



School Improvement (SI) Plan  
Contact Information

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Robbinsdale Spanish Immersion School	Phone: 763-504-4400
School Address: 8808 Medicine Lake Road, New Hope, MN 55427	Fax: 763-504-4409
Principal: Ken Habel	Email: <a href="http://www.rsi.rdale.org">www.rsi.rdale.org</a>
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 ISD 281	Superintendent Phone: 763-504-8011
Superintendent : Dr. Carlton Jenkins	Superintendent Email: <a href="mailto:carlton_jenkins@rdale.org">carlton_jenkins@rdale.org</a>
District Address: 4148 Winnetka Avenue North, New Hope, MN 55427	District Fax:

## Instructional Leadership Team

<b>Name</b>	<b>Position</b> (e.g., principal, lead teacher, community member)	<b>Email/Contact Information</b>
Laura Pezán	Lead Teacher	Laura_Pezan@rdale.org
Rose Sybrant	Lead Teacher	Rose_Sybrant@rdale.org
Cara Iselin	Lead Special Education Teacher	Cara_Iselin@rdale.org
Ken Habel	School Principal	Ken_Habel@rdale.org
Dan Woodle	School Assistant Principal	Dan_Woodle@rdale.org
Patrick Brown	Coordinator for DLI Programs	Patrick_Brown@rdale.org
Kaylan Gierhart	Lead Teacher	Kaylan_Gierhart@rdale.org
Beth Villalobos	Lead Teacher	beth_villalobos@rdale.org
Natalie Garcia	Lead Teacher	natalie_garcia@rdale.org
Lisa Cossette	Lead Teacher	lisa_cossette@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).

<b>Student Group</b>	<b>Percent of Total Enrollment</b>	<b>Enrollment Count</b>
<b>American Indian/Alaskan Native</b>	Fed .26%    State .53%	Fed 2    State 4
<b>Asian</b>	Fed 1.48%    State 3.63%	Fed 11    State 27
<b>Hawaiian/Pacific Islander</b>	Fed 0%    State 0%	Fed 0    State 0
<b>Hispanic</b>	Fed 21%    State 20%	Fed 156    State 146
<b>Black, not of Hispanic Origin</b>	Fed 7.12%    State 13.71%	Fed 53    State 102
<b>White, not of Hispanic Origin</b>	Fed 60%    State 62.5%	Fed 447    State 465
<b>Two or More Races</b>	Fed 10%    State 0%	Fed 75    State 0
<b>English Learner</b>	6.31%	47
<b>Special Education</b>	7.12%	53
<b>Free/Reduced-Price Lunch</b>	25.8%	192
<b>Homeless</b>	.40%	3
<b>Neglected</b>	Enter enrollment percent here	Enter enrollment count here
<b>Delinquent</b>	Enter enrollment percent here	Enter enrollment count here
<b>Foster Care</b>	Enter enrollment percent here	Enter enrollment count here
<b>Military</b>	Enter enrollment percent here	Enter enrollment count here
<b>High Mobility</b>	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

<b>Data</b> Teams are expected to review the following data.	<b>Reflection</b> What did you learn from the data you reviewed?	<b>Next Steps</b> If needed, what will you do next to advance the data review process?
Enrollment Data	We have very little attrition and mobility of students. 91% of 5th grade RSI students have been enrolled since Kinder. We have a strong sense of community at our school. In many grade levels, we have almost 50% students of color.	-When we get a request for a student leaving, we would like an exit interview to see why they are leaving and where they are going. -As our population continues to change, we need to review and continue to grow our culturally responsive and inclusive practices/ pedagogy. We also need to continue to integrate and invite families within our learning community (ex. Parent learning academy, etc.)
MCA/MTAS <b>Proficiency</b> and Achievement Level Data at the School Level, by Student Group and Grade	<p>Reading cohort scores are increasing. 66% proficient in reading for all students and 24.8% students of color are proficient. There was a big loss in proficiency for our African American and Hispanic students.</p> <p>Math cohort scores are decreasing. 59.7% proficient in math for all students and 29% students of color are proficient. The largest decrease was in scores was African American students. Hispanic and two or more races also decreased.</p>	<p><u>Reading</u></p> <p>-Strategic planning for literacy blocks in order to facilitate the sharing of resources to support student needs (ex. pooling interns and EA's to meet needs). This requires a mindset shift for educators to consider the whole grade level as opposed to just each classroom. This also requires a mindset shift for educators to work with interventions as opposed to handing it off to someone else or expecting someone to come into the room.</p> <p><u>Math</u></p> <p>-Revisit the non-negotiables (concrete, representational, abstract)</p> <p>-Check in with staff to see who needs support and training with MIF and math non-negotiables</p>

