Strategic Plan 2025-2030

St. Louis Park Public Schools

Superintendent Dr. Carlondrea Hines

Purpose

The purpose of this presentation is to provide the School Board with an update on how the district is actively implementing its strategic priorities this year. The presentation highlights key actions being taken across schools, including instructional improvements, staff development, and initiatives.

Our 3 Commitments:

We Are One St. Louis Park

Invest in Staff to Transform Student Outcomes

Build Trust and Community

We Are One St. Louis Park

- Foster a welcoming environment where every person feels valued and supported.
- Centering stakeholders voices.
- Building trust and transparency.
- Transform our culture and empower staff and leadership.
- Inspire student success to excel.

Overall Highlights

Retention & Equity

- Overall turnover reached 18.0%, with a notable 4.3% racial equity gap (Staff of Color at 21.1%).
- Strategic recruitment is improving balance, with 29% Staff of Color hires.
- Onboarding is vital: 50% of departures occur within the first year of employment.
- Special Education departments face the most significant retention challenges across the district.
- Partnership with the University of Minnesota to create a pipeline for PARAs to become SPED Teachers.

Staff Sentiment

- Peer support is a core strength (47% strongly agree), but leadership support trails at 25%.
- Growth opportunities include increasing transparency and providing role-specific professional development.

Student Services

Built a partnership for:

- Recruiting high-need special education positions (Designed specifically to create a *paid, earn-while-you-learn* pathway for paraprofessionals to become fully licensed special education teachers).

2 years
to earn your degree and teaching license (with an AA degree)

Get paid
to work in a school as a paraprofessional alongside a licensed teacher

Fully online
flexible, synchronous evening and asynchronous coursework to fit your schedule

Start now
Apply for a fall start time

Employee Turnover & Retention

- **General Trend:** Overall turnover rate for 2024-2025 reached 18.0%, showing significant variation across demographic groups.
- **Racial Equity Gap:** Staff of Color turnover (21.1%) is currently 4.3 points higher than White staff (16.8%).
- **Critical Sectors:** Special Education departments face the highest retention challenges this year.
- **Recruitment Progress:** 29% of new hires for the 25-26 cycle are Staff of Color, aiming to balance demographic representation.

Exit Survey Results

- Family circumstances were the primary reason for leaving (45%), while job satisfaction (27%) was the leading work-related factor influencing departures.
- Work-life balance and leadership were viewed positively, with nearly 9 in 10 respondents reporting sufficient flexibility and positive relationships with supervisors.
- Compensation was generally viewed favorably, though about 22% of respondents expressed concerns about pay and benefits.
- Professional development opportunities were rated positively by most employees, but one-third were neutral, suggesting an opportunity to increase awareness, access, or relevance.
- Communication, transparency, and staff support emerged as key areas for improvement, particularly regarding behavior support, special education resources, and employee morale.
- Half of departing employees had been with the District less than one year, highlighting the importance of onboarding, engagement, and early-career retention efforts.

Staff Experience Survey

Strengths

- Staff report strong peer relationships and collaboration.
  - 47% strongly agree they feel supported by colleagues.
  - 42% agree they feel welcomed and valued within the district.
- Many staff recognize ongoing efforts related to equity and culturally responsive practices.
  - 50% agree their school has tools to monitor and evaluate implementation of these practices.

Staff Experience Survey

Opportunities for Growth

- A gap exists between staff perceptions of colleague support and leadership support.
  - While nearly half of staff strongly feel supported by colleagues, only 25% strongly agree they feel supported by leadership.
- Communication remains a concern.
  - Staff expressed a desire for greater transparency around decisions and district priorities.
- Staff want stronger evidence that their feedback is informing action.
  - 26% strongly disagree that their feedback has been used effectively.
  - Many respondents indicated uncertainty about how survey input influences district decisions.

Staff Experience Survey

Professional Learning

- Professional development is viewed as valuable by some staff, but many are seeking more relevant and differentiated opportunities.
    - Requests included role-specific training, stronger follow-up support, and learning opportunities aligned to classroom realities.

Staff Experience Survey

Trust & Engagement

- Trust in feedback processes emerged as an area for attention.
  - Only 33% agree they feel safe providing feedback through anonymous surveys.
  - Qualitative responses suggest a need to strengthen trust, transparency, and two-way communication between staff and leadership.

