



Continuous School Improvement Plan BURROUGHS COMMUNITY SCHOOL School Year 2014-2015



A. General Information District Identification Information

District Name:	Minneapolis Public Schools	Phone:	612-668-0690
District Number:	Special District #1		
Superintendent:	Bernadeia Johnson	Email:	Bernadeia.Johnson@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:	BURROUGHS COMMUNITY	Phone:	612-668-3280
School Number:	110	Fax:	612-668-3290
Principal:	Tim Cadotte	Email:	Tim.Cadotte@mpls.k12.mn.us
School Address:	1601 W. 50th St.	Zip Code:	55419
Other Contact:	Karen Hart - Assistant Principal	Email:	Karen.Hart@mpls.k12.mn.us
Title I Status:	Non Title I		

School Ratings & Demographics

School Designation:	NA
Multiple Measure Rating:	85.97%
Focus Rating:	80.87%

School Demographics: Total Enrollment 795	
Free & Reduced Lunch	10.69%
Asian	5.53%
African American	7.04%
Native American	1.01%
White	80.63%

Vision: In partnership with families, staff and community, we are developing tomorrow's leaders.

Mission: Our mission is a commitment to inspire all students to be College, Career & Life Ready, well-educated with a sense of determination, bravery and the capacity to fulfill their aspirations. Burroughs students will be Global Citizens who give back to society and continue to be life-long learners.

Description of School and Community:

Burroughs Community School is nestled on the beautiful banks of Minnehaha Creek, just blocks away from Lake Harriet. This natural setting provides a connection between our science curriculum and outdoor courtyard living laboratory.

Burroughs is a K-5 Minneapolis Public School serving Southwest Minneapolis and the Lynnhurst & Tangletown neighborhoods. The program at Burroughs focuses on academic rigor and excellence at all levels. Historically, Burroughs' test scores exceed district and national averages in reading and math. We seek to provide children with the maximum opportunity to realize their fullest potential and the foundation for a lifetime love of learning.

At Burroughs, our Specialists include Media/Technology, Art, Physical Education, and Vocal Music. We offer after-school classes in Spanish & French Languages, Band, Orchestra, Lego League, Chess and Physical Education. Burroughs offers a traditional classroom-centered program emphasizing core academic, social, problem solving, citizenship, and physical skills. We welcome a wide variety of diversity in students and family structure, working hard to ensure that each child's needs are met. At Burroughs, we are proud of the vast and varied experiences our staff brings to the classroom.

Burroughs also provides a citywide program serving students who have been identified with Autism Spectrum Disorder. Components of this program include highly structured, individualized programming, intensive communication and language training, social skills training, utilization of natural environments for instruction, positive behavioral programming, educationally based sensory activities, as appropriate, and inclusion with mainstream peers and activities when appropriate.

The Burroughs environment is child-centered, positive, caring, fun, respectful and safe. These are necessary qualities that promote learning and develop self-esteem. Curiosity, imagination, leadership, responsibility, and cooperation flourish at Burroughs. It is a school where children love to learn while building a community of life-long relationships.

Overview of School Improvement Plan (this includes a summary of the goals, strategies and professional development within the plan, as well as how the school will address the MMR/FR designation).

Our School Improvement Plan is a living document which takes into consideration the education of our students, the development of our staff, and partnership with our parents.

At Burroughs Community School, we believe that all children are individuals with their own unique learning styles and rates. Our school environment will promote learning strategies that are developmentally appropriate and foster the whole child emotionally, academically, socially and physically.

The goals of our School Improvement Plan are:

- To provide quality education which helps diverse children achieve their fullest potential.
- To provide students with the concepts and skills necessary to become productive individuals.
- To provide a positive, caring, cooperative, safe environment which promotes self-esteem.
- To provide a school community in which all people are respected.

The educational needs of our students will be met through the collaborative efforts of children, staff, family and community.

School Leadership Team

Stakeholders including staff, families and community members must be represented in the school improvement planning process. This section describes in detail the process for including stakeholders and identifies those represented members who have input into the development, implementation and evaluation of the school improvement plan.

Development:

The staff, Site Council (parents, staff & community members) and ILT are a part of the process. The Staff analyzes data from the MAP, MCA, and other district assessments to see in which areas the students need to make improvements. The specific strands are chosen and the goals written in these areas to increase student achievement. After the goals are written, a plan to implement different strategies is developed. ILT then meets to evaluate what Staff Development we need to help meet the goals for our school.

This same process was done for both reading and math. One building goal was written for climate. We looked at data to determine if there was a specific area of the school or time when the most infractions happened. We also discussed ways to prevent/limit these occurrences.

After we had a draft of our SIP, it was presented to the Site Council on October 7, 2014 by the Principal for approval. There was discussion and questions during the presentation and approved.

Implementation:

Communication is important in establishing trust and eventually allowing staff to develop ownership/responsibility for the implementation of the SIP. As instructional leaders, we listen intently to the concerns of the staff, and provide assistance in gathering data. We then designate a consistent time for grade levels to analyze the data and build goals. Administration attends those meetings as a form of support to staff/team as they look for ways to create realistic strategies and assessments to monitor progress.

Evaluation of strategies:


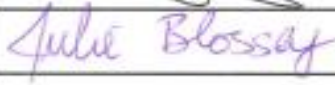
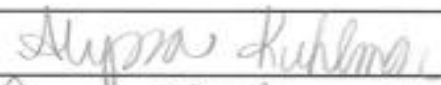
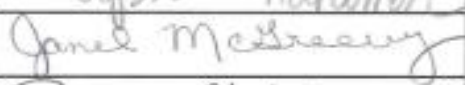
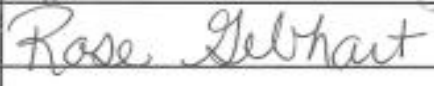
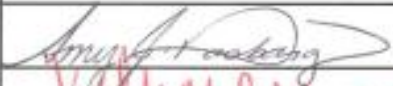
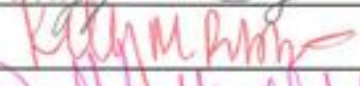
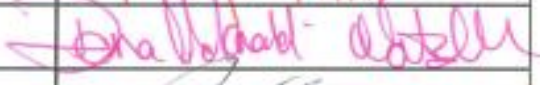

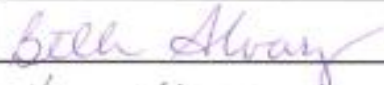
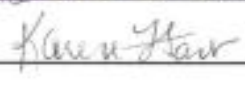
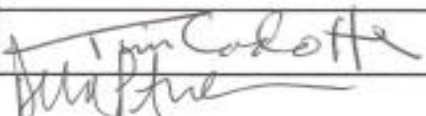
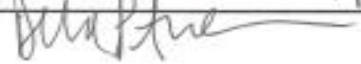
The Burroughs Staff will review and evaluate the SIP based on student growth after developing and implementing strategies learned and acquired in PDPLCs, Data Meetings, and Balanced Literacy Professional Development.


