



School Improvement (SI) Plan
 Contact Information

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: FAIR School Crystal 5th-8th Grade	Phone:763-971-4500
School Address: 3915 Adair Ave N Crystal, MN 55422	Fax: 763-971-4531
Principal: Zoraba Ross	Email: Zoraba_Ross@rdale.org
School Identification: <input type="checkbox"/> 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	Superintendent Phone: 763-504-8001
Superintendent: Dr. Carlton Jenkins	Superintendent Email: carlton_jenkins@rdale.org
District Address: 4148 Winnetka Ave. N New Hope, MN 55427	District Fax: Enter fax number here

Instructional Leadership Team

Name	Position (e.g., principal, lead teacher, community member)	Email/Contact Information
Zoraba Ross	Principal	zoraba_ross@rdale.org
Jane Byrne	Assistant Principal	jane_byrne@rdale.org
Heather Sasse	School Counselor	heather_sasse@rdale.org
Donna Gingery	Climate and Culture Specialist	donna_gingery@rdale.org
Mariza Gonzales	School Psychologist	maria_gonzales@rdale.org
Steve Hoffman	8th Grade Social Studies Teacher	steve_hoffman@rdale.org
Malinda Swalboski	7th Grade English Teacher	malinda_swalboski@rdale.org
Jared Schoeck	5th/6th Grade Science Teacher	jared_schoeck@rdale.org
Leslie Anderson	5th/6th Grade Math Teacher	leslie_anderson@rdale.org
Kim Keaton	Choir	kim_keaton@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	2.3	9
Asian	2.0	8
Hawaiian/Pacific Islander	0.0	0
Hispanic	9.5	38
Black, not of Hispanic Origin	47.4	189
White, not of Hispanic Origin	27.3	109
Two or More Races	11.5	46
English Learner	4.8	10
Special Education	12.5	50
Free/Reduced-Price Lunch	64.9	259
Homeless	2.3	9
Neglected		
Delinquent		
Foster Care		
Military		
High Mobility		

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	<p>Students are assigned to FAIR Crystal School through the District Enrollment Committee. We have found that many students who attend our arts focus school do not want to participate in the arts.</p> <p>A significant number of students have withdrawn from FAIR due to 1.) arts emphasis advertised and expected, not being what is delivered, or 2.) students who are not interested in the arts offered being disruptive.</p>	<p>At the district level there needs to be an application process for enrolling students into this Magnet Art School, as well as a process for assigning students to FAIR School who do not want to participate in the arts.</p> <p>Decision as to what the focus at FAIR is and to fully fund the program to draw students from the surrounding areas to rebuild enrollment to capacity.</p>																		
MCA/MTAS Proficiency and Achievement Level Data at the School Level, by Student Group and Grade	<p>Three year trend: Reading</p> <table border="1" data-bbox="743 938 1350 1135"> <thead> <tr> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>41.6</td> <td>39.0</td> <td>38</td> </tr> <tr> <td>-5.9</td> <td>-3.5</td> <td>-1.0</td> </tr> </tbody> </table> <p>Three year trend: Math</p> <table border="1" data-bbox="743 1208 1350 1404"> <thead> <tr> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>26.3</td> <td>24.1</td> <td>19.4</td> </tr> <tr> <td>-7.5</td> <td>-6.9</td> <td>-4.7</td> </tr> </tbody> </table>	2017	2018	2019	41.6	39.0	38	-5.9	-3.5	-1.0	2017	2018	2019	26.3	24.1	19.4	-7.5	-6.9	-4.7	<p>Begin an intense intervention reading and math program, using “Let’s Go Learn.” The diagnostic testing and follow up lesson plans will be implemented daily using both core content and allied teachers.</p>
2017	2018	2019																		
41.6	39.0	38																		
-5.9	-3.5	-1.0																		
2017	2018	2019																		
26.3	24.1	19.4																		
-7.5	-6.9	-4.7																		

