

Lake Nokomis Community Wenonah

School Improvement Plan | 2017-18

Part I: School Information

School Information

School Name: Lake Nokomis Community Wenonah
School Number: 167
Grades Served: Kindergarten - 2nd Grade
Principal: Kelly Wright
Phone: 612.668.5040
Fax: 612.668.5050
Street Address: 5625 - 23rd Ave. S., Minneapolis, 55417

Instructional Leadership Team Members

| Team Member Name | Position |
|-------------------------|-----------------------------|
| Shannon Schulz | Kindergarten Teacher |
| Jennifer Frisbie | Social Worker |
| Jean Doroff | 1st Grade Teacher |
| Mary Archer | 2nd Grade Teacher |
| Leah Wright | SERT-Equity Lead |
| Andrew Pritchard | Physical Education Teacher |
| Andrea Carter | Media Teacher I/S |
| Torben Rothgeb | EL Teacher |
| Jill Kilibarda | Family Liaison |
| Camille Kimmes | Associate Educator-Behavior |

Other Staff, Families, or Community Members involved in SIP planning

| Team Member Name | Role |
|-------------------------|-------------|
|-------------------------|-------------|

Part II: Comprehensive Needs Assessment

Data Review

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| Types of data reviewed: Engagement | Improvement or success found: Suspension/removals decreased | Challenge or area for improvement: Behavior increases during the hours of 11-2 lunch and recess |
| Types of data reviewed: Student Learning | Improvement or success found: 81% of students meeting/exceeding proficiency measured by the FAST in Math | Challenge or area for improvement: GAP exists between our white students and students of color. White students proficiency rate of 98%; African American 59%; Hispanic American 41%; Native American 65% |

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| Types of data reviewed: Student Learning | Improvement or success found: Students achieving proficiency in Reading as measured by the FAST assessment was 61% | Challenge or area for improvement: GAP exists between white students and students of color; white students 73%; African American students 32%; Hispanic American students 38%; Native American students 50% |
| Types of data reviewed: Engagement | Improvement or success found: 93% of the students attend school 95% of the time | Challenge or area for improvement: African American students are at 50% of students attending 95% of the time |
| Types of data reviewed: Demographics | | |

Root-Cause Analysis

Improvements and Successes

Key Finding

What factors contributed to this success or improvement?

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| Suspension/removals decreased | Implemented check & connect to build positive relationships with students who struggled with behavior |
| 81% of students meeting/exceeding proficiency measured by the FAST in Math | Small differentiated math groups |
| Students achieving proficiency in Reading as measured by the FAST assessment was 61% | Teachers engaged in literacy PLC's to focus on strengthening guided reading and the reader's workshop |
| 93% of the students attend school 95% of the time | Phone calls home to check on students when they are absent |

Challenges and Areas for Improvement

Key Finding

What factors contributed to this success or improvement?

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| Behavior increases during the hours of 11-2 lunch and recess | Active recess supervision needed with clear behavior expectations |
| GAP exists between our white students and students of color. White students proficiency rate of 98%; African American 59%; Hispanic American 41%; Native American 65% | Math intervention groups needed for students achieving below proficiency |
| GAP exists between white students and students of color; white students 73%; African American students 32%; Hispanic American students 38%; Native American students 50% | Early intervention needed for students in reading. All AE's will be trained in LLI |
| African American students are at 50% of students attending 95% of the time | Need to do a better job reaching families when students are absent |

Part III: Action Plan

Goals

SMART Goal:

Alignment to Acceleration 2020:

Target student groups:

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| Goal 1: The percentage of all students K, 1st, & 2nd, scoring in low risk as measured by the FAST Reading assessment will increase from 61% spring 2017 to 66% spring 2018. | Improved Student Outcomes | All Students |
| Goal 2: The percentage of African American Students in grades K, 1st, & 2nd, scoring in low risk as measured by the FAST Reading assessment will increase from 32% spring 2017 to 42% spring 2018 | Improved Student Outcomes | African American/Black |
| Goal 3: The percentage of all students grades 1st, & 2nd grades scoring low risk as measured by the FAST Math assessment will increase from 81% spring 2017 to 86% spring 2018 The percentage of African American students grades 1st & 2nd grade scoring low risk as measured by the FAST assessment will increase from 59% spring 2017 to 69% spring 2018 | Improved Student Outcomes | All Students African American/Black |
| Goal 4: The percentage of African American students attending school 95% of the time will increase from 50% 2017 to 60% spring 2018 | Equity | African American/Black |
| Goal 5: The percent of behavior referrals between the hours of 11:00 a.m.and 2:00 p.m. will decrease from 64% spring 2017 to 32% spring 2018. | Improved Student Outcomes | All Students |

