

Northeast Middle: 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: Northeast Middle
School Number: 316
Grades Served: 6th Grade - 8th Grade
Principal: Vernon Rowe
Phone: 612.668.1500
Fax: 612.668.1510
Street Address: 2955 Hayes St. NE., Minneapolis, 55418

School staff involved in SIP planning or progress monitoring:

Kimberlee Adams, Teacher/Coordinator
Deborah Nelson, Counselor
Veann Beutler, Teacher
Angela Evenson, Teacher/Coordinator
Carol Buzzelli, Teacher
Mason Sullivan, Teacher
Chrissy Skelly-Brogdon, Teacher
Yosefa Carriger, Teacher
Vernon Rowe, Principal
Andrea Skiba, Assistant Principal

Other staff, families, or community members involved in SIP planning or progress monitoring:

Shelly Hughes, School Staff

SCHOOL IMPROVEMENT GOALS

Together, our school is working to achieve the following goals.

College and Career Readiness goal: By 2019 the **Percent of students making average or better growth on MCA for All Students** will increase from 41% to 48%.

Social-Emotional Learning goal: By 2019 the **School Connectedness School Climate Survey average factor score:** for **Special Education, American Indian, and All Students** will increase from 52% to 70%.

English Learner Progress goal: By **2019** the **Percent of English Learners meeting growth targets for proficiency for English Learner students will increase** from **50.2** to **55%**.

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: We have selected the MTSS Implementation Toolkit in order to focus on strengthening core instruction school wide. Through PLC's, teachers will work with Domain 1 in SOEI to plan IB units, while embedding AVID WICOR strategies into their daily lessons. The focus for MYP will be planning and using assessment results to inform daily instruction. Through planning and using student assessment results, teachers will be informed on which students need further differentiation and which students need academic interventions.

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.

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: We have selected the Equity Implementation Toolkit because Equity is the overarching lens that we need to look through in order to strengthen both our college and career readiness goal, as well as, our climate goal. When we use Domain 1 of SOEI to plan instruction that all students can access, we will meet the needs of all of our students. Use of the Equity Implementation Toolkit will support us in helping all school staff to be consistent in their approaches to learning and differentiation. We are working to strengthen adult practices by increasing the comfort level of adults discussing race and gender diversity and working on SEL adult competencies.

Focus for 2018-19: This school year, we will focus on completing readiness activities, like establishing an equity team and a common understanding of equity, before selecting one of three strategies to work through the rest of the year, either developing the self-awareness of our adults,

sharing decision-making with families and students, or interrupting our implicit biases as adults.

AVID - WICOR for ALL

Description: Using WICOR strategies, all teachers will...

We have selected this strategy for the following reasons:

Focus for 2018-19: This school year, we will focus on the following core components of this strategy:

- Writing, Inquiry, Collaboration, organization and reading

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.