

Northeast Middle: 2019-20 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:

Vernon Rowe, Principal
Andrea Skiba, Assistant Principal
Angela Evenson, IB Coordinator/Math Teacher
Kimberlee Adams, AVID Coordinator/AVID Teacher
Veann Beutler, ELA Teacher
Deborah Nelson, Counselor
Erica Gates, Counselor
Mason Sullivan, SPED Teacher
William Smart, Social Worker
Alicia Garcia, Social Worker
Shelly Hughes, Family Liaison
Maria Pichardo, Latino Family Liaison
Laura Potter, School Psychologist
Teri Sue Hitchcock, IS/Differentiation Spec.
Chrissy Shelly, EL/French Teacher
Nate Beulah, Ethnic Studies Teacher

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.

By 2021, the percent of students proficient on the MCA Reading assessment will increase from 30% to 50%.

By 2021, the percent of English Learners meeting growth targets for proficiency on the WIDA ACCESS assessment will increase from 30% to 55%.

By 2021, the percent of students consistently attending will increase For American Indian students from 39% to 57% For students receiving special education services from 59% to 72%.

Math Achievement goal: By , the MCA proficiency rate for All Students will from to .

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: MTSS provides students with appropriate scaffolding and supports to ultimately prevent students from entering special education unless absolutely necessary - which is why it is often referred to as a prevention framework. An important belief grounding MTSS is that all students deserve the support they need to access grade level benchmarks and accelerate beyond them. MTSS will allow us to focus on the whole child while continuing to strive for high quality standards based instruction in the core.

When we arrive at expected practice of core component two of the MPS MTSS Toolkit (long-term planning), we will see collaborative meeting times for co-planning between special education/EL teachers and general education teachers. Beginning in 19-20, teachers will enter their long term planning documents into managbac, allowing us to progress monitor core component 2. Our admin team will be intentional about monitoring these units in order to develop and design Professional Development teaching and reinforcing the critical elements in CC 2. When we arrive at core component three, short-term planning, we will use WICOR strategies to

provide students access to curriculum while embedding these strategies into our daily plans. This will support co-planning/co-teaching in order to strengthen core for all.

We will work to align ILT, PLC, team meetings, PD, MTSS meetings and evidence from structured learning walks from admin and AVID/IB coordinator. Teachers will receive feedback around co-planning, co-teaching, the elements of Domain 1/core component 2 and WICOR strategies as observed during lesson implementation.

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 will implement Adult SEL strategies from the MPS SEL implementation toolkit, specifically focused on mindset (equity).

We will also implement restorative practices to maintain relationships that will increase connectedness.

Synopsis: According to the Collaborative for Academic, Social and Emotional Learning (CASEL), social 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." SEL develops cognitive social competencies, such as self-awareness, self-management, and social awareness. Developing such skills fosters positive social skills, reduces conduct problems, diminishes emotional stress, and improves academic performance.

SEL is a universal approach for all students. The goal of SEL is to address the social and emotional needs of all students to ensure their success in school and in life. Developing SEL skills improves student capacity to engage in academic learning and prepares them to meet college and career readiness standards. In order to meet rigorous standards, students need to be able to regulate their emotions when they become frustrated, collaborate with their peers, communicate

their ideas, and take the perspective of others.

We will focus on these Core Components:

Explicit Instruction: This strategy refers to teaching the specific skills and vocabulary that you want your students to use and master. For example, if you want them to use a specific protocol to solve conflicts, you will have to teach each one of the steps and the strategies/sentence starters that you want students to follow when solving problems. Explicit instruction is very powerful when starting to teach SEL because it will provide students with a common language to communicate about daily issues in and outside the classroom. Schools might use an off-the-shelf curriculum to teach explicit instruction, or they might develop their own lessons and activities.

Embedded Instruction: This strategy connects the content and vocabulary of your SEL instruction with your English/language arts, math, science, PE, or other lessons. For example, in language arts it is possible to connect lessons and activities around the study of characters or the development of themes with emotional literacy and self and social management skills.

As we focus on adult SEL, our staff will learn and assess themselves on the SEL competencies and participate in self-reflection and goal setting.

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: Synopsis: Culturally Relevant Pedagogy is a pedagogical practice that encourages educators to facilitate settings where students can be academically successful while developing a critical consciousness and retaining and building their cultural identity. Perhaps more than other, more technical practice, Culturally Relevant Pedagogy demands continuous development and critical reflection on the part of practitioners.

Core Components with a brief description of specific adult actions (The teacher will...)

Multiple opportunities for success: Teachers provide different opportunities and avenues for students to demonstrate and experience academic success while holding rigorous expectations for all students.

Connections between content and culture: Teachers identify ways that students' culture can be used to promote learning or demonstrate mastery creating a bridge

between students' culture and the content being taught in the classroom.

Development of critical consciousness: Teachers regularly provide opportunities and practice for students to examine and critique cultural norms, institutions, and social systems within the context of learning in the subject area.

WICOR includes the following elements:

W-Summarizing, Student reflection starters, note taking

I-Costa's levels of questioning/students creating questions, Socratic Seminars (academic language scripts)

C-Structured peer to peer interactions daily->jigsaws, think pair share, inside/outside meetings, numbered heads together

O-Goal setting, growth mindset work

R-Pre-reading, interacting with text, extending beyond the text

For EL's in mainstream (Levels 3, 4, and 5), we will focus on incorporating WICOR strategies across all content areas providing all EL students access to writing, inquiry, collaboration, organization and reading strategies each day. This will allow students multiple access points into the curriculum.

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!