

Hall International: 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: Hall International
School Number: 287
Grades Served: Pre-K - 5th Grade
Principal: Sherrill Lindsey
Phone: 612.668.2650
Fax: 612.668.2660
Street Address: 1601 Aldrich Ave. N., Minneapolis, 55411

School staff involved in SIP planning or progress monitoring:

Sherrill Lindsey, Principal
Sandra Velgersdyk, Instructional Specialist
Lorraine Rhodes-Dix, Assistant Principal
Max Hohlen, Grade 3 Teacher
Ashley Cushman, Grade 3 Teacher
Marcia Wyatt, Grade 2 Teacher
Jessica Lambrecht, Counselor
Ellen Reid, Math & Differentiation Specialist
Nikkia Hines, Literacy Specialist & Equity Co-Lead
Rachel Stewart, Family & Community Liaison
Emmy Bouvier, Special Ed Team Lead & PSWE Co-Lead
Shauna Kidimu, IB Coordinator & PSWE Co-Lead
Leslie Hanson, Pre-K Teacher & Equity Co-Lead

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

Sarah Wehrenberg, Other Staff

SCHOOL IMPROVEMENT GOALS

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

By 2022, the percent of students meeting or exceeding growth targets on the FAST aReading assessment from Fall to Spring will increase from 27% to 50%.

By 2022, the percent of students meeting or exceeding growth targets on the FAST aMath assessment from Fall to Spring will increase from 43% to 60%.

By 2022, the percent of students rating that the CASEL 5 skill areas are easy or very easy for them will increase from [baseline TBD] to 80%.

By 2021, the percent of students consistently attending will increase from 70% to 90%.

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: 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. Teachers use regular data cycles to inform high quality core instruction in an effort to maximize the effectiveness of instruction and minimize the number of students who require additional intervention.

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: 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.

Other Strategy: Attendance | Everyday Matters

Description: Attendance is necessary to ensure educational equity. Chronic absenteeism need to be addressed as a school community priority by fostering a schoolwide culture of Attendance | Every Day Matters, regular review of chronic absence data to develop action plans for students and families with additional supports needed, developing staff capacity to champion effective attendance practice, and advocate for resources and policies to improve attendance and remove barriers for families.

We have selected this strategy for the following reasons: 90% of students and staff will be present at Hall 90% or better.

Students will be on time for school and will not be picked up early from school on a consistent basis resulting in a loss of instruction.

Families with transportation barriers to getting their children to school will have urgent responsive strategies, support, and solutions when district transportation is the factor causing the barrier.

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!