



DISTRICT OPERATIONAL PLAN 2021-2022



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



OUR STRATEGIC PLAN FOR THE FUTURE

SPRING LAKE PARK SCHOOLS

Our District Values

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

Accountability

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

Courage

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

Excellence

- A relentless and intentional effort in continuous improvement.

Innovation

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

Integrity

- Always aligning our actions with our values and beliefs.

Learning

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

Respect

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

Shared Responsibility

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

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

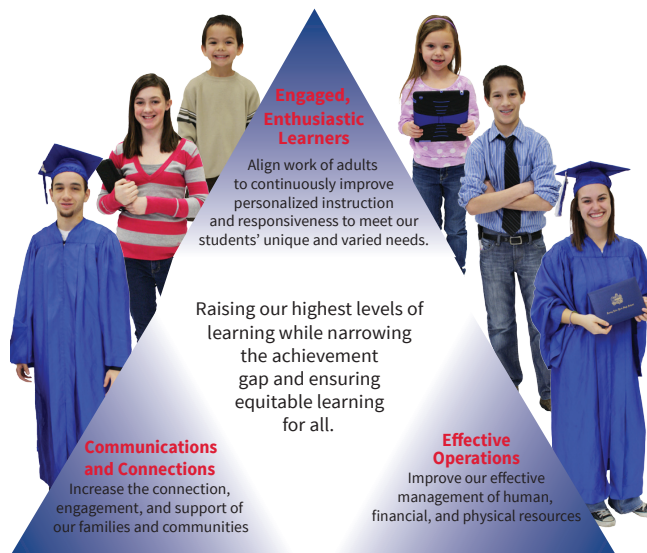
Our District Purpose

High expectations. High achievement for all. No excuses.

Our Vision for the Future

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

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



Our Strategic Anchors

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

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

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

The Spring Lake Park Schools' District Operational Plan (DOP) identifies the strategic initiatives and projects under study or being implemented to improve and innovate within our schools. This annual plan is reviewed and updated quarterly to reflect progress and emerging influences. The projects included are directly or indirectly connected to the district's focus of "raising our highest levels of learning while narrowing the achievement gap and ensuring equitable learning for all."

STRATEGIC ANCHOR – Engaged and Enthusiastic Learners

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

Transition Out of the Pandemic: Accelerate Student Learning and Support Social-Emotional Well-Being –

Implement supports and enrichment opportunities to meet the varied needs of students transitioning out of the pandemic

Deepen Innovative and Personalized Learning – Continue development and implementation of core elements of personalized learning – competency-based learning, learner profiles, personal learner maps, flexible learning environments

Support All Staff as Learners – Deepen our support of all staff members as learners to strengthen collaboration and support improvement and innovation

Expand SLP Schools Online K-12 – Expand our online school

from grades 9-12 to grades K-12 and embed core elements of personalized learning into our online learning model

STRATEGIC ANCHOR – Effective Operations

Improve our effective management of human, financial and physical resources

Transition Out of the Pandemic: Innovation and Effective Use of Resources – Use COVID-relief funding to support improvement in areas of need in the near-term and incubate innovation that is desirable and viable for the future

Study School Boundaries – Study near-term and long-term school boundary options to accommodate changing program needs and growth

Redesign Alternative Learning Programming – Redesign our alternative learning programming and partnerships to better reflect our SLP vision and support greater student success

Align Staff Technology Platforms and Practices – Determine core staff technology tools and norms of use to strengthen productivity and collaboration and reduce fragmentation

STRATEGIC ANCHOR – Communications and Connections

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

Transition Out of the Pandemic: Build Community – Establish or re-imagine, learning from our pandemic experiences, how we create community within and beyond our schools

Strengthen Community Connections – Identify and connect with critical businesses, non-profits, service groups and community leaders to create, revitalize and strengthen relationships

Enhance Community Education Offerings – Implement findings from last year's Community Education study to enhance offerings



2021-2022 District Operational Plan (updated draft as of 6.22.2021)

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

Transition Out of the Pandemic: Accelerate Student Learning and Support Social-Emotional Well-Being: Implement supports and enrichment opportunities to meet the varied needs of students transitioning out of the pandemic

Oversight: Rahn

Why: After the interruptions to in-person school over the past year and a half, we want to ensure each school implements robust designs to meet the varied needs of students as they transition out of the pandemic. While some students experienced missed learning opportunities, other students excelled in learning through the multiple learning models they experienced. For those who missed learning opportunities, students may need additional supports to recoup prior learning outcomes, foster social connections, and/or deal with impacts of the past year (e.g., loss of family members, illness, food insecurity). For those who excelled, students may need additional opportunities to go deeper in learning and enrich their learning experiences. This project will accelerate student growth in learning and development through the creative, flexible, and differentiated application of people, materials, and time.

