

Andersen United: 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: Andersen United
School Number: 190
Grades Served: Pre-K - 8th Grade
Principal: Denise Wells
Phone: 612.668.4200
Fax: 612-668-4210
Street Address: 1098 Andersen Lane, Minneapolis, 55407

School staff involved in SIP planning or progress monitoring:

Denise Wells, Principal
Kate Beesch, Assistant Principal
Eric Loichle, Assistant Principal
Jamie Edwards, Admin Support Social Work
Carrie Hernandez, Admin TOSA
Jennifer Smith , Math Specialist & Teacher
Kathy Gretsch, Literacy Specialist
Kimel Henry , Dean
Amanda Lube, Dean
Benjamin Radel, Teacher
Marian Gagliardi, Teacher
Jamie Wild, Math Specialist
Stephanie Bales, Teacher
Mahdi Sultan, Teacher
Della Harr, Teacher
Rachel Powers, Teacher
Margaret McCreary, Teacher
Melanie Keillor, TOSA

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 2019 the **School Climate Survey average factor score: Self-Awareness for All Students will increase from 74% to 84%.**

Reading Achievement goal: By 2019 the **Percent of students making average or better growth on MCA for All Students will increase from 40% to 45%.**

Math Achievement goal: By 2019 the **Percent of students making average or better growth on MCA for All Students will increase from 35% to 40%.**

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 majority of our class medians are below grade level. Our learning gap needs to be addressed through strong differentiated core instruction.

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: Our previous work around SEL has been compartmentalized and did not include a focus on adult social emotional learning skill development. The goal is to have a more cohesive school wide plan with strong investment from all stakeholders. The SEL Committee at Andersen will facilitate social emotional work using "Onward" to promote the development of adult self-awareness and resilience. Adults will engage in this work to foster those skills in our students. We are using the toolkit to allow time to assess the match between school community SEL needs and resources and to ensure implementation readiness. The goal SEL is helping to achieve is our social emotional goal (of target student group(s) will increase from 74% to 84% on the school climate survey).

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.