



2009-2010

District Operational Plan

Bringing Our Framework for the Future to life

Updated October 9, 2009





District Operational Plan

**SPRING
LAKE
PARK
SCHOOLS**

What is the District Operational Plan?

The District Operational Plan describes the actions we are currently taking to move towards our purpose and vision for the future. These actions - our strategic directions, initiatives, and projects - are organized around our framework for the future and vision scorecards, and each align with our overarching desired result of continuing to raise learning for all students.

What is the Framework for the Future?

Our framework for the future is a one-page document that can be found on the following page. It describes the guiding ideals of our school district, including our purpose, vision, core values, and vision scorecards. It is important to note that this is not a document that is filed away upon completion, but a living document that is revisited and refined annually to reflect our progress, emerging influences, and areas of needed attention.

What are the Vision Scorecards?

Our vision scorecards define indicators of success within each of five strategic areas. We utilize these to measure progress and identify actions for improvement to move towards our vision. Our overarching goal and focus revolves around the strategic area of *Improving Student Learning and Development*. In addition, we measure our progress in each of our other strategic areas, and take action by identifying initiatives and projects that will directly or indirectly improve our student learning results. The five vision scorecards:

- **Improving Student Learning and Development:** Raise our highest levels of learning while narrowing the gap currently predicted by race and socioeconomics
- **Professional Learning Community:** Align the work of adults to continuously improve personalized instruction and responsiveness to meet our students' unique and varied learning needs
- **Equity:** Develop systems and school cultures which welcome and engage all people, cultures, and beliefs
- **Effective operations:** Improve our effective management of human, financial, and physical resources
- **Communications and connections:** Increase the connection, engagement, and support of our families and community

What are initiatives and projects?

Initiatives are implemented in each school and program across the district. Initiatives require purposeful allocation of resources in order to be implemented successfully. Projects have been identified as important to fostering improvement within a program or process. The key difference between an initiative and project is that initiatives are implemented across the district, impact virtually all staff in some way, and require alignment throughout the district. Projects are more limited in scope, involving study, development, or fall within a specific school or program.

Growth, Transition, and Change

Each initiative and project falls under the category of adaptive work or learning work. Why is that important to note? It demonstrates our ongoing focus of introducing and successfully implementing change that will result in improvement. It starts with defining learning work projects that involve our study of external and/or emerging influences so that we are able to make decisions about possible implementation. Learning work also involves study of existing practices and processes for possible refinement. Task forces comprised of community members, parents, and/or staff who bring strong levels of interest and expertise are involved with learning work projects.

Adaptive work projects are initiated when learning work results in a decision to implement a change. There are only so many changes any one individual or system can successfully implement, so we purposefully limit the number of adaptive work projects we are engaged in throughout the district. This allows us to allocate resources and staff to focus their learning and efforts on this change. Our primary purpose with this process is to provide ongoing focus over time so that we initiate purposeful change, introducing practices that will become well-established day-to-day practices in our district and schools.

You will find our Growth, Transition, and Change map, as well as expanded details regarding our strategic directions, initiatives, and projects on the following pages.



We are Accountable to our Parents and Community

Our Framework for the Future

This is the roadmap we follow in our continuing—and measurable—focus on success and our commitment to the needs and emerging needs of all students

Our District Purpose

High Expectations
High Achievement
For all.
No Excuses



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.

Accountability

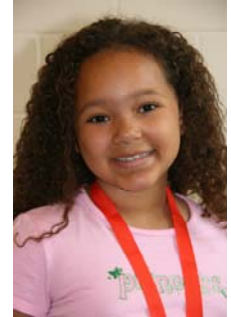
The Accountability section of SpringLakeParkSchools.org has detailed Operational Plans and progress updates.

Imagine a school district, imagine *your* school district...

Our Vision for the Future

The Spring Lake Park School District will be recognized as a World Class Learning Community of Choice aligned around improving student learning.

- We will be a school district which stands apart as the leading choice in the area, one of which our community is proud and actively involved
- We will ensure that all students are valued, inspired, and have a sense of belonging in developing the academic, life and career skills necessary to be college-ready and succeed in the 21st century
- We will raise our highest levels of learning while narrowing the gap between our highest and lowest achieving students
- We will eliminate race and socio-economics as predictors of which students occupy the highest and lowest levels of learning
- We are recognized as purposeful, results-oriented, open and accessible, and consistently striving for improvement



Vision Scorecards to Measure Our Progress

Defining success, measuring progress, and taking action toward our purpose and vision.



