

Sullivan Community

SIP 2016-2017

School Information

School Number: 193
 Grade Span: Pre-K - 8th Grade
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Schoolwide Instructional Leadership Team

Adrienne Blazevic	<i>SPED Lead</i>
Amy Nelson	<i>Asst. Principal</i>
Amy Strickland-Johnson	<i>Specialist Teacher Rep</i>
Asha Osman	<i>SEA Rep</i>
Birgit Larson	<i>Mental Health</i>
Cheryle Theisen	<i>SPED Teacher Rep</i>
Ellison Smith	<i>6-8 Literacy Specialist</i>
Jamie Stricherz	<i>Admin TOSA</i>
Jenny Hedberg	<i>Principal</i>
Julie Luseni	<i>3-5 Literacy Specialist</i>
Leslie Gisi	<i>PSWE Lead</i>
Madar Mohamed	<i>Dean - Restorative</i>
Marina Bibo	<i>PD Lead</i>
Marisa Lindsay	<i>3-5 Teacher Rep</i>
Mary Lambrecht	<i>Data and Equity Lead</i>
Matt Johnson	<i>6-8 Teacher Rep</i>
Mohamed Abdilahi	<i>Family Engagement</i>
Renae Driskell	<i>AVID</i>
Ruth Woods	<i>EL Lead</i>
TBN	<i>EL Teacher</i>
TBN	<i>ESP Rep</i>
TBN	<i>Union Steward</i>
Terry Christensen - Mortland	<i>K-2 Teacher Rep</i>

20% Set-Aside

Funds

\$66250

Data Review Notes

Attendance

We have to do the bulk of our work from October to the end of January, as this is when our population is most stable. Additionally, as a community that saw over 1000 students come through our doors - we need to build community daily. We all need to teach and review what it means to be a member of the Sullivan community.

Climate Survey

We notice that there is a bit of a disconnect between the teachers (not parents) and students in terms of understanding "Clarity and fairness of school consequences and or rules and expectations. Teachers scored both of these areas one deviation below the students - students believe that there is often clarity with rules, expectations and consequences, and teacher believe that there is sometimes clarity.

Comprehensive Needs Assessment

Standards-Based Literacy Instruction CNA

Successes

There are pockets of strong literacy instruction in the elementary. Small group instruction (guided reading) is happening in almost all of the elementary classrooms. We have made sure that teachers have enough time in their daily schedule to have an uninterrupted balanced literacy block. Our 3-5 Literacy TOSA has scheduled planning time with all our literacy teachers and will also be coaching teachers around teaching best practice.

Prioritized Concerns

Sullivan's literacy scores are trending down. We have not consistently implemented balanced literacy. Our previous literacy TOSA was supporting K-5, so many of our teachers did not receive any coaching or planning time because of the sheer number of teachers. The Fountas and Pinnell data is a subjective assessment that many of the teachers have not received training on, so it is not being implemented with fidelity. The interrims are not seen as useful, especially in the intermediate grades, so we have no ongoing assessments or data that we are using to determine if a student is growing in their reading skills.

Hypothesized Root Causes (Controllable)

Sullivan has been without strong literacy PD for the past few years. Our previous TOSA was not able to meet the needs of all the teachers so only focused on a few grade levels for more specific coaching, while other grade levels received little, if any, time. With a large teacher turn over many teachers have not been trained in F and P assessments, so they got a basic training on site. However, because it is a teacher given assessment the validity of the results have been questioned. We need to move towards a more sustainable and accurate assessment to monitor reading growth.

Engagement CNA

Successes

Our students who receive FRL attend school at a higher rate than our students who do not receive FRL. This may be related to the efforts of our attendance team with incentives, home visits, and daily phone calls to families.

Prioritized Concerns

Our biggest concern at the moment is the attendance of our American Indian students.

We notice that 55% of our referral incidents happen in the classroom.

Hypothesized Root Causes (Controllable)

Teachers do not see the intersection of social/emotional learning and academic learning or teachers do not have the skill set integrate social/emotional learning with academic learning.

Literacy Plan

Goal

On the MCA reading test we will increase our percentage of students who are proficient from 24% to 31% for all students. For our students who are African American (English at home) we will increase proficiency rates from 29% proficient to 37% proficient and for our students who are African American (non-English at home) we will increase our proficiency from 23% to 31% proficient.

By the end of 3rd quarter 100% of teachers will increase their effectiveness in sharing learning targets and performances of understanding with students and check for understanding of learning targets throughout the lesson as measured by observation and reflection to increase student engagement and ownership of the learning process.

