
Continuous Improvement Planning Spotlight: St. Louis Park Middle School

Principal Melissa Kalinowski
Dr. Silvy Lafayette

October 8, 2024
School Board Presentation



Continuous Improvement Planning Process SY25



Timeframe	Process	Person(s) Responsible
May/June	<input type="checkbox"/> Prepare/draft CIP goals for the Fall	Principal
August	<input type="checkbox"/> Finalize CIP goals with the site leadership team at the Data Advance <input type="checkbox"/> Finalize professional goals aligned with the site/school CIP	Principal
September	<input type="checkbox"/> Seek Superintendent approval for both the CIP and professional goals <input type="checkbox"/> Communicate CIP goals to staff and families	Principal
Monthly (September - June)	<input type="checkbox"/> Data team meetings at sites <input type="checkbox"/> Principal-led learning walks	Principal with support from the Teaching and Learning Team

Continuous Improvement Planning Process SY25

Part 3: CIP goal setting and planning.

	As a building, where do we want to go? SMART goals	Are we listening to SLP students? List the YDA recommendation(s) that will be addressed as a result of this goal.	What action will we take to get to where we want to be? List the anti-racist strategies and activities that will be taking place at your site/building to achieve this goal.	Is what we are doing making a difference? List the qualitative and quantitative data that will be studied for this goal. This data will be studied at monthly data meetings.
CARE team SMART goal				
First academic SMART goal				
Second academic SMART goal				
Family engagement SMART goal and/or Building culture & climate SMART goal				

Continuous improvement planning now requires an update to stakeholders at each site



When will stakeholders receive an update on the site's/school's CIP goals?

Date 1: _____

Date 2: _____

Date 3: _____

Student voice plays a critical role in SLP's continuous improvement planning process



YDA Interns 2022



YDA Interns 2024



Appendix

Youth Data Analyst (YDA) Summer Internship Recommendations

Year	YDA Research Question	YDA Recommendations	YDA Interns
2020	<p>Main question: How can we get more students of color into honors, AP, IB and GT courses?</p> <p>Sub question: Why aren't students of color already in these advanced classes?</p>	<ol style="list-style-type: none"> 1. Hire more teachers of color 2. Ensure that educators are encouraging 3. Create a system to reach/connect with families 4. Actively recruit students of color into advanced classes 5. Make GT beneficial to all students 6. Build meaningful relationships with students fo color 7. Teach culturally relevant and anti-racist curriculum 8. Recruit students to lead professional development 	<p>Alma Beaton Adam Elmi Ezra Hudson Li Livdahl Danny Shope Helen Tefera</p>
2021	<p>Main question: How does the SLP discipline system affect students?</p> <p>Sub question 1: What are students' experiences?</p> <p>Sub question 2: What role does the staff play?</p>	<ol style="list-style-type: none"> 1. Train staff to recognize their implicit biases that could lead to unfair discipline practices 2. Require staff to build relationships with students that 	<p>Muna Abdullahi Adam Gips Alivia Oliver Faheem Sheikh Manny Shetaye Maryam Yassin</p>

Example of Middle School CIP Goal #2 for SY24

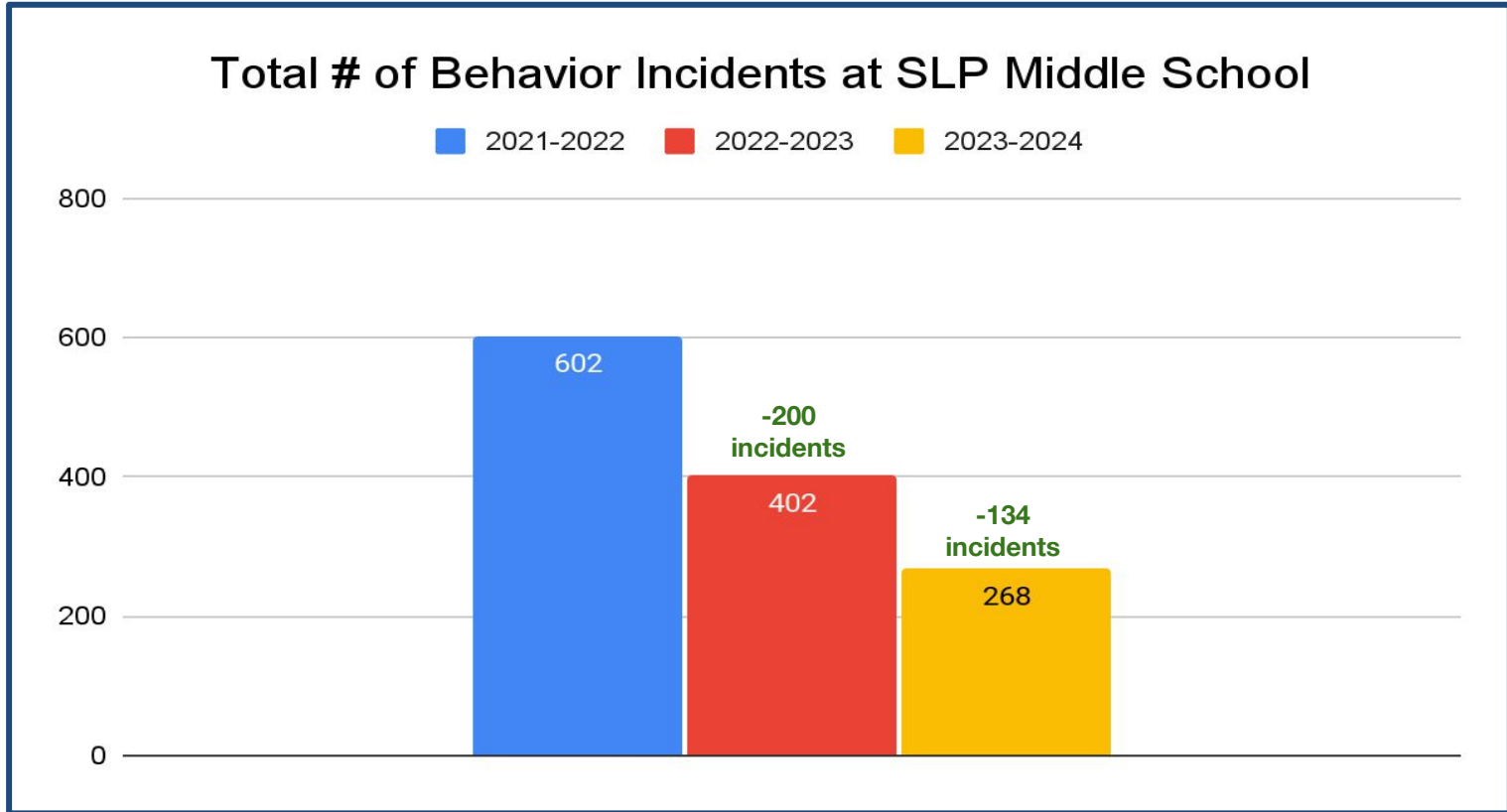
Increase inclusionary practices and decrease exclusionary practices