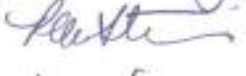
Describe the Leadership Team's plan for communicating the goals, strategies and professional development within the School Improvement Plan to staff and community.

Parents and community will have 3 'State of the School' updates at Site Council and/or PTA meetings which allow for input.

School Leadership Team (Site Council) Continued...

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	Jeff Pilon - Art	
Teacher Name and Grade/Subject	Julie Blossay - Fourth Grade/Alternate	
Teacher Name and Grade/Subject	Anna Kovalchuk - Kgn	
Teacher Name and Grade/Subject	Alyssa Kuhlman - Grade 2	
Teacher Name and Grade/Subject	Janel McGreevy - Fifth Grade	
Teacher Name and Grade/Subject	Rose Gebhart - Support Staff	
Parent Name		
Parent Name	Amy Hasbargen	
Parent Name	Kelly Robbert - Co-Chair	
Parent Name	Dena McDonald-Watschke	
Parent Name	Joe Eskola	
Parent Name	Steve Bieringer	
Community Member		
Student Name		
Other Staff Name	Beth Alvarez - Social Worker	
Other Staff Name	Karen Hart - Assistant Principal Co-Chair	
Technical Assistance Provider	Nicole Norton - District SIP Director	
Principal Name	Tim Cadotte	
Parent Name	Dena Anderson	

Parent Name	Dave Kepper	
Parent Name	Rachel Grustin	
Parent Name	Meg Bertas	

Approved & Signed by Site Council on October 7, 2014

Burroughs Site Council Members ~ 2014-15

Staff

Tim Cadotte, Principal

612-668-3280

Tim.Cadotte@mpls.k12.mn.us

Karen Hart, Asst. Principal, Co-Chair

612-668-3280

Karen.Hart@mpls.k12.mn.us

2nd year

Jeff Pilon, Specialist

612-668-8040

jeff.pilon@mpls.k12.mn.us

2nd year

Janel McGreevy, 5th grade

612-668-7484

janel.mcgreevy@mpls.k12.mn.us

4th year

Julie Blossey, 4th grade 612-668-7337

julie.blossey@mpls.k12.mn.us

Alternate (4th year)

Beth Alvarez, Support

612-692-3282

beth.alvarez@mpls.k12.mn.us

3rd year

Rose Gebhart, Support

612-668-8218

rose.gebhart@mpls.k12.mn.us

3rd year

Anna Kovalchuk, K-1

612-668-3280

Anna.Kovalchuk@mpls.k12.mn.us

1st year

Alyssa Kuhlman, 2-3

612-668-3280

Alyssa.Kuhlman@mpls.k12.mn.us

1st year

Parents

Dave Kepper, Co-Chair

612-812-8125

davekepper@gmail.com

1st year (+2 years prior term)

Kelly Robbert, Co-Chair

612-246-0891

Kelly.Robbert@usbank.com

2nd year (+1 year as Alternate)

Meg Bertas

612-770-7974

megb@visi.com

Alternate

Steve Bieringer

612-381-7776

steve.bieringer@gmail.com

2nd year (+1 year as Alternate)

Joe Eskola

612-801-7379

joe_eskola@yahoo.com

2nd year

Dena McDonald-Watschke

763- 355-4120

kenbears2@aol.com

2nd year

Dena Anderson

dena.anderson@genmills.com

612-839-8525

1st year

PTA Representative

Amy Hasbargen

612-309-6559

ajhasbargen@hotmail.com

Rachel Gustin

612-270-2712

rgustin@earthlink.net

Alternate

Community Representative

Bret Nielsen

B. Improvement Components

Comprehensive Needs Assessment Student Achievement Data

MMR/FR

BURROUGHS COMMUNITY received 23.00 points out of a 25 possible points for proficiency.

Group	Math			Reading		
	2012	2013	2014	2012	2013	2014
African American	70.00	52.38	64.29	65.00	40.48	55.36
Asian			77.08			72.92
Hispanic	63.64	55.88	56.25	67.05	50.00	66.67
Caucasian	91.67	92.72	94.72	95.82	89.46	93.79
Limited English Proficient	59.76	38.71	41.67	57.32	24.19	39.58
Special Education	69.57	77.27	78.30	68.89	68.87	73.58
Free/Reduced Lunch	65.67	52.94	54.65	64.93	39.22	54.65
All Students	87.20	86.83	89.22	90.87	82.86	88.22

Higher than Statewide AYP target

Lower than Statewide AYP target

GROWTH

BURROUGHS COMMUNITY received 21.81 points out of a 25 possible points for growth.

Group	Math			Reading		
	2012	2013	2014	2012	2013	2014
All Students	0.45	0.38	0.42	0.46	0.26	0.40

High Growth

Low Growth

ACHIEVEMENT GAP REDUCTION

BURROUGHS COMMUNITY received 19.67 points out of a 25 possible points for achievement gap reduction.

Group	Math			Reading		
	2012	2013	2014	2012	2013	2014
Native American		-1.02	-0.37		0.52	-0.59
African American	0.11	0.61	-0.15	-0.10	0.82	-0.29
Asian	-0.31	0.16	-0.34	-0.25	-0.49	0.10
Hispanic	-0.29	-0.23	0.08	-0.05	0.25	-0.43
Limited English Proficient	-0.15	-0.02	0.10	0.09	0.30	-0.28
Special Education	-0.17	-0.36	-0.27	0.05	-0.24	-0.18
Free/Reduced Lunch	-0.12	0.14	-0.13	-0.08	0.26	-0.27

Decreases the achievement gap

Contributes to the achievement gap

MCA Proficiency Scores

The MCA tests are aligned with the current academic standards. Hence, the major purpose of the MCA tests is to measure students' progress towards the state academic standards in reading and mathematics. The MCA results here are analyzed by grade level percent proficient and identify which grades performed above or below the district and state or above the district, but below the state.

% Proficient	Math		
Grade	2012	2013	2014
3rd	83%	82%	85.5%
4th	82%	84%	87%
5th	77%	74%	86%

Note:

Green = grade performed above district and state % proficient

Yellow = grade performed above district but below state % proficient

Red = grade performed below district and state % proficient

grade(s) with fewer than 10 students are not reported

Year	3 rd Grade	4 th Grade	5 th Grade	Total School
2012	83%	82%	79%	81%
2013	82%	84%	75%	81%
2014	85%	87%	87%	86%

% Proficient	Reading		
Grade	2012	2013	2014
3rd	92%	77%	81%
4th	81%	78%	85%
5th	86%	73%	89%

Note: grade(s) with fewer than 10 students are not reported

Green = grade performed above district and state % proficient

Yellow = grade performed above district but below state % proficient

Red = grade performed below district and state % proficient

Year	3 rd Grade	4 th Grade	5 th Grade	Total School
2012	92%	81%	88%	87%
2013	77%	78%	75%	77%
2014	81%	86%	90%	85%

Comprehensive Needs Assessment: Student Achievement Data

MCA tests are aligned with the current academic standards. The major purpose of the MCA-II tests is to measure students' progress towards the state academic standards in reading and mathematics. The MCA-II (including MTELL for math) results here are analyzed by grade level percent proficient and identify which grades performed above or below the district and state or above the district, but below the state.

