



# Name of School

## *Continuous Improvement & Professional Learning Plan*

### 2010-2011



Insert picture of your own kids, school...





# We are Accountable to our Parents and Community

## Framework for the Future

This is the roadmap we follow in our continuing—and measurable—focus on success and our commitment to the need 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.

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.

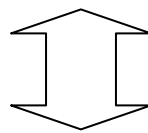
- We will be a school district which stands apart as the leading choice in the area, one of which our community is proud and actively involved
- We will ensure that all students are valued, inspired, and have a sense of belonging in developing the academic, life and career skills necessary to be college-ready 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



### Strategic Areas for Improvement

We have defined indicators of success within five strategic areas – our 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.

#### Student Learning and Development



Improving student learning and realizing high achievement for all learners is our ultimate purpose and measure of success.

*We will achieve greater levels of coherence and alignment throughout our system*

*We will proactively position the school district for the future in all planning and decision-making*

- 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
- Communication and Connections:** Increase the connection, engagement, and support of our families and community

#### Our Current Overarching Goals:

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



School  
Address  
Phone

## The Continuous Improvement Process: Growth, Transition, and Change

On the following two page you will find a growth, transition, and change (GTC) map. We map out everything that is taking place within our school so that we are able to take a purposeful, systems view of change and improvement. These activities are arranged around our school district vision and vision scorecards, and guided by our district *Continuous Improvement Cycle: Planning and Evaluating Professional Development*.

You may be wondering what the areas of the GTC map are. Each priority or project falls within the category of standard work, adaptive/implementation work or learning/study work. Why is that important to note? It demonstrates our ongoing focus on introducing and successfully implementing change that will result in improvement.

The process starts by identifying our current, well-established practices – our *standard work*. These well-established practices sustain ongoing improvement. *Adaptive Work* represents priorities or projects that we are currently implementing. Priorities are school-wide and involve everyone in the school. Projects are important, but do not necessarily involve or impact all members of the staff. Finally, *Learning/study Work* involves study about possible changes we may make in our school, as well as study of existing practices and processes for possible refinement. Learning work involves task forces comprised of individuals who bring strong levels of interest and expertise. This cycle is an ongoing process of improvement.

A last note, this work aligns with our decision-making process. Adaptive work projects are initiated after learning work results in a choice to introduce 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. This allows us to allocate resources and staff to focus their learning and efforts on this change. Ultimately, our goal is to continuously see the big picture of our school so that we are successfully implementing change that results in improved student learning.

## School Vision

- Highlight and enter

## Desired Results and Indicators of Success to Improve Student Learning

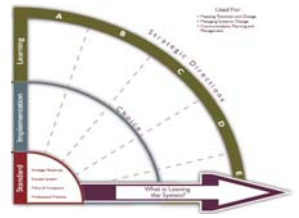
*These are aligned with improving results in our student learning and equity scorecards*

<p><b>Student Learning Goal 1</b> Highlight text and enter your measureable desired result(s) <i>Indicators of Success</i></p> <ul style="list-style-type: none"><li>• <i>Highlight and enter your indicators of success</i></li></ul>	<p><b>Student Learning Goal 2</b> Highlight text and enter your measureable desired result(s) <i>Indicators of Success</i></p> <ul style="list-style-type: none"><li>• <i>Highlight and enter your indicators of success</i></li></ul>	<p><b>Student Learning Goal 3</b> Highlight text and enter your measureable desired result(s) <i>Indicators of Success</i></p> <ul style="list-style-type: none"><li>• <i>Highlight and enter your indicators of success</i></li></ul>
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*You will find our Growth, Transition, and Change map, as well as expanded details regarding our priorities and projects on the following page*

# Growth, Transition & Change in the Spring Lake Park Schools

This page and the following provide a picture of growth, transition, and change in our school.



