

FIRST CLASS. WORLD CLASS.
The Spring Lake Park Way

DISTRICT OPERATIONAL PLAN

2011-2012



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

**WORLD-CLASS
LEARNING
COMMUNITY
OF CHOICE.**

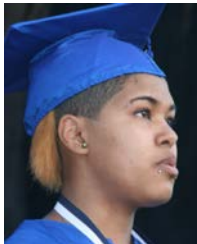




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OUR STRATEGIC PLAN FOR THE FUTURE

This is the roadmap that the Spring Lake Park School District follows in its continuing—and measurable—focus on success and in its 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.

OUR VISION FOR THE FUTURE

We 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



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.

OUR STRATEGIC AREAS FOR IMPROVEMENT

We have defined indicators of success within five strategic areas –or scorecards—that serve as district and school tools of accountability and continuous improvement. Initiatives and projects are identified within each area that will directly or indirectly improve student learning

- **Improving Student Learning and Development** Raise our highest levels of learning while narrowing the gap currently predicted by race and socio-economics
- **Engaged, Enthusiastic Learners** 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



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2011-12 OPERATIONAL PLAN OVERVIEW

The Spring Lake Park School District is focused on creating the conditions that result in being a world-class learning community of choice aligned around improving student learning. This requires aligning all that we do with our purpose, vision, and core values, while proactively positioning the district for the future and achieving greater levels of coherence and alignment in all that we do.

Our primary focus is improving results within the strategic areas of *Improving Student Learning and Development* and *Equity*. We then identify actions in each of our other three strategic areas that will directly or indirectly improve student learning results.

Student Learning and Development: *Raise our highest levels of learning while narrowing the gap currently predicted by race and socioeconomics.*

Equity: *Develop systems and school cultures which welcome and engage all people, cultures, and beliefs.*

What is the Our Strategic Plan for the Future?

This is the roadmap that the Spring Lake Park School District follows in its continuing—and measurable—focus on success and in its commitment to the needs and emerging needs of all students.

What are Overarching Goals?

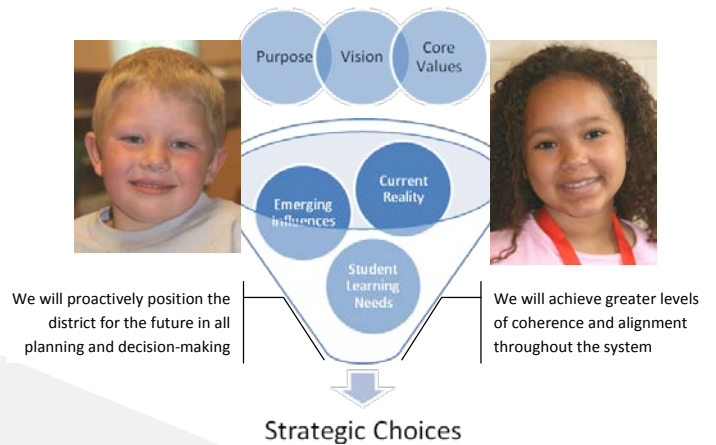
Our Overarching Goals provide a lens through which to view all of our planning and a focus for moving towards our vision.

What are Strategic Directions and Projects? What are Scorecards?

Aligned with our vision and overarching goals are our *initiatives and projects*. Initiatives span the district, are implemented in each of our schools, and drive our overall direction. They, along with projects, require purposeful allocation of resources. Projects are important to fostering improvement throughout our district. They involve improvement efforts being implemented within a program or process, or studies being done at the district level that may become initiatives in the future.

We have defined indicators of success – our scorecards - within each of our strategic directions. We study these indicators to understand our current reality, and identify specific desired results in the next 24-36 months, primarily focused on the two strategic directions focused specifically on student learning: *Improving Student Learning and Development* and *Equity*. We identify projects within the other three strategic areas that will directly or indirectly move us from current reality to desired reality. The five strategic areas:

Improving Student Learning and Development: Raise our highest levels of learning while narrowing the gap currently predicted by race and socioeconomics



Equity: Develop systems and school cultures which welcome and engage all people, cultures, and beliefs

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

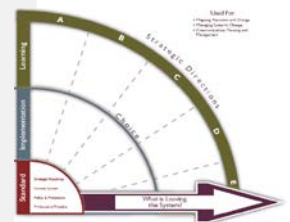
Effective operations: Improve our effective management of human, financial, and physical resources

Communications and connections: Increase the connection, engagement, and support of our families and community

Growth, Transition, and Change

Each initiative and project falls under the category of standard work being refined, adaptive/implementation work, or learning/research 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 identifying well-established practices that keep the district running smooth (standard work), and external and/or emerging influences that the district is facing now or in the future. We then plan for improvements by defining learning/research work projects to address these influences, as well as refinements to existing practices and processes. Implementation/adaptive work projects are initiated when learning work results in a choice to implement a change.





