2019-2020 District Operational Plan: World's Best Workforce

Tuesday, September 10, 2019

School Board Meeting

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Strategic Plan

- Spring Lake Park Schools' Strategic Plan for the Future is the roadmap that we follow
- The strategic plan is a governance document approved by the School Board, providing overall direction for the district's work

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OUR STRATEGIC PLAN FOR THE FUTURE

Our District Values

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

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

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

Excellence
- A relentless and intentional effort in continuous improvement.

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

Integrity
- Always aligning our actions with our values and beliefs.

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

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

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

Our District Purpose

High Expectations. High Achievement. For all. No Excuses.

Our Vision for the Future

The Spring Lake Park School District 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.

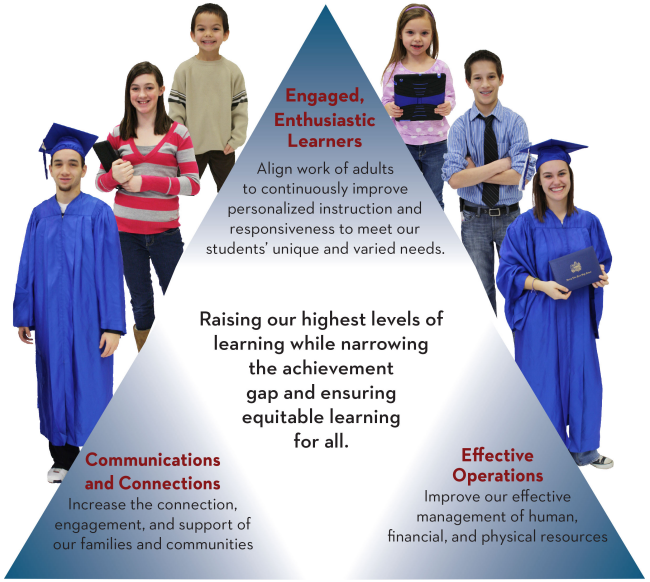
Our over-arching goals for all planning and for providing a focus in moving towards our vision

- 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.

Implementation of Strategic Plan

Through the District Operational Plan

- We will move towards our vision through a focus on continuous improvement and innovation, identifying annual and multi-year projects within our District Operational Plan.
- This ongoing, annual plan utilizes an adaptive planning process, reviewed and updated regularly to reflect progress and emerging influences.
- Each of the projects included in the District Operational Plan are directly or indirectly connected to the district's primary focus of **"raising our highest levels of learning while narrowing the achievement gap and ensuring equitable learning for all."**



Implementation of Strategic Plan

Through the District Operational Plan

In August, we provided a broad overview of the District Operational Plan, as well as a focus on the Board Priority of Innovative and Personalized Learning:

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INNOVATIVE AND PERSONALIZED LEARNING IN SLP

Each student in Spring Lake Park Schools is known by name, strength, interest and need, leading to personalized student work and learning experiences!

In Spring Lake Park Schools, learners are at the center of everything we do. Our vision is to create personalized and engaging experiences so that each student feels valued, inspired and has a sense of belonging, resulting in college readiness so that each student has aspirations for success.

Guided by the student's needs and interests, learners and teachers work together using the following components to design a learning path to accomplish identified learning outcomes. By personalizing learning, we create the conditions for students to become powerful, independent and curious learners.

Implementation of Strategic Plan

Through the District Operational Plan

This evening we will:

- Provide a brief overview of 2018-2019 student achievement results, district desired results, and school leverage goals; and
- Provide an overview of two key projects, including milestones, deliverables, and next actions:
  - **Enhance School Improvement and Innovation Planning:** Support schools in the design and implementation of School Improvement and Innovation Plans and professional learning processes, enhancing implementation of standard work while inviting innovation to engage and personalize learning
  - **Innovative and Personalized Learning:** Guided by each learner's needs and interests, we will continue to implement the following interdependent components to create pathways for students to become powerful, self-directed learners: *Competency-Based Learning*; *Learner Profiles*; *Personal Learner Maps*; *Flexible Learning Environments*; *Systemic Innovation by Design*

District Operational Plan

- *Continuous improvement & innovation through structural tension and systems alignment*
- *Alignment of district, school, professional learning community teams (departments, grade levels), and individual teacher goals and projects*
- *Alignment between theory of action and theory in action*

