

Howe: 2018-19 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
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Street Address: 3733 - 43rd Ave. S., Minneapolis, 55406

School staff involved in SIP planning or progress monitoring:

Dyann Judy, Teacher
Janice Bauer, Teacher
Kenneth Rivera, Teacher
Lillie Pang, POSA
Emily Grams, Teacher - ELL

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.

Social-Emotional Learning goal: By 2019 the **School Climate Survey average factor score: Self-Awareness for African American/Black students will increase from 71% to 80%.**

Reading Achievement goal: By 2019 the **MCA proficiency rate for African American/Black, Hispanic/Latinx, and English Learner students will increase from 57 (AA), 52 (HL), 15 (EL) to 65 (AA), 60 (HL), 23 (EL).**

Math Achievement goal: By 2019 the **MCA proficiency rate for African American/Black and Hispanic/Latinx students will increase from 57 (AA), 52 (HL) to 65 (AA), 60 (HL).**

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: Increasing student scores through improved data practices. Teachers will meet with peers during PLCs and team meetings. Each teacher will meet with administration during data meetings to plan forward with SEL, Math and Reading. Teachers will then meet with students during goal setting meetings.

Focus for 2018-19: This school year, we will focus on establishing a common understanding of MTSS across all staff, setting up necessary infrastructure, and then engaging in effective, data-driven instructional cycles to improve teaching and learning across all content areas and grade levels.

Balanced Literacy

Description: Balanced Literacy provides a structure and support that enables all students to acquire the knowledge, skills, habits, and dispositions needed to meet or exceed grade-level standards in reading, writing, listening, and speaking. The Balanced Literacy approach seeks to find an appropriate balance of all components and elements of strong literacy instruction for students PK - 5 grade.

We have selected this strategy for the following reasons: As our literacy practices improve, we need to keep reviewing our data and conferring with peers about our practices.

Focus for 2018-19: This school year, we will focus on ensuring all teachers have established rituals & routines to support literacy instruction. That will be followed by work implementing or improving strong lesson planning and delivery, and the use of independent reading and writing.

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: We are selecting the Adult SEL Toolkit to monitor our own practices and in turn model for students behaviors and actions we would expect from them.

Focus for 2018-19: This school year, we will focus on completing readiness activities, like

establishing an SEL team and conducting an inventory of current SEL practices, to make sure our school is ready to then develop the SEL skills of our adults.

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.