Invest in Staff to Transform Student Outcomes

- Invest time and resources to develop staff
- Promote continuous growth among staff and students
- Focus on academic excellence and equity to decrease racially predictable outcomes

Overall Highlights

Year one we focused on:

1) Building tools (internal and external) to be used for the next four years

2) Studying data (feedback and student data) to guide professional development planning and made adjustments accordingly

3) This year we will focus heavily on launching our Portrait of a Learner and continue studying data to plan professional development

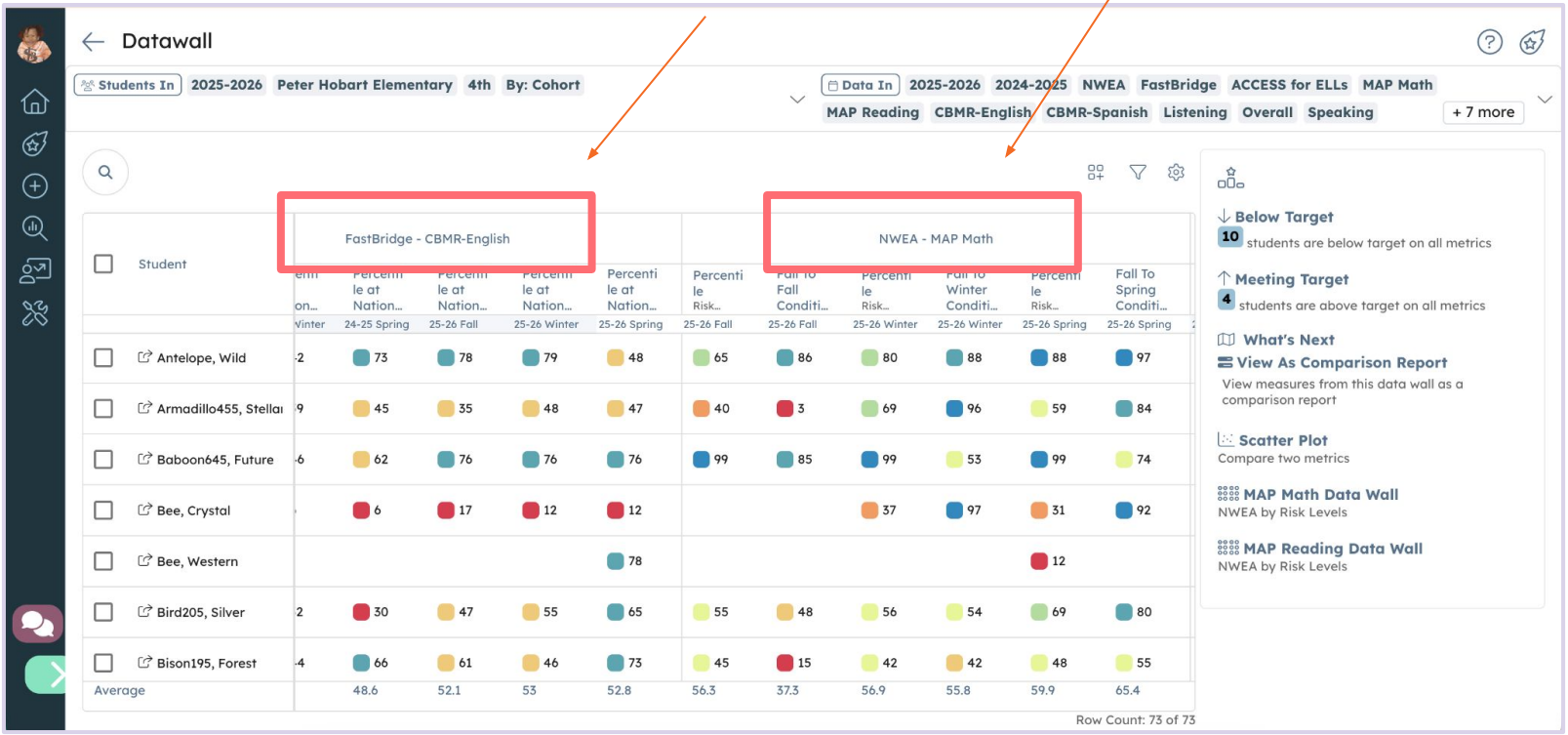
ARE Goals for 2025-2026

- Build data collection tools to measure ASCEND for the next 4 years
- Develop a common PD feedback form to measure the impact of PD over time for the next 4 years
- Establish tighter testing windows to allow for data to be collected and used in a timely manner at sites
- Develop a common Equity Learning Walk form to be used beginning fall 2026
- Develop climate surveys based on strategic plan metrics for students, families and staff
- Identify a rubric for analyzing formative assessments
- Met monthly with our district Multi-tiered Systems of Supports Coordinator to understand data needs at each site

