

Lyndale Elementary

SIP 2016-2017

School Information

School Number: 144
Grade Span: Pre-K - 5th Grade
Principal: Andree James
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Schoolwide Instructional Leadership Team

Amy Grier	<i>Teacher</i>
Billy Menz	<i>Teacher</i>
Joe Sandkamp	<i>Teacher</i>
Lars Hansen	<i>Teacher</i>
Leah Carey	<i>Teacher</i>
Mark Stauduhar	<i>Assistant Principal</i>
Mary Ficzeri	<i>Teacher</i>
Patricia Casey	<i>Teacher</i>
Renee James	<i>Principal</i>
Steve Russett	<i>Teacher</i>

20% Set-Aside

Professional Development Description

The Reading Interventionist will participate in a variety of Building-Wide Professional Development Opportunities. No additional costs will be incurred through this PD.

Alignment to Data

Student learning and achievement

Resources or Staff Description

We will fund a 1.0 Reading Interventionist (Approximately .4 of this FTE is funded using the entirety of our Set-Aside).

Funds

\$40843

Resources or Staff

Additional FTE

Description of Interventions Strategies and Support

A 1.0 Reading Interventionist (Approximately .4 funded from Title One Set-Aside) will provide additional supports to developing readers through a combination of pullout and push-in services. The interventionist will monitor student progress independently and collaborate with other teachers using the Data Cycle Framework.

Use of Funds

Targeted interventions

SIP strategies

Identified Student Groups

Black

Hispanic

American Indian

English Learners

Free/Reduced Price Lunch

Data Review Notes

Attendance

91% of Students attending Lyndale Community School for at least 3 years attend school 95% of the time or more

MCA

The proficiency rates of students in Grades 3-5 on the MCA Math Test decreased for 4 of 6 Racial Subgroups

MCA

The proficiency rates of students in Grades 3-5 on the MCA Reading Test decreased for 4 of 6 Racial Subgroups

Comprehensive Needs Assessment

Standards-Based Literacy Instruction CNA

Successes

Proficiency rates on the MCA Reading Test for English Speaking African American and Hispanic Students at Lyndale increased from 2015-2016

Prioritized Concerns

The proficiency rates of students in Grades 3-5 on the MCA Reading Test decreased for 4 of 6 Racial Subgroups

Hypothesized Root Causes (Controllable)

Inconsistent use of effective strategies to address Student Behavior and Learning. Building Administration, in collaboration with the Instructional Leadership Team, has not created an accountability system for the implementation of the Workshop Model in Literacy.

Standards-Based Math Instruction CNA

Successes

Proficiency rates for Hispanic Students on the MCA Math test increased 6% from 2015-2016 (34%-40%)

Prioritized Concerns

The proficiency rates of students in Grades 3-5 on the MCA Math Test decreased for 4 of 6 Racial Subgroups

Hypothesized Root Causes (Controllable)

Inconsistent use of effective strategies to address Student Behavior and Learning. Building Administration, in collaboration with the Instructional Leadership Team, has not created an accountability system for the implementation of the Workshop Model in Math.

Engagement CNA

Successes

91% of Students attending Lyndale Community School for at least 3 years attend school 95% of the time or more

Prioritized Concerns

Only 74% of Students attending Lyndale Community School for 2 years or less attend school 95% of the time or more

Hypothesized Root Causes (Controllable)

Expectations for Students Attendance are not explicitly communicated to students, staff, and families at the beginning of the school year

Literacy Plan

Goal

By the end of school year 2016-17, 100% of teachers who teach reading will fully implement explicit vocabulary instruction to increase reading skills and comprehension for EL students, and African American students.

Action Plan

Explicit Vocabulary Instruction (PK-12)

Targeted Student Groups:

African, African American, American Indian, Hispanic, English Learner,

Adult Actions to Implement:

Explicit Vocabulary Instruction

*Teachers will intentionally select words for explicit instruction that will increase student comprehension.

* Teachers will receive PD on the core components of explicit instruction.

* Teacher Teams will collaborate will develop a plan to foster word consciousness.

Adult Evidence to Collect:

*PD plan reflects PD opportunities to support vocabulary instruction.

*Individual and team reflections on learning for PD sessions.

Student Evidence of Success:

Because we are focused on Professional learning, we will not see direct impact on student learning at this time

Professional Development or Support Needed:

See above to reflect the PD that was needed. The Literacy Team will lead the PD and the implementation.