Key Achievement Points	Deliverables	Timeline
Monitor implementation of, and complete program evaluation for school-based designs for accelerating and enriching student learning experiences	Monitoring implementation plan and executive summary of program evaluation	Through June 2022
Refine and implement guidance document for targeted academic interventions, including drill-down and progress monitoring tools, intervention resources, and methods for determining rate of improvement	Guidance document for targeted intervention in reading and math	September 2021
Design and implement professional learning and school implementation of classroom management and social-emotional learning	Professional learning design and evaluation, including monitoring implementation plan	August 2021 and ongoing
Expand co-located mental health services through enhancing existing partnerships and/or creating new community partnerships	Contract(s) with community partners, and implementation data of students receiving services and support	July 2021-March 2022
Expand mental health screening and diagnostic tools to identify students for targeted intervention and support	Assessment plan that includes screeners, drill-down process and tools, progress monitoring tools for social-emotional support	September 2021 and ongoing

Deepen Innovative and Personalized Learning: Continue development and implementation of core elements of personalized learning – competency-based learning, learner profiles, personal learner maps, flexible learning environments

Oversight: Rahn

Why: 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: *Competency-Based Learning; Learner Profiles; Personal Learner Maps; Flexible Learning Environments; Systemic Innovation by Design.*

Key Achievement Points	Deliverables	Timeline
Pilot platforms for tracking competencies, develop recommendation and implementation plan for systemwide scaling	Executive summary	February 2022
Develop Portrait of a Graduate to align our work in career and college readiness with our vision for learner profiles and learner maps at all grade levels	Portrait of a Graduate language and imagery	December 2021
Refine competency-based learning framework and rubrics, and create competencies and rubrics for all remaining content areas (arts, health, language acquisition, pathways)	Competency-based learning framework with refined competencies and rubrics for use	Through June 2022
Develop senior capstone project (not required for graduation) that aligns with Portrait of a Graduate	Design of senior capstone project for implementation in 2022-23	March 2022

Support All Staff as Learners: Deepen our support of all staff members as learners to strengthen collaboration and support improvement and innovation

Oversight: Rahn

Why: As a learning organization, each individual in our Spring Lake Park Schools community needs to be committed to and supported in their ongoing learning in order to effectively meet the needs of each student. While we have robust professional learning within our organization, we also have opportunities to enhance the quality of our professional learning experiences and their accessibility to each staff member. Ultimately, this project will create the conditions and provide the supports to build staff capacity and creativity. These are the next steps as we continue to move toward a systemic community of learners in which each individual expresses their aspirations, builds their awareness, and develops their capabilities together in order to successfully meet the varied needs of our learners.

Key Achievement Points	Deliverables	Timeline
Revisit high quality professional learning design with district and school leaders and support implementation	Professional learning design and evaluation	Through June 2022
Monitor implementation of, and complete program evaluation for each site's design to provide teachers with consistent opportunities to engage in learning and design	Monitoring implementation plan and executive summary of program evaluation	Through June 2022
Expand opportunities for non-certified staff to engage in professional learning	Participation data in learning opportunities	Through June 2022
Pilot apprentice/intern teacher program at Park Terrace and complete program evaluation to inform possible scaling	Implementation plan and executive summary of program evaluation	Through June 2022
Develop, and begin implementation of teacher competencies for identified standard and adaptive work	Teacher competencies and rubrics	Through June 2022

Expand SLP Schools Online: Expand our online school from grades 9-12 to grades K-12 and embed core elements of personalized learning into our online learning model

Oversight: Rahn

Why: Spring Lake Park Schools has had a state-approved, full-time online learning model for grades 9-12 since 2008. After implementing full-time extended flexible learning for grades K-12 since March 2020, we are primed to leverage what we learned and create opportunities for continued full-time learning in an online format for grades K-8. This project will include development and

implementation of SLP Schools Online Elementary and the expansion of SLP Schools Online Secondary to include implementation at grades 7-8 and continue implementation for grades 9-12 for the 2021-22 school year.		
Key Achievement Points	Deliverables	Timeline
Launch SLP Schools Online for grades K-6	Students enrolled and attending for Fall 2021	August 2021
Launch SLP Schools Online for grades 7-8 and continue implementation for grades 9-12	Students enrolled and attending for Fall 2021	August 2021
Monitor implementation of, and complete program evaluation for SLP Schools Online for all grade levels	Monitoring implementation plan and executive summary of program evaluation	Through June 2022

