



**St. Louis Park  
Public Schools**

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**June 23, 2026**

School Board Meeting

*Continuous*  
improvement  
plan





# 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

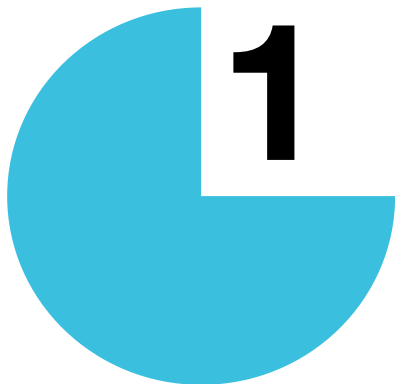


# Continuous improvement plan

<b>GOAL #1 MET</b>	<b>GOAL #2 PARTIALLY MET</b>	<b>GOAL #3 PARTIALLY MET</b>	<b>GOAL #4 MET</b>
<p>Working collaboratively, 100% of CARE teams will determine the depth of knowledge needed to identify proficiency in standards for courses* by May 2026.</p>	<p>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.</p>	<p>By the end of each semester, 100% of teaching staff will implement at least one new <b><u>shared literacy-focused strategy</u></b> which will be measured by collection of related student work and teacher reflection.</p>	<p>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.</p>



*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



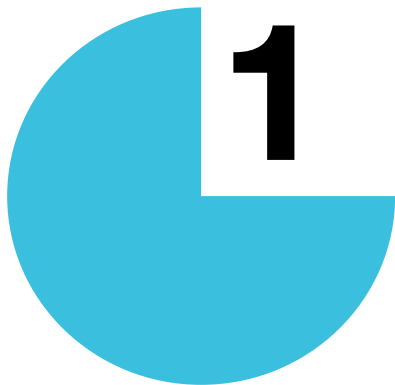
**St. Louis Park  
Middle School**

# Continuous improvement plan

<b>GOAL #1 MET</b>	<b>GOAL #2 NOT YET KNOWN</b>	<b>GOAL #3 NOT MET</b>	<b>GOAL #4 MET</b>
<p>100% of Middle School teachers will complete two CARE Cycles applying one of the shifts in preparing for the block.</p>	<p>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.</p>	<p>ML Students will increase their average ACCESS Composite proficiency score from 2.8 to 3.0 as measured by the 2026 ACCESS test.</p>	<p>100% of MS Teachers will communicate with families on a weekly basis and document student-specific communication with caregivers in PowerSchool.</p>

*Focus*

areas



Strengthening Tier I  
Instruction for all



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

# 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 MAP Scores
- Learning Walk Data
- Student Work Samples
- Student Interviews and Feedback

# Measures

of progress



Step 1.

Step 2.

45

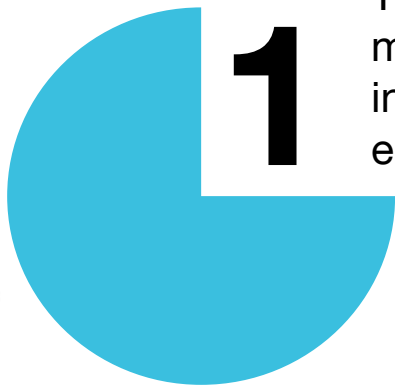


**Aquila  
Elementary School**

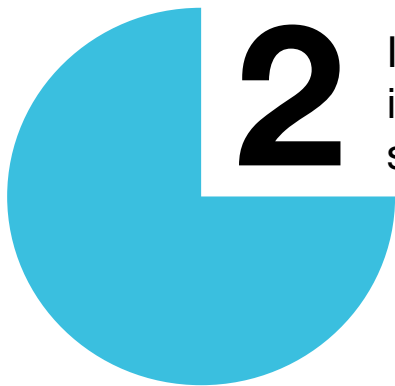
# Continuous improvement plan

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



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.



