

Lucy Laney at Cleveland: 2020-21 School Improvement Plan

Every school in Minneapolis Public Schools is required to develop, implement, and monitor a school improvement plan (SIP). The following plan sets the goals that our school community is working to achieve and identifies the specific strategies or activities that will help us reach those goals together. If you have questions or comments about our improvement plan, please reach out using our main telephone number listed below.

SCHOOL INFORMATION

School Name: Lucy Laney at Cleveland
School Number: 282
Grades Served: Pre-K - 5th Grade
Principal: Lisa Pawelak
Phone: 612.668.2200
Fax: 612.668.2210
Street Address: 3333 Penn Ave. N., Minneapolis, 55412

School staff involved in SIP planning or progress monitoring:

Other staff, families, or community members involved in SIP planning or progress monitoring:

SCHOOL IMPROVEMENT GOALS

Together, our school is working to achieve the following goals.

By June 2021, the percent of students making typical or aggressive growth on the aFAST Reading assessment will increase from 56% to 80%.

By June 2021, the percent of students making typical or aggressive growth on the aFAST Math assessment will increase from 57% to 80%.

By June 2021, the percent of students receiving special education services who are consistently attending will increase from 81.06% to 90%.

SCHOOL IMPROVEMENT STRATEGIES

To reach our school improvement goals, we will utilize the following evidence-based strategies.

Multi-Tiered Systems of Support (MTSS)

Description: MTSS is a comprehensive, evidence-based prevention framework. Within MTSS, multiple levels of support are provided to support the academic, social, emotional, and behavioral development of all students. Through it, all students are given access to inclusive and equitable educational practices that minimize opportunity gaps.

We have selected this strategy for the following reasons: MTSS w/ a specific focus on READING INTERVENTIONS. Based on a combination of screening data and classroom formative assessments (e.g., CPV), each grade level team will identify targeted skills and instructional considerations for students in the four risk categories (e.g., low risk, some risk) and determine how progress will be monitored.

Other Strategy: Attendance for SPED Students

Description: Case managers and social workers will establish attendance goals for individual students and devise/implement plans to achieve those goals.

We have selected this strategy for the following reasons: The attendance rate is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent. In addition to falling behind in academics, students who are not in school on a regular basis are more likely to get into trouble with the law and cause problems in their communities.

A 2008 study conducted by the Rodel Community Scholars at Arizona State University that tracked students from kindergarten through high school found that dropout patterns were linked with poor attendance, beginning in kindergarten. Gregory Hickman, director of the Rodel Community Scholars program and former director of the Arizona Dropout Initiative, notes they discovered that as early as kindergarten, behavioral differences are apparent between those who go on to graduate and those who drop out, with dropouts missing an average of 124 days by eighth grade.

PROGRESS MONITORING

Throughout the year, teams of administrators, teacher leaders, and other staff will track how we're doing with putting our school improvement strategies into place to improve student outcomes and achieve equity.

We will use best practices from implementation science to ensure we're successfully

completing each step of the installation and implementation process. As we work through this process with each of our strategies, we'll set a goal for what successful implementation looks like, and we'll make sure we're giving staff the training, resources, and support they need to meet that goal. We'll check in on a regular basis with whether we're meeting those goals and will communicate out our progress to our staff and larger school community.

At the end of the year, we'll complete an Annual Evaluation to reflect on how we did with implementing our school improvement strategies, which will include looking at student outcome data to see if we're making progress toward achieving our school improvement goals.

If we determine that our school improvement strategies or improvement process is not helping us make progress toward our goals, we will work with our stakeholders to change course, because we are always striving to make sure that every student in our school is successful.

FAMILY INVOLVEMENT

Family and community members can contact our school's main telephone number with any questions or comments about our improvement plan and progress. In addition, there are a number of ways that family members of any MPS student can be involved in school improvement, including: participating in Site Council, reaching out to a school's principal or assistant principal(s) directly, and attending parent-teacher conferences. We look forward to working with you this year!