

Jenny Lind Elementary

School Improvement Plan | 2017-18

Part I: School Information

School Information

School Name: Jenny Lind Elementary
School Number: 151
Grades Served: Pre-K - 5th Grade
Principal: Delon Smith
Phone: 612.668.2020
Fax: 612.668.2030
Street Address: 5025 Bryant Ave. N., Minneapolis, 55430

Instructional Leadership Team Members

Team Member Name	Position
Elizabeth Corris	Assistant Principal
Danielle Beck	Instructional Facilitator
Leslie Ferster	5th Grade Teacher
Melissa Toft	3rd Grade Teacher
Kim Hannan	4th Grade Teacher
Kara Lucas	5th Grade Teacher
Christina Ramsey	Network Specialist
Alicia Scull	1st Grade
Marlys Svobodny	Continuous Improvement Specialist (CIS)
Davida Fidelman	Kindergarten
Andrea Stolhanske	2nd Grade
Kelly Arrington	School Social Worker/Special Education Representative
Jeannine McDonald	PE - Specialist Representative

Other Staff, Families, or Community Members involved in SIP planning

Team Member Name	Role
Dwquita Nash	School Staff

Part II: Comprehensive Needs Assessment

Data Review

Types of data reviewed: Engagement and Perceptions and Demographics and Student Learning and School Processes	Improvement or success found: Reduction of students in the hallway this past school year.	Challenge or area for improvement: Ongoing clarity on hallway behavior. Ongoing clarity on classroom procedures to increase time on engaged in class. Students with IEP's need to feel equally attached to general education teachers and Special Education Teachers. General Education and Special Education teachers will collaborate to ensure rigorous instruction for all students within the general education classroom. General Education teachers will continue to take responsibility to the instruction and academic progress of all students, including those with IEP's. Students receiving pull-out instruction missed core instruction time. Teacher mindset
Types of data reviewed: Student Learning and Engagement	Improvement or success found: Slight increase (.8) in overall growth as measured by the MCA's	Challenge or area for improvement: Although Jenny Lind made a .8% overall increase as measured by the MCA, we were not on target for the 10% increase as expected in the Minneapolis 8/10/10 goals.
Types of data reviewed: Student Learning and Demographics		Challenge or area for improvement: Teachers do not understand how to differentiate for the top 15% of their class or understand the specific social, emotional or cognitive needs of advanced learners. Teachers need more training and strategies for supporting advanced learners.
Types of data reviewed: Student Learning		Challenge or area for improvement: Teachers are not using culturally appropriate engagement strategies in order to engage students.

Root-Cause Analysis

Improvements and Successes

Key Finding

What factors contributed to this success or improvement?

Reduction of students in the hallway this past school year.	Restorative Practices, increase push-in support services
Slight increase (.8) in overall growth as measured by the MCA's	Differentiated core and core application instruction during guided math and guided reading as indicated on our 2016-2017 School Improvement Plan.

Challenges and Areas for Improvement

Key Finding

What factors contributed to this success or improvement?

Ongoing clarity on hallway behavior.	Staff Development on Rituals and Routines in common areas
Ongoing clarity on classroom procedures to increase time on engaged in class.	Staff Development on Rituals and Routines and Responsive Classroom strategies

Students with IEP's need to feel equally attached to general education teachers and Special Education Teachers. General Education and Special Education teachers will collaborate to ensure rigorous instruction for all students within the general education classroom. General Education teachers will continue to take responsibility to the instruction and academic progress of all students, including those with IEP's.	Teacher mindset around students with IEP's.
Students receiving pull-out instruction missed core instruction time.	Adult scheduling needs took priority over student needs in the general ed classroom.
Teacher mindset	Cultural disconnect between teachers and students/families.
Although Jenny Lind made a .8% overall increase as measured by the MCA, we were not on target for the 10% increase as expected in the Minneapolis 8/10/10 goals.	Low expectations and lack of understanding of Depth of Knowledge necessary to meet or exceed the standards.
Teachers do not understand how to differentiate for the top 15% of their class or understand the specific social, emotional or cognitive needs of advanced learners. Teachers need more training and strategies for supporting advanced learners.	Focus has been on intervention and remediation as opposed to acceleration of all students.
Teachers are not using culturally appropriate engagement strategies in order to engage students.	Lack of training and teacher efficacy.