		<p>-What do we have? What do we need to know?</p> <p>-We need to be stronger with bridging in math, look at the cognates especially</p> <p>-Prepare students to use the tools that they will have on the MCA (ie. calculators)</p> <p><u>Reading/Math/Overall</u></p> <p>We need to work to collaborate with Sp. Ed., specialists and support staff in order to do what's best for students and have more communication about workload, etc</p>
MCA/MTAS <b>Growth</b> Data (focus on <b>high growth</b> , not just expected growth)	See above	See above
ACT Proficiency and Achievement Level Data at the School Level, by Student Group and by Grade	N/A	N/A
<a href="#">ACCESS for ELs Proficiency Data</a>	31 of 34 students made growth on the ACCESS test. Listening scores were the highest. Speaking was higher than reading and writing.	<p>-Continue servicing students</p> <p>-Continue to improve communication and collaboration between educators and the EL instructor.</p>
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	aReading and aMath (2-5) scores gave a successful projection for MCA score in some cases. In looking at the data, we didn't feel like aReading and aMath provided enough specific information to be useful. In order to interpret the data, we would need more understanding and/or a different tool that provides more specific information (for example, strand data scores, if-then information, more akin to data that came from MAP testing)	<p>-More training on aReading and aMath and interpreting the data</p> <p>-Clear message and common expectations for norms and the required tests (ex. earlyreading, CBM, etc.)</p> <p>-Use Fountas and Pinnell to cross-check and place more weight on comprehension as opposed to speed</p>

	<p>CBM K-1</p> <p>K: There are approx 40 out of 135 students below proficient in their syllable reading (Spanish)</p> <p>1: The norms for first grade increased dramatically. Fluency scores did not reflect comprehension.</p>	
Diagnostic Data by Student Group and by Grade	N/A	N/A
Progress Monitoring (Intervention) Data by Student Group and by Grade	N/A	N/A
No Credit (NC) Data by Student Group and by Grade	N/A	N/A
Office Referral/Suspension Data by Student Group and by Grade	<p>Level 1 ODRs</p> <p>K - 17.8%</p> <p>1 - 14.5%</p> <p>2 - 20.4%</p> <p>3 - 23.4%</p> <p>4 - 17.8%</p> <p>5 - 5.9%</p> <p>Level 2-4 ODRs:</p> <p>23 students received 2 or more Level 2 or higher ODRs</p> <p>Suspension Data: Four out of school suspensions. Three for one student (Black/African American), the other student is Hispanic/Latino.</p>	<p>Continued support and common understanding and expectations for when to write an ODR, how to fill it out, when to hand it in and how to communicate with families.</p> <p>Revisit ODR flow chart</p> <p>Ken will meet with a group of third grade boys.</p>
Program Enrollment/Participation Data by Student Group and by Grade	N/A	N/A
SIP Goal Implementation/Monitoring Data (Fidelity of Implementation checks)	Not available	Having agenda item for ILT to review SIPP implementation and data monitoring

Perception data collected from staff, students, parents, or other stakeholders	N/A?	
Other building specific data		

## 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

<b><u>Successes</u></b>	
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	Grade level cohort percentages have increased over the years 5th grade, two or more races, ELL, special education, and GT proficiency scores increased from last year.
Mathematics	5th grade & special education proficiency scores increased from last year
Graduation (if secondary)	N/A
English Language Proficiency	31 out of 34 students made growth.
Attendance	We are at 98.2% which is fantastic (district and state average is 85%)

<b><u>Prioritized Concerns</u></b>	
After reviewing the data in step 1, what concerns were noted? Concern	
Reading	MCA data tells us that we have an achievement gap. Meeting the needs of students of color



Mathematics	MCA data tells us that we have an achievement gap. Meeting the needs of all students with a focus on students of color.
Graduation (if secondary)	N/A
English Language Proficiency	Stronger collaboration between EL teacher and classroom teachers
Attendance	Parent/family communication in regards to tardies, leaving early and absences. Car and bus traffic will be managed differently in order to make the drop off and pick-up process smoother to avoid parents dropping off or picking up late/early.
Immersion/Language Acquisition	Changing the 90/10 immersion model to early-total one-way. Discussion around number of minutes in all grades, focusing on adjusting minutes in K-3.

