

Continuous Improvement Plan (CIP): Site Updates

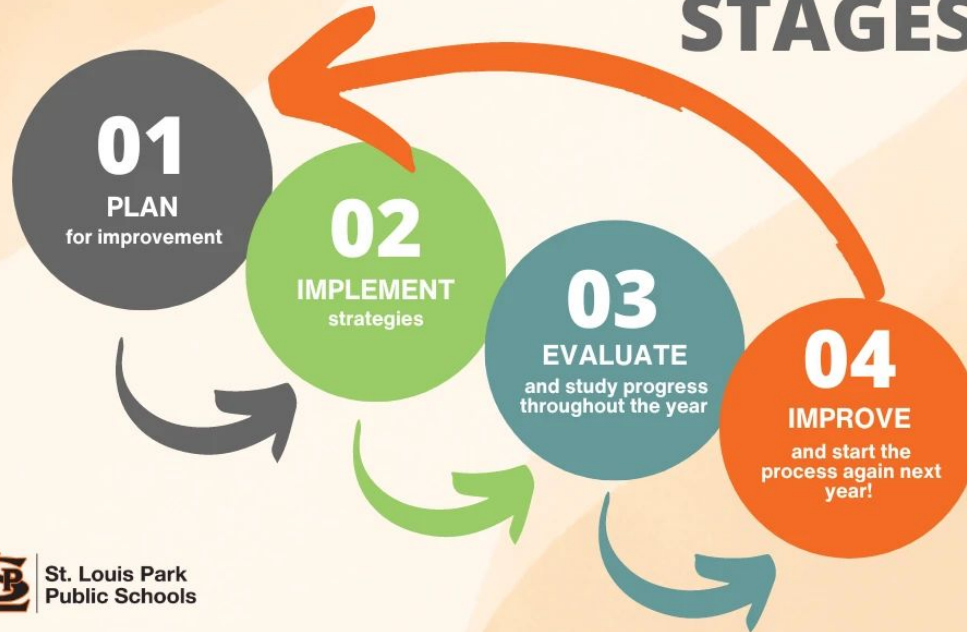
June 10, 2025
School Board Study Session



**St. Louis Park
Public Schools**



CONTINUOUS IMPROVEMENT PLAN STAGES



St. Louis Park
Public Schools





**St. Louis Park
Public Schools**

Achieving success, one student at a time!

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 Instruction and Learning Team

2024-25 CIP Goals

1

CARE Team Goal
CARE - Collaborative Action
Research for Equity

2

SMART Academic Goal

3

SMART Academic Goal

4

**Building Culture & Climate/Family
Engagement Goal**



Site Summaries

- 1) Site Goal SY25 Update
- 2) Highlight/Opportunity/Amendment
- 3) Preliminary Planning/Considerations for CIP SY26



**St. Louis Park
Public Schools**



Early Learning

CIP - By August 2025, develop and implement a formal MTSS process at Central Early Learning Center.

CARE Team Goal Cycle One - Through the lens of the Cultural Competence rubric, teachers will examine their racial identities and consider how these understandings shape their instruction and impact their relationships with students.

CARE Team Goal Cycle Two - Teachers will foster the development of self-identity for students and their families through integrating culturally relevant literacy instruction during the SY25.



Highlights & Opportunities

- **CARE Share Winter/Spring** - Cross-departmental collaboration on identity development.
- **Community Art Projects** - Gathered input from families and staff on school culture and belonging. Partnered with two local artists to capture our school identity in shared art form.
- **Professional Development** - Teacher-led professional development opportunities focused on differentiation, Tier One support, identity, and family engagement.
- **Vertical Alignment with Kindergarten** - Visited elementary schools to gather data to align PreK to K expectations and strengthen transitions.

SY26 Planning Considerations & Amendments

- **Teacher Support:** Continue flexible support for teacher-led CARE initiatives
- **Targeted Professional Development:** Train para professional and assistant teachers in assessment practices and standards based knowledge to build capacity in instructional leadership
- **Establish an MTSS team** by the spring of 2026; leadership will attend the 2025 COMPASS Summer Institute to build capacity.

