

Seward Montessori

SIP 2016-2017

School Information

School Number: 160
Grade Span: Kindergarten - 8th Grade
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Schoolwide Instructional Leadership Team

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Erin Kasper	<i>Teacher</i>
Jessica Argabright	<i>TOSA- Instructional Specialist</i>
Jessica Grabe	<i>Teacher</i>
Julie Lillie	<i>TOSA - Literacy Specialist</i>
Kaisa Lee	<i>Middle School Counselor</i>
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Lynda Ott	<i>Teacher</i>
Meghan O'Connor Fisher	<i>Assistant Principal</i>
Rita Britton	<i>Teacher</i>
Saeed Hussien	<i>Somali Family Liason</i>
Sarah Rose	<i>Teacher</i>
Tammy Goetz	<i>Princial</i>

Data Review Notes

Attendance

Eid in September can account for spike in absences. February possibly related to influenza and other illnesses? Kindergarten has the highest absent rate by grade level, with 79% belonging in the A range. High percentage of NA absences can be somewhat explained by few numbers of students enrolled in the school accounting for higher percentages. Also, there seems to be a strong relationship between students that are enrolled midyear as opposed to starting the school year enrolled. There is an even stronger relationship between the attendance rate of students enrolled at Seward for 3 or more years and strong attendance.

5E Survey

The results of our survey were overall good. The area for growth for us this year is around instructional leadership and visible leadership. The survey results show that teachers want to see more learning walks and peer observations. The plan is to have ILT members participate in learning walks throughout the school year.

Staff Feedback via ILT

Staff repeated said through formal and informal meetings that they want a consistent language amongst the school staff. ILT meet several times in the spring to determine what the next steps were to achieve this common and consistent language.

ACCESS

Our data shows that the number of EL students meeting Proficiency at level 6 is increasing yearly. In addition, we are seeing growth with our EL students.

Comprehensive Needs Assessment

Standards-Based Literacy Instruction CNA

Successes

5 of the 6 possible ethnic categorizations experienced growth.

Prioritized Concerns

The gap increased from 3rd grade at 36% to 8th grade is 54% gap.

Hypothesized Root Causes (Controllable)

Focus needs to be placed on growth rather than overall scores for MCA. This allows students/staff to celebrate success instead of focusing on what isn't good.

Standards-Based Math Instruction CNA

Successes

3 of 6 possible ethnic categorizations experienced growth.

Prioritized Concerns

There is a 53% achievement gap between our white students and African students non English speaking at home. The

gap increases from 30% gap in 3rd grade to 72% in 8th grade.

Hypothesized Root Causes (Controllable)

Focus needs to be placed on growth rather than overall scores for MCA. This allows students/staff to celebrate success instead of focusing on what isn't good.

Engagement CNA

Successes

Students who have been enrolled at Seward for three or more years has strong attendance rates, with 92% receiving an A, meaning attending 95% of the school days or more. 89% of our students receive an A.

Prioritized Concerns

Students enrolled midyear are our lowest attendance rate with only 59% (32/54) receiving an A. First year enrollees are next on the list with 80% (107/133 receiving an A) We would like to ensure the opportunity is created to form a student to staff relationship as soon as possible. We would also like to find increase contacts with families to try and increase student engagement in the education process.

Hypothesized Root Causes (Controllable)

Families of new attendee may not have contact information when they have questions or concerns about their student. A possible solution is a magnet with school email/phone number on it which families can put in viewable location. Staff will make renewed effort to connect with new students on a daily/weekly basis.

Literacy Plan

Goal

The percent of students meeting or exceeding growth will increase from 46% to 49%.

Action Plan

Academic Feedback (PK-12)

Targeted Student Groups:

African American (non- english speaking), EL, HHM, Native

Adult Actions to Implement:

Staff will conduct reading and writing conferences that are specific and timely. Staff can use practice profiles with students. SOEI observers will collect evidence for 3C.ii (academic feedback) and provide resources and strategies to bring to the classroom. At monthly team meetings, teams will be provided one strategy to implement in the next month (November Strategy: record of student conferences in a notebook) Teachers will participate in learning walks to observe colleagues using academic feedback.

Adult Evidence to Collect:

ILT members will participate in learning walks. SOEI observes will focus on academic feedback, 3C.ii, during formal and

informal observations. Staff can also share strategies through PDPs and peer coaching. Teachers will collect evidence of academic feedback for the monthly team strategy (November: evidence of conferencing during independent reading)

Student Evidence of Success:

Student- student feedback, dialogue at the end of reading/ writing workshop, SOEI observations

Professional Development or Support Needed:

Staff will participate in professional development on academic feedback on November 3rd. Staff will also be trained in practice profiles by the Literacy Specialist. Staff will participate in on-going professional development with literacy specialist and Admin team through co-planning and post conferences. Staff will participate in professional development on January 30th around academic feedback

Current Stage:

Exploration

Action Step #1

Actions Implemented:

Reading/ Writing conferences, Peer editing, Americorps reading members, feedback via ItsLearning, Noodle tools, conferences around book selection, book clubs, and ELL co-teaching.

