

CIP Progress: Site Updates

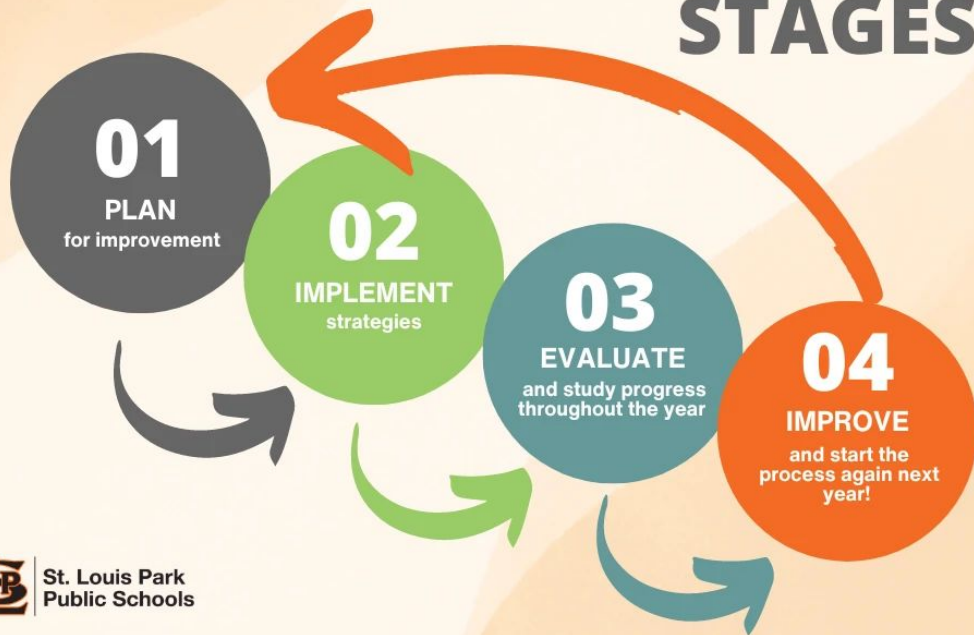
February 11, 2025
School Board Study Session



**St. Louis Park
Public Schools**



CONTINUOUS IMPROVEMENT PLAN STAGES



St. Louis Park
Public Schools



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 Review
- 2) Highlight/Opportunity/Amendment
- 3) Community/Staff Sharing



**St. Louis Park
Public Schools**

Our Building Goals: Middle School

Goal #1: Teachers incorporate student experiences into instruction.

- Update: Teachers shared how they incorporated student experiences into their instruction, what they learned and what their next steps will be with other staff on January 29th. CARE Cycle #2 will launch this week.

Goal #2: Instruction will be aligned to Grade Level Standards and Benchmarks.

- Update: Teachers have identified the standards and benchmarks for each unit that they teach. Professional Development has been delivered on how to determine what the benchmark indicates students should be able to do and to know, and at what level of rigor this is to occur. All collaborative teams of teachers keep a log of this process, and some teams have requested additional work time to accomplish this goal.

Our Building Goals: Middle School

Goal #3: Student voice will be amplified, in particular, the voices of our ML students as part of instruction.

- Update: Professional development around ML speaking strategies has been provided. All teachers have implemented at least one strategy and shared about that strategy with other staff.

Goal #4: Improve communication with families about what students are doing in class, including important summatives.

- 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. We will be teaching students how to use their calendar feature in Schoology to organize due dates and as an agenda starting in February.



Middle School H-O-A-C

Highlight:

Professional Development around speaking strategies for ML students using Ellevation.

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

A need to collect data on what teachers require next to unpack benchmarks.

Community/Staff Share Dates (add dates here):

October 2024, January 2025 and May 2025

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: Teachers are designing standards-based, culturally relevant curricular units by unpacking content standards and creating outward-facing course overviews for students and families. This process informs classroom learning experiences and incorporates data collection provided from focal students. The focus moving forward will be on differentiated PD to include expanding standards-based grading practices in alignment with curricular unit design.