Consultation and Structure Needed to Accomplish Our Framework for the Future

Leadership Committees and Councils

*These committees and councils meet to facilitate the work related to **Our Framework for the Future**. This chart purposefully limited the number of committees and councils. Task Forces will be used to respond to needs and support the work of our Leadership Committees. Legally mandated committees will also be meeting in addition to these to fulfill obligations.*

	School Board	District & District Administration	Schools and Programs	Maintaining Focus on Our Roadmap Through Ongoing Collaboration
Roles and Purpose	<ul style="list-style-type: none"> • Develops Strategic Framework • Develops policy • Approves annual budget • Oversees district performance • Utilizes public engagement • Accountable to the community 	<p>The committees below are formed to ensure alignment and coherence of the following:</p> <ul style="list-style-type: none"> • District Operational Plan • District systems and processes • Annual budget • Ongoing leadership development and management best practices • Implementation of practices consistent with Professional Learning Community practices • District and school improvement planning and performance 	<p>The committees and teams below are formed to ensure alignment and coherence of the following:</p> <ul style="list-style-type: none"> • School Continuous Improvement Planning, aligned with district operational plan • Continuously improve school/program level systems and processes • Annual school/program budget • Leading in partnership and fostering shared responsibility and implementation of useful practices consistent with being a Professional Learning Community 	<p><i>PLC Teams and Collaborative Teams meet because the members have a similar role &/or hold a shared responsibility, and come together to learn from one another and enhance the way they do their work. Below is a sample of some of these teams.</i></p> <ul style="list-style-type: none"> • School Professional Learning Community Teams <i>Examples: 4th grade at Westwood Elementary or English 9 teachers</i>
Committees and Councils	<ul style="list-style-type: none"> • Strategic Framework Advisory Council • Systems Improvement Advisory Council • Policy development • Negotiations • District 16 Educational Foundation ** 	<ul style="list-style-type: none"> • Cabinet • Learning, Teaching, and Accountability Advisory Council (LTA Advisory Council) Committees and task forces whose work aligns with the work of the LTA Advisory Council ---PreK-12 Assessment Committee ---Student Support Committee ---Curriculum Task Forces ---Innovation Cohorts • Grants and Innovations Team • District Leadership Team • Learning and Leadership Strategic Meetings • Communications & Connections Advisory Council • Parent and Community Advisories <i>Examples:</i> ---Gifted & Talented ---Special Education ---Athletics ---Early Childhood Family Education 	<ul style="list-style-type: none"> • School Learning and Equity Teams (<i>Aligned with LTA Advisory Committee</i>) ---Staff, administration, students and community as appropriate • School Operations Committee • PTAs and PACs** <p><i>Task Forces initiated as needed to complete tasks and/or studies as needed on a short-term basis. School advisory committees operate primarily in phases A, B, D, and E of the decision-making framework. The principal or appropriate decision-maker is engaged in all phases, but primarily phase C.</i></p> <p><i>Schools may have other standing committees or task forces as deemed necessary at their school.</i></p>	<ul style="list-style-type: none"> • Principal Meetings • LTA Leadership Meetings • Innovation Cohorts • Gifted Services Coordinators • Curriculum Leads meetings • ELL Department meetings • Instructional Coaches meetings • Teaching, Learning and Accountability Leadership Team meetings • Teacher Recertification • Study Groups in schools • Classroom Walkthroughs

Growth, Transition and Change in the Spring Lake Park Schools

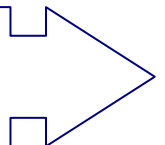
Overarching Desired Result:

We will improve the learning of all students while narrowing the gap between our highest and lowest achievement students.
We will improve student learning results within each area of our Student Learning scorecard.

