



Continuous School Improvement Plan Summary

KENNY COMMUNITY

School Year 2016-2017

A. General Information

District Identification Information

District Name: Minneapolis Public Schools	Phone: 612-668-0690
District Number: Special District #1	
Superintendent: Michael Goar	Email: Michael.Goar@mpls.k12.mn.us
District Contact: Nicole Norton	Email: Nicole.Norton@mpls.k12.mn.us
District Address: 1250 W. Broadway Ave Minneapolis, MN 55411	Fax: 612-668-0685

School Identification and Contact Information

School Name: KENNY COMMUNITY	Phone: 612-668-3340
School Number: 135	
Principal: Bill Gibbs	Email: wgibbs@mpls.k12.mn.us
School Address: 5720 Emerson Ave S	
School Contact: Penny Sandberg	
Title I Status: Non Title I	

School Designation and Ratings

School Designation:	Reward
Multiple Measure Rating:	78.77%
Focus Rating:	80.67%

School Demographics: School Year 2015

Grade Configuration: PK-5	Total Students: 438
Native American: %	Limited English Proficient: 4 %
African American: 26 %	Special Education: 12 %

Executive Summary

Hispanic: 7 %	All Students: 100 %
Caucasian: 63 %	

Description of School and Community:

Kenny has a beautiful campus, wonderful children, incredible families and an amazing staff. Kenny Community School is located in the Kenny Neighborhood and serves the neighborhoods of Kenny, Windom, and Armatage. We will continue to show all families that Kenny is more than a community school; it is more like a home where all are welcomed, nurtured and challenged. We provide rigorous instruction and clear expectations for our students and emphasize that “effort creates ability”. Our school provides a safe, positive environment that promotes learning. Students receive core content (reading, math, science, social studies) from their classroom teachers and essential content (art, physical education, music, media) from specialists. We offer extended day through the ALC and community education programs which complements the day school program. The school also implements Responsive Classroom to promote a positive school climate. There are many opportunities during the school year to develop a connection with families and the community. Kenny is also implementing the Second Step program to reduce school violence and bullying.

Overview of School Improvement Plan (this includes a summary of the goals, strategies and professional development within the plan, as well as how the areas of AYP identification will be addressed):

Kenny is a MPS RtI site. Each grade level team rotates through the weekly data meetings with the RtI team. The RtI team includes the principal, social worker, psychologist, Instructional Specialist, and all special education and Title I teachers. Thus every grade level team meets every six weeks to monitor student growth and the effectiveness of interventions. Focus for 2014-2015: In order to continue to make strong academic gains, staff, families, and community will need to work as a team. We need to be able to show all students are growing regardless of their current skill level. At conferences, teachers will provide you with data regarding the current reading and math level of your child. Parents, teachers, and students will set specific measurable academic and social goals. We will visit the goals throughout the year to make sure we are on track. Other goals for the school year include building a strong and cohesive community, developing and articulating the mission of the school, creating a homework policy, implementing the Lucy Caulkins writing workshop, and enhancing instruction with technology. In mathematics we are compacting and accelerating the math Investigations curriculum and working with the new math standards along with incorporating weekly graphing activities, and monthly problem solving; Teach a rich science curriculum based on standards and using an environmental focus whenever possible; ; Build a strong after school program that includes academic support, enrichment, athletics, and the arts. Kenny school has an ambitious agenda outlined in the School Improvement Plan. Due to our performance on the MCA for the past 3 years, we have been identified as a Celebration school two years in a row, and we will submit an application for our third year as we are once again celebration eligible. Although our school performs well in the ALL students category in both reading and math, we need to focus more of our efforts on particular groups that did not make Adequate Yearly Progress (AYP). Therefore, we have identified specific goals in reading and math on MCA performance. These goals coincide with our district’s strategic plan of 80% of our students scoring proficient or above on the MCA II by 2015. In math, we will go from an index rate of 46.15 of African American students, 50.00 Free and Reduced lunch students and 23.53 special education students scoring proficient or above to index rates of 75 for all groups in 2015, and 80 for all groups in 2013. In Reading, we will go from an index rate of 61.11 for African American students, 62.14 Free and Reduced lunch students scoring proficient or above to index rates of 80 for all groups in 2015, and 85 for all groups in 2013. To accomplish these ambitious goals, our PLC and RtI meetings along with observation cycles will focus on increasing the effectiveness of the teaching of teaching core reading, math and science content. In addition to continuing the work that was laid out in the 2014-15 school year, Kenny will implement the following strategies that are aligned with the district strategic plan for the next 3-5 years. Embedded in these strategies will be Action Steps that offer support and guidance toward attaining specific school goals. These strategies include the following: 1- Professional Learning Communities (PLCs) that will meet for 60 or more minutes once a week throughout the school year. The PLCs will focus on examining student work, reviewing student assessment data, and ensuring that instruction is aligned to individual student need. PLCs will effectively measure the fidelity of classroom-level implementation of evidence-based instructional practices. The goal of this strategy is to provide ongoing job-embedded professional development and implement the continuous use of student data to inform instructional practice in the classroom. 2- Focused Instruction in the form of curriculum guides that are directly aligned to MN standards in all grade classes. In addition, teachers will be reviewing state standards and writing student-friendly learning targets aligned to MN standards in all other grade levels. The goal of this strategy is to effectively implement a comprehensive, research-based, vertically aligned instructional program for all students. Further, Focused Instruction will begin the process of creating and implementing a comprehensive system of formative and summative data collection to track student progress and results and to drive decision-making. Our PLCs will also work to ensure students are using academic language and we will study research based vocabulary programs to supplement the Words Their Way work. 3- Family Engagement strategies that regularly engage the school community to inform them of progress toward the design and implementation of instruction and interventions to meet student need and to give them an opportunity to provide input. Family engagement strategies will follow the Joyce Epstein framework.