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: Park Leads BILT/BOLT are reviewing semester 1 retention data, surveying students who request to drop advanced coursework, and collaborating with classroom teachers and students (Principal's Advisory Council) to identify the root causes of BIPOC students leaving advanced courses, while simultaneously analyzing students that opt into PSEO. SLPHS is implementing the Social Studies Department's recommended changes to academic pathways, ensuring that all 9th-grade students in Social Studies will take AP Human Geography beginning SY 25/26.

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 is conducting final grade data analysis and comparing semester 1 and 2 retention data from the past three years, along with semester 1 of the 2024-25 school year. This allows for planning and implementation of next steps to support staff in the MTSS process with a focus on Tier 1 interventions.

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: After reviewing SUS/DIS data, Park Leads and the SLPHS Restorative Practice team are working to deepen staff understanding of Restorative Practices. This is being accomplished through staff PD on the tenets of restorative schools, monthly meetings with the RP Team, quarterly RP community building circles, and a student leadership retreat. Additionally, they will continue to collect data on the use of Restorative Practices as a non-exclusionary approach.



High School H-O-A-C



HIGHLIGHT: *Teachers engaged in teacher-led PD for course overview design of standards-based, culturally relevant, curricular units on February 6, 2025.*

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

Addition of literacy component to all course overviews.

Monthly data analysis and CIP goal reviews are conducted within departments, alongside the ongoing development of teacher leaders (Park Leads BILT/BOLT) to drive the work school-wide.

Community/Staff Share Dates (add dates here)

November/December 2024 → February 2025 → April 2025

St. Louis Park High School		COURSE NAME Overview Semester 1			
Unit	Course Description				
Quarter					
Duration					
Lessons & Activities					
Instructional Materials					
Literacy Component					
Summative					
Academic Standards Assessment					

Our Building Goals:



Park Spanish Immersion
Elementary School

2024-25 PSI CIP Goals

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

PSI Highlight-O-A-C

CIP Goal #4

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%



Based on community feedback, we are adding a new section to La Prensa, *Compartiendo Cultura* (sharing culture). This section will highlight the many ways that we help students bring to life our SLP public schools' vision statement, in becoming their best selves as globally minded contributors to society.

In this issue, check out our 2nd grade students making masks in collaboration with our resident artist that has specialized in Italian Theater Masks. Marie Olofsdotter shared that masks are a common theme amongst many cultures. Check out the pictures below to see two finished examples of Panamanian masks created by our Kinder teacher, Srta. Joyner.





PSI H-O-A-C

Opportunity/Amendment: We are adding action related to our biliteracy plan in conjunction with our pacing guide.

- **Instructional Pacing Calendar**
- **Monthly data and PD grade level meetings with CRLC and administrators.**
 - Utilizing pacing calendar
 - Test scores
 - CARE learning



Community/Staff Share Dates: We shared updates in our weekly community newsletter, *La Prensa*, on 11/14/24 and 1/23/25.

LA PRENSA

THE PSI PRESS



Park Spanish Immersion
Elementary School

An academic bilingual community fostering global citizenship

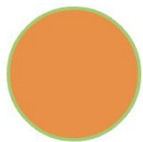
Building Goals: Aquila Elementary

Goal #1: CARE team SMART goal	Goal #2: Literacy Goal	Goal #3: Mathematics Goal	Goal #4: Climate & Culture Goal
<p>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).</p> <p>Aquila's Community CARE Share will be on Wednesday, February 19, 2025.</p>	<p>During the '24-'25 school year, third through fifth grade students will increase reading proficiency from 49.33% to 52% based on MCA data.</p>	<p>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.</p>	<p>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.</p>



Aquila's Highlights are also Opportunities

CIP Goal # 3 ~ Math Goal



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.