The Central Early Learning Center

Cultivating a Culture that Honors Identity and Fosters a Sense of Belonging



Winter Meltdown

Collaborative Murals- Artist Xena Goldman



Earth Day Celebration

Tile Mosaic - Artist Melodee Strong



Aquila Elementary

Goal #1: CARE team SMART goal	Goal #2: Literacy Goal	Goal #3: Mathematics Goal	Goal #4: Climate & Culture Goal
During the '24-'25 school year each teacher will demonstrate knowledge of focal students' strengths and growth edges via two CARE team cycles focused on literacy (reading, writing, speaking, listening).	During the '24-'25 school year, third through fifth grade students will increase reading proficiency from 49.33% to 52% based on MCA data.	During the '24-'25 school year, third through fifth students will increase their math proficiency from 53.97 % to 55.97 % based on MCA data.	During the 24-25 school year, our social worker and counselor will use Tier I SEL lessons and gather baseline data around students' needs beyond these lessons. Each student will receive two introductory SEL lessons, along with continued practice with these skills, from our counselor. These are lessons and continued practice around self-regulation and identifying the size of a problem are designed to ensure a baseline of SEL skills by June 2025.



CIP Goal # 1: CARE team SMART goal

Aquila staff completed two CARE cycles and shared their findings and suggestions at two separate staff meetings.

Some changes directly related to this year's CARE work include:

- Regrouping students using CCC Mastery Assessments
- Leveraging learning from LETRS training for a deeper understanding of how to use FAST/CBMR data
- Changes to SIPPS intervention
- Systematizing a process for new families coming to the US, and supporting them with access to healthcare and/or other resettlement resources.



CIP Goal # 2: 3rd through 5th grade reading proficiency will increase from 49.33% to 52% based on MCA data —

Preliminary data *does not* indicate that Aquila successfully increased our 3rd through 5th grade reading proficiency to meet this CIP goal.





CIP Goal # 3: 3rd through 5th grade math proficiency will increase from 53.97% to 55.97% based on MCA data

Preliminary data *does not* indicate that Aquila increased our 3rd through 5th grade math proficiency enough to meet this goal.





CIP Goal # 4: Systematic facilitation of lessons and continued practice around self-regulation and identifying the size of a problem

Through classroom lessons, communications and school wide activities, students reported:

- feeling more equipped to deal with bullying
- increased comfort for reaching out for help
- observed increased kindness throughout school environment
- increased strategies to help themselves and peers handle bullying.





Park Spanish Immersion Elementary

2024-25 PSI CIP Goals			
SMART Goal 1 (CARE team goal)	SMART Goal 2	SMART Goal 3	SMART Goal 4 (Family Engagement)
Each teacher will collaborate in at least two CARE cycles related to culturally relevant literacy annually.	<u>On the spring 2025</u> Minnesota Comprehensive Assessments in Reading, student proficiency will increase from 71% to 75% demonstrating mastery of the Minnesota ELA standards.	<u>On the spring 2025</u> Minnesota Comprehensive Assessments in Math, student proficiency will increase from 76% to 80% demonstrating mastery of the Minnesota math standards.	We will document all family engagement opportunities and evaluate the effectiveness/alignment of the Strategic Plan of these events from families' perspectives. PSI will increase the "La Prensa" newsletter open rate from 77% to 80% as measured by Constant Contact.

Park Spanish Immersion Elementary

CIP Goal #1

Teachers collaborated in at least 2 CARE cycles.



Park Spanish Immersion Elementary

CIP Goals #2&3

On Spring MCA's students' proficiency will increase in Reading and Math.



Park Spanish Immersion Elementary

CIP Goal #4

We will document all family engagement opportunities.

PSI will increase the “La Prensa” open rate from 77% to 80% as measured by Constant Contact.

Performance

Total contacts

[+ Add](#)

1343

Email open rate

81%





Park Spanish Immersion Elementary

Next year

- CARE
- Reading
- Math
- Social Emotional Learning

Peter Hobart 2024-25 CIP Goals

1

CARE Team Goal
CARE - Collaborative Action
Research for Equity

2

Literacy Goal

3

Math Goal

4

School Team Climate Goal



CIP Goal # 1 CARE Team Goal

1

All Peter Hobart teachers during the two CARE Cycles will focus on collaboration with SPED for academic scaffolds and behavioral de-escalation techniques.



CIP Goal # 2 Literacy Goal

2

The percentage of students in grades 3-5 at Peter Hobart Elementary School will achieve proficiency on the MCA reading assessment will increase from 56% in Spring 2024 to 60% in the Spring of 2025.



**DEPARTMENT
OF EDUCATION**

SPRING 2024

MCA Reading 55.6%

SPRING 2025

**MCA Reading
Embargoed data**

CIP Goal # 3 Math Goal



The achievement gap of students who are at or above the 61st %tile on the Math NWEA assessment between Black students (20%) and White students (70%) in grades 2-5 at Peter Hobart Elementary School will close from 50% in Spring 2024 to 40% in the Spring of 2025.