Vision Scorecard	Standard Work <i>Well-established practices that keep our school viable, sustaining ongoing improvement</i>	Adaptive Work <i>School priorities, projects, and district initiatives that we are currently implementing</i>	Learning Work (and Refinement) <i>Projects under study for possible implementation</i>	Emerging <i>Emerging and/or external influences</i>
<p>B) Professional Learning Community align the work of adults to continuously improve personalized instruction and responsiveness to meet our students' unique and varied learning needs</p>	<ul style="list-style-type: none"> - Learning Community Framework - Continuous Improvement Process - PLC Teams - Innovation Configurations - High quality embedded prof learning - New Teacher Induction - Professional Dev & Learning Academy - Assessments for Learning/Assessment Gateway - Elementary Clustering - Walkthroughs- Principal, colleague, coach - Professional Learning Evaluation <p><i>Leadership</i></p> <ul style="list-style-type: none"> - Curriculum Leads - Continuous Improvement Coaches - Members of LTA Advisory, School LET - Consistent embedded learning and planning for Curr Leads and Coaches - Ongoing leadership development for principals, coordinators & teacher leaders - Principal assessment meetings and coaching sessions <p><i>Committees and Teams</i></p> <ul style="list-style-type: none"> - LTA Advisory Council - School Learning and Equity Teams - Embedded time for PLC Teams - Staff meetings focus prof learning - Principal, LTA Leadership Meetings 	<ul style="list-style-type: none"> - Systems of Interventions: We will provide an immediate and systemic response to school-wide and individual learning needs - We will continuously improve student engagement through personalized learning - Walkthroughs – principal, coach, and teacher - will continue to be implemented to provide support to staff in the implementation of their professional learning <p><i>Standard work being refined</i></p> <ul style="list-style-type: none"> - We will effectively implement refinements to Learning Community Framework: <ul style="list-style-type: none"> ✓ application off ICs; ✓ enhancing work of PLC Teams; ✓ refined goal setting processes; ✓ improved curriculum lead role in refined process - Successful implementation of Business Education, Media Technology, and Music plans 	<p>Develop a plan for integrating 21st Century Skills and K-12 world language (including next actions with Spanish pilots) so that all students acquire the knowledge and habits required of them to successfully navigate our diverse, global world.</p> <ul style="list-style-type: none"> - Establish a preK-12 Assessment Committee - Core learning requirements: HS final version approved for implementation, WMS defined plan for implementation - Teachers involved in innovation cohorts will integrate instructional technologies to enhance student engagement so that students develop their capacity to succeed with technologies in the 21st Century <p><i>Standard work being refined</i></p> <ul style="list-style-type: none"> - Complete the following curriculum/program reviews: preK-12 math, Art, ELL 	<ul style="list-style-type: none"> - NCLB Expectations increase significantly - Are current practices in E-12 writing aligned and coherent so there is a common instructional practice resulting in effective student writing? - Do current summer academic programs meet the needs of students and families? - Brain research? - Do current practices with AP programming meet student needs? Do we need to add formal pre-AP programming or IB? - Are our E-12 Student Management practices effective? - How well are we using targeted services overall to support student learning needs?
<p>C) Equity develop systems and school cultures which welcome and engage all people, cultures, and beliefs</p>	<ul style="list-style-type: none"> - District Equity Leadership Team - Scorecard and part of improvement planning 	<ul style="list-style-type: none"> - We will enhance racial and cultural competence of members of leadership teams and staff - Establish means to increase access for all in AP, honors, and GT 	<ul style="list-style-type: none"> - Identify means to utilize Targeted Services to provide extended/all-day kindergarten for at-risk learners - Establish means to identify learners in need of kindergarten readiness by age 3/year prior to entering kindergarten 	<ul style="list-style-type: none"> - What is the potential cause for racial enrollment disparities between LA/HS? - Is student involvement in activities at a level to be addressed? - Is there an over-representation of non-white students in discipline referrals and actions?
<p>D) Effective Operations improve our effective management of human, financial, and physical resources</p>	<ul style="list-style-type: none"> - School Operations Committee - Applitrack Application Software - Wellness Program - Benefits Administration - Campus - Long-term District Technology Plan - Help Desk/Technology & Network Operations - MARSS process manual - Financial Oversight Committee 	<ul style="list-style-type: none"> - Implement use of vision scorecards at the district and school level to guide continuous improvement planning - Successful levy campaign - We will improve hiring of quality "hard-to-find" positions (Immersion, SpEd, etc.) - We will make progress in hiring quality staff from diverse backgrounds <p><i>Standard work being refined</i></p> <ul style="list-style-type: none"> - Review operational key processes, dates of necessary project completion, and regular review of processes 	<ul style="list-style-type: none"> - Identify technology tool to share documents, communications, etc. among district staff - Identify options for restructuring our schedule at the Spring Lake Park High School that will enhance effectiveness and efficiencies - Investigate options for using time differently throughout the day to better meet the needs of students, while also increasing the time for teachers to engage in planning and embedded professional learning (i.e. email expectations for parent communication with teachers) 	<ul style="list-style-type: none"> - State of MN budget challenges - We need to develop an induction and probationary review process for non-teaching staff - What is the future of QComp? - How can we enhance learning opportunities for support staff, specifically administrative assts? - What is our long-term equipment replacement plan? - Are our fee structures for athletics/activities appropriate? - Should year-round school be investigated as a viable future option?
<p>E) Communications & Connections increase the connection, engagement and support of our families and community</p>	<ul style="list-style-type: none"> - Elementary Parent Reporting (Report Cards) - Education Today, web, 5 minute update, etc. - Panther Foundation - Parent and community advisory committees - Continuously demonstrate transparency and accountability to the community - Accountability page of website - Systems Improvement and Advisory Council - Parent and Community Advisory Committees 	<ul style="list-style-type: none"> - Increase community awareness of our financial activities, status, and future - Improve marketing, communication, and meaningful engagement with the community - Continuously demonstrate transparency and accountability to the community regarding the state of the district by communicating improvement actions we are undertaking, and the progress we have made 	<ul style="list-style-type: none"> - Middle School and High School Parent Reporting of student progress 	<ul style="list-style-type: none"> - Parents and students as consumers, increasing number of families choosing charter schools and other options - What are ways we can utilize various technologies (blogging, social networking, teacher websites) to enhance engagement? - How are current parent and community advisory committees, and volunteer program working, and in what ways can we improve involvement & engagement? - How do we enhance parent and community engagement of people of color other than white? - Do we need to improve our systemic response to meeting student basic needs (housing, food, etc.)?