Math

Strengths:

- The percent of students meeting or exceeding the standards equal or above the state average occurred in year(s): **n/a**

Needs:

- The percent of students meeting or exceeding the standards below the district and the state average occurred in year(s): **n/a**
- The percent of students meeting or exceeding the standards above the district but below the state average occurred in year(s): **n/a**

Reading

Strengths:

- The percent of students meeting or exceeding the standards equal or above the state average occurred in year(s): **n/a**

Needs:

- The percent of students meeting or exceeding the standards below the district and the state average occurred in year(s): **n/a**
- The percent of students meeting or exceeding the standards above the district but below the state average occurred in year(s): **n/a**

MAP is a state-aligned computerized adaptive reading and math test that reflect the instructional level of each student and measure growth over time. The results are analyzed by identifying continuous improvement in percent of students meeting the target growth for the last three years and by identifying students making a year or more growth or less than a year's growth. The results are then disaggregated by ethnicity, programs and grade levels.

NWEA GROUP SubGroup	Math % of Students making 1 yr growth			Reading % of Students making 1 yr growth		
	2012	2013	2014	2012	2013	2014
Native American						
African American	71%	82%		61%	55%	
Asian	76%			59%		
Hispanic	80%	82%		65%		
Caucasian	75%	86%	88%	64%	67%	77%
Limited English Proficient	73%	80%		64%		
Special Education	77%	83%		62%	58%	
Free/Reduced Lunch	75%	67%	79%	70%	56%	71%
All Students	76%	85%	87%	64%	67%	78%
District	65%	62%	64%	57%	54%	56%

Note:

If your site did not choose to administer MAP in the spring, growth data is missing for that year.

Green \geq 60%

Yellow 50-59%

Red < 50%

Math

Strength:

- Improvement in the percent of students meeting the target growth for the last three years was noted for groups **All Students, Caucasian**
- Groups in 2014 where at least 60% of the students made one year's growth (fall to fall or fall to spring) **All Students, Caucasian, Free/Reduced Lunch** OR the highest subgroup in the 50-59% growth range **n/a**

Needs:

- No improvement or a drop in the percent of students meeting target growth for the last three years was noted for groups: **n/a**
- Groups in 2014 where less than 50% of the students made one year's growth were **n/a** and the group with the smallest percentage was **n/a** OR group in 2014 in the 50-59% growth range with the least amount of growth was **n/a**

Reading

Strength:

- Improvement in the percent of students meeting the target growth for the last three years was noted for groups: **All Students, Caucasian**
- Groups in 2014 where at least 60% of the students made one year's growth (fall to fall or fall to spring) **All Students, Caucasian, Free/Reduced Lunch** OR the highest subgroup in the 50-59% growth range **n/a**

Needs:

- No improvement or a drop in the percent of students meeting target growth for the last three years was noted for groups: **n/a**
- Groups in 2014 where less than 50% of students made one year's growth were **n/a** and the group with the smallest percentage was **n/a**
OR the group in 2014 in the 50-59% growth range with the least amount of growth was **n/a**

NWEA GRADE	Math % of Students making 1 yr growth			Reading % of Students making 1 yr growth		
	Grade	2012	2013	2014	2012	2013
2nd	90%	87%	87%	65%	66%	78%
3rd	59%			60%		
4th	73%			66%		
5th	82%			65%		
All Grades	76%	85%	87%	64%	67%	78%
District	65%	62%	64%	57%	54%	56%

Math

Strength:

- Improvement in the percent of students meeting the target growth for the last three years was noted for grades **All Grades**
- Grades in 2014 where at least 60% of the students made one year's growth (fall to fall or fall to spring) **2nd, All Grades** OR the highest grade in the 50-59% growth range **n/a**

Needs:

- No improvement or a drop in the percent of students meeting target growth for the last three years was noted for grades : **n/a**
- Grades in 2014 where less than 50% of students made one year's growth were **n/a** and the grade with the smallest percentage was **n/a** OR the grade in 2014 in the 50-59% growth range with the least amount of growth was **n/a**

Reading

Strength:

- Improvement in the percent of students meeting the target growth for the last three years was noted for grades: **2nd, All Grades**
- Grades in 2014 where at least 60% of the students made one year's growth (fall to fall or fall to spring) **2nd, All Grades** OR the highest grade in the 50-59% growth range **n/a**

Needs:

- No improvement or a drop in the percent of students meeting target growth for the last three years was noted for grades: **n/a**
- Grades in 2014 where less than 50% of the students made one year's growth were **n/a** and the grade with the smallest percentage was **n/a** OR the grade in 2014 in the 50-59% growth range with the least amount of growth was **n/a**

Comprehensive Needs Assessment: Student Achievement Data

Kindergarten

All Kindergarten students are assessed in early literacy and numeracy skills. Concerning Early Literacy Phonemic awareness, the alphabetic principle and language domains are assessed in the fall and spring. In addition, passage reading is assessed at the end of Kindergarten. Numeracy is assessed by asking students to count forward and backward, identify and order numbers, and say a number that comes before or after a target number. Benchmarks have been established for both numeracy and literacy. The results are analyzed by identifying continuous improvement in percent of students meeting the benchmarks for the last three years and by identifying groups performing at, above or below the district average.