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2011-12 OPERATIONAL PLAN

OVERVIEW INITIATIVES AND PROJECTS FOR 12-18 MONTHS

The Spring Lake Park School District is focused on creating the conditions that result in being a world-class learning community of choice aligned around improving student learning. This requires aligning all that we do with our purpose, vision, and core values, while proactively positioning the district for the future and achieving greater levels of coherence and alignment in all that we do.

Our primary focus is improving results within the strategic areas of *Improving Student Learning and Development* and *Equity*. We then identify actions in each of our other three strategic areas that will directly or indirectly improve student learning results.

Student Learning and Development: *Raise our highest levels of learning while narrowing the gap currently predicted by race and socioeconomics.*

Equity: *Develop systems and school cultures which welcome and engage all people, cultures, and beliefs.*

ENGAGED, ENTHUSIASTIC LEARNERS Align the work of adults to continuously improve personalized instruction and responsiveness to meet our students' unique and varied learning needs

Initiatives and Projects
<p>1* Provide engaging, technology-rich learning that prepares students for a global, ever-changing 21st Century --integrate 21st Century Fluencies in essential learning outcomes , assessments, and instruction throughout district (<i>Adaptive/Implementation</i>) --expand use of technology to improve student access, engagement, and learning (<i>Learning Research</i>)</p> <p>2 Further improve efforts to provide an immediate and systemic response to academic and behavioral needs (<i>Adaptive/Implementation</i>)</p> <p>3*Develop student learning plans and a corresponding plan for communication of student progress (<i>Learning Research</i>)</p> <p>4 Refine the district's Learning Community Framework to improve its coherence, alignment, and learning --refine K-12 essential learning outcomes and common assessments (<i>Standard Refinement</i>) --refine innovation configurations, and ensure equity is integrated throughout (<i>Standard Refinement</i>) --*improve writing within Language Arts and across the curriculum (<i>Learning Research</i>)</p> <p>5 Schools will reassess Learning Community Framework implementation and identify needed refinements (<i>Standard Refinement</i>)</p>

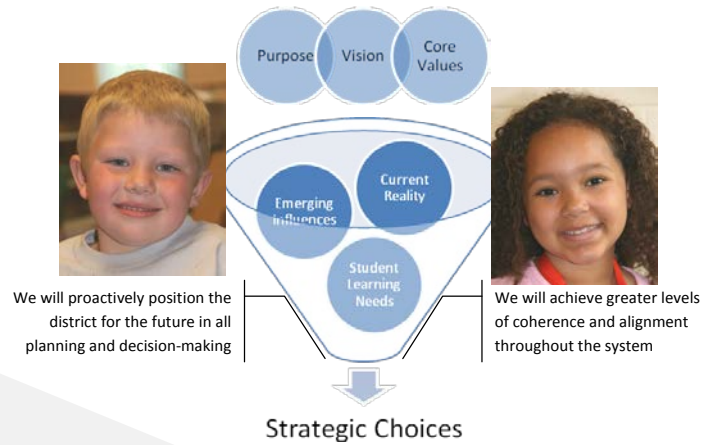
EFFECTIVE OPERATIONS Improve our effective management of human, financial, and physical resources

Initiatives and Projects
<p>1*Review and refine elementary boundaries and current and future programming needs (<i>Learning Research</i>)</p> <p>2*Present levy renewal to community, and assess community readiness to support additional needs (<i>Learning Research</i>)</p> <p>3 Focus financial and human resource planning for continued success despite limited current and future resources (<i>Adaptive/Implementation</i>)</p> <p>4 Implement technology infrastructure that meets current needs and positions the district successfully for the future (<i>Standard Refinement</i>)</p> <p>5 Implement talent management system that develops leadership and improves the quality and diversity of staff (<i>Adaptive/Implementation</i>)</p> <p>6 Implement equity professional learning and an equity policy review (<i>Adaptive/Implementation</i>)</p> <p>7 Produce continuous improvement progress through scorecard refinement, data warehouse, planning refinement (<i>Adaptive/Implementation</i>)</p>