** **Highlighted** items represent district initiatives that each school and program aligns with

What needs to leave the system?



Initiatives and Projects

Overarching Desired Results

We will improve the learning of all students while narrowing the gap between our highest and lowest achievement students
 We will improve student learning results within each area of our Student Learning scorecard

Student Learning and Development

Improving student learning and realizing high achievement for all learners is our ultimate purpose and measure of success. Thus, we continuously measure our progress and identify improvement efforts throughout the district. These efforts, identified as initiatives or projects, are listed below. Each of them, directly or indirectly, supports our efforts to improve student learning and move towards our vision.

Scorecard (B) Professional Learning Community

Initiatives and Projects	Desired Results and/or Key Achievement Points	Status Start/Complete	Who Accountable
We will effectively implement refinements to our Learning Community Framework , including: ✓ application of ICs; ✓ enhancing the work of PLC Teams; ✓ refined use of goal setting processes; and ✓ improved curriculum lead role in refined process	<ul style="list-style-type: none"> - each school will have identified and implemented actions for improving the work of their PLC Teams and goal setting by October 15 - curriculum lead implementation plan developed by November 1 - We will develop exemplars for teachers to access (ie video bank) 	Ongoing	<ul style="list-style-type: none"> - Principals - Denise Waalen
We will continuously improve student engagement through personalized learning	<ul style="list-style-type: none"> - each school will have a plan for embedded learning throughout the year with colleagues and continuous improvement coaches by October 15 	Ongoing	Jennifer Kunze
We will provide an immediate and systemic response to school-wide and individual learning needs	<ul style="list-style-type: none"> - each school will update executive summaries October 30 - We will investigate technologies that support schools in efficient means of monitoring student progress 	Ongoing	<ul style="list-style-type: none"> - Tom Ambrasas - J. Nemanich
Walkthroughs – principal, coach and teacher - will continue to be implemented to provide support to staff in the implementation of their professional learning	<ul style="list-style-type: none"> - Principals will document their walkthroughs, LTA Advisory members will share learning from teacher walkthroughs 	Ongoing	- Principals
Curriculum Process: Successful implementation of Business Education and Media Technology curricular improvement plans Complete the following curriculum/program studies : preK-12 math, Music, Art, ELL by...	<ul style="list-style-type: none"> - Professional learning documented and evaluation conducted to assess effectiveness and additional learning needs - Executive summaries completed 	Ongoing March 1	J. Kunze, J. Nemanich D. Waalen
Develop a plan for integrating 21st Century Skills and K-12 world language in instruction that will result in all students acquiring the knowledge and habits required of them to successfully navigate our diverse, global world	<ul style="list-style-type: none"> - Process update: Executive summary and strategy map(s) as appropriate - Next actions with immersion pilots determined by 	March 1 February 1	D. Waalen
Teachers involved with innovation cohort will integrate instructional technologies to enhance student engagement so that students develop their capacity to succeed with technologies in the 21st Century	<ul style="list-style-type: none"> - Plan for next steps with integrating instructional technologies, including plan for building school-level leadership capacity 	February 1	J. Nemanich/ S. Halvorsen
The core learning requirements will be refined at Westwood Middle School and current plan at Spring Lake Park High School will gain final approval	<ul style="list-style-type: none"> - High school and middle school core learning requirements will align with 21st Century Skills 	TBD	Denise Waalen
Establish a preK-12 Assessment Committee	<ul style="list-style-type: none"> - preK-12 Assessment Committee membership and structure determined 	November 1	J. Nemanich

