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# Continuous Improvement Planning

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School Board Presentation

# Continuous Improvement Planning Process SY25

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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

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## Part 3: CIP goal setting and planning.

	<b>As a building, where do we want to go?</b>  SMART goals	<b>Are we listening to SLP students?</b>  List the YDA recommendation(s) that will be addressed as a result of this goal.	<b>What action will we take to get to where we want to be?</b>  List the anti-racist strategies and activities that will be taking place at your site/building to achieve this goal.	<b>Is what we are doing making a difference?</b>  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

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

Date 1: \_\_\_\_\_

Date 2: \_\_\_\_\_

Date 3: \_\_\_\_\_

## Continuous Improvement Plans

We are dedicated to creating the best learning environment for each student. One key tool we use to support this mission is our Continuous Improvement Plan (CIP). Here's an overview of what a CIP is, why it matters, and what you can expect as we work together throughout the school year.

A CIP is a document that outlines a school's goals and priorities for improving student outcomes. SLP CIPs include four components:

1. Plan for improvement
2. Implement strategies
3. Evaluate and study progress throughout the year
4. Improve



### ▼ Aquila Elementary School

#### Summary of the Aquila Elementary Continuous Improvement Plan (CIP)

GOAL	ACTIONS
Each teacher will demonstrate knowledge of focal students' strengths and growth edges via two CARE team cycles focused on literacy (reading, writing, speaking, listening).	<ul style="list-style-type: none"> <li>• Educators will use student feedback and data from named sources to inform successful Tier 1 lesson planning.</li> <li>• Each Equity Learning Walk will focus on a specifically-identified part of the TD&amp;E rubric.</li> <li>• Educators will review data, critically self-reflect and adjust practices based on their learning from data shared at CARE meetings and CARE cycle shares.</li> </ul>
Third through fifth grade students will increase reading proficiency from 49.33% to 52% based on MCA data.	<ul style="list-style-type: none"> <li>• Educators will facilitate learning of ELA and WIDA standards scaffolded with the goal of each student meeting and/or exceeding proficiency. (Clear lesson planning, in concert with specific standards identified and scaffolded for learners.)</li> <li>• Data driven purposeful learning supported and reviewed by the Aquila PLT. Intentional examination and use of data from formative assessments aligned to meeting or exceeding specific standards.</li> <li>• Weekly Seesaw family communication about the specific ELA/WIDA standards/objectives covered that week.</li> <li>• All teachers will sign up and participate in at least one equity learning walk during the SY25 school year.</li> <li>• As needed and available, staff will participate in LETRS, SIPPS, or OL/LA training</li> </ul>
Third through fifth students will increase their math proficiency from 53.97 % to 55.97 % based on MCA data.	<ul style="list-style-type: none"> <li>• Educators will facilitate learning of Mathematics and WIDA standards with the goal of each student meeting and/or exceeding proficiency.</li> <li>• Data driven purposeful learning supported and reviewed by the Aquila PLT.</li> <li>• Educators will create clear lesson plans, designed to meet and exceed specific standards, identified and scaffolded for learners.</li> <li>• Educators will intentionally examine and use data from formative assessments aligned to meeting or exceeding specific standards.</li> <li>• Families will receive Seesaw communication about the specific Mathematics/WIDA standards/objectives covered that week.</li> <li>• Educators will participate in Equity Learning Walks leveraging identified parts of the TD&amp;E rubric.</li> </ul>
	<ul style="list-style-type: none"> <li>• All students will have access to Tier 1 classroom SEL lessons throughout the school year.</li> </ul>

<https://www.slpschools.org/academics/continuous-improvement-plans>



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# Questions?



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