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



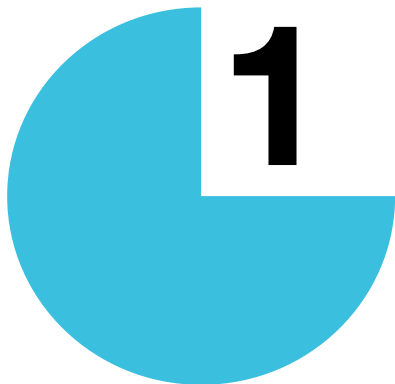
Intentional examination and use of data from quick checks aligned to meeting or exceeding MCA proficiency levels using specific standards and vocabulary

# Measures

## of progress

## GOAL #1

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.



*CARE teams successfully met every other week to discuss student learning.*

## GOAL #2

*Expressive Communication*

During the 25-26 school year, the percentage of students who meet their English Language Proficiency target will increase from 44.9 to 47%.

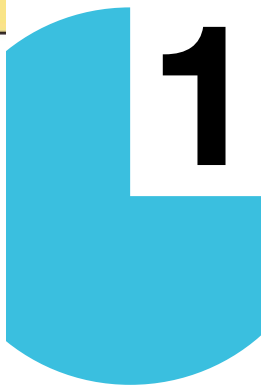


*The data for this goal has not yet been released and will be communicated at a later date.*

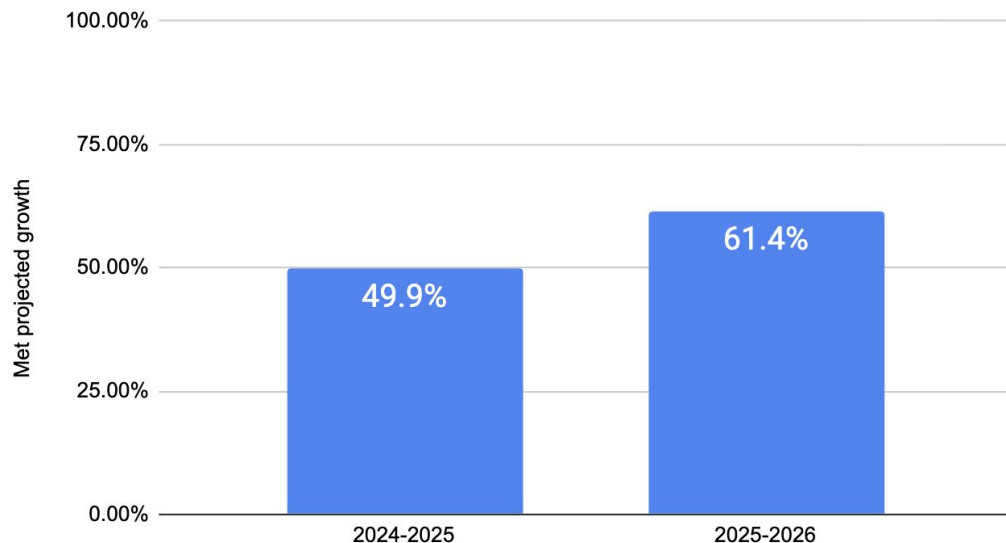
## GOAL #3

### *Mathematical Vocabulary*

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%.



Aquila MAP Math



# GOAL #4

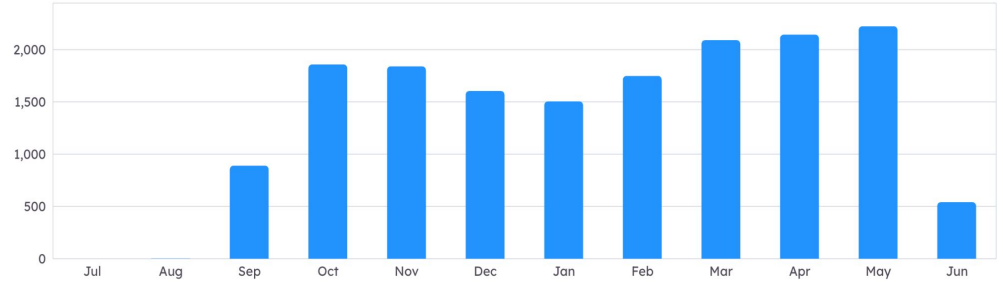
During the 25-26 school year the Aquila staff will focus on family communication and engagement through community enrichment opportunities and district communication tools as measured by Seesaw and Parent Square analytics.\*

# 1

## Student Posts Created by Month

July '25 - June '26

Student posts include responses to activities and posts added by teachers or students. One student responding to 3 activities counts as 3.



