Longfellow Alternative School: 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: Longfellow Alternative School
School Number: 353
Grades Served: 9th Grade - 12th Grade
Principal: Padmini Udupa
Phone: (612) 668-4700
Fax: (612) 668-4710
Street Address: 3017 E 31st St, Minneapolis, MN 55406

School staff involved in SIP planning or progress monitoring:

Brooke Eichele, Literacy, D3, and Testing Coordinator
James Daggett, Instructional Facilitator
Lindsay Walters, Counselor
Dr. Padmini Udupa, Principal
Katherine Bodurtha, Math Teacher
Veronica Pettini, MTSS Specialist

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.

Social-Emotional Learning goal: By **2019** the **School Climate Survey average factor score:** for **All Students** will **increase** from **September** to **January.**

Graduation goal: By **2019** the **Seven-year graduation rate** for **All Students** will **increase** from **2018** to **2019.**

Attendance goal: By **2019** the **Average percent daily attendance** for **All Students** will **increase** from **55%** 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 giving access to inclusive and equitable educational practices that minimize opportunity gaps.

We have selected this strategy for the following reasons: We have selected the MTSS Implementation Toolkit because our students need multi-tiered systems of support. Student success comes from support through instruction, wrap-around services, individualized and personalized education, and meeting them where they are at Longfellow. With many students having gaps in their education, pregnancy and parenting attendance issues, and other life hurdles that get in the way, MTSS will serve as a system to help our staff monitor and track daily attendance rates, advise and conference, provide authentic and relevant instructional opportunities, and provide enrichment to help in post-secondary options and college and career readiness. All 3 of our SIP goals (SEL, Graduation Rate, and Attendance) will be supported by MTSS and hopefully achieved.

Focus for 2018-19: This school year, we will focus on establishing a common understanding of MTSS across all staff, setting up necessary infrastructure, and then engaging in effective, data-driven instructional cycles to improve teaching and learning across all content areas and grade levels.

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: With our students having children on site, many gaps in education, and the majority having undergone some form of trauma, the SEL Implementation Toolkit will further support the services we at Longfellow try and provide for our students. Our school was chosen to take part in last year's District SEL Cohort 1 and is part of Cohort 2 this year. We have an Early Learning Center on site for our students' children, so we practice early literacy-adult literacy. Having a knowledge of the social emotional skills and instilling an acknowledgement and process within the hallways, classrooms, staff meetings, all-school meetings, and early learning center is an organic part of who we are at Longfellow. SEL will help support all of our SIP goals, and will hopefully help in the achievement of our daily attendance rate increasing, graduation rate improving, and college and career readiness.

Focus for 2018-19: This school year, we will focus on completing readiness activities, like establishing an SEL team and conducting an inventory of current SEL practices, to make sure our school is ready to then develop the SEL skills of our adults.

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.