

Pillsbury Community

SIP 2016-2017

School Information

School Number: 155
Grade Span: Pre-K - 5th Grade
Principal: Jonathan Luknic
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Schoolwide Instructional Leadership Team

Angie Pohl	<i>Assistant Principal</i>
Bryan Anderson	<i>PSWE Lead</i>
Cathy Ridge	<i>Teacher</i>
Emily Peterson	<i>PDP Lead</i>
Erin Stellmach	<i>PDP Lead</i>
Jennifer Hanzak	<i>Math specialist, Data Lead</i>
Jessica Skowronek	<i>IS, PD Lead</i>
Joel Lurvey	<i>Teacher</i>
Katie Pederson	<i>Teacher</i>
Krista Anderson	<i>Teacher</i>
Mike Spende	<i>Teacher</i>
Sandra Jernberg	<i>Talent development, Reading specialist</i>
Sarita Rabe	<i>Teacher, Equity Lead</i>
Suzy Palen	<i>Sped teacher</i>

Data Review Notes

Attendance

The majority of students fall into the A attendance designation of attending 95% or higher. Absences seem to spike in February. Students attendance tends to improve as students progress in grade level. The longer students are enrolled in Pillsbury, the higher their attendance. ELL and Advanced learners have stronger attendance than non-ELL and non-advanced learners.

Reading MCA

Our reading proficiency scores have decreased slightly for all students. The percentage of all students meeting expected growth targets has increased slightly.

Behavior

Our suspension numbers are relatively low, but higher than they were last year and we did not meet our goal. Our out-of-school removals are high. We wonder about the amount of instructional time lost.

Comprehensive Needs Assessment

Standards-Based Literacy Instruction CNA

Successes

The percentage of Hispanic students and ELL students meeting expected growth targets has increased significantly since the 2014-15 school year. The percentage of African American and Hispanic female students from non-English speaking homes meeting proficiency standards increased.

Prioritized Concerns

The percentage of students proficient in reading decreased for African American males from English speaking homes, Hispanic males, white males, and American Indian males. The gap between ELL and non-ELL students in proficiency remains large.

Hypothesized Root Causes (Controllable)

Our Bilingual program builds on students strength of speaking two languages and builds on research that shows the importance of learning to read in one's native language first. Additionally, we have a high number of EL teachers to work with our classroom teachers and EL students. The decrease in growth for our black native English speakers is likely due to a number of factors including lack of cultural relevance and a belief gap for teachers.

Standards-Based Math Instruction CNA

Successes

Hispanic students had strong growth in math (they were the only group to make expected growth). White females were the only group of students whose proficiency increased.

Prioritized Concerns

Current downward trend is negatively impacting all groups equally. There continues to be a gap between our white

students' proficiency and students of color. Our lowest performing group is our African American males from English speaking homes.

Hypothesized Root Causes (Controllable)

Our Bilingual program builds on students strength of speaking two languages and builds on research that shows the importance of learning in one's native language first. Additionally, we have a high number of EL teachers to work with our classroom teachers and EL students. The decrease in growth for our black native English speakers is likely due to a number of factors including lack of cultural relevance and a belief gap for teachers.

Engagement CNA

Successes

Attendance: 88% of Hispanic students have A (95% or higher) attendance, the highest attendance of all student groups 84% of 4th graders and 81% of 5th graders have A (95% or higher) attendance.

Prioritized Concerns

52% of High 5 and 68% of 1st grade students have A (95% or higher) attendance

African American females, males, and American Indian males have the lowest attendance rates (54%).

Special education students have significantly lower attendance than general education students.

Additionally, students entering mid year have far lower attendance than those who are enrolled from the beginning of the year and those enrolled over time.

There is an over-representation of African American students in our suspension and out-of-school removal numbers.

Hypothesized Root Causes (Controllable)

High 5 - lack of understanding of the importance of attendance at High 5

African American females and males and American Indian males- lack of connection to school; not feeling valued or part of the community

Literacy Plan

Goal

The percentage of English speaking African American students making or exceeding expected growth in reading will increase from 40% to 50% by Spring 2017 as measured by the MCA.