### **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	Lack of an understanding of reading culture (too much focus on speed). Lack of culturally responsive teaching practices in addition to a lack of culturally relevant texts for use in the classroom. Lack of understanding in current best practices tied to Biliteracy with an open mind to change and a teacher buy-in. Lack of knowledge (until this year) in Common Core Spanish standards and how they tie and relate to the ones in English (a foundational skills scope and sequence).
Mathematics	Lack of training and implementing the non-negotiables in MIF and math in general. Lack of training in interventions around math and lack of resources to use for best practice, targeted interventions.
Graduation (if secondary)	N/A
English Language Proficiency	Need to focus on funds of knowledge that EL students come in with.
Attendance	Students and families want to be at 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)

<b>Strategy #1</b>	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The <b>Strategy</b> we are going to implement is	Implement best practices in teaching for biliteracy to support Balanced Literacy within our early total one-way immersion model.
to address the <b>Root Cause</b>	Our population is changing and the opportunity gap is increasing
Which will help us meet this student outcome <b>Goal*</b>	Raise reading proficiency in Spanish and in English per MCA data, Fountas and Pinnell and DRA's. English reading MCA from 66.0% proficiency to 76% Spanish reading CBM data from 1-5

\*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 best practices for immersion to support all pillars of focus

**Root-Cause:** All students are not making growth and the opportunity gap is increasing

**Goal:** Raise reading proficiency in Spanish and in English per MCA data, Fountas and Pinnell and DRA's.

English reading MCA from 66.0% proficiency to 76%

Spanish reading CBM data from 1-5

(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	Due Date
“Immersion 101”- conversation with staff around non-negotiables and look-fors in an immersion classroom. **EAs and interns should be invited to this	Patrick and Learning Leaders	List of look-fors	-Current research -Keeping students in target language	August: Workshop week
Differentiated professional development on best practice for immersion: oracy, TPRS, error correction, circumlocution, output strategies	K-5 teachers who feel comfortable	-Survey after professional development	-Proactive planning for	Workshop week: Staff meeting data collection

			professional learning	November 5: All staff professional learning differentiated January: Learning Walks April: All staff check in and reflection
Dicatado and authentic word walls to address foundational reading skills	K-5 teachers	-Classroom data checks in PLC and/or team planning -Walk through and/or grade level meetings	-Teaching for Biliteracy texts -New teacher training/on-boarding	*Grade level team document with dictados used for week/month shared with Ken, Dan and Patrick*  October: Staff meeting data collection December: Walk through during dictado time (Ken, Patrick, Dan) March: Grade level team conversation and planning for the following year
Common Literacy Block and sharing students during RtI time <ul style="list-style-type: none"> <li>Need training and information on how to properly group for RtI</li> </ul>	K-5 Admin	Data from RtI block shared through PLCs	More information and training on how to group for RtI	Data shared each month
Teachers will implement 6 Elements of effective literacy instruction  <a href="#">Look fors for 6 elements</a>	K-5 Learning leaders	-Classroom data checks in PLC and/or team planning -Walk through and/or grade level meetings	Continued information from the district	Fall check on first three elements (from last year) Spring check on last three elements
Benchmark Curriculum	Benchmark K-5		Curricular resource	Ongoing/ integrated into PD schedule
Biliteracy Instruction	K-5 Learning leaders	-Classroom data checks in PLC and/or team planning -Walk through and/or grade level meetings	Curricular resource	Ongoing/ integrated into PD schedule

CRT in all instructions (revisit NUA, revisit racial autobiographies)	K-5	-Classroom data checks in PLC and/or team planning -Walk through and/or grade level meetings	Culturally Responsive Teaching and the Brain by Zaretta Hammond	Ongoing/ integrated into PD schedule
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*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)?
- 
- 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?

