

Green Central Park Community: 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: 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, Assistant Principal

Clare Foley, Instructional Coach

Alyssa Polack, Instructional Coach

Fiona Keel, Instructional Coach

Annika Fjelstad, Instructional Coach

Jenelle Hill, Instructional Coach

Suad Hassan, Family Liaison

Megan Smith, High Five Teacher

Jill Loesch, Kindergarten Teacher

Francisca Reines, 1st Grade DDL Teacher

Katie Trembley, 2nd Grade Teacher

Anna Bertrang, 2nd Grade Teacher

Lei Washington, 5th Grade Teacher

Corina Miller, Music Teacher

Norma Alejandro, Instructional Coach

Branagan Price, 1st Grade Teacher

Konni Welk, Social Worker

Lily Sand, Full Service Community School Coordinator

Cheryl Giddings, Kindergarten EL Teacher

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

Eduardo Cardenas, Community Member

Mary Lambrecht, Other Staff

Silvia Moza, Family Member

Qeys Mohamed, Family Member

SCHOOL IMPROVEMENT GOALS

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

By 2022, the percent of students achieving typical or aggressive growth on the FAST aMath assessment will increase from 40% to 75%.

By 2022, the percent of students achieving typical or aggressive growth on the FAST aReading assessment will increase from 46% to 75%.

By 2022, percent of students who report that it is easy/very easy to stay calm when stressed will increase from 50% to 85%.

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: Understanding Math, Literacy, and Language Learning Trajectories through Backwards Planning and Analyzing Student Work to Identify Instructional Needs

Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children's observed and assessed needs in specific aspects of math, literacy, and language development. To

meet the needs of all students, teachers need to regularly look at data to inform their instruction. This includes collaborating around long term planning and short term planning to plan scaffolds, identify success criteria, and progress monitor student learning. These elements of high quality core instruction are part of a robust MTSS system which include using data to plan for instruction and respond to student needs.

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: Learning the 5 Core SEL Competencies and Embedding in Our Schoolwide Practices and Policies

Teachers will familiarize themselves with the 5 Core Social Emotional Learning (SEL) Competencies: Self-Management, Self-Awareness, Social Awareness, Relationship Skills, Responsible Decision-Making.

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!