MCA/MTAS Growth Data (focus on high growth , not just expected growth)																																																						
ACT Proficiency and Achievement Level Data at the School Level, by Student Group and by Grade																																																						
ACCESS for ELs Proficiency Data																																																						
FAST Data at School Level, by Student Group and by Grade	<table border="1"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> </tr> </thead> <tbody> <tr> <td colspan="4">aReading FAST Fall '18 to Spring '19</td> </tr> <tr> <th>Catagory</th> <th>6th</th> <th>7th</th> <th>8th</th> </tr> <tr> <td>High Risk</td> <td>54.0% to 54.8%</td> <td>54.3% to 46.3%</td> <td>43.5% to 46.9%</td> </tr> <tr> <td>Some Risk</td> <td>9.2% to 13.1%</td> <td>8.6% to 8.2%</td> <td>15.3% to 7.8%</td> </tr> <tr> <td>Low Risk</td> <td>16.5% to 6.0%</td> <td>9.9% to 8.2%</td> <td>16.5% to 10.9%</td> </tr> <tr> <td>On Track</td> <td>26.4% to 27.1%</td> <td>27.1% to 29.2%</td> <td>23.5% to 36.4%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="4">aMath Winter '19</th> </tr> <tr> <th>Catagory</th> <th>6th</th> <th>7th</th> <th>8th</th> </tr> </thead> <tbody> <tr> <td>High Risk</td> <td>87.1%</td> <td>65.4%</td> <td>62.2%</td> </tr> <tr> <td>Some Risk</td> <td>6.4%</td> <td>12.8%</td> <td>5.4%</td> </tr> <tr> <td>Low Risk</td> <td>5.1%</td> <td>14.1%</td> <td>14.9%</td> </tr> <tr> <td>On Track</td> <td>1.3%</td> <td>7.7%</td> <td>17.6%</td> </tr> </tbody> </table>	A	B	C	D	aReading FAST Fall '18 to Spring '19				Catagory	6th	7th	8th	High Risk	54.0% to 54.8%	54.3% to 46.3%	43.5% to 46.9%	Some Risk	9.2% to 13.1%	8.6% to 8.2%	15.3% to 7.8%	Low Risk	16.5% to 6.0%	9.9% to 8.2%	16.5% to 10.9%	On Track	26.4% to 27.1%	27.1% to 29.2%	23.5% to 36.4%	aMath Winter '19				Catagory	6th	7th	8th	High Risk	87.1%	65.4%	62.2%	Some Risk	6.4%	12.8%	5.4%	Low Risk	5.1%	14.1%	14.9%	On Track	1.3%	7.7%	17.6%	
A	B	C	D																																																			
aReading FAST Fall '18 to Spring '19																																																						
Catagory	6th	7th	8th																																																			
High Risk	54.0% to 54.8%	54.3% to 46.3%	43.5% to 46.9%																																																			
Some Risk	9.2% to 13.1%	8.6% to 8.2%	15.3% to 7.8%																																																			
Low Risk	16.5% to 6.0%	9.9% to 8.2%	16.5% to 10.9%																																																			
On Track	26.4% to 27.1%	27.1% to 29.2%	23.5% to 36.4%																																																			
aMath Winter '19																																																						
Catagory	6th	7th	8th																																																			
High Risk	87.1%	65.4%	62.2%																																																			
Some Risk	6.4%	12.8%	5.4%																																																			
Low Risk	5.1%	14.1%	14.9%																																																			
On Track	1.3%	7.7%	17.6%																																																			
Diagnostic Data by Student Group and by Grade	MCA Data by sub group	<p>Reading</p> <table border="1"> <thead> <tr> <th></th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>FAIR</td> <td>43.9%</td> <td>41.6%</td> <td>39.0%</td> <td>38.0%</td> </tr> <tr> <td>4</td> <td>51.8%</td> <td>34.0%</td> <td>29.6%</td> <td>17.9%</td> </tr> <tr> <td>5</td> <td>45.2%</td> <td>54.5%</td> <td>40.2%</td> <td>43.3%</td> </tr> <tr> <td>6</td> <td>46.0%</td> <td>43.3%</td> <td>46.2%</td> <td>36.9%</td> </tr> <tr> <td>7</td> <td>42.6%</td> <td>37.7%</td> <td>31.8%</td> <td>40.2%</td> </tr> <tr> <td>8</td> <td>34.8%</td> <td>40.2%</td> <td>44.3%</td> <td>42.0%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> From 2017 - 2019: Girls maintained proficiency in reading (44%) , and boys decreased by 9%t (39.6% to 30.7%) From 2017 - 2019: Sped students increased proficiency from 17.5% to 25.5% 		2016	2017	2018	2019	FAIR	43.9%	41.6%	39.0%	38.0%	4	51.8%	34.0%	29.6%	17.9%	5	45.2%	54.5%	40.2%	43.3%	6	46.0%	43.3%	46.2%	36.9%	7	42.6%	37.7%	31.8%	40.2%	8	34.8%	40.2%	44.3%	42.0%																	
	2016	2017	2018	2019																																																		
FAIR	43.9%	41.6%	39.0%	38.0%																																																		
4	51.8%	34.0%	29.6%	17.9%																																																		
5	45.2%	54.5%	40.2%	43.3%																																																		
6	46.0%	43.3%	46.2%	36.9%																																																		
7	42.6%	37.7%	31.8%	40.2%																																																		
8	34.8%	40.2%	44.3%	42.0%																																																		

