

# Lake Nokomis Community Wenonah: 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:** 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

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

**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.

**Attendance goal:** By **2019** the **Average percent daily attendance** for **African American/Black and Free/Reduced Price Lunch** students will increase from **43%** to **53%**.

**School Climate goal:** By **2019** the **Behavior referrals** for **African American/Black** students will decrease from **50%** to **32%**.

**Math Achievement goal:** By **2019** the **FAST proficiency rate** for **All Students** will increase from **75% low risk/exceed** to **80%**.

**Math Achievement goal:** By **2019** the **FAST proficiency rate** for **African American/Black** students will increase from **43% low/exceeds** to **53%**.

**Reading Achievement goal:** By **2019** the **FAST proficiency rate** for **All Students** will increase from **65% low/exceeds** to **70%**.

**Reading Achievement goal:** By **2019** the **FAST proficiency rate** for **African American/Black** students will increase from **30% low/exceeds** to **40%**.

## ***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:** Having a strong MTSS will ensure that all students are receiving strong core instruction. It is also a framework that relies on data-driven decision making to provide multiple levels of support to increase student achievement for all students. By 2019, the FAST proficiency rate in Math for All Students will increase from 75% low risk/exceed to 80%. By 2019, the FAST proficiency rate in Math for African American/Black students will increase from 43% low/exceeds to 53%. By 2019, the FAST proficiency rate in Reading for All Students will increase from 65% low/exceeds to 70%. By 2019, the FAST proficiency rate in Reading for African American/Black students will increase from 30% low/exceeds to 40%.

**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.

### **Equity**

**Description:** Educational equity means raising the achievement of all students while narrowing the gaps between the lowest and highest performing students, and eliminating the racial or cultural predictability and disproportionality of which student groups currently occupy the highest and lowest achievement categories across all measures.

**We have selected this strategy for the following reasons:** We have selected the Equity Implementation Toolkit to work on to address the achievement gap that exists between our White students and our Black students. By 2019, the FAST proficiency rate in Reading for All Students will increase from 65% low/exceeds to 70%. By 2019, the FAST proficiency rate in Reading for African American/Black students will increase from 30% low/exceeds to 40%.

**Focus for 2018-19:** This school year, we will focus on completing readiness activities, like establishing an equity team and a common understanding of equity, before selecting one of three strategies to work through the rest of the year, either developing the self-awareness of our adults, sharing decision-making with families and students, or interrupting our implicit biases as 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.