

Hmong International Academy: 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: Hmong International Academy
School Number: 291
Grades Served: Pre-K - 8th Grade
Principal: Jamil Payton
Phone: 612.668.2250
Fax: 612.668.2260
Street Address: 1501 - 30th Ave. N., Minneapolis, 55411

School staff involved in SIP planning or progress monitoring:

Jamil Payton, Principal
Gao Xiong, Assistant Principal
Abdullahi Ahmed, Family Liaison
Malisimai Vue, Family Liaison
Neka Gray, Family Liaison
Kira Spears, Restorative Practices Coordinator
Martha Kirby, Differentiation Specialist/IS
Som Vang, Behavior TOSA
Henry Tyler, SPED
Hannah Jacobs, School Psychologist
Emily Grandelis, First Grade
Kristen Siegle, Kindergarten
Tamra Tyler, SPED
Toufue Yang, Hmong Coordinator
Chandra Meach, Fifth Grade
Samantha Hauser, Third Grade
Laura Potopa, Second Grade
Marie Bauer, School Social Worker
Kiley Krocak, School Social Worker

Chua Vang, HI5
Kris Shaban, MS Math/AVID
Kristin Nelson, Music Specialist
Hannah Rivard, EL

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

Natasha Parker, Other Staff

SCHOOL IMPROVEMENT GOALS

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

By 2022, the amount of students engaged in Hmong literacy and learning Hmong culture, outside of DDL and Hmong studies, will increase from 0% to at least 25%.

By 2022, the percent of students who feel safe in school on HIA's corresponding School Climate Survey measure will increase from 62% to 92%.

By 2022, the MCA Math proficiency rate for all students will increase from 15% to 45%.

By 2022, the MCA Reading proficiency rate for all students will increase from 17% to 47%.

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: Multi-Tiered System of Supports (MTSS) is a comprehensive, evidence-based prevention framework. Within MTSS, multiple levels of supports 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.

Data is used to differentiate core instruction and select appropriate interventions for students who need supplementary support. The progress of all students is monitored to determine the effectiveness of the supports provided and to change course when necessary.

MTSS also supports the development of staff and school systems through professional development and collaboration among cross-departmental teams of school staff and leadership.

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 and 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.

Other Strategy: School Culture and Climate

Description: Culturally Relevant Education (CRE) is a conceptual framework that recognizes the importance of including students' cultural backgrounds, interests, and lived experiences in all aspects of teaching and learning within the classroom and across the school (Ladson-Billings, 1994, 2009; Milner, 2017). Culturally relevant education is viewed as critical in improving student engagement and achievement, and college readiness and success for all youth, particularly for youth of Color. Specifically, CRE is a comprehensive teaching approach that empowers all students intellectually, socially, emotionally, and politically by using cultural referents to impact knowledge, skills, and attitudes (Ladson-Billings, 1994, 2009). School climate refers to the school's effects on students, including teaching practices; diversity; and the relationships among administrators, teachers, parents, and students. School culture refers to the way teachers and other staff members work together and the set of beliefs, values, and assumptions they share. A positive school climate and school culture promote students' ability to learn (ASCD, 2019)

We have selected this strategy for the following reasons: We have not been intentional around school-wide implementation. We do have Hmong DDL for students who speak Hmong at home and Hmong Studies as a specialist class that students attend two to three times per week.

All students will have more dedicated time to learning about Hmong literacy, culture and heritage outside of Hmong Studies and DDL classes. Students will be able to apply and demonstrate this knowledge through a variety of mediums (art, dance, spoken word, writing, etc.). Teachers, students and families will feel more connected to the focus of our magnet and charter and Hmong community and culture. Our Hmong student and families will also feel more valued and appreciated and that their voices are being heard and acted upon

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!