

## Lyndale Elementary: 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:** Lyndale Elementary  
**School Number:** 144  
**Grades Served:** Pre-K - 5th Grade  
**Principal:** Mark Stauduhar  
**Phone:** 612.668.4000  
**Fax:** 612.668.4010  
**Street Address:** 312 W. 34th St., Minneapolis, 55408

#### **School staff involved in SIP planning or progress monitoring:**

Mark Stauduhar, Principal  
Sarah Hunter, Assistant Principal  
Joe Sandkamp, ESL teacher  
Rachel White, Academic Interventionist

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

Amy Grier, School Staff  
June Dye-Thompson, School Staff  
Patrick Julien, School Staff  
Tiffany Axness, School Staff  
Lars Hansen, School Staff  
Kate Gant, School Staff  
Sarah Hunter, School Staff  
Rachel White, School Staff  
Mary Ficzeri, School Staff  
Joe Sandkamp, School Staff

### **SCHOOL IMPROVEMENT GOALS**

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

**Reading Achievement goal:** By 2019 the **Percent of students making average or better growth on MCA for African American/Black students** will increase from 45% to 53%.

**Math Achievement goal:** By 2019 the **Percent of students making average or better growth on**

**MCA for African American/Black students will increase from 39% to 47%.**

**Attendance goal: By 2019 the Percent of students attending school 95% of the time or more for African American/Black students will increase from 54% to 62%.**

## ***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:** We have selected MTSS as our primary focus for several reasons: 1) Multi-tiered systems of support is the umbrella that supports all work in schools. It essentially means meeting the needs of all students at all times. 2) As a school, we are not meeting the needs of all of our students. Our achievement data (FASTBridge and MCA) shows a significant gap between our white students and our students of color. All of our SIP goals will be supported by MTSS.

**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.

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**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.

## ***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.