

**LAKEVIEW ELEMENTARY  
 SCHOOL IMPROVEMENT PLAN**



**2012-13**

**Principal's Perspective**

**Our 2011-12 school year was ...  
 A year of amazing growth in our students!**

For the past two years we have implemented a school-wide Response to Intervention (RtI) time. Each day, every student at every grade receives 30 minutes (20 minutes at kindergarten) of intervention related to the student's academic needs. With strong classroom instruction and interventions, we are seeing great academic growth with our students.

In addition to making gains on the MCAs, our students are demonstrating above national average growth on the MAP assessments. The students take the reading and math MAP assessments three times per year. The teachers then use this data to drive instruction to meet the needs of the students.

**We look forward to another great school year for 2012-2013!**

**Goals and Results from 2011-2012 School Year**

**Goal:** Increase the percent of students reaching proficient levels on the:

- Reading MCA from 58% in 2011 to 70% in 2012.
- Math MCA from 41% in 2011 to 55% in 2012.
- Science MCA from 18% in 2011 to 20% in 2012.

**RESULTS:**

Percent proficient MCA-II	School 2010	State 2010	School 2011	State 2011	School 2012	State 2012
Reading (Grades 3-5)	55%	75%	58%	77%	61%	78%
Math (Grades 3-5)	45%	74%	41%	64%	42%	70%
Science (Grade 5)	28%	47%	18%	47%	31%	58%

MAP: % making above average growth	School 2010	National 2010	School 2011	National 2011	School 2012	National 2012
Reading (grades 3-5, fall to spring)	46%	50%	50%	50%	62%	50%
Math (grades 3-5, fall to spring)	51%	50%	52%	50%	59%	50%

*\*All students in grades 3, 4 and 5 enrolled at test time.*

Behavior - % of students with one or fewer incidents	2009-2010	2010-2011	2011-2012
Behavior	76%	76%	76%

**Goal:** Reading MCA from 58% in 2011 to 70% in 2012.

**RESULTS:** Our MCA reading scores did increase for all students. We also saw significant increase in our students of color reading proficiency.

**Goal:** Math MCA from 41% in 2011 to 55% in 2012.

**RESULTS:** Our MCA math scores did increase slightly for all students as well as our students of color.

**Goal:** Science MCA from 18% in 2011 to 20% in 2012.

**RESULTS:** Our MCA science scores did increase from 18% proficient in 2011 to 31% proficient in 2012.

**Goal:** The percent of students with 1 or fewer discipline incidents will increase from 76% during 2010-11 to 85% during 2011-12.

**RESULTS:** Our percentage of students with 1 or fewer major discipline incidents did not increase.

LAKEVIEW ELEMENTARY  
SCHOOL IMPROVEMENT PLAN GOALS  
2012-13



**List your goals for the 2012-13 school year. Include overall achievement (reading, math and science), achievement gap (reading and math), discipline incidents (overall and proportionality), and GRAD if applicable.**

*Please state each goal in terms of a SMART goal.*

**Reading Goals:**

The percent of students reaching proficient levels as measured by MCA in reading will increase from 61% in 2012 to 69% in 2013.

The gap (difference) between the percentage of students of color and the percentage of Caucasian students scoring at proficient levels on the reading MCA will decrease from 31 percentage points in 2012 to 25 percentage points in 2013.

**Math Goals:**

The percent of students reaching proficient levels as measured by MCA in math will increase from 42% in 2012 to 47% in 2013.

The gap (difference) between the percentage of students of color and the percentage of Caucasian students scoring at proficient levels on the reading MCA will decrease from 40 percentage points in 2012 to 33 percentage points in 2013.

**Writing Goals:**

The percent of students scoring 6 or higher on the 4<sup>th</sup> Grade District Writing Assessment will increase from 48% in the fall of 2011 to 56% in the fall of 2012 to 59% in the fall of 2013.

**Science Goal:**

The percent proficient on science MCA will increase from 31% in 2012 to 35% in 2013.

