

Center School: 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: Center School
School Number: 361
Grades Served: 7th Grade - 12th Grade
Principal: Mary Cullen (LT)
Phone: (612)721-1655
Fax: (612)721-5346
Street Address: 2421 Bloomington Ave S, Minneapolis, MN 55404

School staff involved in SIP planning or progress monitoring:

Joseph Rice, Executive Director
Meghan Hunkins, Math Teacher
Susan Dimler, Business Manager
Brandon Szmiot, Student

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

Vicki Hollow, Family Member

SCHOOL IMPROVEMENT GOALS

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

Social-Emotional Learning goal: By 1, the School Climate Survey factor: Relationship Skills for American Indian students will increase from majority of negative responses to majority of appropriate responses .

Math Achievement goal: By 1, the Core course success rate for American Indian students will increase from 57% of students earning full credit to 75% of students earning full credit.

Reading Achievement goal: By 1, the map scores for American Indian students will increase from current level to 10% personal growth.

Family Engagement goal: By 1, the family engagement for American Indian students will increase from 5% of family involvement to 25% of family involvement.

SCHOOL IMPROVEMENT STRATEGIES

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

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: The majority of our students live in very toxic environments and often come to school traumatized.

Other Strategy: Math

Description: All math students will participate in the online Aleks program to address personal education deficits and increase individual knowledge growth.

We have selected this strategy for the following reasons: This strategy was selected due to the large variation in student abilities. This program individually pre-tests students and builds a plan of lessons to address the academic level they are at. Through this program we can better address individuals needs through unique education programs. Meeting students where they are at helps build in reachable goals so each student can feel accomplishment. this will help change students attitudes about math.

Other Strategy: Reading

Description: Increasing use of various reading strategies for struggling readers through staff training, team teaching/,mentoring with reading specialist.

We have selected this strategy for the following reasons: We have selected this strategy because almost all of our students struggle with reading comprehension and limited vocabularies.

Other Strategy: Family Engagement

Description: Center School invites families to three feasts per year, two BBQ's, and various other open house type activities. This year we are also adding a language table once a week in hopes of getting more families and community members to participate in the education of their young people.

We have selected this strategy for the following reasons: We have consistently struggled with getting families to engage with their children's education.

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.