FALL

Black: 18%

White: 66%

SPRING

Black: 18%

White: 69%

CIP Goal # 4 School Team Climate Goal

4

During the 2024-25 school year, Peter Hobart Elementary School will increase the use of non-exclusionary discipline practices by 30%.

Understanding Behavior &
De-Escalation Strategies



Peter Hobart Elementary

Matrix of Expectations

PH PRIDE

Susan Lindgren 2024-25 CIP Goals

1

CARE Team Goal
CARE - Collaborative Action
Research for Equity

2

Literacy Goal

3

Math Goal

4

School Team Climate Goal



3, 3 and 4 ~ 2024-25 Message

3 SL Team Expectations, 3 Principal Assurances & 4 CIP Goals



- Teaching District Curriculum
- Data Collections and CARE Work
- Collaborative Teamwork

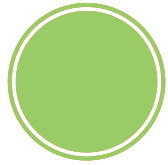


- Respect
- Support/Guidance/Direction
- Follow Through



- CARE Team Goal
- Literacy Goal
- Math Goal
- School Climate Goal

CIP Goal # 1 ~ CARE Team Goal

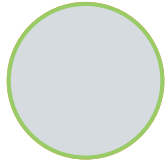


During the 2024-25 school year, all Susan Lindgren CARE Teams will collaborate on at least two complete CARE cycles. The CARE cycles must include 1 cycle in Literacy and 1 cycle in Math.

June, 2025 Updates in Red:

- CARE Cycle 2 completed with CARE Share happening on Monday, June 9th
- All teams completed one CARE cycle in Math and one in Literacy
- CIP Goal Met

CIP Goal # 2~ Literacy Goal

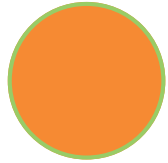


The percentage of ALL students proficiency on the Reading MCA Test (grades 3-5) will increase by 2% from 54.9% to 56.9% by the spring of 2025.

June, 2025 Updates in Red:

- Preliminary scores show improvement across some grade levels
- Classroom teachers continued to strengthen their Literacy instruction using the CCC Curriculum.
- Bi Monthly Data Dives with each grade level really helped everyone have a purpose
- CIP goal not met

CIP Goal # 3 ~ Math Goal

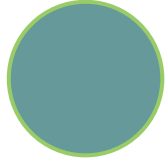


The percentage of ALL students proficiency on the Math MCA Test (grades 3-5) will increase by 2% from 56.4% to 58.4% by the spring of 2025.

June, 2025 Updates in Red:

- Preliminary scores show improvement across some grade levels
- Classroom teachers continued to strengthen their Math instruction using the Bridges Math Curriculum.
- Number Corner section of Bridges has really been taught with fidelity across Susan Lindgren grade levels
- CIP goal not met

CIP Goal # 4 ~ School Team Climate Goal



During the 2024-25 school year, 75% of the staff evaluated will be at proficient or higher in the TDE Rubric.

- We will focus on TDE Quadrants: Ia, Id and IIId
- Ia-Collaboration with Colleagues to improve student learning.
- Id- Support of School District Initiatives mission, vision and core values.
- IIId - Classroom culture of collaboration and respect (Ubuntu)

June, 2025 Updates in Red:

- Completed
- SL Team completed a Book Study on *"The Thin Book of Trust"*
- High levels of trust amongst our team have been shared with Principal Pollock
- Collaboration and Collectivism is at a high level
- Data Dives with each grade level have strengthen the trust and collaboration
- CIP Goal Met

CIP Communication to Susan Lindgren Community

- **Back to School Workshop Week** ~ Presented and discussed the CIP Goals and actions with the entire SL Team
- **September 17th PTO Meeting** ~ Presented and educated Families on what a CIP was and why it is important to a school site
- **January 28th, 2025 PTO Meeting** ~ Update and shared with families what has been accomplished and what we are progressing on as a school site
- **February 5th CARE Share** ~ A CARE Share is a gathering where CARE Teams share & present their findings and results, so we can learn from each other and also celebrate the dedication and hard work from the CARE Teams first cycle.
- **June 9th CARE Share** ~A CARE Share is a gathering where CARE Teams share & present their findings and results, so we can learn from each other and also celebrate the dedication and hard work from the CARE Teams second cycle.



St. Louis Park Middle School

Goal #1: All teachers will implement two CARE Cycles focused on valuing student experiences into their instruction.

- Update: Teachers have completed and shared out two CARE Cycles related to incorporating student voice. Staff have reported that their CARE Cycle work and Learning Walks have brought about meaningful changes to their instructional practices.

