



Whittier International: 2020-21 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: Kindergarten - 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:

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 making positive progress from one proficiency category to another on the MCA Math assessment will increase 5 percentage points over 2018 rates for all students, Special Education Students and ELL Students.

By 2021, the percent of students making positive progress from one proficiency category to another on the MCA Reading assessment will increase 5 percentage points over 2018 rates for all students, African American/Black students, American Indian students, Asian/Pacific Islander students, Hispanic/Latinx students, and Students who receive special education services.

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: With our MTSS strategy we will be using both the Benchmark curriculum and Math Curriculum Guides to implement long term planning, short term planning and data dives as well as building math instruction. In MPS elementary literacy is implemented through a balanced literacy framework. Benchmark Advance curriculum and materials will be used by all K-5 teachers. The MPS Benchmark Pacing Schedule should be followed throughout the year. Teachers will engage in the long term planning components as collaborative team including EL and SpEd, to ensure the pacing schedule is followed

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: Teachers will feel supported in meeting the needs of their students with exceptionalities, students will feel that they are part of the full classroom community, families will see that their children are learning alongside a very diverse group of peers.

1.0 FTE ESL staff per grade level; 1.0 FTE Special Education staff for every two grade levels.

At minimum, one hour a week for co-planning for the grade level team (including the SpEd and EL staff).

One full day in June and three days in August for co-planning, and team building to develop trust and relationships, utilizing the Adult SEL practices

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!