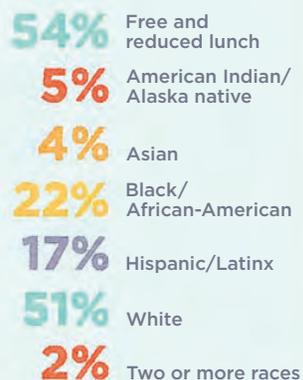


Leaning into improvement: Lake Nokomis-Keewaydin

Keewaydin serves 446 students; it's one of the more diverse schools in our city:



Exceeding goals

Bucking trends across the state and city, Keewaydin has seen continued growth in the number of students reaching proficiency. In the last year, math proficiency increased nearly 5 percentage points—now well above the MPS average—and reading proficiency increased 8 percentage points.

Reclaiming instructional leadership

The Minneapolis district's Keewaydin Campus (grades 3-8) consistently outpaces the district average on MCA proficiency, but has large internal gaps that the principal, La Shawn Ray, is working aggressively to address.

He is helping teachers hone their craft and sharpen their ability to reach students on an individual academic level. And we're glad to have helped support La Shawn. Results are pointing in the right direction.



Roadmap toward excellence

Following the transformation of a Chicago district school, La Shawn arrived at Keewaydin in fall 2016 eager to build upon a number of the school's positive indicators toward a school community that demonstrates success for all students.

He started by formalizing consistent school-wide expectations that teachers and students understand and are accountable to. La Shawn

also set out to increase the instructional capacity of his teacher team by reimagining his position as the instructional coach for teachers. He pointed to ANet as the tool and suite of strategies to achieve this goal. So MN Comeback subsidized his—and Keewaydin teachers'—access to ANet, strengthening educators' ability to leverage interim assessments to personalize instruction, ensure students are mastering standards, and receiving interventions and enrichment.

Realizing improvements

ANet coach Lindsey Hoy supported La Shawn through 20 one-on-one consultations this past year. Lindsey tailored all support to meet Keewaydin's needs, informed by interim data, classroom observations, and meetings with La Shawn and his instructional team. Together, La Shawn and Lindsey supported the reading team—assessing students' interim work, examining common mistakes, identifying and prioritizing skills to be retaught—and strengthened data meetings across instructional teams.