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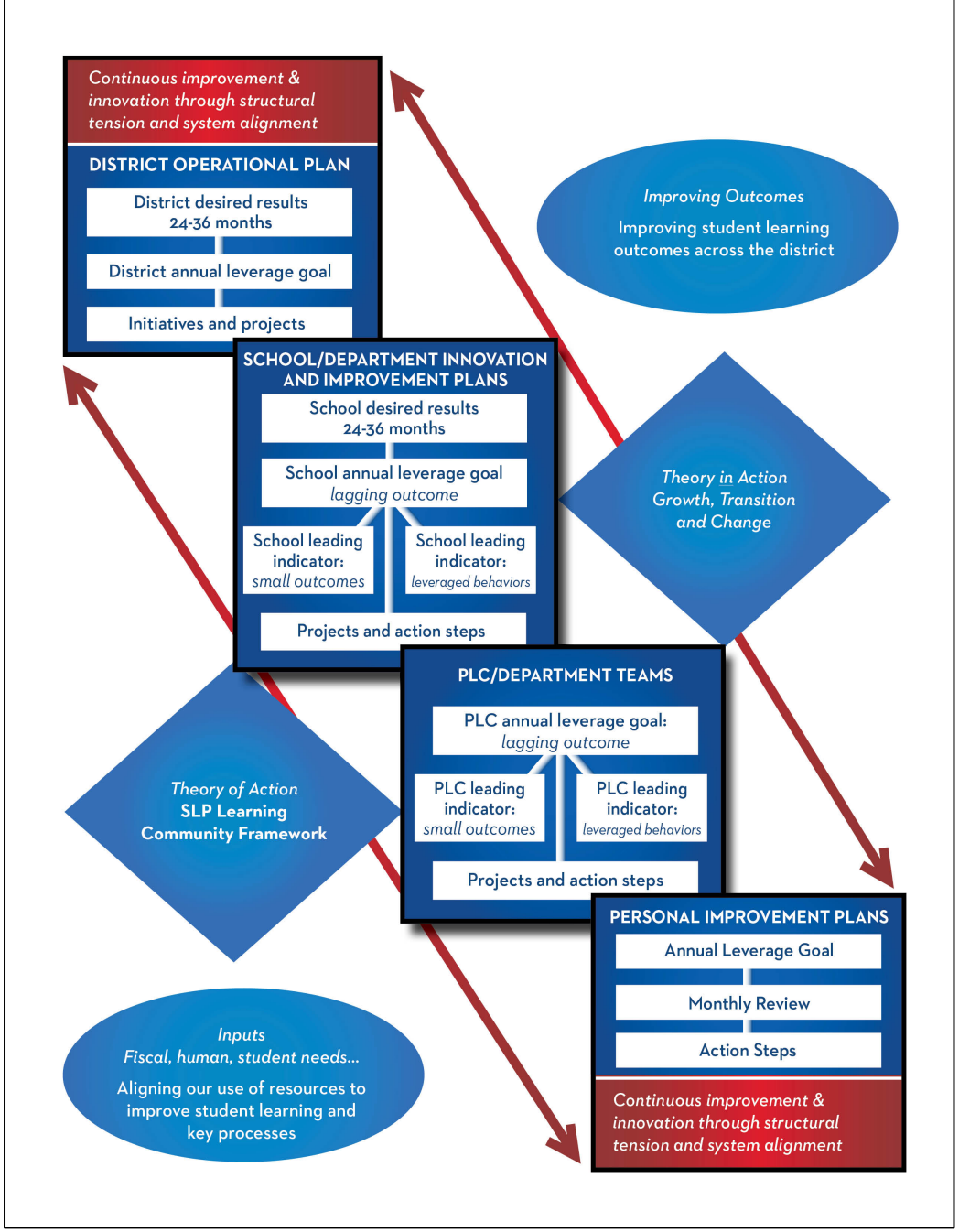

Balanced Assessment Approach

Spring Lake Park Schools utilizes a balanced assessment approach to measuring student progress, including:

- *Standardized tests*: Minnesota Comprehensive Assessments (MCA), Measures of Academic Progress (MAP), ACT suite of assessments (ACT and Aspire), ACCESS for English Learners
- *District benchmark assessments*: Locally developed end-of-trimester and end-of-course assessments focused on learning outcomes that hold endurance, leverage, and readiness
- *Summative assessments*: Locally developed and/or part of core content resources, given at the end of a unit or as students show readiness for mastery
- *Formative assessments*: Locally developed and/or part of core content resources, given day-to-day, or in the moment, to determine very next steps in learning

Overview of 2018-2019 Results

Increase Student Success in Reading and Math

Districtwide Grade Level Proficiency and Cohort Growth

Reading

- Multi-year linear regression trend indicates that reading achievement by grade level remains relatively flat at all grade levels
- When we follow students by cohort starting with their initial MCA in grade 3 (i.e., 2016 Grade 3 to 2017 Grade 4 to 2018 Grade 5 …), each grade level cohort has increased the percent of students meeting grade-level proficiency

Math

- Multi-year linear regression trend indicates that math achievement by grade level has been trending down
- First year of implementation of K-12 math framework, and new core resource (Bridges) for K-5

Overview of 2018-2019 Results

Increase student success in reading and math

Individual student growth goals

- Students who have met college-ready benchmarks will maintain or enhance their proficiency
  - At middle level, trending up for both reading and math
  - At elementary level, trending up for reading and down for math

- Students who have not yet met college-ready benchmarks will make aggressive growth to or toward benchmarks
  - At middle level, trending down for both reading and math
  - At elementary level, results remain flat for reading and trending down for math

Overview of 2018-2019 Results

Increase Student Success in Reading and Math

Student groups

- Currently, our largest gaps between student groups are:
  - Students identified as English learners
  - Students eligible to receive free or reduced price lunch

Kindergarten readiness

- A high percentage of our students who attend Spring Lake Park preschool programming meet developmentally-appropriate benchmarks for language and literacy, as well as emotional and behavioral self-regulation

