

Burroughs Community: 2020-21 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: Burroughs Community
School Number: 110
Grades Served: Kindergarten - 5th Grade
Principal: Ana Bartl
Phone: 612.668.3280
Fax: 612.668.3290
Street Address: 1601 West 50th Street, Minneapolis, 55419

School staff involved in SIP planning or progress monitoring:

Ana Bartl, Principal
Patty Fetter, AP
Lorie Shiels, MTSS TOSA
Theresa Wold, Teacher
Jessica Fischer, Teacher
Elizabeth Debrey, Teacher
Bridget Rehtke-Berg, Teacher
Michael Pederson, Teacher
Jason Benjamin, Teacher
Sarah Collins, ESL Teacher
Jonathan Kramka, Teacher
Holly Hoiland, Special Ed Teacher
Jolene Tomihiro, Differentiation Specialist

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.

Math Achievement goal: By 2020, the Percent of students making average or better

growth on MCA for All Students, African American/Black, English Learner, Special Education and Advanced Learner students will increase from 62% to 67%.

Reading Achievement goal: By 2020, the Percent of students making average or better growth on MCA for All Students, African American/Black, Advanced Learner, English Learner and Special Education students will increase from 51% to 63%.

Equity Gaps goal: By 2020 , the staff will increase their awareness of their unconscious bias and the impact on students through exploring the equity tool kit.

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: We have selected this strategy based on our inconsistent trend in reading growth for our students and the significant gaps among targeted groups. Initial fidelity check indicated that not all teachers had a common understanding of how to implement the balanced literacy framework.

Balanced Literacy

Description: Balanced Literacy provides a structure and support that enables all students to acquire the knowledge, skills, habits, and dispositions needed to meet or exceed grade-level standards in reading, writing, listening, and speaking. The Balanced Literacy approach seeks to find an appropriate balance of all components and elements of strong literacy instruction for students PK - 5 grade.

We have selected this strategy for the following reasons: WE selected this strategy to help us address the large gaps in growth and achievement among various targeted groups of students (EL, Sp.Ed, students of color, advanced learners).

Equity

Description: Educational equity means raising the achievement of all students

while narrowing the gaps between the lowest and highest performing students, and eliminating the racial or cultural predictability and disproportionality of which student groups currently occupy the highest and lowest achievement categories across all measures.

We have selected this strategy for the following reasons: We have selected this strategy because MTSS will impact each of our SIP goals. By working through the MTSS toolkit we will gain insight about how to better support all of our students in making academic growth. Additionally MTSS will help to create more equitable classroom environments.

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!