Part III: Action Plan

Goals

SMART Goal:	Alignment to Acceleration 2020:	Target student groups:
Goal 1: By the spring 2018, Jenny Lind will increase the percentage of students G3-5 achieving meets or exceeds on the Math MCA from 28.6% (2017) to 38.6% (2018). This will be achieved by ensuring that 100% of classrooms will implement rigorous differentiated independent math stations where students demonstrate their understanding of DOK and are consistently making their 10% monthly growth on Dreambox.	Improved Student Outcomes	All Students African American/Black American Indian Asian/Pacific Islander Hispanic/Latinx Advanced Learner English Learner Special Education Free/Reduced Price Lunch Homeless/Highly Mobile
Goal 2: By the Spring of 2018, Jenny Lind will increase the percentage of student G3 - 5 achieving meets or exceeds on the Reading MCA from 25.4% to 35.4%.	Improved Student Outcomes	All Students African American/Black Advanced Learner

<p>Goal 3: By Spring of 2018, the percentage of students who report that they pay attention in class all the time as reported on the Minnesota Report Card, will increase from 36% to 100%.</p>	<p>Family and Community Partnership Improved Student Outcomes Equity</p>	<p>All Students African American/Black American Indian Asian/Pacific Islander Hispanic/Latinx Advanced Learner English Learner Special Education Free/Reduced Price Lunch Homeless/Highly Mobile</p>
<p>Goal 4: By Spring 2018, Jenny Lind will establish more trusting relationships with our families. We will increase family engagement at family events from 30% to 50%.</p>	<p>Equity Improved Student Outcomes Family and Community Partnership Effective Teachers, School Leaders and staff</p>	<p>All Students</p>

Activities and Strategies

Activity/Strategy 5: Differentiated Independent Math Stations during Guided Math

Description: Teachers will ensure that all students receive differentiated instruction and materials during Independent Math Stations.

Goal(s) Addressed:

1. By the spring 2018, Jenny Lind will increase the percentage of students G3-5 achieving meets or exceeds on the Math MCA from 28.6% (2017) to 38.6% (2018). This will be achieved by ensuring that 100% of classrooms will implement rigorous differentiated independent math stations where students demonstrate their understanding of DOK and are consistently making their 10% monthly growth on Dreambox.

Tier: Tier: One - Differentiated Core Instruction

Root Cause Addressed: Inconsistent differentiated core instruction.

Quarterly Objectives:

- Q1 Objective: By the end of quarter 1, 100% of classrooms will have established rituals and routines to be applied during differentiated independent stations - implementation of DreamBox & CPV/K-CoM Activities are included. All students will be making their 10% monthly growth on DreamBox.
- Q2 Objective: By the end of quarter 2, 100% of teachers will identify the levels of DOK in math curriculum in order to implement higher-level questioning (DOK levels 2 & 3) during instruction. (elicit student thinking HIP HOP) All students will be making their 10% monthly growth on Dreambox.
- Q3 Objective: By the end of quarter 3, 100% of teachers will be able to backwards plan units incorporating higher level DOK tasks (DOK levels 2 & 3) to ensure rigor within the math block, in particular during the independent station. (This will be monitored by Student Work Protocol) All students will be making their 10% monthly growth on Dreambox.
- Q4 Objective: By the end of quarter 4, we will continue to monitor progress toward quarter one, two and three goals, and classrooms will reflect on the implementation of this years SIP to set goals for 2018-2019 school year.

