2024-25 Ella Baker Global Studies and Humanities
State of the school



ELLA BAKER
GLOBAL STUDIES & HUMANITIES

Agenda

Ella Baker: WHO WE ARE

- **Mission and vision**
- **Strengths**
- **Challenges**

OUR SCHOOL IMPROVEMENT PLAN

- **Goals and strategies**

TITLE I

- **Overview of Title I**
- **How we're using our Title I funds**
- **Title I and Family Involvement**
- **School Compact**





Ella Baker Demographics Fall 2024 (as of 11/12)

558 Students

American Indian: 9% (50)

Asian: 2.5% (14)

Black or AA: 33.5% (187)

Latiné: 40.1% (224)

Two or more: 4.8% (27)

White: 10% (56)

ESL: 45% (245)

Special Education: 16.3 %

Free/Reduced Lunch - "Educational Benefits": 82%

Who We Are

Mission

At our Global Studies and Humanities Magnet, we are global learners who nurture curiosity and advocate for equity.

Vision

Our Global Studies and Humanities Magnet provides a high quality, challenging education; infuses the arts and technology throughout the curriculum; expects outstanding academic, social, and emotional achievement for all students; and promotes a learning community that values cultural differences, and community and family partnerships.

Strengths	Challenges
Literacy Supports	
Math Supports	
Mental Health Supports	
Cell Phone Policy	
Explorational Field Trips are Connected to Themes	

SY 23/24 Literacy and Math Data

SY23-24 Literacy

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Growth Category: Fall to Spring 23-24

Compared to similar achieving peers

Risk Level: Spring 23-24
Based on FastBridge Benchmarks

	Flat Growth	Modest Growth	Typical Growth	Aggressive Growth
Exceeds	3 (0.84%)	8 (2.24%)	11 (3.08%)	3 (0.84%)
Low Risk	5 (1.40%)	19 (5.32%)	27 (7.56%)	4 (1.12%)
Some Risk	7 (1.96%)	14 (3.92%)	12 (3.36%)	5 (1.40%)
High Risk	58 (16.25%)	99 (27.73%)	53 (14.85%)	29 (8.12%)

Falling Behind	Behind, but above average growth	Borderline, slipping back	Borderline, catching up	Ahead, but below average growth	Moving Ahead
178 (49.86%)	82 (22.97%)	24 (6.72%)	17 (4.76%)	11 (3.08%)	45 (12.61%)

SY 23-24 Math

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Growth Category: Fall to Spring 23-24

Compared to similar achieving peers

Risk Level: Spring 23-24
Based on FastBridge Benchmarks

	Flat Growth	Modest Growth	Typical Growth	Aggressive Growth
Exceeds	2 (0.57%)	5 (1.42%)	10 (2.84%)	6 (1.70%)
Low Risk	8 (2.27%)	11 (3.13%)	8 (2.27%)	7 (1.99%)
Some Risk	6 (1.70%)	9 (2.56%)	6 (1.70%)	5 (1.42%)
High Risk	45 (12.78%)	101 (28.69%)	94 (26.70%)	29 (8.24%)

Falling Behind	Behind, but above average growth	Borderline, slipping back	Borderline, catching up	Ahead, but below average growth	Moving Ahead
161 (45.74%)	123 (34.94%)	19 (5.40%)	11 (3.13%)	7 (1.99%)	31 (8.81%)

What's a School Improvement Plan?

Our school improvement plan:

- Sets the **goals** that our school community is working to achieve
- Identifies the **strategies or activities** that will help us reach those goals together

Every Minneapolis Public School is required to develop, implement, and monitor a school improvement plan.



SCHOOL IMPROVEMENT PLAN 2024-2025

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MPS

GOAL AREA 1: ACADEMIC ACHIEVEMENT

- 75% of students meet or exceed expected growth targets (typical/aggressive) in reading and math as measured by Fall to Winter (and Fall to Spring) growth on earlyReading, earlyMath, aReading, and aMath.
- 100% of American Indian students who take the aReading will meet their growth targets.

Academic Strategy:

- Prioritizing standards & creation of common summative assessments

GOAL AREA 2: STUDENT WELL-BEING

- All of our students will attend 95% of the time.

Student Well-Bring Strategy:

- Tier 2/3 Strategy: Attendance Team Personalize
- Communication Plan Tier 1 Strategy: Advisory Morning Meeting

GOAL AREA 3: EFFECTIVE STAFF

- All staff will attend 95% of the time.

Effective Staff Strategy:

- Cultivating Connections

GOAL AREA 4: SCHOOL AND DISTRICT CLIMATE

- 100% of teachers will send out academic newsletters to families at least monthly.