C) Equity

Initiatives and Projects	Desired Results and/or Key Achievement Points	Status Start/Complete	Who Accountable
We will enhance racial and cultural competence of members of leadership teams	<ul style="list-style-type: none"> - strategy map: establish clear desired outcomes (existing staff and new staff) 		T. Chance
Establish means to increase access for all in AP, honors, and GT	<ul style="list-style-type: none"> - increased enrollment, as well as successful achievement by students 	Ongoing	Principals

Initiatives and Projects	Desired Results and/or Key Achievement Points	Status Start/Complete	Who Accountable
Identify means to utilize Targeted Services to provide extended/all-day kindergarten for at-risk learners	- Each K-3 school will identify at-risk kindergarten students and extended day kindergarten options with students	Ongoing	Principals, C. Pederson
Establish means to identify learners in need of kindergarten readiness by age 3/year prior to entering kindergarten	- Plan to identify students - Development of strategy map to guide actions to meet student needs	Start Nov 2009 Complete TBD	TBD

D) Effective operations, processes, and stewardship of resources

Initiatives and Projects	Desired Results and/or Key Achievement Points	Status Start/Complete	Who Accountable
Review operational key processes , dates of necessary project completion, and regular review of processes	- Gantt chart developed	December 1	J. Ronneberg
Implement use of vision scorecards at the district and school level to guide continuous improvement planning	- Implement tool(s) to measure Scorecard B - identify tools for each scorecard measure	December 1 Spring 2010	J. Nemanich/D. Waalen, J. Ronneberg
Levy Campaign	- Successful Levy	November 3	Don Helmstetter
We improve hiring of quality "hard-to-find" positions (Spanish Immersion, SpEd, etc.)	- Identify actions to recruit and hire candidates	February 1	Stacey Sovine, Tania Chance
We will make progress in hiring quality staff from diverse backgrounds	- We will interview diverse staff for each open position - 20% of new hires will be staff of color than white	Ongoing	Stacey Sovine, Tania Chance
Identify options for restructuring our schedule at the Spring Lake Park High School that will enhance effectiveness and efficiencies	- Guiding change developed	Start Nov 2009	Denise Waalen
Investigate options for using time differently throughout the day to better meet the needs of students, while also increasing the time for teachers to engage in planning and embedded professional learning (i.e. email expectations for parent communication with teachers)	TBD	Ongoing	J. Ronneberg, D. Waalen, Principals
Identify technology tool to share documents, communications , etc. among leaders	- Have a product identified for implementation - Implementation	November 15 December 1	S. Sovine, S. Halvorson, J. Nemanich

E) Family and community connections and partnerships

This area is currently under review to clarify need and identify specific desired results and achievement points. Initiatives and projects listed are "big picture" initiatives we continue to work on.

Initiatives and Projects	Desired Results and/or Key Achievement Points	Start/Complete	Who Accountable
Increase community awareness of our financial activities, status, and future	- Community members and parents report an increased understanding of current status, future needs, and actions we have taken in the past to realize efficiencies	Ongoing	D. Helmstetter, J. Ronneberg, J. Elert
Improve marketing, communication, and meaningful engagement with the community	- Begin using blogs, twitter, other options to communicate with parents and community from a district leadership perspective - Each school will identify improve their use of newsletters on a weekly basis	Ongoing	D. Helmstetter, J. Ronneberg, J. Elert
Continuously demonstrate transparency and accountability to the community regarding the state of the district by communicating improvement actions we are undertaking, and the progress we have made	- Continued updating of our Accountability page - Continued communication of parents and community members of operational planning - Continued involvement of community and parents in improvement efforts	Ongoing	D. Helmstetter, J. Ronneberg, J. Elert
Middle School and High School Parent Reporting of student progress	- Each school will have an executive summary summarizing their pilots and next steps	March 1	J. Nemanich, D. Waalen

