

Lucy Laney at Cleveland: 2018-19 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: Mauri Friestleben
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:

Mauri Friestleben, Principal
Lisa Pawelak, Assistant Principal
Sarina Baker, 2nd Grade Teacher
Shondrelle Burkhalter, High 5 AE
Donna Clemenson, 4th and 5th literacy lead
Jeff Cole, 4th and 5th math lead
Jalonda Combs, Parent, Family, and Community Liaison
Stephanie Doree, High 5 teacher
Jeni Holm, 2nd grade literacy content lead
Natasha Lemmie, 2nd grade teacher
Mary Luna, music teacher
Pam Matuseski, Kindergarten content lead
Kean Meyer, 3rd grade math lead
Sarah Noma, 2nd grade math lead
Anne Wagemaker, 1st grade literacy lead

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

Ariah Fine, Community Member
Chaun Webster, Family Member
Lynne Crocket, Community Member
Meredith Hyduke-Dehn, Family Member

SCHOOL IMPROVEMENT GOALS

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

Reading Achievement goal: By 2019 the **Percent of students making typical or aggressive growth on FAST for All Students will increase from 55% to 85%.**

Math Achievement goal: By 2019 the **Percent of students making typical or aggressive growth on FAST for All Students will increase from 57% to 85%.**

Attendance goal: By 2019 the **Average percent daily attendance for Special Education students will increase from 81% to 85%.**

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 focuses on transdisciplinary strategies to ensure that all students are making typical or aggressive growth in regards to grade level standards. Implementing MTSS will help us reach our goals in literacy, and engagement.

Focus for 2018-19: This school year, we will focus on establishing a common understanding of MTSS across all staff, setting up necessary infrastructure, and then engaging in effective, data-driven instructional cycles to improve teaching and learning across all content areas and grade levels.

Social Emotional Learning (SEL)

Description: "Social and emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (CASEL, 2016). Social Emotional Learning strategies promote the development of schools that are safe, welcoming, and inclusive learning communities for all stakeholders.

We have selected this strategy for the following reasons: Social awareness. All.

Focus for 2018-19: This school year, we will focus on completing readiness activities, like establishing an SEL team and conducting an inventory of current SEL practices, to make sure our school is ready to then develop the SEL skills of our adults.

Developing Social Awareness in Staff

Description: staff participate in community events to broaden their skills in perspective thinking, empathy, appreciating diversity, respecting others

We have selected this strategy for the following reasons: We've selected this strategy because we want to engage adults in the practice of bolstering their social awareness, particularly as this applies to all Laney community. We want to create bridges between school and families, teachers and families, and this is done best when our staff and families are able to engage in the above listed skills with each other. Going out into the community provides staff with a more authentic opportunity to engage with families, build relationships, and develop perspectives other than our own. This supports the Strategic Priority of Adult SEL, and will help us achieve our attendance goal.

Focus for 2018-19: This school year, we will focus on the following core components of this strategy:

- All staff will attend community events throughout the year.

Kinder Strategy - differentiation and intervention using equitable distribution of resources

Description: Creating high quality plans for Tier 1 differentiation and Tier 2 interventions regardless of additional classroom support. -Fostering an equity-based mindset on distribution of resources.

We have selected this strategy for the following reasons: This strategy was connected because it aligns with the MTSS strategic priority, and is the authentic work within that priority that the Kindergarten team needs to engage in improving.

Focus for 2018-19: This school year, we will focus on the following core components of this strategy:

- Differentiation and Interventions

Grade 1 Strategy - Traveling Teams

Description: Q1: Targeted in-class interventions for students performing below and above grade level. Q2-4: Travel teams with embedded interventions for all current levels of performance.

We have selected this strategy for the following reasons: This strategy was connected because it aligns with the MTSS strategic priority, and is the authentic work within that priority that the 1st grade team needs to engage in improving.

Focus for 2018-19: This school year, we will focus on the following core components of this strategy:

- Interventions for students performing below and above grade level

Grade 2 Strategy- Traveling Teams

Description: Purposeful planning for traveling teams utilizing standards, data and reading and math resources that define skills needed for students to progress. -Traveling teams are reworked each quarter and flexibly during a cycle. -Learning targets and planning is focused in each level's goal

for that quarter. -Travel teams with embedded interventions for all current levels of performance.

We have selected this strategy for the following reasons: This strategy was connected because it aligns with the MTSS strategic priority, and is the authentic work within that priority that the 2nd grade team needs to engage in improving.

Focus for 2018-19: This school year, we will focus on the following core components of this strategy:

- Traveling Teams

Grade 3 Strategy - Traveling Teams

Description: Purposeful planning for traveling teams utilizing standards, data and reading and math resources that define skills needed for students to progress. Teams begin Oct 22nd for reading and Oct 29th for math 4 days per week. Reading: Red, yellow, green, blue groups: Travel teams will open groups with the short text and include lessons that are appropriate for their groups. Red - phonics Yellow - benchmark Green - benchmark Blue- Junior Great Books, Exemplary lessons, oct.

We have selected this strategy for the following reasons: This strategy was connected because it aligns with the MTSS strategic priority, and is the authentic work within that priority that the 3rd grade team needs to engage in improving. Edit

Focus for 2018-19: This school year, we will focus on the following core components of this strategy:

- Traveling Teams

Grade 4 Strategy -

Description: Tier 2 interventions are implemented by all licensed & unlicensed staff. All identified students for Tier 2 interventions are getting Tier 2 interventions as scheduled.

We have selected this strategy for the following reasons: This strategy was connected because it aligns with the MTSS strategic priority, and is the authentic work within that priority that the 4th grade team needs to engage in improving.

Focus for 2018-19: This school year, we will focus on the following core components of this strategy:

- Interventions

Grade 5 Strategy -

Description: Tier 2 interventions are implemented by all licensed & unlicensed staff. All identified students for Tier 2 interventions are getting Tier 2 interventions as scheduled.

We have selected this strategy for the following reasons: This strategy was connected because it aligns with the MTSS strategic priority, and is the authentic work within that priority that the 5th

grade team needs to engage in improving.

Focus for 2018-19: This school year, we will focus on the following core components of this strategy:

- Interventions

Pre-K Strategy

Description: The Pre-K team will be focusing on bolstering their instruction of transitions and routines.

We have selected this strategy for the following reasons: This is in an effort to maximize student learning time and minimize time that is spent managing behaviors. The Pre-K goal connects to an increase in math and literacy gains, but does not directly connect to a strategic priority. Laney Leadership knows this and is ok with this because of the uniqueness of Pre-K programming.

Focus for 2018-19: This school year, we will focus on the following core components of this strategy:

- Transitions and Routines

Attendance Strategy

Description: Students on IEPs will have their attendance tracked by their case managers and each case manager is developing attendance plans/incentives/contracts with each student. To attempt to influence as much as possible.

We have selected this strategy for the following reasons: ESSA data pointed to this need

Focus for 2018-19: This school year, we will focus on the following core components of this strategy:

- Attendance Plans

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.