



# Name of School

## *Continuous Improvement & Professional Learning Plan*

### 2009-2010

*The school continuous improvement planning process is ongoing throughout the school year. Each school identifies priorities and projects to realized school goals. The “working plans” for each school are refined on a regular basis as short-term achievement points are realized and next actions are identified. This is a sample template that schools use to guide their improvement efforts.*

*Our plan is to have each school’s current plan posted by the end of October. We will update improvement plans periodically. In addition, improvement plan updates are provided to the school board at each meeting. If you would like more information about individual school improvement efforts you are encouraged to talk with the principal directly – she or he would be happy to speak with you.*



# 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](http://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.*





School  
Address  
Phone

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

On the following 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*.

What are vision scorecards? Vision scorecards define the key measures and metrics of success in order to make progress towards our purpose and vision. The first and primary vision scorecard is *Continue to Raise All Student Learning While Narrowing the Gap*. We identify our overarching student learning desired results within this area. We then identify improvement priorities and projects in each of the other vision scorecards that will directly or indirectly improve student learning.

You may be wondering what the areas of the GTC map are. Each priority or project falls within the category of standard work, adaptive work or learning 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 involve, or impact, all members of the staff. Finally, *Learning 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

## Overarching Desired Results to Improve Student Learning

Vision Scorecard A: Continue to raise our highest levels of learning while narrowing the gap currently predicted by race and socioeconomics

<p><b>Literacy Goal</b> Highlight text and enter your measureable desired result(s)</p> <p><i>Indicators of Success</i></p> <ul style="list-style-type: none"><li>• Highlight and enter your indicators of success</li></ul>	<p><b>Math Goal</b> Highlight text and enter your measureable desired result(s)</p> <p><i>Indicators of Success</i></p> <ul style="list-style-type: none"><li>• Highlight and enter your indicators of success</li></ul>	<p><b>Other Goal</b> Highlight text and enter your measureable desired result(s)</p> <p><i>Indicators of Success</i></p> <ul style="list-style-type: none"><li>• Highlight and enter your indicators of success</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 and Change

## A map of what's happening in our school

Vision Scorecard	Desired End Results Desired Results and/or Improvement of Performance on Vision Scorecards <i>What we hope to accomplish</i>	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 <i>(and Refinement)</i> <i>Projects under study for possible implementation</i>	Emerging <i>Emerging and/or external influences</i>
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	<ul style="list-style-type: none"> <li>Highlight and name desired results / indicators of success</li> <li>...</li> </ul>	<ul style="list-style-type: none"> <li>Highlight and enter text</li> <li>Teacher and principal walkthroughs</li> </ul>	<ul style="list-style-type: none"> <li>System of Interventions</li> <li>Personalization</li> <li>Each school will identify specific actions to continuously improve the work of their PLC Teams</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Highlight and enter text</li> </ul>	<ul style="list-style-type: none"> <li>NCLB Expectations increase significantly this year</li> <li>Highlight and enter text</li> </ul>
C) Equity develop systems and school cultures which welcome and engage all people, cultures, and beliefs	<ul style="list-style-type: none"> <li>Highlight and name desired results / indicators of success</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Highlight and enter text</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Each school Learning and Equity Team will participate in professional learning to enhance their racial and cultural competence, and will identify plans for implementing this learning school-wide</li> </ul>	<ul style="list-style-type: none"> <li>Highlight and enter text</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Highlight and enter text</li> <li></li> </ul>
D) Effective Operations improve our effective management of human, financial, and physical resources	<ul style="list-style-type: none"> <li>Highlight and name desired results / indicators of success</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>School Operations Committee</li> </ul>	<ul style="list-style-type: none"> <li>Implement use of school scorecard to guide continuous improvement planning</li> </ul>	<ul style="list-style-type: none"> <li>Highlight and enter text</li> </ul>	<ul style="list-style-type: none"> <li>Highlight and enter text</li> </ul>
E) Communications & Connections increase the connection, engagement and support of our families and community	<ul style="list-style-type: none"> <li>Highlight and name desired results / indicators of success</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Highlight and enter text</li> </ul>	<ul style="list-style-type: none"> <li>Improve communication and meaningful engagement with families and the community</li> </ul>	<ul style="list-style-type: none"> <li>Highlight and enter text</li> </ul>	<ul style="list-style-type: none"> <li>Highlight and enter text</li> </ul>

\*\* Highlighted items represent school-wide priorities – details provided on Next Action Map. (Name) represents person leading the project.

