

Nellie Stone Johnson 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: Nellie Stone Johnson Community
School Number: 288
Grades Served: Pre-K - 5th Grade
Principal: Amy Luehmann
Phone: 612.668.2930
Fax: 612.668.2940
Street Address: 807 - 27th Ave. N., Minneapolis, 55411

School staff involved in SIP planning or progress monitoring:

Amy Luehmann, Principal
Karen Kennedy, AP
Emily Renner, Teacher
Joni Kueng, TOSA
Jessica Davies-Lopez, Teacher
Ashley Jacobson, Teacher
Sadiqah Jihad, Teacher
Julie Tennessen, Teacher
Martha Shanesy, Data/Testing
Heather Davis, Teacher
Julie Ellingson, Teacher
Rachael Flannery, SPED teacher

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

Yatonya Branch/Jones, Family Member
Bridget Johnson, Community Member

SCHOOL IMPROVEMENT GOALS

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

By 2021, the percent of students who receive special education services who make positive progress from one proficiency category to another on the MCA Reading assessment will increase from 24% to 36%.

By 2021, the percent of students eligible for free or reduced-price lunch who make positive progress from one proficiency category to another on the MCA Math assessment will increase from 8.6% to 26%.

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: Nellie Stone Johnson has been using an MTSS framework for several years, and has many of the core components of MTSS already in place. Two areas within the MTSS framework that we'll focus on through our school improvement work are long-term and short-term instructional planning cycles.

The Long-Term Instructional Cycle, which is Core Component 4 in the MPS MTSS Toolkit, facilitates the prioritization and planning of math and literacy instruction, by outlining the scope and sequence of quarterly or unit content and the short-term instructional cycles embedded within it. During long-term instructional planning meetings, teachers take note of standards and how they vertically align and fall within a learning continuum. While analyzing those standards in conjunction with unit/interim assessments, teachers determine success criteria and potential misconceptions to inform instruction.

Success criteria requires the building and/or locating of formative assessments that will be analyzed during coinciding short-term instructional cycles. As each long-term instructional cycle comes to an end, a Three Act Data conversation is held to capture end-of-the unit reflection that will be incorporated into Data Dive conversations.

The Short-Term Instructional Cycle, which is Core Component 5 in the MPS MTSS Toolkit, builds on long-term planning and requires the consistent, frequent and responsive analysis of student learning. Instruction is planned, purposeful and includes target-driven scaffolding designed to lead learners toward mastery through high-quality instructional experiences. When analyzing grade-level targets and standards in preparation for short-term instruction cycles, teachers determine multiple success criteria to address the needs of all learners and in turn design or locate corresponding formative assessments. After this determination, whole-group and small-group instruction is planned in alignment with grade-level instructional targets as well as the targeted instruction students need to reach grade level. Success criteria is clearly communicated to students.

Other Strategy: Collective Efficacy - Yours, Mine, and Ours

Description: Start with taking a beliefs survey around our personal ownership of students with IEPs. The purpose of this survey is to gather baseline data on our school's collective beliefs around students with IEPs. The next step will be to write a school-wide vision statement for our students with IEPs. Once we have a vision in place, we will determine expectations needed to make our vision a reality. We anticipate the following expectations to arise: roles and responsibilities, scheduling, curriculum, collaboration, use of adults in classrooms and Professional Development.

We have selected this strategy for the following reasons: We have noticed that we do not have a common understanding among all staff in regards to who is accountable for grade level content, differentiated content and scaffolds in regards to our students on IEPs. We believe we need to start with creating a shared vision, looking at barriers and then problem solving those barriers. This strategy will help achieve both our schoolwide math goal and our reading goal specific to student son IEPs. Full implementation will look like all student son IEPs receiving core content and content scaffolded or differentiated to meet their needs. It will look like Gen ed and Special ed teachers collaborating around instructional planning, sharing resources and all staff informed of IEP goals.

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!