

Special Issue: Fall 2006

Spring Lake Park Yesterday
EDUCATION TODAY
School District 16 Tomorrow

High Expectations, High Achievement For All. No Excuses.



Accountability Report 2005-06

Spring Lake Park
School District 16
Annual Report on
Curriculum, Instruction,
and Student Performance



What's Inside?

- Our Framework for the Future.
Learn about the district's purpose, values, vision for the future, strategic directions, and how success will be measured.
- Year-round teacher training is about the success of each and every student
- Assessments guide informed, effective, highly individualized instruction
- Our comprehensive assessment program for 2006-07
- Elementary-level highlights, vision, and priorities
- Secondary-level highlights, vision, and priorities
- Community members advise the school district on educational goals, vision, and effectiveness

www.springlakeparkschools.org

Proudly serving the school communities of Blaine, Spring Lake Park, and Fridley

Annual Report on Curriculum, Instruction, and Student Performance

An update on the core activities—and the results—of our efforts to provide the best possible education for each and every student.



Dr. Don Helmstetter, superintendent, talks with a future graduate of Spring Lake Park High School

Greetings!

We are experiencing a great start to the new school year!

The Spring Lake Park School District is going through some of the most exciting times in its 50 year history.

Our annual budget and initiatives are aligned with the district's Strategic Directions purpose statement, we have experienced a dramatic turnaround in our financial stability, we are seeing rising test scores, there are exciting initiatives to improve student achievement, and we conduct staff training as well as any school district anywhere, and we have a very supportive community.

Our recent voter-approved Facilities Improvement Plan

will renovate, expand, and build facilities that will benefit this and future generations of students in major and exciting ways.

We are also celebrating 50 years of excellence and pride. Our year-long celebration highlighting our history and accomplishments will culminate in a 1957-2007 All-Class Reunion on August 18, 2007.

You hear from us often about facilities studies, referendums, and day-to-day school news. However, once a year, in this special issue of Education Today, we present an "accountability report" on Curriculum, Instruction, and Student Performance.

It is an update on the core activities—and the results—of our efforts to provide the best possible education for each and every student.

Our mission?
"High expectations, high achievement for all. No excuses."

This report will inform you of the district's purpose statement, values, vision, and strategic directions.

You'll learn about how professional development initiatives, taking place year-round, are making a difference; how they are helping our teachers and administrators target student needs and develop meaningful, successful strategies for improving student learning and closing achievement gaps.

You'll see highlights from various student assessments and other key signs of academic progress. You will also see data that tells you where the district must continue to show even more dramatic improvement.

I'll let you get started on this report, which begins with "Our Framework for the Future." This Framework, presented in condensed form on page 3, was initially created during the 2003-04 school year by a group of 30 parents, community members, and district staff. It has since been updated and used to guide all planning in the district.

A citizen-staff Strategic Framework Advisory Council reviews progress made towards identified strategic directions, as well as identifies emerging community needs and desires.

This results in the Framework for the Future being a living document that is frequently revisited and revised to provide a continuing focus on needs and emerging needs.

It provides a focus—a measurable focus—for the coming years.

Here's to continued student success and to a great 2006-07!

Dr. Don Helmstetter
Superintendent of Schools

Our Framework for the Future . . .

The document that drives our continuing—and measurable—focus on and 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 Spring Lake Park 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

How do we want people to describe our district in the future?

The Spring Lake Park School District is recognized as a world class learning community of choice as demonstrated by:

- Academic rigor and social development for all students, resulting in college-ready graduates
- All students actively participate in school and/or community co-curricular and extra-curricular experiences
- Community pride and commitment to its continuous improvement

Our Strategic Directions

Members of our school community can expect to see the following:

- District 16 will be responsible for the learning and active engagement of all students regardless of race, ethnicity, or socio-economic status in rigorous academic pursuits and co-curricular and extra-curricular experiences
- District 16 will attract, develop, and retain only high-quality staff who demonstrate on-going learning and a commitment to the District's purpose, values, and vision
- District 16 will maintain and enhance strong community connections and communications
- District 16 will have safe, healthy working and learning environments
- District 16 will be financially responsible and healthy



Our Success System

will be measured by . . .