Kindergarten Subgroup	Numeracy			Early Literacy Phonemic Awareness			Early Literacy Alphabetic Principle		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Native American									
African American									
Asian									
Hispanic									
Caucasian	85%	77%	87%	92%	93%	97%	93%	94%	96%
Limited English Proficient									
Special Education									
Free/Reduced Lunch			90%			80%			100%
All Students	82%	76%	86%	89%	92%	93%	92%	94%	95%
District									

Numeracy Strengths:

- Continuous improvement in Numeracy for the last 3 years was noted for groups **n/a**
- Groups performing at or above the district average on Numeracy in 2014 were **n/a** and the highest performing among these groups was **n/a**

Numeracy Needs:

- No improvement in Numeracy for the last three years was noted for groups **n/a**
- Groups performing below the district average on Numeracy in 2014 were **n/a** and the lowest performing among these groups was **n/a**

Early Literacy Strengths:

- Continuous improvement in Phonemic Awareness for the last 3 years was noted for groups **Caucasian**
- Groups performing at or above the district average on Phonemic Awareness in 2014 were **n/a** and the highest performing among these groups was **n/a**
- Continuous improvement in Alphabetic Principle for the last 3 years was noted for groups **Caucasian**
- Groups performing at or above the district average on Alphabetic Principle in 2014 were **n/a** and the highest performing among these groups was **n/a**

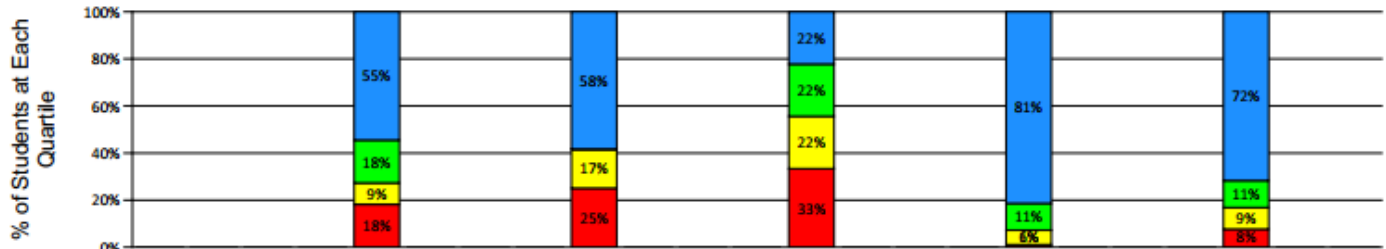
Early Literacy Needs:

- No improvement in Phonemic Awareness for the last three years was noted for groups **n/a**
- Groups performing below the district average on Phonemic Awareness in 2014 were **n/a** and the lowest performing among these groups was **n/a**
- No improvement in Alphabetic Principle for the last three years was noted for groups **n/a**
- Groups performing below the district average on Alphabetic Principle in 2014 were **n/a** and the lowest performing among these groups was **n/a**

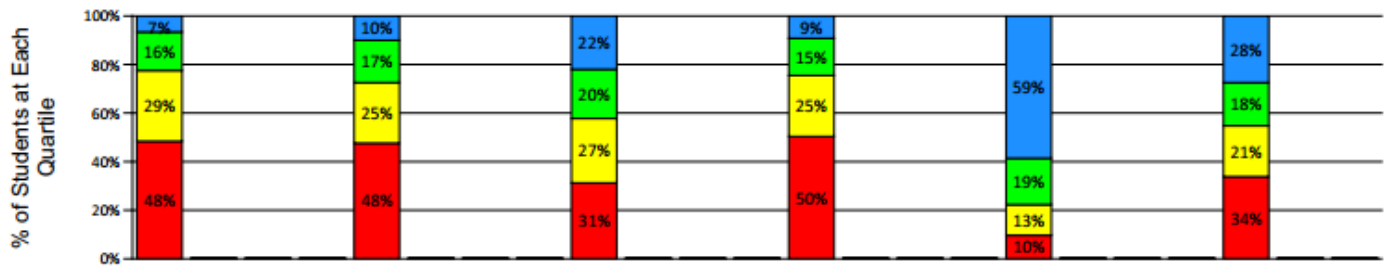
Comprehensive Needs Assessment: Student Achievement Data



MAP FOR PRIMARY GRADES (MPG) Spring Grade 1 Math Performance by Ethnicity 2014



School Totals:	American Indian			African American			Asian American			Hispanic American			White American			All		
	S14	S15	S16	S14	S15	S16	S14	S15	S16	S14	S15	S16	S14	S15	S16	S14	S15	S16
N:	2			11			12			9			97			131		



District Totals:	American Indian			African American			Asian American			Hispanic American			White American			All		
	S14	S15	S16	S14	S15	S16	S14	S15	S16	S14	S15	S16	S14	S15	S16	S14	S15	S16
N:	120			1135			218			586			1100			3159		

BURROUGHS COMMUNITY

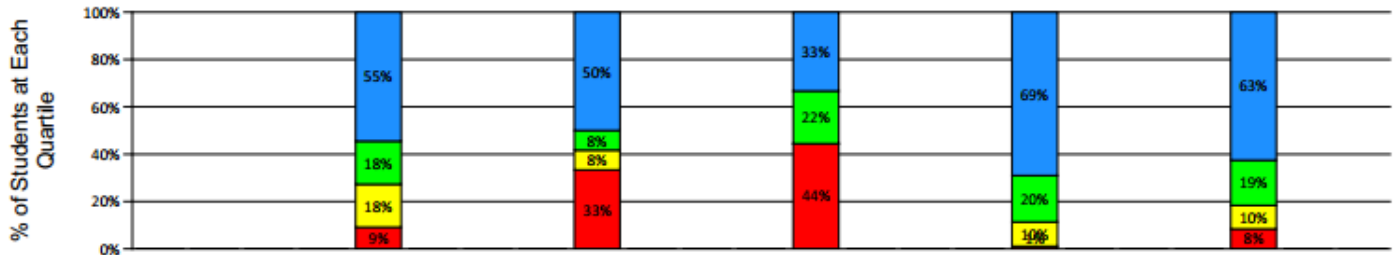
N < 5 not reported.
All students included.

Comprehensive Needs Assessment: Student Achievement Data

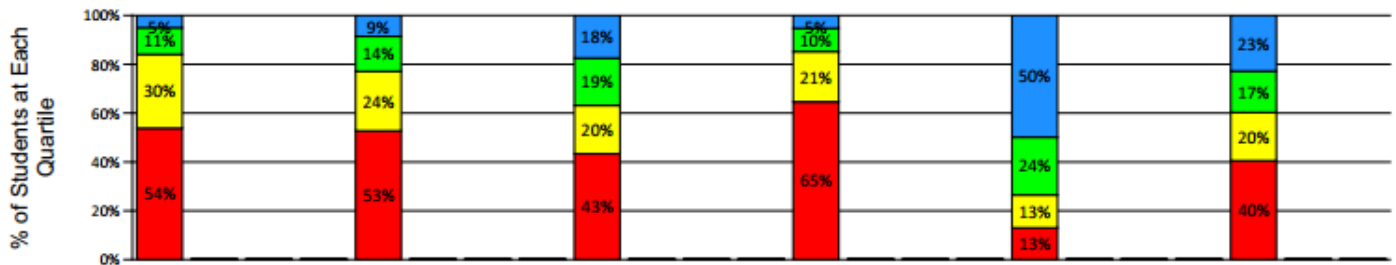


**MINNEAPOLIS
PUBLIC SCHOOLS**
Urban Education. Global Citizens.

MAP FOR PRIMARY GRADES (MPG) Spring Grade 1 Reading Performance by Ethnicity 2014



School Totals:	American Indian			African American			Asian American			Hispanic American			White American			All		
	S14	S15	S16	S14	S15	S16	S14	S15	S16	S14	S15	S16	S14	S15	S16	S14	S15	S16
N:	2			11			12			9			97			131		



District Totals:	American Indian			African American			Asian American			Hispanic American			White American			All		
	S14	S15	S16	S14	S15	S16	S14	S15	S16	S14	S15	S16	S14	S15	S16	S14	S15	S16
N:	119			1134			217			587			1101			3158		

BURROUGHS COMMUNITY

N < 5 not reported.
All students included.

