family Communication Platforms – Assess current and potential communication platforms for opportunities to streamline and improve the communication experience of families

Oversight: Taibl

Why: Family communication needs and expectations are ever evolving. Strong trust and partnerships are built through clear and meaningful communication and connection. Over time, we have added new tools to help families connect with schools, such as two-way texting and real-time language translation. These tools have benefits, but they can also make things more complicated. Staff and families may find it hard to keep track of which tools to use and when to use them.

In this project, we will review all the current technology tools we use to communicate with families. We will clarify what we need and look at what options are available. The goal is to decide if we can simplify our tools as we plan for the 2027–2028 budget and school year.

Key Achievement Points	Deliverables	Timeline
Study the current state of our family communication platforms	Current state documentation and requirements	October 2026
Define functionality requirements for family communication moving forward	Requirements documentation	October 2026
Assess the unified platforms available on the market against our requirements	Executive summary with recommendations on next steps inclusive of budget	October 2026–January 2027
Develop plan, based on outcomes of the assessment, for critical transitions to take place aligned to preparations for the 2027-2028 school year	Implementation plan and timeline	January-June 2027

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

Oversight: Pederson

Why: We believe students do their best when they feel valued, inspired, and connected. That's why we want every student to have access to meaningful experiences outside the school day. These can include enrichment classes, sports, the arts, and clubs based on their interests. These opportunities help students explore what they enjoy, build skills, and discover their strengths.

This project will build stronger partnerships with community groups and funding partners. Our goal is to expand access, better connect programs, and reduce barriers so more students can take part and succeed outside the classroom.

Key Achievement Points	Deliverables	Timeline
Define funding sources to improve transparency with critical partners including booster clubs, parents, coaches, and youth organizations	Funding sources toolkit	August 2026

Increase awareness and alignment with current and potential partners on funding sources, expansion opportunities and return on their investment	Communication and engagement plan	November 2026
Create a framework to facilitate financial support from the X-Factor fund created by the Panther Foundation in 2025 to remove barriers to access	Funding framework and request process	January 2027
Evaluate year two of After School Spark at Park Terrace and expand to Centerview	Program evaluation and executive summary	June 2027
Study what similar districts are offering, vertical alignment of programming, and approaches to changing demographics	Executive summary	June 2027
Establish a Youth Programs Advisory Committee to help design a more coordinated, inclusive model of youth programming	Youth program model	June 2027

Support Personalized Counseling Experiences – Continue to support the implementation of enhanced counseling at grades 5-12 to provide each student a personalized learning plan to graduation and beyond

Oversight: Rahn

Why: We know families want students to graduate from high school ready for what comes next. This includes strong academic skills, as well as life and career skills like problem-solving, teamwork, and the ability to adapt. It also includes supporting students' overall well-being. Many adults help students grow in these areas, but counselors for personalized learning play an especially important role in guiding and supporting each student.

Over the past two years, we have taken a closer look at the roles of our grade 5–12 counselors for personalized learning. We created a clear framework to define their responsibilities, updated the counseling model to include a grades 8–9 loop, and put systems in place to support teamwork and consistency. This year, we will focus on professional learning and putting these practices into action so students and families receive consistent, high-quality support that helps every student confidently plan for their future.

Key Achievement Points	Deliverables	Timeline
Onboard and support year two of grade 8-9 looping counselors at Westwood and Spring Lake Park High School as they acclimate (or reacclimate) to new sites and teams	Design of onboarding and structures to support learning and collaboration	August 2026
Design and implement professional learning to transition Section 504 assessments and accommodation plans from counselors for personalized learning to school psychologists	Professional learning design and implementation plan	Ongoing through September 2026
Design and implement professional learning to equip counselors in working with students and families when students have attendance problems	Professional learning design and implementation plan	Ongoing through October 2026
Design and implement professional learning to help counselors better support students in planning for career and college readiness	Professional learning design and implementation plan	Ongoing through February 2027
Design and implement professional learning on social, emotional, and behavioral growth and development to equip counselors to respond to short-term student needs and connect students with more intensive supports if needed	Professional learning design and implementation plan	Ongoing through June 2027

Evaluate redesigned counseling model to determine initial impact on the student and family experience to inform any refinements to the model	Evaluation plan & executive summary of results	Ongoing through June 2027
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Communicate What Matters – Continue to refine how we communicate impact and outcomes to build trust with families and the community Oversight: Taibl		
Why: The work we do in schools is complex, highly skilled, vital and unique the many individuals we work with. It can be difficult for many people outside of education to understand the work, because how we talk about it is often overly technical. This project continues to focus on building our capacity to more clearly communicate the value of the work we do aligned to the benefits our students, families and community expect from their school experience. In this second year, we will continue our learning and begin to apply our learning in the ways we communicate about the work we do. By communicating how we contribute to what matters most to our students, families and community, we hope to strengthen trust, increase support and earn their ongoing championship of our schools.		
Key Achievement Points	Deliverables	Timeline
Design and implement professional learning with school leadership teams and cabinet, in partnership with BravEd, focused on the structures to support how we account for what matters most to our communities	Professional learning design and implementation plan	Ongoing through June 2027
Continue to gain insight on the benefits our students, families and community expect most from their SLP experience	Initial SLP benefits list and ongoing refinement plan based on insights gathered	August 2026 and ongoing
Continue to support schools in communicating their improvements and innovations to both staff and families to clearly share how the work aligns to the benefits families expect	Key message documents	Ongoing through June 2027
Continue to share SLP stories aligned to the SLP benefits	Communication plan	September 2026 and ongoing