

## Seward Montessori: 2018-19 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:** Seward Montessori  
**School Number:** 160  
**Grades Served:** Kindergarten - 8th Grade  
**Principal:** Tammy Goetz  
**Phone:** 612.668.4950  
**Fax:** 612.668.4960  
**Street Address:** 2309 - 28th Ave. S., Minneapolis, 55406

#### **School staff involved in SIP planning or progress monitoring:**

Tammy Goetz, Principal  
Meghan O'Connor Fisher, Assistant Principal  
Jessica Grabe, Teacher  
Julie Lillie, Literacy Specialist  
Kaisa Lee, Counselor

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

Elizabeth Hockbein, School Staff  
Kaye Deblick, School Staff  
Freny Irani, School Staff  
Kelley Dean, School Staff  
Ben Knaus, School Staff  
Erin Kasper, School Staff  
Brie Monahan, School Staff  
Sarah Rose, School Staff  
Saeed Hussein, School Staff

### **SCHOOL IMPROVEMENT GOALS**

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

**School Climate** goal: By **2019** the **Percent of students receiving major classroom referrals for All Students** will **decrease** from **50%** to **45%**.

**Math Achievement** goal: By **2019** the **Percent of students making average or better growth on**

**MCA for All Students will increase from 32 to 35.**

**Reading Achievement goal: By 2019 the Percent of students making average or better growth on MCA for All Students will increase from 40 to 48.**

## ***SCHOOL IMPROVEMENT STRATEGIES***

To reach our school improvement goals, we will utilize the following evidence-based strategies.

### **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 balanced of all components and elements of strong literacy instruction for students PK - 5 grade.

**We have selected this strategy for the following reasons:** We have identified the Balanced Literacy toolkit as an area of focus as it aligns with our 5 year writing goal. In 2017-18 school year, we began a 5 year implementation plan on informational writing. The plan involves common rubrics, languages, and structures built around the writing standards. We are using writing as a tool to increase our reading achievement. Our SIP goal of improving our Reading growth scores on the MCA, targeting specifically our African American students will be achieved through the implementation of this toolkit.

**Focus for 2018-19:** This school year, we will focus on ensuring all teachers have established rituals & routines to support literacy instruction. That will be followed by work implementing or improving strong lesson planning and delivery, and the use of independent reading and writing.

### **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 are starting year 3 of our 5 year implementation of PBIS at our school. We began this process to ensure we all have consistent language and expectations for our students. In year three, our focus is on on boarding and welcoming our new to Seward Families, especially those who come to us from October through May. In addition, as we continue to streamline our behavior matrix and systems, we want to see our major referrals decrease. As a staff, we will do a book study on "A Good Time for the Truth: Race in Minnesota." Staff will read selected essays, journal, and discuss at staff meetings.

**Focus for 2018-19:** This school year, we will focus on completing readiness activities, like establishing an equity team and a common understanding of equity, before selecting one of three

strategies to work through the rest of the year, either developing the self-awareness of our adults, sharing decision-making with families and students, or interrupting our implicit biases as adults.

## **Number Sense through the use of Dreambox**

**Description:** Staff will focus on numbers and operations math standards

**We have selected this strategy for the following reasons:** As a prek-8 building, we have identified that our students always struggle with number sense through all the grades. Our math data also shows this. The staff would like to focus on number sense to take a deep dive into the standards. Students will use Dreambox to practice and deepen their skills of number sense.

**Focus for 2018-19:** This school year, we will focus on the following core components of this strategy:

- Teachers will focus on number sense standards at team meetings

## ***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.