



School Improvement (SI) Plan
 Contact Information

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: FAIR SCHOOL PILGRIM LANE, K-4	Phone: 763-504-8400
School Address: 3725 Pilgrim Lane Plymouth MN 55441	Fax: 763-504-8409
Principal: Randy Moberg	Email: Randy_moberg@rdale.org
School Identification: X N/A <input type="checkbox"/> Targeted Support & Improvement (TSI) <input type="checkbox"/> Comprehensive Support & Improvement (CSI)	

District Information	District Phone, Fax, Email
District Name and Number Robbinsdale Area Schools, ISD 281	Superintendent Phone: 763-504-8000
Superintendent Dr. Carlton Jenkins	Superintendent Email: carlton_jenkins@rdale.org
District Address: 4148 Winnetka Avenue N New Hope, MN 55427	District Fax: 763-504-8009

Instructional Leadership Team

Name	Position (e.g., principal, lead teacher, community member)	Email/Contact Information
Randy Moberg	Principal	randy_moberg@rdale.org
Melissa Kivi	Arts & Academic Integration Specialist	melissa_kivi@rdale.org
Karen Lysne	Kindergarten	karen_lysne@rdale.org
Jen Berg	1st Grade	jennifer_berg@rdale.org
Cristy Larsen	2nd Grade	cristy_larsen@rdale.org
Allie Hood	3rd Grade	allison_hood@rdale.org
Mary Loso	Special Education	mary_loso@rdale.org

CSI or TSI School Identification Information. Check boxes of identification

Select the reason(s) for identification by clicking on the selection boxes below.

Student Group	4 Year Graduation Rate	Math Academic Achievement	Reading Academic Achievement	English Learner Progress Toward English Proficiency	Math Academic Progress	Reading Academic Progress	Graduation Rate (4 and 7 year rate)	Attendance
All Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hispanic/Latino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
American Indian/Alaska Native	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Native Hawaiian/Pacific Islander	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Black/African American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
White	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Two or more races	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
FRP (Free/Reduced-Priced meal eligible)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SpEd (Special Education)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ELL (English Language Learner)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

School Demographic Information (All Schools)

Use the [Minnesota Report Card](#) or [Secure Reports](#) to complete the following information using the demographic data from the current year (most recent testing year).

Student Group	Percent of Total Enrollment	Enrollment Count
American Indian/Alaskan Native	0%	0/352
Asian	4.5%	16/352
Hawaiian/Pacific Islander	.8%	3/352
Hispanic	9%	31/352
Black, not of Hispanic Origin	28%	99/352
White, not of Hispanic Origin	48%	170/352
Two or More Races	9.4%	33/352
English Learner	4.5%	16/352
Special Education	Enter enrollment percent here	Enter enrollment count here
Free/Reduced-Price Lunch	35%	Enter enrollment count here
Homeless	Enter enrollment percent here	Enter enrollment count here
Neglected	Enter enrollment percent here	Enter enrollment count here
Delinquent	Enter enrollment percent here	Enter enrollment count here
Foster Care	Enter enrollment percent here	Enter enrollment count here
Military	Enter enrollment percent here	Enter enrollment count here
High Mobility	Enter enrollment percent here	Enter enrollment count here

1. Data Review (All Schools)

As teams complete the following table, keep in mind that:

- Data review should include data from multiple sources: academic, non-academic, program, perception, and fidelity data.
- Rows can be added or deleted as needed

Data Teams are expected to review the following data.	Reflection What did you learn from the data you reviewed?	Next Steps If needed, what will you do next to advance the data review process?
Enrollment Data	97% of our students are returning, increasing 100 students with the addition of a new grade level and sections	Think about ways to increase the percentage of EL families
MCA/MTAS Proficiency and Achievement Level Data at the School Level, by Student Group and Grade	Low proficiency, first year at FAIR Pilgrim Lane for those students who were tested	Utilize state MCA benchmark reports to analyze trends and determine strengths and instructional needs by benchmark.
MCA/MTAS Growth Data (focus on high growth , not just expected growth)	N/A	N/A
ACT Proficiency and Achievement Level Data at the School Level, by Student Group and by Grade	N/A	N/A
ACCESS for ELs Proficiency Data		
MAP Data at a School Level, by Student Group and by Grade (through 2018)	N/A	N/A
FAST Data at School Level, by Student Group and by Grade	What caused the dip in scores in the winter in both K-1? Evidence of summer loss in comparing cohort data	Hold data meetings with grade level teams to review universal screening data to determine students who are beyond, at or below grade level seasonal benchmark. Develop plan for differentiated instructional/intervention support.
Diagnostic Data by Student Group and by Grade	Not required; no centralized hub for collecting diagnostic data	Determine criteria for diagnostic administration; who will administer? which students will be assessed? where will data be