Goal	School area of focus	Activities / Strategies	Data to be collected / shared	Review Date(s)
<p>Increase inclusionary practices and decrease exclusionary practices to create communities of belonging for all students.</p> <p>***Defining exclusionary and inclusionary practice</p> <p>***How would our students define exclusionary and inclusionary practices?</p> <p>***relationships - what does it mean to me? What does it mean for students? What have I been socialized to believe relationships to look, sound and feel like.</p>	<ul style="list-style-type: none"> Teaching/ classroom Front office ASCs 	<ul style="list-style-type: none"> Create with student and staff input, building-wide expectations Create and share with staff the Flowchart of Behavior Management Define exclusionary practices as a building. Survey students, parents and staff around how they would define exclusionary practices 	<ul style="list-style-type: none"> CARE Cycle #1 CARE Cycle #2 Empathy Interviews 2022 Student Interviews: Likes/Dislikes SLPMS Beliefs and Practices around Inclusion Inclusion and Beliefs 	<ul style="list-style-type: none"> Monthly data meetings Look at room 111 data with DCs monthly and with BILT bi-monthly Front office/ ASCs review regularly Coaches review during each new observation cycle

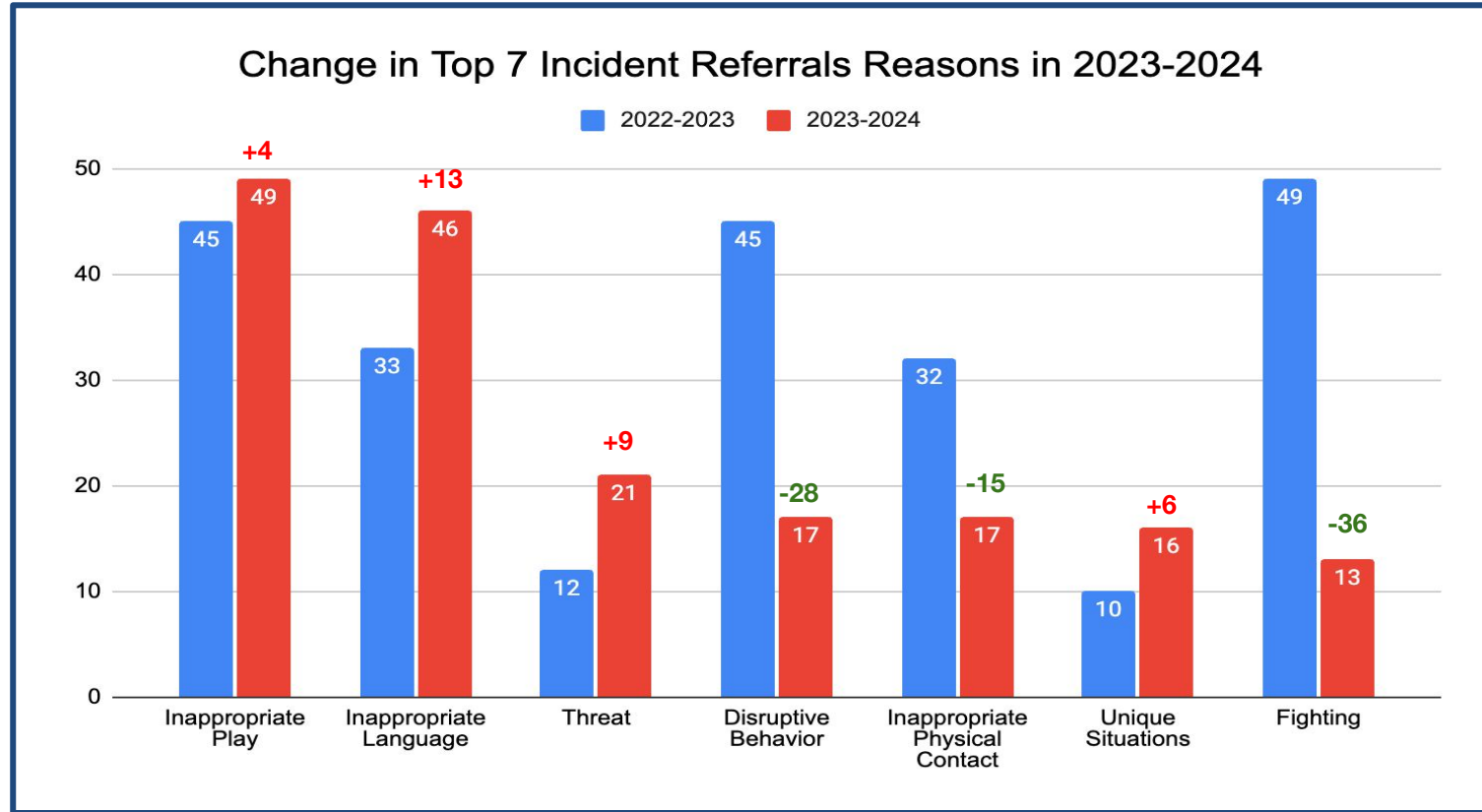


Example of Middle School CIP Goal #2 for SY24

Increase inclusionary practices and decrease exclusionary practices



There was a significant drop in some referral areas last year



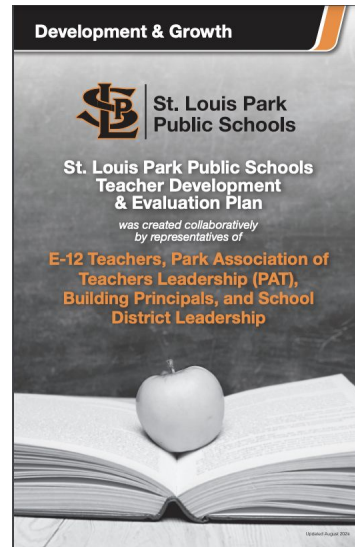
Example of Middle School CIP Goal #2 for SY24

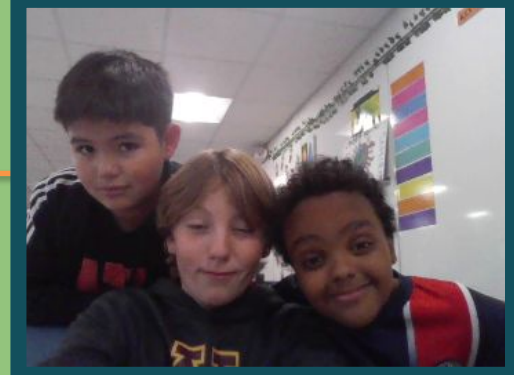
Increase inclusionary practices and decrease exclusionary practices

School Wide Question

How does culturally relevant pedagogy impact students' sense of belonging?

CARE Teams selected an aspect of the TDE Rubric to focus their specific researchable question





How does fostering positive relationships through teams impact students' sense of belonging?



CARE Semester One
the 6th grade science peeps



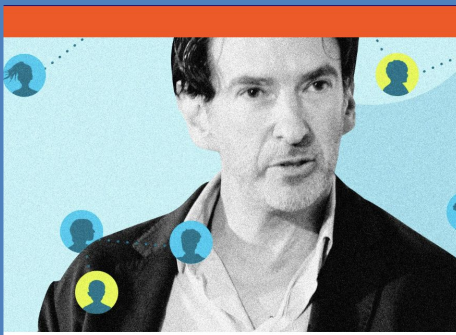
Science 6 Team Commitments:

- ❖ Lovingly hold high expectations (warm demanders)
- ❖ Emphasize Stewardship - The careful and responsible management of something entrusted to one's care.
- ❖ Embed more science and engineering practices into learning (essential skills)
- ❖ Increase community involvement

Our Racial Equity Purpose:

As a team, we will continue to explore our own racial consciousness, in order to see, inspire, and empower each learner to live their brilliance. We will center the voices and experiences of our Black, Brown, and Native students as we work to develop students who

- Inquire, think critically, & create solutions
- Are in community
- Are scientifically literate and confident
- Understand & impact the world around them



RESEARCH

The Science of Belonging and Connection

Feeling like you belong in school is critical to academic success—and there are research-backed strategies that educators can deploy, says Stanford psychologist Geoffrey Cohen.

