



St. Louis Park Public Schools

2026-27 CIP School Board Presentation

October 27, 2026



WE ARE ON

Dakota & Ojibwe

LAND



We are gathered on the land of the Dakota and Ojibwe peoples. I ask you to join me in acknowledging the Dakota and Ojibwe community, their elders both past and present, as well as future generations. St. Louis Park Public Schools also acknowledges that it was founded upon exclusions and erasures of many Indigenous Peoples, including those on whose land this school district is located. This acknowledgement demonstrates a commitment to dismantling the ongoing legacies of colonial power and the district's desire to support the ongoing work of local Indigenous communities to thrive in our schools.

Mission Statement

St. Louis Park Public Schools sees, inspires, and empowers each student to achieve academic excellence and live their brilliance in a racially equitable learning environment that centers student voice and experience to energize and enhance the spirit of our community.



We Believe...

- The brilliance of ourselves and others
- Authentic community engagement
- High expectations
- Advocacy for equity
- Collective responsibility
- Persistent effort
- Racial consciousness and cultural competence



WE BELIEVE IN:

THE BRILLIANCE OF OURSELVES AND OTHERS



We believe everyone has the capacity and responsibility to inspire and nurture the growth and potential of our students and each other.

AUTHENTIC COMMUNITY ENGAGEMENT



We are collectively responsible for partnering with our staff, families, and communities to support and enhance each learner's growth and success.

HIGH EXPECTATIONS



We will raise the bar and build a legacy. We believe in setting and reaching achievement goals that help each student and staff achieve their full potential.

ADVOCACY FOR EQUITY



We stand for the dignity of each student and staff and actively work to remove barriers so everyone can succeed.

COLLECTIVE RESPONSIBILITY



We collectively share the responsibility to create educational opportunities for each student by removing barriers to create an equitable and welcoming learning environment where everyone feels they belong.

PERSISTENT EFFORT



We are committed to building a cohesive, culturally responsive, data-driven educational system where all students and staff can thrive and adapt to the changing needs of learners and society.

RACIAL CONSCIOUSNESS AND CULTURAL COMPETENCE



Recognizing and valuing our different backgrounds strengthens our ability to inspire and engage each student and staff member to reach their full academic potential and cultivate a sense of belonging.

Portrait of a Learner

Our learners are:

AUTHENTIC, they collaborate with **compassion and purpose**. Students will invest in their community with care and compassion and build inclusive relationships.

STRATEGIC, they think critically and **creatively**. Students will lead with innovation as they gain the ability to analyze complex problems, generate creative solutions, and have the knowledge and opportunity to apply their learning to real-world contexts.

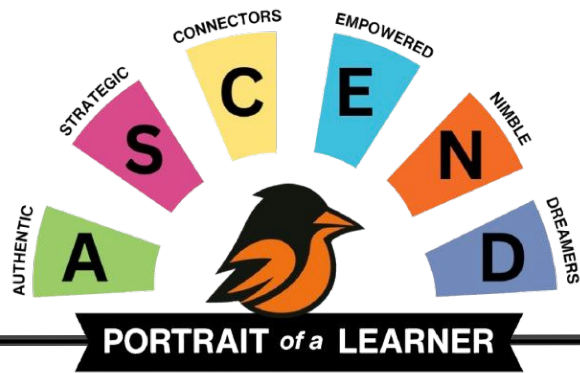
CONNECTORS, they communicate with **open minds**. Students will bridge differences by listening with empathy. They will honor the unique identities of others, advocating for themselves and others.

EMPOWERED, they lead with **equity and integrity**. Students will demonstrate the courage and responsibility to advance equity, honor multiple perspectives, and stand up for what they believe is just.

NIMBLE, they adapt and thrive. Students will take risks and initiative to embrace change while navigating the world with resilience. They will be engaged, lifelong learners and leaders.

DREAMERS AND INNOVATORS, they live their **brilliance**. Students will reach their full academic potential and confidently engage with the world. They will be resilient, curious, and possess the drive to pursue their passions.