		stored?
Progress Monitoring (Intervention) Data by Student Group and by Grade	Data was collected on grade level spreadsheets; PRESS interventions were successful for the majority of students FAST CBM Progress Monitoring data were collected at grades 2-3; PRESS was used as the PM tool in grades K-1	Continue use of grade level spreadsheets to document progress monitoring data
No Credit (NC) Data by Student Group and by Grade	N/A	N/A
Office Referral/Suspension Data by Student Group and by Grade	A small percentage of students made up the large majority of office referrals/suspensions	Review process during workshop week
Program Enrollment/Participation Data by Student Group and by Grade	Successful after school musical experience offered this year with a large percentage of students participating in grades K-3; however, the participants did not reflect our school demographics	Look into options for use of Targeted Services money - are there alternatives that are still within the "rules" of the use for money?
SIP Goal Implementation/Monitoring Data (Fidelity of Implementation checks)	3 fidelity checks completed (1 literacy, 1 math, 1 wellness/SEL) SIP reviewed at all ILT meetings	Can ILT members join admin for fidelity checks? Need to get these dates on the calendar ASAP and sub coverage
Perception data collected from staff, students, parents, or other stakeholders	1 staff perception data survey completed regarding implementation of SIP strategies	Need to be more intentional about collecting this data: parents, staff, and students
Other building-specific data	Fidelity Checks: Interactive Read-Alouds, Morning Meetings, Walk-throughs with Literacy Consultant (McKnight & Sarah Morton)	2019-20 Focus Areas for Fidelity Checks: <ul style="list-style-type: none"> ● Benchmark/Balanced Literacy ● Safe & Civil Schools ● MTSS Develop/utilize look fors

2. Comprehensive Needs Assessment Summary (Part 2) (All Schools)

The Comprehensive Needs Assessment (CNA) results are used to determine the following:

- Subjects and skills for which teaching and learning need to be improved.

- Specific academic and other classroom needs of students and groups of students who are not yet achieving the state's academic standards.
- Needs of the school relative to the three pillars (Balanced Literacy, Safe and Civil Schools and MTSS).

Use the section below to list the team's identified successes, prioritized concerns, and hypothesized root causes for identified concerns

<u>Successes</u>	
After reviewing the data in step 1, what successes have been identified by the team? Successes should be connected to the data in your CNA table	
Reading	Building Literacy SIP Goal Met: <i>The percentage of 1st -2nd grade FAIR Pilgrim Lane students scoring at the 65th percentile and above on the FAST aReading assessment increased from 29% in September 2018 to 43% by May 2019, an increase of 14%.</i> PLC goals met -K, 2-3 Effective use of Progress Monitoring tools and PRESS intervention for groups and individuals (within the MTSS framework) Consistent implementation of Balanced literacy components: <ul style="list-style-type: none"> • Listening to a fluent adult read aloud through Interactive Read Alouds • Every student reads something they choose
Mathematics	All classrooms implemented Number Talks Staff value CRA and the specific use of manipulatives
Graduation (if secondary)	N/A
English Language Proficiency	
Attendance	

<u>Prioritized Concerns</u>	
After reviewing the data in step 1, what concerns were noted? Concern	
Reading	Tier 1 framework, overwhelming need for class-wide intervention (especially earlier in the year)
Mathematics	How will we address gaps in standards/benchmarks included in MIF?

