

Lyndale Elementary: 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: Lyndale Elementary
School Number: 144
Grades Served: Pre-K - 5th Grade
Principal: Meghan O'Connor Fisher
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:

Charise Powell, Assistant Principal
Dara Anderson, Teacher
Patrick Julien, Teacher
Joseph Sandkamp, Teacher
Colleen McKeegan, Teacher
Lars Hansen, Teacher
Jessica Bowman, Teacher
Richard Dickerson, Student Support
Leann Walker, Teacher
Jessica Johnson, Teacher
Kate Gant, Teacher
June Dye- Thompson, Teacher
Meghan O'Connor Fisher, 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.

By May of 2020, we intend to increase the percentage of students meeting or

exceeding grade level benchmark according to the FAST aReading assessment for each of the demographic categories listed below: African American: 76% in May of 2020. Hispanic/LatinX: 51% in May of 2020. Students Receiving SPED Services: 71% in May of 2020. Students Receiving EL Services: 91% in May of 2020.

Social-Emotional Learning goal: By 2020, the Out of Class Referrals for African American & Somali Students will decrease from 247 to 125.

By May of 2020, we intend to increase the percentage of students meeting or exceeding grade-level benchmarks according to the FAST aMath assessment for each of the demographic categories listed below: African American: 76% in May of 2020. Hispanic/LatinX: 61% in May of 2020. Students Receiving SPED Services: 45% in May of 2020. Students Receiving EL Services: 60% in May of 2020.

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 will be implemented as the strategy to meet our SIP goals for math and reading achievement. This strategy is a systematic instructional approach that identifies and meets the needs of students. 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 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 with our students of color, English language learners and special education students.

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: Systematically building awareness, commitment and ownership of SEL at Lyndale Community School will help us achieve our engagement goal of decreasing the number of referrals for African American & Somali students from 247 in 2018-2019 to 125 or less in 2019 - 2020 by:

1. Helping our students to be College, Career & Life Ready.
2. Setting the expectations and practices that help our schools to be safe, welcoming and inclusive for all of our students & families.
3. Providing the opportunity for our staff to support the development of the Whole Child.
4. Providing the opportunity for staff to reflect on their own strengths, needs and opportunities as essential members of the school community.
5. Providing added support for students who may have experienced trauma or may be struggling with sadness or worry.

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!