

# Bethune Community

## SIP 2016-2017

### School Information

School Number: 107  
Grade Span: Pre-K - 5th Grade  
Principal: Cheryl Martin  
Phone: 612.668.2550  
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### Schoolwide Instructional Leadership Team

Alfreda Riddley	<i>Family Liaison</i>
Cheryl Martin	<i>Principal</i>
Christina Johnson	<i>Kindergarten teacher</i>
Crystal Boles-Cleary	<i>Specialists</i>
Darcy Steinberg	<i>Data Lead/RTI</i>
Erin Averbeck	<i>Second grade teacher</i>
Faiza Holmes	<i>Fifth grade teacher</i>
Jasper Jonson	<i>Assistant Principal</i>
Jennifer Angell	<i>First grade teacher</i>
Jody Lazo	<i>Instructional Specialist</i>
Kristin Berry	<i>Special Education</i>
Leah Hansen	<i>Second grade teacher</i>
Marium Toure	<i>Math Specialist</i>
Matthew Pelzer	<i>Fourth grade teacher</i>
Shauna Hennessey	<i>Third grade teacher</i>

## Data Review Notes

### **Attendance**

January and February had the largest number of students in groups B, C, D

May had the largest number of student in group D

Attendance except for December, consistently increases from August - February, then decreases consistently to the end of year

Best attendance month is May

There are more than students in group B than in groups C & D

### **MCA**

In math, proficiency in 3rd is 27%. Proficiency in 4th grade is 21%, up from 17% in 3rd grade (2015). Proficiency in 5th grade is 14%, down from 22% in 4th grade (2015).

### **MCA**

In reading, 5th grade increased the percent of proficient students from the previous years cohort - 4th grade (2015).

4th grade increased in percentage of students meeting or exceeding expected growth from SY 2015 (29%) to SY 2016 (38%).

### **MCA**

In math, Overall increase in percentage of students meeting or exceeding expected growth from SY 2015 (37%) to SY 2016 (44%).

4th grade proficiency percentage dropped from SY 2015 (19%) to SY 2016 (16%).

5th grade percentage of students meeting or exceeding expected growth from SY 2015 (43%) to SY 2016 (43%) is stagnant.

### **MCA**

In math, overall increase in percentage of students meeting or exceeding expected growth from SY 2015 (37%) to SY 2016 (44%).

4th grade proficiency percentage dropped from SY 2015 (19%) to SY 2016 (16%).

5th grade percentage of students meeting or exceeding expected growth from SY 2015 (43%) to SY 2016 (43%) is stagnant.

## Comprehensive Needs Assessment

### **Standards-Based Literacy Instruction CNA**

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#### Successes

5th grade increased the percent of proficient students from the previous years cohort - 4th grade (2015).

4th grade increased in percentage of students meeting or exceeding expected growth from SY 2015 (29%) to SY 2016 (38%).

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#### Prioritized Concerns

There is a significant drop in the proficiency in 4th grade.

All grades have lower proficiency percentages than the high priority school percentages

Percentage of students meeting or exceeding expected growth in SY 2015 (33%) to SY 2016 (33%) is stagnant.  
 3rd grade proficiency percentage stagnant from SY 2015 (7%) to SY 2016 (8%).  
 4th grade proficiency percentage dropped from SY 2015 (5%) to SY 2016 (2%).  
 5th grade proficiency percentage dropped from SY 2015 (22%) to SY 2016 (18%).  
 5th grade percentage of students meeting or exceeding expected growth dropped from SY 2015 (37%) to SY 2016 (27%).

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#### Hypothesized Root Causes (Controllable)

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The team requires additional, experience and support to work through collaboration & planning times as a team.

### ***Standards-Based Math Instruction CNA***

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#### Successes

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Overall increase in percentage of students meeting or exceeding expected growth from SY 2015 (37%) to SY 2016 (44%).  
 Overall increase in percentage of students meeting or exceeding expected growth from SY 2015 (37%) to SY 2016 (44%).  
 3rd grade proficiency percentage increase from SY 2015 (13%) to SY 2016 (25%).  
 4th grade increase in percentage of students meeting or exceeding expected growth from SY 2015 (30%) to SY 2016 (45%).  
 5th grade proficiency percentage increase from SY 2015 (6%) to SY 2016 (14%).

