

Jefferson Community

SIP 2016-2017

School Information

School Number: 179
Grade Span: Pre-K - 8th Grade
Principal: Holly Kleppe
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Schoolwide Instructional Leadership Team

Amara Danielson	<i>5th Grade Teacher</i>
Andy Uhler	<i>Admin TOSA</i>
Chris Sedesky	<i>Kindergarten Teacher</i>
Christine Brezsney	<i>ESL Teacher</i>
Claire Weiss	<i>6th Grade Teacher</i>
Danielle Cowell	<i>Data</i>
Eric Hedican	<i>Specialists</i>
Heidi Johnson	<i>AP</i>
Holly Kleppe	<i>Principal</i>
Katie Busch	<i>PSWE Team Lead</i>
Kelsey Krolak	<i>DDL Teacher</i>
Kirsten Ragatz	<i>High 5 Teacher</i>
Rachelle Alberts-Thorpe	<i>Literacy TOSA</i>
Sam Quincy	<i>7/8th Grade Teacher</i>
Susan Enerson	<i>Instructional Specialist</i>
Tammy Torok	<i>3rd Grade Teacher</i>
Therese Scheeler	<i>ASD Teacher</i>

20% Set-Aside

Funds

\$66142

Data Review Notes

Attendance

Questions: ECSE, High 5, kindergarten, and 7/8 grades; is attendance affected by the weather; SpEd students attend less regularly than gen ed students; wondering about consistency of attendance-taking among teachers

Comprehensive Needs Assessment

Standards-Based Literacy Instruction CNA

Successes

Increase in proficiency for African American students in grades 3 (4 to 8 to 22%) and 4 (4 to 6 to 10%) two years in a row; upon further analyzing, African American students in all grades were proficient at 22% in comparison to African students at 1%

Prioritized Concerns

overall decline in proficiency 5 years in a row; decline in proficiency for Hispanic students five years in a row; decline in proficiency for grade 7 five years in a row.

Hypothesized Root Causes (Controllable)

Use of STEP assessment in elementary did not yield results; teachers not trained in use of the Fountas and Pinnell Benchmark Assessment, therefore students do not know their reading levels and/or what their goal is; Students lack stamina in reading independently and independent reading and/or interest reading is not part of the middle school program; Teachers not trained to use the Continuum of Literacy Learning to plan instruction; lack of awareness in vertical alignment of the standards K-8

Standards-Based Math Instruction CNA

Successes

3rd grade implemented the workshop model in math (guided math) and used explicit modeling of math outside of math block;

Prioritized Concerns

Teacher discomfort with math; 6th grade tried to but didn't implement math workshop- 3% of students met or exceeded growth; decline in growth for Special Education last 5 years; English home African American students 19% growth compared to Non-English home African 27% growth; English home African American female students 13% growth

compared to English home African American male 24% growth.

Hypothesized Root Causes (Controllable)

There was a lack of scaffolding/differentiation in instruction; lack of routines and procedures to support math learning; interventions didn't necessarily align with core. Guided math used inconsistently across grade levels.

Engagement CNA

Successes

EL students have a higher attendance rate than other student populations (85%); 5th grade attendance is high, and we believe we can attribute that to the positive culture that teachers at that grade level created; students believe they have positive relationships with other students. Adults in the building have good skill sets to respond to many of our students' behaviors. Our Hispanic students' referral data shows there aren't disproportionate suspensions for that group. Teacher turn-over from 2016 to 2017 school year is less. Teacher awareness of our data is growing. Some grade levels and teachers had fewer referrals from their classroom than others. Lunch time is calm.

Prioritized Concerns

Early childhood education is negatively affected by low attendance rates; African American students' attendance is notably lower than other students' attendance. African and African American students are struggling in the halls and the classrooms, on the basis of the data. African and African American students are being suspended disproportionately to their peers.

Hypothesized Root Causes (Controllable)

The majority of our African American and American Indian students do not feel connected to a classroom community. Student-adult relationships are not as strong between white teachers and African/African American students. Adults are responding differently to level 1 and 2 behaviors of African/African American boys. Some adults might incorrectly assume that African students aren't capable of meeting high expectations. There aren't structures and predictability around the referral process, and/or responses to behaviors.

Literacy Plan

Goal

The percentage of students, in all grades, scoring in the Meets or Exceeds range will increase from 17% in 2016 to 22% in 2017 as measured by the MCA-Reading. (this is 20 more students) The percentage of Hispanic students, in all grades, scoring in the Meets or Exceeds range will increase from 13% in 2016 to 18% in 2017 as measured by the MCA-Reading (this is 9 more students) The percentage of African students, in all grades, scoring in the Meets or Exceeds range will increase from 1% in 2016 to 10% in 2017. (this is 6 more students) The percentage of African American students, in all grades, scoring in the Meets or Exceeds range will increase from 22% in 2016 to 26% in 2017 as measured by the MCA-Reading. (this is 5 more students)

Action Plan

Critical Reading Strategies (6-12)

Targeted Student Groups:

African, African American, Hispanic, English Learner

Balanced Literacy

Targeted Student Groups:

African, African American, Hispanic, English Learner

Other

Targeted Student Groups:

Hispanic, English Learner

Critical Reading Strategies (6-12)

Targeted Student Groups:

African, African American, Hispanic, English Learner

Balanced Literacy

Targeted Student Groups:

African, African American, Hispanic, English Learner

Other

Targeted Student Groups:

Hispanic, English Learner

Critical Reading Strategies (6-12)

Targeted Student Groups:

African, African American, Hispanic, English Learner

Balanced Literacy

Targeted Student Groups:

African, African American, Hispanic, English Learner

Other

Targeted Student Groups:

Hispanic, English Learner

Balanced Literacy

Targeted Student Groups:

African, African American, Hispanic, English Learner

Adult Actions to Implement:

Teacher will: develop rituals and routines to support daily opportunities for students to read; assess students to

determine reading levels in order to support students during independent reading; provide opportunities to reflect and/or respond to reading; provide opportunities for students to talk about text; and monitor student reading through conferring.