**Behavior Goal:**

The percent of students with 1 or fewer discipline incidents will increase from 76% during 2011-12 to 80% during 2012-13.

**Sense of Belonging Goal:**

The percent of students reporting that they feel as though they belong at their school will increase from 73% in 2010 to 83% in 2013.

**Reading Strategies**

List the strategies you will employ to achieve each goal.

(Include building equity team as a key strategy).

1. Implementation with fidelity of Guided Reading in grades K-5
2. Minnesota Reading Corps (MRC) members will work with qualifying students in grades K-3
3. Daily 30 minute Tier II intervention block are implemented for all students K-5
4. Read Naturally is used as an intervention for students needing additional literacy support
5. Standards-based instruction
6. Building equity team will collaborate with teaching and learning to continue developing culturally responsive teaching strategies
7. Professional Learning Communities
8. Continued development and implementation of common assessments

**Reading Monitoring Tools**

List the specific tool(s) you will utilize to monitor progress toward each goal.

(include MAP growth results)

1. FAST progress monitoring
2. MAP assessments
3. Common assessments
4. End of unit assessments
5. AIMS web for MRC students
6. MCA III
7. Informal teacher assessments

**Math Strategies**

List the strategies you will employ to achieve each goal.

(Include building equity team as a key strategy).

1. Guided Math will be implemented with fidelity in grades K-5
2. Daily 30 minute Tier II intervention block
3. Origo Math instruction
4. Curriculum aligned to Minnesota standards
5. Standards-based instruction
6. Building equity team will collaborate with teaching and learning to continue developing culturally responsive teaching strategies
7. Professional Learning Communities
8. Continued development and implementation of common assessments

**Math Monitoring Tools**

List the specific tool(s) you will utilize to monitor progress toward each goal.

(include MAP growth results)

