

Franklin Middle School

SIP 2016-2017

School Information

School Number: 327
Grade Span: 6th Grade - 8th Grade
Principal: Karon Cunningham
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Schoolwide Instructional Leadership Team

Bonnie Boyd	<i>TOSA STEM Coord</i>
Cheryl Hickman	<i>Math Teacher</i>
Dnika Miller	<i>SPED Teacher</i>
Jeffrey Priessler	<i>Math</i>
Jessie Stobb	<i>Social Studies</i>
Jimetra Roumo	<i>Counselor</i>
Melodee Strong	<i>Visual Art Teacher</i>
Michael Bratsch	<i>EL Teacher</i>
Robert Buck	<i>SPED Teacher</i>
Steyven Henry	<i>Literacy Specialist</i>
Teri Sue Hitchcock	<i>TOSA Instructional Specialist</i>

Data Review Notes

Math

83% of Franklin Students took the MCA Math exam, and 10.1% scored proficient. Overall, Males (6.8%) and African American students (8.2%) met proficiency. No 6th grade special education students met proficiency.

Attendance

88% of Hispanic males and 81% of Hispanic female students at Franklin Middle School have good attendance (attended 95% or more school days). African American and Native American students struggle with attendance. 57% of African American females, 59% of African American males, 59% of Native American females, and 50% Native American males attended school less than 95% of the school days. In addition, White males(50%) and Asian males (40%) struggled with attendance.

Reading

83% of Franklin Students took the MCA exam, and 18% scored proficient. Males (12.4%), Hispanic Males (15.4%), and special education males (10.8%) met proficiency.

Comprehensive Needs Assessment

Standards-Based Literacy Instruction CNA

Successes

Franklin students have established baseline data.

Prioritized Concerns

Hypothesized Root Causes (Controllable)

Utilizing data to drive instructional strategies and planning.

Standards-Based Math Instruction CNA

Successes

Franklin students have established baseline data.

Prioritized Concerns

Hypothesized Root Causes (Controllable)

Utilizing data to drive instructional strategies and planning.

Engagement CNA

Successes

Hispanic students attend school.

Prioritized Concerns

57% of African American females, 59% of African American males, 59% of Native American females, and 50% Native American males attended school less than 95% of the school days. In addition, White males(50%) and Asian males (40%) struggled with attendance.

Hypothesized Root Causes (Controllable)

Disconnect from school due to academic struggles.

Literacy Plan

Goal

The percentage of all students in grades 6th through 8th tested at Franklin Middle School who earn achievement levels of "Meets Standards" or "Exceeds Standards" on the MCA will increase from 18% in 2016 to 25% in 2017.

Action Plan

Writing Enriched Curriculum (6-12)

Targeted Student Groups:

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

Critical Reading Strategies (6-12)

Targeted Student Groups:

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

Academic Feedback (PK-12)

Targeted Student Groups:

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

Explicit Vocabulary Instruction (PK-12)

Targeted Student Groups:

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

Critical Reading Strategies (6-12)

Targeted Student Groups:

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

Explicit Vocabulary Instruction (PK-12)

Targeted Student Groups:

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

Adult Actions to Implement:

Adults need to select words with a desired context in mind. Adults should implement daily vocabulary instruction through both formal and informal practices.

Adult Evidence to Collect:

Lesson plans utilizing the strategies and examples of student work

Student Evidence of Success:

Students will demonstrate being able to apply skills to aid in better reading comprehension; summarization skills; and vocabulary strategies.

Professional Development or Support Needed:

Support is provided by the Literacy Specialist. Professional Development regarding intensive vocabulary practice will be provided.

Current Stage:

Exploration

Mathematics Plan

Goal

The percent of all students in grades 6th through 8th tested who earn achievement levels of "Meets the Standards" or "Exceeds the Standards" on the MCA at Franklin Middle School will increase from 10% in 2016 to 25% in 2017.

The percent of sixth grade will increase from 12.5% in 2016 to 30% in 2017. Seventh grade will increase from 9.1% in 2016 to 25% in 2017.

Eighth grade math scores will increase from 8% in 2016 to 20% in 2017.

The percent of special education students in grades 6th through 8th tested who earn achievement levels of "Meets the Standards" or "Exceeds the Standards" on the 2016 Math MCA at Franklin Middle School will also increase. Sixth grade will increase from % in 2016 to % in 2017. Seventh grade will increase from 0% in 2016 to 10% in 2017. Eighth grade special education math scores will increase from 25% in 2016 to 35% in 2017.

Action Plan

Academic Conversations through Effective Math Discourse (PK-12)

Targeted Student Groups:

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

Cognitively Demanding Tasks (PK-12)

Targeted Student Groups:

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

Other

Targeted Student Groups:

After school program

Adult Actions to Implement:

"Math data teams will use baseline data from 2016 MCA, Fall FAST data, and continual classroom formative assessments to inform and implement best instruction strategies and to form student learning groups that create engaging social conversations around problem-solving and math solutions."

Adult Evidence to Collect:

The Math data teams will track student progress towards learning targets using formative and summarize assessments.

Student Evidence of Success:

"Students will create, and manage math portfolios. They will summarize learning and standards they master standards."

Professional Development or Support Needed:

Staff are supported through the guidance of a math specialist and an instructional specialist.

Current Stage:

Exploration

Engagement Plan

Goal

Action Plan

Restorative Practices

Targeted Student Groups:

African American, Hispanic, Advanced Learner, English Learner, Free/Reduced Price Lunch, Homeless/Highly Mobile

School-wide Engagement*

Targeted Student Groups:

African American, Hispanic, Advanced Learner, English Learner, Free/Reduced Price Lunch, Homeless/Highly Mobile

Mentoring

Targeted Student Groups:

African American, Hispanic, Advanced Learner, English Learner, Free/Reduced Price Lunch, Homeless/Highly Mobile

Restorative Practices

Targeted Student Groups:

African American, Hispanic, Advanced Learner, English Learner, Free/Reduced Price Lunch, Homeless/Highly Mobile

Adult Actions to Implement:

Adults need to identify process to implement restorative practices.

Adult Evidence to Collect:

Evidence of timeline for implementation.

Student Evidence of Success:

Positive reflections based on students' involvement with restorative practices.

Professional Development or Support Needed:

Restorative Practices

Current Stage:

Exploration

Graduation Plan

Goal

Action Plan