Current Stage:

Exploration

Action Step #1

Actions Implemented:

Building Wide PD related to vocabulary instruction, use of the Frayer Model building Wide, Fostering Word Consciousness, Justification Statements. Emphasis on Word Walls.

Evidence of Adult Implementation:

Adults are expecting students to use content area vocabulary and justify their answers -Word Walls inside and outside of the classroom. As of November 14, 2016, 100% of classrooms have at least one word wall.

Evidence of Impact on Students:

Students are providing evidence during responses to questions (Justification)

Summary of Impact:

TBA

Next Steps:

Coming to consensus as to how we (ILT) can begin to monitor/collect evidence of implementation of Research Based Vocabulary Practices at Lyndale Community

Action Step #2**Actions Implemented:**

PD on how to use the word walls. Teachers attended.

Mathematics Plan

Goal

By the end of school year 2016-17, 100% of teachers who teach math will fully implement guided math instruction to increase math skills for EL and African American students.

Action Plan

Adult Actions to Implement:**Guided Math First Phase of Implementation:**

1. Teachers who teach math will use the structure portion of the Guided Math practice profile to plan for LESA with the guided math block.
2. Teachers will plan for a Launch that is focused on standards.
3. Teachers will implement different stations. Teachers will plan for closings to lessons (Summary/Apply).
4. Teachers will receive PD focused on using the LESA model within the Guided Math structure developed by the math specialists.

Adult Evidence to Collect:

1. Attend professional development for the guided math model.
2. Learning walks (ILT and peer-to peer) to view classrooms utilizing the LESA model.
3. Individual and team reflection
4. Co-planning/co-teaching/and modeling by Math Specialists.

Student Evidence of Success:

1. Not applicable yet. We are focusing on teachers structuring their Guided Math block.

Professional Development or Support Needed:

1. Opportunities for teachers to collaborate and identify the essential components of the Guided Math Model
2. Time for teachers to observe each other in practice and reflect upon their observations using the Guided Math Practice Profile

3. Ongoing dialogue between Teachers and their Primary and Secondary Observers

4. PD will be planned for by the school's math specialists and ADS.

Current Stage:

Exploration

Action Step #1

Actions Implemented:

*All staff who teach math participated in Guided Math training focused on the structure of the Guided Math model incorporating LESA.

*Math Specialists are coaching, modeling, and co-planning/teaching with specific staff to help set up the Guided Math Block.

Evidence of Adult Implementation:

*Not fully completed (about 14/22 classrooms) are consistently planning for and implementing the structure. This is seen by informal observations and by the specialists who co-teach within the rooms.

Evidence of Impact on Students:

*Not applicable, teachers are still in the planning phase of implementing the structure.

Summary of Impact:

Not complete yet. We are not moving on to the next phase.

Next Steps:

The ILT will develop peer-to-peer learning walks to be taken with ILT members. Teachers will visit classrooms that are successfully and with fidelity implementing the Guided Math structure and utilizing the LESA framework. Math Specialists will continue to model, coach, and co-plan/teach in classrooms who are still in this phase.

Engagement Plan

Goal

Lyndale Building Administration and classroom teachers will communicate the MPS Attendance Policy to Students and Families in a variety of formats and contexts by the end of September

Action Plan

Intentional Relationship Development

Targeted Student Groups:

African, African American, American Indian, Asian/Pacific Islander, English Learner, Free/Reduced Price Lunch, Homeless/Highly Mobile, Special Education

Adult Actions to Implement:

"1. Families will receive a Student handbook, informing them of the MPS Attendance policy prior to the start of the School Year

2. Building Administration will communicate the importance of Student Attendance, as well as the MPS attendance

policy, via RoboCall during the first week of school

3. Classroom teachers will communicate the importance of Student Attendance, as well as the MPS attendance policy to both students and families during open house, curriculum nights, and classroom newsletters"

Adult Evidence to Collect:

- "1. Student handbooks
2. Documentations of Robo Call (ie. Transcripts, Translations, School Messenger Report)
3. Classroom Newsletters
4. Curriculum Night Agendas"

Student Evidence of Success:

All Students will attend school 95% of the time or more during the first 3 months of school

Professional Development or Support Needed:

Bilingual Program Aides

Current Stage:

Exploration

Graduation Plan

Goal

Action Plan