

Benjamin E. Mays IB World School

School Continuous Improvement Plan

SY 2016-17

Saint Paul Public Schools is dedicated to a process of continuous improvement, where staff, students, and parents cooperate to reach the school and district visions of high academic achievement for all students.



School Improvement Planning

See Appendix I for data. Data Links: <http://rc.education.state.mn.us/>, http://scip.spps.org/2015-2016_scips_in_progress

READING

Data

Date: 05/18/2016

Data Source: ACCESS for ELL

Successes: Our students are strong in the listening and reading strands.

Concerns: Although we are strong in the listening and reading strands, our reading scores are still low.

Date: 05/18/2016

Data Source: Other

Successes: Our white students achieved at over 50%.

Concerns: This school year, our students went backwards in reading achievement. We have more students in the does not meet category.

Date: 05/18/2016

Data Source: Walkthrough Data

Successes: There were increases in the level of student engagement during reading interactive read alouds. When strategies were specific and visuals were used, the level of student engagement increased.

Concerns: We have teacher directed instruction rather than inquiry based learning. Reading workshop is not implemented with fidelity. There isn't evidence of the rigor of the standards.

Date: 05/18/2016

Data Source: Other

Successes: While analyzing running records, teachers report they are gaining valuable information about their students.

Concerns: Student work hasn't been used and discussed to adjust instruction regularly.

Root Cause Summary:

Two of our six teachers in grades 4 and 5 were not present for at least 3 months. One of our teachers in grade five is not a highly qualified teacher. This inconsistency affected the learning in those classrooms.

Access to culturally relevant reading resources were lacking in classroom. We need to set clear expectations for students during independent reading time. Students should be reading books at their reading level. We need to monitor the use of iPads during reading.

Error analysis in running records/reading assessment was not consistently used to inform instruction.

Proficiency Goal	Growth Goal	Gap Goal
<p>The percentage of all students scoring proficient or higher in Reading will increase from 20% to 35% by Spring 2017 as measured by the MCA III Assessment administered April 2017.</p>	<p>In School Year 2016-2017 the percentage of all students in the "high-growth" category will increase from Empty % to Empty %.</p>	<p>In School Year 2016-2017 the percentage of Empty in the "high-growth" category will increase from Empty % to Empty %.</p>

Evidence-Based Practice: Structure of Reading Workshop

Status: Active

Implementation Indicator: 100 % of classroom teachers will implement the structure of reading workshop with fidelity. by 11/01/2016.

Action Steps

Description: All classroom teachers will benchmark their students and record their data into Data Zone.

Assigned To: Leadership Team

Expected Results: All students will be able to choose "just right" books for independent reading.

Review Date: 10/07/2016

Actual Result: Empty

Description: PD will be provided for all staff on the various components of reading workshop. PD will be strategically presented in the same sequence in which teachers will begin to implement the various components.

Assigned To: Stacy Klage

Expected Results: Teachers will implement all of the components of the reading workshop on which they have received PD thus far.

Review Date: 11/01/2016

Actual Result: Empty

Description: Teachers will complete their first data cycle with a focus on reading.

Assigned To: Stacy Klage

Expected Results: A data cycle will provide an in-depth focus on the effectiveness of the reading workshop and the strategies provided by Teacher's College.

Review Date: 01/27/2017

Actual Result: Empty

Evidence-Based Practice: Small group instruction

Status: Empty

Implementation Indicator: 100 % of teachers will use benchmark data to inform instructional strategies used to support students. by 11/01/2016.

Action Steps

Description: All teachers will follow the assigned first unit of study focusing on the rituals and routines of becoming an independent reader and building stamina.

Assigned To: Stacy Klage

Expected Results: Kids reading in just right books, setting stamina goals, able to talk about what they are reading and increasing the time spent as a class independently reading.

Review Date: 10/20/2016

Actual Result: Empty

Description: Teachers will use benchmark information to support students in choosing just right books. They will confer with students and small groups to reinforce how to successfully read and understand books at their level.

Assigned To: Stacy Klage

Expected Results: Students progress will be reflected in their logs, formative assessments. Students will be engaged in reading and able to talk about their books.

Review Date: 11/01/2016

Actual Result: Empty

Description: PD will be provided for all staff on F and P text level complexity descriptors and the strategies provided by Teacher's College.

Assigned To: Stacy Klage

Expected Results: Team Teachers will group students by text level and have a plan for instruction that meets the needs of their targeted group

Review Date: 11/01/2016

Actual Result: Empty

Description: Teachers will complete their first data cycle with a focus on reading.

Assigned To: Stacy Klage

Expected Results: A data cycle will provide an-depth focus on the effectiveness of the reading workshop and the strategies provided by Teacher's College.

Review Date: 11/01/2016

Actual Result: Empty

MATH

Data

Date: 05/18/2016
Data Source: Other
Successes: Empty
Concerns: We are relying heavily on the unit assessments to drive instruction, and these only cover the high priority benchmarks, not all benchmarks.

