



**St. Louis Park
Public Schools**

October 28, 2025

School Board Meeting

Continuous
improvement
plan

A stylized bird logo, likely a cardinal, in black and orange, positioned below the text.



Stages

1

PLAN for improvement

2

IMPLEMENT strategies

3

EVALUATE and **STUDY**
progress

4

IMPROVE and repeat
the process



St. Louis Park Public Schools

SECONDARY

St. Louis Park High School

St. Louis Park Middle School

EARLY CHILDHOOD

Community Education

ELEMENTARY

Aquila Elementary School

Park Spanish Immersion (PSI)

Elementary School

Peter Hobart Elementary School

Susan Lindgren Elementary School



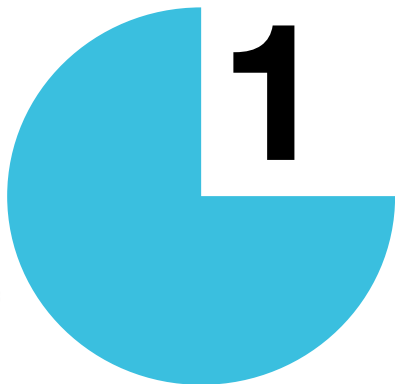
**St. Louis Park
High School**

RESERVED

Continuous improvement plan

GOAL #1	GOAL #2	GOAL #3	GOAL #4
Working collaboratively, 100% of CARE teams will determine the depth of knowledge needed to identify proficiency in standards for courses* by May 2026.	By Spring 2026, 100% of staff at SLPHS will engage in data analysis of student progress on learning targets with students, staff, and families for engagement throughout the learning process.	By the end of each semester, 100% of teaching staff will implement at least one new <u>shared literacy-focused strategy</u> which will be measured by collection of related student work and teacher reflection.	By May 2026, each department will increase the number of home-school (two way) connections that communicate student learning experiences, ensuring alignment with standards-based, culturally relevant curriculum and instruction, with at least two documented connections each semester.

Focus areas



High Quality, Culturally Relevant Instruction:

Ensure all students experience rigorous, engaging, and culturally relevant learning that supports academic growth and proficiency across content areas.



Family and Community Engagement for Student Success:

Build trust and partnership with families through transparent communication and meaningful engagement connected to student learning.

Key

strategies

Professional Development around:

- Preparing for the Block
- Unpacking Standards and DOK Levels
- Culturally Inclusive Backwards Design Unit Planning
- Literacy Strategies
- MTSS
- Implementing a school-wide data team process for departments

- Learning Walk Data
- Student Work Samples
- Student Survey & Reflection Data
- Family Engagement Survey Data
- 2025 Fall MAP 9-11(*inform practice*)
- 2026 ACCESS Data
- Evidence of standards-based learning highlighted in communications (i.e., references to state standards, student learning goals).

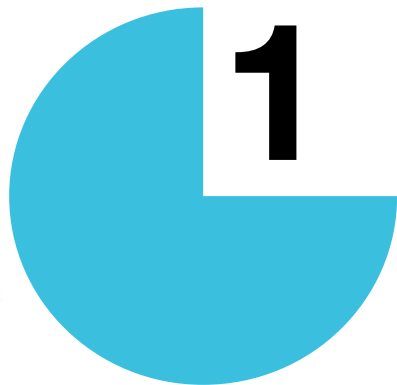
Measures

of progress



**St. Louis Park
Middle School**

Focus
areas



Strengthening Tier I
Instruction for all



Literacy Instruction, including data
literacy, content area literacy and
discipline literacy

Continuous improvement plan

GOAL #1	GOAL #2	GOAL #3	GOAL #4
100% of Middle School teachers will complete two CARE Cycles applying one of the shifts in preparing for the block.	The percentage of students grades 6-8 proficient in reading will increase from 49.7% to 55% as measured by the 2026 MCA Reading Test.	ML Students will increase their average ACCESS Composite proficiency score from 2.8 to 3.0 as measured by the 2026 ACCESS test.	100% of MS Teachers will communicate with families on a weekly basis and document student-specific communication with caregivers in PowerSchool.

