



**FIRST CLASS. WORLD CLASS.**

*The Spring Lake Park Way*

**SPRING LAKE PARK SCHOOL DISTRICT 16  
REPORT TO THE COMMUNITY**

**District at a Glance**

**Superintendent**

Jeff Ronneberg, Ed.D.

**Director of Educational Services**

Denise Waalen

**Director of Business Operations**

Amy Schultz

**Director of Human Resources and  
Organizational Development**

Ryan Stromberg

**Director of Community Services**

Colleen Pederson

**Coordinator of Communications**

Jim Elert

**Enrollment**

5,039 students

**District Office Hours**

7:30 am – 5 pm

**Contact Us**

Phone: 763-785-5570

**Address:**

1415 81st Avenue NE  
Spring Lake Park, MN 55432

**Website**

SpringLakeParkSchools.org

**Demographics:**

Percent of students eligible for free or reduced lunch.....29.7%

Percent of students receiving special Services:

Special Education.....12.4%

English as a Second Language.....9.9%

Gifted/Talented.....8%

Diversity of student population (by percent):

Native American.....1.4%

Asian.....10%

Hispanic.....10%

Black.....11%

White.....67%

**From the Director of Educational Services**

Welcome to the Spring Lake Park School District! Our Purpose, "High Expectations, High Achievement for All, No Excuses" is the fundamental core of all of our decisions for student learning.

*'A shared vision is not an idea...it is rather, a force in people's hearts...at its simplest level, a shared vision is the answer to the question 'What do we want to create?'*

*--Peter Senge*

In Spring Lake Park, we are committed to creating a World Class Learning Community of Choice that ensures all students are valued, inspired, and have a sense of belonging in developing the academic, life and career skills necessary to be college ready.

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

Our staff works in partnership with our families and community to provide a world-class, personalized experience for our students which values the academic and social /emotional individuality of each student. We think you will be impressed with the results we are achieving as we continually refine our system to meet the evolving needs of our students and families

Denise Waalen





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# OUR STRATEGIC PLAN FOR THE FUTURE

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



## OUR DISTRICT PURPOSE

High Expectations  
High Achievement  
For all.

No Excuses

## OUR DISTRICT VALUES

These values describe how we will work with our learners and each other:



### Accountability

- To fulfill one's roles and responsibilities and be responsive to the results.

### Courage

- Doing and saying the right thing at the right time in the right way despite challenge, adversity, or conflicting self interests.

### Excellence

- A relentless and intentional effort in continuous improvement.

### Innovation

- Purposeful, courageous, continuous improvement through research and action.

### Integrity

- Always aligning our actions with our values and beliefs.

### Learning

- Continuous, meaningful, and challenging effort that results in student success.

### Respect

- Listen to, accept, and value each individual in the school district and community.

### Shared Responsibility

- Working together interdependently and collaboratively, learning from one another, entrusting one's self interest to another, and taking ownership for our individual and collective actions and decisions.

## OUR VISION FOR THE FUTURE

We will be recognized as a World Class Learning Community of Choice aligned around improving student learning.

- We will be a school district which stands apart as the leading choice in the area, one of which our community is proud and actively involved
- We will ensure that all students are valued, inspired, and have a sense of belonging in developing the academic, life and career skills necessary to be college-ready and succeed in the 21st Century
- We will raise our highest levels of learning while narrowing the gap between our highest and lowest achieving students
- We will eliminate race and socio-economics as predictors of which students occupy the highest and lowest levels of learning
- We are recognized as purposeful, results-oriented, open and accessible, and consistently striving for improvement



## OUR OVER-ARCHING GOALS FOR ALL PLANNING AND FOR PROVIDING A FOCUS IN MOVING TOWARDS OUR VISION

- We will achieve greater levels of coherence and alignment throughout the system.
- We will proactively position the school district for the future in all planning and decision-making.

## OUR STRATEGIC AREAS FOR IMPROVEMENT

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

- **Improving Student Learning and Development** Raise our highest levels of learning while narrowing the gap currently predicted by race and socio-economics
- **Engaged, Enthusiastic Learners** Align the work of adults to continuously improve personalized instruction and responsiveness to meet our students' unique and varied learning needs
- **Equity** Develop systems and school cultures which welcome and engage all people, cultures, and beliefs
- **Effective Operations** Improve our effective management of human, financial, and physical resources
- **Communications and Connections** Increase the connection, engagement, and support of our families and community



