

VOA High School

SIP 2016-2017

School Information

School Number: 419
Grade Span: 9th Grade - 12th Grade
Principal: Wendy Smith
Phone: (612) 375-0700
Fax: (888) 657-3562
Address: 924 19th Ave S, Minneapolis, MN 55404
Email:

Schoolwide Instructional Leadership Team

Comprehensive Needs Assessment

Standards-Based Literacy Instruction CNA

Successes

We have been working for several years with teachers on literacy across the curriculum, supporting not only content-acquisition, but also literacy skills during all classes. We have incorporated co-teaching with an ESL teacher in multiple content areas. This has led to our EL students acquiring English literacy skills at a higher than average rate according to the ACCESS scores.

Prioritized Concerns

We have lower reading scores on the ACT Reading test than comparable schools. The scores are also significantly below the "College Ready" score of 22. Not as many of our upper-level EL students are exiting EL status as we would like. We want our students to do well on the Accuplacer test in reading to minimize the foundation courses they need to take at any Minnesota State school. Our 11th and 12th graders will newly be taking the ACCUPLACER test this year.

Hypothesized Root Causes (Controllable)

We need to improve the academic language in all modes, including oral and written. We need to improve eleventh graders' fluency and comprehension to prepare for the ACT. We need to improve students reading performance in non-fiction material.

Standards-Based Math Instruction CNA

Successes

We have made ALEKs available to all of our math students in order to personalize learning and meet the diverse needs of our students and provide a seamless extended math learning opportunity for attendance challenged students. Math scores have seen some improvements on some implementations of the MAP test.

Prioritized Concerns

We still continue to see lower scores on the fundamental math skills which are the foundation for all upper-level math skills on the MAP scores. Our ACT math scores are significantly below the ACT "college ready" score of 22. Our 11th and 12th graders will newly be taking the ACCUPLACER test this year.

Hypothesized Root Causes (Controllable)

We need to continue to support their understand of basic math facts and frequently used equations (like equivalents, probability, percents and average).

Engagement CNA

Successes

Of 63 continuously enrolled students for 2015-2016 school year, 33 finished with attendance at 80% or higher (Tier 1). The demographic profile for these students was consistent with the demographic breakdown of our school. As a school, we received about 10 times the amount of transfers from MPS schools than we initiated and our suspension rate

remains low (4%). A critical piece of our programming, Experiential learning, serves about 20% of total enrolled students (unduplicated student count) although many participated on multiple trips. 94% of these students remained enrolled for the entire year and 48% of participants graduated (this number doubled from the previous year).

Prioritized Concerns

CE students who had under 80% attendance (30 students total) were disproportionately Hispanic (13 students) and of these, students with less than 50% were all Hispanic. Even though the suspension rate was low with only 9 students suspended, 78% were AA and AA students typically represent about 50-60% of our entire school population.

Hypothesized Root Causes (Controllable)

Communication and cultural barriers play a big role for both concerns. Possible ineffective and inequitable classroom practice and school policy may contribute. Insufficient wrap around services to address MH concerns, low SE skills and outside of school obstacles. Many Hispanic students prioritize work over school as they are providing for family. Need a more flexible type of programming but timeline and age doesn't support success when this is implemented. Do not offer work based learning/credit for all students and paths for earning credit are limiting.

Graduation CNA

Successes

Of 69 potential graduates, including "reach" seniors, 25 graduated, 16 have continued their education into this year, 1 moved on to the VOA adult diploma program and 7 relocated to another school to finish their remaining credits. Graduates: 40% AA, 40% Hispanic, 8% Native American, 8% White, 4% Asian 12% SPED, 16% EL. Of the 5 VOA students who were eligible to graduate in their prescribed 4 years, 4 did graduate and the 5th finished his education at another school.

Prioritized Concerns

The majority of students from eligible grad list who are considered "drop outs" were evenly Hispanic and Black (AA/A) students, but only one was and EL. Depending on students who are present for the year, graduation rate continues to be a concern for all students because the majority of our student population is seniors (although more than half typically are not graduation eligible due to low credit).

Hypothesized Root Causes (Controllable)

This year a few of our "drop outs" were pregnant and/or parenting and one managed serious health issues and it was difficult for the school to provide "seamless" education as students moved in and out of school. Many students may not have actually dropped out. We lack resources to find students once they stop coming-outcomes are uncertain. Same or similar to root causes for engagement.

Literacy Plan

Goal

Our sophomores will improve their rate of expected fall to spring growth MAP from 0% in 2016 to 33% in 2017, 66% in 2018 and 100% in 2019. Our juniors will improve their scores on the ACT Reading from 13 in 2016 to 16 in 2017, 19 in

2018 and 22 in 2019. Seniors will newly be given the Accuplacer scores and all students given the measurement tool should see improvements between administrations.

Action Plan

Academic Conversations/Oral Language Development (PK-12)

Targeted Student Groups:

African American, English Learner, Free/Reduced Price Lunch

Critical Reading Strategies (6-12)

Targeted Student Groups:

African American, English Learner

Adult Actions to Implement:

"Teachers must provide expectations, direct instruction and assessment on academic conversation and oral language development."

Adult Evidence to Collect:

"PLC/PD materials, notes and sign ins. Administration and peer observation notes."