# 2

## Family Engagement

July '25 - June '26



524

Family Logged In <sup>0</sup>



1,080

Comments <sup>0</sup>



15,226

Messages Sent <sup>0</sup>



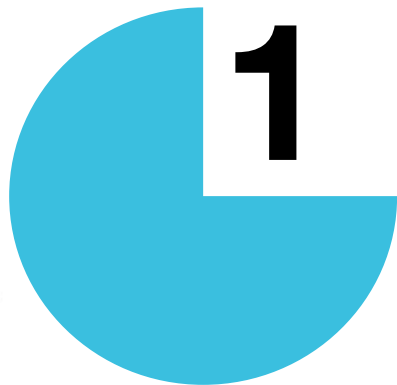
**Park Spanish Immersion  
Elementary School**

# Continuous improvement plan

GOAL #1–MET	GOAL #2–TBD	GOAL #3–TBD	GOAL #4–MET
<p>Each teacher will collaborate in at least two CARE cycles related to culturally relevant literacy annually.</p>	<p>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.</p>	<p>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.</p>	<p>PSI will increase family participation in Seesaw (learning management and family communication application). Connected guardians will increase from 290 to 450.</p>

*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 a part

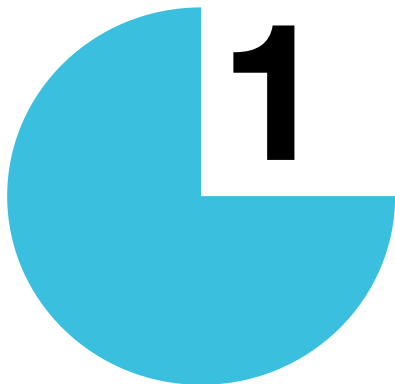


**Peter Hobart  
Elementary School**

# Continuous improvement plan

GOAL #1 MET	GOAL #2 NOT MET	GOAL #3 NOT MET	GOAL #4 MET
<p>All teachers during the two CARE Cycles will focus on the CARE question: How can we utilize WIN to support student literacy growth?</p>	<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. <b>42%</b></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. <b>53.3%</b></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. <b>48.8%</b></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. <b>61.7%</b></p>	<p>All teachers will use Seesaw to communicate learning experiences in the classroom to families on a weekly basis.</p>