Overview of 2018-2019 Results

All Students Leave Career and College Ready

Proficiency by grade level using college-readiness benchmarks

ACT ASPIRE and ACT

- All juniors at Spring Lake Park High School take the ACT
- Over time, our results at Spring Lake Park High School have remained relatively flat

MAP College-ready Benchmarks

- Similar to grade-level benchmark data, the multiyear linear regression trend indicates that reading achievement by college-ready benchmark level remains relatively flat at all grade levels for reading, and trends down for math.
  - Students who are at college-ready benchmarks are maintaining or enhancing their readiness
  - Students who are not yet at college-ready benchmarks are not making the type of growth needed to achieve college-ready benchmarks

Overview of 2018-2019 Results

All Students Leave Career and College Ready

Graduation Rate

- Slight improvement in graduation rate from last year to this year
- Students who are most likely not to graduate in their four-year cohort are students who are eligible for free or reduced price lunch, frequently transfer schools, and/or have been purposefully identified for continuing their high school education as part of their personal learner map (Transitions program, newcomers to the U.S.)
- We are continuing a focus on meeting the needs of each of our students through counselors for personalized learning, social workers and community resource liaisons, and our work in innovative and personalized learning

12 College Credits by 12th Grade

- Continue to see increased enrollment in Advanced Placement, College in the Schools courses, articulated courses, and Pathways courses

District Desired Results – 3 Years

Increase student success in reading and math for all students, reducing disparities in learning between student groups

All students leave career and college ready so that they see no limits to their future

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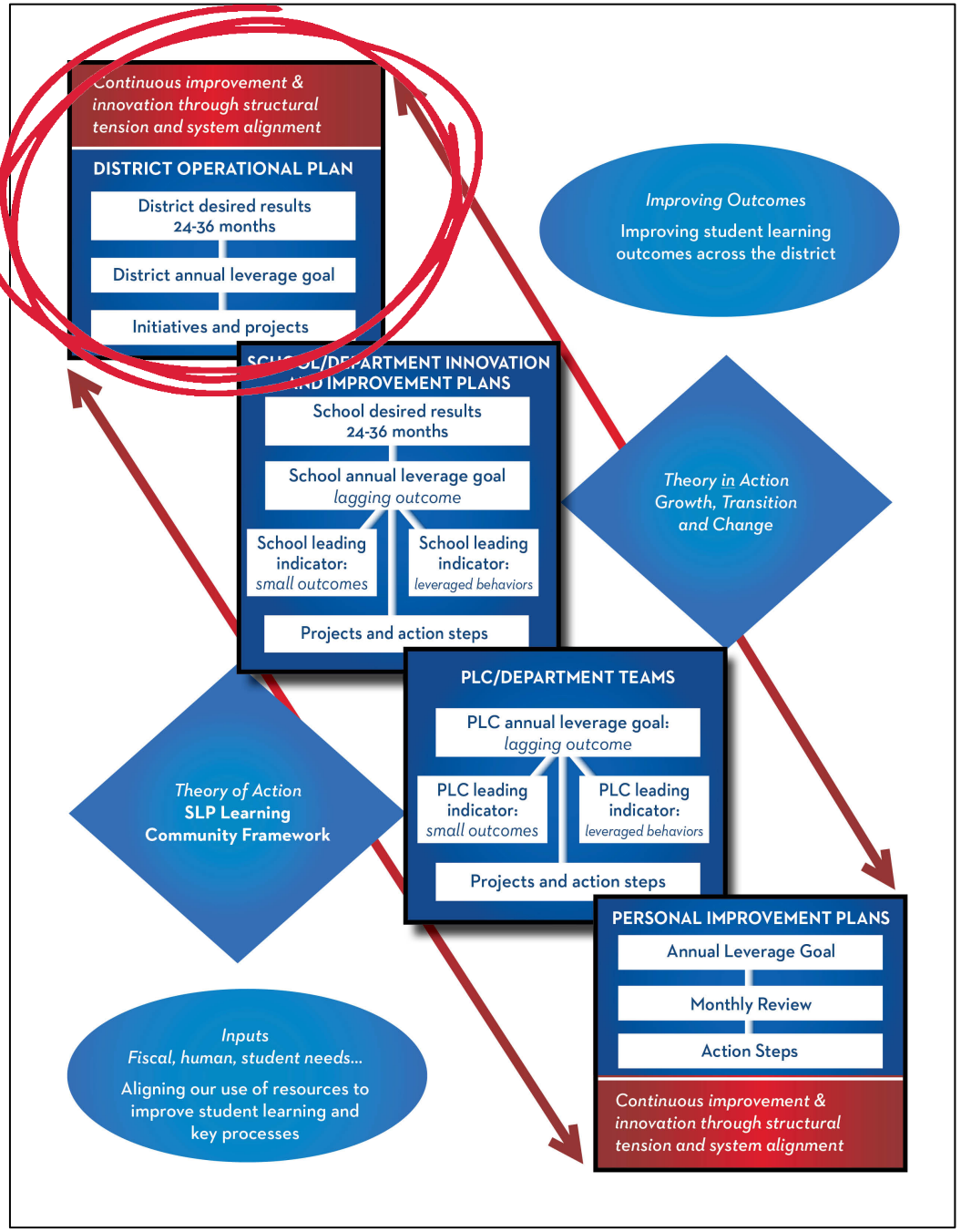