Teachers need to be familiar with the benchmarks and best practices for teaching those benchmarks.

Date: 05/18/2016
Data Source: Other
Successes: Teachers that use it are using it consistently.
Concerns: Not everyone is using the spreadsheet. Teachers have expressed concerns of entering the data twice (data team cycle and spreadsheet)

Date: 05/18/2016
Data Source: Walkthrough Data
Successes: 100% classrooms had task board posted and 96% of teachers were attempting to use task board during Part 2 of math workshop.
Concerns: Data shows that more of task board activities should be focused on current high-priority benchmarks. Data also shows that there needs to be an increased emphasis on differentiating task board activities to meet student needs.

Root Cause Summary:

Given that 20% of our students are proficient in math, and two of our six teachers in grades 4 and 5 were not present for at least 3 months, students' learning was impacted. Also, one of our teachers in grade 5 is not a highly qualified teacher. This inconsistency affected the learning in those 3 classrooms.

There was a learning curve with the new math facts program.

We continue to have inconsistencies with implementing the task boards with fidelity.

We need to gain knowledge of best practices for the use of math manipulatives and strategies for teaching math concepts.

Proficiency Goal	Growth Goal	Gap Goal
The percentage of all students scoring proficient or higher in Math will increase from 21% to 35% by Spring 2017 as measured by the MCA III Math Assessment administered April 2017.	In School Year 2016-2017 the percentage of all students in the "high-growth" category will increase from Empty % to Empty %.	In School Year 2016 - 2017 the percentage of Empty in the "high-growth" category will increase from Empty % to Empty %.

Evidence-Based Practice: Research based instructional strategies are used to teach grade level math benchmarks assigned to each unit.

Status: Empty

Implementation Indicator: 100 % of classroom teachers will have examined math benchmarks for the first 2 units on an in-depth basis by 10/18/2016.

Action Steps

Description: Packets will be provided for each math unit explaining the benchmark for the unit in detail. This will include specific examples of what students need to be able to do at a mastery level, and MCA test specifications (in grades 3-5.)

Assigned To: Stacy Klage

Expected Results: Teachers will read these packets and use them to guide their instruction. Part 1 of the math lesson, as well as the majority of the task board activities, will be focused on the current unit's benchmarks.

Review Date: 09/09/2016

Actual Result: Empty

Description: Exposure to benchmarks will include all related grade level benchmarks - including low and medium priority. Discussion will include ways to tie these into the current unit.

Assigned To: Stacy Klage

Expected Results: Part One of the math lesson, as well as task board activities, will include a variety of the low and medium priority benchmarks.

Review Date: 10/14/2016

Actual Result: Empty

Description: Site coach will check classrooms for focus on unit benchmarks within Part One and the task board.

Assigned To: Stacy Klage

Expected Results: Data will be collected and shared with administration.

Review Date: 11/04/2016

Actual Result: Empty

Description: This process will need to be repeated for each unit.

Assigned To: Stacy Klage

Expected Results: Teachers will understand the importance of standards-based teaching and feel comfortable enough with this process they will be able to do it on their own in the future.

Review Date: 01/03/2017

Actual Result: Empty

Implementation Indicator: 100 % of classroom teachers will use research-based strategies in their instruction of math benchmarks for the first 2 units by 10/18/2016.

Action Steps

Description: In team meetings and math PLCs, site coach will model research-based instructional strategies to be used for each unit. These strategies will focus on the use of manipulatives to move students from the concrete, to the representational, to the abstract.

Assigned To: Stacy Klage

Expected Results: Teachers will take these strategies and incorporate them into their teaching of part one and their flex groups.

Review Date: 11/01/2016

Actual Result: Empty

Description: Math packets will be provided for each unit outlining what research-based instructional strategy should be used for the current unit's benchmark.

Assigned To: Stacy Klage

Expected Results: Teachers will read the packets and use them to guide their instruction for the unit. Teachers will ask questions and request assistance when unclear about the strategies.

Review Date: 10/14/2016

Actual Result: Empty

Description: In the following days, site coach will go into classrooms to observe teachers in their implementation of these strategies.

Assigned To: Stacy Klage

Expected Results: Teachers will understand the expectation that they are to use these strategies and have enough support that they feel comfortable continuing to use the strategies on their own.

Review Date: 11/01/2016

Actual Result: Empty

Description: Site coach will provide feedback on the implementation of these strategies to administration.

Assigned To: Stacy Klage

Expected Results: Site coach and administration will make decisions regarding which classrooms need further support.

Review Date: 11/08/2016

Actual Result: Empty

Description: This process will need to be repeated for each unit.

Assigned To: Stacy Klage

Expected Results: Teachers will understand the importance of using research-based strategies and feel comfortable enough that they will be able to do it on their own in the future

Review Date: 01/03/2017

Actual Result: Empty

CULTURE AND CLIMATE / PBIS

Data

Root Cause Summary:

TITLE I

Budget Narrative

Explain how Title I funds are used in the schoolwide program and are aligned Evidence-Based practices which improve the entire educational program of the school in order to raise academic achievement for all students.

