



**SPRING LAKE PARK SCHOOLS**

***DISTRICT OPERATIONAL PLAN  
2020-2021***



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



## 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.

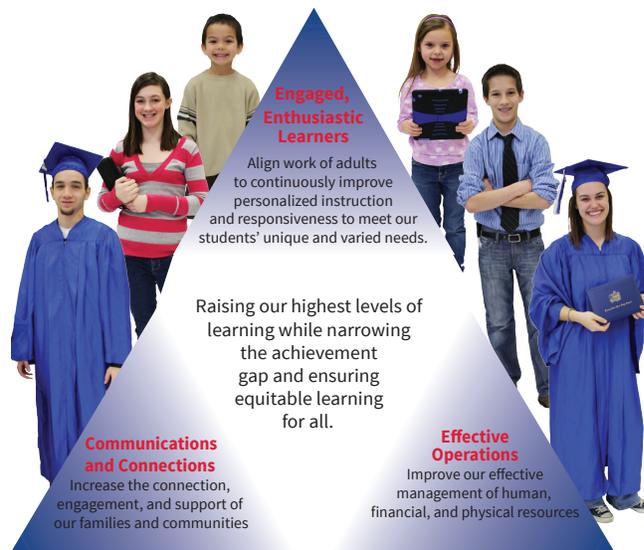
### Our District Purpose

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 across the district. 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 IMPERATIVE – Ensure Learning Through Pandemic in 2020-21**

Ensure we continue to advance our district vision of personalized learning and create positive, engaging learning experiences while effectively responding to the evolving public health realities presented by COVID-19 in our communities

**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

**Innovative and Personalized Learning** – Continue developing core elements of personalized learning – competency-based learning, learner profiles, personal learning maps

**Inviting Student Learning Environment** – Continue to deepen and standardize implementation of classroom and student management practices at each school with emphasis on social-emotional learning strategies and school-based mental health services

**English Language Arts Curriculum Implementation for K-6** – Identify and implement a new language arts reading resource that supports our K-6 curriculum and work in the science of teaching reading

**STRATEGIC ANCHOR – Effective Operations**

Improve our effective management of human, financial and physical resources

**Data Warehouse and Dashboard** – Continue development of customized dashboards using the Power BI reporting tool to align school, classroom, and student information in one platform

**Metro Heights Study** – Examine our partnership with Metro Heights and identify options to enhance the experience and success of our students who are needing an alternative learning environment

**Enhance School Improvement and Innovation Planning** – Support schools in the design and implementation of various scenarios for Fall 2020, supported by effective School Improvement and Innovation Plans and professional learning

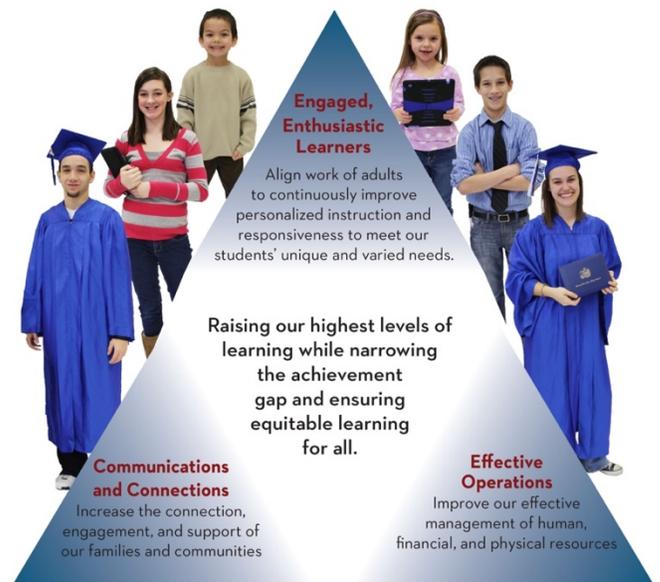
**STRATEGIC ANCHOR – Communications and Connections**

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

**Aligned District, School and Classroom Communications** – Implement infrastructure that further strengthens the alignment of staff and family communications to strengthen connections and enhance the overall SLP experience

**Preschool for Kindergarten Readiness** – Implement kindergarten readiness approach and improve the alignment between preschool and kindergarten so that students and families experience a seamless transition

**Community Education Study** – Explore opportunities to expand and enhance our Community Education offerings



# 2020-2021 District Operational Plan (updated 1.22.2021)

## Board Priority Key Achievement Points and Deliverables

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.”

