



MINNEAPOLIS
PUBLIC SCHOOLS
Urban Education. Global Citizens.

Continuous Improvement Plan

Anishinabe

School Year 2016-2017

General Information	
Minneapolis Public Schools Special District #1	1250 W Broadway Ave. Minneapolis, MN 55411
Ed Graff	

School Information	
Anishinabe Academy School #225	(612)668-0880
Principal: Laura Sullivan 3100 28 th St. Minneapolis, MN 55406	Laura.Sullivan@mpls.k12.mn.us
Assistant Principal: Jessica Peifer Busse	Jessica.Peifer@mpls.k12.mn.us

School Description

Anishinabe is a magnet school serving Native American students from all over Minneapolis. 80% of our students identify as Native American. The Ojibwe and Dakota languages and cultures are woven together within the classrooms and curriculum.

School Vision

Anishinabe Academy exists to engage urban Native American students by integrating Native American cultures and languages into rigorous 21st Century academic experiences and prepare students to excel in a culturally rich, technology driven, diverse world.

School Mission

Anishinabe provides rigorous, culturally relevant academic experiences taught by culturally proficient educators all striving to strengthen students' abilities in reading, writing, mathematics, science, and technology.

School Focus

Our school focuses on building culturally competent and confident young people and improving all students' abilities in reading and math. We provide rigorous instruction and clear expectations for our students, and we emphasize that "effort makes ability". We focus on providing a safe, positive environment that values learning, and identify student needs and designing actions, we seek to provide services and instruction to students specific to their needs.

Professional and Community Partners

To better meet our students' unique needs and to ensure we meet academic requirements established by the Elementary Secondary Education Act, Anishinabe Academy has a number of supports working with both staff and students. Instructional planning/delivery is guided by content and instructional specialists in math and reading. Additionally, Anishinabe Academy partners with a number of organizations to better support students and instruction: Minnesota Reading Corps, Division of Indian Work, the University of Minnesota, Indian Health Board, Beacons, and others regularly—and in wide range of capacities—contribute to Anishinabe's work with students.

Literacy Goal

The number of students in grades 3-8 who meet or exceed expectations will increase from 8% in 2016 to 17% in 2017.

Strategies

- Intentional focus on foundational skills in a separate block of instructional time.
- Assessing students' reading ability through progress monitoring, and other formative assessments to shape instruction.
- Implementation of reader's and writer's workshop, with a whole group launch, small group instruction and intervention, independent practice and a whole group closure.
- Instructor's utilization of the depth of knowledge questions.
- Implementation of culture enriched lessons to address standards.

Mathematics Goal

The percentage of students meets or exceeds on the MCA-III will increase from 8% in 2015-16 to 19.6% in 2016-17 and 30.2% in 2017-18.

Strategies

- Numeracy conversations to shape and drive the mathematical thinking for students.
- Assessing students' math ability through progress monitoring, and other formative assessments to shape instruction.
- Implementation of math workshop, with a whole group launch, small group instruction and intervention, independent practice and a whole group closure.
- Instructor's utilization of the depth of knowledge questions.
- Implementation of culture enriched lessons to address standards.

Engagement Goal

We will establish positive school wide, classroom and bus systems and engagement plans resulting in a decrease of bus removals and out of school suspensions from 20% of students to 15% of students, in turn increasing the number of students that respond positively about feeling safe in school. This will also increase the number of students from 45% in 2016 to 50% in 2017 attending school 95% of the time or more.

Strategies

- Students will be greeted by all staff each day in a positive and welcoming manner.
- Morning meetings and advisory will structured and presented in every classroom.
- Implementation of a school-wide engagement plan with specific expectations and routines for students and staff.
- Individual classroom plans for teachers to illustrate the expectations and processes within the classroom.
- Addressing behavior and relationship concerns with restorative circles and restorative practices to work through their conflicts.
- Implementation of a quiet room, staffed by a social worker and restorative practice associate educator to provide breaks and interventions for behaviors and self-regulation.
- Implementation of cultural practices to facilitate and mediate situations and regulate behavior.