Strategic Anchor: Effective Operations:

Improve our effective management of human, financial and physical resources

Transition Out of the Pandemic: Innovation and Effective Use of Resources: Use COVID-relief funding to support improvement in areas of need in the near-term and incubate innovation that is desirable and viable for the future Oversight: Ronneberg		
Why: To support school districts in our vital role in helping students, families and staff navigate the pandemic and transition out of it, the federal government passed several acts allocating resources to schools. In total, Spring Lake Park Schools could receive almost \$8.2 million. Approximately \$3.5 million of these funds were spent during the 2020-21 school year to support continued learning through the pandemic. The remaining \$4.7 million is the focus of this project and will be spent between June 2021 and September 2024. Many of these funds are designated to meet specific needs or at specific times of the year (such as summer school). We will align the use of these one-time resources according to federal guidelines to best meet the current academic and social-emotional needs of our students, families and staff as we also encourage and incubate innovations for the future.		
Key Achievement Points	Deliverables	Timeline
Identify plans and related expenses that support students, families and staff in addressing academic and social emotional needs brought on by the pandemic	Budget approval by MDE	July-September 2021
Ensure federal compliance requirements are met with each of the awarded grants	Communication to individuals with budget oversight on requirements and documentation of compliance	Through June 2022
Use recovery resources to support innovation to address needs now and inform practices that are viable in the future	Comprehensive list of innovations at site and district level	Through June 2022
Monitor implementation of, and complete program evaluation of, site-level projects and innovations	Monitoring implementation plan and executive summary of program evaluation	Through June 2022

Study School Boundaries: Study near-term and long-term school boundary options to accommodate changing program needs and growth Oversight: Schultz		
Why: Spring Lake Park Schools last conducted a full review of enrollment projections and facility needs several years ago. That study ultimately resulted in capacity expansion at each school and the construction and opening of Centerview Elementary School in Fall 2018. At that time, new elementary boundaries were drawn with feedback from an input group of parents and staff. We are following our plan to review those boundaries and conduct an overall review of enrollment trends and residential development within the district alongside current and evolving program needs to determine if/what adjustments in school boundaries are needed.		
Key Achievement Points	Deliverables	Timeline
Determine, based on incoming enrollment, if any Northpoint/Centerview attendance areas will become flex areas for new families to serve both schools in order to balance current enrollment	Rationale and choice for any flex area	August 2021

Identify any current or future residential developments within or bordering district boundaries that may influence growth	Projection of future student growth (if any) to be included in demographic study	October 2021
Determine the context and reality, desired results and unacceptance means for a boundary study to occur in fall 2022	Guiding change document	April 2022
Determine if any attendance areas will become/continue as flex areas for new families to serve multiple schools in order to balance current enrollment	Rationale and choice for any flex area decisions	April 2022

Redesign Alternative Learning Programming: Redesign our alternative learning programming and partnerships to better reflect our SLP vision and support greater student success

Oversight: Rahn

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. Last year, a study was completed to determine the impact of this partnership on student success. The results of the study indicated that maintaining status quo with our Metro Heights partnership cannot be an option moving forward given the number of students who transfer to Metro Heights and have limited success there. This year, the project will focus on designing ways to increase our partnership with Metro Heights and consider new designs for alternative learning programming for Spring Lake Park High School students.

Key Achievement Points	Deliverables	Timeline
Design and implement improvements to our partnership with Metro Heights Academy to increase student success	Documented process for enrollment, maintaining connections, and monitoring student success	September 2021
Design, implement, and evaluate the alternative learning team that is being implemented at Spring Lake Park High School for grades 11-12	Executive summary	Through June 2022
Create an upstream, predictive tool in PowerBI to alert staff to students who are exhibiting at-risk factors for graduation	PowerBI dashboard	October 2021
Partner with Metro Heights in the design of a true, alternative learning experience for students attending Metro Heights	Description of Metro Heights Academy full-time programming to be implemented Fall 2022	August-December 2022
Explore partnerships for alternative learning programming and make a decision for 2022-2023	Executive summary with recommended next actions	January 2022

Align Staff Technology Platforms and Practices: Determine core staff technology tools and norms of use to strengthen productivity and collaboration and reduce fragmentation

Oversight: Ronneberg

Why: Spring Lake Park Schools staff use many different technology systems and tools as we work with each other. The catalog of staff technologies and different ways they are used has grown to the point that different platforms and usage practices hinders, at times, productivity and effective communication and collaboration among staff. Through this project, we will identify the preferred staff productivity, communication and collaboration platforms and how they should be used and support staff in making any necessary shifts in the tools they use when working together.