By [Daniel Leonard](#)
September 8, 2023

When social psychologist Geoffrey Cohen took up his first assistant professorship, he couldn't shake the feeling that he didn't really fit in. "After I agreed to let a student journalist take a picture of me for an article about teachers in the campus newspaper, I started to think he was planning to pillory me on the front page, envisioning a headline about the worst professor on campus," Cohen writes in his new book *Belonging: The Science of Creating Connection and Bridging Divides*. "I asked him to delete the picture."

Cohen's confidence grew with time, as did his feeling of belonging. Today, he's a [professor](#) at Stanford University's Graduate School of Education and Department of Psychology and a [widely cited researcher](#) of human social behavior.

But a memory of that angsty, destructive feeling of alienation stuck with Cohen. Now, his psychology research is oriented around understanding the root causes

STUDENT WELLNESS

How to Cultivate a Sense of Belonging in Schools

Teachers can create opportunities for students to develop a sense of identity within a supportive environment.

By [Michael Ralph](#)

December 6, 2022



Belonging is a fundamental human need. People search for a sense of connection with the people and places in their lives. Students spend a huge portion of their time during childhood and adolescence at school, which makes it essential that the learning environment cultivates a sense of belonging for students. A [recent review](#) by Kelly-Ann Allen and her colleagues of the academic research on belonging found evidence of our need to connect embedded in our genetic code.

The biological need for belonging means it has implications for our physical health: sleep quality, cognitive longevity, cardiovascular functioning, and immunity strength. Belonging also impacts mental wellness (a lack of belonging can cause depression and antisocial behavior), affects academic performance (course persistence and grades), and even has lifetime benefits (such as career satisfaction and community engagement). With so many benefits to improved belonging, Allen and her coauthors offered a new framework for understanding how we can build school environments where students can connect with teachers and peers.



COMPETENCIES

Public Schools



Belonging Survey

Please honestly answer these questions to help us improve classroom culture and sense of belonging. Your answers will NOT be shared with others. :)

This form is automatically collecting emails from all respondents. [Change settings](#)

Link to [data](#)

Selected
Focal
Students

Formed Teams based on
student preferences

1 v 1 student
conversation
with focal
students

Strategies Used:

- Team Building
- Team resume & learning log
- Glow/grow group feedback

Focal Student Feedback:

- “I liked the team building activities” - BA
- “Working in groups made me more confident and made learning more enjoyable because I felt less pressure to know it all” - SM
- “In my group it took a while to get along with each other, but now we have more respect for each other.” - MJ
- Most students felt a sense of belonging with their team after the unit
- All focal students prefer collaboration over individual work

TEAM MEMBERS

5th Hour



Names: Aria, Annika, Mayana, and Suleqo

[Link: Team Resume Example](#)



St. Louis Park
Public Schools

During this cycle, I noticed...

- It took some groups time to develop collaborative skills and working through conflict was necessary.
- Engagement in tasks was increased when students had opportunities to collaborate and discuss their content understanding with other students and receive feedback. This also led to higher formative assessment scores.
- Overall group presentations (Mining debate) were more successful than previous years.
- BIPOC students who were grouped with other BIPOC students were more **actively** engaged than BIPOC students who were grouped with White students.

During this cycle, I learned...

- It is okay to slow down and spend time building community between students!
- I need to make sure that group work is implemented in a way that is beneficial to ALL group members. This includes WHO is grouped together, what the task is....

After this cycle, I will...

- Look into using “group roles” when students are working together on a task to ensure that all group members are carrying the cognitive load.
- Continue to prioritize team building throughout the year to deepen and sustain relationships and sense of belonging in class.



CARE Question

How do **group work roles** impact student sense of belonging?



Planning Group Roles

Step 1

Determine Roles

Specify the responsibilities

Step 2

Introduce to Students

Practice and Reflect

Step 3

Implement

Climate Action Unit

Facilitator

- Makes sure everyone contributes
- Takes group through directions, Keeps every

Might say:

"_____, wh
"Hey everyone, re
our task right now

Spokesperson

- Shares the g
- Should use t
- Asks questio

Might say:

"What should I as

Recorder

- Record the important ideas from the group

El facilitador

- Asegura que todos contribuyen
- Dirige la atención a la tarea pendiente

Puede decir:

"_____, ¿qué piensas tú?
"Compañeros, recuerden que la tarea es
_____."

El vocero

- Representa las ideas del grupo a la clase
- Debe usar los apuntes del escritor
- Hace preguntas a la maestra

Puede decir:

"Qué le pregunto a la maestra?"

El escritor

- Apunta las ideas importantes del grupo
- Resume el trabajo del día

Puede decir:

"Creo que _____ es lo más importante.
¿Están de acuerdo?"

El revisor

- Revisa los apuntes del E antes de que el V las comparta con la clase
- Se asegura de que todos hagan sus trabajos

Puede decir:

"_____, no te olvides hacer tu trabajo"

Hey, That's Not Fair!

Goal: Use the principles of fairness, integrity, and respect for groups and communities.

TODAY, YOU WILL NEED THESE MATERIALS:

- 1 roll of masking tape
- 2 rulers
- 3 scissors
- 4 letter-sized sheets of GREEN paper
- 4 letter-sized sheets of YELLOW paper
- 4 letter-sized sheets of BLUE paper
- Task Sheets (copied from the following page)

*Activity: Hey, That's Not Fair!

1. Give each group the following resources:

Group 1

- Tape
- 2 blue sheets of paper

Group 2

- Ruler
- 1 Yellow sheet of paper



Taking Action

Data Points we collected:

1. **Focal Student Conversations**
2. **Group Work Reflection (all students)**
 - a. Quantitative
 - b. Qualitative
3. **Student Achievement Data**

Group Work: Assessment of Participation and Effort

setten.mehgan@slpschools.org [Switch account](#)

Not shared

What was your favorite group role?

- Facilitator
- Writer
- Spokesperson
- Checker

Why did you like it the best?

Your answer

Which role was the most difficult for you?

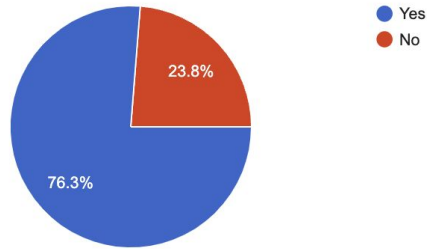
- Facilitator

Here is a link to a spreadsheet with all of the questions asked on our final group work survey (Honza's Classes) https://docs.google.com/spreadsheets/d/1Tugvz4_NPaogq_n5Jrv8ATcNZ05fniv84BsdDJfPEgr4/edit?usp=sharing

Some Data

Do you think the group roles helped your team divide the work?
(Not just one person doing everything)

80 responses



Comments from the survey:

It [Group Roles] made everything a bit more organized because each person would have their own thing to do.

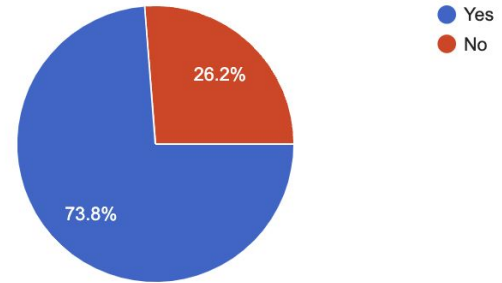
Everyone knew what they were supposed to do.