ARE Goals for 2026-2027

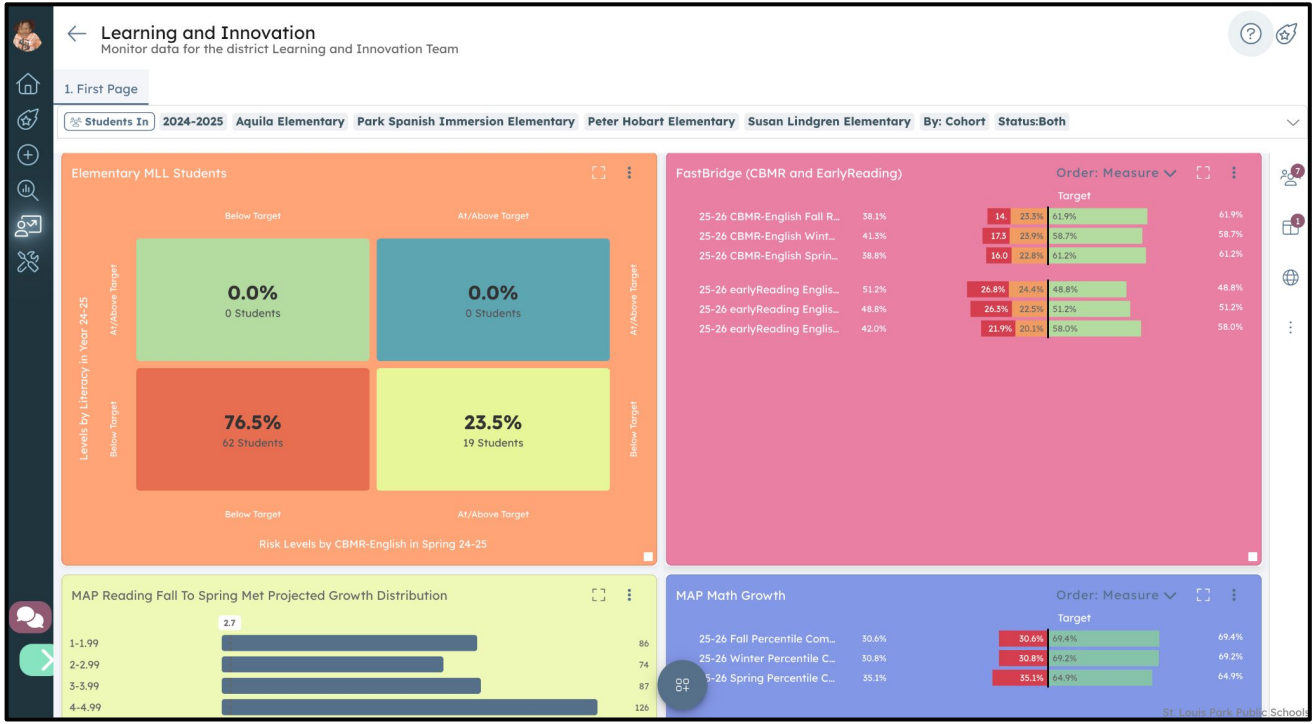
- Continue to support the implementation of tools created 2025-2026
- Identify a curriculum audit tool to be used as part of future curricular review processes
- Replace Unified Insights (formerly Hoonuit) with NextPath
- Launch Tableau Public for SLP Schools to share historical data with our community

NextPath will be available for teachers and their collaborative teams to use beginning Fall 2026



Collaborative teams can now create their own data dashboards and share it with one another while maintaining student data privacy