### Board Priority – Strategic Imperative: Ensure Learning Through Pandemic

<p>Ensure we continue to advance our district vision of personalized learning and create positive, engaging learning experiences while effectively responding to the evolving public health realities presented by COVID-19 in our communities</p> <p><b>Oversight:</b> Ronneberg</p>		
<p><b>Why:</b> Unlike other years, significant external and internal influences and variability surround the 2020-2021 school year. A large part of our work this year is accommodating for the ongoing implementation of our SLP plan in the context of adapting to changing conditions in our community related to COVID-19.</p>		
Key Achievement Points	Deliverables	Timeline
<b>Phase 1: Design Models for Learning</b>		
Define the three learning models – Open Campus, Modified Campus Schedule and Extended Flexible Learning – for the 2020-2021 school year	Definitions document and guiding change document to facilitate the design process	May-June
Design the learning and teaching experience within each model and embed key elements of the SLP vision	Guidance document drafted with expectations for implementation within and across schools	June
Develop initial frameworks for each learning model to guide school-level design of prototypes	Framework documents developed with input of preK-12 staff	June-July
Create and implement communication plan to support the smooth transition of students and families in and between learning models	Defined communication infrastructure, processes and responsibilities	July +
Equip all staff to effectively operate in and move between each learning model	Professional learning plan and evaluation	August +
<b>Phase 2: Operations Planning, Refining Models</b>		
Develop health and safety plan, protocols and training	Guidance document and professional learning	July-August
Feed students breakfast and lunch across all learning models	Meal preparation, distribution and communication plans	July +
Transport students to school following all health and safety protocols for current public health situation	Bus routes, schedules and health and safety protocols	July +
Enhance technology and tools to support learning within each learning model (e.g., new iPads, upgraded WebEx, additional toolkit tools)	Technology audit, plan for implementation of new tools	August +
Refine staffing to address health and safety AND provide rich, engaging learning experiences for students regardless of learning model	Staffing plan to take into account learning needs and individual health concerns and situations	August +
Develop and implement school-age child care options for Tier 1 essential workers and families who need options during Modified Campus and Extended Flexible Learning	Child care plans, protocols and processes	August +

Use federal and other pandemic funding sources to offset financial costs of pandemic operations	Grant applications and reporting to support federal funding requests	August +
Refine learning models for implementation based on operational planning realities	Guidance document refined to reflect input from stakeholders across the district	August
<b>Phase 3: Systems Alignment, School and Department Implementation</b>		
Develop school-level implementation plan	Each school's implementation plan with complete description of use of time, space and staff to achieve learner outcomes	July-August
Align learning models and operations realities and develop implementation strategy for most likely model	Revised guidance document and health and safety plan, professional learning and evaluation	August
Initiate family choice selection for start of school between the "responsive learning model" and full-time Extended Flexible Learning	Survey and follow-up process for families	August
<b>Phase 4: Monitor and Continually Adjust</b>		
Continually monitor public health situation, ongoing updates to state guidance and anticipate and be prepared to transition models as required by the changing situation	Learning, operations and communication plans for each transition point	September-June
Refine learning models – guidance, implementation, and professional learning - based on ongoing assessment and best practice discovery	Wednesday professional learning plans and plans for dedicated professional learning days	September-June
Adjust operations to respond to transitions and changes in guidance and resources	Updated health and safety, meal service, transportation, staffing and financial management plans and protocols	September-June
Prepare for fall 2021 and beyond by assessing what elements of the current year's learning models should continue in some form into 2021-2022	Input and design process for future learning model prototypes	December-June