Leadership Committees and Councils Aligning Our Systems and Structures

Leadership Committees, Councils, Teams

These committees meet to facilitate the work related to our framework for the future, as well as to carry out the business and organizational development of our school district. The number of committees and councils was purposefully limited during the development of the Strategic Framework. Task Forces will be used to respond to needs and support the work of our Leadership Committees.

District Leadership Teams and Councils: These committees and teams are formed to ensure alignment and coherence of the following: District operational plan; district systems and processes; budget; leadership and management best practices; implementation of practices consistent with a Professional Learning Community; and District and school improvement planning and performance.

Team/Council	Purpose	Facilitator	Membership	When and Where
Cabinet	The cabinet meets weekly to focus on tactical issues related to district initiatives and projects. Will extend meeting once a month for strategic focus.	Don Helmstetter, Jeff Ronneberg	D. Helmstetter, A. Schultz, C. Pederson, J. Elert, J. Ronneberg, K. Serpinas, D. Waalen, J. Nemanich,...	Mondays 10:00-11:00/ 12:00 Expanded cabinet for 2-4 hours on 1 st Mondays for strategic planning (<i>we will continue with current cabinet structure through October</i>)
District Leadership Team	Leadership development and operational planning. The DLT often serves as an "A" group to cabinet or other task forces. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"><i>District Leadership Team and Learning and Learning and Leadership Strategic Meetings will be held on the same day. We will allocate the use of time for each as needed during the timeframe listed. Will review process mid-year. Two-day retreat held in August, with a focus on leadership development and strategic items.</i></div>	Don Helmstetter, Jeff Ronneberg	Principals, Assistant Principals, Cabinet members, SpEd Director, LA Director, Human Resources, Coord of Teaching and Learning	3 rd Thursdays from 9:00-4:00 through June. Exceptions: Oct. 12 from 10:00-2:00 (working lunch), Nov. 18 time changed to 8:00-12:00, Dec/Jan meeting on Jan 7 9:00-4:00. No meeting in December.
Learning and Leadership Strategic Meeting and Ad-hoc Strategic Meetings	Principals and LTA Leadership Team members meet to focus on a few, key strategic topics. Agenda items are limited, determined through weekly meetings, and focus on critical issues that affect our work in fundamental ways – the what and why.	Jeff Ronneberg	Principals and TLA Leadership Staff	3 rd Thursdays from 9:00-4:00 through June. Exceptions: Oct. 12 from 10:00-2:00 (working lunch), Nov. 18 time changed to 8:00-12:00, Dec/Jan meeting on Jan 7 9:00-4:00. No meeting in December.
District Operational Plan: Quarterly Review	Conduct scan, review scorecard and refine district operational plan as necessary, and identify next actions.	Jeff Ronneberg	TBD	Tentative - may add addtl day to DLT/ Learning and Leadership Strategic meeting as needed. Jan 6 or 8, March 17 or 19, June 16 or 18
Principal Meetings	Principals meet every Wednesday to focus on tactical issues related to district initiatives and projects. The focus is reviewing weekly activities, scorecard metrics, resolving obstacles, and identifying next actions. <i>Some meetings may be designated for strategic or learning focus as necessary.</i>	Jeff Ronneberg, Denise Waalen	Principals, Assistant Principals	Thursdays, start October 1 Secondary: 9:30-10:30 Elementary: 10:30-11:30 <i>We will adjust the schedule, cancelling weekly meetings when appropriate</i>
District LTA Leadership Team meetings	LTA Leadership Team members meet weekly to focus on tactical issues related to district initiatives and projects. The focus is reviewing weekly activities, scorecard metrics, resolving obstacles, and identifying next actions. <i>Some meetings may be designated for strategic or learning focus as necessary.</i>	Jeff Ronneberg, Denise Waalen	Coordinators of Teaching and Learning, Technology, Assessment, Human Resources, Student Support	Thursdays, 8:30-9:30
Learning, Teaching, & Accountability Advisory Council	Facilitates implementation of processes and procedures described in our Learning Community Framework: curriculum and instruction, assessment, professional development design and delivery, and school and organizational improvement planning.	Denise Waalen, Jeff Ronneberg	Teachers, Administrators, Support Staff, and District Coordinators <i>See Learning Community Framework for complete membership</i>	Yet TBD – will schedule October, November and December meetings in early October.
District Equity Leadership Team	Facilitates the integration of equity and culturally responsive practices in all district and school practices.	Tania Chance	District administrators and coordinators, school administrators	TBD