Goal #2: The percentage of students grades 6-8 proficient in math will increase from 32.1% to 37.1% as measured by the 2025 MCA Math test.

- Update: Our work for this goal was a focus aligning instruction to grade level standards. All Collaborative Teams have assigned all standards and benchmarks to a unit and have begun to match their instruction to the level of rigor of the benchmark. We will continue focusing on this work in the 25-26 school year. Preliminary MCA results indicate an increase in proficiency in both reading and math for 2025.



St. Louis Park Middle School

Goal #3: ML Students will increase their average speaking proficiency score from 2.6 to 3.0 as measured by the 2025 ACCESS speaking test.

- Update: The focus for this goal was to amplify the voices of our ML students as part of instruction. Professional development around ML speaking strategies using Ellevation has been provided. All teachers have implemented at least one strategy and shared about that strategy with other staff. Teachers are requesting to continue Professional Development of Ellevation in school year 25-26. Preliminary scores indicate an increase in student scores.

Goal #4: 100% of MS teachers will communicate with families what will be taught in their courses each year and at the start of each unit and when summatives will occur.

- Update: Academic page on the website has been improved with Year Overviews. Teachers are emailing families at the start of each unit and prior to summatives. Students are using their Schoology calendars to organize their homework, which is available for parents as well.



St. Louis Park Middle School

Highlight:

- **High level CARE Cycle work that has impacted teacher instructional practice**
- **Learning Walks for every MS teacher**

Opportunity/Amendment (share how you are using data to continue/ improve one area)

- **Continue to lean into unpacking benchmarks to create success criteria for assessment**
- **Focus on Literacy**



St. Louis Park Middle School

Considerations for 25-26 CIP Goals

- Continuing to unpack benchmarks to create success criteria for assessment
- Implement Tier 1 Literacy Strategies
- Increase Data Literacy

Our Building Goals: High School

Goal #1: By Spring 2025, 100% of the teaching staff at SLPHS will engage in aligning content standards, scope and sequence, and culturally relevant curriculum design as part of the CARE Team process during the first year of a 5-year plan.

Update: All teaching staff have engaged in aligning content standards, scope and sequence, and culturally relevant curriculum design. Through CARE Team release time, 100% of staff have completed at least one course overview, with many working on additional overviews that are due by Oct 15, 2025.

Goal #2: By end of semester 2 (spring 2025) SLPHS will increase the retention of students of color enrolled in AP and IB classes by 2%

Update: SLPHS continues to prioritize the retention of students of color in advanced coursework. In 2025, 94% of students of color enrolled in AP and IB courses were retained, up from 86% in 2024, reflecting progress in creating more inclusive and supportive learning environments.

Our Building Goals: High School

Goal #3: SLPHS will reduce the number of Fs from semester 1 and 2 of 2024 to semester 1 and 2 of 2025 through the implementation of the Multi-Tiered System of Supports (MTSS) by 2% by spring of 2025.

Update: *SLPHS continues to strengthen Tier 1 supports through its MTSS framework, as part of this effort, SLPHS has seen a significant decrease in failing grades, including strong emphasis on the BARR model to monitor academic progress, attendance, and student well-being.*

Goal #4: Reduce the number of SUS/DIS of Black students by 5% through a deepened understanding of non-exclusionary practices and intentional implementation of restorative practices by June 2025.

Update: *Following a review of suspension and dismissal (SUS/DIS) data, SLPHS has seen a 13% decrease in exclusionary practices involving African American/Black students, from SY 2024 to SY 2025. Park Leads and the Restorative Practices (RP) Team continue to focus on deepening staff understanding of restorative approaches through professional development on the tenets of restorative schools, monthly RP Team meetings, quarterly school-wide, community-building circles, and the admin CARE Team's work on a restorative readmit process.*



High School H-O-A-C



HIGHLIGHT: *The development of standards-based, culturally relevant written curricular units continues to serve as an overarching strategy in support of all CIP goals at the high school.*

SLPHS met all of CIP goals. Let's celebrate the work of SLPHS staff and students. GO PARK!

Opportunity/Amendment (share how you are using data to continue/ improve one area)

An opportunity exists to continue developing and expanding the MTSS Tier 2 process to provide more targeted and consistent support for students who need additional interventions. Strengthening Tier 2 ensures earlier identification of academic, behavioral, and social-emotional needs. With clear structures and communication, staff can more effectively implement and monitor interventions aligned with student data.

COURSE NAME Course Description		COURSE NAME Overview Semester 1				
Unit						
Quarter						
Duration						
Lessons & Activities						
Instructional Materials						
Literacy Component						
Summative						
Academic Standards Assessment						

Questions?