We all had different things to do.

Sometimes people didn't fulfill their roles so that made it harder to get our work done.

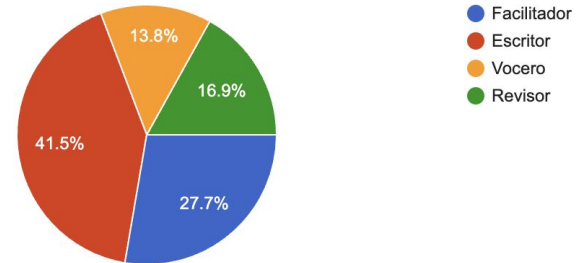
Did the group roles help your team stay more engaged in the project?

80 responses



¿Qué fue tu trabajo favorito en el grupo?

65 responses



Focal Student Feedback

Questions asked:

- Did this group presentation affect your sense of belonging in class?
- Did you like having group roles for the project?
- What is something that could have made your learning more effective?

Focal Student 1:1 Takeaways

Focal Student A:

- I liked that I got to pick my group for this project because I already knew I could trust those people. They already make me feel like I matter and that is why I like this class.
- I liked the group roles because it helped me focus on one thing and made our group actually talk to each other to finish each part of the slides. I was the facilitator and I got to read through each activity directions.
- I think that one thing that could have helped me (and my group) more would be to include some sentence starters on the presentation slide show.

Focal Student B:

- I think that we did pretty good on our presentation and that felt good to me. I would say yes, I felt like a part of the team and we all had our own parts.
- The group roles were ummmm... just okay. I am good at recording so it made me feel like I was helping my group. Sometimes we got off task because we were talking about other stuff..... yeah.
- I am not sure. Maybe more time to practice.

Focal Student C:

- I liked doing this group presentation. I picked my group, and because we are friends we were pretty comfortable together. I guess was a good thing and sometimes was distracting. But overall it made the project and being in class more fun.
- Some days we stuck to them more than others. I really liked facilitator, and didn't like recorder much. But it gave everyone something to do.
- Just checking in to make sure we are all on task, because sometimes we weren't even when the facilitator would remind us. Or if I reminded them when I was the facilitator. Otherwise it was good.

Focal Student Feedback

Focal Student D:

For my focal student (mixed female), feeling comfortable and included in her group was really important. Although she didn't feel the most comfortable with her assigned group, she was happy with the outcome and felt that the group roles helped her. She liked being the writer because she likes writing, it came with responsibility and made sure she was included.

In an assigned group, she said that she was afraid of being embarrassed or feeling stupid. This was not a concern in a chosen group.

Being included meant that people were asking for her opinion and caring about her thoughts.

I'd like to know more about what kinds of things help this student build trusting relationships with classmates. She said that longer time with the same group didn't necessarily help.

Reflection

- What did we learn from this cycle? What are our next steps?
- Based on what we learned, how did we or will we now change our practices?
- What is the story told by the data? What is the racialized data?
- What patterns do we notice?
- How did the feedback we received affect our practice?

A large portion of students believed the group roles helped their group divide up the work and stay engaged. The writer was the most polarizing job - students either loved it or hated it - and many times for the same reason. It required a lot of work!

In the future, we would like to continue refining our instruction to ensure that each job has an important role to play within the group so that no one is left out. We began this work with task cards for the facilitator. We would also like to work on sentence stems to support students in using language to support each other's learning.

Learning as a staff around CARE Cycles

2023-2024 CARE Cycle #1 Reflections around Belonging

- Immediate feedback is powerful
- Being heard and recognized, feel a connection to the group
- Student choice in showing learning
- Important to define belonging
- The power of language related to curriculum topics
- Creating space for students to share about their identities, perspectives and experiences
- Student voice and student choice
- Competence, connection and others knowing them
- How adults show up matters
- Friends are important
- Strengthening peer relationships
- Students want to discuss their identities, adult discomfort can get in the way
- Belonging is tied to feeling accepted, fitting in, feeling heard, working well with others, being valued, expressing themselves and having fun
- Mindful grouping of students, having assigned and specific group roles,

CARE Team Reflections Spring

After hearing from your colleagues, what is your thinking around belonging?

It's a balance between feeling like a member of a group but still feel a lot of autonomy.

It is great to hear how much focus we have made as a school about making sure students feel like they belong. It is clear from listening to my colleagues today that people did genuine work around this question and were not just checking a box to get a bonus.

I loved hearing from everyone. This was a great way to share out!

Acceptance, inclusivity

Students seems to feel a sense of belonging in certain spaces but not every space. Specifically we heard from SPED that those students feel very safe and a sense of belonging in their SPED classrooms but not in the halls or some general ed classroom primarily because of bullying.

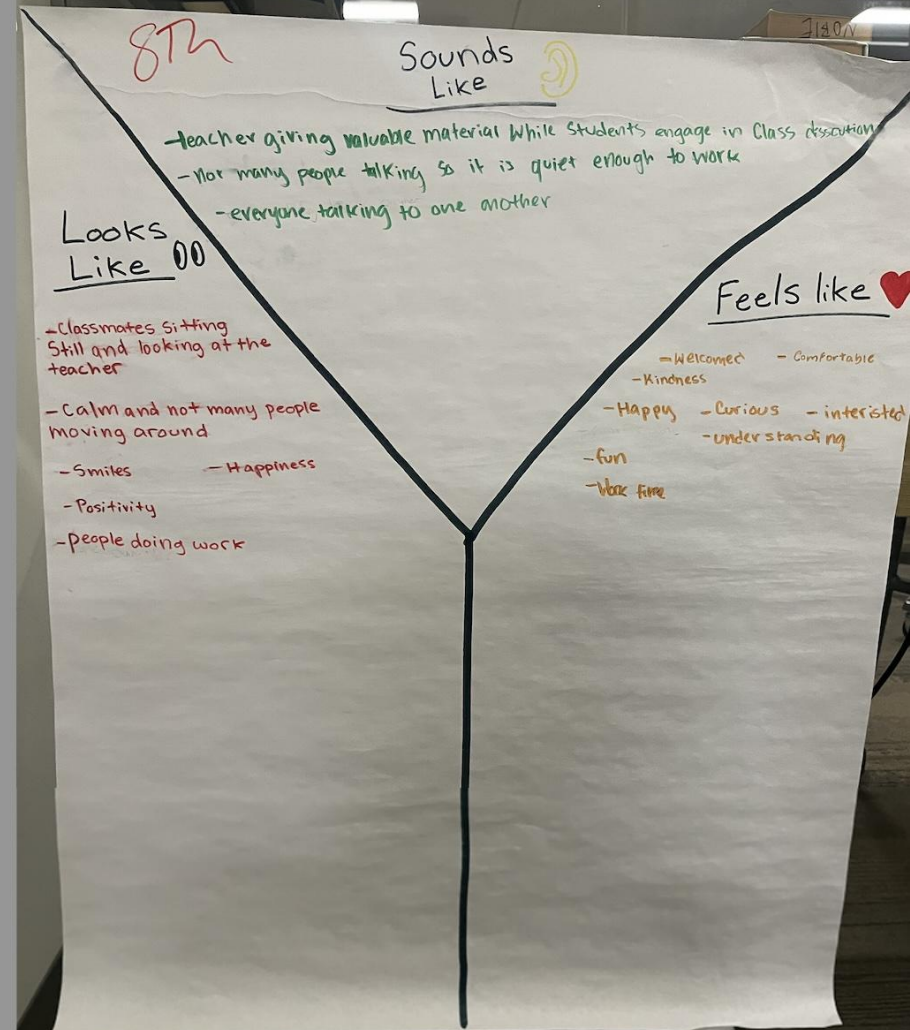
There are talented and engaged educators in this building who are constantly refining practices to be more responsive to students needs and this goal of belonging.

