

Howe: 2020-21 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: Howe
School Number: 132
Grades Served: 3rd Grade - 5th Grade
Principal: Kevin Oldenburg
Phone: 612.668.4640
Fax: 612.668.4650
Street Address: 3733 - 43rd Ave. S., Minneapolis, 55406

School staff involved in SIP planning or progress monitoring:

Stacy Geiss, EL Teacher
Kate Rodahl, Differentiation Specialist
Emily Grahms, EL Teacher
Peggy Winchell, Kindergarten Teacher
Rachael Okerlund, Second Grade Teacher/EET Lead
Sasha Hamlin, Special Education Teacher
Ethan Sutton, Special Education Teacher
Dyann Judy, Fifth Grade Teacher
Kelley McMurchie, Kindergarten Teacher
Elisa Deluca, First Grade Teacher
Paddy Emerson, Third Grade Teacher
Erica Rudolph, Fourth Grade Teacher
Natasha Parker-Galyen, Assistant Principal
Kevin Oldenburg, Principal

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.

Reading Achievement goal: By 2020, the MCA proficiency rate for African American/Black, Hispanic/Latinx and American Indian students will increase from AA 46, HL 56, AI 40 to AA 54, HL 64, AI 48.

Math Achievement goal: By 2020, the MCA proficiency rate for African American/Black, American Indian and Hispanic/Latinx students will increase from AA 54, HL 37, AI 40 to AA 62, HL 45, AI 48.

Social-Emotional Learning goal: By 2020, the Ongoing data collection assessing use of Buddy Teachers and Restorative Conversations for All Students will decrease from 38 Referrals and 10 buddy teacher placements to 30 Referrals and 5 buddy teacher placements.

Equity goal: Special education students will make sufficient progress on their focus goal (as stated on their IEP) FROM 0% of students TO 60% of students as measured by stated frequency on individual focus goals by school staff's data collection sheets.

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: This will support our math and reading goals. This will also serve to reduce our classroom removals for students identified as needing interventions.

Social Emotional Learning (SEL)

Description: "Social and emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions" (CASEL, 2016). Social Emotional Learning strategies promote the development of schools that are safe, welcoming, and inclusive learning communities for all stakeholders.

We have selected this strategy for the following reasons: Our SEL and

Restorative Practices strategy.

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: This strategy will help us achieve our equity goal.

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!