In St. Louis Park Public Schools, our students are active, empowered participants in their education; their success is our success.

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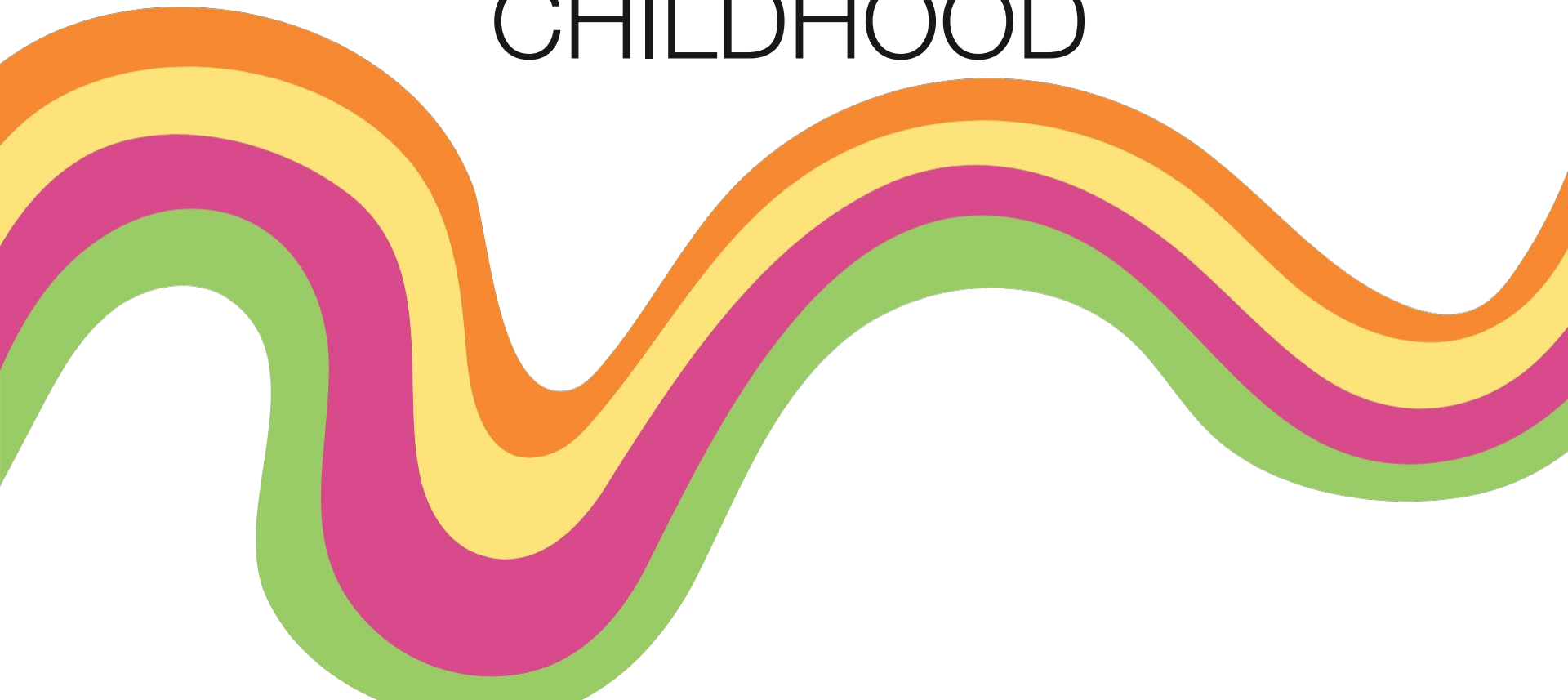
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EARLY CHILDHOOD