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

Committee/ Team	Purpose	Facilitator	Membership	When and Where
Learning and Equity Teams	Facilitates school-level processes and procedures related to the work of PLCs, curriculum and instruction, assessment, professional development design and delivery, and school improvement planning. Aligns with the District LTA Advisory Committee.	Principal and LTA Advisory Council Representative(s)	Staff and administration. Parents and community as appropriate for topic.	TBD @ school
School Operations Team/Committee	Facilitate the day to day operations of the school. The need for this committee will be determined by site.	TBD @ school	TBD @ school	TBD @ school
School Staff Meetings	Facilitate school-level professional learning and business	Principal	TBD @ school	TBD @ school
E-12 Assessment Committee	The E-12 Assessment Committee will meet on a periodic basis to assess the fit and relevance of our current assessment practices, identifying areas for improvement and necessary alignment with other practices in the district. Members of the E-12 Assessment Committee will develop recommendations to present to the administration	Jerelyne Nemanich	Staff and administration. Parents and community as appropriate for topic.	Periodic
Technology Integration Committee	Ensure that the District's overall technology program aligns with the Strategic Plan, and with State guidelines. Guide the development of the District's Web site, make technology budget recommendations, and maintain the overall technology plan.	Jerelyne Nemanich, Steve Halvorson	Staff and administration. Parents and community as appropriate for topic.	Periodic
Community and Connections Committee	This committee of parents, community members, and staff assesses current communications and outreach, as well as identified opportunities to improve our engagement with all members of our community.	Jim Elert, Colleen Pederson	Staff, administration, parents and community as appropriate for topic.	Periodic
Other	Schools and programs utilize other leadership teams/structures as necessary			

Collaborative Teams: Collaborative Teams meet because the members have a similar role and/or hold a shared responsibility, and come together to learn from one another and enhance the way they do their work. Creating and sustaining a learning community aligned around improving student learning results requires a norm of professional learning and continuous improvement in the daily work of all staff.

Teams	Purpose	Facilitator	Membership	When and Where
Curriculum Leads	Curriculum leads meet four times a year for professional learning and planning.	Denise Waalen, Jennifer Kunze	E-12 Curriculum Leads	4 times during year. Time TBD
Gifted and Talented Coordinator meetings	GT coordinators meet regularly for program planning.	Gifted and Talented Coordinators	Gifted and Talented Coordinators	2 nd Tuesday at 1:00
ELL Department meetings	ELL coordinators meet regularly for program planning.	Kim Fehringer, Tom Ambrasas	ELL staff	3 rd Tuesday at 3:00
Continuous Improvement Coaches	Instructional coaches meet regularly for professional learning and to support one another in their role as coaches.	Jennifer Kunze	Continuous Improvement Coaches	Every other Friday – specific time TBD by facilitator and coaches
Human Resources	Weekly meetings to review progress and key issues.	Jeff Ronneberg	HR Coordinators	TBD
Student Support team meetings	Biweekly meeting to review progress, key issues, and tactical issues related to initiatives and projects.	Denise Waalen, Jeff Ronneberg	Tom Ambrasas, Kim Fehringer	1 st and 3 rd Wednesday at 7:30

Teams	Purpose	Facilitator	Membership	When and Where
Learning Walks (Classroom Walkthroughs)	Learning walks to assess progress towards district initiatives & identify supports necessary for progress.	Jeff Ronneberg	Principals, other administrators as interested	Periodic
Principal Assessment Meetings	Principals will meet with Assessment Coordinator every two weeks to review school data and progress towards overarching desired results.	Jerelyne Nemanich	Principals	Scheduled every two weeks beginning week of September 8 – September 19 two-week cycle.
Principal Coaching Sessions	Principals will engage in coaching sessions with Bill Sommers on a regular basis	Bill Sommers	Principals	TBD by individual principals with Bill Sommers