The percentage of all students scoring proficient in reading will increase from 33.8% to 40% by Spring 2017 as measured by the MCA.

The percentage of advanced learners making or exceeding expected growth in reading will increase from 45% to 60% by Spring 2017 as measured by the MCA.

Action Plan

Balanced Literacy

Targeted Student Groups:

African American, American Indian, Hispanic, English Learner

Adult Actions to Implement:

- Creating guided read block plan
- allocating resource support to students with highest needs
- differentiating instruction within the core
- using data from CFAs to drive instruction
- Working from standards
- implementing a WIN block

Adult Evidence to Collect:

SOEI observations
 learning walks
 Data cycle records
 Collaborative plans

Student Evidence of Success:

- meeting expected growth targets on the FAST and MCA assessments
- demonstrating mastery on CFAs

Professional Development or Support Needed:

Guided reading block development
 Tiering Instruction
 Using CFAs and data to drive and differentiate instruction

Current Stage:

Exploration

Action Step #1

Actions Implemented:

Teachers created their guided reading blocks
 Resource teachers conducted reading assessments with students and identified students in need of extra support
 PD on differentiating and tiering instruction was provided
 Teachers engaged in a data cycle using CFAs to guide instruction and intervention
 Teachers implement a WIN block, grouping students by need and targeting that need (extension, extra practice, intervention, acceleration)

Evidence of Adult Implementation:

Guided reading block plans in google docs
 Notes from PLCs
 WIN block plans
 RTI spreadhseet

Evidence of Impact on Students:

Pre- post assessment data
 FAST
 CBMs

Mathematics Plan

Goal

The percentage of African American males showing at or above expected growth in math will increase from 24.31% to 35% by Spring 2017 as measured by the MCA.

The percentage of students showing at or above expected growth in Math will increase from 34.87% to 50% by Spring 2017 as measured by the MCA.

Action Plan

Guided Math (PK-5)

Targeted Student Groups:

African American, English Learner

Adult Actions to Implement:

- Creating guided math block plan
- allocating resource support to students with highest needs
- differentiating instruction within the core
- using data from CFAs to drive instruction
- Working from standards
- implementing a WIN block

Adult Evidence to Collect:

SOEI observations

learning walks

Data cycle records

Collaborative plans

Student Evidence of Success:

- meeting expected growth targets on the FAST and MCA assessments
- demonstrating mastery on CFAs

Professional Development or Support Needed:

Guided math block development

Tiering Instruction

Using CFAs and data to drive and differentiate instruction

Current Stage:

Exploration

Engagement Plan

Goal

Reduce percent of population referred from 13% to 10% by Spring 2017

Reduce students with repeat referrals (kids with more than 1) from 63% to 40%, through the use of restorative practices, by Spring 2017.

Decrease proportionality in the percent of students of African descent that are referred from 32% to 0% in order to make

it proportional to the student population.

Action Plan

Social Emotional Learning

Targeted Student Groups:

African, American Indian, Special Education

Classroom Engagement*

Targeted Student Groups:

African, American Indian, Special Education

School-wide Engagement*

Targeted Student Groups:

African, American Indian, Special Education

Mentoring

Targeted Student Groups:

African, American Indian, Special Education

Intentional Relationship Development

Targeted Student Groups:

African, American Indian, Special Education

Restorative Practices

Targeted Student Groups:

African, American Indian, Special Education

Adult Actions to Implement:

Teachers will implement responsive classroom morning meetings and second step curriculum.

Adult Evidence to Collect:

Staff volunteers meet with mentees at least once a month as measured by mentoring cafe sign-in sheets.

Student Evidence of Success:

Increase in academic on-task time and decrease in behavior issues and referrals.

Professional Development or Support Needed:

Ideas for building relationships with students from diverse backgrounds. PD on unconscious bias. PD on culturally competent instruction.

Current Stage:

Exploration

Graduation Plan

Goal

Action Plan