

Folwell Arts Magnet: 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: Folwell Arts Magnet

School Number: 175

Grades Served: Pre-K - 8th Grade

Principal: Lucilla Davila

Phone: 612.668.4550

Fax: 612.668.4560

Street Address: 3611 - 20th Ave. S., Minneapolis, 55407

School staff involved in SIP planning or progress monitoring:

Lucilla Davila, Principal

Kimberly Enck, Assistant Principal

Melissa Thaemert, Assistant Principal

Lori Ledoux, Student Support Lead

Ashley Penney, Grade 3 Teacher

Diane Krall, ESP

Courtney Cline, Grade 1 Teacher

Tracee Robinson, Grade 3 Teacher

Jennifer Vaillancourt, Grade 5 Teacher

Hannah Walker, Grade 6 S.S. Teacher

Melissa Johnson, PD Coordinator

Stacy Aldrich, Arts

Stacey Crews, PDP Coordinator

Lynn Harper, ESL/GLAD

Angel Dwyer, SPED

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

Daniela Zavala, School Staff

Cheryl Leavitt, School Staff

Mary Conkins, School Staff

Deb Martel, School Staff
Lisa Mitchell, School Staff
Gabrielle Bliss, School Staff
Nina Watts, School Staff
Kristen Melby, School Staff

SCHOOL IMPROVEMENT GOALS

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

Math Achievement goal: By **2018-2019**, the **Percent of students making average or better growth on MCA for All Students** will **increase** from **18** to **28**.

Reading Achievement goal: By **2018-2019**, the **Percent of students making average or better growth on MCA for All Students** will **increase** from **45** to **51**.

English Learner Progress goal: By **2019**, the **Percent of English Learners meeting growth targets for proficiency for English Learner students** will **increase** from **63** to **74**.

School Climate goal: By 2018-2019, the **Suspension disproportionality for Hispanic/Latinx and African American/Black students** will **decrease** by **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: To create a focus on high quality Tier 1 instruction (universal for all students), establish a foundation for common practices around planning, assessing and evaluating data, which will positively impact student growth. All SIP goals will be filtered

through the MTSS lens.

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: GLAD 3 Personal Standards- Show respect Make good decisions Solve problems

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.