

Washington Technology

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: 08/19/2016

Data Source: MCA-III Reading

Successes: Reading proficiency consistent at 25% for 6th graders. Increase from 24% to 27% for 7th graders. Increase from 26% to 31% for 8th grade. Increase from 24% to 35% for 10th grade.

Concerns: Most students are still not proficient in Reading.

Date: 08/19/2016

Data Source: MCA-III Reading

Successes: Asian American, Hispanic, and White subgroups saw increases in proficiency levels. Asian American students increased from 26% to 32%. Hispanic students saw increases from 25% to 33%. White students saw increases from 48% to 59%.

Concerns: African American student proficiency remained consistent at 22%.

Date: 08/19/2016

Data Source: MCA-III Reading

Successes: Reading proficiency for the ELL subgroup increased from 11% to 15%.

Concerns: Reading proficiency for the Special Education subgroup decreased from 11% to 9%.

Root Cause Summary:

The root cause of our low proficiency rates in Reading are human and organizational. Washington reading teachers meet in PLC (Professional Learning Communities) and are still learning to implement the workshop model with fidelity. Organizationally this is the third year of 6th grade students in the middle school and only the second year of the transition from traditional middle school English to the Readers Workshop Model. Classroom walk-throughs showed that 50% of the key elements of the workshop model are being implemented fully. 25% of the key elements are being partially implemented. Job embedded professional development will continue next year with follow up walk-through visits. This will allow the teachers to deepen implementation of the Readers's Workshop Model.

Proficiency Goal	Growth Goal	Gap Goal
The percentage of all students scoring proficient or higher in Reading will increase from 30% to 34% by Spring 2017 as measured by the MCA III Reading Assessment administered Spring 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 1 % to Empty %.

Evidence-Based Practice: Deepen Implementation of Readers Workshop Practice to Strengthen Culturally Responsive Teaching and Accelerate Student Achievement in Grades 6-8.

Status: Active

Implementation Indicator: 75 % of classroom visits will have full implementation of the key indicators of Readers Workshop Elements by 01/16/2017.

Action Steps

Description: Provide job embedded professional development through the Professional Learning Communities (PLC) Data Teams Process to examine implementation of key elements of the Readers Workshop model, student achievement data, and instructional practices.

Assigned To: Stacie Jones

Expected Results: Increase in student proficiency from the pre to post test in each unit of the Data Teams Process.

Review Date: 06/01/2017

Actual Result: Empty

Description: Middle school Reading Teachers will participate in the SPPS Middle School Literacy Institute in October 2016 and January 2017.

Assigned To: Stacie Jones

Expected Results: Teacher will deepen their understanding of the Readers Workshop model and best practice instructional strategies.

Review Date: 02/07/2017

Actual Result: Empty

Description: Reading Teachers in Grades 6-8 will have classroom walk-throughs using the Readers Workshop implementation rubric.

Assigned To: Stacie Jones

Expected Results: Job embedded professional development based on the identified needs from the Readers Workshop implementation rubric.

Review Date: 06/01/2017

Actual Result: Empty

Evidence-Based Practice: Reading and Writing Common Assessments for Literacy Growth in ELA Grades 9-12.

Status: Active

Implementation Indicator: 100 % of teachers will utilize common assessments as part of the PLC Data Teams Process by 07/01/2017.

Action Steps

Description: Teachers will utilize the district common assessments to learn more about their students' strengths and areas for growth in regards to particular skills.

Assigned To: Stacie Jones

Expected Results: 100% of teachers will implement the district common assessments in ELA Grades 9-12 and use the data to meet student needs.

Review Date: 06/01/2017

Actual Result: Empty

Description: Teachers will utilize the data from the district common assessments to establish instructional strategies and approaches and adjust pacing.

Assigned To: Stacie Jones

Expected Results: 100% of teachers will implement the district common assessments in ELA Grades 9-12 and use the data to choose instructional practices.

Review Date: 06/01/2017

Actual Result: Empty

Description: Utilize formative assessments to monitor growth and adjust instruction and pacing in ELA Grades 9-12.