- Student learning and development
- Safe and healthy working and learning environment
- Effective operations and stewardship of resources
- Family and community connections and partnerships
- Attraction and ongoing development of high quality staff

Year-round teacher training is about success for each and every student



Teachers do not work in isolation, but rather work in teams to meet the varying needs of students. Professional collaboration is essential if all students are to be successful

When Spring Lake Park School District 16 staff members engage in professional learning, it is results-based and begins with a clear focus on student learning needs.

Professional collaboration and time for staff to work together is essential if all students are to be successful.

Professional learning is important. According to research by leading experts in the field, improvements in student learning will not be realized in the absence of purposeful professional development.

So, how do we engage in professional learning to improve student achievement?

On a typical day teachers spend the vast majority of their day working with students.

However, professional learning is also embedded in the daily, collaborative work of staff.

All teachers participate in learning teams, on a weekly basis, during which they focus on individual and collective student learning needs.

Teachers also have larger blocks of time during the year to work together when school is not in session.

There are eight days within the school year when teachers are working and students are not at school.

Just two of these days are reserved for professional learning activities and staff training. These days involve training directly related to district and school initiatives. In addition, three "early release" days (school lets out two hours early) during the 2006-07 school year will provide the essential blocks of time necessary for teachers to learn and work together.

Another four days primarily involve preparation for conferences and grading, as well as some professional learning activities. The final two days are spent meeting with parents during fall and spring conferences.

As you can see, teachers work very hard on the days we do not have students come to school.

These blocks of time aren't the only ways teachers learn though. The Spring Lake Park School District offers a Professional Development and Learning Academy that offers all staff the opportunity to participate in a wide variety of classes that align directly with our district goals.

In 2005-2006 over 130 staff participated in classes.

Summers off? No, summer has become an important time for training.

There were over 400 days of summer learning and planning put in by teachers. Activities included the following.

- Over sixty teachers participated in an Assessment for Learning Institute.
- Seventy-five teachers participated in a day of teacher leadership development, as well as another three-day leadership training for twenty administrators.
- Over eighty district staff members worked together in early August learning about strategies to improve student learning.
- A team of teachers spent many days engaged in professional learning and planning for the implementation of our new K-8 Language Arts curriculum.

■ A high school team participated in a two-day training with other high schools across the metro area on using assessment data to guide instructional decision-making.

That is just a sampling of the time our teachers and staff put in throughout the summer engaged in professional learning so they are prepared to meet the many needs of our learners.

What are our professional development initiatives for 2006-07?

We have identified three initiatives focused on improving student learning:

- *Assessment for Learning*
- *Professional Learning Communities*
- *Administrator and Teacher Leadership Development*

Closely and continuously monitoring student progress for informed, effective, and highly individualized instruction



Teachers use a variety of assessment data to monitor progress and individually adjust their instruction to meet the needs of each and every student.

Yes, it's a lot of work; important, necessary, and effective work.

A question that is often asked is, "Why do we have so many different assessments, and how do they impact classroom instruction?"

The key is that they are part of the instruction.

Assessment work connects directly to the professional learning that is embedded in the daily work of staff. All teachers work in a collaborative team called a "Professional Learning Community" or PLC,

regularly reflecting on and answering four fundamental questions to improve student learning:

- *what is it we want all students to learn;*
- *how will we know when each student has learned the learning targets;*
- *how will we respond when a student experiences difficulty in learning, or how will we deepen the learning for students who are exceeding expectations; and*
- *what do we need to know and be able to do so we are able to collectively clarify student expectations, assess progress, and respond to student needs effectively?*

As you can see, the professional learning teachers engage in as a PLC is directly related to student learning needs identified by assessing students.

Teachers use a variety of assessment data to monitor progress and individually adjust their instruction to meet the needs of each and every student. Yes, it's a lot of work; important, necessary, and effective work.

The Spring Lake Park School District has been working to build a strong comprehensive assessment program balancing "Assessments for Learning" and "Assessments of Learning."

These assessments are used to produce far more informed and effective instruction and help gauge the effectiveness of our curriculum and programs.

"Assessments for Learning" are *formative assessments* that happen while learning is occurring. They are used to diagnose student needs, plan instruction, and provide students with feedback they can use to improve their work.