CONTINUOUS IMPROVEMENT PLAN

GOALS

GOAL #1	GOAL #2	GOAL #3	GOAL #4
By the end of the 26-27 school year, teaching teams will consistently use the TS Gold assessment system to elicit, document and analyze student learning through observation and student work. All adults in the classroom will actively contribute observations and evidence and participate in the team's reflection and analysis ensuring that assessment information is a shared responsibility and informs instruction.	By the end of each designated assessment window, 100% of teachers will enter Teaching Strategies GOLD (TSGold) assessment data and upload at least 1 piece of evidence per objective, per child for both Literacy and Social-Emotional Learning (SEL). 100% of teachers will finalize their checkpoints each observation cycle (Fall and Winter)	By the end of each designated assessment window, 100% of teachers will enter Teaching Strategies GOLD (TSGold) assessment data and upload at least 1 piece of evidence per objective, per child for Literacy, Math and Social-Emotional Learning (SEL). 100% of teachers will finalize their checkpoints for the spring observation cycle.	By the end of the 2026-2027 school year, 100% of family events will incorporate family curriculum materials and literacy content to support family engagement and student learning.



KEY STRATEGIES

1. Build staff capacity and professional learning
2. Align standards, curriculum, assessment, and proficiency
3. Build collaborative responsibility.
4. Developing an event plan that aligns event dates with curriculum activities.

MEASURES OF PROGRESS

1. Number/frequency of evidence entered into TS Gold.
 2. Student progress through dimensions within TS Gold over time.
 3. Team discussion notes, documenting observations, questions and analysis of evidence.
 4. Family engagement volunteer data.
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AQUILA

ELEMENTARY



CONTINUOUS IMPROVEMENT PLAN

GOALS

GOAL #1	GOAL #2	GOAL #3	GOAL #4



MEASURES OF PROGRESS

- 1.
- 2.