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# 2011-12 OPERATIONAL PLAN

## OVERVIEW INITIATIVES AND PROJECTS FOR 12-18 MONTHS

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

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

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

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

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

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

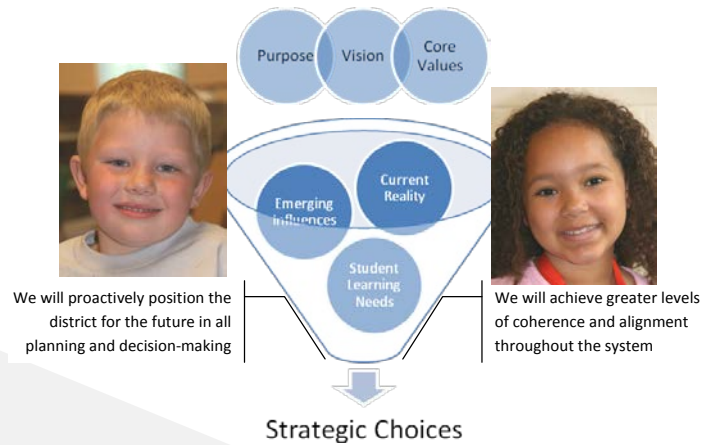
**EFFECTIVE OPERATIONS** Improve our effective management of human, financial, and physical resources

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

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

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

*\* School Board priority.*





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## **2010-2011 DISTRICT SNAPSHOT**

### ***A Snapshot:***

#### **The Students of the Spring Lake Park Schools**

- Today, there are over 5,100 students in the Spring Lake Park Schools. This is 1,000 more students than ten years ago.
- Half of our students come from Blaine, 30% are from Spring Lake Park, 20% are from Fridley.
- The most recent graduating class was 322. When today's kindergarten class graduates, the graduating class will be over 500.
- Our students bring an ever-widening spectrum of physical, mental, and emotional needs. An increasing percentage of our students are entering early childhood programming and kindergarten with special needs. There are 43 languages spoken by our students and their families. 15 years ago just 2% of our students spoke a home language other than English. Today, 13% speak a language other than English.
- 32% of our students are of color other than white. Ten years ago it was just 12%
- 35% of our students are on free or reduced lunch. Ten years ago 19% of our students received free or reduced lunch.

### ***A Snapshot:***

#### **Student Achievement Results in the Spring Lake Park Schools**

- The teachers and staff are focused on improving the learning of each of our students by providing a world-class learning experience. We share an awesome responsibility with our families and community members in partnering to help our young people experience success today, so they can realize their dreams and be valued contributors in our communities in the future.

Many people would expect that the changes we are seeing with our students would result in declining achievement. We are happy to see improving results throughout our school system.

- We have implemented a variety of initiatives to improve student learning, yet providing an ongoing focus with each of these so that change is implemented well and makes a difference for students.

These changes have included a primary focus on reading and early literacy, personalizing learning through differentiated instruction targeted at the unique needs of each student, providing small learning communities at our high school, implementing new curricular and instructional strategies in mathematics, and teaching essential life skills such as creativity, critical thinking, and self-direction.

- The school district uses a wide variety assessments to measure the learning of individual students as well as the effectiveness of our system.
- One of the tools used throughout the state, and that community members hear the most about, are the Minnesota Comprehensive Assessments (MCAs).

The MCAs are state tests in mathematics and reading given every spring to measure student performance against the Minnesota Academic Standards.

In **reading** our district has moved from 69% of students being proficient to 75% in the past four years. This exceeds the statewide trend in growth, and puts us at the top of comparable districts statewide. In the elementary grades, we have increased from 75% proficiency to 83% in the past four years. At grade three we have seen an increase from 79% to 85%, and in grade five from 70% to 82%.

In **math** we have seen steady growth in overall scores in the district. In Spring 2011 the state introduced a new math assessment, so the results cannot be compared to previous years. We were pleased to see that our scores were near the top of comparable districts, and were similar or higher than those of neighboring districts.

The one grade that could be compared to past years was grade 11, which saw a 10% increase over 2010 and has seen a 15% increase in the past four years. Prior to this new test we had seen steady increase over the past six years with 2-3% growth in proficiency each year.

- We measure early literacy locally with an assessment called DIBELS. We have seen an ongoing upward trend in this area with 84% of our students in grades 1-2 exceeding the norm.
- As a district we have seen an increase in the number of students engaged in rigorous coursework, participating in honors and Advanced Placement (AP) courses at the middle and high schools. In addition, there are an increasing number of students taking AP exams and scoring a 3 or better, which allows them to receive college credits for the course.
- We've significantly decreased the number of students at-risk and in need of basic skills support, and decreased the number of students referred as potentially needing special education by over 50% since 2009. This is not only beneficial for our students, but decreases long-term costs by preventing the number of students who need special education services.
- Well over 90 percent of our graduating seniors had plans in place for two- or four-year colleges or the military
- The staff is proud our progress and these results. It is essential to do our best in the early grades, identifying and addressing learning needs as soon as possible. It is easier to address the needs of students early in their academic career than it is later on. It is exciting to see that our results with those students who have had the opportunity to benefit from the initiatives mentioned above since they started school with us in kindergarten, such as early literacy and personalized instruction, are achieving results that exceed those of the state and comparable districts.

