

# Lake Nokomis Community Keewaydin

## SIP 2016-2017

### School Information

School Number: 134  
Grade Span: 3rd Grade - 8th Grade  
Principal: LaShawn Ray  
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### Schoolwide Instructional Leadership Team

Charleine Williams	<i>Dean of Students</i>
Jennifer Monroe	<i>7/8 Social Studies</i>
Jennifer St. Germaine	<i>3-5 Autism</i>
Kalie Krautkramer	<i>Instructional Specialist</i>
Kimberly Knuttila	<i>3-8 Literacy Specialist</i>
LaShawn Ray	<i>Principal</i>
Lorna Lewis	<i>3rd Grade Teacher</i>
Patricia Burger	<i>Social Worker</i>
Patrick Mcinerny	<i>5th Grade Teacher</i>

## Data Review Notes

### **MCA**

we went down 1% in math

we went up 4% in reading

## Comprehensive Needs Assessment

### **Standards-Based Literacy Instruction CNA**

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#### Successes

white students went from 86% to 71%

Asian student went from 63% to 78%

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#### Prioritized Concerns

African Am. (english) maintained at 35% for the past two year

African Am (non-english) 38% proficiency

30% of FR students were proficient

Advanced Learners 93% proficient compared to Non-Advanced Learners were 41% proficient

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#### Hypothesized Root Causes (Controllable)

Lack strong RTI process in place for students and teachers

Lack strong systematic/comprehensive behavior process

### **Standards-Based Math Instruction CNA**

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#### Successes

Non-free reduced lunch students increased from 75% to 76% proficient

African Am. (non english at home) increased from 15% to 50% proficient

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#### Prioritized Concerns

African American dropped from 38% to 31% proficiency

Hispanic students are at 28% proficiency

Am. Indian students are at 29% proficiency

Free and reduced lunch 76% proficient compared to non-free reduced lunch at 31% proficient

Advanced Learners 90% proficient compared to non-advanced learners were 41% proficient

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#### Hypothesized Root Causes (Controllable)

Lack strong RTI process in place for students and teachers

Lack strong systematic/comprehensive behavior process

### **Engagement CNA**

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### Successes

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87% of ELL students attended 95% of the time  
 93% of white students attended 95% of the time  
 88% of students who attended Keewaydin 3 years or more attended 95% of the time  
 3, 5 and 6 grade levels had 90% of students attending 95% of the time

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### Prioritized Concerns

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70% of African American students attended 95% of the time  
 77% of IEP students attended 95% of the time  
 70% of 7th grade students attended 95% of the time  
 74% of the 8th grade students attended 95% of the time  
 69% of suspended students were african american compared to 23% of suspended students were white

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### Hypothesized Root Causes (Controllable)

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Lack strong RTI process in place for students and teachers  
 Lack strong systematic/comprehensive behavior process

## Literacy Plan

### *Goal*

LT Goal: All students will increase their MCA growth by 5% with a focus on the targeted groups: African American learners, English learners, and free/reduced priced lunch learners.

ST Goal: Keewaydin will begin implementation and PD on Academic Feedback.

### *Action Plan*

#### **Academic Feedback (PK-12)**

Targeted Student Groups:

African American, English Learner, Free/Reduced Price Lunch

Adult Actions to Implement:

"1st 30 day rituals and routines: establish conferencing routine with students

\* continue PD throughout year around Academic Feedback

\*staff completes survey/self-assessment about how they give AF (by Jan 20)

\* teachers choose one routine to focus on giving AF

\* PD provides teachers with prompts/sentence stems for giving Academic Feedback to students

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Adult Evidence to Collect:

\* Google Survey

\* Teacher conference notes

\* Teacher self-recording (audio or visual)

\* SOEI observations--teacher self reflection, evidence of following through, teacher getting specific feedback as well

Learning Walks

Student Evidence of Success:

"Students will demonstrate self assessment, engage with student to student discussion and feedback within the classroom.

Students are able to use rubrics to self assess, improve stamina, and independence."

Professional Development or Support Needed:

Initial and continued PD on Academic Feedback for teacher implementation and student expectations

PD development to create templates for rubrics

Current Stage:

Exploration

Action Step #1

Actions Implemented:

continue PD throughout year around Academic Feedback \*staff completes survey/self-assessment about how they give AF (by Jan 20) \* \* PD provides teachers with prompts/sentence stems for giving Academic Feedback to students "

Evidence of Adult Implementation:

Google Survey

Evidence of Impact on Students:

Students are using rubrics to self-assess

Mathematics Plan

*Goal*

LT Goal: All students will increase their MCA growth by 5% with a focus on the targeted groups: African American learners, American Indian, and English learners.

*Action Plan*

**Academic Conversations through Effective Math Discourse (PK-12)**

Targeted Student Groups:

African American, American Indian, English Learner

Adult Actions to Implement:

1st 30 days: Implement and continue routine of Number Talks (5-15minute of class time)

Adult Evidence to Collect:

"Teachers choice of problem offers multiple entry points and solutions.

Teacher prompts for whole group engagement.

Teacher has a routine of showing/sharing student work with whole class or small group.

Expectations are set for student engagement during Number Talk - Anchor Chart

Learning Walks: check for teacher implementation and give teacher feedback (noticing, wondering, next steps)"

**Student Evidence of Success:**

Students will demonstrate small group discussions on Number Talks to complete solution strategies.  
 All students are expected to explain their learning strategy.  
 Students will understand and explain the learning objective/target.  
 Students will understand and use mathematical vocabulary.

**Professional Development or Support Needed:**

"Definition of what Number Talks is for staff - includes vocabulary  
 Learning Walks: noticing, wonderings, next steps"

**Current Stage:**

Exploration

## Engagement Plan

*Goal*

Students in the targeted groups will increase their attendance by 5-7%  
 Overall, student groups will decrease their suspensions by 12-15%.

*Action Plan***School-wide Engagement\***

Targeted Student Groups:  
 African American, Special Education

**Intentional Relationship Development**

Targeted Student Groups:  
 African American, Special Education

**Adult Actions to Implement:**

"Adults will be able to name, identify, expected school wide behaviors.  
 Adults will demonstrate expected behaviors resulting in a decrease of referrals and suspensions."

**Adult Evidence to Collect:**

School will display visuals of school wide expectations

**Student Evidence of Success:**

"Students will be able to name, identify, expected school wide behaviors.  
 Students will demonstrate expected behaviors resulting in a decrease of referrals and suspensions."

**Professional Development or Support Needed:**

\* PD around developing relationships with difficult students  
 \* PD how to build relationships and understand students that are highly mobile

**Current Stage:**

Exploration

## Graduation Plan

*Goal*

*Action Plan*