Learning and Innovation Team Example



Public data dashboard will be available for our community's review in SY27

HOME › ABOUT MPS › DATA DASHBOARD

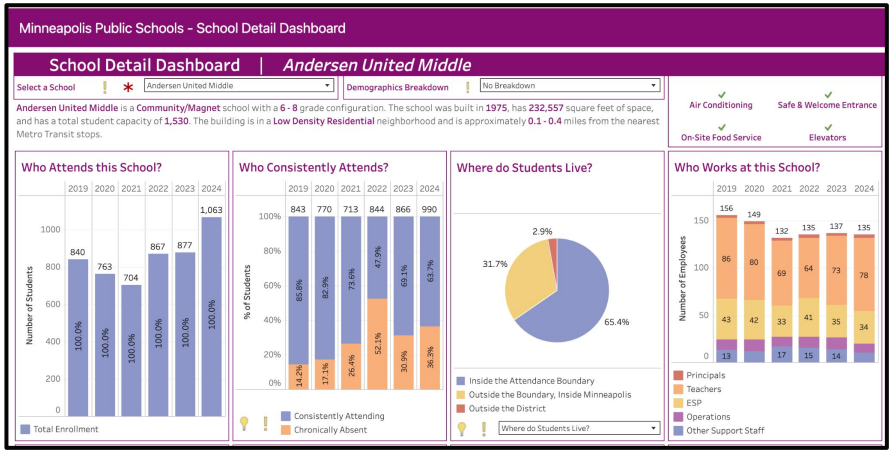
Data Dashboard

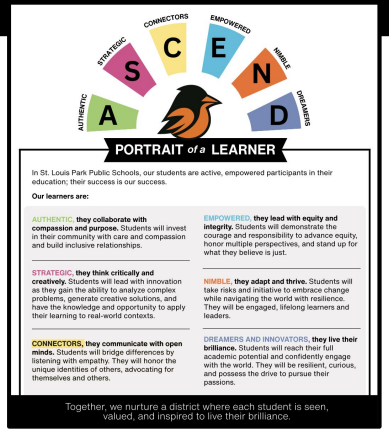
Our families and community have asked us to be more transparent about what is happening in our schools and across our district. All of this information is publicly available, but the data dashboard makes it more easily accessible than ever before.

PUBLIC DATA DASHBOARD

Our hope is to give you a more complete picture of our schools, as no one data point speaks to the community as a whole. We are one of the first districts that I'm aware of to share so much information in this way. I am grateful to our students, staff, families and the broader community who provide constructive feedback and work in partnership with us to move us closer to our vision that all students – regardless of their background, ZIP code, and personal needs – receive an anti-racist, holistic education that builds essential knowledge to prepare students for future success.

Example from Minneapolis Public Schools





Data Advance 2026
August 18th

- How are students in SLP Schools **ASCEND**-ing?
- What can SLP Schools do to help students better **ASCEND**?

Youth Data Analysts (YDA) Presentation to professors from the U of MN and Carleton College