An example of this would be an assessment given during a unit to measure student progress towards the identified learning targets so that the teacher can modify instruction accordingly.

"Assessments of Learning" are *summative assessments* used to sum up achievement at a particular point of time. These occur *after* learning has happened.

These assessments are used to measure achievement status at a point in time for the purpose of reporting and accountability.

For example, unit tests and the Minnesota Comprehensive Assessments (MCA-IIs) are examples of Assessments of Learning. The results of unit tests are used

to identify grades reported to parents on report cards.

People often ask why the district has so many different assessments and how they impact classroom instruction.

The results of the MCA-IIs are reported to the state and are used as an accountability measure for schools across the state as part of the No Child Left Behind law.

The variety of assessments are important because they answer different questions for a variety of users.

To help understand the different assessments in Spring Lake Park Schools, go to page 7 and see the assessment chart we use. It provides an overview— including this year's schedule— of the assessments used throughout the district.

By creating a strong assessment program that balances Assessments of Learning and Assessments for Learning, the Spring Lake Park School District shows its commitment to continually monitor student progress and improve instruction.

MCA-II, BST, MAP, and More: Understanding the assessment program



What was new for 2005-06? The Minnesota Comprehensive Assessments Series II

Yes, all of this testing can get a little confusing

Here's a "simplified" explanation.

What are the MCA-II Tests and NCLB?

Minnesota's accountability plan applies to all public schools. Each year, Minnesota Comprehensive Assessments (MCA) are given to students in reading, math, and writing.

All schools and districts are expected to show Adequate Yearly Progress (AYP) towards meeting required participation and proficiency levels on state assessments.

In the spring of 2006, the new version of the MCAs, the Minnesota Comprehensive Assessment Series-II (MCA-II), were taken by all students grades 3-8, as well as 10 and 11.

For the No Child Left Behind (NCLB) accountability plan, progress is measured for all students in a number of categories.

The categories are American Indian, Asian/Pacific Islander, Black (non-Hispanic), Hispanic, White, Limited English Proficiency, Special Education, Free/Reduced Price Lunch, and Entire Student Population of School or District.

Results for the 2005-2006 MCA-IIs were not publicly available at the time of this report. The results will be released mid-November (later than normal) and we will make them available to you at that time. Go to www.springlakepark.schools.org for these results.

Will my child have to pass the Basic Skills Test (BST)?

The BSTs are reading, math, and writing tests that students who entered grade 8 in 2004-05 or earlier must

pass to receive a diploma from a public high school.

Reading and math tests were first administered to these students in grade 8 and the writing test in grade 10. Students can re-take any of these tests twice each year and three times in grade 12.

Students entering grade 8 in 2005-06 or later do not take the BST, but will take the MCA-II/GRAD (Written Composition in grade 9, Reading in grade 10, Mathematics in grade 11). They must obtain a satisfactory score on each of these tests to graduate from a public school in Minnesota.

Basic Skills Test Facts and Figures:

- In 2005-2006 there were 1,260 students enrolled in grades 9-12
- 95% of students in grades 10-12 have successfully passed the reading BST
- 92% of students in grades 10-12 have successfully passed the math BST
- 95% of students in grades 11&12 have passed the writing BST
- Less than 1% of our students take the BST at their own individual level or are exempt due to special needs or circumstances
- None of our students take the BST in a language other than English

Measure of Academic Progress

Students in grades 2-8 take a computerized assessment, the **Measures of Academic Progress (MAP)**, three times a year.

The MAP measures student progress in reading and math. The scale used to measure progress is called the RIT scale. It is used to chart a student's progress over time.

MAP assessments are important to teachers because they let them know immediately where a student's strengths are and if help is needed in a number of specific areas.

A particular strength of the assessment is that it identifies expected growth targets for individual students, as well as each school, based upon where students scored on the assessment in the spring of the previous year.

More information?

Please read on in our annual report, or check our website to find more information regarding results specific to grade levels.

A School Information Report is a document that provides an overall picture of a school and its results on assessments over time. If interested in one of these reports, call 763-785-5524.