Adult Evidence to Collect:

Use of the Literacy Squared Lotta Lara Checklist to ensure implementation of all strategies by the DDL teacher and/or ESL teacher.

Student Evidence of Success:

""Students will demonstrate various independent reading practices including, but not limited to: sustained reading stamina, partner reading, talking about books, reading to self, and responding to reading. Students may maintain records of their reading appropriate to their grade level. Student goal setting. Students will show evidence of reading stamina as observed by Reading Specialists, IS, Principals, or Data Coordinator.""

Professional Development or Support Needed:

"PD around Practice Profiles, especially Independent Reading"

Current Stage:

Exploration

Mathematics Plan

Goal

The percentage of students, in all grades, scoring in the Meets or Exceeds range will increase from 16% in 2016 to 21% in 2017 as measured by the MCA-Math. (20 more students) The percentage of African American students, in all grades, scoring in the Meets or Exceeds range will increase from 8% in 2016 to 16% in 2017 as measured by the MCA-Math. (15 more students) The percentage of Hispanic students, in all grades, scoring in the Meets or Exceeds range will increase from 20% in 2016 to 28% in 2017 as measured by the MCA-Math. (14 more students)

Action Plan

Curriculum Compacting (PK-5)

Targeted Student Groups:

African

Academic Conversations through Effective Math Discourse (PK-12)

Targeted Student Groups:

African, African American, Hispanic

Adult Actions to Implement:

Teacher will: develop rituals and routines to support daily opportunities for students to support guided math groups; assess students and use data to group students; provide opportunities for students to talk about math; implement Dreambox.

Adult Evidence to Collect:

Rituals and routines: consistent rotation structure; students grouped according to data; evidence of student independence; targeted instruction moving through the concrete/representational/abstract continuum within differentiation; fluid groups.

Student Evidence of Success:

"Students will demonstrate understanding of guided math rotational structure and expectations; student independence during non-teacher rotations; access to and use of manipulatives, just right numbers, and multiple strategies."

Professional Development or Support Needed:

""PD around guided math; Specialist will model using gradual release of responsibility; IS, Data""

Current Stage:

Exploration

Action Step #1

Actions Implemented:

3rd-5th grade teachers participated in a cycle of essential questioning professional development.

Evidence of Impact on Students:

Teachers are asking students to show their thinking.

Engagement Plan

Goal

Teachers will share their student-friendly classroom engagement plans with their students by October 7. PSWE team and deans will develop a uniform referral process, understood by all deans and teachers. Of the referrals randomly sampled over the course of 6 weeks, all referrals will show 95% fidelity to the referral process.

Action Plan

Social Emotional Learning

Targeted Student Groups:

African American

School-wide Engagement*

Targeted Student Groups:

African American

Classroom Engagement*

Targeted Student Groups:

African, African American

Action Step #11

Actions Implemented:

All teachers submitted CEPs and defined their classroom expectations (and created learning agreements) with students. The referral process has been refined, shared with teachers, and implemented. Nancy Burns has consulted with the Deans on three occasions this year. Deans visited other schools to develop an understanding of what reflection rooms should look like and sound like.

Evidence of Adult Implementation:

Posted classroom expectations in all rooms. The referral process was shared at a staff meeting, and the "reflection rooms" were created and are being implemented.

Evidence of Impact on Students:

Suspension and out of school removal rates have declined when compared to data for Q1 from last year.

Summary of Impact:

We're working to create cohesion between classroom expectations, the enforcement of those expectations, and the ways that teachers and deans respond to students' choices.

Next Steps:

Continue to implement and refine the referral process, and reflect on what needs to be adjusted. Identify which teachers have morning meeting/circle of power and respect on a daily basis, check for fidelity, and provide a PD plan for all teachers who haven't had RC or DD training.

Intentional Relationship Development**Targeted Student Groups:**

African American

Social Emotional Learning**Targeted Student Groups:**

African American

Adult Actions to Implement:

""Teachers will complete their CEP by Sept. 30, and share with homerooms by Oct. 7. PAR mentors and PSWE team members will support teachers as they develop their CEPs."" PSWE team and deans will define the referral process and share process with teachers. Deans will receive coaching from Nancy Burns on how to respond to student behaviors and teachers' requests for additional dean support."

Adult Evidence to Collect:

All teams will share their CEPs with the PSWE team by Sept. 30. Teachers will post classroom engagement expectations in their rooms by Oct. 7. All teaching staff will be able to articulate and effectively use the referral process. Teachers will accurately identify level 1 and 2 behaviors.

Student Evidence of Success:

Students will be able to explain or demonstrate the consequences for level 1 or 2 behaviors.

Professional Development or Support Needed:

""RC and Developmental Designs training, reinforcements during school PD, time for co-planning and/or peer observations""

Current Stage:

Exploration

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Graduation Plan

Goal

Action Plan