Activity/Strategy 6: Conferring with Goal Setting

Description: Teachers will meet with students up to 2-3 times per month and identify strategies from the F/P continuum to aide in goal setting and accelerate student growth.

Goal(s) Addressed:

3. By the Spring of 2018, Jenny Lind will increase the percentage of student G3 - 5 achieving meets or exceeds on the Reading MCA from 25.4% to 35.4%.

Tier: Tier: One - Differentiated Core Instruction

Root Cause Addressed: Low reading comprehension scores on F/P assessments.

Quarterly Objectives:

Q1 Objective: By the end of quarter 1, 100% of classrooms will be trained in Benchmark Advance and complete the first 15/20 days ("Review and Routines"). In addition, teachers will confer and set goals with students using their F&P data. We will monitor progress towards this goal by using practice profiles on learning walks.

Q2 Objective: By the end of quarter 2, 100% of classrooms are implementing Benchmark Advance and using their weekly unit assessments to inform their instruction. In addition, teachers will confer with students and identify strategies to accelerate student growth. We will monitor progress towards this goal during data meetings.

Q3 Objective: By the end of quarter 3, 100% of classrooms are making connections between Benchmark Advance and the AVID and National Urban Alliance (NUA) strategies that are being implemented. Students will use these practices independently. In addition, teachers will continue conferring practices from Quarter 2 and meet with each student at least two to three times per month. We will monitor progress towards this goal by asking staff to reflect on their implementation via a survey. In addition, ILT will use a looking at student work protocol to evaluate student progress towards this goal across the grade levels.

Q4 Objective: By the end of quarter 4, we will continue to monitor progress toward quarter one, two and three goals and classrooms will reflect on the implementation of this years SIP to set goals for 2018-2019 school year.

Activity/Strategy 7: Thinking Maps

Description: Thinking maps are instructional tools used to help students organize their thinking.

Goal(s) Addressed:

1. By Spring of 2018, the percentage of students who report that they pay attention in class all the time as reported on the Minnesota Report Card, will increase from 36% to 100%.

Tier: Tier: One - Differentiated Core Instruction

Root Cause Addressed: Lack of culturally responsive instructional strategies.

Quarterly Objectives:

Q1 Objective: By the end of Quarter 1, 100% of teachers will have introduced all eight Thinking Maps as instructional tools in all subject areas

Q2 Objective: By the end of Quarter 2, 100% of students will be able to identify the thinking associated with each Thinking Map.

Q3 Objective: By the end of Quarter 3, 100% of students will be able to determine the

appropriate Thinking Map when given a set of guiding questions and cognitive vocabulary.

Q4 Objective: By the end of quarter 4, we will continue to monitor progress toward quarter one, two and three goals, and classrooms will reflect on the implementation of this years SIP to set goals for 2018-2019 school year.

Aligning Efforts

	Activity/Strategy and Quarterly Objectives	ILT Focus	PD Focus	PLC Focus
Q1	<p>Differentiated Independent Math Stations during Guided Math: By the end of quarter 1, 100% of classrooms will have established rituals and routines to be applied during differentiated independent stations - implementation of DreamBox & CPV/K-CoM Activities are included. All students will be making their 10% monthly growth on DreamBox.</p> <p>Conferring with Goal Setting: By the end of quarter 1, 100% of classrooms will be trained in Benchmark Advance and complete the first 15/20 days ("Review and Routines"). In addition, teachers will confer and set goals with students using their F&P data. We will monitor progress towards this goal by using practice profiles on learning walks.</p> <p>Thinking Maps: By the end of Quarter 1, 100% of teachers will have introduced all eight Thinking Maps as instructional tools in all subject areas</p>	<p>ILT will create or update a practice profile.</p> <p>Identify teacher needs through learning walks and use practice profile for PLC's to monitor effectiveness of staff development and implementation of current strategies for increasing student engagement and rigorous instruction</p>	<p>Teachers are receiving weekly PD during September to support our SIP goals. Topics included in the PD are increase teacher understanding and use of DOK's in, Benchmark Interim Assessments Independent Reading, goal setting and conferring with students, Thinking Maps, Socratic Seminar during Guided Groups</p>	<p>Increase teacher effectiveness in teaching language arts and math by using culturally appropriate strategies including Thinking Maps and culturally responsive data driven instruction.</p>

