

Bancroft: 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: Bancroft
School Number: 105
Grades Served: Pre-K - 5th Grade
Principal: Diego De Paz
Phone: 612.668.3550
Fax: 612.668.3560
Street Address: 1315 E. 38th St., Minneapolis, 55407

School staff involved in SIP planning or progress monitoring:

Diego De Paz, Principal
Breanna Nichols, Assistant Principal
Susan Francis, IB Coordinator
Lisa Larsen, Math Specialist
Samantha Dibble, Teacher
Tiffany Renando, Teacher
Becky Ramgren, Teacher
Beth Anderson, Teacher
Amanda Quigley, Teacher
Katie Weber, Teacher
Linda Dorow, ESP
Lindsey Sanders, SERT
KP Powell, ELL Teacher
Emily Torres, Teacher- Equity Lead

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 percentage of referrals of our African American students will not be discrepant from the population of our African American population. The percentage of referrals will decrease from 69% to 47%.

By 2021, The percent of all students proficient on the MCA Math assessment will increase from 40% to 60% , more specifically the percent of students receiving special education services who make positive progress from one proficiency category to another on the MCA Math assessment will increase from 26% to 40%, and students of color will increase in proficiency from 37% to 59%.

By 2021, the percent of all students proficient on the MCA Reading assessment will increase from 35% to 55%, more specifically the percent of students receiving special education services who make positive progress from one proficiency category to another on the MCA Reading assessment will increase from 26% to 40%, and students of color will increase in proficiency from 28% to 50%.

By 2021, the percent of Native American students consistently attending will increase from 64% to 82% and the percent of All students consistently attending will increase from 82% to 88%.

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 believe that focusing on Multi-Tiered Systems of Support as our strategy will have the greatest impact on increasing student success and achieving equity. Selecting MTSS will help us focus on strengthening our core instruction, both with planning and delivery of standards-based instruction. It will also support making data-based decisions for next steps in instruction and interventions. We believe MTSS as a strategy will support our SIP goals of increasing student proficiency in reading and math.

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 Emotional Learning (SEL) 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.

Through Social Emotional Learning, we will implement and correlate Bancroft's IB Transdisciplinary Skills- Social Skills, Self Management, and Communication Skills.

We will continue our Equity work through Social Emotional Learning.

Other Strategy: Houghton Mifflin Expressions Math

Description: Houghton Mifflin Expressions Math- Inquiry based mathematics curriculum. We would like to continue to implement this curriculum and further the continuity between our general education classroom and special education classrooms.

We have selected this strategy for the following reasons: One of our autonomies as a CPS school is around curriculum. We knew we wanted to pursue something different than focused instruction for mathematics that better aligned to our IB-PYP philosophy and framework. A team of classroom teachers, the math specialist and an administrator attended the NCTM fall regional conference in Minneapolis in the fall of 2015. After considering many options, Houghton Mifflin Expressions was chosen because it is an inquiry based program that aligns with being an IB-PYP World School. It addresses the standards to fidelity and includes important components we are looking for; differentiation, EL support, parent communication, homework aligned to the lessons, online support and resources, including the option for online assessment, enrichment and intervention. Third grade then piloted the program that year and in the fall of 2016, it was fully implemented in kindergarten through grade five. "Math Expressions is research based, NSF funded, and proven to raise achievement. The program was the subject of a curriculum study, examining the achievement effects of four different early elementary curricula for mathematics. The results? Researchers Agodini, Harris, Thomas, Murphy, and Gallagher (2010) concluded that the 'curriculum mattered' (p 77). Students in

Grades 1 and 2 using Math Expressions showed significantly higher achievement in mathematics than students using other programs, with the amount of teaching time controlled.

All classrooms will be using Math Expressions. All Students who receive Special Education Services will also have access to the core instruction of Math Expressions, as well as access and continuity in their small group or pull out groups if applicable. Through Professional development and teacher resources we will strengthen core instruction for all students including strengthening for our Special Education students. Space will be provided for planning between SERT's and Classroom teachers to deepen the scaffolds that are needed for our Special Education students.

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!