School Leverage Goals

100% of students who have met college-ready benchmarks will maintain or enhance their proficiency

100% of students who have not yet met college-ready benchmarks will make aggressive growth to or toward benchmarks

Ultimately, we want to see a positive trend line on each of these over time

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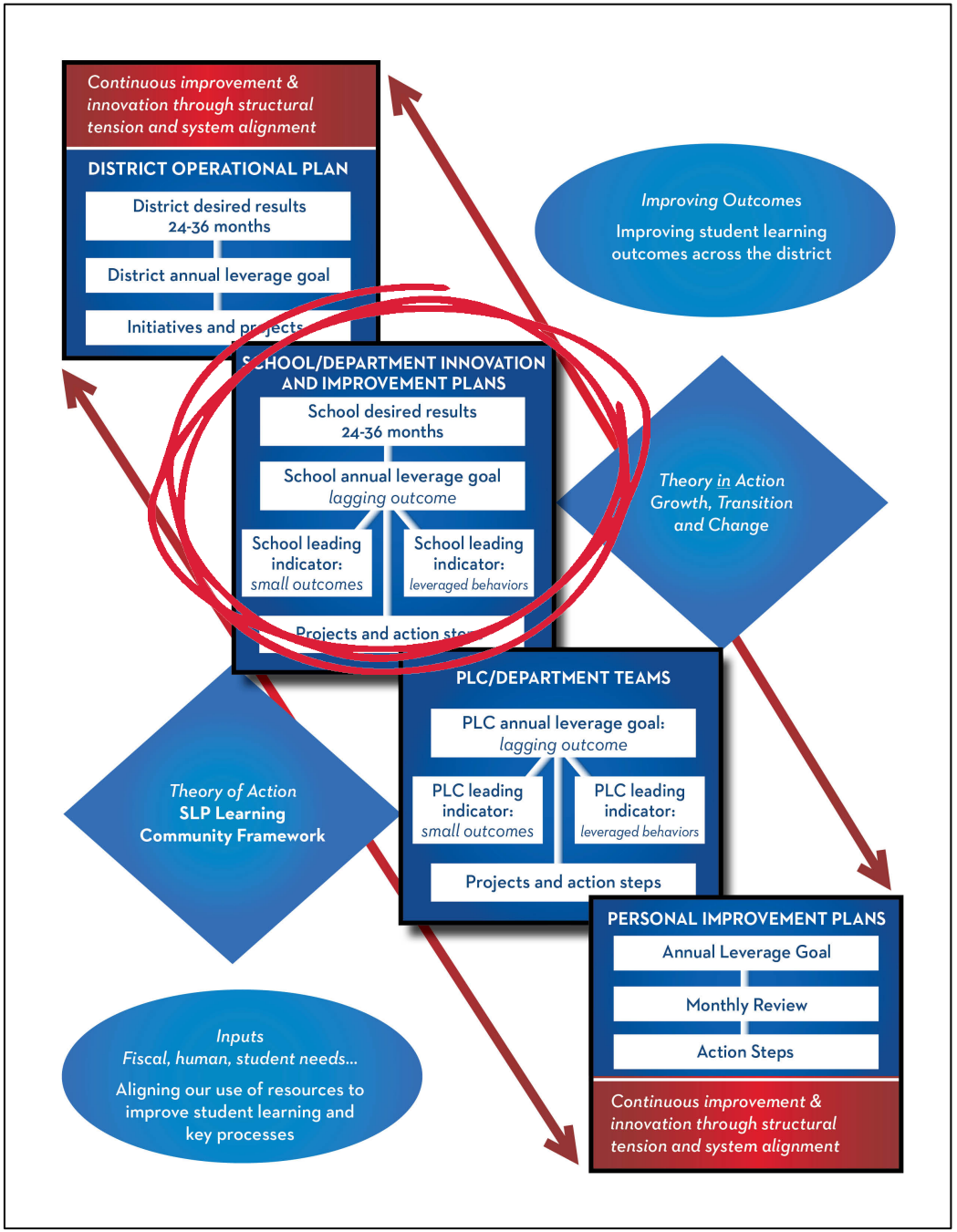

PLC leverage goals

Professional learning communities are in the process of reviewing data and identifying the student learning goals in alignment with school desired results

Small outcomes and leveraged behaviors will also be determined by each professional learning community over the next two weeks, aligned with school and district leverage goals

