

2025 - 2026 LVE School Improvement Plan



Mission Statements

District Mission:
The mission of Robbinsdale Area Schools is to inspire and educate all learners to develop their unique potential and positively contribute to their community.

School Mission: Lakeview Elementary IB World School is dedicated to providing all students with a diverse education, where students gain problem-solving skills, learn to appreciate different cultures, and gain an understanding of their place in the world.

School Information

School Name	Lakeview Elementary
School Year	2025 - 2026
Principal Name	Wilbur Winkelman
Instructional Leadership Team members and roles (SIP Planning Team)	Jennifer Clark Liz Luciano Stacey Sauer-Wiggins Lindsay Sundquist Danton Tyree Catherine Hall Molly James Jennifer Hill

Comprehensive Needs Assessment Summary

Data Sources Reviewed	2024 - 2025 MCA Math and Reading, 2024 - 2025 FastBridge Data (aReading, aMath, earlyReading, earlyMath), Time out of classroom data
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Key Findings	
Identified Strengths	<ul style="list-style-type: none"> ● Literacy - we are seeing more growth with full implementation of Bridge2Read ● Math - majority of scholars are making at least typical growth ● Science ● School Climate - support calls have continued downward trend, we have eliminated the disparity between two or more races – the percentage of calls matches the percentage of students identified as two or more races ● Achievement Gap
Identified Areas for Improvement	<ul style="list-style-type: none"> ● Literacy - far too many scholars fall into the “less than typical” growth category ● Math - far too many scholars fall into the “less than typical” growth category ● Science - far too many scholars did not meet proficient ● School Climate - Black scholars continue to be overrepresented in our support calls ● Achievement Gap

Priority Goals	
Comprehensive Achievement and Civic Readiness (CACR) <i>Formerly World’s Best Workforce</i>	
MN Dept of Ed	Robbinsdale Area Schools
<ul style="list-style-type: none"> ● All children are ready for school. 	<ul style="list-style-type: none"> ● All students enrolled on the first day of kindergarten have completed screening before the 31st day of kindergarten.
<ul style="list-style-type: none"> ● All racial and economic achievement gaps between students are closed. 	<ul style="list-style-type: none"> ● Rdale is working toward a goal of closing the achievement gap by increasing the percentage of students of color scoring proficient on MN standards based accountability assessment.
<ul style="list-style-type: none"> ● All students are ready for career and college. 	<ul style="list-style-type: none"> ● The number of CTE and college credit bearing courses students are enrolled in will increase by 10 percentage points from 2023- 2025.
<ul style="list-style-type: none"> ● All students graduate from high school. 	<ul style="list-style-type: none"> ● Rdale is working toward a goal of all district students graduating. The percentage of Rdale seniors who graduate in four years will increase from 80.2% in 2020 to 90% in 2030.
<ul style="list-style-type: none"> ● Prepare students to be lifelong learners. 	<ul style="list-style-type: none"> ● Rdale will ensure that all students develop the knowledge, skills, and mindset needed to adapt, grow, and thrive in an ever changing world.
Read Act Goal: Every child can read at or above grade level every year.	

Robbinsdale Area Schools MCA Goals

Reading: Five percent growth

Mathematics: Five percent growth

Science: Five percent growth

Strategic Priorities:

- THEME A: Academic Achievement
 - Enhance cultural relevance of curriculum for students
 - Enhance an equitable learning system from early childhood to adults
 - Deepen preparation for life, college, and career
- THEME B: Student Engagement and Wellness
 - Improve student-staff connection
- THEME C: Collaboration and Partnership
 - Strengthen mutual communication and responsiveness with all stakeholders
 - Expand equitable inclusion and influence of student, family, staff, and community voice
- THEME D: Staff Investment and Impact
 - Cultivate the district culture to be inclusive, supportive, and welcoming
 - Increase consistency and accountability for common district practices

Goal Area	Goal Statement	Strategic Priority Alignment	CACR Alignment
Literacy	The percent of students who are high-risk and making aggressive growth on aReading will increase from 18% to 36%, and the percent of all students making typical or aggressive growth will increase from 25% to 50%.	A	
Math	The percent of students who are high-risk and making aggressive growth on aMath will increase from 6% to 20%, and the percent of all students making typical or aggressive growth will increase from 45% to 70%.	A	

Science	The percentage of scholars in the meets and advanced in Science MCA-IV will increase from 4.54% to 15% in May 2026.	A	
School Climate	From September 2025 to May 2026 the over representation of Black students in support calls will decrease from 72.27% to 40% while decreasing overall calls from 1631 to 1000.	A, B, C	

Action Plan Details - Goal: Literacy	
Evidence-Based Practice #1	Explicit instruction: B2R, Functional Phonics and Morphology
Strategy	
Progress Monitoring Plan	B2R Observations, B2R Mastery Check Activity, FastBridge Assessments, LETRS screeners
Evidence of success	80% of students mastering 80% of content in B2R, Growth Data Collaboration with grade levels, FastBridge scores (fall, winter, spring), progress monitoring data (FastBridge)
Resources Needed	B2R curriculum, Functional Phonics & Morphology curriculum, FastBridge training
Professional Development Needs	Support for new staff and EA's implementing literacy-based interventions/supports.
Timeline	
Person/Team Responsible	PLT
Quarter 1	Review Mastery test data
Quarter 2	Review Mastery test data and FastBridge data
Quarter 3	Review Mastery test data
Quarter 4	Review Mastery test data and FastBridge data
Evidence-Based Practice #2	Routine Fluency Practice: Partner reading
Strategy	
Progress Monitoring Plan	FastBridge CBM assessment (fall, winter, spring)
Evidence of success	FastBridge data (fall, winter, spring), B2R fluency activities.
Resources Needed	Partner reading is non-negotiable during B2R implementation.
Professional Development Needs	Specific training around partner reading
Timeline	