Current MAP Data

School Profile		Achievement by Grade			Number of Students			
Aquila Primary Center Math K-12		Achievement Winter 2024-2025 Median and Distribution						
Grade ↑		Sort by -- select an option --						
Grade 3	65th	22%	17%	5%	29%	27%	78	Aquila students on pace to meet or exceed MCA proficiency: 3rd grade: 56% Partially meet: 5% 4th grade: 35% Partially meet: 24% 5th Grade: 54% Partially meet: 16%
Grade 4	45th	19%	22%	24%	22%	13%	68	
Grade 5	63rd	20%	10%	16%	24%	30%	76	
Percentiles Key		● 1st - 20 th	● 21st - 40 th	● 41st - 60 th	● 61st - 80 th	● >80 th	Rostered Fall 2024-2025 Tested Winter 2024-2025	

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

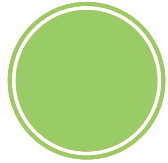


- Respect
- Support/Guidance/Direction
- Follow Through



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

CIP Goal # 1 ~ CARE Team Goal

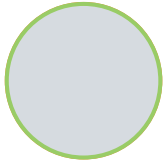


During the 2024-25 school year, all Susan Lindgren CARE Teams will collaborate on at least two complete CARE cycles. The CARE cycles must include 1 cycle in Literacy and 1 cycle in Math.

January, 2025 Updates in Blue:

- In progress and finalizing Care Cycle 1
- CARE Share staff Meeting Wednesday, February 5th
 - All are welcome to attend
- Starting CARE Cycle #2- If first CARE Cycle was with Math the second CARE Cycle will be Literacy

CIP Goal # 2~ Literacy Goal

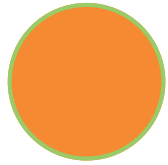


The percentage of ALL students proficiency on the Reading MCA Test (grades 3-5) will increase by 2% from 54.9% to 56.9% by the spring of 2025.

January, 2025 Updates in Blue:

- In progress as the MCA Test is taken in April, 2025
- Teachers are using the District Curriculum of CCC 90% of the time. Teachers are also using supplementary resources of UFLI and Lexia Core 5. (Measured by Learning Walks and Principal walk throughs
- Collaboratively working with our Literacy Instructional Assistant using data to meet with students that need extra support.

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.

January, 2025 Updates in Blue:

- **In progress as the MCA Test is taken in April, 2025**
- **Teachers are using the District Curriculum of Bridges 96- 98% of the time. (Measured by Learning Walks and Principal walk throughs**
- **Collaboratively working in CARE teams to strengthen our teaching instruction in Math**
- **Consistently teaching Math Corner everyday in our classrooms**

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 IIIId
- Ia-Collaboration with Colleagues to improve student learning.
- Id- Support of School District Initiatives mission, vision and core values.
- IIIId - Classroom culture of collaboration and respect (Ubuntu)

January, 2025 Updates in Blue:

- Partially completed and in progress
- SL Team completed a Book Study on *"The Thin Book of Trust"*
- Higher levels of trust amongst our team have been shared with Principal Pollock
- Collaboration and Collectivism is at a high level
- CRLCs have started Data Dives with each grade level
- Principal Pollock is in progress of evaluations of tenure and probationary teachers

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 share 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.

CARE Share Meeting~ February 5th



Our Building Goals: Peter Hobart Elementary School

PETER HOBART CIP GOALS

GOAL #1 Care Teams

All teachers during the two CARE Cycles will focus on collaboration with SPED for academic scaffolds and behavioral deescalation techniques.

GOAL #2 Reading

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.

GOAL #3 Math

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.

GOAL #4 Building Culture & Climate

During the 2024-25 school year, Peter Hobart Elementary School will increase the use of non-exclusionary discipline practices by 30%. At least 90% of staff will complete professional development on implicit bias through targeted staff training on recognizing and addressing implicit biases that affect discipline decisions.