Assessments are used to produce informed and effective instruction. Our comprehensive assessment program for 2006-07

Dark shading: state testing Light shading: school district assessments No shading: optional or school-level tests

Assessment	Grades	Purpose	Dates Assessed
Minnesota Comprehensive Assessments (MCA-II) MCA- II - Reading MCA- II—Math Minnesota Writes!	Reading: Grades 3-8 & 10 Math: Grades: 3-8 & 11 Writing: Grade 6	To evaluate instruction against the Minnesota State Standards in Language Arts and Math	Elementary Reading: April 24&25 Math: May 1&2 Middle School Reading: April 17&18 Math: May 1&2 Writing: April 25 High School Reading: April 23, 24 Math: April 23, 24
Basic Skills Test (BST) BST—Reading BST—Math BST—Writing	Math and Reading: Retests Grades 10-12 Writing: Grades 10 and Grades 11,12 Retests	To assure students have the basic skills needed to graduate from high school.	Writing: January 23 Reading—September 19 & February 8 Math—February 6 Grade 12 students who have not passed: Writing: April 10 Math: April 11 Reading: April 12
Graduation-Required Assessments for Diploma (GRAD)	Writing: Grade 9	To assure students have the basic skills needed to graduate from high school.	April 10
Measure of Academic Progress (MAP) Reading Math	Reading: Grades 2-8 Math: Grades 2-8	To examine student growth and performance over time.	Fall testing— September 11- 29 Winter testing—January 8 - 26 Spring testing—May 7—25
DIBELS	Reading: Grades K-5	To examine student growth and performance over time.	September, January, May Progress Monitoring weekly or bi-weekly
Letter identification and High Frequency Words	Reading: Grades K-2	To examine student growth and performance over time.	High Frequency Words: Kindergarten: January, May Grade 1: October, February Grade 2: September, February Letter Identification Kindergarten: January, May
EXPLORE	Grade 8	To assess achievement, career interest and study skills.	November 28
PLAN	Grade 10	To assess achievement, career interest and study skills.	October 26
Star Reading	Grades 4 & 5	To facilitate Accelerated Reader and reading level placement	Weeks of: September 5-8 November 27 – December 1 February 25 – March 2 May 29, 30, 31, June 1
Unit Tests	Elementary and Secondary	To assess student performance on the curriculum.	Varies
Other classroom assessments	Elementary and Secondary	To monitor and adjust classroom instruction. Also used to help students see where they are in their learning.	Varies
Advanced Placement Tests	10,11,12	To earn college credit and/or advanced placement in college courses	May
ACT/SAT	11,12	College Admission Test	Throughout the year

Elementary-level highlights: greater classroom balance, lower teacher-student ratios, equitable services, many benefits to student learning



Our elementary class size ceilings and balance, for the second year in a row, are better than they have been in well over a decade.

At the beginning of each new school year, elementary teachers face a room of new students eager to learn.

In the 2005-2006 school year this happened in new classrooms for many teachers as a result of District 16's change from four schools with a K-5 structure to three K-3 elementary schools and one 4-5 intermediate school.

This change was made in order to create greater classroom balance, lower class size ceilings, provide

equitable levels of art, physical education, and music at each school, and provide more effective use of elementary teachers.

Two years into this change many of the reconfiguration's changes, made to benefit student learning and achievement, are achieving the desired results. While we are pleased with this, it is our students and teachers who benefit most.

Class size ceilings and balance, for the second year in a row, are better than they have been in over a decade. Despite enrollment growth, we have been able to efficiently and effectively respond – a very positive result of our reconfiguration.

Most importantly, our feedback from parents, teachers, and staff has been extremely positive and encouraging.

Please read on to learn more about highlights and achievements at each of our

elementary schools during the 2005-2006 school year.

Highlights Elementary Level

- Gains on the MAP assessment went from below national norms in the fall to exceeding them in the spring for grades 3-5.

- 35 percent increase in grade 2 students reading (at or above grade level) from the beginning of the year.

- Over 75 percent of grade 1 students are reading grade level word lists.

- There was a 12 percent increase in the number of 3rd grade students meeting their individual growth targets from the previous school year.