### Strategic Anchor: Engaged Enthusiastic Learners

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

<b>Innovative and Personalized Learning:</b> Continue developing core elements of personalized learning – competency-based learning, learner profiles, personal learning maps		
<b>Oversight:</b> Rahn		
<b>Why:</b> Transitioning K-12 education out of systems and structures that were created in the late 1800s and continue to be in place today isn't easy work. But, this is important and essential work as we focus on preparing our students for a future that is rapidly changing.		
We will continue to create the conditions to engage students in more flexible and interdisciplinary learning opportunities. These opportunities allow students to attack challenges they know to be important to making their world better, provide them with opportunities to acquire the competencies needed in an increasingly innovative world, and support their agency in learning at deep levels needed for their future path – whatever it may be.		
Guided by each learner's needs and interests, we will continue to implement the following interdependent components to create pathways for students to become powerful, self-directed learners: <i>Competency-Based Learning; Learner Profiles; Personal Learner Maps; Flexible Learning Environments; Systemic Innovation by Design.</i>		
<b>Key Achievement Points</b>	<b>Deliverables</b>	<b>Timeline</b>

Continue design of learning experiences within and across the four core curricular content areas to align student work and learning experiences with proficiency in academic and life competencies	Professional learning design and implementation; curriculum map of academic and life competencies across a student's preK-12 journey in SLP	August-August
Transition curricular essential learning outcomes for elective areas to our <i>competency-based learning</i> framework	K-12 academic competencies for elective areas, performance indicators, and rubrics aligned with student work and learning experiences	February-August
Monitor, support, and enhance continued implementation of <i>learner profiles</i> preK-12	<i>Learner profiles</i> that are living, breathing documents used to inform student work and learning experiences, and explore future career and college pathways	August-August
Continue development of long-term (4+ year) and annual <i>personal learner maps</i> at Grades 7-12	Long-term and annual <i>personal learner maps</i> for each Grade 7-12 learner used to inform course selection and future career and college plans	August-August
Continue development of short-term <i>personal learner maps</i> for identified learners, Grades K-12	Short-term <i>personal learner maps</i> used to inform next steps in learning to achieve grade level/course learning outcomes	August-August
Study current grading practices and identify necessary shifts to align grading with <i>competency-based learning</i>	Tools and processes that support tracking of competencies and performance indicators over time	August-August
Identify antiquated structures and create necessary structures — that allow for full implementation of our core components of innovative and personalized learning	Intentional action plans at district and school level to create the conditions for antiquated structures to leave and innovative structures to enter	August-August
Develop language and imagery for the 30 second, 3-minute, and 30-minute view of <i>competency-based learning</i>	Document/image for <i>competency-based learning</i>	November-June

**Inviting Student Learning Environment:** Continue to deepen and standardize implementation of classroom and student management practices at each school, and in each learning model, with emphasis on social-emotional learning strategies and school-based mental health services that enhance engagement, agency, and success during the COVID-19 pandemic and beyond.

**Oversight:** Mayer

**Why:** We have implemented school and classroom management practices throughout the district over the past three years to meet the varied social-emotional and behavioral needs of each student. We will continue to monitor and support implementation of these practices while refining and aligning school-based mental health services that were first implemented in 2018-2019.

Key Achievement Points	Deliverables	Timeline
Review and document the curricular work around Social Emotional Learning implemented over the past 3+ years and to be implemented fall 2021	preK-12 SEL framework document	January-June
Continue personalized professional learning to deepen implementation of classroom and student management practices	Professional learning designs, and evaluation summaries	August-June
Continue implementation of Social Emotional Behavior efforts in the targeted areas of interactive modeling and social conferencing	Measurement for classroom walkthroughs, process for identifying teams for walkthroughs and data and analysis from first round of measurement	August-August
Monitor mental health programming through assessment of Lee Carlson Center partnership and identify possible district enhancements	Executive summary	August-August
Expand alternatives to out-of-school suspension; potential off-site alternatives	Identification of possible approach	May

**English Language Arts Curriculum Implementation for K-6:** Identify and implement a new language arts reading resource that supports our K-6 curriculum and work in the science of teaching reading

**Oversight:** Rahn

**Why:** During the 2019-20 school year, our teachers of reading engaged in year-long professional learning around the science of teaching reading as part of our curriculum review cycle. Additionally, a cohort of teachers developed our intended curriculum of K-12 academic competencies for English/Language Arts. As a result, it was necessary to review our core language arts resources for K-6 to ensure alignment between our theory of action and intended curriculum, with our taught and assessed curriculum.