Assigned To: Stacie Jones

Expected Results: 100% of teachers will give four formative assessments per unit in order to monitor and adjust instruction based on student needs.

Review Date: 06/01/2017

Actual Result: Empty

MATH

Data

Date: 08/19/2016

Data Source: MCA-III Math

Successes: Hispanic, African American, and White subgroups saw increases in proficiency levels. Hispanic students increased from 31% to 34% proficient. African American students increased from 18% to 24% proficient. White students increased from 45% to 49% proficient.

Concerns: The Asian American subgroup saw decreases in proficiency from 41% to 39%.

Date: 08/19/2016

Data Source: MCA-III Math

Successes: Math proficiency increased for Grade 8 students from 37% to 43% and in Grade 11 students from 33% to 37%.

Concerns: Math proficiency decreased for Grade 6 students from 30% to 20% and Grade 7 students from 36% to 35%.

Date: 08/19/2016

Data Source: MCA-III Math

Successes: The ELL subgroup remained consistent in their proficiency level of 23%.

Concerns: The Special Education subgroup decreased from 15% to 13% proficient.

Root Cause Summary:

The root cause of our low proficiency rates in Math are human and organizational. Washington Math teachers meet in PLC (Professional Learning Communities) and have focused most of their attention on planning lessons and assessments. With support from the District Math Coaches they will move to lessons which include greater use of academic language and discourse between students.

Proficiency Goal	Growth Goal	Gap Goal
The percentage of all students scoring proficient or higher in Math will increase from 35% to 39% by Spring 2017 as measured by the MCA III Math Assessment administered Spring 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 Empty the percentage of Empty in the "high-growth" category will increase from Empty % to Empty %.

Evidence-Based Practice: Engaging and high impact math instructional practices

Status: Active

Implementation Indicator: 80 % of Classroom visits will show evidence of accountable talk and use of academic language in Math by 06/01/2017.

Action Steps

Description: All Math Teachers will participate in Professional Development in Academic Language and Accountable Talk during Opening Week 2016.

Assigned To: Michelle Leba

Expected Results: Teachers will design lessons that support the use of Academic Language and Accountable Talk.

Review Date: 09/10/2016

Actual Result: Empty

Description: Provide job embedded professional development through the Professional Learning Communities (PLC) Data Teams Process to examine implementation of Academic Language and Accountable Talk.

Assigned To: Michelle Leba

Expected Results: Teachers will collaborate with their PLC's to refine lessons that support the use of Academic Language and Accountable Talk.

Review Date: 06/01/2017

Actual Result: Empty

Description: All Math Teachers in Grades 6-12 will have classroom walk throughs to observe the implementation of Academic Language and Accountable Talk. All Math Teachers will participate in classroom walk throughs to observe for Academic Language and Accountable Talk.

Assigned To: Michelle Leba

Expected Results: Teachers will see an increase in the amount of Academic Language and Accountable Talk as they participate in classroom walk throughs.

Review Date: 06/01/2017

Actual Result: Empty

Evidence-Based Practice: Conceptual units and assessments designed to support prioritized MN Math Standards & Benchmarks

Status: Active

Implementation Indicator: 100 % of Math PLC's Grades 6-12 will utilize common assessments designed to support teaching the MN Math Standards and benchmarks by 06/01/2017.

Action Steps

Description: All Math Teachers Grades 6-12 will participate in building and district Professional Development during Opening Week reviewing the Data Teams Process and the common formative and summative assessments.

Assigned To: Michelle Leba

Expected Results: All Math Teachers will be familiar with the Data Teams Process to progress monitor and chart students' learning the standards.

Review Date: 09/01/2016

Actual Result: Empty

Description: All Math Teachers Grade 6-12 will use common formative and summative assessments as part of the PLC Data Teams Process.

Assigned To: Michelle Leba

Expected Results: All Math Teachers will use the PLC Data Teams Process to progress monitor and chart students' learning the standards.

Review Date: 06/01/2017

Actual Result: Empty

Description: All Math Teachers Grades 6-12 will document student progress on common summative assessment using the Data Teams Process.

