



Spring Lake Park High School

Continuous Improvement & Professional Learning

Plan

2009-2010





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

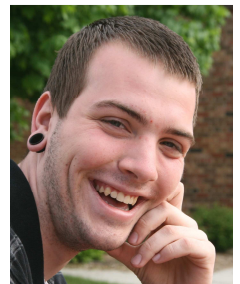
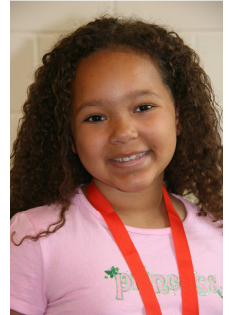
The Accountability section of SpringLakeParkSchools.org has detailed Operational Plans and progress updates.

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.



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

Spring Lake Park High School:

- A community of professional learning focusing our work on what will successfully support students in their high school experience
- A school which provides every student with meaningful adult relationships that will best support learning
- A school focused on the development of personalized learning, where students see their learning as meaningful and relevant, as well as challenging, ensuring their success both within and beyond high school

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>Literacy Goal 80% of all students pass the 10th grade MCA GRAD on the first try</p> <p><i>Indicators of Success</i></p> <ul style="list-style-type: none"> • 75% of all ninth grade students meet their RIT growth target • 75% of all ninth grade students in each NCLB groups will meet their RIT growth target • 80% of our 50 lowest general education reading students from the 9th grade Spring NWEA will meet their 10th grade RIT growth target. 	<p>Math Goal 65% of all students pass the 11th grade Math GRAD on the first try</p> <p><i>Indicators of Success</i></p> <ul style="list-style-type: none"> • 75% of all ninth grade students meet their RIT growth target • 75% of all ninth grade students in each NCLB groups will meet their RIT growth target • 80% of our 50 lowest general education math students from the 9th grade Spring NWEA will meet their 10th grade RIT growth target. 	<p>Honors and AP Goal 5% increase in the number of students in each NCLB student group taking Honors or AP classes successfully</p> <p><i>Indicators of Success</i></p> <ul style="list-style-type: none"> • Enrollment increases in each student group by 5% for AP and Honors • Progress is monitored and midterms indicate student success • Interventions are implemented for those needing support
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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 (and Refinement) <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"> 70% of all students are successful in all classes using Tier 1 and 2 interventions 75% of observed classrooms demonstrate Level 1 performance on Instructional Alignment (Differentiation) Innovation Configuration 85% of observed classrooms demonstrate Level 1 performance on Assessment for Learning Innovation Configuration 95% of all students report they have a good connection with at least one adult staff at school. 	