Menlo Park: 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: Menlo Park
School Number: 373
Grades Served: 9th Grade - 12th Grade
Principal: Helen Henly
Phone: (612)787-4016
Fax: (612)787-4001
Street Address: 1700 Second St NE, Minneapolis, MN 55413

School staff involved in SIP planning or progress monitoring:
Helen Henly, Director
Bethany Schafer, Teacher
Robert Lewis, Teacher
Tony Brown, Dean of Students
Teresa Thompson, Teacher
Kathy Kelly, Advisor

Other staff, families, or community members involved in SIP planning or progress monitoring:
Emily Kastrul, Community Member

SCHOOL IMPROVEMENT GOALS

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

By 2022, all students will increase their attendance, so that no student has more than 6 unexcused absences in a quarter.

By 2021, the seven-year graduation rate will increase from 37% (Class of 2014) to 75%.

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:** Students struggle with pulling 3 areas together to move towards graduation: attendance, quality completion of coursework/meeting standards, and self-management. Monitoring and intervention in these areas is geared for improving graduation rate.

**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:** Staff will continue presenting social emotional learning (SEL) skills to students through Advisory Class and follow through with these concepts in classroom and throughout the school space. The addition of trauma-invested programming will seek to improve attendance and completion of coursework for credit.

**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!