COMMUNICATIONS & CONNECTIONS Increase the connection, engagement, and support of our families and community

Initiatives and Projects
<p>1 Improve communication by introducing new tools, and establishing standards and expectations for staff (<i>Standard Refinement</i>)</p> <p>2*Further improve connections with families and community through enhanced staff customer service training (<i>Adaptive/Implementation</i>)</p> <p>3 Successfully implement a new school district website (<i>Standard Refinement</i>)</p> <p>4 Create opportunities which bring the community to our schools, and staff into the community (<i>Learning Research</i>)</p> <p>5 Each school will review and refine engagement practices with families and community (<i>Learning Research</i>)</p>

**School Board priority.*



NEXT ACTIONS: ACTION STEPS, MILESTONES, DELIVERABLES

Updated Quarterly to identify actions in the next 30, 60, 90 days and beyond

ENGAGED, ENTHUSIASTIC LEARNERS Align the work of adults to continuously improve personalized instruction and responsiveness to meet our students’ unique and varied learning needs

Initiatives and Projects	Milestones and Deliverables
<p>1* Provide engaging, technology-rich learning that prepares students for a global, ever-changing 21st Century</p> <p><i>--integrate 21st Century Fluencies in essential learning outcomes , assessments, and instruction throughout district (Adaptive/Implementation)</i></p> <p><i>--expand use of technology to improve student access, engagement, and learning (Learning Research)</i></p> <p>2*Further improve efforts to provide an immediate and systemic response to academic and behavioral needs <i>(Adaptive/Implementation)</i></p> <p>3 Develop student learning plans and a corresponding plan for communication of student progress <i>(Learning Research)</i></p> <p>4 Refine the district’s Learning Community Framework to improve its coherence, alignment, and learning</p> <p><i>--refine K-12 essential learning outcomes and common assessments (Standard Refinement)</i></p> <p><i>--refine innovation configurations, and ensure equity is integrated throughout (Standard Refinement)</i></p> <p><i>--improve writing within Language Arts and across the curriculum (Learning Research)</i></p> <p>5* Schools will reassess Learning Community Framework implementation and identify needed refinements <i>(Standard Refinement)</i></p>	<p>Study groups and research created to support 21st Century Learning - Sept 2011</p> <p>21st Century leads integrate fluencies into LCF through curriculum review process - Spring 2012</p> <p>Pilots identified; evaluation determined for new tools -- Sept. 2011</p> <p>New media role defined/implementation begins - Sept. 2011</p> <p>Implementation plan - March 2012</p> <p>Executive summary for online/distance learning - May 2012</p> <p>Problem-Solving Teams at each school with aligned protocols - Aug. 2012</p> <p>Using Tableau, create Tier 1, 2, and 3 cut-offs that are coherent with district - May 2012</p> <p>Create behavior protocols that are aligned across the system - June 2012</p> <p>Refine and align academic protocols across the system - June 2012</p> <p>Executive summary that documents readiness for RtI at the State level - Aug. 2012</p> <p>Schools identify plan for improvements to Systems of Intervention (SOI) at the school level that supports district SOI</p> <p>Personalized learning plans message to staff - Oct. 2011</p> <p>Pilots for PLP begin implementation - Oct 2011</p> <p>Definition of SLP PLP - for varied levels - March 2012</p> <p>Executive summary of PLP task force work - March 2012</p> <p>Tiered Implementation plan for District PLPs - June 2012</p> <p>Communicate LCF refinements to schools - Sept 2011</p> <p>Revise and revisit ICs through a lens of equity and 21st Century skills through the curriculum review process</p> <p>Refine and implement common assessment E-12 - Nov. 2011</p> <p>Essential Learning Outcomes (ELO) online</p> <p>Executive summary of writing curriculum - April 2012</p> <p>Professional development plan t ensure fidelity of writing across the content areas</p> <p>Each school creates a plan to improve LCF with refinements - Sept. 2011</p>

EFFECTIVE OPERATIONS Improve our effective management of human, financial, and physical resources

