

Lake Harriet Community Upper: 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: Lake Harriet Community Upper
School Number: 121
Grades Served: 4th Grade - 8th Grade
Principal: Walter Schleisman
Phone: 612.668.3310
Fax: 612.668.3320
Street Address: 4912 Vincent Ave. S., Minneapolis, 55410

School staff involved in SIP planning or progress monitoring:

Ashley Gillingham, Assistant Principal

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.

4/5 Math Achievement goal: By Quarter II, students that scored in the lowest 20% on their pre-test, will improve by an average of 10% on their post-test.

6-7-8 Math Achievement goal: By October 31, 2019, the Unit pre and post tests for Grade Level Class students will increase from pretest to post test by 50% or achieve a score of at least 80%.

Social-Emotional Learning goal: By the end of Sept. 2019, a percentage will be determined for all 4th and 5th grade students reporting positive SEL statements on their daily reflections. This will be calculated from the collection of responses written by all students. The initial 3 weeks of school will be used to collect data for a baseline. This data will then be used to drive SEL lessons/activities and a new SIP goal which will include a desired percentage increase in students reporting positive

SEL reflective statements.

7th Grade Reading Achievement goal: By 2020, the Percent of reading engagement/stamina without distraction for All Students will increase from 75% engagement/stamina to 90% engagement stamina.

Social-Emotional Learning goal: By end of Quarter 1, based on student survey or questionnaire for Special Education students, students will respond that they each connect with more than one adult (increase from 0-1 adult).

Reading Achievement goal: By 01/16/2020, students in middle grades social studies/science classes will demonstrate their ability to use evidence or data to support their conclusions, arguments, and/or decisions from specific items on quizzes and unit tests. Students will achieve at an 80% level or higher using evidence on test or quiz items.

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: Multi-Tiered System of Supports (MTSS) is a comprehensive, evidence-based prevention framework. Within MTSS, multiple levels of supports 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.

Data is used to differentiate core instruction and select appropriate interventions for students who need supplementary support. The progress of all students is monitored to determine the effectiveness of the supports provided and to change course when necessary.

MTSS supports all of our reading and math goals.

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-Emotional Learning goal: By the end of Sept. 2019, a percentage will be determined for all 4th and 5th grade students reporting positive SEL statements on their daily reflections. This will be calculated from the collection of responses written by all students. The initial 3 weeks of school will be used to collect data for a baseline. This data will then be used to drive SEL lessons/activities and a new SIP goal which will include a desired percentage increase in students reporting positive SEL reflective statements.

Strategy selected: Using a journal prompt during closing activity to assess student self-awareness in academics and SEL .

Other Strategy: Guided math groups

Description: Grouped off of their pre-test scores

We have selected this strategy for the following reasons: Differentiation. We want to concentrate on small groups of students and meet them where they are at.

Other Strategy: guided independent reading

Description: Students will independently read books of their choice for an increasing time period daily in the classroom. Students will write in response to reading, using a graded reading journal focusing on specific comprehension strategies pre-taught as mini lessons, such as inference, main ideas, plot development, non fiction informational data, etc. Students needing more teacher guidance will work in small groups with the teacher while rest of the group works independently. Teachers will also conference individually with students as time permits.

We have selected this strategy for the following reasons: Building reading stamina and engagement using differentiation tools and dedicated reading time. This meets our SIP reading literacy goal. Implementation will look like students actively engaged in reading for an extended time period. Students actively engaged in writing and talking about what they are reading. Students demonstrating reading strategies and comprehension in classroom journals, assignments and tests.

Other Strategy: Disciplinary Literacy

Description: Content teachers and other educators explore why students need to understand how historians, novelists, mathematicians, and scientists use literacy in their respective fields. Show how to teach students to: Evaluate and question evidence (Science) Compare sources and interpret events (History) Favor accuracy over elaboration (Math) Attune to voice and figurative language (ELA) Also, teachers will implement WICOR strategies throughout content.

We have selected this strategy for the following reasons: The work is no longer "held" by the EL team or ELA team but instead is living and breathing in all classrooms. Families are aware of current vocabulary and literacy instruction and focus.

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!