

Sanford Middle: 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: Sanford Middle
School Number: 324
Grades Served: 6th Grade - 8th Grade
Principal: Amy Nelson
Phone: 612.668.4900
Fax: 612.668.4910
Street Address: 3524 - 42nd Ave. S., Minneapolis, 55406

School staff involved in SIP planning or progress monitoring:

Sarah Wehrenberg , School Improvement DPF
Amy Nelson, Principal
Ahmed Amin , Assistant Principals
Albert Pitt, POSA
Maggie Thompson, IS

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.

By 2021, the percent of American Indian students making positive progress from one proficiency category to another on the MCA Math assessment will increase from 10.6% to 25.6%.

By 2021, the percent of American Indian students making positive progress from one proficiency category to another on the MCA Reading assessment will increase from 13.8% to 28.8%.

By 2021, the percent of American Indian students consistently attending will increase from 49.3% to 70%.

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: Through the implementation of Advancement Via Individual Determination (AVID) program and International Baccalaureate® (IB) Middle Years Programme (MYP), we will focus on MTSS long- and short-term instructional planning cycles. MYP unit planning starts with looking at the concepts and criterion rubrics for each unit to name success criteria and learning targets and write summative assessments with a global context. We also will work to plan differentiation and scaffolding to help all students be successful with our units. The global contexts include cultural relevance and make connections between content and the real world. Through this our Native Students will see themselves in the curriculum. Through AVID we will plan learning experiences that teach students to think critically and engage in writing through AVID writing, inquiry, collaboration, organization and reading (WICOR) strategies.

ILT will monitor these strategies by focusing on Native American student progress and performance. We will look at grades, attendance and test scores and continue to revise our MTSS strategies as needed.

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: Though schoolwide advisory, we will work to combine the Collaborative for Academic, Social, and Emotional Learning (CASEL) competencies and the IB Learner Profile Traits to give

students a rich SEL experience.

Advisories form a bond between 1 teacher and 18-20 students. This small group becomes a community that lasts for three years as the students stay in the same multi-aged advisory for their whole time at Sanford. This form of looping allows Native American students a longer amount of time to develop relationship and connections to school, while learning important SEL skills to help them succeed.

We have hired a bilingual Ojibwe AE to support students in a model similar to check and connect. This AE will work with our social worker and counselors to identify students could use more intense academic support and will meet with the students weekly to check in. The AE will also serve as a connector for families and teachers in support of the students. This process started in February with the AE attending a couple of weeks of Native Groups to get to know the students.

ILT will monitor implementation of Advisory and SEL instruction by focusing on Native American student progress and performance. We will look at grades, attendance and test scores and continue to revise our SEL strategies as needed.

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!