School Leadership Team

Describe how stakeholders, including staff, parents and community members participate in the process of developing, implementing and evaluating the School Improvement Plan.

Development:

With careful review at the beginning of the school year, the SIP is revised and updated to show our current plan, strategies and goals. The review and development of the SIP is a collaboration of staff discussions, data from child study meetings, review of previous years testing results and needs, and input from PTA and Site Council meetings.

Implementation:

Based on the Sip, teachers help plan their lessons based on the ultimate goals and needs of the students and school. Teachers participating in weekly professional development meetings help support the implementation of the SIP through sharing strategies that have worked and sharing successes. Parents participate in parent/teacher conferences and are often volunteers in the classrooms. Parents and community members also support the school and it's goals through coordinating RIF, Carnival, Fall Festival, and other family involvement events.

Evaluation of strategies:

Through Child Study meetings, PTA meetings, and Site Council meetings parents and teachers evaluate the effectiveness of the current SIP.

Describe the Leadership Team’s plan for communicating the goals, strategies and professional development within the School Improvement Plan to staff and community.

There is regular communication of goals and expectations through Data, PD, PTA and Site Council meetings. School information and test results are also sent out to the community via the newspaper, the Southwest Journal and the school handbook.

School Leadership Team, cont.

This School Improvement Plan has been developed with the involvement of the community to be served and individuals who will carry out the plan. The planning process is used to align all major programs at your site to improve teaching and learning. The planning team assumes responsibility for planning and implementing the School Improvement plan. It should represent the diversity of the school population and include all stakeholder groups (principals, teachers, other staff, students, family and community).

Category	Name	Signature
Teacher Name and Grade/Subject	Jennifer Gottenborg - Instructional Specialist	
Teacher Name and Grade/Subject	Megan Hardesty K-2 teacher rep	
Teacher Name and Grade/Subject	Karen Peterson 3-5 teacher rep	
Teacher Name and Grade/Subject	Diane Kersteter-specialist teacher rep	
Teacher Name and Grade/Subject	Colleen Lucke-special education rep	
Parent Name	Peggy Kirkpatrick - PTA co president	
Parent Name	Terri Diamond-PTA co president	
Parent Name	Megan Peterson Foundation president	
Parent Name	Lois Hall - Parent	
Community Member		

Student Name		
Other Staff Name	LaToya Peterson- Family Liaison	
Other Staff Name	Shari Wiggins-AE/SEA rep	
Other Staff Name	Staff Rep- Jessica Peifer- Principal Intern	
Technical Assistance Provider		
Principal Name	Bill Gibbs	

Date SIP is approved and signed by Team: _____

School Improvement Goals

Based on the priority needs for our school, the goals are:

Reading Smart Goal(s):

The Reading student achievement gap between white and African American children will from 51.3 in 2014 to 39 in 2015. Overall school proficiency will move from 63.1% to 70%.