Key

strategies

Professional Development around:

- Preparing for the Block
- Unpacking Standards and DOK Levels
- Culturally Inclusive Backwards Design Unit Planning
- Literacy Strategies
- MTSS

All staff participate in Learning Walks to measure progress towards our focus rubric areas.

- 2026 MCA Scores
- 2026 ACCESS Scores
- Fall and Winter MAP Scores
- Learning Walk Data
- Student Work Samples
- Student Interviews and Feedback

Measures

of progress



**Aquila
Elementary School**

Continuous improvement plan

GOAL #1	GOAL #2	GOAL #3	GOAL #4
<p>During the '25-'26 school year each teacher will demonstrate knowledge of focal students' strengths to accelerate their academic growth via two CARE team cycles, the first being focused on students' literacy growth and the second on mathematical growth.</p>	<p><i>Expressive Communication</i></p> <p>During the 25-26 school year, the percentage of students who meet their English Language Proficiency target will increase from 44.9 to 47%.</p>	<p><i>Mathematical Vocabulary</i></p> <p>During the 25-26 school year, teachers will focus on explicit instruction of mathematical vocabulary with the goal of increasing the number of students in grades 2-5 achieving their MAP growth goals from 49.9% to 53%.</p>	<p>During the 25-26 school year the Aquila staff will focus on family communication and engagement through community enrichment opportunities and district communication tools as measured by Seesaw and Parent Square analytics.*</p>

Focus areas

1

Tier I Literacy and Math instruction grounded in meeting and exceeding state standards and intentionally planned with students' specific special education and multilingual growth goals in mind.

2

Intentional use of district communication tools to increase family engagement, specifically around students' academic growth and progress.

Key

strategies



Tailored lesson planning, in concert with specific WIDA standards, identified and scaffolded for learners



Collaboration between ML and Special Education that enhances the structures and tools within Tier 1 Curriculum Resources



Lessons built with a purposeful focus on key vocabulary, designed to meet and exceed specific standards, identified and scaffolded for learners



Student data (progress monitoring, CARE logs, etc.)



Collaboration schedules - MLL, grade-level teachers, Specialized Services

Evidence of clear planning in lesson plans



Monthly data review of expressive language instruction to make data-based adjustments to professional learning needs and collaborative structures



Intentional examination and use of data from quick checks aligned to meeting or exceeding MCA proficiency levels using specific standards and vocabulary

Measures

of progress

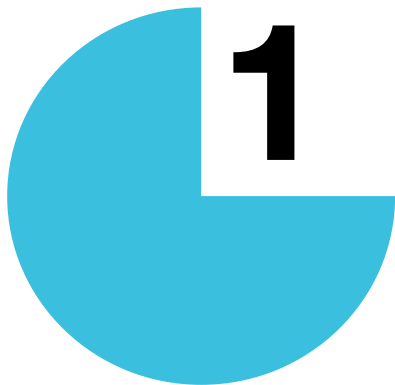


**Park Spanish Immersion
Elementary School**

Continuous improvement plan

GOAL #1	GOAL #2	GOAL #3	GOAL #4
Each teacher will collaborate in at least two CARE cycles related to culturally relevant literacy annually.	On the spring 2026 Minnesota Comprehensive Assessments in Reading, student proficiency will increase from 70.6% to 73% demonstrating mastery of the Minnesota ELA standards.	On the spring 2026 Minnesota Comprehensive Assessments in Math, student proficiency will increase from 76.6% to 79% demonstrating mastery of the Minnesota math standards.	PSI will increase family participation in Seesaw (learning management and family communication application). Connected guardians will increase from 290 to 450.