Cultural Specialist-Parent Involvement: Lead the coordination of the family engagement plan here at Ben Mays. Specialist supports our families, teachers and communities, and coordinate activities and resources during the school year. This position supports the work of our family engagement plan, continuing to strengthen our family engagement partnership, meeting with parents to inform parents of the school's participation in Title I, explain the requirements of Title I, and the right of parents to be involved in school. Additional Title 1 funds will be used to purchase food for our parent involvement events.

Academic Support Teachers: Leads the coordination of the instructional practice plan here at Benjamin E. Mays, working specifically with teachers in Literacy and Math. Using data, the team will help teachers create small group targeted instruction based on the needs of the students. Provide tier 1, 2 and tier 3 support to teachers and students as we continue Math/Literacy PLC's and monthly PD.

Cultural Specialists-Behavior Specialist: The work of our cultural specialists lead the coordination of PBIS, creating strong tier 1 classroom and school-wide systems that support student learning.

Timely and Effective Assistance

Submit documentation / evidence in the [D2 Title I folder](#)

1. What is the **process** used to identify students in need of additional educational assistance (e.g., referral forms, child find meetings, PLC meetings)? Provide a brief description of the process used and documentation of that process (meeting minutes, agenda and sign-in sheets).

Based on MCA's, OLPA, PLC data and other building data students who are in need of additional supports are identified. After implementing a minimum of 6-8 weeks of an intervention strategy teachers refer students to our weekly Learner Study Team (LST) for additional support and intervention ideas. Teachers bring student data and work samples with them for the team to analyze and form possible interventions from. The LST is made up of teachers, a school psychologist, Special Education staff and Administration. Our Professional Learning Communities (PLC's) use the district Data Team Cycle to identify trends, analyze data and focus on students who need support. Teachers collect data, discuss, record and measure instructional strategies and growth models. Teachers make instructional changes based on the analyzed data.

2. What **criteria** are used to determine the students who need additional assistance (e.g., rubrics, charts, rank ordered, assessment data, teacher judgment)? Provide a brief narrative related to the criteria used to select students and documentation of those criteria.

MAP, OLPA, MCA, ACCESS, Oral Language and Mondo and other classroom assessments are used to identify students who are not making growth or scoring below proficiency.

3. What specific additional support services are offered to the identified students (tutoring, etc)? Provide a list of the additional support services and evidence that those services occur (e.g., supplemental courses, before or after school tutoring, additional reading or math support during the instructional day). Provide documentation of those services (e.g. course descriptions, tutoring flyers or notices, etc.)

Students identified as needing additional support are referred for Freedom School for after school help, Reading Partners for individual tutoring once a week, Minnesota Reading Corps for daily interventions of 20 minutes in length, small group instruction in the classroom or with math coaches as well as other building wide interventions.

Preschool Transition

Submit documentation / evidence in the [D1 Title I folder](#)

List one or more activities being implemented to assist the successful transition of preschool children and their families from an early childhood program to kindergarten in the Schoolwide Program, e.g., kindergarten orientation, parent classes.

Benjamin E. Mays IB World school has created a transition day for our preschool students. We call it "PreK Take A Parent to School Day". The day consists of the parents visiting their child's classroom and then visiting a Kindergarten classrooms followed by parent meeting to answer questions and discuss the upcoming transition to Kindergarten.

Parental Involvement

Submit the 16-17 Family Engagement Plan in the [C1](#) folder and the 16-17 Family-School Compact in the [C2](#) folder of the [Title I folder](#).

List one or more types of parent involvement activities sponsored by the school that involve parents in the planning, review, and subsequent implementation of the Schoolwide Program. Include strategies to improve parent involvement with student academic achievement, e.g., Title I annual meeting, family nights.

On November 10, Benjamin E. Mays IB World School will be having it's annual Title 1 World Cafe Night. This event is both a Title 1 meeting and a family night where families give input about the strengths and areas of improvement for our program.

Mays will host our second World Cage on January 26.

We will once again host Parent Academies this spring. The first parent academy will be held in April.

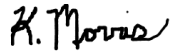
Highly Qualified Paraprofessionals and Educational Assistants

Saint Paul Public Schools has a policy of hiring only paraprofessionals and educational assistants that meet the highly qualified requirements for any position where they will be providing educational support to students.

Coordination of Federal, State, and Local Resources

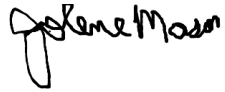
School administrator's and their leadership teams use state and local funds to achieve the goal of educating every child to meet the State's high standards. Federal funds are used in addition to state and local funds to operate a "schoolwide program" to improve the instructional program for the whole school, or provide "targeted" services to select students needing support in schools with a "targeted assistance model". School administrator's and their school leadership teams consider the needs of their students, the root cause of those particular needs to determine the best use funds in a way that coordinates the use of those funds to address the needs and improve outcomes for students.

SIGNATURES



Kirk Morris Principal

06/06/2016



Jolene Mason Parent

08/23/2016