- Students are demonstrating outstanding early success in reading at kindergarten and first grade, demonstrated by:

- 43 percent of our Kindergarten students went from "emergent reader" to "transitional/probable reader" on the Star Early Literacy Assessment

- over 80 percent of our students were "transitional/probable readers" at the end of first grade

Highlights Park Terrace Elementary

- Participated in "The Color Project," a diversity exercise where all students helped in creating a school mural with their self portraits

- Geography Olympiad US topic winner

- Raised over \$4,000 for "Jump Rope for Heart"

- Debut of the All-School Fine Arts Festival

Highlights: Kenneth Hall Elementary

- Started the "Fit Kids" program, a walking program for all students

- Started "Parents as Partners," "Family Math Bags"

- Students wrote books and shared them during an Author's Tea

- Over half of the 3rd graders participated and reached voting status in the Maud Hart Lovelace reading program.

Highlights Woodcrest Elementary

- Successfully implemented a comprehensive "Reading First" program with the help of a federal grant

- Students participated in the Kindness and Justice Challenge

- "Feelin' Good Mileage Club" created to promote wellness

Highlights Westwood Intermediate School

- Held a "Kindness Retreat and Lock-in" for students

- Assured access to math curriculum for all students by creating pacing charts

- Raised \$13,000 to purchase new books for media center

- Created a whole school constitution

Elementary-level vision and priorities for 2006-07



School Improvement Planning

The District has identified strategic directions to make progress towards accomplishing our district vision, and purpose:

High Expectations, High Achievement for All. No Excuses. (More information can be found on page 3).

Principals and staff engage in ongoing improvement efforts, which involve studying school data to identify school priorities, and their greatest areas of need to focus on to improve student learning and accomplish these strategic directions.

Westwood Intermediate School

Our Vision: How do we want people to describe our school in the future?

Westwood Intermediate School is a supportive community that is focused on working together to ensure our students' academic, social, and emotional growth to achieve essential learning

targets. All students will be ready to learn in middle school.

Our Priorities We will:

- focus on literacy and math instruction to ensure the success of all learners.

- conduct a best practices study in the area of urban learners to help close the achievement gap.

- collaboratively work in Professional Learning Communities to improve student achievement.

- continue the use of learning targets in classrooms and utilize quality assessments to drive instruction.

- enhance two-way communication connecting the school and classroom teachers with families and the community.

- continued use of Responsive Classroom so that students feel welcome and are supported in their academic, social, and emotional growth.

Park Terrace Elementary

Our Vision: How do we want people to describe our school in the future?

Park Terrace elementary school is a safe, collaborative community committed to successful learning through purposeful instruction.

Our Priorities. We will:

- enhance our reading instruction on balanced literacy to meet the learning needs of our students within district and Reading First guidelines.

- implement effective Assessment for Learning

practices to guide our instructional decision-making.

- enhance our Professional Learning Communities and our focus on improved student success.

- enhance shared leadership practices for staff to increase their contributions to continuous improvement efforts.

- apply Assessment for Learning practices to drive instructional decision-making to increase student achievement.

- utilize a system of interventions providing clear response mechanisms to ensure the appropriate learning of all students.

Kenneth Hall Elementary

Our Vision: How do we want people to describe our school in the future?

We will be a school where individual needs are met with innovative and effective interventions and programs, where Professional Learning Communities support the whole child in a safe and nurturing learning environment, and where there are no limits to the academic success of each student.

Our Priorities. We will:

- use assessment tools to guide our instructional decisions so that we meet the individual needs of all students.

- work together in grade level teams and as a Professional Learning Community to improve student learning.

- focus on effective literacy instruction to ensure the success of all learners.

- create a system of interventions that provide timely response and support to meet the learning needs of all students.

Woodcrest Elementary

Our Vision: How do we want people to describe our school in the future?

Woodcrest Elementary is known as a responsive learning community of pride and excellence, pledging:

- a safe and inclusive environment that recognizes, respects, and supports differences.

- a partnership of students, parents, staff, and community ensuring academic and social success for all.

- to support student learning in meeting or exceeding identified content targets by implementing research-based strategies.

- innovation in resources that integrate and extend knowledge in all content areas.

- support staff through participation on learning teams as the core to all professional development experiences.