Person/Team Responsible	PLT
Quarter 1	Review Mastery test data
Quarter 2	Review Mastery test data and FastBridge data
Quarter 3	Review Mastery test data
Quarter 4	Review Mastery test data and FastBridge data
How are you using these strategies to meet the unique needs of American Indian Students? Or what new strategy are you using to meet their needs?	These evidence based practices are designed to meet the needs of all scholars. Additionally, IBPYP fosters and supports student agency where scholars are able to identify and explore their interests to support and increase student engagement.

Action Plan Details - Goal: Math	
Evidence-Based Practice #1	Implement tasks that promote reasoning and problem solving: Building Thinking Classrooms, Number Talks, Math conversation skills - vocabulary
Strategy	
Progress Monitoring Plan	walkthroughs, observations
Evidence of success	usage in classroom
Resources Needed	
Professional Development Needs	building thinking classrooms training
Timeline	
Person/Team Responsible	PLT
Quarter 1	Review Mastery test data
Quarter 2	Review Mastery test data and FastBridge data
Quarter 3	Review Mastery test data
Quarter 4	Review Mastery test data and FastBridge data
Evidence-Based Practice #2	Use and connect mathematical representations: Calendar Math, Math manipulatives, vocabulary
Strategy	
Progress Monitoring Plan	walkthroughs, observations,
Evidence of success	visible in classroom, used in classrooms
Resources Needed	calendar math supplies, math manipulatives
Professional Development Needs	calendar math, how to use manips, knowledge of when to use/not to use

Timeline	
Person/Team Responsible	PLT
Quarter 1	Review Mastery test data
Quarter 2	Review Mastery test data and FastBridge data
Quarter 3	Review Mastery test data
Quarter 4	Review Mastery test data and FastBridge data
How are you using these strategies to meet the unique needs of American Indian Students? Or what new strategy are you using to meet their needs?	These evidence based practices are designed to meet the needs of all scholars. Additionally, IBPYP fosters and supports student agency where scholars are able to identify and explore their interests to support and increase student engagement.

Action Plan Details – Goal: Science	
Evidence-Based Practice #1	Asking questions and defining problems. Students learn to formulate questions about the natural world and identify problems that can be addressed through scientific investigation or engineering design.
Strategy	Teach divergent thinking to allow students to ask questions and identify problems
Progress Monitoring Plan	Observations of science lessons, completion of evidence of learning
Evidence of success	Students are able to ask questions and identify problems about the natural world
Resources Needed	Mystery Science, Make Just One Change: Teach Students to Ask Their Own Questions by Dan Rothstein & Luz Santana
Professional Development Needs	PD on asking questions, IB training
Timeline	Following IB units
Person/Team Responsible	IB Coordinator/Administration
Quarter 1	Review planner pacing, pre-planning and reflection
Quarter 2	Review planner pacing, pre-planning and reflection
Quarter 3	Review planner pacing, pre-planning and reflection
Quarter 4	Review planner pacing, pre-planning and reflection
How are you using these strategies to meet the unique needs of American Indian Students? Or what	This evidence based practice is designed to meet the needs of all scholars. Additionally, IBPYP fosters and supports student agency where scholars are able to identify and explore their interests to support and increase student engagement.

new strategy are you using to meet their needs?	
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Action Plan Details – Goal: School Climate

Evidence-Based Practice #1	Catalyst - all classroom teachers will implement all 12 Foundational skills
Strategy	
Progress Monitoring Plan	<ul style="list-style-type: none"> - All licensed staff will engage in a minimum of one support session of classroom coaching or data collection & goal setting each year. - Coaching using observation and feedback, or headset coaching. - Reflective goal-setting through self assessment and discussion. - Formal data collection and measurement of implementation through Catalyst-trained evaluator. - Catalyst focused PLC
Evidence of success	<p>100% of licensed staff will demonstrate the 12 Foundational skills 50%+ of the time they are formally observed.</p> <p>100% of staff will set and meet their Catalyst related goal.</p>
Resources Needed	
Professional Development Needs	Additional training to review and extend knowledge of the 12 Foundational skills
Timeline	
Person/Team Responsible	PLT/Classroom teachers
Quarter 1	Review Time out of classroom data
Quarter 2	Review Time out of classroom data and results of student minute meetings
Quarter 3	Review Time out of classroom data and results of student minute meetings
Quarter 4	Review Time out of classroom data and results of student minute meetings
How are you using these strategies to meet the unique needs of American Indian Students? Or what new strategy are you using to meet their needs?	This evidence based practice is designed to meet the needs of all scholars.

Family Engagement Plan (Describe how families engage in school improvement efforts and student achievement. Include timeline/calendar)

Link your [Family Engagement Plan](#) here.

Specific Engagement Plan for *American Indian Families & Communities*