Initiatives and Projects	Milestones and Deliverables
<p>1 Review and refine elementary boundaries and current and future programming needs <i>(Learning Research)</i></p>	<p>Final recommendation for School Board approval – Mar-June 12 Design team identifies 1st Tier options (approx.5 options) - Oct. 15, 2011 Input team formed by Nov. 8 Input groups provide feedback on options – Dec 11-Jan 12</p>
<p>2 Present levy renewal to community, and assess community readiness to support additional needs <i>(Learning Research)</i></p>	<p>Board approval of levy questions - Aug. 23 Election – Nov. 8 Kids First kick-off - Aug 22 Campaign plan developed – Aug 26</p>
<p>3 Focus financial and human resource planning for continued success despite limited current and future resources <i>(Adaptive/Implementation)</i></p>	<p>Develop program budgets and standard cost measures - 9/15 Program long-term budget worksheets distributed to Principals and Dept heads - 10/15 Budget based on program needs for 2012-13 by 1/31 Program staffing planning process refined for 2012-12 - Oct 2011</p>
<p>4 Implement technology infrastructure that meets current needs and positions the district successfully for the future <i>(Standard Refinement)</i></p>	<p>Microsoft Licensing updates - Sept. 2011 Computer updates - Sept. 2011 Updated computer lab at WMS - Oct. 2011 Increased wireless capacity at middle school and high school - Oct. 2011 Implement additional laptop cart at high school for online learning - Sept 2011</p>
<p>5 Implement talent management system that develops leadership and improves the quality and diversity of staff <i>(Adaptive/Implementation)</i></p>	<p>Performance review process with principals - Nov 2011 Define leadership development plan for SLP - end of August</p>
<p>6* Implement equity professional learning and an equity policy review <i>(Adaptive/Implementation)</i></p>	<p>Dr. Crystal Kuykendall keynote at all staff meeting – Aug.30 Campbell-Jones meet with DLT/Lead Teams - last week Sept. Equity professional learning and audit</p>
<p>7 Produce continuous improvement progress through scorecard refinement, data warehouse, planning refinement <i>(Adaptive/Implementation)</i></p>	<p>Improve plan retirement - Aug. 10 Initial Tableau implementation - Aug. 17 Scorecard refinement - Aug. 10 Tableau Dashboard</p>
<p>8* Redesign organizational systems and structures: extended learning</p>	<p>(This project idle through Fall)</p>

COMMUNICATIONS & CONNECTIONS Increase the connection, engagement, and support of our families and community

Initiatives and Projects	Milestones and Deliverables
<p>1 Improve communication by introducing new tools, and establishing standards and expectations for staff <i>(Standard Refinement)</i></p>	<p>Launch district branded blog/wiki communication tools for staff - Jan 2012</p> <p>Create communication guide of standards & expectations for staff - August 2012</p> <p>Develop online storehouse of staff resources related to communications - April 2011</p> <p>Establish district expectations for utilizing existing - and transitioning to new web tools - Jan 2012</p>
<p>2 Further improve connections with families and community through enhanced staff customer service training <i>(Adaptive/Implementation)</i></p>	<p>Recommended customer service standards – Aug. 22</p> <p>Implementations & professional learning plan – Aug. 31</p>
<p>3 Successfully implement a new school district website <i>(Standard Refinement)</i></p>	<p>Successful implementation of Phase I – Sept-Oct. 2011</p> <p>Develop and implement professional learning for new web tools - Oct 2011 and ongoing</p> <p>Plan, develop, and timeline for completion of Phase II - Jan 2012</p> <p>Develop plan to successfully sustain - technology/funding - website in the future - Jan-July</p>
<p>4 Create opportunities which bring the community to our schools, and staff into the community <i>(Learning Research)</i></p>	<p>Connecting events calendar – Aug. 26</p> <p>Winter/spring enrollment open house - Jan. 2012</p> <p>North Metro Performing Arts Series -Phase I ticket sales – Sept 15</p> <p>Panther Foundation Fun Walk/Run – Oct. 1</p> <p>Community business showcase prior to levy - Fall 2011</p>
<p>5* Each school will review and refine engagement practices with families and community <i>(Learning Research)</i></p>	<p>Review of 2-11-12 school engagement and communication plans – Aug.26</p> <p>Develop basic needs/support for families Resources - Aug. 26</p>

*Asterisk represents district initiatives



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: Strategic 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. *Principals, please keep Thursdays that are not scheduled below open to provide flexibility in moving district meetings in response to unanticipated events.*

