

## Cityview Community: 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:** Cityview Community  
**School Number:** 293  
**Grades Served:** Pre-K - 5th Grade  
**Principal:** Renee Montague  
**Phone:** 612.668.2270  
**Fax:** 612.668.2280  
**Street Address:** 3350 - 4th St. N., Minneapolis, 55412

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

Renee Montague, Principal  
Fabrice Baillet, Assistant Principal  
Mary Hreha-Johnson, Literacy Specialist  
Sonja Menard, Instructional Specialist  
Aneesa Parks, School Improvement Specialist  
David Hedenstrom, EL Teacher  
Danielle Dokter, Psychologist  
Andrew Oldenburg, ECSE Teacher  
Timothy Yurecko, Kindergarten Teacher  
Alyssa Whiteaker, Social Worker  
Tron Jones, Third Grade Teacher  
Tracy Land, Fourth Grade Teacher  
Andrew Smith, First Grade Teacher  
Michele Chalmeau, French FLES Teacher

### **Other staff, families, or community members involved in SIP planning or progress monitoring:**

Malisamai Vue, School Staff

### **SCHOOL IMPROVEMENT GOALS**

Together, our school is working to achieve the following goals.

**Reading Achievement goal:** By **2019** the **MCA proficiency rate** for **All Students** will increase from **13%** to **18%**.

**Attendance goal: By 2019 the Students in the A and B attendance levels for All Students will increase from 58% to 63%.**

**Reading Achievement goal: By 2019 the MCA proficiency rate for Free/Reduced Price Lunch students will increase from 14% to 22%.**

**Math Achievement goal: By 2019 the MCA proficiency rate for Free/Reduced Price Lunch students will increase from 6% to 14%.**

**Math Achievement goal: By 2019 the MCA proficiency rate for Special Education students will increase from 0% to 6%.**

**Reading Achievement goal: By 2019 the MCA proficiency rate for Special Education students will increase from 0% to 6%.**

**Math Achievement goal: By 2019 the MCA proficiency rate for African American/Black students will increase from 6% to 14%.**

**Reading Achievement goal: By 2019 the MCA proficiency rate for African American/Black students will increase from 14% to 22%.**

**Attendance goal: By 2019 the Students in the A and B attendance levels for African American/Black students will increase from 57% to 62%.**

**Attendance goal: By 2019 the Students in the A and B attendance levels for Special Education students will increase from 53% to 58%.**

**Attendance goal: By 2019 the Students in the A and B attendance levels for Free/Reduced Price Lunch students will increase from 57% to 62%.**

**Math Achievement goal: By 2019 the MCA proficiency rate for All Students will increase from 6% to 11%.**

**Math Achievement goal: By 2019 the Percent of students making aggressive growth on the FAST assessment for 1st Grade Students students will increase from 6% to 30%.**

**Reading Achievement goal: By 2019 the Percent of students making aggressive growth on the FAST assessment for 1st Grade Students students will increase from 9% to 30%.**

**Math Achievement goal: By 2019 the Percent of students making aggressive growth on the FAST assessment for 2nd Grade Students students will increase from 11% to 30%.**

**Reading Achievement goal: By 2019 the Percent of students making aggressive growth on the FAST assessment for 2nd Grade Students students will increase from 5% to 30%.**

**Math Achievement goal: By 2019 the MCA proficiency rate for English Learner students will increase from 14% to 22%.**

**Reading Achievement goal: By 2019 the MCA proficiency rate for English Learner students will increase from 6% to 14%.**

**Attendance goal: By 2019 the Students in the A and B attendance levels for English Learner students will increase from 71% to 76%.**

**English Language Proficiency goal:** By **2019** the **Average progress toward the WIDA ACCESS English Language Proficiency Target from the Minnesota Report Card for English Learner students will increase from 72% to 77%.**

## ***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:** We have selected the MTSS Implementation Toolkit because this will support the academic, social, emotional, and behavioral development of all of our students. All students will be given access to equitable educational practices that support their math and literacy needs. This will support us in developing our staff through professional development on using data to differentiate core instruction and making adjustments as needed. Implementing MTSS will support us in increasing proficiency for all of our students in math and literacy.

**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.

### **Balanced Literacy**

**Description:** Balanced Literacy provides a structure and support that enables all students to acquire the knowledge, skills, habits, and dispositions needed to meet or exceed grade-level standards in reading, writing, listening, and speaking. The Balanced Literacy approach seeks to find an appropriate balanced of all components and elements of strong literacy instruction for students PK - 5 grade.

**We have selected this strategy for the following reasons:** Balanced Literacy will help us to increase student reading proficiency on the MCA and FAST assessments. We have selected this toolkit because it supports our staff in implementing the Benchmark curriculum and supports our students in receiving high quality literacy instruction.

**Focus for 2018-19:** This school year, we will focus on ensuring all teachers have established rituals & routines to support literacy instruction. That will be followed by work implementing or improving strong lesson planning and delivery, and the use of independent reading and writing.

### **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 because we want to promote equitable instructional practices and positive student engagement strategies in order to ensure positive outcomes for all of our students. By implementing Equity, we will support our engagement goals in our SIP related to improved attendance and increased student proficiency.

**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.