Focus
areas



High quality Biliteracy
Instruction for each child



Family Engagement

Key

strategies

Professional Development tied to:

- Biliteracy programming
- English/Spanish language arts
- Data based decision making
- Seesaw as a communication vehicle

Implementation:

- Building Instructional Pacing Guides
- Bridging between English and Spanish starting in kindergarten

- End of Unit Assessment data logs for math and literacy
- CARE logs
- Building equity walks/observations
- NWEA/MAP and FAST in English and Spanish
- ACCESS data
- Family engagement data/surveys

Measures

of progress



decomposition

A thinking skill that breaks ideas and problems into parts

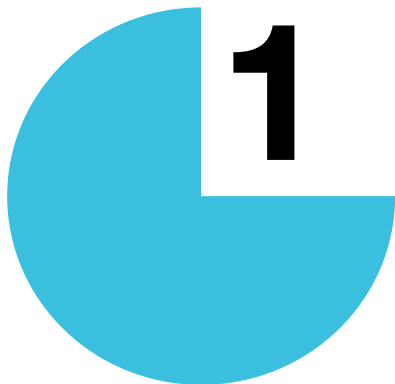


Peter Hobart
Elementary School

Continuous improvement plan

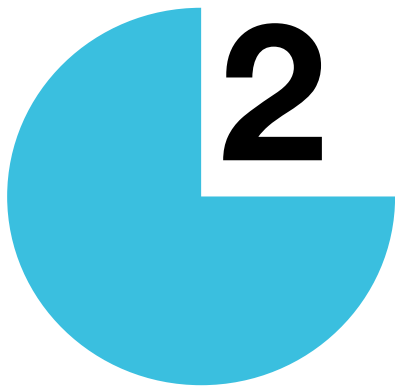
GOAL #1	GOAL #2	GOAL #3	GOAL #4
All teachers during the two CARE Cycles will focus on the CARE question: How can we utilize WIN to support student literacy growth?	<p>By the end of the 2025–2026 school year, we will decrease the gap between the percentage of BIPOC* (31.3%) and White (74.3%) K–5 students showing proficiency** on grade-level reading universal screening proficiency benchmarks from 43% in Fall of 2025 to 35% in the Spring of 2026.</p> <p>At the same time, improve the overall building-wide universal screening proficiency from 52.3% in Fall of 2025 to 55.3% in the Spring of 2026 across all racial groups.</p>	<p>By the end of the 2025–2026 school year, we will decrease the gap between the percentage of BIPOC* (50.7%) and White (80.9%) K–5 students showing proficiency** on grade-level math universal screening proficiency benchmarks from 30.7% in Fall of 2025 to 22.7% in the Spring of 2026.</p> <p>At the same time, improve the overall building-wide universal screening proficiency from 53.4% in Fall of 2025 to 56.4% in the Spring of 2026 across all racial groups.</p>	All teachers will use Seesaw to communicate learning experiences in the classroom to families on a weekly basis.

Focus areas



By the end of the 2025–2026 school year, we will decrease the gap between the percentage of BIPOC* (31.3%) and White (74.3%) K–5 students showing proficiency** on grade-level reading universal screening proficiency benchmarks from 43% in Fall of 2025 to 35% in the Spring of 2026.

At the same time, improve the overall building-wide universal screening proficiency from 52.3% in Fall of 2025 to 55.3% in the Spring of 2026 across all racial groups.



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At the same time, improve the overall building-wide universal screening proficiency from 53.4% in Fall of 2025 to 56.4% in the Spring of 2026 across all racial groups.

Key

strategies

Data meetings 3 times during the year, particularly after universal screening, to analyze and collaborate on creating Tier 2 academic groups.

Implementation of Tier I Literacy curriculum.

WIN Teams analyze data to plan interventions using common data sets

Provide IA/Para training on literacy small groups & SEL supports

Academic assessment data

- 2026 MCA Scores
- 2026 ACCESS Scores
- Fall, Winter, and Spring FastBridget and NWEA MAP universal screening

Structured CARE and Data Meetings with common meeting agendas and notes that include data analysis

