

## Whittier International: 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: Whittier International

School Number: 289

Grades Served: Hi-5- 5th Grade

Principal: Laurie Lamberty

Phone: 612.668.4170

Fax: 612.668.4180

Street Address: 315 W. 26th St., Minneapolis, 55404

School staff involved in SIP planning or progress monitoring:

- Laurie Lamberty, Principal
- Jody Delau, POSA- Assistant Principal
- Libby Dominguez, IB Coordinator
- Colleen Bergh, Differentiation Coach/Interventionist
- Gretchen Mattson, Differentiation Coach/Interventionist

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.

Social-Emotional Learning goal: By 2020 the Suspension disproportionality for African American/Black, Special Education, and American Indian students will decrease from being highly disproportional to being within 5% of the proportion of the whole population. Reading Achievement goal: By 2019 the FAST proficiency rate for All Students and Special Education students will increase from SpEd: 8% M, 18% M; All Ss 32% M, 36% R to SpEd: +20% on each, All Ss +10% on each. Math Achievement goal: By 2020 the FAST proficiency rate for All Students and Special Education students will increase from SpEd: 18%; All Ss: 32% to SpEd: +20%, All Ss +10%.

### 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: This is the focus of the PD offered by the district this year, so we feel that there will be significant support. Also, it is clear that we need to improve our practice of gathering data and using it to inform instruction to ensure all students are getting the "just right"

fit for learning. MTSS will help us achieve both our math and reading goals. Focus for 2019-20: 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.

## Responsive Classroom

Description: We are a Responsive Classroom School, and there are two levels of implementation, one very focused cohort and another level of whole staff professional development, and job imbedded coaching. Responsive Classroom is based on the philosophy that when you have a healthy and inclusive school and classroom community student achievement improves. We have selected this strategy for the following reasons: Whittier has been a Responsive Classroom School for several years, and as an IB School, it fits perfectly with the core philosophy of IB. This strategy will help us work toward our Social Emotional Learning Goal. Focus for 2019-20: 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.