Professional Development Strategies to Support Reading Goal (s)

Kenny fully implements RtI and is a model site for MPS. Decisions made through RtI help identify interventions and Professional development needs of teachers. Teachers at grades all grades fully implement Focused Instruction in literacy and other content areas to improve core teaching and provide standards based learning to all students. PLC time will be dedicated to collecting and analyzing student data, developing standards based lessons with an emphasis on learning targets, selecting effective instructional strategies and providing appropriate interventions to accelerate the learning of students who have not yet met or have exceeded the standards

Success Criteria to Evaluate Effectiveness of Professional Development Strategies

Professional Learning Communities will develop SMART goals at the beginning of the year that will be monitored at weekly meetings and by the ILT. PLC members will also be utilizing Classroom for Success--the online student data portal. PLC structure will be evaluated by utilizing an implementation survey twice yearly, PLC logs, and PLC visits in addition evidence through teacher informal and formal observations, analyzing student work, assessment results, SMART goals, and other evidence of both adult and student learning.

Family Involvement Strategies to Support Reading Goal(s)

1. All students will read 30 minutes or more each school night.
2. 100% of students will participate in Read-a-Thon.
3. Families will be invited to participate in a Family Literacy Night, where they will learn about reading and writing workshop and learn about what they can do at home to support their children's learning/enthusiasm around literacy. (This will be collaborative effort by the Media Specialist and the PTA parent coordinator).
4. Acquire funding for a Family Liaison position, hire and train liaison prior to school year 2014-15.

Success Criteria to Evaluate Effectiveness of Family Involvement Strategies

Data will be collected on which families are returning reading logs, weekly homework assignments and participating in PTA, Student of the Month, Assemblies, Family Engagement sponsored learning opportunities, and other various activities.

Extended Learning Opportunities that Support Reading Goal(s)

After-school learning opportunities will include enrichment, remedial, and computer based reading activities. (Students of need will be identified through discussions of formative and summative assessments and recommendations of their classroom teachers at data meetings.)

Success Criteria to Evaluate Effectiveness of Extended Learning Opportunities

Participation rates of targeted groups and data collected on their academic progress, CBMS, MAP scores and Fountas and Pinnell assessments.

Math SMART Goal(s):

The Math student achievement gap between white and African American children will reduce from 37.9 in 2013-14 to 28.43 in 2014 -15. Increase the proficiency for all children to 79.4% form the 2013-14 74.4%

Professional Development Strategies to Support Math Goal(s)

All gradeas implementing focused instruction That work is the focus of their weekly PLC. 2nd grade PLCs are following unit and quarterly assessments to review student work and identify student needs. All teams meet with the RtI team every six weeks (one team K-5 meets each week in addition to PLCs) 2nd-5th grade teachers are required to attend 12 hours of ST math PD as part of ST math implementation at those grades. Odyssey Math is being used as a Title I intervention

Success Criteria to Evaluate Effectiveness of Professional Development Strategies

Participation rates of teachers and increases in all standardized test scores.

Family Involvement Strategies to Support Math Goal(s)

Success Criteria to Evaluate Effectiveness of Family Involvement Strategies

<p>1. All students will complete math homework weekly, as assigned. 2. Percentage of grade 3-5 students participating in First in Math outside of the school day 2X per week will increase from 0 to 75% 3. Percentage of grade K-2 students participating in Math Study Island outside of the school day 2X per week will increase from 25 to 75% 4. Parents and students will be involved in setting and measuring individual goals at yearly goal setting conferences.</p>	<p>Analysis of participation data from computer programs, parent feedback and goal setting forms. Teachers will collect data on students returning weekly homework and use quarterly math assessments to determine increases in grade level goals.</p>
<p>Extended Learning Opportunities that Support Math Goal(s)</p> <p>Afterschool activities will include enrichment, remedial, and computer based math activities. SES ST math in after school ALC for 4th and 5th grade.</p>	<p>Success Criteria to Evaluate Effectiveness of Extended Learning Opportunities</p> <p>Participation rates of targeted groups as well as quarterly assessments and other assessments appropriate by grade level.</p>
<p>Climate SMART Goal(s): Maintain the number of suspensions at <10 (7 in 13-14) and increase the number of students who miss <9 days from 71% to 74%</p> <p>Additional Climate Goal(s):</p>	
<p>Professional Development Strategies to Support Climate Goal(s)</p> <p>PBIS planning and implementation. Perfect attendance awards will be provided at monthly student of the month assemblies. Kenny staff will be trained and implement Second Step strategies to improve the overall climate/behaviors in the building. Active recess will continue. Kenny teachers have been trained and implement Responsive Classroom strategies. Positive climate team will develop building behavior plan, teachers will develop classroom plans.</p>	<p>Success Criteria to Evaluate Effectiveness of Professional Development Strategies</p> <p>Professional Learning Communities will develop SMART goals at the beginning of the year that will be monitored at weekly meetings and by the ILT. PLC members will also be utilizing Classroom for Success--the online student data portal. PLC structure will be evaluated by utilizing an implementation survey twice yearly, PLC logs, and PLC visits in addition evidence through teacher informal and formal observations, analyzing student work, assessment results, SMART goals, and other evidence of both adult and student learning.</p>
<p>Family Involvement Strategies to Support Climate Goal(s)</p> <p>The building nurses and social worker work closely to monitor attendance and follow up with families. The social worker is connected with the "Building Bridges" grant and works closely with families to get them additional resources and support. The social worker attends monthly meetings related to HHM. We want to provide opportunities for collaboration and feedback to families and communities. Communicate clear behavior goals and expectations for all students at Kenny School. We want to hire a parent liaison to recruit, retain, and train volunteers of all races and ethnicities.</p>	<p>Success Criteria to Evaluate Effectiveness of Family Involvement Strategies</p> <p>This will be done by measuring SMART goals for climate. We want to increase reading competency one grade level for all students. St below grade level will be accelerated to eliminate the achievement gap. Data will be collected to show an increase in family involvement of underrepresented families. We will have an attendance award for students who have perfect attendance.</p>