Our Priorities. We will:

- focus on embedded, high-level professional conversations centered on teaching and learning.

- use data-driven decision-making to inform and drive instruction.

- collectively foster and share leadership to support continuous improvement.

- apply scientifically-based reading research, data-driven decision-making, and embedded professional conversations to increase reading achievement for all students.

- strive to connect and partner with all families.

Secondary students excel in a variety of areas, staff adjusts instruction to meet each individual student's needs



**2nd in the nation
in a language
arts competition,
first in the state,
in emergency
medical care,
2nd in the state in
quiz bowl
competition,
academic
all-state awards,**

The years in grades 6-12 are full of fun, excitement, and challenge. The staff at each of our secondary schools works hard to help each and every student navigate his/her way through these years successfully, providing an enriching, positive experience.

In order to ensure that all students have a positive experience, teachers and staff work together to:

- *continuously align their instruction with their learning targets,*
- *use a variety of assessments to monitor student progress,*
- *adjust instruction to meet student needs accordingly, providing a system of interventions to support students who are struggling and extending the learning of those who are doing well,*
- *ensure all students are involved and feel a sense of connectedness.*

These efforts pay off in the achievements and successes of our students. Here are some highlights from the past year.

Highlights Westwood Middle School

- Middle school academic team 2nd in the nation in the 2006 WordMasters Challenge language arts competition
- 2nd in the state, Minnesota Thinking Cap Quiz Bowl
- Completed a comprehensive Continuous Improvement Effectiveness study
- 85% attended the 8th grade end of year party
- Piloted an Integrated Language Arts/ Social Studies Course
- Piloted single-gender classes
- Gains on MAP assessment went from below national norms in the fall to exceeding them in the spring.

Highlights Spring Lake Park High School

- Nearly one-half of the senior class members were honor students
- 366 Advanced Placement exams were administered. Of those, 63% of our students scored a 3 or higher, earning college credit for the subject being tested.
- 21 Advanced Placement Scholar award-winners
- 1 National Advanced Placement Scholar
- 10 Advanced Placement Scholar with Distinction award-winners

- 10 Advanced Placement Scholar with Honor award-winners
- 153 students took the ACT test during the 2005-06 school year.
- Math team has been a state meet entrant for 12 consecutive years
- Opportunities in Emergency Care teams placed 1st, 3rd, 4th, and 5th in the Minnesota State Youth EMS Competition; 1st and 4th at the Health Occupations Students of America State Competition
- Academic All-State selection for two members of the football team
- Top honors in the state for eight Family, Career, and Community Leaders of America students

Highlights Learning Alternatives Community School

- Expanded upon student programming that earned Minnesota Program of the Year honors
- Safe Harbor Recovery student chosen to serve on a National Conference Panel
- The Lighthouse Program had a State History Day qualifier
- Held a first annual Latino Fiesta
- Raised money for the Armed Services

Secondary-level vision and priorities for 2006-07. Ensuring that all graduates are college-ready



School Improvement Planning

The School Board has identified a clear goal for the district's secondary schools: Ensuring that all learners are "college ready" at graduation, and are prepared for higher education if they so desire.

During the 2005-2006 school year, Westwood Middle School and Spring Lake Park High School engaged in a study of evidence-based best practices, benchmarked schools locally and nationally, and studied current local practices.

After investing a tremendous amount of time and effort, staff at each school successfully completed their studies and clarified their visions for the future, as well as identified school priorities for 2006-07.

Westwood Middle School

Our Vision: How do we want people to describe our school in the future? It is a school that:

- exemplifies a culture of success, where ongoing systemic data-informed decision-making and accountability is organized around student learning, where a culture of success is present and tangible.

- hires and supports professionals who are highly competent, who collaborate for student learning and collegiality.

- is committed to fostering positive, strong, and purposeful connections between students, staff, and school and where families and community are engaged partners.

Our Priorities. We will:

- become a literacy-based school where students will receive instruction in reading and writing in all content classes to improve student achievement.

- enhance the effectiveness of Professional Learning Communities to improve student learning.

- effectively implement practices consistent with Assessment for Learning. ■

Learning will be assessed before, during, and after learning activities to measure achievement based on learning targets to provide data for teachers to make instructional modifications.