Graduation (if secondary)	NA
English Language Proficiency	Lack of communication between EL teacher and classroom teachers Greater need for curricular coherence
Attendance	(Feels like a) Higher number of absences and tardies than comparison schools?
Other	

Hypothesized Root Causes

A Root Cause is an early controllable factor in a chain of factors that impacts student learning. Use the action plan to implement a strategy to address the hypothesized root cause.

Reading	Lack of Tier 1 instructional best practice, cohesive, core system - district wide Inconsistency in high quality Tier 1 instruction
Mathematics	Lack of staff focus and continued conversation around math concepts and learning Hard to integrate & our focus has been on integration (math tends to stand-alone)
Graduation (if secondary)	NA
English Language Proficiency	Shared teacher between school and school hours - limited collaboration because teachers are not available during EL teacher assigned hours
Attendance	Our current system of attendance letters and follow-through with families doesn't bring long-term change (possible addition of a meeting with the principal, social worker, teacher, parent to help with the understanding of the importance of being in school)

3. School Improvement Strategies (All Schools)

Identify the strategies, practices, or programs the team has selected for implementation. This will be the focus of the school improvement effort, set goals aligned to the Three Pillars (Balanced Literacy, Safe & Civil Schools and MTSS) rather than separating Reading, Math, Science, Climate and Graduation)

Strategy #1	Click here <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is...	Implement Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade <ul style="list-style-type: none"> ● Develop awareness of the segments of sound in speech and how they link to letters (K-1)

	<ul style="list-style-type: none"> Teach students to decode words, analyze word parts, and write and recognize words (1-4)
...to address this Root-Cause(s)	Deficits in phonological awareness/phonics skills Inconsistency in high quality Tier 1 instruction
Which will help us meet this student outcome Goal*	The percentage of FAIR Pilgrim Lane students scoring at proficient or higher will increase from 26.1% to 36.1 %, as measured by MCA III Reading administered in Spring 2020

*SMART (strategic, measurable, ambitious, rigorous and time-sensitive) goal template example: The three year average for ACCOUNTABILITY INDICATOR at SCHOOL NAME will increase from BASELINE DATA to TARGET DATA within THIS TIME PERIOD.

Plan for Strategy #1

Strategy #1: Implement Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

- Develop awareness of the segments of sound in speech and how they link to letters (K-1)
- Teach students to decode words, analyze word parts, and write and recognize words (1-4)

Root-Cause: Deficits in phonological awareness/phonics skills
Inconsistency in high quality Tier 1 instruction

Goal: The percentage of FAIR Pilgrim Lane students scoring at proficient or higher will increase from 26.1% to 36.1 %, as measured by MCA III Reading administered in Spring 2020

(Use the following table to identify actions that need to take place in order to implement this strategy. The months are intended to display a timeline for when each action step needs to begin and culminate in order to move the work forward. Use as many rows as needed)

Action Steps	Person(s) Responsible	Measurement	Resources Needed	A	S	O	N	D	J	F	M	A	M	J	J	Due Date
				u	e	c	o	e	a	e	a	p	a	u	u	
				g	p	t	v	c	n	b	r	r	y	n	l	
				s	t	e	e	m	e	r	h	i	e	e		
				t	e	m	b	b	r	a						
				e	r	e	e	r	y	r						
				r		r	r									
All K-4 will participate in Benchmark Workshop training during workshop week 2019 (when not in LETRS training)	District Personnel	Attendance at all training	Benchmark materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
All K-1 staff will participate in LETRS training during workshop week 2019 and throughout the year			LETRS materials													
PD: Read, discuss ies documents; making connections to both LETRS and Benchmark Training	Learning Leader Team	Text Based Discussion	Online (printed documents)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<u><i>Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade</i></u>			on best practice															
Planning time for Grade Level Teams to design integrated units using Benchmark Workshop and district curriculum maps (1 hour a week for the month of September, paid for grade level teams to get in sync with new materials)	Licensed staff (with support from specialists)		Benchmark materials, district curriculum maps, LETRS, specialists, other know sources)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Implementation of Benchmark & LETRS materials, with Data Reflection	All licensed instructional staff, led by ILT	Data collection - screening and data collection throughout the year	FAST, embedded Benchmark assessments Fidelity of implementation Checks: Walk thrus Perception data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*To add additional action steps, Place cursor to the right of the last row and press **Enter**.*

Progress Toward Goal #1:

- How is this strategy aligned to the Three Pillars (Balanced Literacy, Safe & Civil Schools, Multi-Tiered System of Supports)?
This strategy aligns to Balanced Literacy, most specifically Element 5: Every child reads accurately.
- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
Both Phonemic Awareness & Phonics have been taught, however, have lacked a systematic, methodical, approach.