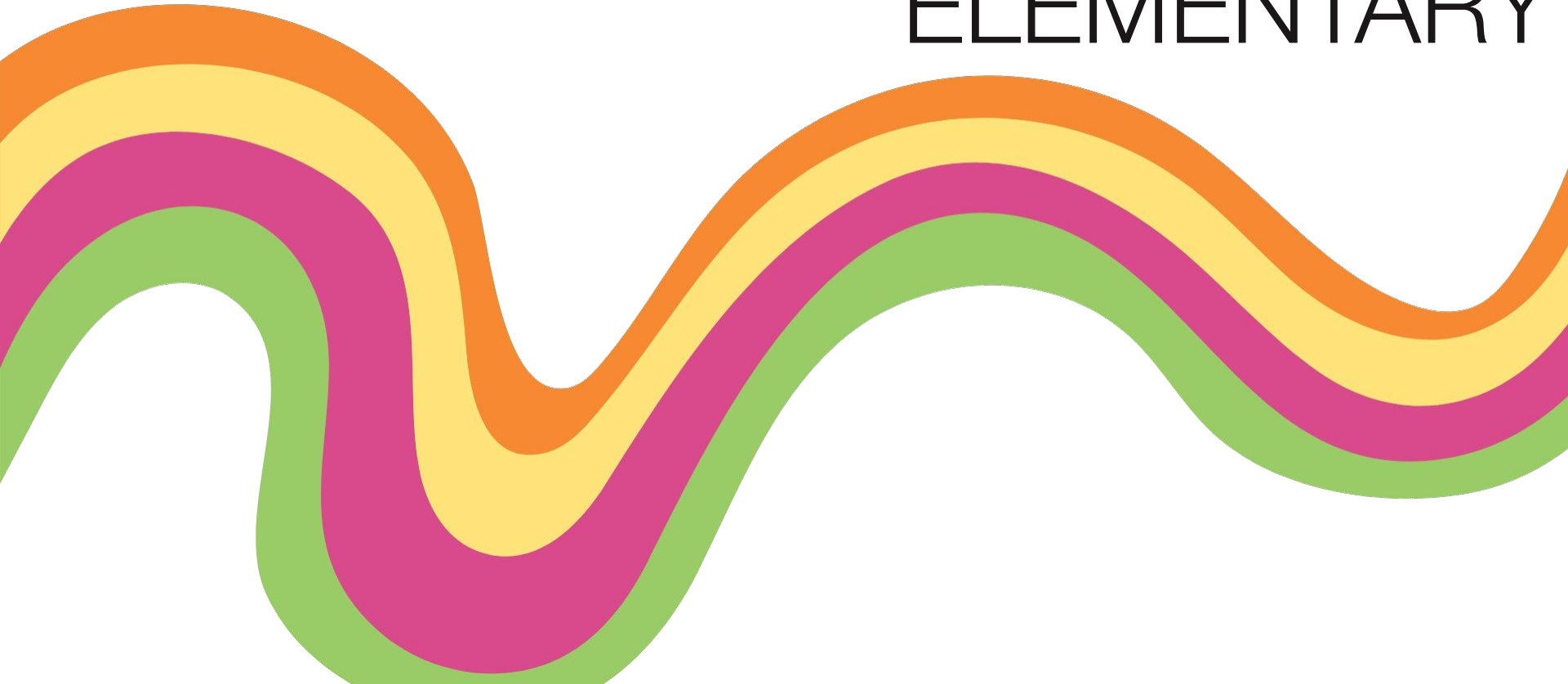
KEY STRATEGIES

- 1.
- 2.



PARK SPANISH IMMERSION

ELEMENTARY



CONTINUOUS IMPROVEMENT PLAN

GOALS

GOAL #1	GOAL #2	GOAL #3	GOAL #4
All teachers will participate in CARE teams. 53% of our focal students will make typical growth from fall to spring on the Spanish FASTbridge universal screener in spring 2027.	We will decrease the number of students at risk (some risk and high risk) on the Spanish FASTbridge universal screener in grades K-5 from 37.8% in spring 2026 to 34% in spring 2027.	On the spring 2027 MCA in math, student proficiency will increase from 76.3% to 79% demonstrating mastery of the Minnesota math standards	During the 2026–2027 school year, PSI will partner with our affinity groups, gathering both family and student voice, to leverage community excellence, utilizing their direct input and cultural assets to co-design and carry out 3 school-wide community events.



KEY STRATEGIES

1. Creating a safe and caring learning environment
2. On-going alignment of standards, curriculum, and assessments
3. Intervening when students need support
4. On-going job embedded professional learning

MEASURES OF PROGRESS

1. Formative Classroom Data
 2. FAST, MAP, MCA, Curricular assessments
 3. Intentional CARE and Focal Student Data
 4. Observations and learning walks
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PETER HOBART

ELEMENTARY



CONTINUOUS IMPROVEMENT PLAN

GOALS

GOAL #1	GOAL #2	GOAL #3	GOAL #4
By June of 2027, CARE teams will meet at least 3 of their 4 data cycle goals.	By June 2027, at least 80% of K–5 students will demonstrate proficiency on at least 75% of the designated Being a Reader curriculum assessments administered during the school year.	By June 2027, at least 80% of K–5 students will demonstrate proficiency on at least 75% of the designated Bridges unit assessments administered during the school year.	By June 2027, Peter Hobart Elementary will strengthen meaningful partnerships with families by engaging focal families throughout the school year and demonstrating measurable growth in family engagement and satisfaction from the fall 2026 baseline to the spring 2027 survey.