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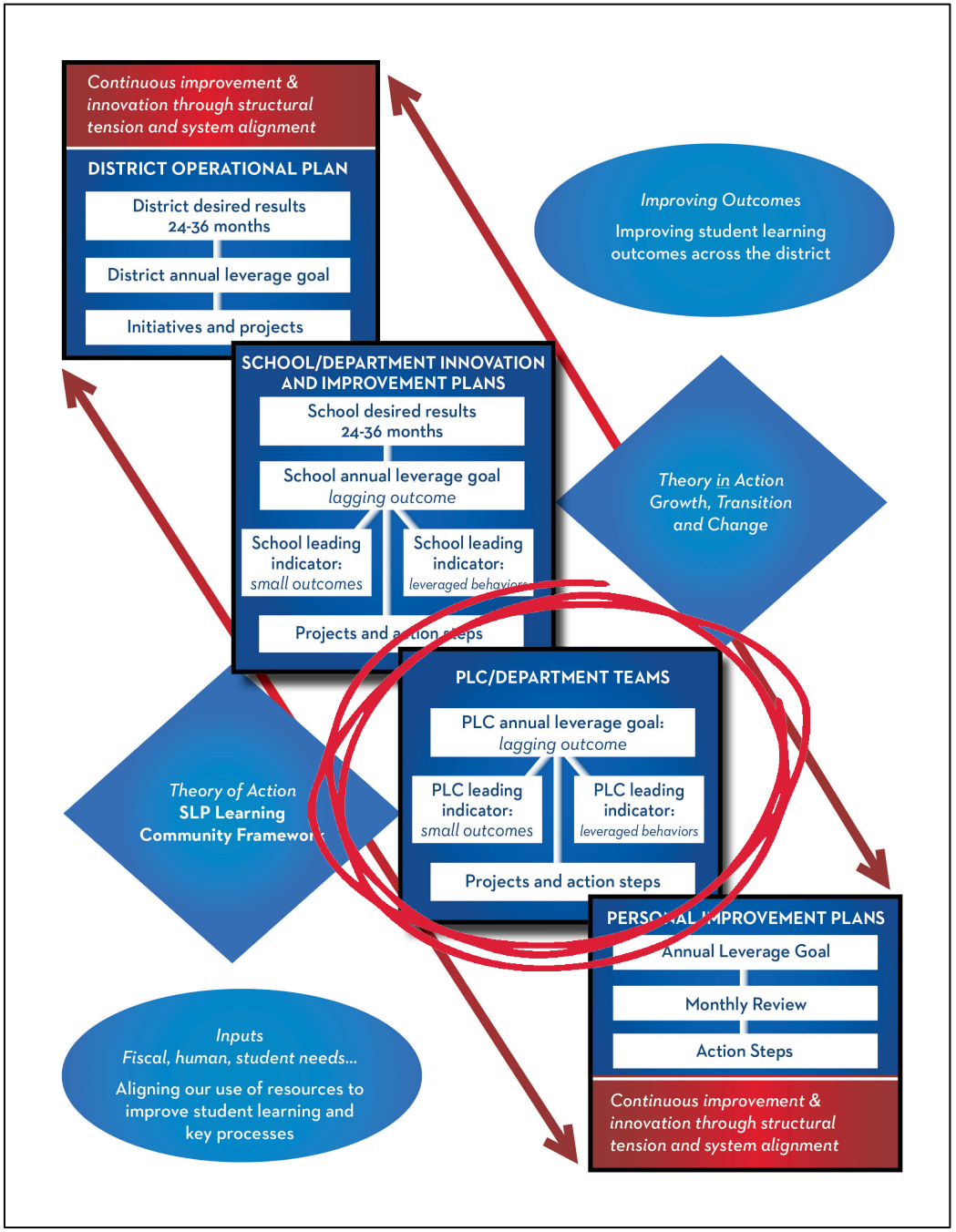

Individual Teacher Goals

Student achievement and engagement goals are aligned with PLC goal(s) and school leverage goal

Professional practice goal is aligned with school improvement and innovation plan projects