Activities and Strategies

Activity/Strategy 1: Readers' Workshop with differentiated small group instruction

Description: Teachers will participate in the new literacy training. The first 4 weeks will focus on teachers establishing clear rituals and routines. Teachers will plan guided reading groups based on Fountas & Pinnell assessments

Goal(s) Addressed:

Tier: Tier: One - Differentiated Core Instruction

Root Cause Addressed: Literacy scores overall 61%

Quarterly Objectives:

Q1 Objective: Rituals and Routines will be established for all students K-2

Q2 Objective: Teachers will plan and develop small groups instruction

Q3 Objective: All students will receive differentiated small group instruction based on formative assessment data

Q4 Objective: Teachers will use culturally relevant teaching to engage all learners

Activity/Strategy 2: Student Centered Behavior Expectations

Description: PSWE team will go to classrooms to engage students in helping to create behavior expectations to create buy in and ownership

Goal(s) Addressed:

Tier: Tier: One - Differentiated Core Instruction

Root Cause Addressed: Behavior Increases between the hours of 11-2

Quarterly Objectives:

- Q1 Objective: Students will have buy in to the behavior expectations and will held accountable to the expectations they choose
- Q2 Objective: Teachers will provide consistent feedback on the behavior expectations so that students understand
- Q3 Objective: Students lunch and recess behavior referrals will decrease
- Q4 Objective: Student removals and suspensions will continue to decrease

Activity/Strategy 3: Small Math Groups

Description: Students will engage in guided math groups that follow workshop model to increase student proficiency

Goal(s) Addressed:

Tier: Tier: One - Differentiated Core Instruction

Root Cause Addressed: GAP data between white students and students of color

Quarterly Objectives:

- Q1 Objective: All students will receive small math group instruction at their level
- Q2 Objective: Students needing additional support based on classroom assessments will receive tier II interventions
- Q3 Objective: Students will be progress monitored using formative assessments by the teacher
- Q4 Objective: Students will be assessed using the FAST to see if progress towards proficiency was made

Activity/Strategy 4: Second Step

Description: Teachers will use second step curriculum to engage all students in Social Emotional Learning

Goal(s) Addressed:

Tier: Tier: One - Differentiated Core Instruction

Root Cause Addressed: Decrease referrals for all students

Quarterly Objectives:

- Q1 Objective: Teachers will plan second step lessons to be taught for students
- Q2 Objective: Teachers will provide direct instruction using the second step program
- Q3 Objective: Teachers and Support staff will continue to use second step in all areas including cafeteria, hallways, recess etc.
- Q4 Objective: Teachers and Support staff will continue to use second step in all areas including cafeteria, hallways, recess etc

Activity/Strategy 5: Check & Connect

Description: Teachers will identify students in need of more support. Teachers will then become a check & connect mentor with that student focusing on literacy activities as well as relationship building activities to improve reading scores as well as increase positive interactions with students

Goal(s) Addressed:

1. The percentage of all students K, 1st, & 2nd, scoring in low risk as measured by the FAST Reading assessment will increase from 61% spring 2017 to 66% spring 2018.
2. The percentage of African American Students in grades K, 1st, & 2nd, scoring in low risk as measured by the FAST Reading assessment will increase from 32% spring 2017 to 42% spring 2018
3. The percent of behavior referrals between the hours of 11:00 a.m. and 2:00 p.m. will decrease from 64% spring 2017 to 32% spring 2018.

Tier: Tier: One - Differentiated Core Instruction

Root Cause Addressed: Achievement gap data as well as increasing reading scores and decreasing behavior

Quarterly Objectives:

- Q1 Objective: Identify students from each class room to check & connect with positive activities
- Q2 Objective: Identify reading levels and provide activities that are culturally relevant and engaging to give them opportunities to practice
- Q3 Objective: Monitor progress with reading levels
- Q4 Objective: measure outcomes

Aligning Efforts

| | Activity/Strategy and Quarterly Objectives | ILT Focus | PD Focus | PLC Focus |
|----|---|--|---|--|
| Q1 | <p>Readers' Workshop with differentiated small group instruction: Rituals and Routines will be established for all students K-2</p> <p>Student Centered Behavior Expectations: Students will have buy in to the behavior expectations and will held accountable to the expectations they choose</p> <p>Small Math Groups: All students will receive small math group instruction at their level</p> <p>Second Step: Teachers will plan second step lessons to be taught for students</p> <p>Check & Connect: Identify students from each class room to check & connect with positive activities</p> | Implementation of the Literacy Program K-2 | Readers' Workshop/Implementation of Reading Program Trauma Informed Instruction | Implementation of the Literacy Program K-2 |