Committees and Councils for the School Board

Councils	Purpose	Facilitator	Membership	When and Where
Strategic Framework Advisory Council	Conduct district scan: review progress, identify emerging trends and issues, share insights on the district strategic framework.	Don Helmstetter, Jeff Ronneberg	Community members, parents, administrators, teaching staff, support staff	2 times annually
Systems Improvement Advisory Council	Community advisory that meets to review and provide input regarding district continuous improvement efforts related to teaching, learning, and accountability.	Denise Waalen, Jeff Ronneberg	Community members, parents, administrators, teachers	3-6 times annually

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 be involved with continuous improvement in the Spring Lake Park Schools. The opportunities range from volunteering in a classroom or at a school event to serving on a school or district committee. In addition to a number of the opportunities listed above, parents and community members can get involved in these opportunities below. The list below, with additional committee opportunities in which parents may be involved that are listed above, is also posted on the Accountability page of our website. Please read on to learn more about the many opportunities we have for you to get involved and work with us to continually improve the experience we provide for all students.

Short-term: Focus groups, roundtables, forums, listening sessions

Focus Group Participant

We hold focus groups throughout the year on various topics to gather input and information from community members and parents. These are 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. Information gathered is used by task forces or committees to help guide their improvement efforts.

Roundtable Discussion

There are many opportunities for discussion occur throughout the year, planned ahead of time or scheduled to address a current topic. Citizens can also request an opportunity to dialogue with school district personnel. Meet with the district and/or school administrators to engage in dialogue on any topics of interest to the group. Contact school principals for school level discussions or coffee with the principal. Look for opportunities at the district level advertised on the website, newsletters, or local newspapers.

School Board Listening Sessions:

Attend a forum on a particular topic to give feedback and have discussions with other parents. A monthly Community Connections Listening Session initiated by the School Board is a great way to share comments, suggestions, questions, and ideas.

Ongoing Committee Opportunities

In addition to the short-term opportunities, as well as some of the committees and councils listed above, parents and community members can get involved with the following. Please contact the facilitator if you have any further questions.

Special Education Advisory

This committee is comprised of parents of students in need of special education that attend school within the district. The goal of this committee is to assist with the continuous improvement planning of special education services in the district.

Facilitator: Tom Ambrasas

Community Transition Committee

This community group gives the 18-21 year old transition program feedback to improve the curriculum for students in need of additional programming in real life skills.

Facilitator: Tom Ambrasas

Curriculum Task Forces

Curriculum task forces are formed annually to research best practices, study current district practices, identify essential learning outcomes, and engage in formative review of curriculum effectiveness. Curriculum is developed through a process of backward design and integrates assessments of and for learning in our day to day practices. The details of this process are explained in the *Spring Lake Park Schools Learning Community Framework*.

Facilitator: Denise Waalen

Gifted and Talented Parent Advisory Committee

This advisory committee meets on a regular basis throughout the year to learn more about the gifted and talented program, provide input on areas for growth, and identify volunteer opportunities for support of the program.

Facilitators: Kim Fehringer, Marianne Paulos

Athletics Advisory Council

All parents of high school students involved in athletics or activities are invited to attend Advisory meetings that are held each month. Please contact the Activities Office for further information.

Facilitator: Renee VanGorp

Parent Teacher Associations/Organizations

Each school holds parents meetings on at least a monthly basis. Please contact the school principal or district calendar for further information.

Community Education Advisory Council

Make recommendations about policies, programs, and budget for Community Educational Services to meet needs and interests of community members.

Facilitator: Colleen Pederson

Early Childhood Advisory Council

This group meets regularly to provide input and influence regarding ECFE and School Readiness/Preschool programs.

Facilitator: Kristin Goessel-Seery

Autism Parent Support Group

This committee supports parents with: defining appropriate programming options for their child, learning about autism, and assisting them with access to community resources to support their child.

Facilitator: Candice Vittorini

Down's Syndrome Group

This group is formed to help parents of newly identified children with Down's Syndrome learn about this syndrome and access community resources which will assist them with raising their child.

Facilitator: Jennifer Graber

Panther Foundation

The purpose of the Panther Foundation is to enrich educational experiences for the 4,600 students within the Spring Lake School District. Support for the Foundation comes entirely through contributions and special projects. The Foundation awards grants for innovative projects initiated by staff, parents, and students that directly benefit students.

District Liaison: Colleen Pederson