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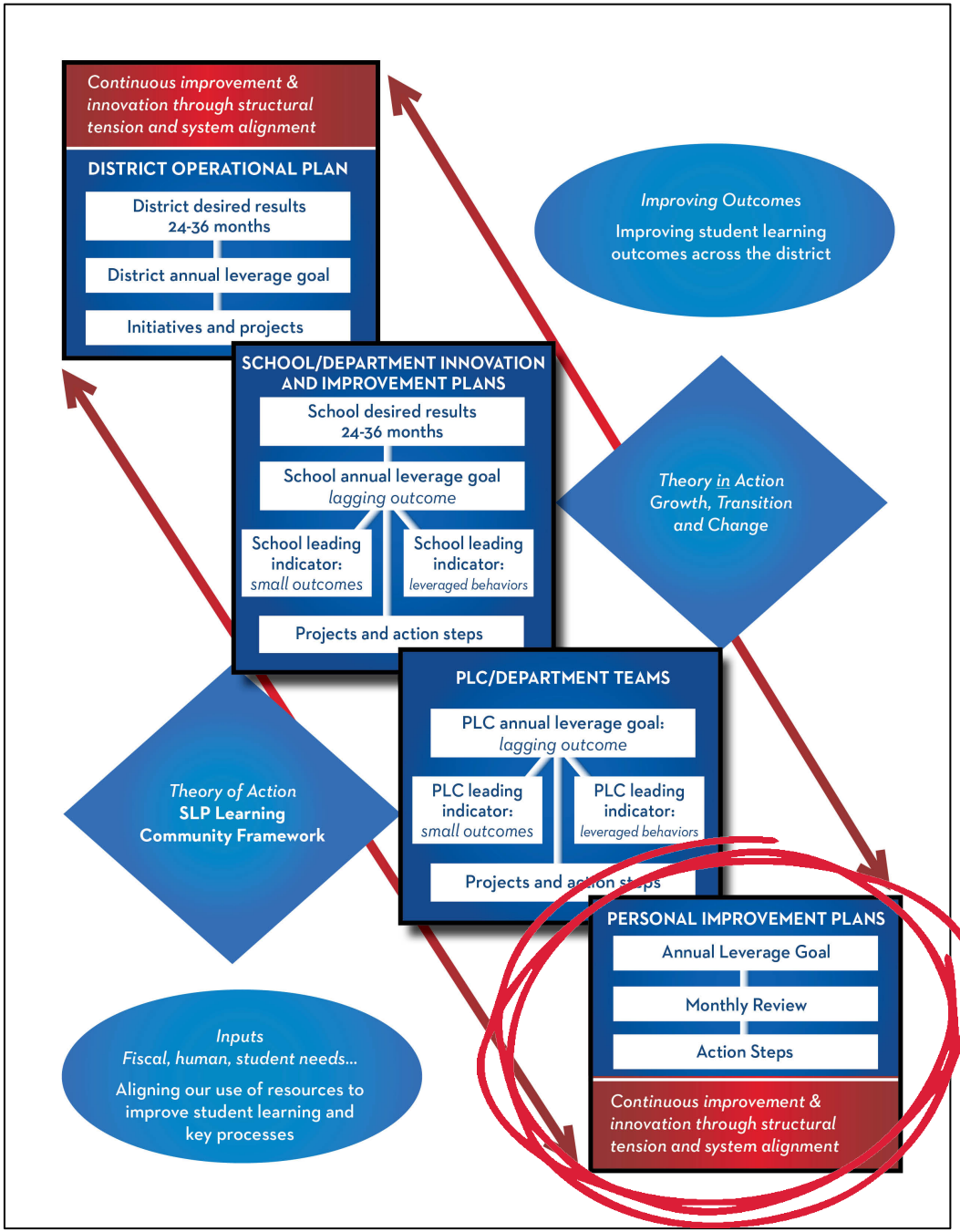

District Operational Plan

Desired Results and Current Results Drive Improvement Efforts

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2019-2020 District Operational Plan (DRAFT as of 6.25.19)

The Spring Lake Park Schools' District Operational Plan (DOP) identifies the strategic in
and projects under study or being implemented to facilitate improvement and innovat
the district. This ongoing, annual plan is reviewed and updated quarterly to reflect pr
emerging influences. The projects included in the DOP are directly or indirectly conn
district's focus of "raising our highest levels of learning while narrowing the achiever
ensuring equitable learning for all." *(*Indicates board priority)*

*** STRATEGIC INITIATIVE – Innovative and Personalized Learning**
Each student in Spring Lake Park Schools is known by name, strength, interest and need, leading to personalized student work and experiences
Guided by each learner's needs and interests, we will continue to implement the following interdependent components to create pathways for students to become powerful, self-directed learners: ***Competency-Based Learning; Learner Profiles; Personal Learner Maps; Flexible Learning Environments; and Systemic Innovation by Design.***

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
Pathways to Career and College Readiness and "12 x 12" – Continue implementation of Pathways in grades 9-12 for 12x12 career and college readiness, exp
and vertically aligning grades 7-8 elective programming
Online and Hybrid Learning – Monitor and support implementation and expanded offerings of h
complete transition of GradPoint online courses to locally-developed online courses
Inviting Student Learning Environment – Continue to deepen and standardize implementatio
management practices at each school with emphasis on social-emotional learning strategies a
alth services
8 Computer Science – Develop curricular options for computer science for Fall 2020 implen

RATEGIC ANCHOR – Effective Operations
rove our effective management of human, financial and physical resources
Warehouse and Dashboard – Continue development of customized dashboards usin
school, classroom, and student information in one platform
Heights Study – Examine our partnership with Metro Heights and identify options
s of our students who are needing an alternative learning environment
e School Improvement and Innovation Planning – Support schools in the desi
ement and Innovation Plans and professional learning processes, enhancing imp
iting innovation to engage and personalize learning
ol for Kindergarten Readiness – Increase kindergarten readiness for each pre
t between preschool and kindergarten so that students and families experie

C ANCHOR – Communications and Connections
e connection, engagement and support of our families and communi
munication Methods – Identify current methods and tools used by sch
develop action steps for each school to improve communication betv
e District Environment – Continue to review and refine measures to
and response, balancing this with a welcoming experience for fami
Operating and Capital Projects Levies – Develop and implement
to the successful renewal of the existing operating levy and capi

Strategic Anchor: Engaged Enthusiastic Learners:
Align work of adults to continuously improve personalized instruction and responsiveness to meet our students' unique and varied needs

Pathways to College and Career Readiness and "12 x 12": Continue implementation of Pathways in grades 9-12 for 12x12 career and college readiness, expanding course offerings and vertically aligning grades 7-8 elective programming
Oversight: Rahn, Olson
Why: Spring Lake Park Schools has established an end goal for each student to earn 12 college credits by the end of 12th grade (12x12) to move us closer toward our vision for the future where every student leaves our system career and college-ready, seeing no limits to his or her future. Multiple routes for meeting this end goal are in place (e.g., Advanced Placement, Opportunities in Emergency Care, College in the Schools, articulation agreements, and embedded college courses through Anoka-Ramsey Community College, Mankato State University& Bethel University), and offering AVID at grades 5-12 opens possibilities and encourages all students to be successful regardless of which route they take. This project will continue to refine and further develop opportunities for students to explore future career and college pathways, while at the same time, earn college credit so that they experience success and gain confidence as they transition out of Spring Lake Park Schools.