**What needs to leave the system?**

- Enter text as desired

**What needs to leave the system?**

- Enter text as desired

# Next Actions Map

Implementation of GTC priorities and projects are mapped out here

## Adaptive Work Next Actions

Priorities & Projects Indicators of Success <i>What do you hope to accomplish as a result of this project or priority?</i>	Aligned Vision Score-card	Short-term and Intermediate Next Actions <i>What are the next steps (projects, knowledge, skills) necessary to accomplish our desired results?</i>			Long-Term Benchmarks & Actions	
		Short-term & Intermediate Achievement Points	90 Day Next Actions	180 Days (6 months) Next Actions	Beyond 6 months Achievement Points	Next Actions
<b>Name of Priority or Project</b> - Highlight and name indicators of success. What do you want to accomplish as a result of this priority or project?	A,B,C, D, or E	- Highlight and name short-term results – What do you want to accomplish in the short-term? What should we see happening as we make progress towards our indicators of success?	• Insert Action, completion date (Name of individual responsible) <i>What do we need to do next to accomplish our short-term achievement points and make progress towards our desired end results?</i>	• Insert Action, completion date (Name of individual responsible) • <i>What do we need to do next to accomplish our short-term achievement points and make progress towards our indicators of success?</i>	- Highlight and name achievement points. <i>What results do we want to see? What progress should be evident?</i>	• Insert Action, completion date (Name of individual responsible)
<b>Name of Priority or Project</b> - Highlight and name indicators of success. What do you want to accomplish as a result of this priority or project?	A,B,C, D, or E	- Highlight and name desired short-term results. What do you want to accomplish in the short-term?	• Insert Action, completion date (Name of individual responsible)	• Insert Action, completion date (Name of individual responsible)	- Highlight and name desired results	• Insert Action, completion date (Name of individual responsible)
<b>Name of Priority or Project</b> - Highlight and name indicators of success. What do you want to accomplish as a result of this priority or project?	A,B,C, D, or E	- Highlight and name desired short-term results. What do you want to accomplish in the short-term?	• Insert Action, completion date (Name of individual responsible)	• Insert Action, completion date (Name of individual responsible)	- Highlight and name desired results	• Insert Action, completion date (Name of individual responsible)

*A "strategy map" or similar document should be developed for all long-term priorities to guide the identification of "next actions".*

*A Guiding change document should be completed for any Learning Work within a priority.*

*(Name) represents person leading the project, who should have a simple action plan for that action step (What, When, Who).*

*Go to lower right cell of table and hit "return" to get an additional row.*

## Learning Work Next Actions

Priorities & Projects Indicators of Success <i>What do you hope to accomplish as a result of this project or priority?</i>	Aligned Vision Score-card	Short-term and Intermediate Next Actions <i>What are the next steps (projects, knowledge, skills) necessary to accomplish this priority or project?</i>			Long-Term Actions	
		Short-term & Intermediate Achievement Points	90 Day Next Actions	180 Days (6 months) Next Actions	Beyond 6 months Achievement Points	Next Actions
<b>Name of Priority or Project</b> - Highlight and name indicators of success. What do you want to accomplish as a result of this priority or project?	A,B,C, D, or E	- Highlight and name desired short-term achievement points. What do you want to accomplish in the short-term?	• Insert Action, completion date (Name of individual responsible)	• Insert Action, completion date (Name of individual responsible)	- Highlight and name desired achievement points	• Insert Action, completion date (Name of individual responsible)
<b>Name of Priority or Project</b> - Highlight and name indicators of success. What do you want to accomplish as a result of this priority or project?	A,B,C, D, or E	- Highlight and name desired short-term results. What do you want to accomplish in the short-term?	• Insert Action, completion date (Name of individual responsible)	• Insert Action, completion date (Name of individual responsible)	- Highlight and name desired results	• Insert Action, completion date (Name of individual responsible)
<b>Name of Priority or Project</b> - Highlight and name indicators of success. What do you want to accomplish as a result of this priority or project?	A,B,C, D, or E	- Highlight and name desired short-term results. What do you want to accomplish in the short-term?	• Insert Action, completion date (Name of individual responsible)	• Insert Action, completion date (Name of individual responsible)	- Highlight and name desired results	• Insert Action, completion date (Name of individual responsible)

*A Guiding Change document should be completed for each learning work project*

*(Name) represents person leading the project, who should have a simple action plan for that action step (What, When, Who).*

*Go to lower right cell of table and hit "return" to get an additional row.*