# 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 FastBridge 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



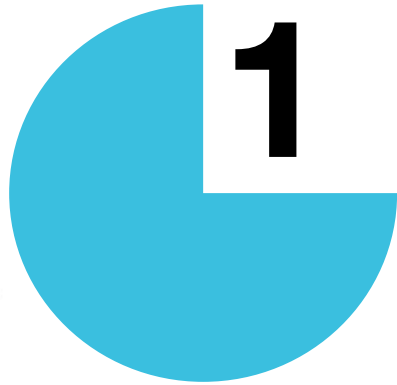
**Susan Lindgren  
Elementary School**

# Continuous improvement plan

GOAL #1 MET	GOAL #2 MET	GOAL #3 MET	GOAL #4 MET
<p><b>CAREs Alignment</b> By May 2026, <b>100%</b> of CARE teams will create and implement measurable student growth goals <b>aligned to our Continuous Improvement Plan (CIP)</b>, with a focus on language development or academic growth in reading</p> <p><b>100% CIP Aligned CAREs goals</b></p>	<p><b>Reading Growth for All</b> The percentage of all students in grades K-5 at Susan Lindgren who demonstrate <b>growth rate that exceeds the national average</b> on FAST (K-Letter Sounds, 1-Nonsense Words, 2-5-GBRM) will increase from <del>58.9%</del> in spring 2025 to <b>75%</b> in spring 2026. <b>(16.1% increase)</b></p> <p><b>75.2% “Years Growth”</b></p>	<p><b>Accelerated Growth for Latinx Students</b> By spring of 2026, the percent Hispanic/Latinx of students demonstrating <b>growth that exceeds the national average</b> 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. <b>(28% increase)</b></p> <p><b>61.5% or 29.5% increase</b></p>	<p><b>Developing SEL Skills and Reducing Incidents</b> By May 2026, the school will develop and implement a consistent, <b>school-wide system for behavior and emotional support</b> that emphasizes <b>proactive strategies and positive reinforcement</b> to reduce the number of incidents referrals from 16 per day (Sept 2025) to 8 per day.</p> <p><b>2 Referrals /8 Calls</b></p>