SLP Climate Survey Results for Priority Area 2

Staff
374 respondents

Family
528 respondents

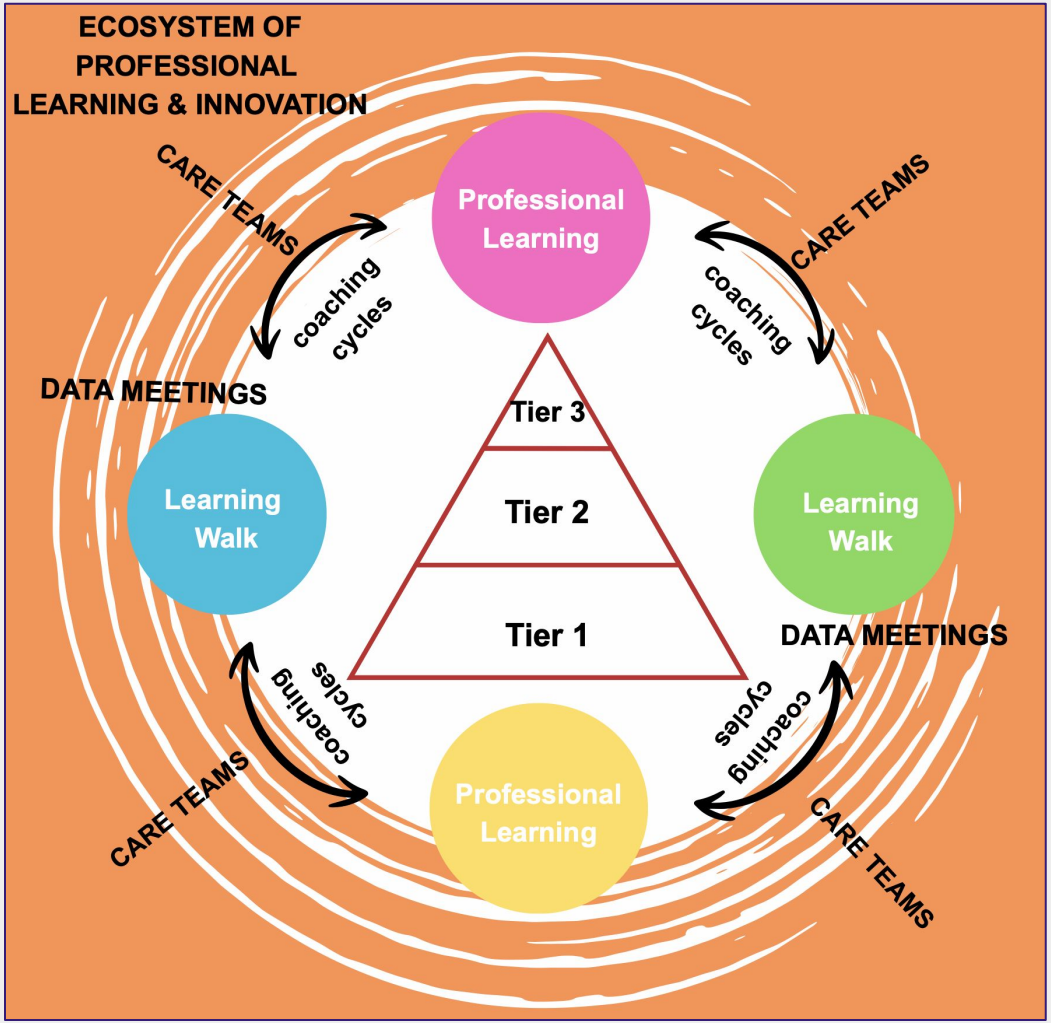
Students
339 K-5 respondents &
513 Secondary respondents

2026 Surveys Summary (Staff, Parents and Student Survey)

- **ASCEND Implementation:** While students are engaging with real-world applications and social-emotional learning, staff need more clarity and training to fully integrate the ASCEND into their lessons.
- **Professional Development (PD) Gaps:** There is a clear need to make PD more relevant to specific staff roles and to better communicate its impact on academic success to parents.
- **Student Experience:** Secondary students feel supported in their identities but are looking for more leadership opportunities and academic rigor.
- **Next Steps:** Tailoring staff support, building capacity to address the "evaluative" feel of Equity Learning Walks, and bridging the communication gap with families.
- Climate and Culture Survey Spring 2027

Assistant Superintendent Office

- Gathered feedback from Site Implementation Team and DIPAC on Elementary standards based report cards. Report cards are now accessible online for elementary.
- Professional learning led by our director of curriculum and instruction and coaches to review benchmarks/standards in Literacy and Math to align with the progress reports. Also, specialists from across the district came together to review benchmarks and standards to also develop a pacing guide
- Park Pride Podcast was started in September to highlight the portrait of a learner and highlight the excellence of St. Louis Park through Alumni
- Site Implementation Meetings focused on the Thin Book of Trust, SchoolTalk, and the story of “You”. Next school year will be designed as a feedback loop to continue to bring site teams together to review academic/behavior data and monitor CIP.



Professional Learning in SLP

Create an ecosystem of aligned professional learning & innovation that is student (learner) centered, data informed, and held together by the shared commitment, collaboration, and accountability of learning leaders. We all have an important role in creating and sustaining a healthy ecosystem.