Key Achievement Points	Deliverables	Timeline
Outline desired results in aligning staff technology platforms and practices	Guiding change document	July-August 2021
Identify and assess current staff technology platforms and practices for effectiveness and gaps	Executive summary	August-September 2021

Develop recommendation for what shifts need to occur to reduce fragmentation and enhance productivity, communication and collaboration among staff	Documented recommendation with supporting rationale	September-October 2021
Develop implementation plan and transition staff to desired platforms and norms of practice	Transition and support plan	Through August of 2022

Strategic Anchor: Communications and Connections:

Increase effectiveness of communication and engagement with parents and families

Transition Out of the Pandemic: Build Community: Establish or re-imagine, learning from our pandemic experiences, how we create community within and beyond our schools Oversight: Ronneberg		
Why: As we transition out of the pandemic, there are aspects of pre-pandemic community we miss and can't wait to return to. There are also experiences and community we created in new ways over the past 18 months. Through this project, we will take an intentional approach to establishing, returning to or re-imagining how we create community within our schools for students, families and staff as we return in the fall and throughout the school year.		
Key Achievement Points	Deliverables	Timeline
Develop and implement school-level experiences for families as we return to school in Fall 2021	School-level back to school plan and program evaluation	August 2021
Develop and implement school-level experiences for families throughout the school year	School-level back to school plan and program evaluation	September 2021-June 2022
Develop and implement school-level and district-wide staff experiences	School and district-level plans and program evaluation	August 2021-June 2022

Strengthen Community Connections: Identify and connect with critical businesses, non-profits, service groups and community leaders to create, revitalize and strengthen relationships Oversight: Taibl		
Why: During the pandemic, connecting with our community was more difficult. As we emerge, we have an opportunity to intentionally and strategically re-connect with businesses, non-profits, services groups and community leaders who are influential in the district and partners or potential partners for us. SLP is in an enviable position compared to other districts. We are emerging from the pandemic in a position of strength – academically, operationally and financially. What comes next for schools in general is more uncertain especially with legislative initiatives and school funding. We want to be intentional in revitalizing our community connections in order to strengthen relationships and create the conditions for some future time when we may need to call on our community partners and champions for their support.		
Key Achievement Points	Deliverables	Timeline
Identify businesses, non-profits, service groups and community leaders we want to re-engage or engage with and establish a regular cadence for connection.	Go-to list of groups/individuals, contact info and/or mtg schedules	July 2021 and ongoing
Create messaging approach to focus on value of the district to the community, importance of community support and opportunities for involvement (Community Ed, service learning, pathways, facility rentals, etc.)	Roadshow and leave behind (handout)	August 2021
Launch a district level story-telling approach to strengthen emotional ties to SLP and longitudinal connections as students/families journey across the SLP continuum and to grow community awareness and support	Communication vehicle(s) and approach/process	September 2021 and ongoing

Enhance Community Education Offerings: Implement findings from last year's Community Education study to enhance offerings**Oversight:** Pederson

Why: In the 2020-21 Community Education study, we identified areas of achievement and success to build upon as well as areas that we believe we can expand, grow and improve to better meet community needs. Based on findings of the study, we will focus our efforts in 2021-2022 on expanding adult enrichment and engagement opportunities, increasing community partnerships and collaborations, expanding of youth programs K-12 and studying the feasibility of providing free preschool for all 4-year-olds. Through these efforts, we seek to strengthen our connections with the community and our value as a community partner and asset.

Key Achievement Points	Deliverables	Timeline
Build and implement adult engagement program	Program plan and year-one implementation evaluation	Through May 2022
Expand after school programming at the high school	Program plan and year-one implementation evaluation	Through June 2022
Design expanded youth programming for summer 2022	Summer SPARK program plan	February 2022
Develop process to audit, track and measure engagement with community education offerings	Dashboard	December 2021
Develop process and plan for proactive, intentional communication and marketing to intended audiences to create awareness of and engagement with offerings	Marketing and communications plan and processes	July and ongoing
Study feasibility of free 4-year-old preschool for all	Executive summary	November 2021