

Kennedy SIP

John F. Kennedy School

February 11, 2019



Academic Focus

John F. Kennedy School



Accountability Information

Overall classification Not requiring assistance or intervention

Reason for classification

→ Meeting targets



Progress toward improvement targets

→ 80% - Meeting targets

Accountability percentile

→ 88

WORK ZONE

Follow up on SIP 2017-2018:

- Goal: Grade 5 Math will increase their SGP of 35 by 15 pts and meet the District SGP target of 50
- Impact on MCAS 2018:
SGP + 1 pt in 2018, more growth expected to meet goal
- Intervention Thread:
 - Ongoing math coaching
 - observation feedback from principal and district curriculum coordinator
 - targeted data work
 - Peer observations of exemplary math teacher

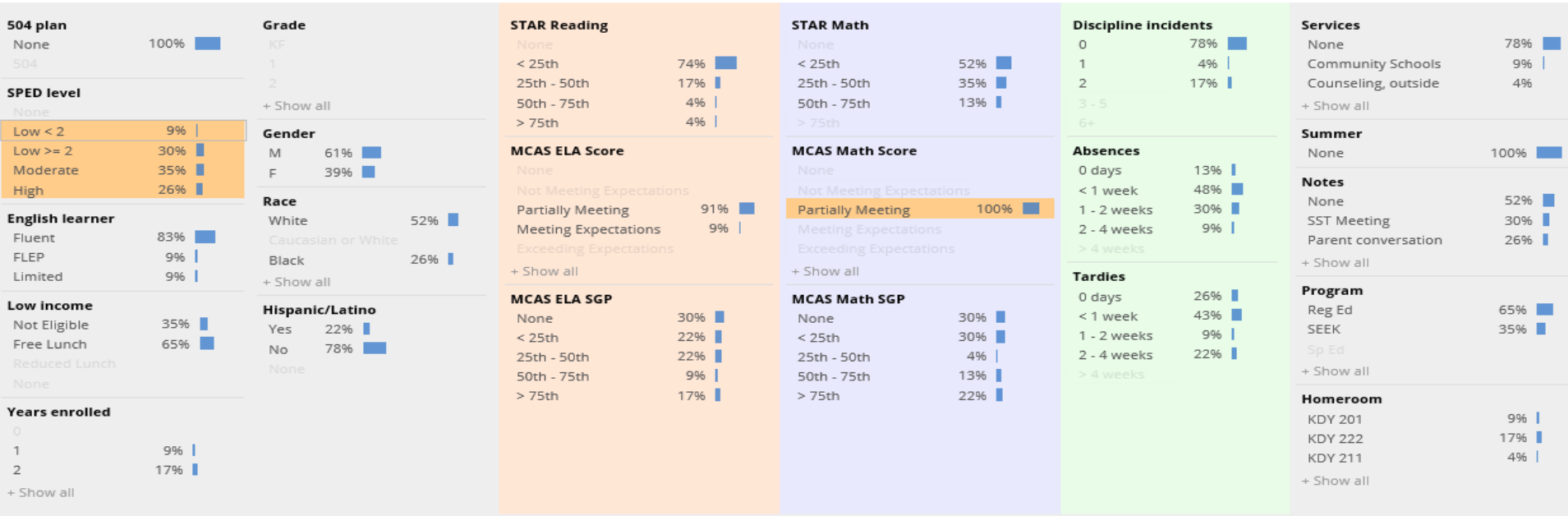
SIP 2019 - ACADEMIC FOCUS

Mathematics achievement - Next-Generation MCAS average composite scaled score - Non-high school							About the Data
Group	2017 Achievement	2018 Achievement	Change	2018 Target	N	Points	Reason
All Students	506.5	510.2	3.7	507.9	296	4	Exceeded Target
Lowest Performing	482.1	486.2	4.1	485.7	46	3	Met Target
High needs	494.9	496.0	1.1	496.6	143	2	Improved Below Target
Econ. Disadvantaged	495.0	495.6	0.6	496.1	113	3	Met Target
EL and Former EL	494.8	492.2	-2.6	497.0	26	0	Declined
Students w/ disabilities	489.1	486.1	-3.0	491.2	78	0	→ Declined
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
Asian	-	-	-	-	18	-	-
Afr. Amer./Black	497.5	494.5	-3.0	499.0	28	0	Declined
Hispanic/Latino	497.3	502.5	5.2	498.9	52	4	Exceeded Target
Multi-race, Non-Hisp./Lat.	-	-	-	-	16	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
White	510.9	514.7	3.8	512.4	182	4	Exceeded Target

First the Who?