Yet, we want to see, and recognize the need, for further improvement in all areas of student learning. There is a real commitment to seeing this improvement becoming a reality.



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## COMPARISON DATA WITH NEIGHBORING DISTRICTS

One of our measures of how we are doing as a district is to compare our Minnesota Comprehensive Assessment results to our neighbor and districts that are like us in demographics. The following tables show how Spring Lake Park is doing compared to neighboring districts.

Reading Results - Neighboring Districts	Overall	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
Statewide Public	74.6%	78.5%	75.1%	80.2%	75.1%	69.6%	68.1%	75.3%
SPRING LAKE PARK PUBLIC SCHOOLS	75.2%	85.2%	76.5%	83.0%	76.4%	70.1%	64.6%	68.2%
ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	78.3%	79.6%	79.6%	84.9%	77.0%	75.8%	72.2%	79.4%
CENTENNIAL PUBLIC SCHOOL DISTRICT	83.2%	88.2%	85.1%	93.1%	83.4%	77.8%	74.6%	82.7%
COLUMBIA HEIGHTS PUBLIC SCHOOL DIST	57.4%	69.5%	61.7%	66.5%	52.4%	51.3%	48.0%	51.2%
FRIDLEY PUBLIC SCHOOL DISTRICT	67.1%	62.3%	74.1%	70.5%	68.4%	69.6%	56.5%	68.8%
MOUNDS VIEW PUBLIC SCHOOL DISTRICT	82.1%	84.0%	81.2%	85.0%	79.5%	79.7%	77.7%	87.2%

Math Results - Neighboring Districts	Overall	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
Statewide Public	56.4%	70.2%	67.2%	53.6%	50.3%	51.7%	53.3%	48.6%
SPRING LAKE PARK PUBLIC SCHOOLS	55.2%	76.4%	61.7%	52.3%	52.6%	52.1%	43.9%	45.2%
ANOKA-HENNEPIN PUBLIC SCHOOL DIST.	59.3%	72.5%	71.8%	59.1%	54.7%	56.5%	54.9%	47.6%
CENTENNIAL PUBLIC SCHOOL DISTRICT	73.6%	83.8%	85.5%	79.6%	67.9%	67.1%	59.8%	74.6%
COLUMBIA HEIGHTS PUBLIC SCHOOL DIST	38.8%	64.5%	66.1%	35.1%	19.3%	25.8%	22.9%	30.6%
FRIDLEY PUBLIC SCHOOL DISTRICT	50.7%	57.1%	71.6%	41.9%	49.5%	56.0%	44.2%	34.8%
MOUNDS VIEW PUBLIC SCHOOL DISTRICT	68.1%	77.4%	76.0%	63.3%	62.3%	60.4%	63.9%	73.1%



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## COMPARISON DATA WITH COMPARABLE DISTRICTS

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Reading – Comparable Districts	Overall	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 10
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SPRING LAKE PARK PUBLIC SCHOOLS	75.2%	85.2%	76.5%	83.0%	76.4%	70.1%	64.6%	68.2%
WEST ST. PAUL-MENDOTA HTS.-EAGAN	71.9%	77.7%	75.8%	71.9%	71.3%	65.7%	66.4%	73.5%
NORTH ST PAUL-MAPLEWOOD SCHOOL DIST	70.9%	76.3%	72.3%	80.9%	68.9%	68.9%	59.1%	71.7%
OWATONNA PUBLIC SCHOOL DISTRICT	74.0%	77.4%	71.0%	80.5%	75.2%	70.6%	68.5%	75.2%
ST. LOUIS PARK	79.0%	84.6%	77.2%	88.8%	81.0%	72.1%	70.3%	79.4%
HOPKINS	77.9%	73.5%	76.4%	85.0%	79.4%	73.9%	75.3%	81.7%
ROSEVILLE	75.3%	77.1%	71.8%	81.7%	77.7%	69.0%	67.3%	82.0%

Math Results - Comparable Districts	Overall	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11
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NORTH ST PAUL-MAPLEWOOD SCHOOL DIST	54.5%	73.8%	73.4%	60.8%	42.0%	47.1%	47.1%	43.8%
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