<ul style="list-style-type: none"> Teacher and principal walkthroughs Work of the Learning and Equity Team (LET) 9th Grade Small Learning Communities Child Study Professional Learning Team <ul style="list-style-type: none"> Time Common summative assessments Tutoring Program Extra curricular program Student Support Services 	<ul style="list-style-type: none"> System of Interventions (Sellars) Personalization (Continuous Improvement Coaches) Improve the work of their PLC Teams – progress monitoring with SMART goals & formative assessments (Delaney & Herman) Advisory Implementation (Harris-Robinson) <ul style="list-style-type: none"> Increase involvement in co- and extra-curricular activities 9-12 Career Academies 	<ul style="list-style-type: none"> Eligibility criteria for students in activities and athletics (Van Gorp) 	<ul style="list-style-type: none"> NCLB Expectations increase significantly this year Technology impacting how we teach and how students learn Technology infrastructure & access to information 21st Century skill work
C) Equity develop systems and school cultures which welcome and engage all people, cultures, and beliefs	<ul style="list-style-type: none"> Less than 16% overrepresentation of students of color in discipline referrals Teachers are able to use the agreements and conditions (Singleton) appropriately 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 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 (LET) 	<ul style="list-style-type: none"> Behavior intervention system (Franke) 	<ul style="list-style-type: none"> Increasing populations of students of color other than white
D) Effective Operations improve our effective management of human, financial, and physical resources	<ul style="list-style-type: none"> Teachers know the components of the school scorecard and are able to use it to measure progress Number of students returning to MLC for a second time is reduced by 10% from last year Handbook and registration information are available on line 	<ul style="list-style-type: none"> School Operations Committee (SOC) Chemical Health Assessment Team (CHAT) Special Education Assessment Review (SEAR) Administrative Leadership Team (ALT) 	<ul style="list-style-type: none"> Implement use of school scorecard to guide continuous improvement planning (LET) MLC structure and programming (Franke) Move school information to an online format – teacher handbook, registration guide (Steele, Delaney) 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
E) Communications & Connections increase the connection, engagement and support of our families and community	<ul style="list-style-type: none"> 65% of parents are satisfied or highly satisfied with our method and means of communication Plan for full implementation of the new report card is available to all teachers by the start of 3rd trimester Implementation of the new student recognition program by the start of 3rd trimester 	<ul style="list-style-type: none"> Progress Reports Parent Advisory Council (PAC) Newsletters, E-News Panther Mentor Program Career Tech Advisory Boards Panther Den Parent Portal Student Portal Registration guide 	<ul style="list-style-type: none"> Improve communication and meaningful engagement with families and the community - (Herman) 	<ul style="list-style-type: none"> Grade Report Pilot(Delaney, Nemanich) Naviance (Counselors) Reach for Excellence (Franke) 	<ul style="list-style-type: none">