Peter Hobart Highlight



Peter Hobart Elementary Matrix of Expectations

PH PRIDE



GOAL #4 Building Culture & Climate:

During the 2024-25 school year, Peter Hobart Elementary School will increase the use of non-exclusionary discipline practices by 30%. At least 90% of staff will complete professional development on implicit bias through targeted staff training on recognizing and addressing implicit biases that affect discipline decisions.

Location	We are RESPECTFUL	We are SAFE	We TRY HARD	We are a COMMUNITY
Classroom	<ul style="list-style-type: none"> Treat each other with kindness and respect Use kind words Respect others' culture, opinions, and perspectives 	<ul style="list-style-type: none"> Keep hands and feet to yourself Calm bodies Use furniture that fits your needs, and for its purpose 	<ul style="list-style-type: none"> Stay on task Take ownership of your brilliance Use level 1 and 2 voices 	<ul style="list-style-type: none"> Be part of the classroom community Listen to learn and share your perspective Be mindful of the shared learning space
Hallway	<ul style="list-style-type: none"> Quietly move in the hallways Stay on the right side Keep hands and feet to yourself Admire the artwork on the walls with your eyes only 	<ul style="list-style-type: none"> Use walking feet Keep body in control Go straight to your destination Carry your pass 	<ul style="list-style-type: none"> Use level 0-1 voices 	<ul style="list-style-type: none"> Be aware of the learning around you
Bathroom	<ul style="list-style-type: none"> Respect everyone's privacy Wait respectfully in line at the bathroom, taking turns as needed Respect the space and take care of the facilities Be respectful of the amount of toilet paper you're using and what is being flushed 	<ul style="list-style-type: none"> Use only the amount of paper towel that you need Use good hygiene - flushing toilets, washing hands. 	<ul style="list-style-type: none"> Return to class quickly Clean up after yourself Use level 0-1 voice 	<ul style="list-style-type: none"> One person in a stall at a time Take care of one another
Lunch	<ul style="list-style-type: none"> Talk to people at your table Use kind words Respect others' culture, food choices, and perspectives 	<ul style="list-style-type: none"> Get everything you need before sitting down Clean up your area Walk at all times Wash hands before you eat lunch 	<ul style="list-style-type: none"> Use level 2 voices Raise your hand to leave your seat Ask a staff member if you need to use the restroom 	<ul style="list-style-type: none"> Keep hands to yourself Eat and stay at your assigned table spot Enjoy your own food
Recess	<ul style="list-style-type: none"> Respect the equipment Treat each other with kindness Recognize we are all different, and that's good Return equipment when you are finished with it 	<ul style="list-style-type: none"> Use equipment safely Be aware of your surroundings Line up quickly when it's time to go in 	<ul style="list-style-type: none"> Make friends by doing activity with other students 	<ul style="list-style-type: none"> Invite others to join/play Use good sportsmanship



Peter Hobart Opportunity

GOAL #4

Building Culture & Climate

CIP Goal	Action Steps	Opportunity
<p>During the 2024-25 school year, Peter Hobart Elementary School will increase the use of non-exclusionary discipline practices by 30%. At least 90% of staff will complete professional development on implicit bias through targeted staff training on recognizing and addressing implicit biases that affect discipline decisions.</p>	Implicit bias training	Dr. Robinson PH Staff Meeting 02.19.25 Race IAT
	De-escalation strategies	PH Staff Meeting 02.05.25 PH Staff Meeting 02.19.25
	PH Matrix of Expectations	PH Matrix of Expectations Teaching Plans



Peter Hobart Community & Staff Share Dates

PH Staff Meeting

January 8, 2025

PH Continuous Improvement Plan Check-In

To Participate:
Go to www.menti.com
Use the code
<https://www.menti.com/alk8heey4iff>

The graphic features a blue background with the word 'MENTIMETER' in large, white, slanted letters on the left. Below it, the word 'POLL' is written in green. On the right, there is a QR code and a colorful bar chart with blue and pink bars. The overall design is modern and professional.