Comprehensive Needs Assessment: Climate

95% or Higher Attendance

Minneapolis Public Schools recognizes that daily attendance is critical to academic achievement and, therefore, expects every student to attend school and class on time every day. Ninety-five percent attendance has been set as the minimum standard as stated in the MPS school board policy. The statements reflect the continuous improvement in percent of students in each group who attended 95% of the time for the last two years, as well as any groups that have 80% or more of students attending 95% of the time.

Group	95% or Above Attendance		
	2012	2013	2014
Native American	67%	43%	57%
African American	72%	62%	80%
Asian	74%	68%	91%
Hispanic	76%	65%	74%
Caucasian	81%	78%	81%
Limited English Proficient	77%	65%	81%
Special Education	84%	74%	82%
Free/Reduced Lunch	71%	62%	82%
All Students	79%	76%	81%

Strengths:

- There was an increase in the percentage of students attending school 95% of the time from 2013 to 2014 noted for group(s): **Native American, African American, Asian, Hispanic, Caucasian, Limited English Proficient, Special Education, Free/Reduced Lunch, All Students**

- In 2014, 95% attendance was noted for eighty percent or more of students in group(s): **African American, Asian, Caucasian, Limited English Proficient, Special Education, Free/Reduced Lunch, All Students**

Needs:

- There was no increase noted in the percentage of students attending school 95% of the time from 2013 to 2014 for group(s): **n/a**

Suspensions:

Suspensions reflect loss of instructional time resulting from in-school suspensions, out-of-school suspensions and removals. Total suspensions are displayed as the combined total of all actual suspensions. The statements reflect a reduction or no reduction in total suspensions across two years for each of the subgroups.

Group	Removals			Suspensions			Total Suspensions		
	2012	2013	2014	2012	2013	2014	2012	2013	2014
Native American	0	3	8	0	0	2	0	3	10
African American	0	3	1	1	0	0	1	3	1
Asian	0		1	0		0	0	0	1
Hispanic	0			0			0	0	0
Caucasian	3	5	8	2	0	6	5	5	14
Limited English Proficient	0			0			0	0	0
Special Education	2	6	13	0	0	5	2	6	18
Free/Reduced Lunch	1	6	1	2	0	0	3	6	1
All Students	3	11	18	3	0	8	6	11	26

Note:

Blank cell = No students in the demographic group attended the school

0 = Students from the demographic group attended the school, but there were no suspensions

Strengths in the area of removal from instruction due to behavior:

- There was a reduction in the total number of suspensions from 2013 to 2014 noted for group(s): **African American, Free/Reduced Lunch**

Needs in the area of removal from instruction due to behavior:

- No reduction in the number of total suspensions for the last two years was noted for groups: **Native American, Caucasian, Special Education, All Students**

Comprehensive Needs Assessment: Summary Analysis

The Data Summary Analysis synthesizes the findings from the Comprehensive Needs Assessments and identifies how students are performing across multiple data sources. It enables schools to identify common strengths and needs and to determine priority focus areas for improvement.

Summary Analysis/ Relevant Findings:

What are some common strengths and common areas of need from the multiple data sources? Describe the relationships between the above data sources. Be sure to address the educationally disadvantaged and typically underserved student populations.

Math Strength: Grade(s) that performed the best relative to the state average: 3rd, 4th, 5th in 2012, 3rd, 4th, 5th in 2013, and 3rd, 4th, 5th in 2014.

Needs: We want to insure higher growth for African American, FRL, Spec. Ed., Hispanic, and ELL groups on the MCA from year to year.

Reading Strength: Grades that performed the best relative to the state average: 3rd, 4th, 5th in 2012, 3rd, 4th, 5th in 2013, and 3rd, 4th, 5th in 2014.

Needs: We want to insure higher growth for African American, FRL, Spec. Ed., Hispanic, and ELL groups on the MCA from year to year.

MAP Math Strength:

- Improvement in the percent of students meeting the target growth for the last three years was noted for groups: All Students.
- Groups in 2014 where at least 60% of the students made one year's growth (fall to fall or winter to winter): All Students, Caucasian, Free/Reduced Lunch, OR the highest subgroup in the 50-59% growth range n/a

Needs:

- No improvement or a drop in the percent of students meeting target growth for the last three years was noted for groups: n/a
- Groups in 2014 where less than 50% of the students made one year's growth were: n/a
OR group in 2014 in the 50-59% growth range with the least amount of growth was: n/a

MAP Reading Strength:

- Improvement in the percent of students meeting the target growth for the last three years was noted for groups: All Students, Caucasian
- Groups in 2014 where at least 60% of the students made one year's growth (fall to fall or fall to spring): All Students, Caucasian, Free/Reduced Lunch OR the highest subgroup in the 50-59% growth range: n/a

Needs:

- No improvement or a drop in the percent of students meeting target growth for the last three years was noted for groups: n/a
- Groups in 2014 where less than 50% of students made one year's growth were: n/a
OR the group in 2014 in the 50-59% growth range with the least amount of growth was: na

Kindergarten Numeracy Strengths:

- Continuous improvement in Numeracy for the last 3 years was noted for groups: n/a
- Groups performing at or above the district average on Numeracy in 2014 were: n/a
- The highest performing among these groups was: n/a

Kindergarten Numeracy Needs:

- No improvement in Numeracy for the last three years was noted for groups: n/a.
- Groups performing below the district average on Numeracy in 2014 were: n/a
- The lowest performing among these groups was: n/a

** For quarter 2 review we will look at our "small" cell groups and see what they may need.

Kindergarten Early Literacy Strengths:

- Groups performing at or above the district average on Phonemic Awareness in 2013 were: n/a
- The highest performing among these groups was: n/a
- Continuous improvement in Alphabetic Principle for the last 3 years was noted for groups: Caucasian. Groups performing at or above the district average on Alphabetic Principle in 2013 were: n/a
- The highest performing among these groups was: n/a

Kindergarten Early Literacy Needs:

- No improvement in Phonemic Awareness for the last three years was noted for groups: n/a
- Groups performing below the district average on Phonemic Awareness in 2014 were: n/a:
- The lowest performing among these groups was: n/a
- No improvement in Alphabetic Principle for the last three years was noted for groups: n/a
- Groups performing below the district average on Alphabetic Principle in 2014 were: n/a
- The lowest performing among these groups was n/a

** For quarter 2 review we will look at our “small” cell groups and see what they may need.

1st grade Math Strength:

- Continuous improvement for the last three years was noted for groups: n/a
- Groups performing at or above the district average in 2014 were: n/a.
- The highest performing among these groups was: n/a.