Assigned To: Michelle Leba

Expected Results: All Math Teachers will use the Washington Wiki to document student progress on common summative assessments.

Review Date: 06/01/2017

Actual Result: Empty

DATA-BASED ACCOUNTABILITY AND EVALUATION

Data

Date: 04/01/2016

Data Source: Other

Empty

Successes: 100% of seniors applied to at least one Post Secondary Educational Opportunity.

Concerns: Only 77% of senior applied for at least one scholarship at a Post Secondary Educational Opportunity.

Date: 04/01/2016

Data Source: Other

Empty

Successes: 100% of seniors were accepted to at least one Post Secondary Educational Opportunity.

Concerns: Not applicable.

Date: 05/01/2016

Data Source: Other

Empty

Successes: College in the Schools (CIS) Enrollment increased from 123 course enrollments in 2013-2014 to 158 course enrollments in 2014-2015 to 319 course enrollments in 2015-2016.

Concerns: Enrollment in CIS classes should reflect the diversity of students at Washington.

Root Cause Summary:

The root cause of our high Post Secondary Educational Opportunity acceptance rate is human and organizational. Organizationally Washington partners with the Minnesota Office of Higher Education to provide College Access Support for students in Grades 10-12. This partnership provides us with 5 full time College Access Counselors who meet individually with all students. In addition, all students in Grades 6-12 receive bi-monthly College Readiness Lessons developed by the University of Minnesota's Ramp Up To Readiness Program and taught by Foundations teachers.

Evidence-Based Practice: St. Paul Public Schools Naviance Milestone Completions

Status: Active

Implementation Indicator: 90 % of Washington Students will complete grade level Naviance Milestones by 06/01/2017.

Action Steps

Description: Washington counselors will receive district training in Naviance Milestones during August of 2016.
Assigned To: Jill Vestrum
Expected Results: Washington counselors will be familiar with the Naviance Milestones and how to track the data.
Review Date: 09/01/2015
Actual Result: Empty

Description: Washington counselors will implement Naviance Milestones with students.
Assigned To: Jill Vestrum
Expected Results: Students will complete Naviance Milestones.
Review Date: 06/01/2017
Actual Result: Empty

Evidence-Based Practice: Increase access to school based College Credit Bearing Courses for Washington Students

Status: Active

Implementation Indicator: Empty % of Empty will Washington will increase the number of courses and course enrollments by 5% in College Credit Bearing Courses by 2016-2017. by Empty.

Action Steps

Description: Counselors will make presentations to classes explaining the courses offered to students that are College Credit Bearing.
Assigned To: Jill Vestrum
Expected Results: All students will be aware of College Credit Bearing Course opportunities.
Review Date: 06/01/2017
Actual Result: Empty

Description: Washington will partner with the University of Minnesota and St. Paul College to increase the number of College Credit Bearing courses.
Assigned To: Mike McCollor
Expected Results: Students will have an increased number of College Credit Bearing Courses to choose from.
Review Date: 09/01/2016
Actual Result: Empty

Description: Washington teachers will participate in Professional Development conducted by the University of Minnesota and St. Paul College to prepare them to teach College Credit Bearing Courses.
Assigned To: Mike McCollor
Expected Results: Washington teachers will be better prepared to teach College Credit Bearing Courses.
Review Date: Empty
Actual Result: Empty

CULTURE AND CLIMATE / PBIS

Data

Date: 06/01/2016
Data Source: PBIS - TFI
Successes: 80% of Tier 1 implementation is currently in place as measured by the TFI (Tiered Fidelity Inventory, Tier 1 Scaled Score).
Concerns: We have not completed the TFI for Tier 2 and Tier 3.

Root Cause Summary:

The causes of this are human and organizational. We need to make completion of the TFI a priority in our SCIT (School Conduct Improvement Team). Structurally, we need to strengthen our Tier 2 and Tier 3 interventions through the implementation of Restorative Practices.

Evidence-Based Practice: Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.

Status: Active

Implementation Indicator: 84 % of Tier One Implementation will be completed by 06/01/2017.