Key Achievement Points	Deliverables	Timeline
Complete study of K-6 language arts core resources	Executive summary of team recommendation	June-July
Purchase new core resources for K-6 language arts that align with science of teaching reading, competency-based learning, and tools of cultural proficiency	Curricular resources inventoried, barcoded, and checked out to teachers and students for use	October
Design and implement professional learning for <i>Wit and Wisdom</i> , and <i>Foundations</i>	Professional learning plan and evaluation	November +
Implement, monitor, and evaluate first modules of <i>Wit and Wisdom</i>	Summary of student learning results on implemented modules during 2020-21 school year	Summer of 2021
Refine K-6 language arts assessment plan to align with science of teaching reading, competency-based learning, and new core resources	K-6 language arts assessment plan	TBD

**Strategic Anchor: Effective Operations:**

Improve our effective management of human, financial and physical resources

**Data Warehouse and Dashboard:** Continue development of customized dashboards using the Power BI reporting tool to align school, classroom, and student information in one platform

**Oversight:** Rahn, Halvorson

**Why:** Over the past two years, a comprehensive data warehouse has been developed and implemented to increase efficiency and effectiveness of accessing our data and linking it for data-informed decision-making. Last year, district and school administration, as well as counselors and teachers, developed dashboards to better monitor the implementation of our standard work and key processes, and support the student learning and data component of our learner profiles. This project will continue the development of our dashboards to provide stakeholders with the real-time information they need to personalize and respond to student and staff learning needs.

Key Achievement Points	Deliverables	Timeline
Identify and build dashboards for staff use	Functional dashboards aligned to standard work, key processes, and student learning data	Ongoing
Implement professional learning for identified staff specific to dashboards	Professional learning design and implementation for each group of stakeholders	Ongoing

**Metro Heights Study:** Examine our partnership with Metro Heights and identify options to enhance the experience and success of our students who are needing an alternative learning environment

**Oversight:** Rahn/Stromberg

**Why:** We have had an agreement with Northeast Metro 916 Intermediate District since 2014 to provide alternative learning programming for Spring Lake Park High School students through Metro Heights Academy. Alternative Learning Centers are designed to meet the needs of students who struggle in the traditional education system, and who are at risk of failure. In addition, we are able to provide targeted services programming in earlier grades and within the high school through this partnership. We are not seeing

necessary and desired levels of student success at Metro, or when students return to Spring Lake Park High School. Thus, there is a need to study the desirability, feasibility, and viability of this agreement in the future.

Key Achievement Points	Deliverables	Timeline
Review and update the study completed in 2019-2020 on enrollment history and success of Spring Lake Park High School students at Metro Heights and other alternative learning centers; benchmark other programs	Updated executive summary	March-April
Assess supports for struggling students and process of student transitions to and from alternative programs (who, when, why)	Executive summary	March-April
Determine options for future, which could include: severing relationship with Metro Heights and developing our own option, finding a new option, developing interim programming prior to transition to alternative programming, etc.	Executive Summary with recommended options	May-June

**Enhance School Improvement and Innovation Planning:** Support schools in the design and implementation of various scenarios for 2020-2021, supported by effective School Improvement and Innovation Plans and professional learning

**Oversight:** Rahn

**Why:** Each school works to improve standard work (continuous improvement) while at the same time creating the conditions to capitalize on the creativity of teachers, staff, and students to dramatically improve the engagement, experience and outcomes for our students and families (innovation). This project will continue to enhance the design and planning of School Improvement and Innovation efforts, balancing near-term needs and wants while positioning the school for the future, aligned around improving personalized learning, student and family engagement, staff efficacy, and outcomes.

Key Achievement Points	Deliverables	Timeline
Develop, implement, and monitor new school leadership team model	Leadership model, job descriptions, professional learning plan, meeting agendas	August +
Monitor and support the implementation of SLP Leadership Approach within school leadership teams	Professional learning and ongoing assessment of effectiveness	August +
Monitor school implementation of projects and professional learning identified in their School Improvement & Innovation Plans	Documentation of key achievement points for each project in SIIP; executive summary of professional learning evaluation	August +
Cultivate school-level innovations projects (just do it, let's try it, let's build it) in alignment with district personalized learning initiative and school desired results and goals	Documented within SIIP, action research to inform next steps	December +

### Strategic Anchor: Communications and Connections:

Increase effectiveness of communication and engagement with parents and families

**Aligned District, School and Classroom Communications:** Develop infrastructure that further strengthens the alignment of staff and family communications to strengthen connections and enhance the overall SLP experience

**Oversight:** Taibl

**Why:** Alignment between district leaders, teachers, staff, and families helps create a consistent experience and instills confidence in our school district, school buildings and classrooms. At the end of the 2019-2020 school year, we identified opportunities to build out our communication infrastructure to create greater alignment between all of our key stakeholders during a time when keeping people well-informed is essential to supporting the continuation of learning.