Students benefit from consistent, individual attention from their teachers, as well as having choice and voice in the classroom. It's also important to lean into their individual strengths and interests where possible

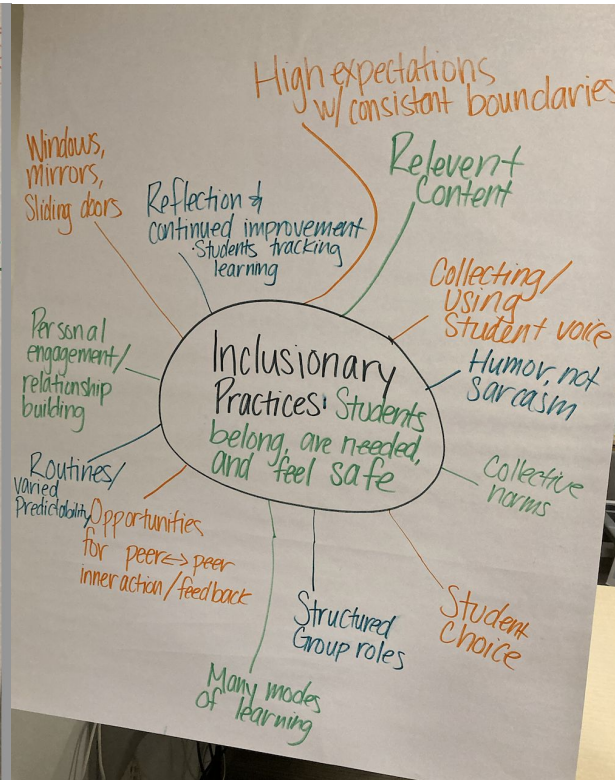


MS Student Focus Groups

- Interviewed Advisories at each grade level around belonging in classrooms
- The prompt was - **What does a classroom look like, feel like and sound like that is inclusive and where you want to learn?**



Staff Professional Development: Defining Belonging and Inclusion



- ## Inclusionary Practices Definition
- BRAVE SPACE
 - value all students as human
 - separate choices from person
 - clear desire to have students in the space
 - students feel needed
 - welcoming all into the space
 - celebrates risks, failures, and success
 - * greeting by name at door
 - * changing seats, new opportunities to connect
 - * clear expectations enforced fairly
 - * problem-solving collectively
 - * clear understanding of developmentally appropriate convos w/ kid



Restorative Practices at SLP MS

- As a result of our work last year, we are recommitting to Developmental Designs, a framework for relationship based teaching and learning
 - Getting to Know Your Students
 - Using Advisory to Build Community
 - Establishing Order
 - Empowering Language
 - Maintaining Order and Building Self-Control
- This framework mirrors restorative practices and is how we implement RP at the MS

Teacher Development and Evaluation (TDE) Data and Monthly Learning Walks

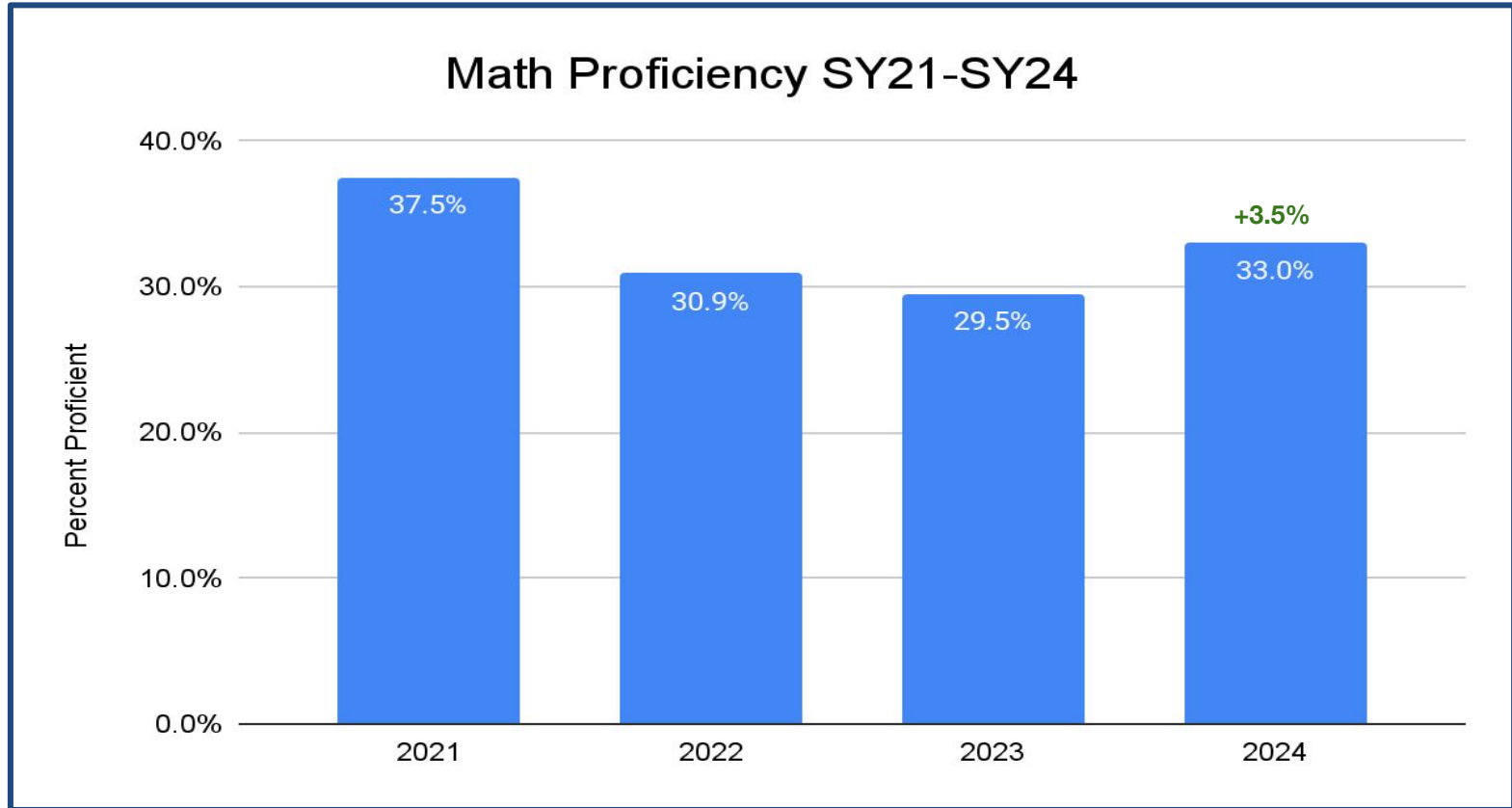
Learning Walk data indicated a need to focus on:

- Aligning instruction to standards, and in particular with proficiency standards
- Students bearing the cognitive load
- Students doing more of the talking in class

This has led directly to our building CIP Goals for this school year.