Schoolwide Reform Strategies: Action Plan

Schoolwide reform strategies are selected to strengthen the core academic program, increase the amount and quality of learning time, address the needs of historically underserved populations and provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement. The action plans describe in detail how the school plans to implement and monitor the effectiveness of the reform strategies.

Strategy

School will improve partnerships with parents, families, and the community through the following actions: communicating student learning goals as well as academic successes and areas of growth; providing and communicating academic, behavioral, and social support options for parents, and providing opportunities for collaboration and feedback with parents and the community.

Research and Rationale

Research indicates that, through high school, family involvement contributes to positive results for children including higher achievement, better attendance, more course credits earned, more responsible preparation for class, and other indicators of success in school (Catsambis, 2001; Simon, 2004). The studies of homework and targeted outcomes reinforce the importance of well-designed, subject-specific or goal-linked activities for family and community involvement for strongest impact on student achievement in school. The research identifies "essential elements" for effective programs and specific processes and paths that strengthen (1) leadership for partnerships, (2) program plans, (3) outreach to involve more families, (4) responses of families and community partners, and (5) impact on student achievement and other indicators of success in school.

This strategy supports:

Reading Goal(s): Math Goal(s): Climate Goal(s):

Action Plan

Start Date:	Action Step
8/17/2015	The year will kick off with a meet the teacher event where children and families can tour the school and meet their teacher. Kenny will have 100% parent participation in parent-teacher conferences. The PTA will hold an evening fall festival and spring carnival. The PTA will reach out to bring in speakers in regards to parent education. Monthly student of the month celebrations will bring families in to school.

Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
attendance from "meet the teacher" and fall parent/teacher conference	10/30/2015	Monthly student of the month celebrations	6/10/2016	Attendance from PTA and Foundation events	6/10/2016