*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

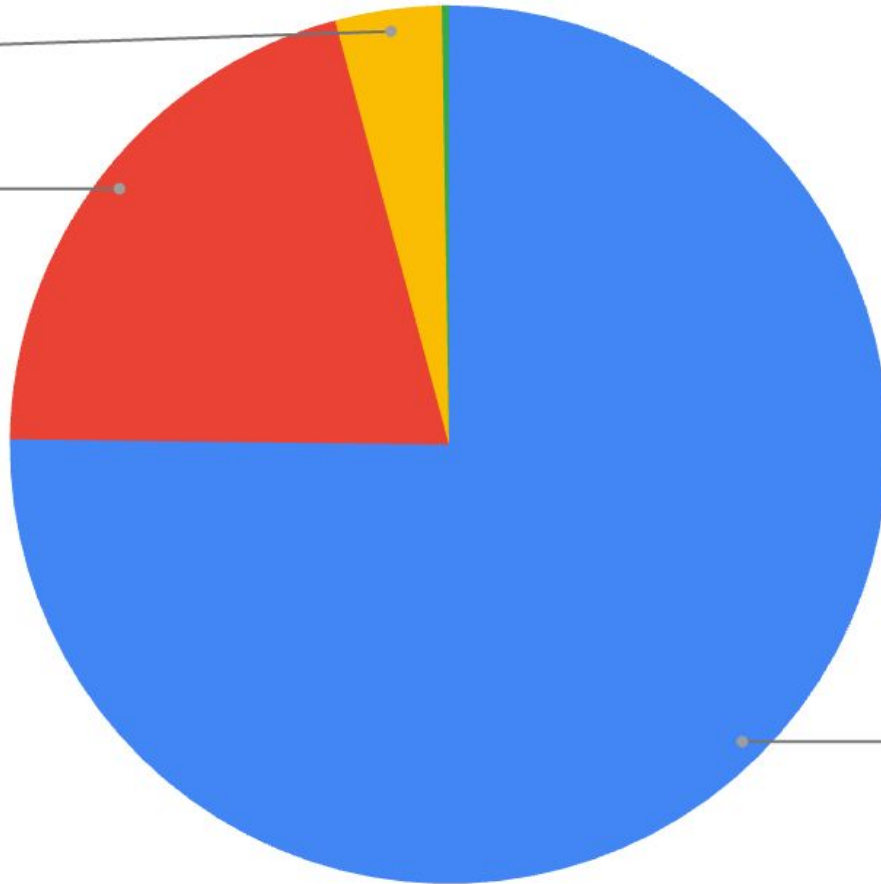
## of progress

# Count

N/A  
3.9%

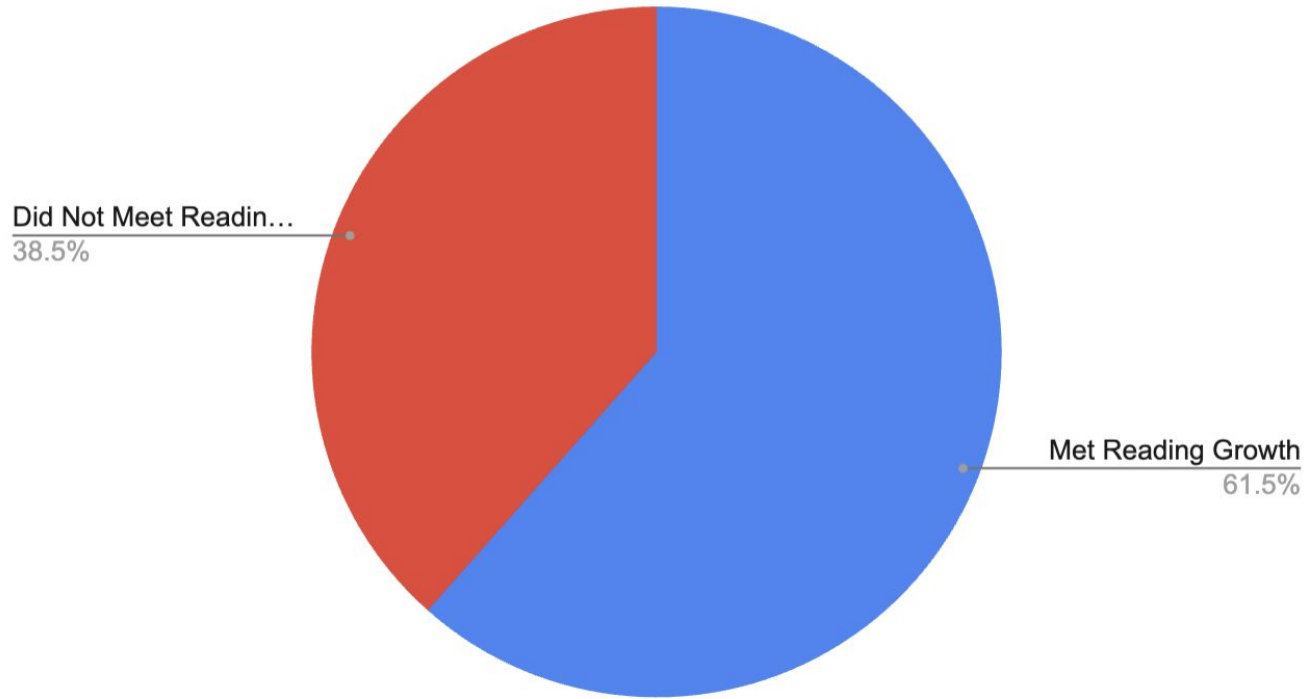
Did Not Meet Readin...  
20.6%

Met Reading Growth  
75.2%

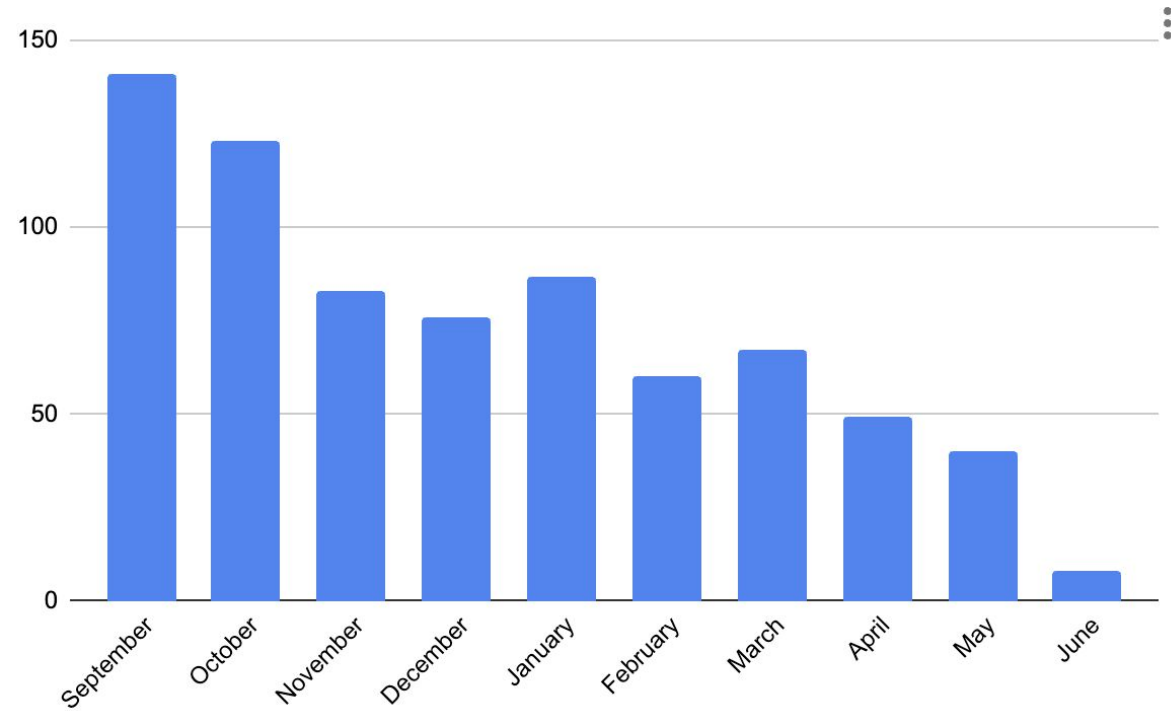


By spring of 2026, the percent Hispanic/ Latinx of students demonstrating **growth that exceeds the national average** in reading based on FASTBridge assessments will increase from 32% of students in the 2024-25 school year to at least 60% of students in the 25-26 school year. **(28% increase)**

Count of Yes/ No/ NA



# Looking at Data by Month



## Average by Month

Referral Incidents (R) & Office Calls (O.C)

Month	Total	Average
September	141	<b>7.4 R</b> / No Data
October	123	<b>6.1 R</b> / No Data
November	83	<b>5.2 R</b> / No Data
December	59	<b>4.2</b> / R 11.2 O.C
January	87	<b>5.1 R</b> / 14.3 O.C.
February	52	<b>3.8 R</b> / 11.7 O.C
March	67	<b>4.0 R</b> / 13.2 O.C
April	49	<b>2.9 R</b> / 12.3 O.C
May	40	<b>2.4 R</b> / 11.8 O.C
June	8	<b>1.3 R</b> / 8.1 O.C

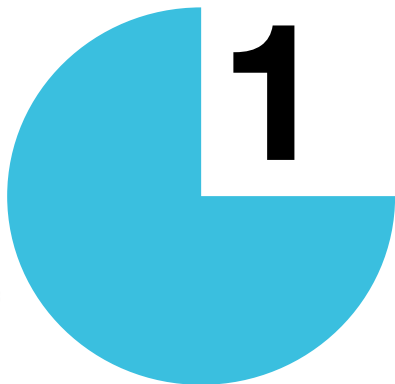


**St. Louis Park  
Community Education**

# Continuous improvement plan

GOAL #1 MET	GOAL #2 MET	GOAL #3 MET	GOAL #4 MET
<p>Teachers will elicit evidence through observation and analysis of student work using the TS Gold Assessment system.</p>	<p>By the end of cycle 1 (January 2026) 75% of teacher educators will use the TS Gold system at least twice per month to assess students' literacy development and analyze their work to inform instruction.</p>	<p>By the end of cycle 2 (May 2026) 75% of teacher educators will use the TS Gold system at least twice per month to assess students' social-emotional development and analyze their work to inform instruction.</p>	<p>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 standards.</p>

# 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.

**Update:** Collection of student work showed children's current developmental levels, allowing teachers to tailor learning experiences for each child.



To strengthen family engagement and understanding of student learning.

**Update:** Communicating with families through ParentSquare, Seesaw and email; regularly shared photos, learning highlights, and explanations of classroom activities, providing families with meaningful insight into their child's learning experiences and development.

# 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