KEY STRATEGIES

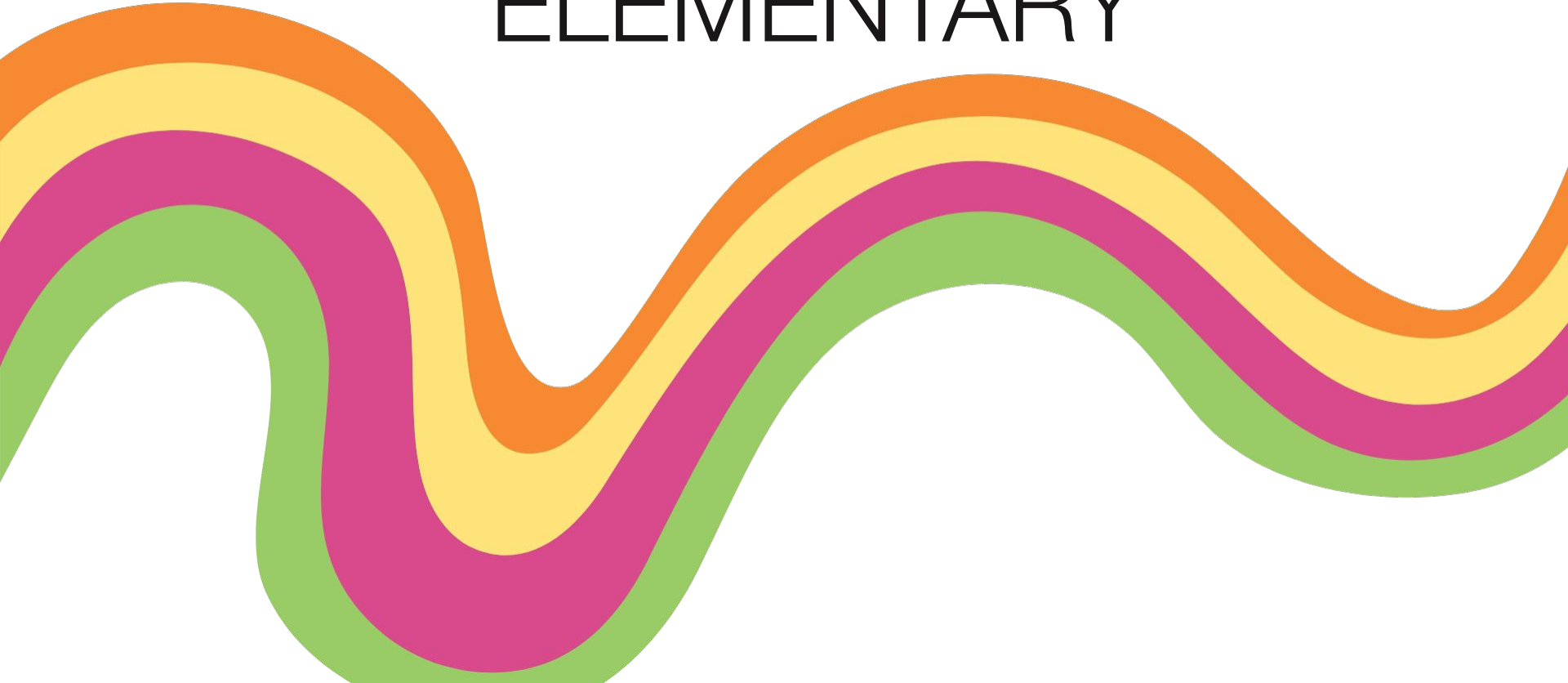
1. Strengthen Tier 1 instruction through collaborative planning, reflection, and shared learning
2. Use evidence of student learning to guide instructional decisions and improve outcomes for all students
3. Build staff capacity and professional learning
4. Align standards, curriculum, assessment, and proficiency
5. Respond when students are not yet proficient
6. Build collaborative responsibility

MEASURES OF PROGRESS

1. Quarterly Data Meetings
 2. WIN Time
 3. Ongoing student learning measures
 4. Implementation evidence
 5. Family Attendance data
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SUSAN LINDGREN

ELEMENTARY



CONTINUOUS IMPROVEMENT PLAN

GOALS

GOAL #1	GOAL #2	GOAL #3	GOAL #4
By June 2027, we will increased the percent of students identified as meeting their MAP Reading growth goals from 66% to 75%.	By June 2027, <u>80%</u> of students in all grades will meet grade-level standards on 5 of 5 Common Assessments (CFAs)/curriculum-based measures. In addition, 80% of students with IEPs will successfully meet their growth goals in MATH.	CAREs to Impact Student Achievement By creating common unit assessments/ rubrics that allow for varied demonstrations of learning and provide meaningful measures of growth for each student, the percent of students meeting their growth goals will increase by an additional 5% in each content area.	By June 2027 the percent of students that qualify for special education services or Multilingual services meeting or exceeding MAP growth goals will increase by 5 percent as a result of targeted family engagement strategies.



