

American Indian OIC

SIP 2016-2017

School Information

School Number: 393
Grade Span: 9th Grade - 12th Grade
Principal: Chris Hubbard
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Schoolwide Instructional Leadership Team

Christy Hlcks *English Teacher*
Tom Lonetti *Math/Science Teacher*

Data Review Notes

Graduation

The graduation rate shown on chart only shows all seniors enrolled. However the majority of our seniors are not necessarily credit eligible for graduation. Takoda Prep had 11 graduates in the 2015-16 school year.

Climate Survey

The climate survey shows that our students are scoring Takoda Prep above average in relation to the district scores. For example, the students scored Takoda Prep very well in terms of the perceptions of equity, school safety, clarity of school rules, and reporting and seeking help.

We have low parent engagement in our school and community, which may explain the disconnect between parent and student perceptions of the school. There was also a small sample size for this survey. We're making parent engagement a priority. We want to engage parents as much as possible in their students' academic lives.

Behavior

Takoda Prep has had zero behavior referrals or suspensions. We would like to maintain this number in the upcoming years.

MAP

We could not find MAP data on the above portal. We plan on focusing on improving reading comprehension and math scores.

Comprehensive Needs Assessment

Standards-Based Literacy Instruction CNA

Successes

Incorporating culturally relevant texts in connection with English standards; Using research based strategies to improve student comprehension and inferencing via reciprocal teaching

Prioritized Concerns

Differentiating instruction to meet the needs of varied learning styles and abilities

Hypothesized Root Causes (Controllable)

Lack of remedial coursework to boost students up to grade level; Lack of student engagement such as attendance and in-class participation.

Standards-Based Math Instruction CNA

Successes

Incorporating individualized learning experiences for the varied learning styles and abilities of our students such as project based learning and Odysseyware LMS.

Prioritized Concerns

Differentiating instruction to meet the needs of varied learning styles and abilities

Hypothesized Root Causes (Controllable)

Lack of remedial coursework to boost students up to grade level; Lack of student engagement such as attendance and in-class participation.

Engagement CNA

Successes

During the 2015-16 school year, Takoda Prep had 11 students with 95% or better attendance rate.

Prioritized Concerns

Ability to communicate with parents; Several students with 65% or lower attendance rate.

Hypothesized Root Causes (Controllable)

Limited support staff resources within the school staff (three full time staff members) including an attendance specialist, a counselor, etc.

Graduation CNA

Successes

Takoda Prep graduated 11 students in the 2015-16 school year, 10 of which were Native American students which accounted for almost 15% of all Native high school graduates in Minneapolis Public Schools.

Prioritized Concerns

Not all of our students are graduating in four years.

Hypothesized Root Causes (Controllable)

Reframing students' educational priorities (attendance, engagement, participation, credit recovery).

Literacy Plan

Goal

We will offer individualized instruction through project based learning while continuing to utilize, outside of school hours, remedial coursework provided through Odysseyware.

Action Plan**Writing Enriched Curriculum (6-12)**

Targeted Student Groups:

African American, American Indian, Hispanic

Balanced Literacy

Targeted Student Groups:

African American, American Indian, Hispanic

Adult Actions to Implement:

Scaffolded writing instruction which begins at the intermediate level and developing skills to complete full length narrative or expository essays.

Adult Evidence to Collect:

"Lesson plans, observations, student daily work, student projects, and PLCs."

Student Evidence of Success:

"Increased NWEA-MAP scores, improved daily work, increased participation, pre and post tests."

Professional Development or Support Needed:

PLCs and ongoing professional development on reading strategies and project based learning.

Current Stage:

Exploration

Action Step #1

Actions Implemented:

Reading across the curriculum. English instructor has been co-teaching in social studies.

Evidence of Adult Implementation:

Lesson plans, observations, daily work, projects and PLCs

Evidence of Impact on Students:

Writing and reading skills seem to be improving. Waiting on all scores for tests. Accuplacer has not been given and majority of our students are in the 11th or 12th grades

Summary of Impact:

Reading across the curriculum has been a focused. This has been implemented along with writing skills to increase their literacy, comprehension and writing. It has been evident from student work that we are headed in the right direction. Student participation has increased as well.

Next Steps:

Continue to develop reading comprehension and writing skills and continue to implement in a variety of ways and classes.

Mathematics Plan

Goal

We will offer individualized instruction through project based learning while continuing to utilize, outside of school hours, remedial coursework provided through Odysseyware.

Action Plan

Cognitively Demanding Tasks (PK-12)

Targeted Student Groups:

African American, American Indian, Hispanic

Adult Actions to Implement:

Social structures and procedures need to be in place through established and clear expectations.

Adult Evidence to Collect:

"Lesson plans, observations, student daily work, student projects, and PLCs."

Student Evidence of Success:

"Increased NWEA-MAP scores, improved daily work, increased participation, pre and post tests."

Professional Development or Support Needed:

PLCs and ongoing professional development on math strategies such as real world applications.

Current Stage:

Exploration

Engagement Plan

Goal

This year we will be create individualized learning plans using project based strategies. We will also utilize our ALC Plus Care Coordinator to increase student attendance and engagement.

Action Plan

Intentional Relationship Development

Targeted Student Groups:

African American, American Indian, Hispanic

Adult Actions to Implement:

"We use talking circles to strengthen student-staff and peer relationships and increase open lines of communication. Each staff member will also take on an advisor role for a small group of students to check-in on grades, concerns in and outside of the classroom, attendance, and any other barriers being faced."

Adult Evidence to Collect:

"School climate survey, student feedback, talking circles, and attendance."

Student Evidence of Success:

"Increased attendance and participation, ability to self advocate, and increased credit attainment. "

Professional Development or Support Needed:

"Mental health awareness and resources, PLCs."

Current Stage:

Exploration

Graduation Plan

Goal

To have 100% of graduation eligible seniors graduate.

Action Plan

Expanding Access to Personalized Learning Pathways

Targeted Student Groups:

African American, American Indian, Hispanic

Adult Actions to Implement:

Implementing personalized learning plans through project based learning and Odysseyware.

Adult Evidence to Collect:

Project planning faculty meetings; lesson plans; observations; student projects.

Student Evidence of Success:

Completed project share outs to an authentic audience and other CAP schools; Increased engagement which leads to credit attainment and ultimately graduation.

Professional Development or Support Needed:

Project Foundry training and opportunities to share projects with other CAP schools.

Current Stage:

Exploration