<b>Strategy #2</b>	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The <b>Strategy</b> we are going to implement is...	Teachers will implement culturally relevant teaching practices
...to address this <b>Root-Cause(s)</b>	to address implicit bias and have a better understanding of who students are, what they need and to build upon their funds of knowledge
Which will help us meet this student outcome <b>Goal*</b>	Raise proficiency level of all students, with a focus on raising the proficiency of black and Latino students in reading achievement from 38.5% to 49% by the end of year per MCA data.

\*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 #1:** Implement culturally relevant teaching practices

**Root-Cause:** to address implicit bias and have a better understanding of who students are, what they need and to build upon their funds of knowledge

**Goal:** Raise proficiency level of all students, with a focus on raising the proficiency of black and Latino students in reading achievement from 38.5% to 49% by the end of year per MCA data.

(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	Due Date/Fidelity check
Book study: Culturally Responsive Teaching and the Brain by Zaretta Hammond	-Teacher volunteer(s) to lead -K-5 teachers (optional)	Share out/blog	-Facilitators guide -Schoology?	Begin in November January check in Finish February
LOGROS and cultural assemblies	-Teachers -Interns -Community members	Student engagement as measured by adults	Engaging material	Monthly LOGROS assemblies
Revisit NUA strategies and professional learning	Ken, Beth and classroom volunteers	-Survey after professional development -Share out at staff meeting	-Proactive planning for professional learning	October: Staff meeting data collection November 5: All staff professional learning differentiated February: Learning Walks April: All staff check in and reflection
Meaningful and purposeful family and community integration	Equity team Equity specialist Teachers and admin Community members	Family sense of belonging survey Number of families in attendance Survey after events		

To add additional action steps, Place 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)?
  - choose materials and instructional practices to align with best practices for Balanced Literacy and MTSS
  - use cultural frame of reference when planning for your lessons
- 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?

<b>Strategy #3</b>	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The <b>Strategy</b> we are going to implement is	Teachers will use non-negotiable math instructional practices
to address the <b>Root Cause</b>	to address the discrepancy in teacher training and knowledge of our Math in Focus materials and the non-negotiable instructional practices.
Which will help us meet this student outcome <b>Goal*</b>	The three year average for proficiency on the Math MCA at RSIS will increase from BASELINE DATA to TARGET DATA by May 2022.

\*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:** Non-negotiable math instructional practices

**Root-Cause:** to address the decrease in math proficiency

**Goal:** The three year average for proficiency on the Math MCA at RSIS will increase from BASELINE DATA to TARGET DATA by May 2022.

(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	Due Date
Staff will complete a self-assessment to share their understanding of Math in Focus and the non-negotiable instructional practices	Staff	Data from self-assessment	Google form	-Beginning self-assessment by the end of September -Mid-year self assessment -Final self-assessment by March
Math in Focus/Non-negotiables training for all staff in order to bring everyone up to speed <ul style="list-style-type: none"> <li>● CRA/CPA (Concrete, representational/pictorial, abstract)</li> <li>● Math is thinking and questioning</li> <li>● Number talks to spark thinking and questions prepared by teacher</li> <li>● Gradual release</li> <li>● Visualization</li> </ul>	District support - someone trained in Math in Focus	Staff feedback/survey	-MIF -Trainer -Professional Learning -Manipulative check-in for each classroom	Staff meeting in September
Walkthrough to check in	District support with admin	Data from walkthrough	List of look-fors	TBD

*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)?
  - utilizing non-negotiables in all classrooms will create a positive math culture and set routines to increase math proficiency

- non-negotiables will help provide differentiation for all students

- 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 #4	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The <b>Strategy</b> we are going to implement is	
to address the <b>Root Cause</b>	
Which will help us meet this student outcome <b>Goal*</b>	Enter a SMART goal.

\*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 #4

### Strategy #4: MTSS

**Root-Cause:** to address achievement gap in our data

**Goal:** Strengthen processes and procedures to increase consistency among staff

(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	Due Date
CRT - interventions (academic, behavior/SEL)				
Common documentation	Dan			
List of Interventions	Dan			
Review flow-chart, roles and responsibilities				

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

### Progress Toward Goal #5:

- 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?

## 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.

<b>When</b> will the communication take place	<b>What</b> is the message	<b>Who</b> is the audience	<b>How</b> 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.