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#### Prioritized Concerns

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Overall increase in percentage of students meeting or exceeding expected growth from SY 2015 (37%) to SY 2016 (44%).  
 4th grade proficiency percentage dropped from SY 2015 (19%) to SY 2016 (16%).  
 5th grade percentage of students meeting or exceeding expected growth from SY 2015 (43%) to SY 2016 (43%) is stagnant.

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#### Hypothesized Root Causes (Controllable)

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The 3rd, 4th, and 5th grade teams have received math support through collaborative work with the math specialist.

### ***Engagement CNA***

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#### Successes

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Majority of students attend 95% or more.  
 The longer students are continuously enrolled, the less students there are in Group D.  
 5th grade has the best overall student attendance.

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#### Prioritized Concerns

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Special education has a lower attendance rate than general education.  
 American indian students have the lowest attendance rate.  
 Students who entered mid-year have the lowest attendance rate compared to students who have been enrolled for

multiple years.

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### Hypothesized Root Causes (Controllable)

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No proactive system or process in place that was being monitored by a team/individual.

## Literacy Plan

### *Goal*

Based on data taken annually through standardized testing, the percentage of students that have met or exceeded growth in reading as indicated by the Z-Score will increase from 33% in SY 2016 to 43% in SY 2017.

### *Action Plan*

#### **Academic Feedback (PK-12)**

Targeted Student Groups:  
Free/Reduced Price Lunch

#### **Balanced Literacy**

Targeted Student Groups:  
Free/Reduced Price Lunch

#### Adult Actions to Implement:

"Teachers will need to use data to intentionally group students for an instructional purpose.

Teachers will need to schedule frequency and timing of those groups.

The text and instructional objectives must be introduced, and modeled/scaffolded to build the skills of the readers within the class. Teachers must listen to students read and prompt students on accuracy, fluency, and ongoing construction of meaning.

Teachers must Facilitate a comprehension conversation related to learning objectives about what students have read, using prompts to target areas for student growth.

Teacher may also extend the meaning of the lesson."

#### Adult Evidence to Collect:

"Teachers must administer screening assessments and progress monitoring with fidelity.

Teacher will schedule guided reading groups on a daily basis.

Teacher has a rotational grouping schedule created that demonstrates the timing and frequency that groups meet.

Teacher consistently determines critical and inferential thinking questions and prompts using the structure: Thinking Within, Beyond, and About the Text to use comprehension conversation.

Teacher explicitly introduces the instructional objective to set the purpose for reading.

Teachers will progress monitor using a running record."

#### Student Evidence of Success:

"Students will increase their reading ability from their current reading level as indicated by their reading screener, to a level closer / equal to their grade level."

#### Professional Development or Support Needed:

"At least one data cycle must be focused on building-wide literacy, specifically surrounding guided reading."

Current Stage:  
Exploration

#### Action Step #1

##### Actions Implemented:

Data meetings held with administration for grades 3-5 on 10/26 & 10/28. All grades have started groups for literacy (3 groups) that meet for 20 minutes. Kindergarten is progress monitoring onsets and letter sounds. 3rd is doing a running record for progress monitoring.

Trying to hire a literacy specialist, AE and SEA to help support students and teachers with grouping.

Reading partners are up and running.

##### Evidence of Adult Implementation:

RP- Teachers are liking the fidelity and implementation.

1st grade is using Reading A-Z books that have comprehension questions. 5th grade is using tiered questions, and strategies of going back and looking at text. 3rd is focusing on inferencing and text explicit. Kindergarten is using the general framework from F & P. 2nd grade is using standards to determine comprehension questions. Specialists are helping in Media to shelve returned books.

##### Evidence of Impact on Students:

With regards to Reading Partners, Kids are liking the one-on-one support. All parties are seeing benefits.

In Kindergarten 2 kids moved up a group. Parents are seeing positive impact and in 5th grade, seeing progress in stamina. 3rd have moved up a few kids a couple of levels.

##### Summary of Impact:

We are on the right track.

##### Next Steps:

Hire Literacy Specialist. Look more closely at FAST and other progress monitoring tools. Book check out is back up and running, was on hiatus due to technology difficulties.

## Mathematics Plan

### *Goal*

Based on data taken annually through standardized testing, the percentage of students that have met or exceeded growth in mathematics as indicated by the Z-Score will increase from 44% in SY 2016 to 54% in SY 2017.