Evidence of Adult Implementation:

Learning walks, SOEI, documentation of reading/ writing conferences (log), professional development on conferencing offered to whole staff, and use of technology to communicate.

Evidence of Impact on Students:

Increased exile scores for Read 180 students, F & P levels, digital communication, students engagement in their own learning, peer conferencing, and students know their independent reading levels.

Summary of Impact:

Staff have identified a higher quality of work from students in spelling, vocabulary, and their length and complexity of writing. Staff are more intentional around conferences and providing specific academic feedback to students.

Next Steps:

Staff will continue to focus on academic feedback. Staff will be offered professional development on January 30th to strength their practice.

Mathematics Plan

Goal

The percent of students meeting or exceeding growth will increase from 42% to 45%.

Action Plan

Other

Targeted Student Groups:

African American (non- english), EL, Native American, HHM

Adult Actions to Implement:

Staff will conduct math conferences with students. Staff will provide students with specific and timely feedback. SOEI observers will collect evidence on 3Cii (academic feedback) and provide resources during post conferences. At monthly team meetings, teams will be provided one specific strategy to implement to strengthen their academic feedback.

Adult Evidence to Collect:

ILT members will participate in learning walks. SOEI observers will collect evidence on 3C.ii on academic feedback. Teachers will collect evidence of implementation of monthly specific strategy.

Student Evidence of Success:

Student to student feedback, dialogue, SOEI observations

Professional Development or Support Needed:

Staff will participate in professional development on academic feedback on November 3rd. Staff will receive on-going professional development at team meetings, on January 30th, and from the math specialist and admin team.

Current Stage:

Exploration

Action Step #1

Actions Implemented:

Teachers are conferences with students on what they are doing, identifying mistakes in their work, and explaining how to make it stronger. Teachers are providing math mini lessons that allow for time to do small group and individual lessons with conferences. Middle School teachers do conferencing on Tuesdays during advisory with a focus on math. Peer teaching/ explanations. Student goal settings around MAP.

Evidence of Adult Implementation:

Small group instruction, academic conversations, learning walks, SOEI, daily work plans, students receiving Montessori lessons when ready.

Evidence of Impact on Students:

Students have enthusiasm in their learning and positive community building. Students show growth in success and achievement.

Summary of Impact:

Students are more engaged in lessons, excited, and are achieving learning targets more quickly. Students are setting goals that are helping them stay focused and are attainable.

Next Steps:

Teachers will continue to focus on academic feedback. Staff will receive on-going professional devilmnt at team meetings, on January 30th, and from the math specialist.

Engagement Plan

Goal

The number of African American students suspended at least once reduced from 4% to 3%

Action Plan

School-wide Engagement*

Targeted Student Groups:

African, African American, American Indian, Asian/Pacific Islander, Hispanic, White

Other

Targeted Student Groups:

PBIS

Classroom Engagement*

Targeted Student Groups:

African, African American, American Indian, Asian/Pacific Islander, Hispanic, White

Adult Actions to Implement:

Staff will implement the Seward SHARK behavior expectations Matrix. Staff will teach, model, and practice these expectations throughout the school year.

Adult Evidence to Collect:

Observations, behavior referral data, evidence of following protocol for minor and major behaviors.

Student Evidence of Success:

Use of matrix language. Students will be able to tell you what it means to be a Seward SHARK (Safe, Honest, Active Learner, Responsible, Kind)

Professional Development or Support Needed:

Staff will participate in PD from Dr. Clay Cook from the University of Minnesota throughout the 2016-17 school year starting in June of 2016. Staff will also be offered PD from Tom Cody (Top 20 Schools).

Current Stage:

Exploration

<p>Action Step #1</p> <p>Actions Implemented: SHARK matrix created, SHARK matrix taught, modeled, and practiced continuously, Montessori grace and courtesy lessons, school-wide assembly around SHARK matrix and staff introductions.</p> <p>Evidence of Adult Implementation: Informal observations, learning walks, use of the referral system, mentor program launch, and training for behavior support staff.</p> <p>Evidence of Impact on Students: Students feel behavior is fair and are aware of the expectations and consequences.</p> <p>Summary of Impact: Staff and students have a common language and expectations that allow for everyone to be on the same page. Behavior support staff are using SWIS data at weekly meetings to analyze behavioral data and identify needs of building.</p>

Next Steps:

Staff will analyze BEISY data and implement 1-2 strategies for decreasing external behavior.

Action Step #2**Actions Implemented:**

Staff administered the BEISY screener regarding students behavior (externalizing and internalizing). Staff will implement the Greet, Stop, Prompt engagement strategy in their classrooms. Staff will collect baseline data, and collect data for 6 weeks after implementation of strategy.

Evidence of Adult Implementation:

Baseline data and data collection on implementation of Greet, Stop, Prompt strategy. Staff will receive professional development from School Psychology Interns and Dr. Clay Cook on January 30th. Staff will use strategy in their classroom daily.

Evidence of Impact on Students:

Reduction of number of referrals. Students spend more times in their classroom and reduction in level of removals and buddy room use.

Summary of Impact:

Increase in engagement in classroom.

Next Steps:

TBD

Graduation Plan

Goal

Action Plan