WIN data sheets, progress monitoring charts

CARE team data logs, data meetings, WIN data sheets

Measures

of progress

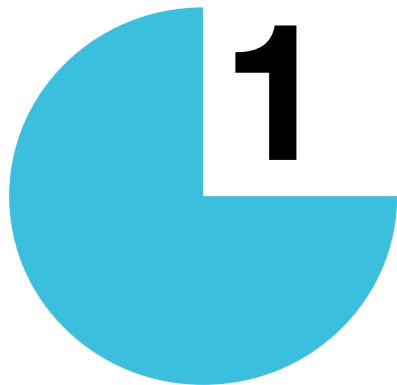


**Susan Lindgren
Elementary School**

Continuous improvement plan

GOAL #1	GOAL #2	GOAL #3	GOAL #4
CAREs Alignment By May 2026, 100% of CARE teams will create and implement measurable student growth goals aligned to our Continuous Improvement Plan (CIP) , with a focus on language development or academic growth in reading	Reading Growth for All The percentage of all students in grades K-5 at Susan Lindgren who demonstrate growth rate that exceeds the national average on FAST (K- Letter Sounds, 1- Nonsense Words, 2-5 CBRM) will increase from 58.9% in spring 2025 to 75% in spring 2026. (16.1% increase)	Accelerated Growth for Latinx Students By spring of 2026, the percent Hispanic/ Latinx of students demonstrating growth that exceeds the national average in reading based on FASTBridge assessments will increase from 32% of students in the 2024-25 school year to at least 60% of students in the 25-26 school year. (28% increase)	Developing SEL Skills and Reducing Incidents By May 2026, the school will develop and implement a consistent, school-wide system for behavior and emotional support that emphasizes proactive strategies and positive reinforcement to reduce the number of incidents referrals from 16 per day (Sept 2025) to 8 per day.

Focus areas



Tier I Literacy instruction grounded in meeting and exceeding state standards. Implementation of research based strategies to support multilingual learners and development of data driven systems of academic support for tier 1 and tier 2 interventions.



Development and implementation of a consistent, school-wide system for behavior and emotional support that emphasizes proactive strategies and positive reinforcement.

Key

strategies

Data meetings 3 times during the year, particularly after universal screening, to analyze and collaborate on creating Tier 2 academic groups.

Implementation of **Tier I Literacy** curriculum.

Provide **IA/Para training** on literacy small groups & SEL supports

Implementation of **Park PRIDE** and **positive Behavior reinforcement systems**

CARE team data logs, data meetings

Academic assessment data

- Fall, Winter, and Spring FastBridge and progress monitoring data for students with intervention
- Fall & Winter NWEA MAP universal screening
- Implementation Rubric results

Behavior/ Emotional Support Data

- Disaggregated office referral data
- Rate of support calls

Measures

of progress

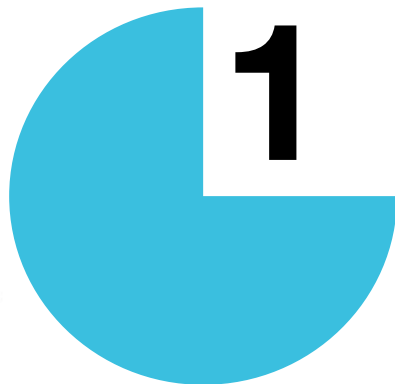


**St. Louis Park
Community Education**

Continuous improvement plan

GOAL #1	GOAL #2	GOAL #3	GOAL #4
Teachers will elicit evidence through observation and analysis of student work using the TS Gold Assessment system.	Teachers will use the TS Gold assessment system to gather information about students' social-emotional development and use that information to review and understand their students' work.	Teachers will use the TS Gold assessment system to gather information about students' literacy development and use that information to review and understand their students' work.	During the 2026 school year, to strengthen family engagement and understanding of student learning, teacher educators at CELC will post at least one weekly SeeSaw update that identifies ECIPs (Early Childhood Indicators of Progress) standards.

Focus areas



Using the Teaching Strategies Gold assessment system to gather information about students' social-emotional development and use that information to review and understand their students' work.



To strengthen family engagement and understanding of student learning.

Key

strategies

Professional Development:

- Literacy and Assessment training
- Teaching Strategies Gold implementation
- SEEDS language comprehension

- Learning walk data
- End of term/year family engagement data
- CARE team logs
- CARE Shares
- Communication analytics through Seesaw and Parent Square

Measures

of progress