Action Plan

Other

Targeted Student Groups:
Free/Reduced Lunch

<p>Action Step #1</p> <p>Actions Implemented: Professional development on formative assessment focusing on Learning Targets and POU's. Expectations given to staff around learning targets and POU's. Pre and post learning walk conducted by ILT around learning targets and POU's.</p> <p>Evidence of Adult Implementation: Data gathered based on student interviews and observation. Ongoing work on Learning Target Planning Templates during PLC/Data cycle time.</p>

Balanced Literacy

Targeted Student Groups:

African, African American, American Indian, Hispanic, English Learner, Free/Reduced Price Lunch, Homeless/Highly Mobile, Special Education, SLIFE

Academic Feedback (PK-12)

Targeted Student Groups:

African, African American, American Indian, Hispanic, English Learner, Free/Reduced Price Lunch, Homeless/Highly Mobile, Special Education, SLIFE

Other

Targeted Student Groups:

Formative Assessment

Adult Actions to Implement:

Adults embed formative assessment into their plans ahead of time. Explicitly share learning targets with students and check for understanding of the learning targets. Include a performance of understanding (POU) that aligns with the learning target. The POU will be conveyed to the students along with the learning target. We will develop differentiated tools for students to demonstrate their understanding of learning targets and POU's in various ways.

Adult Evidence to Collect:

Through classroom observations, teacher will provide specific feedback based on the learning target and what students can do to improve their work. Review written feedback teacher has provided on student work to identify if the feedback was specific to learning target and shows growth. Teachers will use a variety of rubrics appropriate to age/grade content area when providing feedback.

Student Evidence of Success:

Students will use teachers academic feedback to take appropriate steps to improve their work. Students self-assess and peer-assess based on a given rubric.

Professional Development or Support Needed:

test

Current Stage:

Exploration

Action Step #1

Actions Implemented:

Professional development on formative assessment focusing on Learning Targets and POU's. Expectations given to staff around learning targets and POU's. Pre and post learning walk conducted by ILT around learning targets and POU's.

Evidence of Adult Implementation:

Data gathered based on student interviews and observation. Ongoing work on Learning Target Planning Templates during PLC/Data cycle time.

Mathematics Plan

Goal

On the MCA Math test we will increase our percentage of students who are proficient from 24% to 31% for all students. For our students who are African American (English at home) we will increase proficiency rates from 24% proficient to 32% proficient and for our students who are African American (non-English at home) we will increase our proficiency from 23% to 31% proficient. By the end of 3rd quarter 100% of teachers will increase their effectiveness in sharing learning targets and performances of understanding with students and check for understanding of learning targets throughout the lesson as measured by observation and reflection to increase student engagement and ownership of the learning process.

Action Plan

Other

Targeted Student Groups:
English Learner

Adult Actions to Implement:

Adults embed formative assessment into their plans ahead of time. Explicitly share learning targets with students and check for understanding of the learning targets. Include a performance of understanding (POU) that aligns with the learning target. The POU will be conveyed to the students along with the learning target. We will develop differentiated tools for students to demonstrate their understanding of learning targets and POU's in various ways.

Adult Evidence to Collect:

ILT will go on learning walks to gather baseline data on learning targets and student understanding. Teachers will interview students to determine their level of understanding of the learning target and POU. A colleague will also interview students about the learning target and POU to provide additional feedback.

Student Evidence of Success:

Students will be able to express or show what they are learning and how they will know they have learned it.

Professional Development or Support Needed:

test

Current Stage:

Exploration

Engagement Plan

Goal

Increase engagement in class and strength of relationships (staff to student, student to student) as well as capacity to repair harm and re-engage in learning as measured by pre, interim and post assessments given quarterly in the form of student and staff focus groups capturing perceptions on a range of related questions.

Action Plan

Restorative Practices

Targeted Student Groups:

African, African American, American Indian, Hispanic, English Learner, Free/Reduced Price Lunch, Homeless/Highly Mobile, Special Education, SLIFE

Adult Actions to Implement:

Adults need to cultivate genuine relationships with students (circles are just one way). Adults need to adopt and implement the mind-shift from traditional to restorative approach. The right adults need to be part of the restorative conversations (including teachers, who haven't historically been). Adults need to utilize the tools and resources onsite: Madar our Restorative Practices lead, Restore Forms, and Restore Spaces.

Adult Evidence to Collect:

Pre and Post perception data from from students, families, and staff; Restore Forms; restorative language used by students and teachers - perhaps as measured/observed by Dean Team; climate survey

Student Evidence of Success:

Student and family post perception data; increase amount of time in class, ability of students to get back into class and re-engage in the learning; stronger student-student and student-teacher relationships.

Professional Development or Support Needed:

test

Current Stage:

Exploration

Graduation Plan

Goal

Action Plan