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| <p>Q2</p> | <p>Readers' Workshop with differentiated small group instruction: Teachers will plan and develop small groups instruction</p> <p>Student Centered Behavior Expectations: Teachers will provide consistent feedback on the behavior expectations so that students understand</p> <p>Small Math Groups: Students needing additional support based on classroom assessments will receive tier II interventions</p> <p>Second Step: Teachers will provide direct instruction using the second step program</p> <p>Check & Connect: Identify reading levels and provide activities that are culturally relevant and engaging to give them opportunities to practice</p> | <p>Implementation of the Literacy Program K-2</p> | <p>Readers Workshop/Implementation of Reading Program Trauma Informed Instruction</p> | <p>Implementation of the Literacy Program K-2</p> |
| <p>Q3</p> | <p>Readers' Workshop with differentiated small group instruction: All students will receive differentiated small group instruction based on formative assessment data</p> <p>Student Centered Behavior Expectations: Students lunch and recess behavior referrals will decrease</p> <p>Small Math Groups: Students will be progress monitored using formative assessments by the teacher</p> <p>Second Step: Teachers and Support staff will continue to use second step in all areas including cafeteria, hallways, recess etc.</p> <p>Check & Connect: Monitor progress with reading levels</p> | <p>Implementation of the Literacy Program K-2</p> | <p>Readers Workshop/Implementation of Reading Program Trauma Informed Instruction</p> | <p>Implementation of the Literacy Program K-2</p> |

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| Q4 | <p>Readers' Workshop with differentiated small group instruction: Teachers will use culturally relevant teaching to engage all learners</p> <p>Student Centered Behavior Expectations: Student removals and suspensions will continue to decrease</p> <p>Small Math Groups: Students will be assessed using the FAST to see if progress towards proficiency was made</p> <p>Second Step: Teachers and Support staff will continue to use second step in all areas including cafeteria, hallways, recess etc</p> <p>Check & Connect: measure outcomes</p> | Implementation of the Literacy Program K-2 | Readers Workshop/Implementation of Reading Program Trauma Informed Instruction | Implementation of the Literacy Program K-2 |
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Part IV: Progress Monitoring

Quarter 1

| Activity/Strategy | Quarterly Objective | Successes | Challenges | Next Steps |
|---|--|------------------|-------------------|-------------------|
| Readers' Workshop with differentiated small group instruction | Rituals and Routines will be established for all students K-2 | | | |
| Student Centered Behavior Expectations | Students will have buy in to the behavior expectations and will held accountable to the expectations they choose | | | |
| Small Math Groups | All students will receive small math group instruction at their level | | | |
| Second Step | Teachers will plan second step lessons to be taught for students | | | |
| Check & Connect | Identify students from each class room to check & connect with positive activities | | | |

Quarter 2/Mid-Year

| Activity/Strategy | Quarterly Objective | Successes | Challenges | Next Steps |
|---|---|-----------|------------|------------|
| Readers' Workshop with differentiated small group instruction | Teachers will plan and develop small groups instruction | | | |
| Student Centered Behavior Expectations | Teachers will provide consistent feedback on the behavior expectations so that students understand | | | |
| Small Math Groups | Students needing additional support based on classroom assessments will receive tier II interventions | | | |
| Second Step | Teachers will provide direct instruction using the second step program | | | |
| Check & Connect | Identify reading levels and provide activities that are culturally relevant and engaging to give them opportunities to practice | | | |

Quarter 3

| Activity/Strategy | Quarterly Objective | Successes | Challenges | Next Steps |
|---|---|-----------|------------|------------|
| Readers' Workshop with differentiated small group instruction | All students will receive differentiated small group instruction based on formative assessment data | | | |
| Student Centered Behavior Expectations | Students lunch and recess behavior referrals will decrease | | | |
| Small Math Groups | Students will be progress monitored using formative assessments by the teacher | | | |
| Second Step | Teachers and Support staff will continue to use second step in all areas including cafeteria, hallways, recess etc. | | | |

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| Check & Connect | Monitor progress with reading levels | | | |
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Quarter 4/End-of-Year

| Activity/Strategy | Quarterly Objective | Successes | Challenges | Next Steps |
|---|--|-----------|------------|------------|
| Readers' Workshop with differentiated small group instruction | Teachers will use culturally relevant teaching to engage all learners | | | |
| Student Centered Behavior Expectations | Student removals and suspensions will continue to decrease | | | |
| Small Math Groups | Students will be assessed using the FAST to see if progress towards proficiency was made | | | |
| Second Step | Teachers and Support staff will continue to use second step in all areas including cafeteria, hallways, recess etc | | | |
| Check & Connect | measure outcomes | | | |