Key Achievement Points	Deliverables	Timeline
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Establish a structure, process and frequency for school leaders to receive, in one spot, information they need to know, share and do	Communication vehicle and process	August
Establish a structure for staff to receive regular updates on information they need to know and act upon	Communication vehicle and process	August
Improve school newsletter experience for all	New/revised tools, design, process and support model	June-August
Establish/reinforce teacher communication expectations to families	Guidance document and auditing process	August+
Establish ongoing ways to audit and track engagement across district, school and classroom communications	Reporting template and process	September-June
Create a district level story-telling approach to strengthen emotional ties to SLP and longitudinal connections as students/families journey across the SLP continuum (K-4 to 5-8 to 9-12)	Communication vehicle(s) and approach/process	June
Establish regular touch points for communication planning	Meeting schedules and expectations	TBD
Establish post-pandemic cadence of communications for district leadership (superintendent) to staff and families	Editorial calendar and process	TBD

**Preschool for Kindergarten Readiness:** Implement kindergarten readiness approach and improve the alignment between preschool and kindergarten so that students and families experience a seamless transition

**Oversight:** Pederson, Rahn

**Why:** We expanded preschool programming options within each of our elementary schools during the 2018-19 school year and spent the 2019-2020 school year developing our plans to enhance programming and the transition experience between preschool and kindergarten. Many of our planning efforts were not implemented due to the pandemic. We are refining these plans and moving toward implementation to support successful transitions to kindergarten; and continue to enhance conditions so all entering students are ready for kindergarten.

Key Achievement Points	Deliverables	Timeline
Review and refine roles and responsibilities of key positions (EC Teachers, PIT Crews, SPED, K Teachers, etc.) to improve transition from early childhood programs to kindergarten	Clearly articulated roles and responsibilities of a Kindergarten transition team personalizing the experience for each student transitioning	April 2020-February 2021
Scale and support implementation of learner profiles for SLP preschool students and all incoming kindergarteners	Learner profiles developed with each learner and used to inform student work and learning experiences and kindergarten placement	October-June
Review and refine K Welcome events to engage, learn and connect with our Kindergarten students and families prior to the start of K (Kindergarten Connect, K in Action, etc.)	K Welcome Event Calendar and purpose of each identified	January
Create and implement key processes to successfully transition students into kindergarten (personal EC phone calls, welcome call at registration – social conference)	Key processes developed and implemented	January-June
Develop and implement early childhood dashboard to inform personal learner map	Early childhood dashboard developed	June
Implement the menu of summer pre-k programming options developed in spring 2020	Implementation of pre-k summer program; action research summary to inform future planning	Ongoing through August
Build network of community child care providers	Learner profiles started for each student coming in	Ongoing

**Community Education Study:** Explore opportunities to expand and enhance our Community Education offerings

**Oversight:** Pederson

**Why:** Our school district is an important “hub” that links community partners, services and community needs together. Our facilities and programming can help strengthen these links that are vital for a healthy community through sought after youth and adult programming options and offering our facilities for professional, social and educational use.

<b>Key Achievement Points</b>	<b>Deliverables</b>	<b>Timeline</b>
Review/scan our programs, services and impact since 2009 inclusive of stakeholder voice	Executive summary	January
Study benchmark community education programming; including, programming, staffing, facilities, budget, etc.	Executive summary	April
Enhance summer youth programming to increase participation in academic and enrichment programming (Phase 2 - started summer 2020)	Youth summer program offerings	April
Design enhanced 2021-22 school year programming for youth and adults	Community Education program offerings	May-June
Expand and build partnerships for programs and services	New program offerings based on community partnerships	Ongoing