Key Achievement Points	Deliverables	Timeline
Monitor and support implementation of Pathways and 12x12 courses, including inter-district embedded college courses	Monitoring and support plan for Pathways and 12x12 courses	August 2019
	Executive summary of implementation and support for Pathways and 12x12 courses	June 2020
Review and refine plan for expanded Pathways and 12x12 courses	Identified Pathways and 12x12 courses for Fall 2020 implementation	November 2019
	Partnership agreements with current and new universities specific to courses to implement Fall 2020	April 2020
Continue process to vertically align pathways courses and/or opportunity for unit design or partnerships with grades 7-8 elective options	Identified opportunities for Fall 2020 implementation	November 2019
Develop and implement a K-12 systemic design to enhance career and college readiness for all stakeholders	Executive summary of professional learning, family and student events, and special events to enhance career and college readiness	Ongoing-June 2020

Online and Hybrid Learning: Monitor and support implementation and expanded offerings of hybrid courses, and complete transition of GradPoint online courses to locally-developed online courses
Oversight: Rahn, Nemanich
Why: Over the past three years, we have been transitioning from using GradPoint for online courses to locally-developed online courses with Spring Lake Park academic competencies, and essential career and life skills for success. We have also expanded our hybrid course offerings at Spring Lake Park High School. Both online and hybrid courses create additional opportunities for students to engage in high levels of learning while at the same time, increase flexibility within their day.

Key Achievement Points	Deliverables	Timeline
Complete transition of all core content area courses from GradPoint to locally developed online courses	Online unit design for each course developed and ready for delivery through Schoology	August 2020
Monitor, support, and evaluate the implementation of new online and hybrid courses	Summary of data relating to student achievement and teacher professional practices, with identified opportunities for refinement for the future	June 2020
Develop additional hybrid courses to offer at SLPHS, and explore offering hybrid courses at Westwood, for implementation Fall 2020	Course names and descriptions for registration guide	December 2019
	Hybrid unit design for each identified course developed and ready for Fall 2020 delivery	August 2020
Refine and implement procedures for flexible	Written procedures for principals and teachers to	September 2019

Project Update

Enhance School Improvement and Innovation Plans

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 focuses on enhancing the design and planning of school improvement and innovation efforts, balancing near-term needs and wants while positioning the school for the future
- Effective school improvement and innovation planning requires partnership-leadership between district and school staff. The district is providing professional learning and support for K-12 literacy, math, and EL implementation at each school. Each school provides ongoing, high-intensity coaching for implementation unique to their site based on analysis of student learning needs and professional practice goals of teachers.
- The next few slides will talk about how the district is supporting schools with implementation of:
  - PreK-12 Literacy
  - PreK-12 Math
  - Accelerating Learning for Students Identified as English Learners
  - Enhancing teacher induction and school-specific projects

Enhance School Improvement & Innovation Plans

Key Achievement Points: PreK-12 Literacy

- Next actions to improve student learning in reading
  - Yearlong design of professional learning and coaching for implementation of the science of teaching reading for all K-6 teachers of reading
  - Increase frequency and intensity of professional learning and coaching for implementation for elementary academic specialists, and secondary concepts teachers
  - Learning opportunities for all secondary teachers to build literacy through all content areas
  - Includes assessment for learning strategies, and high-leverage instructional strategies

Enhance School Improvement & Innovation Plans

Key Achievement Points: PreK-12 Math

- Next actions to improve student learning in math
  - Year two of professional learning on implementation of key instructional practices within our math framework for all K-12 teachers of math
  - Year two of professional learning on the core resources to support student learning
  - Increase frequency and intensity of professional learning and implementation for elementary academic specialists, and secondary concepts teachers
  - Includes assessment for learning strategies, and high-leverage instructional strategies

Enhance School Improvement & Innovation Plans

Key Achievement Points: Accelerate Learning for English Learners

- Next actions to accelerate learning of students identified as English learners
    - Year two of implementation of English Learner framework
    - Grade level sheltered content courses taught by dually licensed teachers (EL + content area) that make both the language of the content accessible and comprehensible to students, while at the same time, engaging in cognitively challenging learning experiences
    - Direct English language development support and/or courses tailored to varying levels of English proficiency
    - Personalized meetings with students, families, EL specialists, and counselors for personalized learning
    - Includes assessment for learning strategies, and high-leverage instructional strategies

Enhance School Improvement & Innovation Plans

Key Achievement Points: New Teacher Induction and School-Specific Projects

- District and school leadership will partner to support professional learning and improved implementation of standard work
  - Our Teacher Learning and Evaluation process
  - Our three-year process for New Teacher Induction will ensure that all new teachers receive professional learning and coaching for all identified standard work
    - New teachers have already had the opportunity to engage in 8 days of professional learning around reading, math, school and classroom management, and our vision and values