Personnel	Required Resources
Bill Gibbs, Jessica Peifer, Kenny Site Council	NULL

Implementation Notes

NULL

Strategy					
Teachers will participate in professional learning communities that improve instructional practices through action planning, collaboration, and professional development that is based on student achievement data.					
Research and Rationale					
Research on schools that improve student achievement levels reveals that students learn more in schools where teachers are engaged in professional learning communities and work collaboratively to address student needs that have been identified through data analysis.					
This strategy supports:					
Reading Goal(s): X		Math Goal(s): X		Climate Goal(s):	
Action Plan					
Start Date:		Action Step			
8/17/2015		Teachers were given a presentation on the new PDPLC structure. DuFour's "The Professional Learning Communities at Work" is a model that we utilize here at Kenny. It is recognized as the most powerful strategy for sustained, substantive school improvement. Grade levels teams use evidence of student learning to inform and improve instructional practice. 5 Kenny teachers attended the Solution Tree PLC workshop in June 2015.			
Success Criteria					
Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Teachers developed the focus of their grade level or team PDPLC. Teachers are able to articulate their focus this year.	10/30/2015	The state of the school presentation will be given to families and staff. We will have our grade level SMART goals established. Teachers will enter their PDPLC focus into eCompass with support from the PDPLC Coordinator.	6/10/2016	Weekly analysis of the PDPLC team notes at ILT demonstrate the deep analysis of the impact of our teaching on student achievement. Student data will show students progressing towards the 5% and 8% school-wide goals.	6/10/2016
Personnel			Required Resources		
Bill Gibbs, Jessica Peifer, Jennifer Gottenborg, ILT, Ron Wagner			Our Instructional Specialist and ILT determine what PD is warranted throughout the year and facilitate this happening to help drive the PDPLC focus.		
Implementation Notes					
NULL					
Start Date:					
8/17/2015		Action Step			
		Whole group ILT weekly. One representative from each PDPLC meets every Tuesday after school. This allows ILT to clarify with the PDPLC any shifting or unmet expectations and also celebrate successes. Each PDPLC representative also shares out.			
Success Criteria					
Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
PDPLC Share out Celebration.	10/30/2015	PDPLC Share out Celebration.	6/10/2016	PDPLC Share out Celebration.	6/10/2016
Personnel			Required Resources		
All ILT members			NULL		
Implementation Notes					
Jennifer Gottenborg, IS, takes notes each week at ILT. PDPLC notes are also recorded each week by PDPLC team lead.					

Start Date:	Action Step
8/17/2015	Data meetings every Wednesday after school. Grades K-6 grade levels rotate on a weekly basis (6 week rotation). This process enables all stakeholders to do a deep dive into looking at student data. This data will show kids progressing towards the 5-8 school-wide goals. This information is also brought back to ILT for analysis.

Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
review Rti interventions and success using notes form meeting	10/30/2015	review Rti interventions and success using notes form meeting	6/10/2016	review the number of special education referrals and the % that qualify	6/10/2016

Personnel	Required Resources
Bill Gibbs, Susan Thomas, Cynthia Peyton, Penny Sandberg, Jessica Peifer	time, Q comp dollars for release time for student assessment

Implementation Notes
NULL

Strategy					
All school staff will engage in designing, implementing, and maintaining a School-wide Behavior Plan to include the following criteria: Behavioral expectations defined, Behavioral expectations taught, Recognition for positive behavior, and Social Skills Development integrated into daily lesson plans.					
Research and Rationale					
School-wide Positive Behavior Support is a systems approach which will help establish the social culture and behavioral supports needed for all children in a school to obtain both social and academic success.					
This strategy supports:					
Reading Goal(s): X		Math Goal(s): X		Climate Goal(s): X	
Action Plan					
Start Date:		Action Step			
8/24/2015		Our School-wide Behavior Team will be developed in the summer to help our positive behavior intervention systems at Kenny. We will develop common language, classroom and building expectations to help create a peaceful, calm, and predictable climate conducive to learning.			
Success Criteria					
Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Our behavior team will develop common building-wide culture and climate expectations. Spectrum of consequences for problem behavior defined, data for decision making continuously collected. Behavioral expectations and intervention structures will be clearly defined and communicated to all staff. We will continue to collect data and analyze the effectiveness of our plan.	10/30/2015	Domain 2 of the SOEI rubric will be the focus on informal and formal observations during the first two months of school	6/10/2016	Referrals and removal data will be analyzed on a weekly basis.	6/10/2016
Personnel			Required Resources		
Monitoring Bill Gibbs, Karen Shannon, Christian Madson, Jessica Peifer			NULL		
Implementation Notes					
NULL					

Start Date:	Action Step
8/17/2015	Staff will implement Second Step lessons into their weekly lesson plans. Informal and formal observations for the first two months of school will show evidence of the social skills and school-wide positive behavior strategies (the 4 B's).

Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Beginning of the year professional development for all staff on strategies mentioned above.	10/30/2015	Student of the Month Celebrations to recognize students with positive behavior.	6/10/2016	Tonica Salaman will consult with Kenny, lead a half day workshop and will be followed up with quarterly PD from the office of black male achievement	6/10/2016

Personnel	Required Resources
Bill Gibbs, Jessica Peifer, Christian Madson, Karen Shannon	NULL

Implementation Notes
NULL

Start Date:	Action Step
8/17/2015	Perfect attendance will be monitored and watched. Students will be celebrated for perfect attendance quarterly.

Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
1st Quarter awards will be printed and distributed.	10/30/2015	2nd Quarter awards will be printed and distributed.	6/10/2016	3rd Quarter awards will be printed and distributed.	6/10/2016

Personnel	Required Resources
Bill Gibbs, Jessica Peifer, Linda Halverson	

Implementation Notes