School and District Climate Strategy:

- Clear and Frequent communication about academics
- Shared decision making with families

"Give light and people will find the way." Ella J. Baker (1903–1986)

Multi

Tiered

Systems

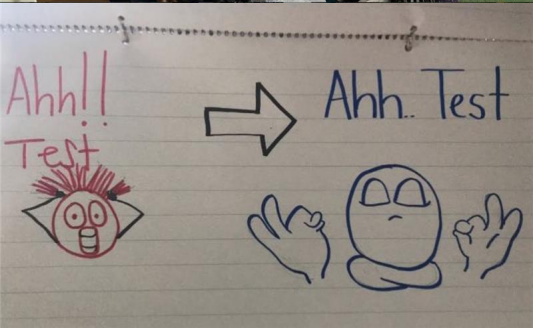
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Support



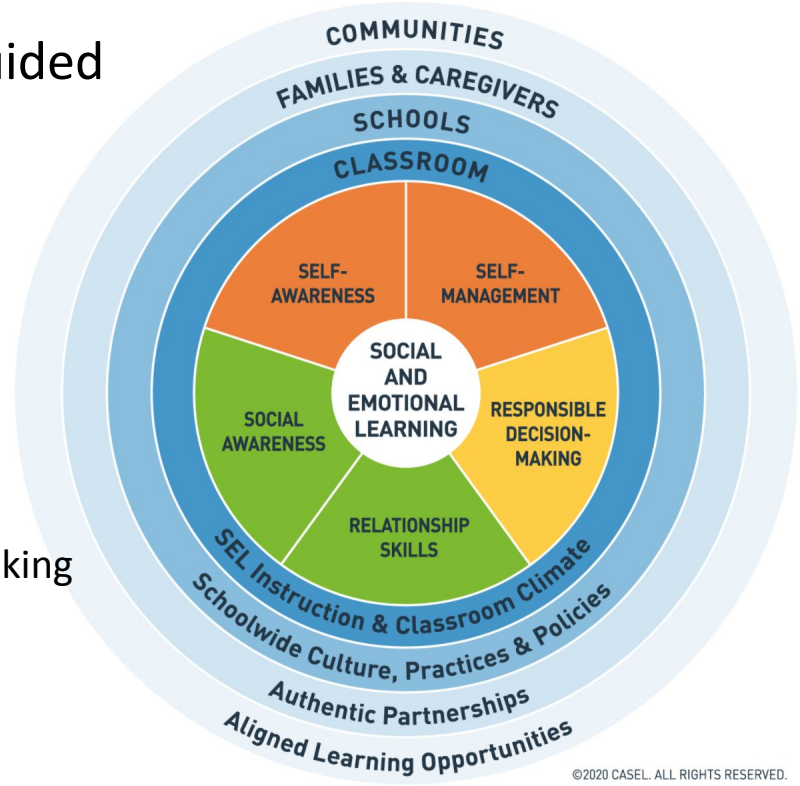
Social Emotional Learning





At Ella Baker, we are guided by the five CASEL competencies:

- Self-awareness
- Self-management
- Social awareness
- Relationship skills
- Responsible decision-making



Responsive Classroom

In order to be successful in and out of school, students need to learn a set of social and emotional and academic competencies.

- Morning Meetings/Advisory
- Interactive Modeling
- Teacher language
- Establishing rules and logical consequences
- Engaging Academics
  - Active
  - Interactive
  - Purposeful
  - Appropriately challenging
  - Student strengths and interests
  - Autonomy and student voice