### *Action Plan*

#### **Guided Math (PK-5)**

Targeted Student Groups:  
Free/Reduced Price Lunch

Adult Actions to Implement:

"Teachers will plan for LESA (Launch, Explore, Summary, Assess) model, as well as small group instruction."

**Adult Evidence to Collect:**

The whole group participates in a launch focused on grade level standards.  
 The class is divided into small groups based on their levels of understanding.  
 These groups rotate through the stations of guided math.

**Student Evidence of Success:**

Students will increase their understanding / level of mathematics as indicated by the mathematics screener and standardized testing.

**Professional Development or Support Needed:**

"Teachers will be provided with professional development on how to use progress monitoring, intervention, and screener information."

**Current Stage:**

Exploration

<p><b>Action Step #1</b></p> <p><b>Actions Implemented:</b>                  3rd/4th grade has been taking a conceptual place value assessment to show where students need support. 3 students are in Telescope Math class. Guided groups have been implemented. Interventions are being provided by AEs.</p> <p><b>Evidence of Adult Implementation:</b>                  Marium has been supporting the assessing as well as monitoring the Telescope class. AEs have been implementing interventions.</p> <p><b>Evidence of Impact on Students:</b>                  Students have been identified as to who needs additional support in place value. Student learning is being accelerated in telescope class.</p> <p><b>Summary of Impact:</b>                  Student learning is being accelerated and focused to work on needs.</p> <p><b>Next Steps:</b>                  Keep up training on guided math as well as interventions.</p>
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## Engagement Plan

*Goal*

Based on attendance data taken daily in the classroom, the percentage of students that have enrolled in the school mid-year and have an attendance equal to or greater than 90% will increase from 77% in SY 2016 to 85% in SY 2017.

*Action Plan*

**Classroom Engagement\***

Targeted Student Groups:

Homeless/Highly Mobile, Special Education

**School-wide Engagement\***

Targeted Student Groups:  
Homeless/Highly Mobile, Special Education

**Restorative Practices**

Targeted Student Groups:  
Homeless/Highly Mobile, Special Education

**Intentional Relationship Development**

Targeted Student Groups:  
Homeless/Highly Mobile

Action Step #1

Actions Implemented:  
All teachers connected with students before the beginning of the school year. Positive post cards have been sent home by teachers. Teachers have identified best way of communication.

Evidence of Adult Implementation:  
Teachers log communication with parents about behavior. Staff keep track of their information independently.

Evidence of Impact on Students:  
n/a

Summary of Impact:  
Positive connections with students have created relationships. High behavior students know that there is a relationship with students. Connection in multiple grades is improved overall with school. Increase in parent participation in school events.

Next Steps:  
Identify the group that would be a part of the welcoming process (social workers, teachers, family liaison). Create a welcome folder that shows all of the services we provide. Make ongoing goal to connect with family positively consistently (monthly). Bring more positive cards to staff events.

Action Step #2

Actions Implemented:  
Working on getting welcoming committee going. There was information put together for the events that MPS sponsored for Visit our Schools.

Evidence of Adult Implementation:  
Folders created for Visit our Schools. Families have made comments about how welcoming staff is as they enter.

Evidence of Impact on Students:  
Families are wanting to attend Bethune. Families are recruiting their family and friends.

Summary of Impact:

Community feedback is positive. Have been told that we need to "bottle it and sell it to other schools."

**Next Steps:**

Continue what we are doing (including positive post cards). Talk to new students about how their experience has been so that we can make sure that their attendance stays high.

**Classroom Engagement\***

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Targeted Student Groups:  
Homeless/Highly Mobile, Special Education

**School-wide Engagement\***

Targeted Student Groups:  
Homeless/Highly Mobile

**Adult Actions to Implement:**

"Teachers will implement arts integration strategies such as VTS, Acting Right, tableau, etc. at least one time per week."

**Adult Evidence to Collect:**

"Teacher reflection forms, classroom observations, documented experiences/residencies."

**Student Evidence of Success:**

"Deeper level thinking and processing, verbal articulation, self regulation, and varied methods of showing thought processes including comprehension."

**Professional Development or Support Needed:**



"Focus 5, VTS, and Tableau coaching."

Current Stage:

Exploration

#### Action Step #1

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##### Evidence of Adult Implementation:

Teachers log communication with parents about behavior. Staff keep track of their information independently.

##### Evidence of Impact on Students:

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##### Next Steps:

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## Graduation Plan

*Goal*

*Action Plan*