1st grade Needs:

- No improvement for the last three years was noted for groups: n/a
- Groups performing below the district average in 2014 were: n/a
- The lowest performing among these groups was: n/a

1st Reading Strength:

- Continuous improvement for the last three years was noted for groups: n/a
- Groups performing at or above the district average in 2014 were: n/a
- The highest performing among these groups was n/a

Needs:

- No improvement for the last three years was noted for groups: n/a
- Groups performing below the district average in 2014 were n/a
- Lowest performing among these groups are n/a

Based on the data analysis/synthesis of the above measures, the priority needs/focus areas for our school are:

Area	Priority Needs/Where We Need to Focus – Up to 3 priorities per area
Student Achievement	<ol style="list-style-type: none"> 1. Increase overall math achievement for our students who are LEP, and Free and Reduced Lunch and All Students. 2. Increase overall reading achievement for our students who are All Students. 3. Increase the student groups who decrease the achievement gap.
Climate	<ol style="list-style-type: none"> 1. Increase the percentage of students who attend school 95% of the time. 2. Reduce referrals and removals from school and increase the social and emotional health of students through the continuation of 2nd Step. 3. Increase the focus on the Hispanic student group by increasing the percentage of Hispanic students who attend school by 6% in the 95 percentile band.
Professional Practices	<ol style="list-style-type: none"> 1. Expand the student-centered, differentiated approach of Readers-Writers Workshop. 2. Formalize the application of focused instruction for all students, particularly with the Advanced Learners student group. 3. Identify and utilize appropriate assessments and data practices that effectively track the growth of student achievement in core areas.

School Improvement Goals

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

Reading Smart Goal(s):

The percent of all students who earn an achievement level of Meets the Standards or Exceeds the Standards on the Reading MCA at BURROUGHS COMMUNITY will increase from 83.3% (based on current enrollment) to 88.3% in 2015, to 93.3% in 2016, to 98.3% in 2017. The percent of students who earn an achievement level of non-proficient and demonstrate high growth on the Reading MCA at BURROUGHS COMMUNITY will increase from 27.8% (based on current enrollment) to 35.8% in 2015, to 43.8% in 2016, to 51.8% in 2017.

Additional Reading SMART Goals(s) Differentiate Instruction for Accelerated Learners through Talent Development. Grades levels will incorporate the Focused Instruction framework.

In winter 2013, 86% of the 3rd grade students met or exceeded the lexile goal of 500 (F & P - N+) as measured by MAP data. **In winter 2014, we will sustain this level.**

Professional Development Strategies to Support Reading Goal(s)

To achieve this goal, 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. Staff will focus on Literacy and Accelerated Learners.

Success Criteria to Evaluate Effectiveness of Professional Development Strategies

There will be 100% participation in PDPLC's with a focus on looking at data to inform instructional goals. The intermediate outcomes/evidence of success will include summary data on selected classroom observation tools and student assessment results.. Some of the collected and shared evidence of student learning will include Benchmark Assessment information, Words Their Way Spelling Inventory information, Oral Language indicators where applicable, and student work including reading response journals, and published writing pieces.

Family Involvement Strategies to Support Reading Goal(s)

- Curriculum Night: Parents are presented with grade level standards, expectations and the curriculum.
- Learning at Home: Homework and extended activities corresponding to classroom curriculum along with communication about what strategies and skills are being focused on during this instruction will be sent home.
- Parent/Teacher Conferences provide teachers and parents the opportunity to discuss the results of the MAP, Qualitative Spelling Inventory, and student published writing pieces. This data helps provide parents with information on how their child reads and comprehends text, applies word study in isolation as well as in connection to literature, and develops a piece through the writing process. Parents are informed of additional support services that their child is receiving or will receive at school.

Success Criteria to Evaluate Effectiveness of Family Involvement Strategies

- Parent feedback from classroom participation and activities.
- The achievement and growth of students meeting and exceeding benchmarks on Standardized Assessments (MCA/MAP)
- Accuracy and timeliness of the results of homework and extended learning activities.
- Students demonstrate an improvement in comprehension and fluency, and they apply this knowledge to independent reading and attendant writing. A variety of examples would include: daily work (response journals, writer's notebooks, anecdotal records), test scores, and academic application.

Extended Learning Opportunities that Support Reading Goal(s)

- Extended Day/ALC, mini lessons tailored to students areas of need.
- Summer School for students who still need success reaching growth measures.
- Full time RTI/LLI Teacher. 2.5 30 hour AEs (from Integration Plan), a .5 Reading Corp member.(K-3 yellow zone students) who administers small group instruction for struggling readers.

Success Criteria to Evaluate Effectiveness of Extended Learning Opportunities

- Teachers participate in a rotation of data meetings which meet weekly by grade level to review data of all students, progress monitoring to develop RTI strategies to support red and yellow zone students and SST for students with additional needs.
- Results, achievement and growth as indicated by:
 1. Benchmark Assessment data
 2. MAP Assessments
 3. MCA results
 4. Looking at individual student data to determine what has worked and what is our evidence, what still needs to be addressed and how we support the student.
 5. Access Testing Data

Math SMART Goal(s):	
The percent of all students who earn an achievement level of Meets the Standards or Exceeds the Standards on the Math MCA at BURROUGHS COMMUNITY will increase from 86.5% (based on current enrollment) to 91.5% in 2015, to 96.5% in 2016, to 101.5% in 2017. The percent of students who earn an achievement level of non-proficient and demonstrate high growth on the Math MCA at BURROUGHS COMMUNITY will increase from 20% (based on current enrollment) to 28% in 2015, to 36% in 2016, to 44% in 2017.	
Additional Math SMART Goal(s): Supporting differentiated instruction for Accelerated Learners with M2 & M3 curriculum.	
Professional Development Strategies to Support Math Goal(s) <ul style="list-style-type: none"> Teachers will continue to participate in PDPLCs that improve instructional practices through action planning, collaboration, and professional development that is based on student achievement data. PDPLCs will periodically focus on instruction & curriculum for Accelerated Learners. 	Success Criteria to Evaluate Effectiveness of Professional Development Strategies There will be 100% participation from classroom teachers in math professional development and team collaboration to implement the curricula. The principal will do observations of teachers and actively participate in cycled data meetings to monitor student growth, achievement & Accelerated Learners. Based on the data, teachers will make next step instructional decisions.
Family Involvement Strategies to Support Math Goal(s) <ul style="list-style-type: none"> Family Curriculum Night: Parents are presented with standards, expectations and the curriculum. Learning at Home: Homework and extended activities corresponding to classroom curriculum. Volunteers, Tutors and Mentors as an opportunity to raise academic achievement with individual students and small groups. 	Success Criteria to Evaluate Effectiveness of Family Involvement Strategies <ul style="list-style-type: none"> Parent feedback at Parent/Teacher Conferences. From classroom participation and activities. The achievement and growth of students meeting and exceeding benchmarks on Standardized Assessments MCA, MAP, Cumulative Unit Assessments and Quarterly Math (K) etc. Accuracy and timeliness of the results of homework and extended learning activities.
Extended Learning Opportunities that Support Math Goal(s) <ul style="list-style-type: none"> Extended Day/ALC, mini lessons tailored to students areas of need. Summer School for students who still need success reaching growth measures. Mentoring Mathematical Minds (M2 & M3) A 1.0 RTI 'Do the Math' Teacher for Grades 3-5 yellow zone students, which will provide small group instruction for students in need of academic support. 	Success Criteria to Evaluate Effectiveness of Extended Learning Opportunities <ul style="list-style-type: none"> Results, achievement and growth as indicated by: <ol style="list-style-type: none"> BKA Assessments MAP Assessments MCA results Singapore Math Assessments Focused Instruction Benchmark Assessments Results of 'Do the Math' student growth.