Example of CIP Goal for SY25

Increase math proficiency



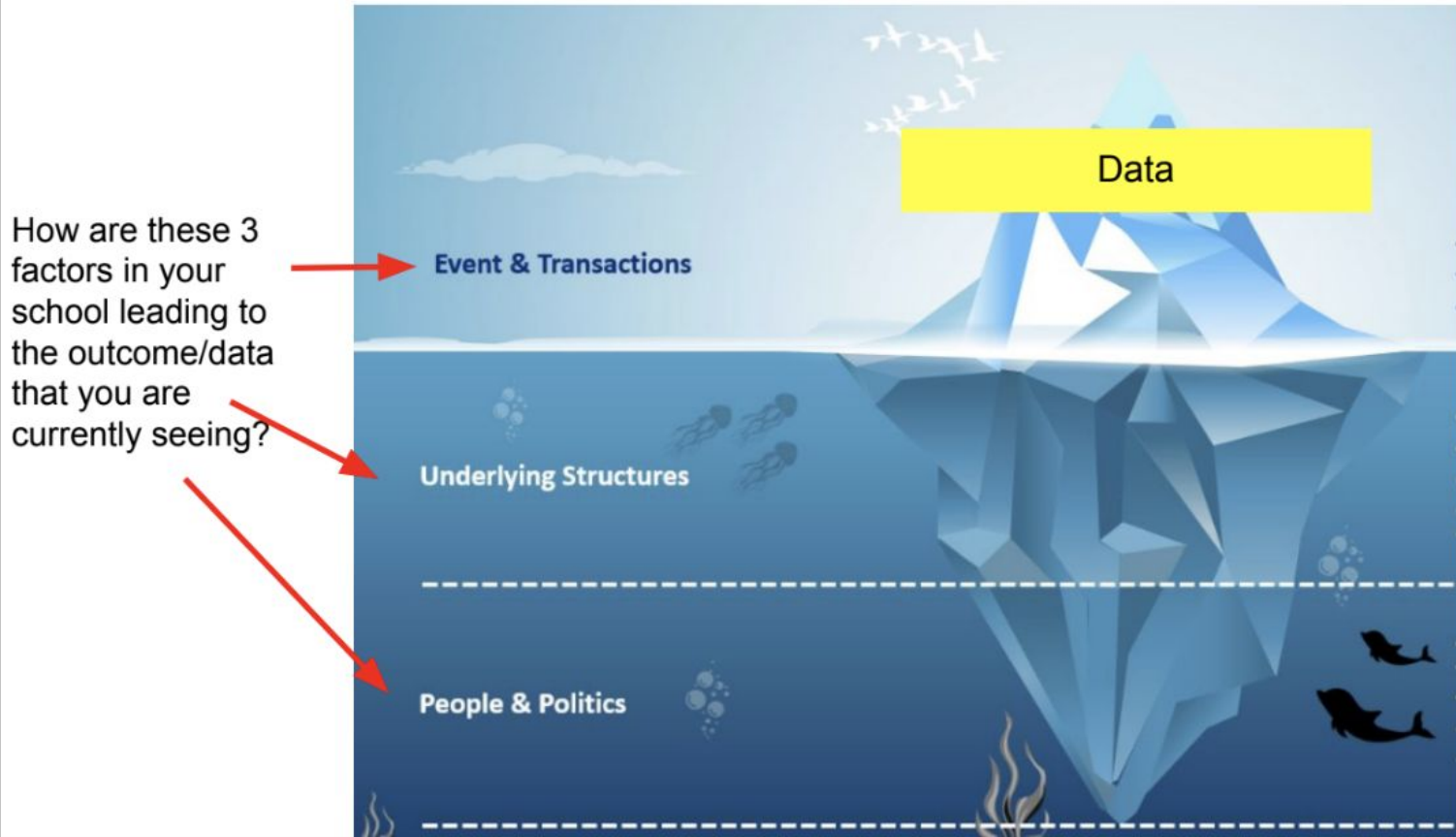
Last fall our middle school math department led the work...

Agenda

January 4, 2024

- Welcome from Principal Kalinowski
- Tools for data analysis
- Student voice (Youth Data Analyst Projects 2021 & 2022)
- Parent voice
- Group data analysis using 4 data sets (majority of the time)
 - What does your iceberg tell you about your data? Use CCR and the Balanced Assessment System to help with your analysis.
 - Share out

Cultural iceberg model as a tool for data analysis...



How are these 3 factors in your school leading to the outcome/data that you are currently seeing?

Event & Transactions

Data

Underlying Structures

People & Politics



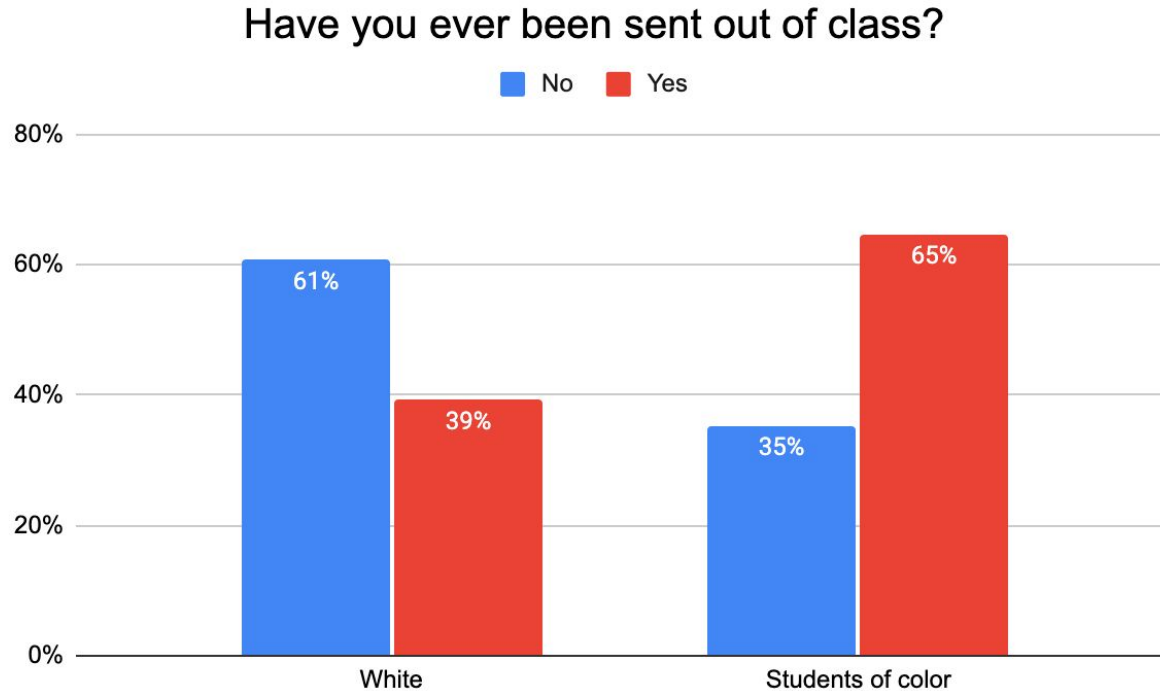
How does the SLP discipline system affect students?

What are students' experiences?

What role does the staff play?



Students believe learning and grades decline when students are excluded from class



Students think...

How do you respond to being disciplined at school?

194 responses



Are we living up to our community's hopes and dreams?