Student Insights

[Absences](#)
[Tardies](#)
[Overview](#)
[Homeroom](#)
[My notes](#)
[My students](#)
 Search:
[Sign Out](#)



Found: 23 students

[Clear filters \(ESC\)](#)

[Link to save these filters](#)

Name	Last SST	Last MTSS	Grade	Homeroom	504 plan	SPED level	English Learner	STAR Reading	MCAS ELA	STAR Math	MCAS Math	Discipline Incidents	Absences	Tardies	Services	Program
[Redacted]	9/12/18		8	[Redacted]		Low >= 2	Fluent	5	475	44	489	2	1	1		Reg Ed
[Redacted]			6	[Redacted]		Moderate	Fluent	23	482	52	495	2			1	SEEK

Findings



- 29 students
- 12 students in our social-emotional program (SEEK)
- Overlaps with Decline for Black and FLEP in Math

Digging Deeper in Sp.Ed Math:

- Major Learning Gaps directly related to number sense/fluency and problem solving
- Time off learning is Major Contributing Factor:
 - Attendance & Behavior

Then the What

MCAS Analysis



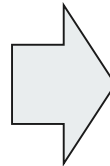
- Standard Reports
- Items



G4 / Cycle 3 RTI Screener

$$276 \div 5 = \underline{\hspace{2cm}}$$

Ongoing Screeners



(3.MD.2)

4. Isaiah puts a 100-gram weight on one side of a pan balance. How many 10-gram weights does he need to balance the scale?

Read each digital scale. Write each weight using the word *kilogram* or *gram* for each measurement.



Created Interventionist Specialist Position for Grades 2,3,4:

- Utilized Math Teacher with SGP of 70 and Meeting & Exceeding of 90% to oversee intervention
- Set up 6 weeks, 4 days, 40 min intervention blocks with exemplary math educator to close gaps for students in grades 2, 3, 4
- 960 minutes of strategic instruction with talented educator

Targeted Coaching Math Cycles to Support SEEK Inclusion

- 12 of 29 students in Sp.Ed Math Decline are receiving services in SEEK
- Lean in model for inclusion with support (based on readiness)
- Math coaching with grade 4 & 5 SEEK teacher to support learning bridge and gap closing for successful inclusion in gen.ed class
- Targeted Gap Closing Plans for students

Wellness Focus



2017-2018 SIP Follow Up: Improving Safety



SUSPENSIONS



<u>Year</u>	<u>Suspensions</u>
2013-2014	84
2014-2015	33
2015-2016	13
2016-2017	7 ★
2017-2018	7 ★
2018-2019	5 YTD ★

Targeted Goal

*Reduce 7.6% chronic absenteeism rate to 5.6%
in 2 years*



Chronic Absenteeism

Overall results

Progress toward improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	4	4	-
	Mathematics achievement	4	4	-	3	4	-
	Science achievement	0	4	-	-	-	-
	Achievement total	8	12	67.5	7	8	67.5
Growth	English language arts growth	4	4	-	4	4	-
	Mathematics growth	4	4	-	3	4	-
	Growth total	8	8	22.5	7	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	-	-	-	-	-	-
Additional indicators	Chronic absenteeism	1	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	1	4	10.0	4	4	10.0
Weighted total		7.3	10.3	-	6.7	7.6	-
Percentage of possible points		71%		-	88%		-
Criterion-referenced target percentage		80%					
		Meeting targets					



Information is **POWER**

- ▣ Tracking students via Insights, Weekly Attendance Report
- ▣ Parent meetings with all students chronically absent **with targeted information**: 2018 data, Overall, Breakdown by Minutes; and correlation to MCAS and graduation rates

Example:

2018 absences=18 days; School Career Absences: 126 days or 52,920 minutes of education

2018 MCAS ELA = 499...*How would this score have been impacted if absences were decreased?*

Ongoing Interventions

- ▣ Data Reviews
- ▣ Leadership Team strategic focus on 2 students/ leader
- ▣ Strong Collaboration with Attendance Officer
- ▣ Positive Intervention, Support Plans & Relationships
- ▣ Grades 4,5 and 3 Sp.Ed Classes having Yoga & Wellness Classes for 4 weeks with certified Children's Yoga Instructor (2x/week & 40 mins)

Year TO DATE IMPACT

7% chronically absent and 97% overall attendance

(- .6 % decline in chronic abs and overall +1%)