- White students are 65.7% proficient in 2019, while Black students are 23.7% proficient.

Math

	2016	2017	2018	2019
FAIR	26.9%	26.3%	24.1%	19.4%
4	38.4%	24.3%	21.1%	23.1%
5	26.7%	21.6%	13.2%	14.8%
6	22.2%	20.8%	25.0%	12.7%
7	26.7%	25.4%	21.4%	19.6%
8	21.4%	40.0%	38.0%	29.1%

- From 2017 - 2019: Girls decreased proficiency in math (23.6% to 19.7%) , while boys showed a larger decrease going from (29.7% to 19.1%)
- From 2017 - 2019: Sped students decreased proficiency from 14% to 11.3%
- White students are 35.9% proficient in 2019, while Black students are 10.8% proficient.

Progress Monitoring (Intervention) Data by Student Group and by Grade

TARGET SERVICE DATA
[SAIL Group](#)

No Credit (NC) Data by Student Group and by Grade

define by one semester or

Office Referral/Suspension Data by Student Group and by Grade	2018-19 Discipline Data	Our FAIR Room was underutilized and can be use more for ½ day and full day ISS for Level 1-3 infractions.
Program Enrollment/Participation Data by Student Group and by Grade	Targeted Service Data	
SIP Goal Implementation/Monitoring Data (Fidelity of Implementation checks)		All staff will be provided a copy of the SIP plan and asked to review it as individuals and within their team meetings. Each will permitted to make suggestions/recommendations. ILT will be provided with a data monitor calendar to follow.
Perception data collected from staff, students, parents, or other stakeholders	https://drive.google.com/drive/folders/1lw3xNqNeT7ucqbyO95dSthyKXY7mnCUn	Overall, our students view of FAIR remained pretty consistent with years past. We will continue to increase the perception by strengthening our reward programs, increase positive interaction with students consistently using our CHAMPS strategies throughout the building.
Other building specific data	Over 50% of our staff have been displaced due to budget reduction, enrollment, displacement, etc.	During workshop week, provide intense 3 Pilliard PD, better utilize our building mentors, C&I staff and others to help with on-boarding new staff. Mentors will meet with new teachers on a regular basis (monthly or as needed).