** Highlighted items represent school-wide priorities – details provided on Next Action Map.

What needs to leave the system?

- Individual preparation when there are multiple teachers of a course – targets, assessments, interventions
- PLT work is an add-on to the classroom rather than the primary tools (assessments, targets, etc) for student work
- Alignment of course activities to textbook rather than targets
- Using data to prepare for next year or next trimester rather than tomorrow or next week

What needs to leave the system?

- Focus on quantity of material covered rather than quality
- Teaching singletons is not an excuse for working in isolation
- Random interventions without identification of root cause
- Expectation that students will stay after school for intervention
- Waiting for an administrative directive to implement learning from professional development

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 Beyond 6 months	
		Short-term & Intermediate Results	90 Day Next Actions	180 Days (6 months) Next Actions	Results	Next Actions
Literacy Goal - 75% of all ninth grade students meet their RIT growth target - 75% of all ninth grade students in each NCLB groups will meet their RIT growth target - 10th grade students in the bottom quartile of the NWEA MAP will retake NWEA this year. 80% of those students will meet their 10th grade RIT growth target.	A	- Begin Tier 2 interventions - Identify lowest strands in reading for targeted students - Group students by strand and by community - Identify interventions for strands - Share information with students regarding their specific goals - Identify RIT goal for each student	• Continue interventions • Complete January MAP test • Analyze results to determine if movement toward goal • Share intermediate results with students • Regroup students by strand and community • Identify continuing interventions by strand • Provide professional development as needed	• Identify areas of need based on standardized testing results • Implement appropriate interventions • Provide professional development as needed	- Students are able to read textbooks to increase learning - Students are able to read for enjoyment - Students are able to improve scores on standardized tests	• Create a professional development plan for 2010-11 • Create interventions for student learning for 2010-11
Math Goal - 75% of all ninth grade students meet their RIT growth target - 75% of all ninth grade students in each NCLB groups will meet their RIT growth target - 10th grade students in the bottom quartile of the NWEA MAP will retake NWEA this year. 80% of those students will meet their 10th grade RIT growth target.	A	- Begin Tier 2 interventions - Identify lowest strands in reading for targeted students - Group students by strand and by community - Identify interventions for strands - Share information with students regarding their specific goals - Identify RIT goal for each student	• Continue interventions • Complete January MAP test • Analyze results to determine if movement toward goal • Share intermediate results with students • Regroup students by strand, teacher, and community • Identify continuing interventions by strand • Provide professional development as needed	• Identify areas of need based on standardized testing results • Implement appropriate interventions • Provide professional development as needed	- Students are able to use mathematics to analyze problem situations - Students are able to use math in other disciplines to solve problems - Students are able to improve scores on standardized tests	• Create a professional development plan for 2010-11 • Create interventions for student learning for 2010-11
Honors & AP Goal - Enrollment increases in each student group by 5% for AP and Honors - Progress is monitored and midterms indicate success in each student group - Interventions are implemented for those needing support	A	- Provide student support during the school day (classroom visits, AP College Board sign-up, before and after school groups, AP listervs) - Clarify Honors v. mainstream course requirements - Plan for new AP World History course - Plan for new AP Chemistry course	• Identify students that qualify under NCLB guidelines • Create Peer Tutor proposal for SLPHS • Plan to vertically align curriculum for Honors/AP courses at the high school • Align new AP World History/Chemistry curriculum within departments	• Monitor progress of identified students in Honors/AP courses • Coordinate alignment between middle/high school curriculum in core disciplines • Create common database on Campus for monitoring GT services and students • Train AP World History and AP Chemistry teachers for AP instructional standards and requirements • Professional development for faculty and staff for GT specific services	- Vertically aligned core discipline curriculum requirements between middle/high school Honors/AP courses - Enrollment increases in each student group by 5% for AP and Honors - Progress is monitored and midterms indicate student success - Interventions are implemented for those needing support	• Identify professional development needs for Honors/AP teachers • Reassess goal for 5% increase in number of students in each NCLB students groups taking Honors or AP classes
System of Interventions Priority We will accurately identify appropriate interventions for students using root cause analysis, problem solving model to address academic and behavioral concerns for students.	B	- All staff have an understanding of the SOI Framework, Process, and Forms	• Introduce and explain data collection methods • Review Intervention Strategies	• Validate that all faculty and staff are utilizing Problem Solving Process appropriately • Reevaluate data collection systems, Tier 3 Interventions,	- Have all faculty and staff fluent in intervention strategies, Problem Solving Process, SOI Framework, Process, and Forms - Basic skills and core instruction meet percentage of students in each tier per SOI Framework	• Create a database for sharing information between elementary, middle, and high school levels • Evaluate and share SOI success rates in implemented interventions

