South High: 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: South High
School Number: 362
Grades Served: 9th Grade - 12th Grade
Principal: Brett Stringer
Phone: 612.668.4300
Fax: 612.668.4310
Street Address: 3131 19th Avenue South, Minneapolis, 55407

School staff involved in SIP planning or progress monitoring:
Brett Stringer, Principal
Steve Simondet, Assistant Principal
Isabel Rodriguez, Assistant Principal
Patrick Burrage, Assistant Principal
Abby Gaul, Teacher
Arthur French, Teacher
Becky Wood, Social Worker
Beth Butala, Teacher
Lisa Ramirez, Communications
Maren Zobott, Teacher
Marcus Aponte, AE
Mary Manor, Teacher
Megan O'Reilly, Teacher
Randy Hedlund, Teacher
Sharon Rush, Teacher

Other staff, families, or community members involved in SIP planning or progress monitoring:
Amy Wojcik, Family Member
Anita Newhouse, Family Member
Bezawit Abate, Family Member

Carolyn Carr, Family Member

Cheryl Persigehl, Family Member

Jordon Dotson, Family Member

Kyra Osterdorf, Family Member

LaCresha Dotson, Family Member

Lean Auckenthaler, Family Member

Madelyn Sundberg, Family Member

Jeff Bies, Family Member

Mary Rogness, Family Member

Pete Munene, Family Member

Rebecca Davis, Family Member

Rene Tripeny, Family Member

Renee Warriner, Family Member

Sara Bergen, Family Member

Sarah Ali, Family Member

SCHOOL IMPROVEMENT GOALS

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

By 2021, the percent of Indigenous students graduating in four years will increase from 37% to 50%.

By 2021, the percent of students receiving EL services meeting growth targets for proficiency on the WIDA ACCESS assessment will increase from 21% to 35%.

By 2021, the percent of students of color failing core courses will decrease from 33% to 23%. (This percentage is an average of the percent of each racial group that had failed 1 or more courses for Quarter 1, 2018-19. Values used: Native American students 47%, African American students 33%, Asian students 14%, Hispanic students 37%, and White students 9%.)

By 2021, the percent of all students consistently attending will increase from 75% to 85%. (Based on CNA data provided by MPS, which includes only students who had attended at least 95 Days, or 56% of the school year).

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 giving access to inclusive and equitable educational practices that minimize opportunity gaps.

We have selected this strategy for the following reasons: We will focus on core components 2, 3, 4, and 5 from MPS' MTSS implementation toolkit. This includes long-term and short-term planning as well as data dives. By focusing on Tier 1 instruction that our students are receiving we will improve outcomes for all students.

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: We will be working through activities described in the MPS SEL implementation toolkit. By focusing on SEL at our site we can improve students' desire to be here and in turn improve outcomes.

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!