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

Successes

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	Although there was a decrease in test scores, last year's scores showed the least amount of decrease in the past three years. Three year trend: Reading		
	2017	2018	2019
	41.6	39.0	38
	-5.9	-3.5	-1.0
Mathematics	Although there was a decrease in test scores, last year's scores showed the least amount of decrease in the past three years. Three year trend: Math		
	2017	2018	2019
	26.3	24.1	19.4
	-7.5	-6.9	-4.7
Graduation (if secondary)			
English Language Proficiency			
Attendance	88.4%		

Prioritized Concerns

After reviewing the data in step 1, what concerns were noted?

Concern

Reading	We need to identify tiered curriculum supports and schedule for interventions. Springboard 6th, 7th and 8th Grade Benchmark 5th,
Mathematics	We need to identify tiered curriculum supports and schedule for interventions. No set curriculum for 7th and 8th Math and Focus 5th and 6th
English Language Proficiency	
Attendance	
Other	Discipline Data: School-Wide Expectations

Hypothesized Root Causes

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

Reading	Curricular Programs haven't been articulated across a Multi-tiered Systems of Support. Teachers require training on core and supplemental programs. Students are not aware of their progress or setting individual learning goals. Students need to be taught academic language for text-based discussion.
Mathematics	Curricular Programs haven't been articulated across a Multi-tiered Systems of Support. Teachers require training on core and supplemental programs. Students are not aware of their progress or setting individual learning goals. Students need to be taught academic language for text-based discussion. Students need to engage in Math Talks in order to better process their thinking.
Graduation (if secondary)	
English Language Proficiency	
Attendance	
Discipline	Expectations are not clear for students. Behavioral data is not systematically reviewed for trends and subgroup discrepancy by all staff.

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 type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is...	Articulating programs at Tier I (Literacy: Springboard, Benchmark; Math: Singapore Math), Tier II (Literacy: Reading Plus; Math: Numpa.), Tier III (Literacy and Math: Diagnostic). Training with fidelity Teachers will hold regular data chats with students to set goals and monitor progress towards those goals.
...to address this Root-Cause(s)	Program articulation across Tiers; student data chats. Consistent and follow up training for all Tiers throughout the year. Training with fidelity in Balanced Literacy, Safe and Civil Schools and MTSS
Which will help us meet this student outcome Goal*	After trainings, teachers will know how to competently meet student academic, behavior, and social/emotional needs to achieve high levels of student learning.

*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: Articulating programs at Tier I (Literacy: Springboard, Benchmark; Math: Singapore Math), Tier II (Literacy: Reading Plus; Math: Numpa), Tier III (Literacy and Math: Diagnostic). Training with fidelity
Teachers will hold regular data chats with students to set goals and monitor progress towards those goals.

Root-Cause:

Curricular Programs haven't been articulated across a Multi-tiered Systems of Support. Teachers require training on core and supplemental programs. Students are not aware of their progress or setting individual learning goals.

Goal: (MTSS) The MCA scores in reading and math will increase by 5 percentage points from 2018-19 to 2019-20.

(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	
				u	t	o	e	e	u	r	c	i		e	y	
				s	e	b	m	m	a	h						
				t	m	b	b	a								

					b	e	e	e	r	r						
					r	r	r	r	y	y						
Training on Core and Supplemental Programs for Teachers	DISTRICT	Fidelity Checklists	Training Time, Materials	X	<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"/>
Articulation of Tier I, Tier II, Tier III Programs (Written MTSS intervention matrix).	MTSS Team	Completed Product	Training Time	<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"/>
Student Data Chat and Goal Setting Protocol.	All teachers	All students set measurable goals	Standardized template goal setting and data chats	<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"/>
Safe and Civil Schools Overall View The Why? Transition Plan *Advisory Classroom Management *Plans due in a google doc. *CHAMPS – include procedures on 9?6 at 3:30 pm. - Audit support will be provided as needed PM Team Planning	Steve Hoffman.	Completed Products Monitoring Plans Classroom Implementation walk throughs STOIC Check list Behavior Data	Training Time, 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"/>	<input type="checkbox"/>
MTSS Data MTSS Handbook Flow Chart Roles Responsibilities PLC TIME Staff time Mentor Time *SEL *Cultural Competency *De-escalation techniques *Age Appropriateness to behavior	LuAnn Fragile	Completed Products Classroom Implementation	Training Time, Materials													