Personalization Priority - Students will have improved experiences in the classroom as teachers differentiate and personalize instruction	B	<ul style="list-style-type: none"> - All staff will have completed one coaching experience either as a group or individual (coaches/staff) - All staff will have seen and used the personalization IC (coaches/staff) 	<ul style="list-style-type: none"> • By end of January, 1/3 of staff will have completed second coaching experience and received feedback about their application of differentiation and authentic instruction (coaches/staff) 	<ul style="list-style-type: none"> • By end of April, 2/3 of staff shall have completed their 3rd coaching experience (coaches/staff) • Staff will have received training on authentic instruction (coaches or LET) 	<ul style="list-style-type: none"> - All staff will have completed three coaching experiences with feedback - All staff will be familiar with the personalization IC 	<ul style="list-style-type: none"> • Schedule coaching (coach/teacher) • Schedule groups and arrange subs (coaches)
Professional Learning Teams Priority - Growth on the I.C. (formal and informal checks) with all teams in columns 1 or 2 for ELOs and assessments, as well as progress in the other 3 strands. - PLT Time focuses on growth in area	B	<ul style="list-style-type: none"> - Identify professional development needs to become high functioning teams - Provide professional development, as needed, Wednesday morning 	<ul style="list-style-type: none"> • Identify and record growth over time 	Re-identify : <ul style="list-style-type: none"> • areas of greatest need (using IC) • need for PD 	<ul style="list-style-type: none"> - See conversation around the use of student data - Teachers can deconstruct learning targets into unit and daily targets - Units are planned using backward design - Teachers share success criteria with students 	<ul style="list-style-type: none"> • Celebrate growth • Re-identify: areas of greatest need and need for PD
Advisory Implementation Priority * - every student with meaningful adult relationships that will best support learning	B	<ul style="list-style-type: none"> - Introduce and Explain Advisory System to all faculty and staff 	<ul style="list-style-type: none"> • Monitor Advisory implementation • Establish regular Advisory Committee meetings and constructive agendas 	<ul style="list-style-type: none"> • Review advisory curriculum and assess strengths and weaknesses • Counselors, Advisory Committee members, and Administrative leadership should be conducting pop-in visits to advisories 	<ul style="list-style-type: none"> - All faculty and staff will be implementing advisory curriculum with competence 	<ul style="list-style-type: none"> • Revise advisory curriculum and processes
Cultural & Racial Competence Priority - At least 50% staff increase their reported comfort levels and frequency of conversation surrounding race and culture in conversations with staff and students.	C	<ul style="list-style-type: none"> - Zoomerang survey at beginning - Complete and administer survey - Look at baseline data and revisit goal 	<ul style="list-style-type: none"> • Student and parent focus groups established to reflect on progress over time • Subgroup of LET plans professional development • Panther Focus (or other staff communication around issues of equity) 	<ul style="list-style-type: none"> • Recommendations from task force for professional development • LET implements professional development 	<ul style="list-style-type: none"> - Zoomerang survey at end of the year shows growth - Focus groups report growth - Recording and analyzing data related to equity issues (achievement, family concerns, behavior referrals, course enrollment, participation in extra curricular activities) 	<ul style="list-style-type: none"> • Zoomerang survey to measure the growth of staff • Reflect and plan for next professional development activity
Use of Scorecard Priority - All staff will know our NWEA MAP, MCA, Plan, ACT, and AP data used to determine Growth and Transition Readiness Scorecard results	D	<ul style="list-style-type: none"> - Staff will know the measures, when they occur, when we get results and when it is useful to review them (counselors) 	<ul style="list-style-type: none"> • Provide staff in-service to present NWEA MAP scorecard results, time to localize by identifying students, time to brainstorm personalization activities to use. • Staff meeting w/ Honors and AP equity results and department brainstorm ideas to alter/encourage registration 	<ul style="list-style-type: none"> • Provide staff in-service to present NEW NWEA results on scorecard, Time to look up previously identified students, evaluate any personalization attempted or discuss roadblocks that prevented personalization 	<ul style="list-style-type: none"> - All staff will identify students from their classes that need remediation in math and/or reading based on whichever data are most recent and relevant - All staff will brainstorm ways to personalize that remediation in their instruction - Next year do is again, with more personalization training, they will do this as part of our practice 	<ul style="list-style-type: none"> • Evaluate info from 2nd in-service to address roadblock • Determine next scorecard set to add to next years work (in addition to NWEA & AP Equity).
MLC Project - Address behaviors by identifying missing skills and providing learning opportunities to build skills	D	<ul style="list-style-type: none"> - Identify areas of weakness in this new system - Evaluate effectiveness of programming 	<ul style="list-style-type: none"> • Adapt current processes to address areas of weakness • Adapt programming to meet needs of current students 	<ul style="list-style-type: none"> • Entire system will be evaluated and adapted to meet the behavior needs of our students 	<ul style="list-style-type: none"> - Rather than continuing to repeat ineffective behaviors, students will have the skill sets necessary to make appropriate choices in behavior 	<ul style="list-style-type: none"> • Continuous evaluation and adaptation of our programming based on behavior of students