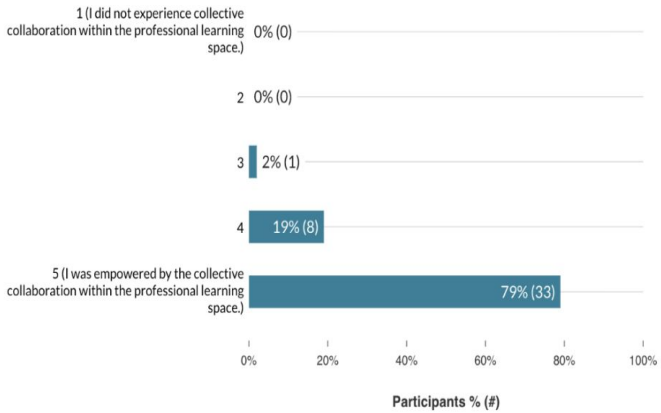
St. Louis Park Public Schools
Culturally Relevant Teacher Development and Evaluation Rubric

St. Louis Park Public Schools
Culturally Relevant Teacher Development and Evaluation Rubric

I. Professionalism, Collaboration & Communication				
Indicators	**Unsatisfactory**	**Basic**	**Proficient**	**Distinguished**
A. Collaboration with colleagues to improve student learning	Teacher rarely collaborates with peers or engages in inquiry for the purpose of improving instructional practice or student learning.	Teacher collaborates and engages in inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher is present but may provide minimal contributions.	Teacher collaborates and engages in reflection and inquiry with peers and administrators for the purpose of improving instructional practice and student learning. Teacher contributes regularly to collaborative work.	Teacher collaborates and engages in inquiry and reflection with peers and administrators for the purpose of improving instructional practice, and student and adult learning. Teacher occasionally leads collaborative work or professional development or serves as a mentor for others' growth and development.
B. Communication with Parents and Guardians	Teacher rarely communicates in any manner with parents and guardians about student progress.	Teacher communicates with all parents and guardians about goals of instruction and student progress, but usually relies on one method for communication or requires support or reminders.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians.	Teacher communicates with all parents and guardians about goals of instruction and student progress using multiple tools to communicate in a timely and positive manner. Teacher considers the language needs of parents and guardians. Teacher effectively engages in two-way forms of communication and is responsive to parent and guardian insights.
C. Communication with the school community about student progress	Teacher maintains student records. Teacher rarely communicates student progress information to relevant individuals within the school community. Teacher is not alert to students' needs.	Teacher maintains student records. Teacher communicates student progress information to relevant individuals within the school community; however, performance data may have minor flaws or be narrowly defined (e.g., test scores only). Teacher's attempts to serve students are inconsistent.	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner. Teacher is active in serving students.	Teacher maintains accurate and systematic student records. Teacher communicates student progress information – including both successes and challenges – to relevant individuals within the school community in a timely, accurate and organized manner. Teacher and student communicate accurately and positively about student successes and challenges. Teacher is highly proactive in serving students, seeking out resources when needed.
D. Support of School District Initiatives, Mission, Vision, and Core Values	Teacher is unaware of or does not support school, district or state initiatives. Teacher violates a district policy or rarely follows district curricula/ pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide.	Teacher supports and has an understanding of school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group needs without compromising an aligned curriculum.	Teacher supports and looks for opportunities to take on leadership roles in developing and implementing school, district and state initiatives. Teacher follows district policies and implements district curricula/pacing guide. Teacher makes pacing adjustments as appropriate to meet whole-group and individual needs without compromising an aligned curriculum, working towards racial equity transformation.

Evaluation Rubric inspired and adapted by the work of Dr. Gloria Ladson-Billings (1994), The Center of Educational Leadership (5Ds), and the culturally responsive instruction observation protocol (CRIOP).

2025-26	2026-27		
Strategic Plan	1. We Are One St. Louis Park 2. Investing in our Staff to Transform Student Outcomes 3. Build Trust and Community		
Portrait of a Learner	How are we systematizing this? 1. What skills do learners need within the competencies? 2. What might it look like to create a skill progression for the six competencies across Early Learning - Adults? 3. How does SEL support all learners to ASCEND? 4. How will we measure this?		
Elementary Literacy **Transition to Block** **MTSS for All**	Early Learning & Elementary Implementation Focus on implementation Reset across content areas including specialists Reimagining Kindergarten through Learning & Innovation	Transition to Block Support implementation of the block model utilizing the instructional framework and culturally inclusive backwards design planning tool from our work with Dr. Fuller	MTSS for All Continue to build shared understanding and alignment of MTSS across the system. Develop instructional matches for students needing intervening for acceleration *MTSS is a framework for how we organize ourselves as adults to support learners.*



Favorability score

Out of 42 people, this is how many participants voted for **4** and **5 (I was empowered by the collective collaboration within the professional learning space.)**.