Measure /Documented																
<p>Balanced Literacy</p> <p>5th Benchmark- Map out Academic Lang.</p> <p>6. Elements</p> <ul style="list-style-type: none"> a. Read aloud (teacher) b. Student reads (choice) c. Student Read/Talk about with peers d. All children write something personal e. All children read accurately f. All children read what they can understand <p>Caught Reading! Take pics of students reading -unaware. Classes, hallways, lunch room etc. Get \$ for it. Display. Photographer-Luann</p>	<p>Malinda Swalboski</p>	<p>Completed Products</p> <p>Classroom Implementation</p>	<p>Training Time, Curriculum Materials</p>													

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

Progress Toward Strategy/Goal #1:

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

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?

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

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

Strategy #2	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	Collaborative Conversations (Balanced Literacy- Every student talks about reading and writing).
to address the Root Cause	In Literacy and Math, students need academic language and discussion.
Which will help us meet this student outcome Goal*	(MTSS) The MCA scores in reading and math will increase by 5 percentage points from 2018-19 to 2019-20.

*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:

Collaborative Conversations (Balanced Literacy- Every student talks about reading and writing).

Root-Cause:

In Literacy and Math, students need academic language and discussion.

Goal: The MCA scores in reading and math will increase by 5 percentage points from 2018-19 to 2019-20.

(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	e	e	u	h	i			e	y	
				t	e	b	b	e	r	a						
				b	m	e	e	r	a							
				e	r	r	r	r	r							
Provide training with a list of academic sentence frames to be used throughout the building in all instructional spaces.	Learning Leaders	Monthly fidelity checks Monthly self assessment	Template for fidelity checks	<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"/>	
Provide training with a list of three collaborative conversation protocols Turn and Talks Philosophical Chairs Give one get one ? Socratic Seminar ?	Learning Leaders	Monthly fidelity checks Monthly self assessment	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"/>	

Inside outside I notice I wonder Pairs Check																	
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"/>	
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"/>	

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

Progress Toward Strategy/Goal #2:

- How is this strategy aligned to the Three Pillars (Balanced Literacy, Safe & Civil Schools, Multi-Tiered System of Supports)?
- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- How has student achievement been impacted? What is the evidence?
- How will implementation be adjusted and/or supported moving into the next year?

Strategy #3	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	Integrate trauma informed care into our Safe and Civil Schools.
to address the Root Cause	Clear and consistent expectations are not readily accessible to stakeholders.
Which will help us meet this student outcome Goal*	FAIR Crystal will decrease overall suspension referrals by 10% from school year 1018-19 to 2019-20.

*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: Integrate trauma informed care into our Safe and Civil Schools

Root-Cause: Clear and consistent expectations are not readily accessible to stakeholders.

Goal: Decrease overall suspensions referrals by 10%.

(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	a	a	
				g	p	t	v	c	n	b	r	r	r	r	r	
				u	t	o	e	e	u	u	h	i	y	e	y	
				s	e	b	e	m	a	r						
				t	m	e	r	b	r	a						
					b	r	e	r	y	r						
					e	r	r									
Clear and consistent expectations for all stakeholders regarding the four Tiers of behavior. Revise if needed List non negotiables	All staff	Fidelity checks Walkthroughs	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"/>	
Teachers will complete expectation plans and transition plans the first month of school using the CHAMPS acronym.	All staff	Plans submitted to administration by the end of third week of school. Fidelity checks	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"/>	

Stakeholder Engagement and Communications Plan

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

Click or tap here to enter text.

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

When will the communication take place	What is the message	Who is the audience	How will it be communicated
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.
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.
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.
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.