Student Evidence of Success:

Students should see increased reading scores on standardized tests and CBMs. Observations should also see an increase in student use of academic discourse in the classroom.

Professional Development or Support Needed:

"The PLC teams need time to develop their CBMs, give them to their students, and analyze the results. Teams and administer may need to purchase materials for interventions for weakness revealed by the CBMS. Teams may need training on techniques."

Current Stage:

Exploration

Mathematics Plan

Goal

Our sophomores will improve their rate of expected fall to spring growth MAP from 33% in 2016 to 55% in 2017, 77% in 2018 and 100% in 2019. Our juniors will increase their scores on the ACT math from 14.3 in 2016 to 17 in 2017, 20 in 2018 and 22 in 2019. Seniors will newly be given the Accuplacer scores and all students given the measurement tool should see improvements between administrations.

Action Plan

Adult Actions to Implement:

Teachers need to plan and use math activities for advisory class that involve all students engaging in different strategies to find solution.

Adult Evidence to Collect:

"Evidence will include: PLC notes and sign ins to develop the math activities, Advisory calendars, and observation notes."

Student Evidence of Success:

Increase scores on standardized tests and self-reported increase in confidence in math-related skills. Increase rate of topic completion in ALEKs.

Professional Development or Support Needed:

Time and materials to plan activities that promote math discourse. Professional development with the Science Museum of Minnesota in improving equitable access to classroom participation and discussion.

Current Stage:

Exploration

Engagement Plan

Goal

To increase attendance for continuously enrolled students from 78% (SY15-16) to 82% for SY 16-17 and to 84% for SY 17-18 while maintaining a suspension rate under 10%.

Action Plan

School-wide Engagement*

Targeted Student Groups:

African, African American, Hispanic, White, English Learner, Free/Reduced Price Lunch, Special Education

Classroom Engagement*

Targeted Student Groups:

African, African American, Hispanic, White, English Learner, Free/Reduced Price Lunch, Special Education

Social Emotional Learning

Targeted Student Groups:

African, African American, Hispanic, White, English Learner, Free/Reduced Price Lunch, Special Education

Restorative Practices

Targeted Student Groups:

African, African American, Hispanic, White, English Learner, Free/Reduced Price Lunch, Special Education

Intentional Relationship Development

Targeted Student Groups:

African, African American, Hispanic, White, English Learner, Free/Reduced Price Lunch, Special Education

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Social Emotional Learning**Targeted Student Groups:**

African, African American, Hispanic, White, English Learner, Free/Reduced Price Lunch, Special Education

Adult Actions to Implement:

To provide more equitable classroom practice which both supports our academic language work and eliminates status in the classroom, teachers will intentionally design group work and establish classroom routines which require all students to be accountable to each other and their own individual success. Teachers will use discussion protocols and learn to recognize and address status, privilege and race as factors which hinder engagement and success.

Adult Evidence to Collect:

Regular observation will reveal implementation of authentic group work and discussion. Teachers will participate in 24 hours of professional development provided by a contractor to learn strategies for creating an equitable classroom (sign-ins, agendas, resources will provide verification of PD)

Student Evidence of Success:

Reduction in the amount of time spent out of class (referrals), Increased attendance at school compared to previous year, Fewer removals from school Increase in number of students who improve credit earning and "on-track" to graduate status.

Professional Development or Support Needed:

Staff will be provided with trip support by a teacher lead. Funding needed: Cost for providing experiences greatly exceeds ALC teacher pay. Trail emergency training for two staff members per year.

Current Stage:
Exploration

Graduation Plan

Goal

Reduce the number of 5 and 6 year potential graduate "drop outs" from 27% to 22% during SY16-17. A drop out refers to an eligible grad senior who drops from our enrollment and we have no information regarding enrollment elsewhere.

Action Plan

Expanding Access to Personalized Learning Pathways

Targeted Student Groups:

African, African American, American Indian, Hispanic, White, Advanced Learner, English Learner, Free/Reduced Price Lunch, Homeless/Highly Mobile, Special Education

Adult Actions to Implement:

Sustain alternative education pathways within VOA High School- ISP and seat-based programming with supports through JAG, ALC+ and various other partnering organizations. Create new programming: PBL. Adult actions include ongoing collaboration between PBL teachers, fully enrolling block classes with students who represent the demographic breakdown of our school, consistent and supported use of Project Foundry to include students in tracking progress, analyzing and comparing earned credit data to evaluate efficacy of programming, providing regular PD to support teachers new to PBL.

Adult Evidence to Collect:

2 PBL blocks collaboratively staffed and fully enrolled by the start of Quarter 2. Agendas/notes from admin/staff meets and 3 week RTI stakeholders meetings. Notes from team planning which ensures appropriate placement for all students. Agendas from collaboration, Project Foundry reports, and scheduling documents.

Student Evidence of Success:

Retention of graduating seniors will increase and graduation goal will be met by more eligible seniors. Maintaining same or greater credit acquisition in PBL, higher levels of engagement at school evidenced by increased attendance, fewer referrals and suspensions and increase in "grit" measurement on the 5E survey

Professional Development or Support Needed:

MPS support in implementing the use of Project Foundry, general PBL support from MPS, time and effort for collecting data and facilitating teacher collaboration.

Current Stage:
Exploration