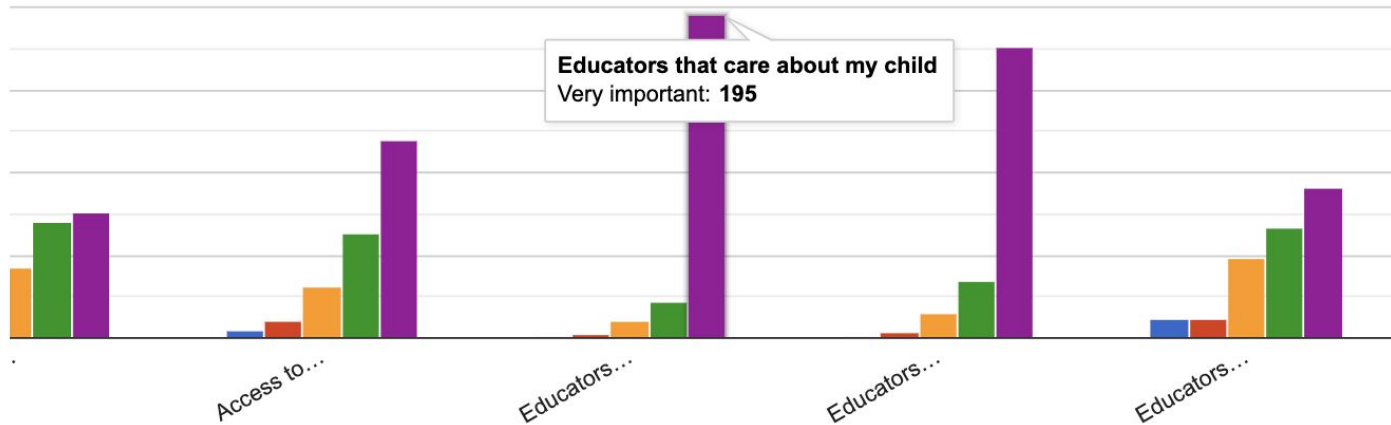
**Youth Data Analyst (YDA)
Summer Interns 2022**

The #1 priority (of 18 priorities): Educators who care about my child

How important are the priorities listed below in determining where you'd like to send your child(ren) to school. Please check the box that applies to each priority:



227 responses

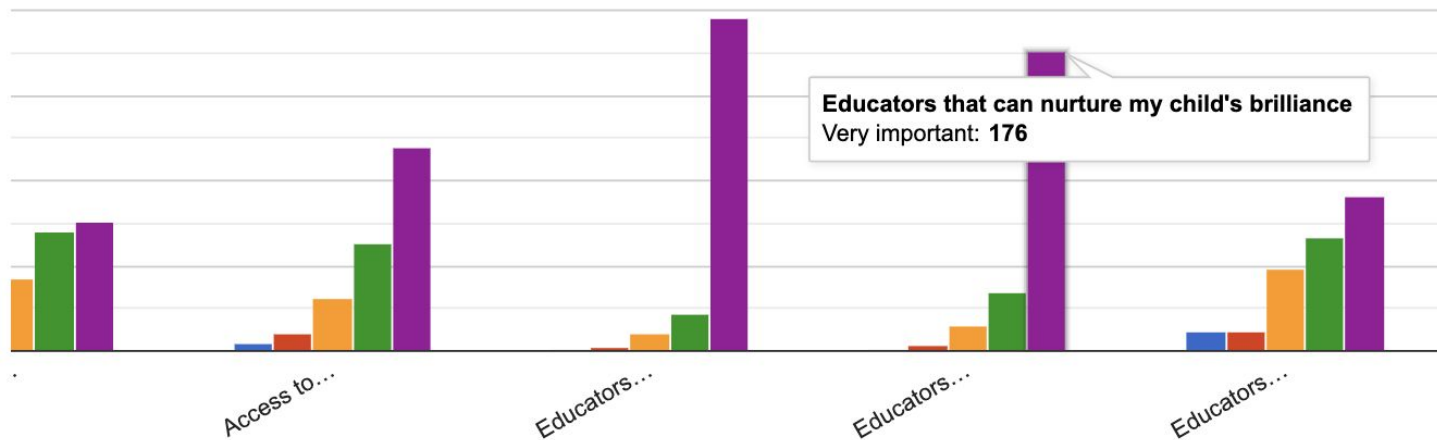


#2 highest rated priority (of 18 priorities): Families want high academic expectations

How important are the priorities listed below in determining where you'd like to send your child(ren) to school. Please check the box that applies to each priority:



227 responses

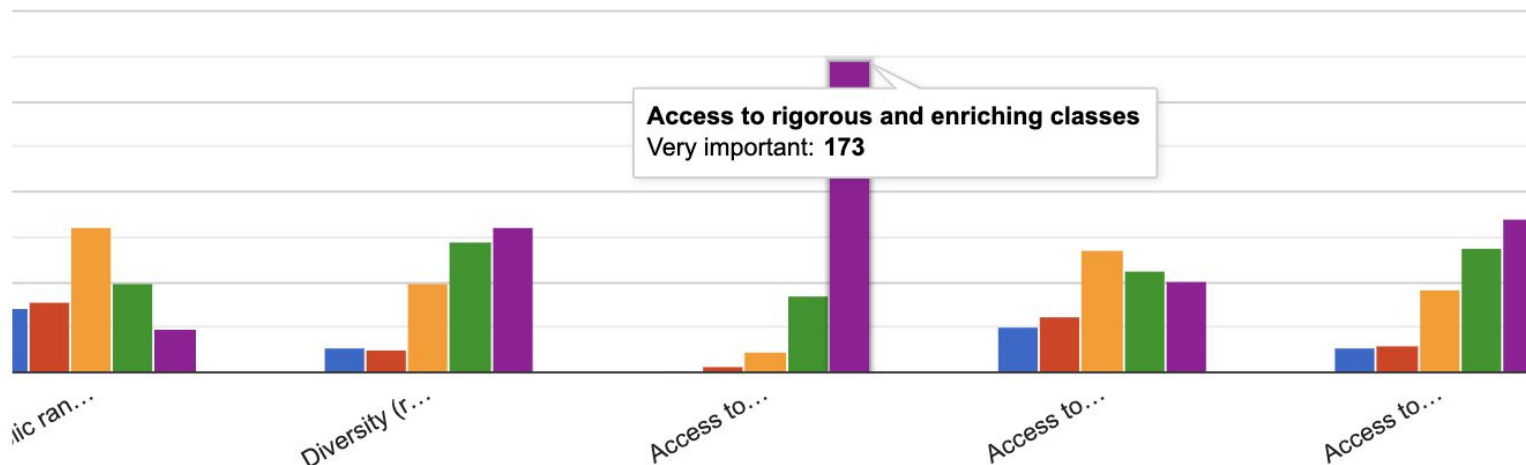


#3 highest rated priority (of 18 priorities): Families want classes to be rigorous and enriching