AMAZE anti-bias curriculum

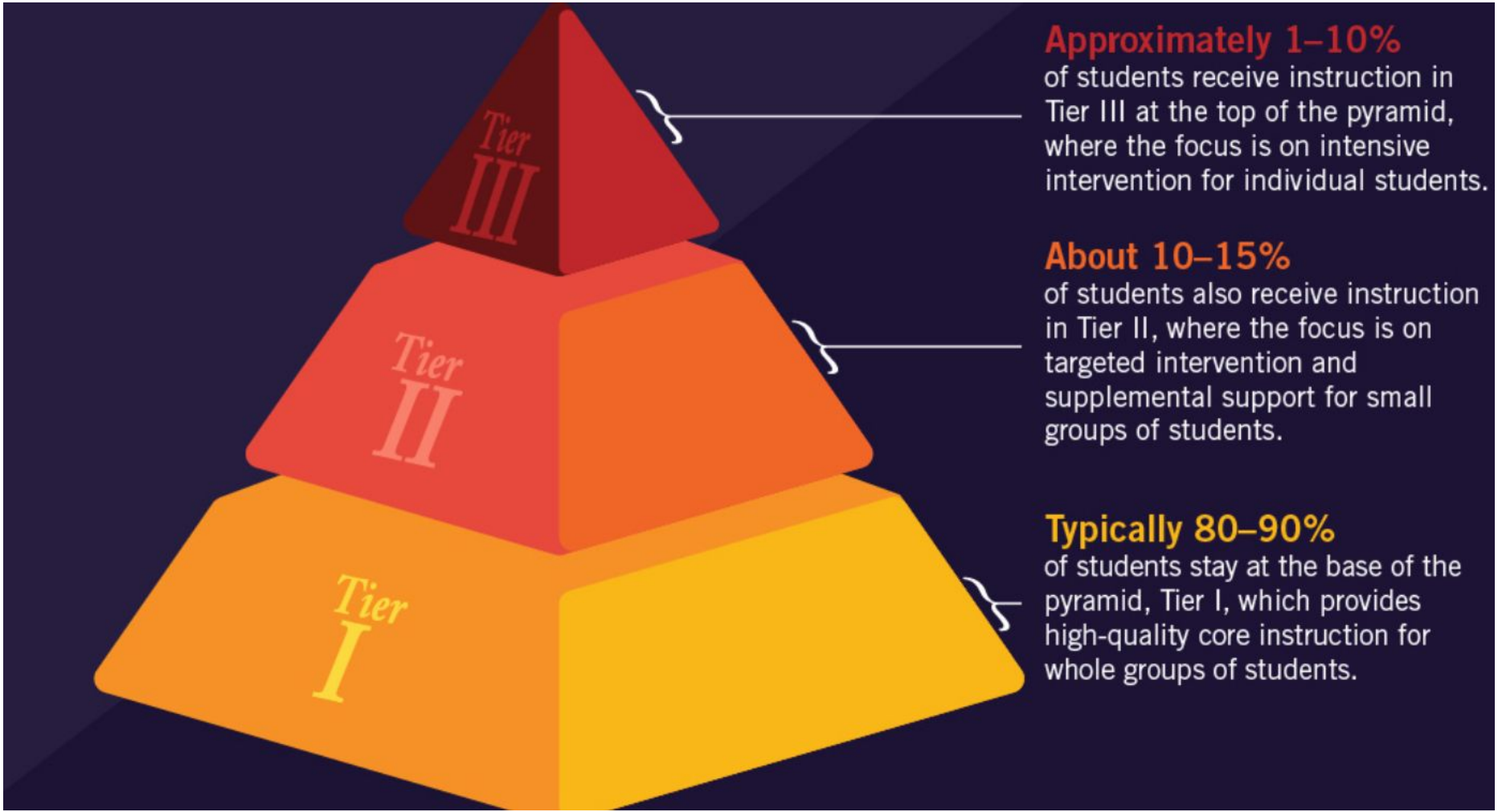
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ANTI-BIAS EDUCATION THEORY

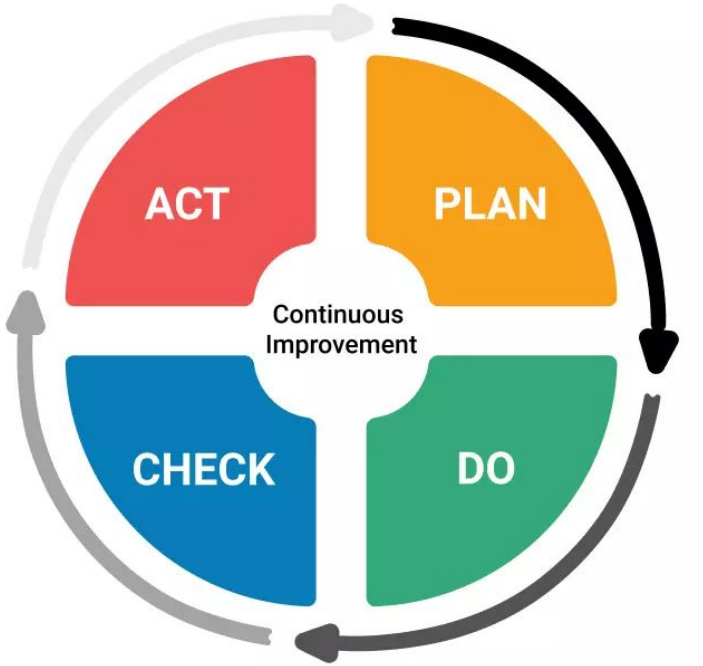
- Empathy and Belonging
- Healthy Individual and Group Identities
- Respect Across and Appreciation for Differences
- Understanding, Naming, and Rejecting Bias/Prejudice/Stereotypes
- Resiliency and Skills Needed to Resist Internalizing Bias and Stand Up to Injustice

AMAZEworks Curriculum empowers teachers and children to **co-create classrooms of equity and belonging** where children feel valued, respected, and connected by engaging in intentional, regular discussions about identity, differences, and bias.