<p>Q2</p>	<p>Differentiated Independent Math Stations during Guided Math: By the end of quarter 2, 100% of teachers will identify the levels of DOK in math curriculum in order to implement higher-level questioning (DOK levels 2 & 3) during instruction. (elicit student thinking HIP HOP) All students will be making their 10% monthly growth on Dreambox.</p> <p>Conferring with Goal Setting: By the end of quarter 2, 100% of classrooms are implementing Benchmark Advance and using their weekly unit assessments to inform their instruction. In addition, teachers will confer with students and identify strategies to accelerate student growth. We will monitor progress towards this goal during data meetings.</p> <p>Thinking Maps: By the end of Quarter 2, 100% of students will be able to identify the thinking associated with each Thinking Map.</p>	<p>Identify teacher needs through learning walks and use practice profile for PLC's to monitor effectiveness of staff development and implementation of current strategies for increasing student engagement and rigorous instruction</p>	<p>Teachers receive PD on identifying strategies to accelerate student growth using the F&P Continuum. Teachers will be trained in MPS' Looking at Student Work protocol. Teachers will also receive PD on DOK and task analysis Connection between HIP HOP and DOK in math. Teachers sharing how they use thinking maps, ongoing PD</p>	<p>Increase teacher effectiveness in teaching language arts and math by using culturally appropriate strategies including Thinking Maps and culturally responsive data driven instruction.</p>
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<p>Q3</p>	<p>Differentiated Independent Math Stations during Guided Math: By the end of quarter 3, 100% of teachers will be able to backwards plan units incorporating higher level DOK tasks (DOK levels 2 & 3) to ensure rigor within the math block, in particular during the independent station. (This will be monitored by Student Work Protocol) All students will be making their 10% monthly growth on Dreambox.</p> <p>Conferring with Goal Setting: By the end of quarter 3, 100% of classrooms are making connections between Benchmark Advance and the AVID and National Urban Alliance (NUA) strategies that are being implemented. Students will use these practices independently. In addition, teachers will continue conferring practices from Quarter 2 and meet with each student at least two to three times per month. We will monitor progress towards this goal by asking staff to reflect on their implementation via a survey. In addition, ILT will use a looking at student work protocol to evaluate student progress towards this goal across the grade levels.</p> <p>Thinking Maps: By the end of Quarter 3, 100% of students will be able to determine the appropriate Thinking Map when given a set of guiding questions and cognitive vocabulary.</p>	<p>Identify teacher needs through learning walks and use practice profile for PLC's to monitor effectiveness of staff development and implementation of current strategies for increasing student engagement and rigorous instruction</p>	<p>Backwards Planning Team Meetings Optional Backwards planning template. PD on how NUA strategies connecto to Benchmark Advance. PD on AVID/WICOR strategies connecto to Benchmark Advance across the grade levels.</p>	<p>Increase teacher effectiveness in teaching language arts and math by using culturally appropriate strategies including Thinking Maps and culturally responsive data driven instruction.</p>
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Q4	<p>Differentiated Independent Math Stations during Guided Math: By the end of quarter 4, we will continue to monitor progress toward quarter one, two and three goals, and classrooms will reflect on the implementation of this years SIP to set goals for 2018-2019 school year.</p> <p>Conferring with Goal Setting: By the end of quarter 4, we will continue to monitor progress toward quarter one, two and three goals and classrooms will reflect on the implementation of this years SIP to set goals for 2018-2019 school year.</p> <p>Thinking Maps: By the end of quarter 4, we will continue to monitor progress toward quarter one, two and three goals, and classrooms will reflect on the implementation of this years SIP to set goals for 2018-2019 school year.</p>	Identify teacher needs through learning walks and use practice profile for PLC's to monitor effectiveness of staff development and implementation of current strategies for increasing student engagement and rigorous instruction	Reflect and share on this years successes.	Increase teacher effectiveness in teaching language arts and math by using culturally appropriate strategies including Thinking Maps and culturally responsive data driven instruction.
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Part IV: Progress Monitoring