- Schools will design and implement high quality professional learning in alignment with identified projects, while supporting individual needs

Project Update

Innovative and Personalized Learning

Why:

- We have spent the past two years primarily in our “discovery” and “design” spaces of our 3D design thinking process for our innovative and personalized learning work
- This year, we are moving into “delivery” as we continue to create the conditions to engage students in more flexible and interdisciplinary learning opportunities
- Guided by each learner’s needs and interests, we will continue to implement the following interdependent components to create pathways for our learners to become powerful, self-directed learners:
  - Competency-Based Learning
  - Learner Profiles
  - Personal Learner Maps
  - Flexible Learning Environments
  - Systemic Innovation by Design

Innovative and Personalized Learning

Key Achievement Points

- Begin work with an innovation cohort, made up of a group of about 25 teachers and continuous improvement and innovation coaches, to start the learning and application of our competency-based learning framework
- Monitor, support, and enhance implementation of learner profiles, which are used to inform student work and learning experiences
- Fully implement Naviance at Grades –12, including 4+ year, and annual, personal learner maps
- Establish short-term learner maps for all K-12 students with identified needs, which identifies a primary advocate for each learner
- Conduct conceptual studies of possible school structures brought forward by staff to determine if we want to move forward to possible design

Final Thoughts

- The District Operational Plan meets the Minnesota Department of Education's World's Best Workforce plan requirements
- The District Operational Plan can be found online, including describing a multitude of ways for community members and parents to be involved throughout our district

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Parent and Community Participation

Opportunities to be part of our continuous improvement process

There are many ways for parents and community members to provide input, share ideas, and become involved with continuous improvement and innovation in Spring Lake Park Schools. The input we receive fr members is critical to our ongoing planning and continuous improvement process. We encou the many opportunities we have for you to get involved and work with us to improve the expe students.

Short-term Involvement Opportunities

The following opportunities are offered to parents and community members to provide input to district and school administrators and staff as they engage in design and planning for specific projects and initiatives.

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/or staff. The purpose of these sessions is to solicit 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 like to think are lively and interesting conversations about timely, important topics, without making a long-term commitment.

Community Conversations

The purpose of community conversations is to allow participants the opportunity to provide input on a specific topic as well as on topics related to the District Operational Plan. The conversations are organized in a variety of formats to provide each participant the opportunity to share their thoughts and ideas. These sessions allow a large number of people to participate.

School, Parent Teacher Association/Organization, and Early Learning Visits

The superintendent and district administrative team strive to attend at least one PTA meeting each year at every school. The agenda at these sessions includes a short informational overview, as well as time for parents to ask questions and share their perspective on specific topics.

Online Opportunities

Along with the face-to-face opportunities, the district also provides ways to share input online in a variety of ways. Because some people may be unable to attend one of the face-to-face sessions, we create online opportunities for individuals to share their perspective.

Ongoing, Interest-b Committees and Inp

In addition to the many opportu also has many committees, coun that include parents and commu of committees and councils; leve committee/council.

Athletics Advisory Council – All involved in athletics or activities meetings that are held each mon for further information.
Facilitator: Matt St. Martin

Autism Parent Support Group – parents with defining appropriat their child, learning about autism community resources to support
Facilitator: Kristen Johnson

Communication and Connectio Improvement Efforts

This committee of parents, comm meets periodically to assess curr outreach efforts, as well as to ide school district engagement with
Facilitator: Bob Noyed

Community Education Advisory

recommendations about policies Community Education Services t community members.
Facilitator: Colleen Pederson

Community Leader Meetings

At various times during each sch and district administration sched community leaders. Community include, but are not limited to, gr clergy, business network groups, who work with children and fami meetings is to share information solicit input.
Facilitator: Jeff Ronneberg, Karen

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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

Pathways to Career and College Readiness and "12 x 12" – Continue implementation of Pathways in grades 9-12 for 12x12 career and college readiness, expanding course offerings and vertically aligning grades 7-8 elective programming

Online and Hybrid Learning – Monitor and support implementation and expanded offerings of hybrid courses, and complete transition of GradPoint online courses to locally-developed online courses

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

K-8 Computer Science – Develop curricular options for computer science for Fall 2020 implementation at grades K-8

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 School Improvement and Innovation Plans and professional learning processes, enhancing implementation of standard work while inviting innovation to engage and personalize learning

Preschool for Kindergarten Readiness– Increase kindergarten readiness for each preK student, and improve the alignment between preschool and kindergarten so that students and families experience a seamless transition

STRATEGIC ANCHOR – Communications and Connections

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

School Communication Methods – Identify current methods and tools used by schools and teachers to communicate with families, and develop action steps for each school to improve communication between schools/teachers and families

Inviting, Safe District Environment – Continue to review and refine measures to enhance school safety and crisis preparedness and response, balancing this with a welcoming experience for families, community members, and customers

***Renewal of Operating and Capital Projects Levies** – Develop and implement campaign strategy and communication plan that leads to the successful renewal of the existing operating levy and capital projects levy

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2019-2020 District Operational Plan: World's Best Workforce

Regular School Board Meeting

September 10, 2019