Website Project - The website will provide timely information to parents, students, and staff on key initiatives and projects	D	- Identify content and use of website (Steel, Delaney)	• By end of December, upload all current documents to the website	• Provide a review cycle (bi-weekly) to update website • Assign updates to various individuals	Parents, students and staff will have access to important information via the website	• Review effectiveness of work using number of hits to site & timeliness
Communication with Parents Project - Provide multiple access points for parents to information about high school and its events	E	- Parent Advisory Council (PAC) evaluates new newsletter format	• PAC evaluates the current parent handbook to ease transition and answer questions as students move through the high school	• Modify parent handbook to address concerns of PAC • Create and distribute revised handbook	Parents will have access to information that is necessary for them to make informed choices and guide their children in their learning	• Implement new report card • Continue to monitor parent needs and revise communications accordingly

Learning Work Next Actions

Priorities & Projects Desired end results and/or Improvement of Performance on Vision Scorecards	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 Results	90 Day Next Actions	180 Days (6 months) Next Actions	Beyond 6 months Results	Next Actions
Eligibility Criteria for students in activities and athletics Project - Students participating in activities will be making progress toward graduation requirements in such a manner they will ensure college readiness skills	B	- Review current eligibility criteria at SLP (Van Gorp)	<ul style="list-style-type: none"> Compare SLP eligibility criteria to other NSC schools (Van Gorp) Review all student grades at progress report time (Van Gorp/coaches) Develop academic contract for improvement (Van Gorp/coaches) 	<ul style="list-style-type: none"> Review plan with admin team (Van Gorp) Bring to board for approval (Van Gorp) Communicate to parents, teachers, coaches, and students (Van Gorp) 	Students participating in activities will be making progress toward graduation requirements in such a manner they will ensure college readiness skills	<ul style="list-style-type: none"> Develop plans to address study component in activities. (Van Gorp) Use website to publicize criteria and resources (Van Gorp) Develop parent, coach, athlete handbook to highlight criteria etc (Van Gorp)
Behavior Intervention Project -Identify and guide students in making appropriate behavior decisions at school and school events	C	Create a Behavior Intervention Taskforce	<ul style="list-style-type: none"> Research effective behavior intervention programs for high schools Create a vision of an effective program at Spring Lake Park High School Present options for the choice maker to begin a new behavior intervention program 	<ul style="list-style-type: none"> Address the implications of this program and appropriate adaptations for Spring Lake Park High School Provide professional development for staff to implement in Fall 2010 	Student behaviors are addressed appropriately and consistently by staff and community	<ul style="list-style-type: none"> Implement the new program Evaluate its effectiveness Modify as needed for the high school
Grade Report Project -The high school report card will provide students and parents adequate information to determine progress toward course learning targets, as well as, career and life skills.	E	- Pilot various options during trimester 1, collect results	<ul style="list-style-type: none"> Narrow selections for trimester 2 Identify grading options for school during trimester 2 	<ul style="list-style-type: none"> Provide information and professional development for staff to assure implementation in the fall of 2010 	<ul style="list-style-type: none"> Parents, students and teachers will have a clear understanding of students' progress toward course targets Progress toward career and life skills will be reported in a separate grade 	<ul style="list-style-type: none"> Implement new report card in the fall of 2010 with adequate information for parents, students, and teachers to understand the information provided
Reach for Excellence Project -This program will celebrate the success of community, staff, and students. Students will appreciate the recognition because it is aligned to their values	E	<ul style="list-style-type: none"> Create a Reach committee Collect relevant ideas Develop relationships with businesses here in the community 	<ul style="list-style-type: none"> Create a Reach for Excellence program with an initial focus on student success Celebrate/Recognize all who qualify for Reach for Excellence 	<ul style="list-style-type: none"> Expand the program to celebrate the work of our staff Celebrate / Recognize all students and staff who qualify for Reach for Excellence 	Reach for Excellence to be a robust program celebrating both student and staff success.	<ul style="list-style-type: none"> Expand and evaluate the program to assure that it celebrates success of students, staff, and community in ways that are appreciated by each