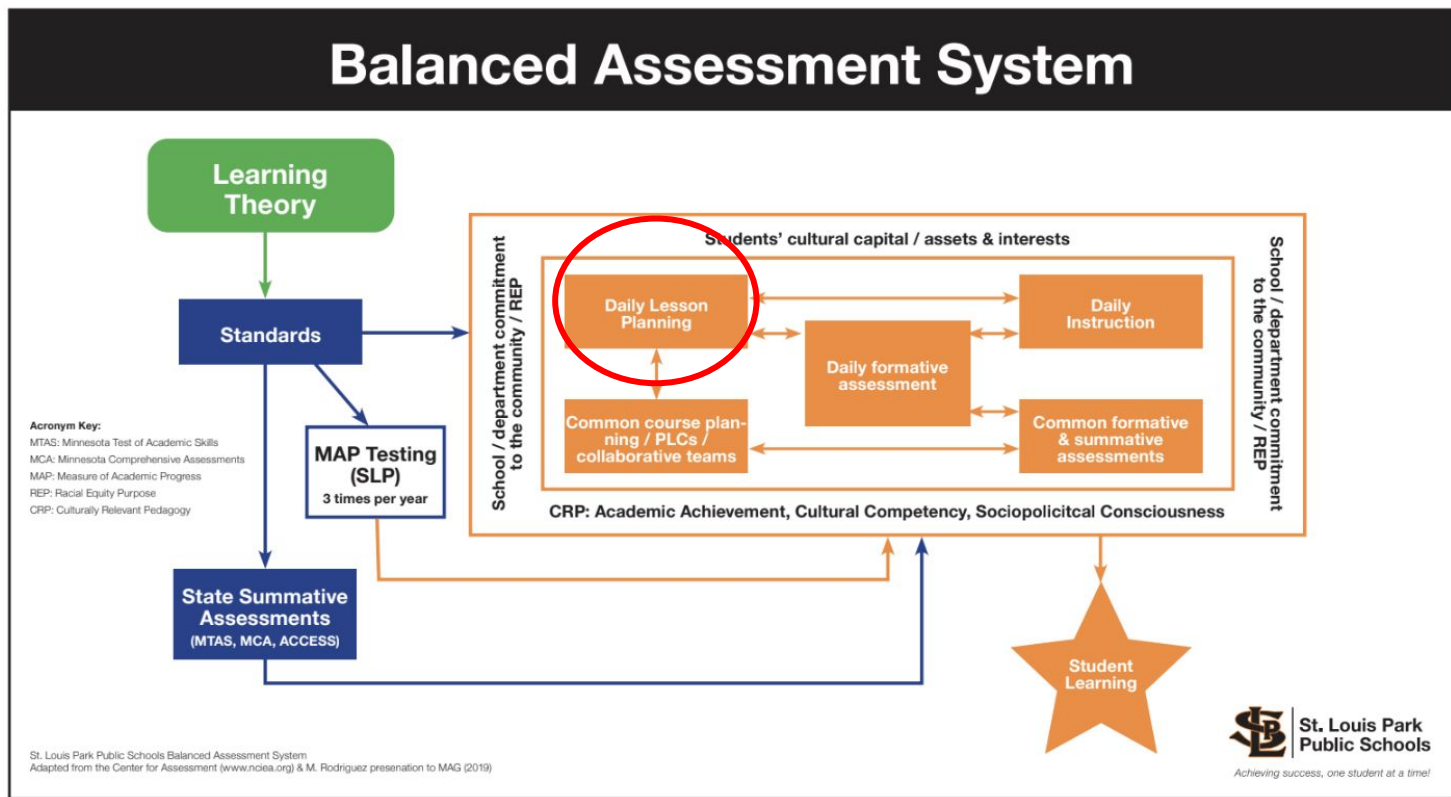
How important are the priorities listed below in determining where you'd like to send your child(ren) to school. Please check the box that applies to each priority:



227 responses



MS math department reflection: As you look at our data, what is the orange area that needs the most attention and why?













Summary of Conversations with the Middle School Math Department

- Achievement Level Descriptors and Benchmark Reports

Three retreat days:

- **Day 1: Where are we?**
 - What does the data show?
- **Day 2: How did we get here?**
 - COVID
 - Essential Standards
 - Pandemic Schooling
- **Day 3: Where do we go from here?**
 - Short-term
 - Long-term

Mathematics Benchmark Report		Spring 2023 - Grade 6	
GRADE 6 MATHEMATICS PERFORMANCE BY BENCHMARK			
School performance on each benchmark is compared at the "Meets" achievement level cut score. Performance on each benchmark is calculated by comparing school performance on a benchmark to the expected performance on a benchmark that would be achieved at the "Meets" achievement level cut score.			
 School performance on this benchmark is less than the "Meets" achievement level.	 School performance on this benchmark is similar to the "Meets" achievement level.	 School performance on this benchmark is greater than the "Meets" achievement level.	 less than 20 student responses on a benchmark
STRAND 1: NUMBER AND OPERATION			
Compared to "Meets" Achievement Level	Benchmark		
Standard 6.1.1	Read, write, represent and compare positive rational numbers expressed as fractions, decimals, percents and ratios; write positive integers as products of factors; use these representations in real-world and mathematical situations.		
	6.1.1.1	Locate positive rational numbers on a number line and plot pairs of positive rational numbers on a coordinate grid.	
	6.1.1.2	Compare positive rational numbers represented in various forms. Use the symbols $<$, $=$ and $>$. For example: $1/2 > 0.36$.	
	6.1.1.3	Understand that percent represents parts out of 100 and ratios to 100. For example: 75% corresponds to the ratio 75 to 100, which is equivalent to the ratio 3 to 4.	
	6.1.1.4	Determine equivalences among fractions, decimals and percents; select among these representations to solve problems. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional \$2.50 an hour, because \$2.50 is 1/10 or 10% of \$25.	
	6.1.1.5	Factor whole numbers; express a whole number as a product of prime factors with exponents. For example: $24 = 2^3 \times 3$.	
	6.1.1.6	Determine greatest common factors and least common multiples. Use common factors and common multiples to calculate with fractions and find equivalent fractions. For example: Factor the numerator and denominator of a fraction to determine an equivalent fraction.	



SLP Middle School's Math Department: Leading the Learning

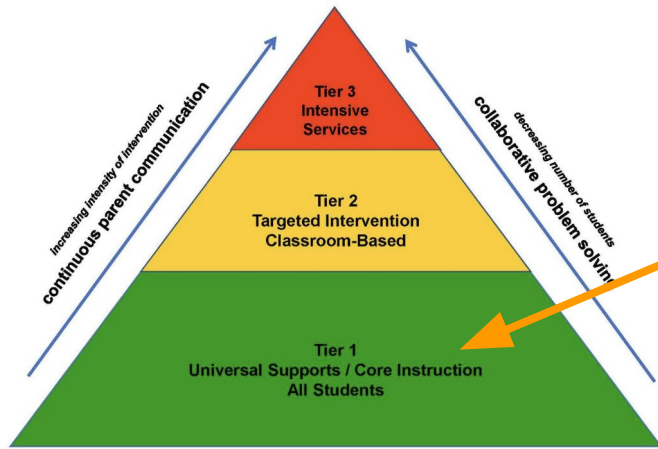
Working with the math department uncovered issues that all departments were facing:

- Are we covering all our benchmarks?
- Are we teaching and assessing the benchmarks to proficiency?
- How are our assessment practices aligned to benchmark proficiency?
- Are our assessment practices clearly communicating proficiency to all stakeholders?



Tier 1 intervention for middle school math: New curriculum

Multi-Tiered System of Supports (MTSS)



Podcast News Interested?

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CPM's Vision

CPM envisions a world where mathematics is viewed as intriguing and useful, and is appreciated by all; where powerful mathematical thinking is an essential, universal, and desirable trait; and where people are empowered by mathematical problem solving and reasoning to solve the world's problems.

CPM's Mission

CPM's mission is to empower mathematics students and teachers through exemplary curriculum, professional development, and leadership. We recognize and foster teacher expertise and leadership in mathematics education. We engage all students in learning mathematics through problem solving, reasoning, and communication.



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Questions?