

Cityview Community: 2019-20 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

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|------------------------|---------------------------------------|
| 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
Andrew Oldenburg, ECSE/High-5
Tracy Land, Teacher 4th/5th
Tim Yurecko, Teacher, Kindergarten
Mary Hreha-Johnson, Literacy Specialist
Sonja Menard, TOSA
David Hedenstrom, ELL Lead
Tron Jones, Teacher, Talent-Development
Andrew Smith, Teacher, PDP Coordinator
Alyssa Whiteaker, Social Worker/HHM/Attendance
Fabrice Baillet, Assistant Principal/Test Coordinator
Michele Chalmeau, FLES Teacher/French Coordinator
James Menke, Differentiation Specialist

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 2020-2021, the percent of students who make typical or aggressive growth on

the FAST aReading assessment will increase from 41% to 57% for African American students, will increase from 41% to 57% for students who qualify for free and reduced price lunch, and will increase from 43% to 59% for students who receive special education.

By 2020-2021, the percent of students who make typical or aggressive growth on the FAST aMath assessment will increase from 50% to 66% for African American students, will increase from 55% to 71% for students who qualify for free and reduced price lunch, and will increase from 55% to 71% for students who receive special education.

By 2020-21, the percent of students who attend 90% or more of the time will increase from 60% to 75% for African American students, from 61% to 75% for students who qualify for free or reduced-price lunch, and from 55% to 70% for students who receive special education services.

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: Multi-Tiered System of Supports (MTSS) is a comprehensive, evidence-based prevention framework. Within MTSS, multiple levels of supports 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.

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: Educational equity means raising the achievement of all students while 1. narrowing the gaps between

the lowest and highest performing students and 2. eliminating the racial or cultural predictability and disproportionality of which students groups occupy the highest and lowest achievement categories.

Other Strategy: Arts-Based Strategies to Support Academic Achievement and Attendance

Description: At Cityview, we have elected to continue our work with arts-based strategies that support achievement and engagement. Visual Thinking Strategies (VTS) is one strategy in particular that is especially effective with developing critical thinking skills and engaging learners in discussion. Visual Thinking Strategies is a teaching method that fosters the development of language literacy and critical thinking skills. VTS offers a set of three contemplative questions that reveal the importance of multiple perspectives to understanding complex issues—the first step toward innovation, successful problem solving, and effective collaboration. The VTS method is a strategy that transforms the way students think and learn, using discussions of visual art to significantly increase student engagement and performance. All discussions, whether with kindergartners or with adults, are grounded in viewer responses to three simple questions: What's going on in this picture? What do you see that makes you say that? What more can we find? Response is paraphrased, fostering stronger thinking and allowing for vocabulary development, grammar reinforcement, and expansion of communication skills (accountable talk). Students are asked to think for themselves and to learn from other's perceptions. Building on visual capacities, VTS trains students to observe closely, to ask questions, and to think more deeply about what is on the surface and what could be veiled. These critical thinking skills are readily transferable to all content areas to support rigorous academic discourse.

We have selected this strategy for the following reasons: Full implementation at the building level will include all classroom teachers using this strategy at least once per week through a Visual Thinking Strategy lesson and applying the questions to other content areas. Students will be engaged in classroom discussions and demonstrate their critical thinking skills verbally and in writing.

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!