- How has student achievement been impacted? What is the evidence?

Growth in some places, where phonics has been more intentionally taught.

- How will implementation be adjusted and/or supported moving into the next year?

We will continually adjust and support as needed, as measured by staff feedback and fidelity checks

Strategy #2	Click here <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	Teach students how to use reading comprehension strategies (e.g., activating prior knowledge, making predictions, questioning, visualization, monitoring/fix-up, inferences, retelling, etc.)
to address the Root Cause	Lack of a systematic approach to teaching comprehension strategies.
Which will help us meet this student outcome Goal *	The percentage of FAIR Pilgrim Lane students scoring at proficient or higher will increase from 26.1% to 36.1 %, as measured by MCA III Reading administered in Spring 2020

*SMART (strategic, measurable, ambitious, rigorous and time-sensitive) goal template example: The three year average for ACCOUNTABILITY INDICATOR at SCHOOL NAME will increase from BASELINE DATA to TARGET DATA within THIS TIME PERIOD.

Plan for Strategy #2

Strategy #2: Teach students how to use reading comprehension strategies (e.g., activating prior knowledge, making predictions, questioning, visualization, monitoring/fix-up, inferences, retelling, etc.)

Root-Cause: Lack of a systematic approach to teaching comprehension strategies.

Goal: The percentage of FAIR Pilgrim Lane students scoring at proficient or higher will increase from 26.1% to 36.1 %, as measured by MCA III Reading administered in Spring 2020

(Use the following table to identify actions that need to take place in order to implement this strategy. The months are intended to display a timeline for when each action step needs to begin and culminate in order to move the work forward. Use as many rows as needed)

Action Steps	Person(s) Responsible	Measurement	Resources Needed	A	S	O	N	D	J	F	M	A	M	J	J	Due Date
				u	e	c	o	e	a	e	a	a	a	u	u	
				g	p	t	v	e	n	b	r	p	a	n	n	
				u	t	o	e	e	u	r	c	r	y	e	l	
				s	e	b	m	m	a	h	i					
				t	m	e	b	b	r	a						
					b	r	e	r	y	r						
					e		r			y						
					r											

<p>All K-4 will participate in Benchmark Workshop training during workshop week 2019 (when not in LETRS training)</p> <p>All K-1 staff will participate in LETRS training during workshop week 2019 and throughout the year</p>	District Personnel	Attendance at all training	<p>Benchmark materials</p> <p>LETRS materials</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>PD: Read, discuss ies documents; making connections to both LETRS and Benchmark Training</p> <p><i>Improving Reading Comprehension in Kindergarten Through 3rd Grade</i></p>	Learning Leader Team	Text-Based Discussion	Online (printed documents) on best practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Planning time for Grade-Level Teams to design integrated units using Benchmark Workshop and district curriculum maps</p>	Licensed staff (with support from specialists)		Benchmark materials, district curriculum maps, LETRS, specialists, other know sources)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Implementation of Benchmark & LETRS materials, with Data Reflection</p>	All licensed instructional staff, led by ILT	Data collection - screening and data collection throughout the year	<p>FAST, embedded Benchmark assessments</p> <p>Fidelity Checks: Walk thrus Perception data</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>K-4 licensed staff will utilize district curriculum maps to plan and teach comprehension strategies</p>	All licensed instructional staff, led by ILT	PLC Data cycles & discussion;	District Curriculum maps;													

		team accountability	Benchmark, LETRS															
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*To add additional action steps, Place the cursor to the right of the last row and press **Enter**.*

Progress Toward Goal #2:

- How is this strategy aligned to the Three Pillars (Balanced Literacy, Safe & Civil Schools, Multi-Tiered System of Supports)?
This strategy aligns with Balanced Literacy, most specifically Element 6: Every child reads something they understand.
- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
Comprehension strategies have been taught, however not with a systematic, or staff-wide approach.
- How has student achievement been impacted? What is the evidence?
Growth in some places, where comprehension has been more intentionally taught.
- How will implementation be adjusted and/or supported moving into the next year?
We will continually adjust and support as needed, as measured by staff feedback and fidelity checks

Strategy #3	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	Support productive struggle in learning mathematics.
to address the Root Cause	Lack of focus in professional learning in math
Which will help us meet this student outcome Goal*	The percentage of FAIR Pilgrim Lane students scoring at proficient or higher will increase from 21.7% to 31.7 %, as measured by MCA III Math administered in Spring 2020

*SMART (strategic, measurable, ambitious, rigorous and time-sensitive) goal template example: The three year average for ACCOUNTABILITY INDICATOR at SCHOOL NAME will increase from BASELINE DATA to TARGET DATA within THIS TIME PERIOD.

Plan for Strategy #3

Strategy #3: Support productive struggle in learning mathematics.

Root-Cause: Lack of focus in professional learning in math

Goal: The percentage of FAIR Pilgrim Lane students scoring at proficient or higher will increase from 21.7% to 31.7 %, as measured by MCA III Math administered in Spring 2020

(Use the following table to identify actions that need to take place in order to implement this strategy. The months are intended to display a timeline for when each action step needs to begin and culminate in order to move the work forward. Use as many rows as needed)

Action Steps	Person(s) Responsible	Measurement	Resources Needed	A	S	O	N	D	J	F	M	A	M	J	J	Due Date
				u	e	c	o	e	a	e	a	p	a	u	u	
				g	p	t	v	e	n	b	r	r	y	n	l	
				s	t	e	b	e	m	r	c	i	e	e		
				t	e	m	b	e	b	a	h	l				
				b	r	e	r	r	r	u						
				e					y							
Licensed staff will read and discuss pgs 48-52 in Principles to Actions (section on productive struggle)	All licensed staff	Discussion	Printed copies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Introduction and exploration of Jo Boaler’s YouCubed website. (free resource with grade level/grade band specific lessons)	All licensed staff	Survey on use	Website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
K-4 licensed staff will give students time to struggle, help students realize that confusion and	All licensed staff	Anecdotal		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

errors are part of learning and praise students for their efforts and perseverance.		Possibility of student survey (attitudes)																
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

*To add additional action steps, Place cursor to the right of the last row and press **Enter**.*

Progress Toward Goal #3:

- How is this strategy aligned to the Three Pillars (Balanced Literacy, Safe & Civil Schools, Multi-Tiered System of Supports)?

This strategy aligns to Safe & Civil Schools in that it focuses on self-regulation. It also aligns to MTSS as we focus on implementing a solid Tier 1 instructional framework for mathematics.

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this? Some growth mindset work has been done in classrooms, but not consistently and without any measurement tools
- How has student achievement been impacted? What is the evidence?

Students who do not have a growth mindset for math and/or perseverance tend to give up and as a result, perform more poorly and make mistakes that go uncorrected

- How will implementation be adjusted and/or supported moving into the next year?

We will continually adjust and support as needed, as measured by staff feedback and fidelity checks

Stakeholder Engagement and Communications Plan

Describe your stakeholder engagement activities and how you will communicate with stakeholders.

We will communicate with families regarding SIP strategies via electronic communication, PTO meetings, grade level newsletters & Seesaw and during Family Engagement events.

Use the following table to outline a communications plan for ESSA support and improvement work.

When will the communication take place	What is the message	Who is the audience	How will it be communicated
October	School Improvement Plan strategies	Parents	Principal weekly email
October	School Improvement Plan strategies	Parents	PTO meeting
Oct-May	School Improvement Plan strategies	Parents	Grade level newsletters/SeeSaw
February	School Improvement Plan strategies	Parents	Literacy Night