Climate SMART Goal(s):	
<p>SMART goal for school climate that supports academic achievement: We will increase the percentage of students who attend school more than 95% of the time. Burroughs attendance in 2013 was 75% and 2014 was 81% in the 95%ile. We increased by 6% in the 95%ile. Our goal for the 2014 – 15 school year is to increase by 2% to 83% in the 95%ile attendance band. We will decrease the number of students who attend school 85% or less of the time by 2%.</p> <ul style="list-style-type: none"> • We will increase the number of students who are Hispanic by 6%. • We will decrease the number of tardies. 	
Additional Climate Goal(s):	
1. To maintain our low school suspension rate, we will continue Second Step, a behavior and academic skills program.	
<p>Professional Development Strategies to Support Climate Goal(s)</p> <ul style="list-style-type: none"> • We had refresher courses Second Step curriculum over the course of the 2013-14 school year. Teachers have participated in this professional development strategy. All teachers were offered to participate in Peace Keeping Circles and 20 plus did participate. This was modeled for the teachers for their use in the classroom. • We held a school-wide Professional Development during the workshop week of school and introduced two school wide programs - BRAVE and the classroom engagement development plans. We are also targeting second grade to improve conflict resolution skills amongst the students. 	<p>Success Criteria to Evaluate Effectiveness of Professional Development Strategies</p> <p>We expect to see fewer referrals, more students recognized for BRAVE nominations. We should also have fewer suspensions this school year as students make efforts to solve problems with grown-ups and with words.</p>
<p>Family Involvement Strategies to Support Climate Goal(s)</p> <ul style="list-style-type: none"> • Calls are made home by the school Social Worker and the Assistant Principal when a student is absent. Information regarding the attendance policy and the importance of regular school attendance is reported by the Principal in the Burroughs Bulletin and Handbook. • Teachers will send home information about our school-wide Second Step curriculum and how they can support this at home. • There is additional information for the parents on our website. Our school wide initiatives have been reported in the Burroughs Bulletin and shared with the members of the PTA at a parent meeting. 	<p>Success Criteria to Evaluate Effectiveness of Family Involvement Strategies</p> <p>School suspension will continue to be low and student attendance will be increased. School attendance policy will be endorsed by the Site Council.</p>
Building Climate:	
<p>School-wide expectations provide the foundation for all positive school-wide behavior systems. These school-wide expectations are applied in all areas of the school classroom & non-classroom settings and at all times before, after and during the school day. What are your school-wide rules and expectations? How do you teach, practice and reinforce these expectations in your school?</p>	<p>One component of a positive school-wide behavior system includes proactive teaching of social skills to students. Is Social Emotional Learning embedded into regular academic plans? How? Are you using a specific curriculum?</p>
<p>Burroughs Staff have completed a Positive Behavior Matrix with three general themes;</p> <ol style="list-style-type: none"> 1. Be Respectful 2. Be Responsible 3. Be Safe <p>Second Step Curriculum: Each Monday morning, students read the weekly lesson from the Second Step Curriculum to the entire Burroughs' population.</p>	<p>30 minute Second Step Lessons are taught weekly in classrooms and integrated throughout the day by staff and students. We require teachers to teach Social Behaviors that are addressed on their 'Classroom Management Plans' and the Burroughs Matrix during the first week of school.</p>
<p>Assessment is a vital first step in making improvements in school climate; using data to guide actions provides the foundation for effective change. Does your school have a team that reviews school climate? What data do they review and how often?</p>	<p>Administrative Team and the ILT Ongoing... Monitor data: Reduction in incident reports in classrooms, general spaces, and lunchroom and on buses.</p>

School-wide Reform Strategies: Action Plan

School-wide 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.

Strategies

1. Through Singapore Math and M2 & M3 Math, continue to build a strong, comprehensive Math program. Through the curriculum and a strong base of facts knowledge, our students will be prepared for the rigorous challenges ahead in middle and high school. Teachers will participate in professional learning communities and Focused Instruction that improves instructional practices through action planning, collaboration, and professional development that is based on student achievement data in the focus area of math.

Research and Rationale

Research on schools that improve student achievement levels reveals that students learn more in schools where teachers are engaged in PDPLCs and PD as communities and work collaboratively to address student needs that have been identified through data analysis. Based on the National Staff Development Council, "The most powerful forms of staff development occur in ongoing teams that meet on a regular basis, preferably several times a week, for the purposes of learning, joint lesson planning, and problem solving." The NSDC standard states: Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.

<http://www.nsd.org/standards/learningcommunities.cfm> Phillips, J.(2003, Spring). Powerful learning: Creating learning communities in urban school reform. Journal of Curriculum and Supervision, 18(3), 240-258. Weiss, I. R. and Pasley J. D. (2006). Scaling up instructional improvement through teacher professional development: Insights from the local systemic change initiative. Philadelphia, PA: Consortium for Policy Research in Education (CPRE) Policy Briefs. Read at <http://www.cpre.org/Publications/rb44.pdf>

This strategy supports: Reading Goal(s) Math Goal(s) **X** Climate Goal(s) Graduation Goal(s) NA

Action Plan

Start Date: Action Step

10/6/2014 M2 components will be completed with K,1,2 teachers. Focused Instruction and Benchmark Assessments are aligned with Singapore Math. Teachers will Ability Group within Grade Level Teams for grade 3,4, and 5 for the math curriculum. At Burroughs, Singapore Math is our core Math Curriculum. It must be taught in the order of Singapore's Scope & Sequence which does not align with the same sequence as Focused Instruction. Teachers in Grades K-5 must realign all of the MPS Math Benchmark Assessments to match the sequence of Singapore. This action takes place in their grade level PDPLCs.