- implement a system of academic interventions to ensure the success of all learners.

- review scheduling and course offerings in order to better meet the academic needs of our learners.

Spring Lake Park High School

Our Vision: How do we want people to describe our school in the future? It is a school focused on:

- becoming a community of professional learning wherein leadership refocuses its work on what will successfully support students in their high school experience.

- the need to provide every student with meaningful adult relationships that can best support students.

- the development of personalized learning, where students see their learning as meaningful and relevant, as well as rigorous and challenging, ensuring their success both within and beyond high school.

Our Priorities We will:

- participate in professional development, support, and implementation of Professional Learning Communities and Assessments for Learning.

- study, design, and implement practices supporting successful 9th grade transition.

- assess and develop strategies to increase involvement in student activities.

- study, design, and implement efforts intended to create smaller, more personalized and learning-centered units of organization.

- create an academic calendar aligned with the middle school and a building schedule flexible enough to effectively accommodate our vision.

Learning Alternatives Community School

Our Priorities:

- Learning targets will be continued for all courses.

- Assessments will match targets; Assessments for Learning will replace Assessments of Learning.

- Staff will conduct a peer curriculum review each term.

- Align curriculum with the high school by 2007-08.

- Implement a student outreach program.

- Develop community-based service projects for each area.

- Educate the community, students, and district about our purpose.

- Enhance student support services, coordinate groups.

- Work with the high school to share resources for students.

- Implement holistic education.

Community members are key to advising the school district on educational goals, vision, and effectiveness

An important part of the School Board's planning process is to engage the public and community for its valuable input.

Members of the public are able to share their views and provide collective and individual recommendations to the School Board and administration for their consideration in planning and decision-making.

Two community-staff councils meet throughout the year to facilitate the work of the Framework for the Future for the School Board.

Strategic Framework Advisory Council

The Strategic Framework Advisory Council gauges the effectiveness of the district's Strategic Framework and makes revisions, as needed, for future strategic directions.

This involves a study of the district's Success System and progress made towards Strategic Directions, and Vision for the Future. It also includes a continued dialogue about emerging directions that may impact the community and the school district.

The council is made up of parents, community members, and staff. The members of the 2005-06 Advisory Council included:

Parents & Community

Joel LeVahn, Jeanne Kalien, George Walter

School Board/Community

Jim Amundson, Gary Brisbin, John Stroebel, Jodi Ruch, Colleen Vranish

District Staff Jeanne Bennett, Kristin Goessel-Seery, Shauna Heggem, Erik Hendrickson, Matt Meier, Jerelyne Nemanich, Brenda Sandberg, Stacey Sovine

Principals Mike Callahan, Frank Herman, Paula Hoff, Tom Larson

Administration: Dr. Jeff Ronneberg, Karen Schaub, Jim Westrum

Systems Improvement Advisory Council (SIAC)

The Systems Improvement Advisory Council (SIAC) communicates community views related to overall school system improvement. This is specifically related to teaching, learning, and accountability. The council is composed of parents, teachers, administrators, and community members.

Members serve as a two-way sounding board for the school district and community, gain knowledge, and provide input regarding systems improvement efforts, curriculum development, professional development, and instructional programs.

For more information regarding SIAC, or if you are interested in participating, please contact Martha Wickman or Jeff Ronneberg at 763-785-5524.

Membership for 2006-07 is set but there is still room for at-large members. Members of the 2005-06 SIAC included:

Parent/Community Members

Andrew Allen, Chris Auman-Brown, Debbie Bernier, Ann Bryz-Gornia, Mim Heggerston, Ginny Helseth Miller, Jodi Lichtsinn, Kim Lynch, Gerry Miller, Pam Owens, Joe Packey, Kelly Peterson, Karen Pollesch, Michelle Prokott, Pat Quarberg, Jodi Ruch, Annette Winrick, Nancy Yee Litt

School Board Liaison

Colleen Vranish

Staff Members Veronica Bong, Glenn Martin, Dr. Jeff Ronneberg, Martha Wickman



Spring Lake Park School District 16

8000 Highway 65 NE
Spring Lake Park MN 55432

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