

Green Central Park Community: 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: Green Central Park Community
School Number: 256
Grades Served: Pre-K - 5th Grade
Principal: Matthew Arnold
Phone: 612.668.3730
Fax: 612.668.3740
Street Address: 3416 - 4th Ave. S., Minneapolis, 55408

School staff involved in SIP planning or progress monitoring:

Matthew Arnold, Principal
Beatriz DeSantiago-Fjelstad, Assistant Principal
Clare Foley, Equity and Engagement and 5th Grade Coach
Annika Fjelstad, DDL/ESL Coach and Continuous Improvement Specialist
Fiona Keel, Literacy and 3rd/4th Grade Coach and Instructional Specialist
Alyssa Polack, Math and 1st/2nd Grade Coach
Jenelle Hill, Literacy and K Coach
Anna Bertrang, Math Committee Chair
Katie Trembley, Equity and Engagement Committee Chair
Francisca Reines, Literacy Committee Chair

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.

Math Achievement goal: By **2019** the **MCA proficiency rate for All Students** will increase from **50.6%** to **61.4%**.

Math Achievement goal: By **2019** the **MCA proficiency rate for African American/Black students** will increase from **54.5%** to **68.9%**.

Math Achievement goal: By **2019** the **MCA proficiency rate for English Learner students** will increase from **45.7%** to **59.3%**.

Math Achievement goal: By **2019** the **Personalized rigorous goal established along growth trajectories for All Students will increase from 40% to 80%.**

Social-Emotional Learning goal: By **2019** the **School Climate Survey average factor score: for All Students will increase from 50% to 100%.**

Social-Emotional Learning goal: By **2019** the **School Climate Survey average factor score: for All Students will increase from 75% to 100%.**

Social-Emotional Learning goal: By **2019** the **Suspension disproportionality for African American/Black students will decrease from 70% to 30.5%.**

SCHOOL IMPROVEMENT STRATEGIES

To reach our school improvement goals, we will utilize the following evidence-based strategies.

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 balanced of all components and elements of strong literacy instruction for students PK - 5 grade.

We have selected this strategy for the following reasons: We are implementing balanced literacy because it is strongly supported as best practice for improving outcomes. Our school already follows the district balanced literacy framework. Our literacy SIP goal will be supported through this implementation.

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: Social Emotional Learning is a strategic priority of the Minneapolis Public Schools and is essential to improve on outcomes for all students. Our SIP focuses on SEL work through the use of Second Step and Responsive classroom. The toolkit provides resources and documents to support our work in this area. In addition, one of our SIP goals is reducing discipline disparity. This can be achieved through Responsive Classroom, Second Step, and additional help from the resources and documents from

the SEL Implementation Toolkit.

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.

Common Formative Assessments

Description: At Green we will be using CPV (Conceptual Place Value Assessment) and CoM (Concepts of Math Assessment) to assess our students on these learning trajectories. We will then use the assessments to inform our instruction to meet student needs.

We have selected this strategy for the following reasons: This strategy will help us set rigorous individual student math goals and then monitor individual student progress. This strategy addresses all of our SIP goals.

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

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.