PTO Hopes & Dreams Night

October 8, 2024

Family Hopes & Dreams Night

Peter Hobart Community

The graphic has a light beige background. At the top, the title 'Family Hopes & Dreams Night' is written in a bold, red, sans-serif font. Below the title, there is a red rounded rectangle containing the text 'Peter Hobart Community' in white. At the bottom of the graphic, there is a row of colorful, stylized illustrations of diverse people of various ethnicities and ages, representing a community.

Our Building Goals: Early Learning

CIP Goal: Create a formal MTSS process for Central Early Learning Center. By August 2025, we will develop and implement a formal MTSS process at Central Early Learning Center.

CARE Team Overarching Goals:

Cycle #1: Through the lens of the Cultural Competence rubric, teachers will examine their racial identities and consider how understandings shape their instruction and impact with students.

Cycle #2: Teachers will foster the development of self-identity for students and their families through integrating culturally relevant literacy instruction during the SY25.

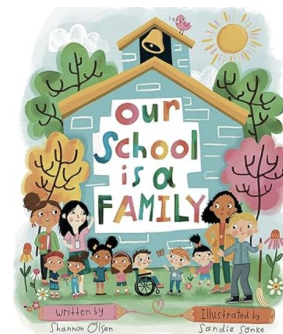




Early Learning H-O-A-C

Highlight - Family engagement around identity work.

- Working with a local artist to create collective artwork focused on identity.
- Centering parent voice through the Early Learning Parent Advisory Council and the wider community to share their vision and understanding of the identity of Central Early Learning Center.



Identity exploration through high quality and engaging literature.

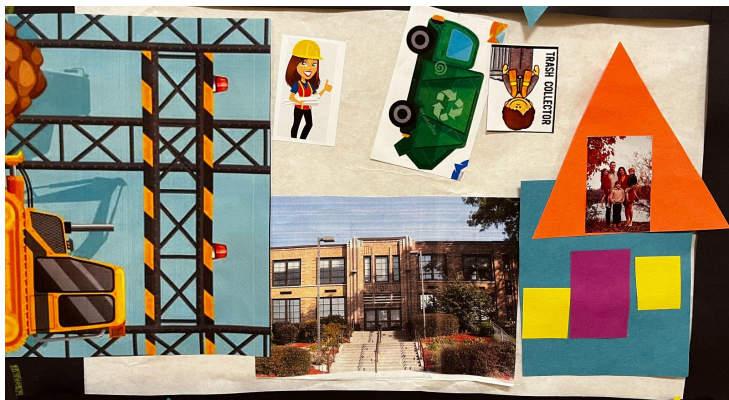


Early Learning H-O-A-C

Highlight - Student engagement around identity work and community belonging.

Starting at the Heart and Building Outward: Scaffolding Connections

- Examining ECIPs (Early Childhood Indicators of Progress) Social Systems standards
- Focusing on the “Our Community” unit





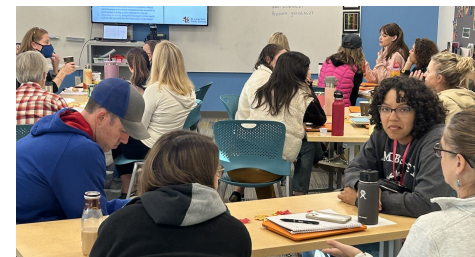
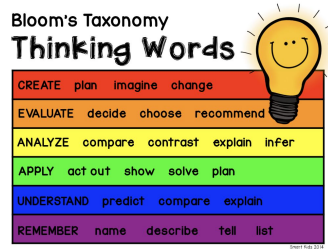
Early Learning H-O-A-C

Opportunity/Amendment: Staff engagement through PD and building capacity for our MTSS structure.

- Identifying strong instructional strategies and meeting students where they are
- Study of Bloom's Taxonomy
- Backward Design - Purpose Driven Teaching
- Building capacity as a Building Instructional Leadership Team to create MTSS process

Staff CARE Share in January and May

Early Learning Communicator - Community Share



Questions



Thank
you!