Action Steps

Description: Expected academic and social behaviors will be taught directly to all students in classrooms.

Assigned To: Lydia Kabaka

Expected Results: Students will be familiar with the academic and social expectations of the classrooms they are in.

Review Date: 06/01/2017

Actual Result: Empty

Description: Implement formal classroom management plans and revisit these quarterly. Recalibrate Tier 1 systems in classrooms when expectations are retaught.

Assigned To: Lydia Kabaka

Expected Results: Student will be familiar with the academic and social expectations of the classrooms they are in. Teachers will practice consistent responses to behavior.

Review Date: 06/01/2017

Actual Result: Empty

Evidence-Based Practice: Implementation of Restorative Practices Pilot Program in sixth grade.

Status: Active

Implementation Indicator: 80 % of classrooms will be using Restorative Practices by 06/01/2017.

Action Steps

Description: Teachers will attend Professional Development on Restorative Practices in August of 2016.

Assigned To: Lydia Kabaka

Expected Results: Teachers will be prepared to implement Restorative Practices in their classrooms for the 2016-2017 school year.

Review Date: 09/01/2016

Actual Result: Empty

Description: Teachers will implement Restorative Practices in their classrooms.

Assigned To: Lydia Kabaka

Expected Results: Student will exhibit more positive behaviors in classrooms.

Review Date: 01/14/2017

Actual Result: Empty

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.

1.0 FTE Parent Liaison - will increase parent involvement by coordinating the Parent Academy program at Washington, facilitating the monthly Washington Wake-up educational series for parents, encourage parents to attend student-led Parent Conferences, partner with community organizations to bring more community resources to Washington students, and increase communication to parents through the Washington website, email, and direct communication with parents.

9.8 FTE Reading and Math Teachers to provide supplemental reading and math instruction during the regular day and Extended Day

1.0 FTE Curriculum Coordinator to facilitate the work of PLCs as outlined in the SCIP Supplemental Reading Books to increase reading achievement as defined in the SCIP. These books will supplement the reading books available to students through English classes by providing high-interest reading materials at the students' ability levels as many Washington students come to the school below grade level in reading and grade level books are not engaging to them.

Timely and Effective Assistance

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).

Reading and Math Support

We use MCA scores to determine students that need additional reading and math support. Reading support includes teacher interventions, developmental reading classes and extended day reading classes. Math support includes tutoring from Minnesota Math Corps tutors, teacher interventions, and extended day math classes.

Support for students in all classes

Interdisciplinary teams meet bi-weekly to discuss students that are not passing classes and develop interventions to help them be successful.

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.

MCA and OLPA assessments are used to determine students that need additional assistance. All students that do not score 50 or higher on the MCA or OLPA test in Reading or Math for that grade level have additional support in either reading or math or both in the extended day program. In addition, students that do not score 50 or higher for that grade level have additional reading support during the school day.

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.)

Extended Day Reading, Math, and Study Skills classes

Minnesota Math Corps tutoring

Tutoring from University of Wisconsin - River Falls tutors after school

Developmental Reading Courses during the school day

Parental Involvement

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.

Washington promotes family engagement through a number of activities involving parents, students, and staff members. These include student-led parent conferences, a monthly education program for parents called the Washington Wake-up, in-depth training for parents through the Parent Academy program, and informational sessions on how parents can help their students be more successful such as New Student Orientation and Open House and Title One Annual Meeting. Parents are involved in the planning and implementation of these programs. For example, with the Washington Wake-Up parents develop the agenda by coming up with topics they are interested in. The Principal and Family Liaison identify school staff and/or community resources that would be a good fit for the program and parents are involved in deciding if the session should be offered again or discontinued.


Highly Qualified Paraprofessionals and Educational Assistants

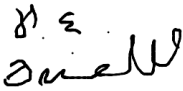
Saint Paul Public Schools has a policy of hiring only paraprofessionals and educational assistants that meet the highly qualified requirements for any position where they will be providing educational support to students.

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

Mike McCollor	Principal		06/03/2016
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Philip Friedlund	Parent		06/07/2016
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