4, 5 (I was empowered by the c...

Favorability score

Out of 42 people, this is how many participants voted for **4** and **5 (Extremely impactful on deepening my own personal learning/growth)**.

4, 5 (Extremely impactful on de...

Thank you for your leadership!

I appreciated being part of the PD. It was very informative and well organized.

Thank you!! This was wonderful and a day well spent.

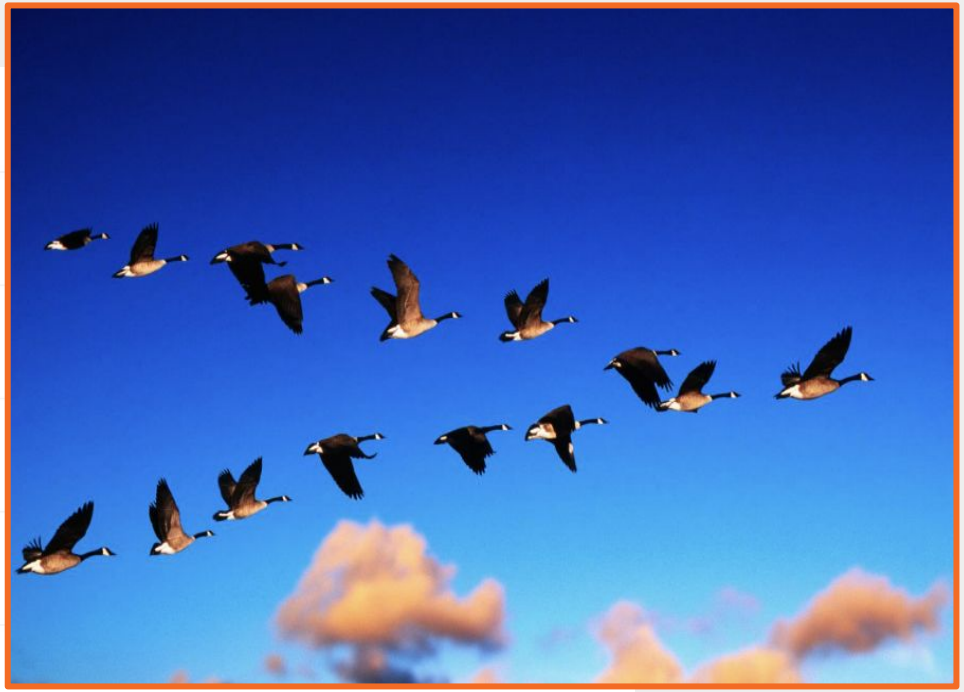
Fabulous training! Incredibly meaningful!

No

Thank you

I actually really enjoyed this session and I came in with low expectations.

Thank-you for a really thoughtful and productive day! I appreciate the prep work our facilitators put into it, to make sure things ran smoothly.



Build Trust and Community

- Conduct a district-wide communication audit
- Develop and implement a comprehensive, unified communication framework
- Establish a consistent internal and external communication protocol

Overall Highlights

- Redesigning communication processes to provide clearer, timelier and more accessible information while increasing transparency and two-way communication.
- Progress includes a communication analysis, new brand guidelines, the staff “Shine Squad” and tools that support reciprocal communication.
- Parent survey results show strong awareness of community education programs (87%) and listening sessions (85%), but fewer families (67%) feel there are intentional opportunities to connect, collaborate and celebrate.

Working Towards Building Trust and Community

- Evaluating and redesigning communication processes to ensure clear, timely, and accessible updates.
- Building trust and promoting transparency with our students, families, staff, and community.
- Creating a supportive community by strengthening reciprocal communication channels and shared understanding.

Progress

- Conducting a communication analysis.
- Launched new brand guidelines.
- Started the “Shine Squad” for staff to encourage improve communication practices.
- Establishing communication tools to improve two-way communication.