1. Common assessments
2. Informal teacher assessments
3. Unit assessments
4. MAP assessments
5. MCA III

<p><b>Writing Strategies</b>  <i>List the strategies you will employ to achieve each goal.  (Include building equity team as a key strategy).</i></p> <ol style="list-style-type: none"> <li>1. 6 Traits of Writing</li> <li>2. Daily journaling/writing prompts</li> <li>3. Building equity team will collaborate with teaching and learning to continue developing culturally responsive teaching strategies</li> <li>4. Professional Learning Communities</li> </ol>	<p><b>Writing Monitoring Tools</b>  <i>List the specific tool(s) you will utilize to monitor progress toward each goal.  (i.e. quarterly formative writing assessments at each grade level)</i></p> <ol style="list-style-type: none"> <li>1. Formative writing assessments</li> <li>2. Common assessments and peer analysis</li> <li>3. Informal teacher assessments</li> </ol>
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<p><b>Science Strategies</b>  <i>List the strategies you will employ to achieve each goal.  (Include building equity team as a key strategy).</i></p> <ol style="list-style-type: none"> <li>1. Implementation of the Foss Science District Curriculum</li> <li>2. Incorporation of the science leveled readers into Guided Reading to develop science vocabulary</li> <li>3. Building equity team will collaborate with teaching and learning to continue developing culturally responsive teaching strategies</li> <li>4. Alignment of curriculum to standards</li> </ol>	<p><b>Science Monitoring Tools</b>  <i>List the specific tool(s) you will utilize to monitor progress toward each goal.</i></p> <ol style="list-style-type: none"> <li>1. MAP</li> <li>2. MCA II Science</li> <li>3. FOSS assessments</li> <li>4. Common assessments</li> <li>5. PLC Learning logs</li> </ol>
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<p><b>Behavior - Strategies</b>  <i>List the strategies you will employ to achieve each goal.  (Include building equity team as a key strategy).</i></p> <ol style="list-style-type: none"> <li>1. PBIS</li> <li>2. Caught in the Act</li> <li>3. Responsive Classroom ©</li> <li>4. Building equity team will collaborate with teaching and learning to continue developing culturally responsive teaching strategies to engage all learners</li> <li>5. Continue to develop home-school relationships</li> <li>6. Professional Learning Communities</li> </ol>	<p><b>Behavior - Monitoring Tools</b>  <i>List the specific tool(s) you will utilize to monitor progress toward each goal.  (office discipline referrals)</i></p> <ol style="list-style-type: none"> <li>1. SWIS</li> <li>2. Weekly Caught in the Act slips</li> <li>3. Teacher observations</li> <li>4. Office discipline referrals</li> </ol>
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<p><b>Sense of Belonging - Strategies</b>  <i>List the strategies you will employ to achieve each goal.  (Include building equity team as a key strategy).</i></p> <ol style="list-style-type: none"> <li>1. PBIS</li> <li>2. Responsive Classroom ©</li> <li>3. Building equity team will collaborate with teaching and learning to continue developing culturally responsive teaching strategies and build a strong sense of school community</li> </ol>	<p><b>Sense of Belonging - Monitoring Tools</b>  <i>List the specific tool(s) you will utilize to monitor progress toward each goal.</i></p> <ol style="list-style-type: none"> <li>1. SWIS</li> <li>2. District survey</li> <li>3. Parent surveys</li> </ol>
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<p><b>Professional Development:</b>  <i>What Professional Development topics and activities will be provided for your school/program staff during the 2011-12 school year? Your Professional Development Plan should align with your Annual School Improvement Plan.</i></p> <p>District 281 Professional Development Goals:</p> <ul style="list-style-type: none"> <li>• Staff will learn about and engage in professional learning communities.</li> <li>• Staff will learn and use research-based strategies to strengthen instruction.</li> <li>• Staff will learn and use information about equity and diversity to engage in reflection and changed practice.</li> <li>• Staff will learn to use technology to improve communication, encourage creativity, and increase student achievement.</li> </ul> <p><i>Professional development activities that have occurred or will incur include: formative assessment identification, review of the TSAT and Spec. Ed. Process, team collaboration to use data and identify interventions, review of the SIOP model, intensive analysis of the newly adopted literacy series, Responsive Classroom trainings (during summer) and review during the year, Tier 2 math in the RTI model.</i></p> <ol style="list-style-type: none"> <li>1. Team data collaboration</li> <li>2. Standards-based instruction</li> <li>3. Ongoing development of common assessments</li> </ol>
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<p><b>Robbinsdale Area Schools Strategic Plan Goals:</b>  <i>Put an "x" in the box to the left of the district goals that align to your school goals for school year 2012-13.</i></p>	
X	Enrich and accelerate academic achievement.
X	Provide high-quality, engaging teaching that challenges every student.
X	Cultivate learning environments characterized by mutual respect and personal responsibility.
X	Strengthen relationships among students, staff, families and community members.
X	Maximize resources and demonstrate financial accountability.

### Unified District Vision and Implementation Plan Matrix

District Vision and Implementation	SIP Goals/Strategies/Professional Development
Equity	<ul style="list-style-type: none"> <li>• Building equity team is involved in all content areas to help develop effective learning and teaching strategies</li> </ul>
Collaboration	<ul style="list-style-type: none"> <li>• Reading #7</li> <li>• Math #7</li> <li>• Writing #4</li> </ul>
High Expectations	<ul style="list-style-type: none"> <li>• Math #2</li> <li>• Reading #3</li> </ul>
Professional Learning Communities (PLC's)	<ul style="list-style-type: none"> <li>• All content areas</li> </ul>
Response to Intervention (RTI)	<ul style="list-style-type: none"> <li>• Reading #3</li> <li>• Math #2</li> </ul>
Common Assessments	<ul style="list-style-type: none"> <li>• Reading #8</li> <li>• Math #8</li> </ul>
Positive Behavior Interventions and Supports (PBIS)	<ul style="list-style-type: none"> <li>• Behavior #1</li> <li>• Sense of Belonging #1</li> </ul>