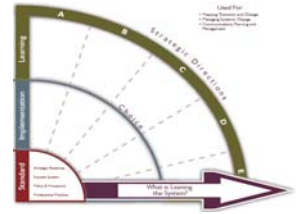
	<b>Standard Work:</b> <i>Well-established practices that keep the district viable, sustaining ongoing improvement</i>
<b>B) Professional Learning Community</b> align the work of adults to continuously improve personalized instruction and responsiveness to meet our students' unique and varied learning needs	<ul style="list-style-type: none"> <li>• Insert text</li> </ul>
<b>D) Effective Operations</b> improve our effective management of human, financial, and physical resources	<ul style="list-style-type: none"> <li>• Insert text</li> </ul>
<b>E) Communications &amp; Connections</b> increase the connection, engagement and support of our families and community needs	<ul style="list-style-type: none"> <li>• Insert text</li> </ul>

<b>Emerging and External Influences</b> <i>The influences that we need to consider as we plan for the future</i>
<ul style="list-style-type: none"> <li>• Insert text</li> </ul>

# Growth, Transition, Change Initiatives and projects

All initiatives and projects are focused on improving student learning, and the results within our two primary strategic areas of *Improving Student Learning and Development* and *Equity*.

Learning/study work projects are initiated to address external and emerging influences or identified areas for improvement. When learning work results in a choice to institute a change, implementation/adaptive work projects are initiated. *Highlighted items are initiatives being implemented district-wide.*



	<b><i>Implementation/Adaptive</i></b> <i>Initiatives or projects currently being implemented</i>	<b><i>Learning/Study Work</i></b> <i>Ideas and projects under study for possible implementation, and standard work under study for refinement</i>
<b>B) Professional Learning Community</b> align the work of adults to continuously improve personalized instruction and responsiveness to meet our students' unique and varied learning needs	<ul style="list-style-type: none"> <li>- We will provide an immediate and <b>systemic response</b> to school-wide and individual learning needs</li> <li>- We will continuously improve student engagement, connectedness, and planning through <b>personalized learning</b></li> <li>- Expand systemic implementation of <b>extended learning opportunities E-12</b></li> </ul>	<ul style="list-style-type: none"> <li>- Insert text</li> </ul> <p><b><i>Standard work being studied for refinement</i></b></p> <ul style="list-style-type: none"> <li>- Insert text</li> </ul>
<b>D) Effective Operations</b> improve our effective management of human, financial, and physical resources	<ul style="list-style-type: none"> <li>- Insert text</li> </ul>	<ul style="list-style-type: none"> <li>- Insert text</li> </ul> <p><b><i>Standard work being studied for refinement</i></b></p> <ul style="list-style-type: none"> <li>- Insert text</li> </ul>
<b>E) Communications &amp; Connections</b> increase the connection, engagement and support of our families and community needs	<ul style="list-style-type: none"> <li>- Insert text</li> </ul>	<ul style="list-style-type: none"> <li>- Insert text</li> </ul> <p><b><i>Standard work being studied for refinement</i></b></p> <ul style="list-style-type: none"> <li>- Insert text</li> </ul>

**What needs to leave the system?**

## Key Achievement Points, Next Actions, and Professional Learning Outcomes

Implementation of GTC priorities and projects are mapped out here

Strategic Area	Priorities and Projects <i>Refine Standard, Adaptive, Learning</i>	Key Achievement Points & Professional Learning Outcomes (6 months to Year) <i>What are the key achievement points and professional learning outcomes for the next year?</i>	Next Actions (30, 60, 90 Days) <i>What are the next steps (projects, knowledge, skills) necessary to accomplish our desired results?</i>	Who's Leading
<b>B) Professional Learning Community</b> align the work of adults to continuously improve personalized instruction and responsiveness to meet our students' unique and varied learning needs	Name of Priority or Project  Name of Priority or Project	- Insert text - Insert text  - Insert text - Insert text	- Insert text - Insert text  - Insert text - Insert text	- Insert text - Insert text  - Insert text - Insert text
<b>D) Effective Operations</b> improve our effective management of human, financial, and physical resources	Name of Priority or Project	- Insert text	- Insert text	- Insert text
<b>E) Communications &amp; Connections</b> increase the connection, engagement and support of our families and community needs	Name of Priority or Project	- Insert text	- Insert text	- Insert text

*A "strategy map" or similar document should be developed for all long-term priorities to guide the identification of key achievement points and professional learning outcomes. A Guiding change document should be completed for any Learning Work, as well as appropriate to guide implementation of projects in the school. Go to lower right cell of table and hit \*return to get an additional row.*