Parent Survey Feedback

87% I know how to find community education programs for my child to join

85% I am aware that I can participate in regular listening sessions

67% There are intentional opportunities for families to collaborate, celebrate, and be in community with each other

Communication Department

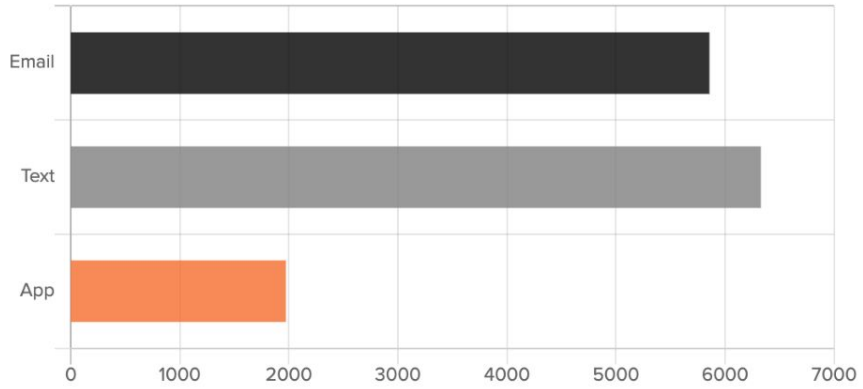
Example of Communication Goals for 2025-2026

- ☑ Implemented communication tools that provide opportunities for more community engagement and two-way channels (ParentSquare, ThoughtExchange)
- ☑ Updating the website to enhance the user experience, accessibility, and trust
- ☑ Creating a Communications Advisory Committee
- ☑ Evaluating communication channels and flow of information

ParentSquare Data

REACH & DELIVERABILITY

REACH METHODS



EMAIL

5,953 (91%) Parents with emails

5,856 (90%) Opted to receive emails

5,856 (90%) Receiving emails

0 (0%) Failed emails

TEXT

6,439 (99%) Parents with phones

6,328 (97%) Opted to receive texts

6,328 (97%) Receiving texts

0 (0%) Failed texts

APP

2,532 (39%) Parents with app

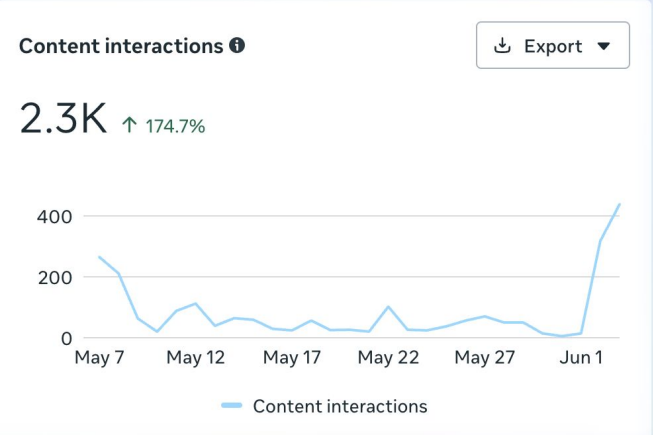
1,972 (30%) Receiving notifications

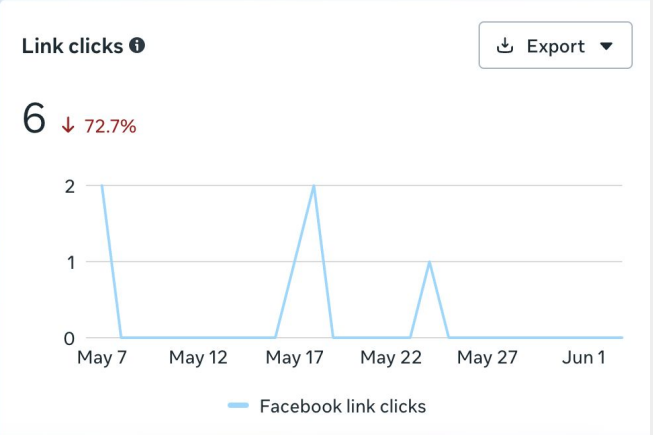
** all percentages are out of the total 6,538 parents in the District*

39% have downloaded the app

In your next newsletter make sure to highlight the benefits of downloading the app to increase engagement with parents. Here are some **posters** you can print and put up.

Social Media





- Page visits and follows have also increased

What’s next?

- Secret shopper - program went on hold
- Communications plan
- Two-way texting
- PTO Council

Questions?

Strategic Plan 2025-2030

St. Louis Park Public Schools

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