Quarter 1

Activity/Strategy	Quarterly Objective	Successes	Challenges	Next Steps
Differentiated Independent Math Stations during Guided Math	By the end of quarter 1, 100% of classrooms will have established rituals and routines to be applied during differentiated independent stations - implementation of DreamBox & CPV/K-CoM Activities are included. All students will be making their 10% monthly growth on DreamBox.			

Conferring with Goal Setting	By the end of quarter 1, 100% of classrooms will be trained in Benchmark Advance and complete the first 15/20 days ("Review and Routines"). In addition, teachers will confer and set goals with students using their F&P data. We will monitor progress towards this goal by using practice profiles on learning walks.			
Thinking Maps	By the end of Quarter 1, 100% of teachers will have introduced all eight Thinking Maps as instructional tools in all subject areas			

Quarter 2/Mid-Year

Activity/Strategy	Quarterly Objective	Successes	Challenges	Next Steps
Differentiated Independent Math Stations during Guided Math	By the end of quarter 2, 100% of teachers will identify the levels of DOK in math curriculum in order to implement higher-level questioning (DOK levels 2 & 3) during instruction. (elicit student thinking HIP HOP) All students will be making their 10% monthly growth on Dreambox.			

Conferring with Goal Setting	By the end of quarter 2, 100% of classrooms are implementing Benchmark Advance and using their weekly unit assessments to inform their instruction. In addition, teachers will confer with students and identify strategies to accelerate student growth. We will monitor progress towards this goal during data meetings.			
Thinking Maps	By the end of Quarter 2, 100% of students will be able to identify the thinking associated with each Thinking Map.			

Quarter 3

Activity/Strategy	Quarterly Objective	Successes	Challenges	Next Steps
Differentiated Independent Math Stations during Guided Math	By the end of quarter 3, 100% of teachers will be able to backwards plan units incorporating higher level DOK tasks (DOK levels 2 & 3) to ensure rigor within the math block, in particular during the independent station. (This will be monitored by Student Work Protocol) All students will be making their 10% monthly growth on Dreambox.			

Conferring with Goal Setting	By the end of quarter 3, 100% of classrooms are making connections between Benchmark Advance and the AVID and National Urban Alliance (NUA) strategies that are being implemented. Students will use these practices independently. In addition, teachers will continue conferring practices from Quarter 2 and meet with each student at least two to three times per month. We will monitor progress towards this goal by asking staff to reflect on their implementation via a survey. In addition, ILT will use a looking at student work protocol to evaluate student progress towards this goal across the grade levels.			
Thinking Maps	By the end of Quarter 3, 100% of students will be able to determine the appropriate Thinking Map when given a set of guiding questions and cognitive vocabulary.			

Quarter 4/End-of-Year

Activity/Strategy	Quarterly Objective	Successes	Challenges	Next Steps
Differentiated Independent Math Stations during Guided Math	By the end of quarter 4, we will continue to monitor progress toward quarter one, two and three goals, and classrooms will reflect on the implementation of this years SIP to set goals for 2018-2019 school year.			

Conferring with Goal Setting	By the end of quarter 4, we will continue to monitor progress toward quarter one, two and three goals and classrooms will reflect on the implementation of this years SIP to set goals for 2018-2019 school year.			
Thinking Maps	By the end of quarter 4, we will continue to monitor progress toward quarter one, two and three goals, and classrooms will reflect on the implementation of this years SIP to set goals for 2018-2019 school year.			