

# Menlo Park: 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:** Menlo Park

**School Number:** 373

**Grades Served:** 9th Grade - 12th Grade

**Principal:** Helen Henly

**Phone:** (612)787-4016

**Fax:** (612)787-4001

**Street Address:** 1700 Second St NE, Minneapolis, MN 55413

### **School staff involved in SIP planning or progress monitoring:**

Helen Henly, Director

Tony Brown, Dean of Students

Karin Krisetya, Teacher

Robert Lewis, Teacher

Bethany Schafer, Teacher

Teresa Thompson, Teacher

Kevan Bohan, Teacher

Kate Singer, Life Coach

Kathy Kelly, Teacher

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

Emily Kastrul, Community Member

Margie Rask, Community Member

## ***SCHOOL IMPROVEMENT GOALS***

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

**Reading Achievement goal:** By **2020**, the **CBM-style measurement for lexile** for **All Students** will **increase** from **individual baseline** to **20% higher**.

**Math Achievement goal:** By **2020**, the **MAP Accuplacer classroom assessment for All Students** will increase from **baseline** to **20% increase**.

**Social-Emotional Learning goal:** By **2020**, the **SEL rating tool for All Students** will increase from **baseline** to **20% increase**.

**Graduation goal:** By **2021**, the **Seven-year graduation rate for All Students** will increase from **70% grad of credit possible at beginning of year** to **85% grad for those credit ready**.

## ***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:** The steps in the toolkit will help us formulate best practices as a small learning community for closing the gap for all of our students. The processes of meeting, planning, implementation and evaluation will be particularly helpful in meeting math and reading goals.

**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.

### **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:** SEL toolkit helps us to focus our ongoing work to become a trauma-informed school. Students whose SEL needs are met and who are developing SEL skills will improve academic achievement and earn credits towards graduation.

**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.