Team/Council	Purpose	Facilitator	Membership	When and Where
Cabinet	The cabinet leads the strategic and operational planning and work of the district. They meet <i>weekly</i> to focus on tactical issues, and have adhoc strategic meetings as necessary to focus on initiatives and projects.	Jeff Ronneberg	A. Schultz, C. Pederson, J. Elert, D. Waalen, R. Stromberg.	Mondays 1:00-3:30 1:00-2:00 reserved for ad hoc strategic meetings. 2:15-3:30 weekly tactical
Lead Team: Monthly and Quarterly Offsite Strategic	This team meets <i>monthly</i> , as well as holds a <i>quarterly strategic review offsite</i> to focus on ensuring coherence and alignment of the district operational plan. Focus on critical issues that affect our work in fundamental ways – the what, why, and how.	Jeff Ronneberg, Denise Waalen	Cabinet, principals. <i>DLT members as appropriate by content.</i>	Scheduled 8:30-4:00 to provide flexibility with unanticipated events. Monthly may be whole team, partial, or cabinet based on need. Primarily on Thursdays: Oct 27, Jan 19, Feb 16, Apr 26, May 17 Quarterly off-sites: Sept 22 (Cabinet only) Dec 15 or Jan 5 Mar 29-30, June 14
District Leadership Team	The district leadership team meets to engage in leadership development and operational/tactical planning. The DLT often serves as an "A" group to cabinet, lead team, or other task forces.	Jeff Ronneberg, Denise Waalen	Principals, assistant principals, cabinet members, Special Education Director, Coordinators of Learning and Teaching, Assessment and Inst Tech, Equity and Fed Programs, Human Resources, Technology, Directors of Buildings and Grounds and Food Service.	Scheduled 8:30-4:00 to provide flexibility with agenda and unanticipated events. Participants vary based on agenda items. Sept 28, Oct 12, Nov 17, Dec 8, Jan 25, Feb 23, Mar 22, May 24 (half-day-am), June 15
Principal Meetings	Principals meet regularly to ensure coherence and alignment throughout the system, and to support one another in moving district initiatives and school priorities forward successfully.	Denise, Jeff	Principals and assistant principals, and cabinet/LTA staff as necessary	8:30-9:30 Secondary w/ DSC Staff; Elementary meet as necessary 9:45-10:45 K-12 w/DSC Staff 11:00-12:00 Elementary w/DSC Staff; Secondary meet as necessary Sept 15, Oct 6, Nov 3, Dec. 1, Jan 12, Feb 9, Mar 1, Apr 19, May 3

Team/Council	Purpose	Facilitator	Membership	When and Where
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.	Denise Waalen	Director of Special Education, Coordinators of Teaching and Learning, Technology, Assessment, Equity and Federal Programs	Tuesdays 9:00-10:30
Learning, Teaching, & Accountability Advisory Council	Coordinates 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	Teachers, Administrators, Support Staff, and District Coordinators <i>See Learning Community Framework for complete membership</i>	Dates TBD by Aug 17
District Equity Leadership Team	Facilitates the integration of equity and culturally responsive practices in all district and school practices.	Ryan Stromberg, Carolyne Zieske	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 Reps	Curriculum leads, Continuous Improvement Coaches, Administration, Teachers at-large.	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	21 st Century Teacher Leads, Technology support staff. 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	Time TBD
Gifted and Talented Coordinator meetings	GT coordinators meet regularly for program planning.	Marianne Paulos, Cheryl Peterson	Gifted and Talented Coordinators	TBD
ELL Department meetings	ELL coordinators meet regularly for program planning.	Carolyne Zieske, Tom Ambrasas	ELL staff	TBD
Continuous Improvement Coaches	Continuous Improvement Coaches meet regularly for professional learning and to support one another in their role as coaches.	Jennifer Kunze	Continuous Improvement Coaches	TBD
Human Resources	Weekly meetings to review progress and key issues.	Ryan Stromberg	TBD by HR Manager	TBD by HR Manager
Student Support team meetings	Biweekly meeting to review progress, key issues, and tactical issues related to initiatives and projects.	Denise Waalen	Tom Ambrasas, Carolyne Zieske	TBD
Learning Walks (Classroom Walkthroughs)	Learning walks to assess progress towards district initiatives & identify supports necessary for progress.	Jeff Ronneberg, Denise Waalen	Principals, other administrators as interested	Weekly
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 3 rd week of September



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 review effectiveness, research best practices, study current district practices, and identify essential learning outcomes. The details of this process are explained in the *Spring Lake Park Schools Learning Community Framework*.

Facilitator: Denise Waalen

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. *Facilitator: Jerelyne Nemanich*

Gifted and Talented 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: 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: Matt St. Martin

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