MEASURES OF PROGRESS

1. MAP Reading & Math
2. Common Formative Assessments

KEY STRATEGIES

1. Strengthening of Tier 1 instruction through professional learning of differentiation, depth of knowledge, and culturally responsive instruction
 2. Use evidence of student learning to guide instructional decisions and improve outcomes for all students
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ST. LOUIS PARK

MIDDLE SCHOOL



CONTINUOUS IMPROVEMENT PLAN

GOALS

GOAL #1	GOAL #2	GOAL #3	GOAL #4
By June 2027, every professional learning team will participate in two CARE cycles focused on focal student growth in academic achievement as evidenced by team site-based data collection and artifacts throughout the 2026-2027 school year.	By June 2027, at least 90% of students will demonstrate improved ownership of their learning by accurately articulating their current learning target, explaining how evidence of their learning demonstrates progress toward grade-level expectations, and identifying meaningful next steps for continued growth as evidenced by site-based data collection throughout the 2026-2027 school year.	By June 2027, 90% or more of the student body will exhibit growth in disciplinary literacy by applying discipline-specific practices in reading, writing, speaking, listening, and thinking to analyze complex texts and communicate ideas effectively. This effort aims to realize a 2% gain in MCA Reading proficiency and a corresponding 2% increase in students meeting MAP Reading growth targets.	By the end of the 2026–27 school year, the site will ensure all students have co-created, shared, and reflected on academic growth goals related to ASCEND with their families and teachers throughout the year and at fall and spring conferences. The Site will provide academic-focused events related to ASCEND three times during the year.



KEY STRATEGIES

1. Strengthen Tier 1 instruction through collaborative planning, reflection, and shared learning
2. Use evidence of student learning to guide instructional decisions and improve outcomes for all students
3. Build staff capacity and professional learning
4. Align standards, curriculum, assessment, and proficiency
5. Respond when students are not yet proficient
6. Build collaborative responsibility

MEASURES OF PROGRESS

1. Monthly Learning Walk Data
 2. MAP Growth Scores from Fall to Winter
 3. Student Outcome Evidence gathered through the CARE Process
 4. Family Attendance Data
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ST. LOUIS PARK

HIGH SCHOOL



CONTINUOUS IMPROVEMENT PLAN

GOALS

GOAL #1	GOAL #2	GOAL #3	GOAL #4
<i>CARE Goal: By June 2027, 100% of CARE Teams will collaboratively plan and implement standards-aligned, culturally inclusive backwards designed units for every unit of study they teach in their content, creating conditions for students to ASCEND.</i>	<i>Academic Goal 1: By Spring 2027, 100% of staff at SLPHS will analyze the alignment of learning progressions and Essential Learning Targets (ELTs) with grade-level benchmarks, standards, and assessments and use ELTs and learning progressions to provide students with clear feedback that communicates their progress toward learning expectations.</i>	<i>By Spring 2027, 100% of teachers will intentionally embed literacy strategies into each CIBD unit to support student language development, voice, and ownership of learning. Each teacher will collect data on one literacy strategy per semester, identify the strategy used, and reflect on its impact on student learning using the established “Evidence of Success” criteria.</i>	<i>By May 2027, SLPHS will strengthen two-way communication and connection with students and families by intentionally communicating learning goals, student progress, and opportunities for belonging at the classroom and site levels.</i>



KEY STRATEGIES

1. Strengthen culturally inclusive, standards-aligned instruction through CIBD, coaching, and collaborative planning.
2. Increase student ownership through meaningful feedback, academic relationships, and explicit learning goals.
3. Integrate literacy strategies across content areas to strengthen reading, writing, and academic discourse.
4. Strengthen family partnerships through inclusive engagement and two-way communication.

MEASURES OF PROGRESS

1. Learning walks, student work, and unit plans demonstrate improved instructional alignment and literacy practices.
 2. Student feedback and assessment data show progress toward proficiency and increased ownership of learning.
 3. ACCESS Speaking scores and language-production evidence demonstrate multilingual learner growth.
 4. Family participation and feedback demonstrate stronger engagement and understanding of student learning.
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