AMAZE works!


Tier III
Tier II
Tier I
Approximately 1–10%
of students receive instruction in Tier III at the top of the pyramid, where the focus is on intensive intervention for individual students.
About 10–15%
of students also receive instruction in Tier II, where the focus is on targeted intervention and supplemental support for small groups of students.
Typically 80–90%
of students stay at the base of the pyramid, Tier I, which provides high-quality core instruction for whole groups of students.

MTSS Cycle of Continuous Improvement



Tier 1 → Tier 2 → Tier 3

Title 1

What is Title I?

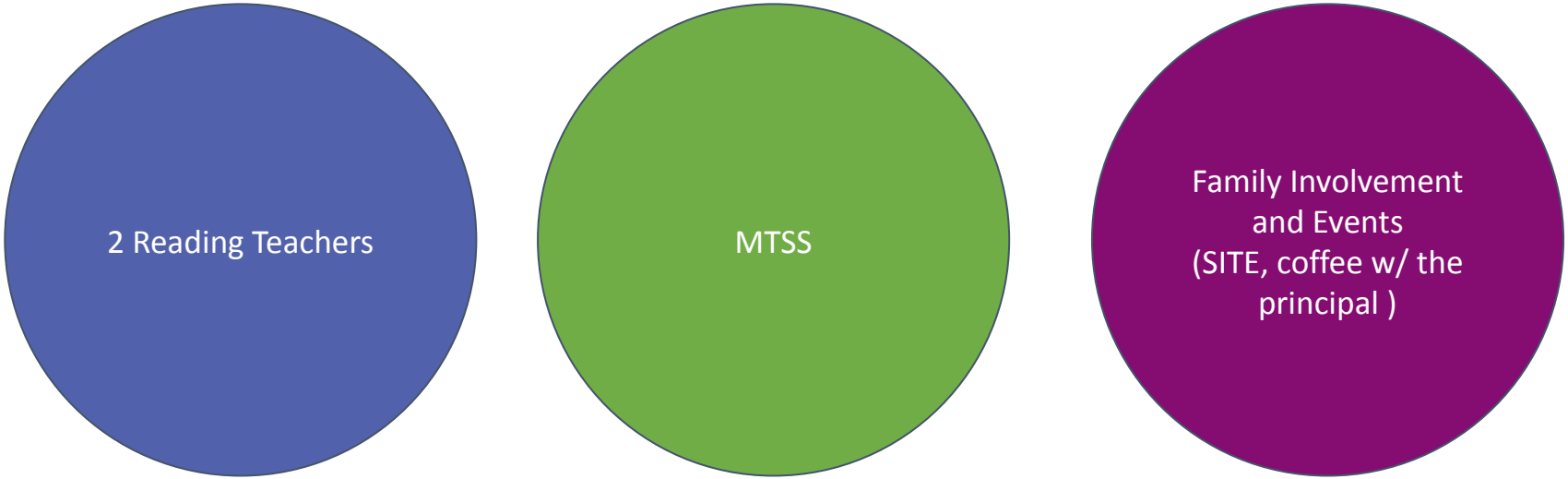


Title I is a federal program that provides **money to schools and districts** to help them ensure all children have an **equal opportunity to get a high-quality education** and achieve proficiency on our state's academic standards and assessments.

Title I supports our School Improvement Plan, and the funding we receive helps us reach our goals.

Sy24/25 Title 1 funding 2024-2025

Amount: $227,453



As a title 1 school, you have the right to..

1. **Request information from the district** about whether your student's teacher meets State licensing approval for the grade and subject being taught, is teaching with a waiver, and/or has certification for the field being taught
2. Request information about the qualifications of any paraprofessional providing instruction
3. Know how your child's **school is rated** on its state test scores
4. Expect **regular communication** with your school in a language that you can understand
5. Work with other families and staff to develop a **compact** between our school and our families
6. Help plan how **money for family involvement** should be spent
7. Work with teachers, other families, and the school principal to develop a **family involvement plan**
8. **Ask for a meeting** with your school principal or your child's teacher at any time

Family Engagement

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Share your voice

- Site Council
- Coffee with the Principal
- Talking Points
- Email
- Phone call
- Booths at conferences, family events

Join us in person

- Site Council
- Coffee with the Principal
- Volunteer Opportunities

Want to be involved?

- Join Site Council
- Attend Family Nights
- Volunteer Opportunities