Success Criteria

Interim 1	Checkpoint	Interim 2	Checkpoint	End Point	Checkpoint
Identify current MCA & Fall MAP achievement levels in Math.	11/2014	Using Math Grade Level Benchmark Assessment data, PDPLCs will implement Focused Instruction lessons that align with Singapore math and reflect students' needs and aligning with State Standards. Formative assessments will be used to drive instruction.	1/15	Review Winter MAP (mid-year) data to make adjustments in instruction. Benchmark Assessments will continue to be administered and reviewed, to evaluate progress	2/16

Personnel

- Principal
- Assistant Principal
- Instructional Specialist
- Teachers & Support Staff

Required Resources

- Time to meet, PD for staff in the area of BMA/M2/M3 alignment.
- Principal facilitated PDPLCs for Accelerated learners in Math and Literacy.
- PDPLCs to review Singapore & BMAs data on a weekly basis.

Implementation Notes

The PDPLC structure is set up for the 2014-2015 school year. We will meet on a weekly basis. PDPLCs will review data to facilitate planning to improve student learning that clearly reflects the standards.

Strategy

Through Singapore Math and M2 & M3 Math, continue to build a strong, comprehensive Math program to include Accelerated Learners. Through the curriculum and a strong base of facts knowledge, our students will be prepared for the rigorous challenges ahead in middle and high school.

Teachers will participate in PDPLCs on Focused Instruction that improves instructional practices through action planning, collaboration, and **Professional Development** that is based on student achievement data in the focus area of math.

Research and Rationale

Research tells us that we are at a pivotal moment for mathematics education in the United States. Substantial mathematical proficiency will be needed to participate fully in society and the economy of this century. Mathematical competence is no longer needed only by some; knowing and being able to use mathematics is increasingly seen as an essential form of literacy. Additionally, some occupations will continue to require even higher levels of mathematical skill. This must begin in the early formative years of elementary school.

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.

Based on the National Staff Development Council, "The most powerful forms of staff development occur in ongoing teams that meet on a regular basis, preferably several times a week, for the purposes of learning, joint lesson planning, and problem solving." The NSDC standard states: Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.

<http://www.nsd.org/standards/learningcommunities.cfm>

Phillips, J. (2003, Spring).

Powerful learning: Creating learning communities in urban school reform. *Journal of Curriculum and Supervision*, 18(3), 240

258. We

iss, I. R. and Pasley J. D. (2006). Scaling up instructional improvement through teacher professional development: Insights from the local systemic change initiative. Philadelphia, PA: Consortium for Policy Research in Education (CPRE) Policy Briefs. Read at:

<http://www.cpre.org/Publications/rb44.pdf>

This strategy supports:

Reading Goal(s): Math Goal(s): **X** Climate Goal(s): Graduation Goal(s): NA

Action Plan: Math 2

Start Date:

Action Step

9/15/2014

Teachers examine the results of assessments which may include:

- MAP Test
- Singapore Math Assessments
- Supplemental Assessments
- Beginning Kindergarten Assessments
- MCA

Design instruction for large and small groups based on need.

Incorporate regular formative assessment into daily core lessons:

- Determine the tools and processes used to gather formative data (e.g., clipboard labels, index cards, checklists, etc.)

Interim 1 Provide differentiated small group instruction: <ul style="list-style-type: none"> • Examine formative assessment data • Identify areas of student need • Design appropriate and challenging instruction for small groups. Utilize various resources to meet the needs of students in small groups. 	Checkpoint 9/2014	Interim 2 Grades 3-5 assess and examine student progress. Based on results, teachers refine instruction for flexible grouping and allocate resources to meet student needs.	Checkpoint 10/2014	End Point <ul style="list-style-type: none"> • Teachers continue to implement differentiated instruction and examine student progress. • Teachers utilize the information to revise/adapt lessons and groups. 	Checkpoint 3/2015
Personnel <ul style="list-style-type: none"> • Principal and Assistant Principal • Teachers and Staff Members • Instructional Specialist 	Required Resources <ul style="list-style-type: none"> • School Budget approved by Site Council for math curriculum • Time to meet, PD for staff in the area of math, materials for IS to facilitate PLCs in math, Curriculum Guides for classroom teachers, and relevant data. 				
Implementation Notes: Vital components include District approved Singapore Math program, training and dedicated planning time to correlate Singapore Math with the state standards.					
Strategy: Balanced Literacy					
To continue to implement a Balanced Literacy approach through Readers' & Writers' Workshop for all K-5 students.					
Research and Rationale					
A Balanced Literacy approach will provide all K-5 students with systematic literacy instruction to meet the Minnesota and NCEE Literacy standards: <ul style="list-style-type: none"> • Fountas & Pinnell, Guided Readers and Writers • National Reading Panel • NCEE Primary and Intermediate literacy Standards 					
This strategy supports: Reading Goal(s): X Math Goal(s): Climate Goal(s): Graduation Goal(s): NA					
Action Plan					
Start Date: Action Step					
9/2/2014 Staff will review data to identify student needs. Staff will use their MAP Data (lexile) & BMAs for differentiated instructional grouping. Staff members will have the opportunity to participate in PDPLCs focusing on either Readers' Workshop or Writers' Workshop based on student data and additional skills needed to implement the workshop model. These PDPLCs will focus on using student work and BMAs to make instructional decisions. All staff will give professional development in the area of literacy in whole group, one time per month.					
Success Criteria					
Interim 1 As a whole group, we will analyze the MAP and BMA data to identify student strengths and opportunities for instruction in flexible guided reading groups.	Checkpoint 9/2014	Interim 2 We as a staff will meet in PDPLCs and focus on a specific component of the Readers' or Writers' Workshop. Each PDPLC will focus on student needs and use formative assessments and/or student work and professional resources to discuss best practice. <ul style="list-style-type: none"> • Using QComp funds, Teacher Resource materials have been ordered for with balanced Literacy PD with the IS. * 	Checkpoint 10/2014	End Point After the completion of two PDPLC cycles, we will review student progress to determine our needs for the next PDPLC cycle.	Checkpoint 1/2015
Personnel <ul style="list-style-type: none"> • Principal and Assistant Principal • Teachers and Staff Members • Instructional Specialist 	Required Resources <ul style="list-style-type: none"> • Our IS will facilitate PD in the area of Literacy, PD for IS to facilitate PLCs in the area of Literacy, Curriculum Guides for classroom teachers and other Literacy Resources to implement the Readers' and Writers' Workshop Model.. • * Teaching for Deep Comprehension by Dorn & Soffos • * Apprenticeship in Literacy K-4 by Dorn & Jones 				
Implementation Notes:	The PD & PDPLC structure for the 2014-15 school year has been launched. We meet on a weekly basis. PDPLCs will review data to inform changes in PD content.				