



School Improvement (SI) Plan
Contact Information

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Zachary Lane Elem K-5	Phone:763-504-7300
School Address:4350 Zachary Lane, Plymouth, MN 55442	Fax: 763-504-7309
Principal: Matt Phelps	Email: matt_phelps@rdale.org
School Identification: x <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 #281	Superintendent Phone: 763-504-8000
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
Matt Phelps	Principal	matt_phelps@rdale.org
Kelly Kudla	Asst. Principal	kelly_kudla@rdale.org
Jenny Ellison	2nd gr Teacher - learning leader	jennifer_ellison@rdale.org
Heather Russ	3rd gr Teacher - learning leader	heather_russ@rdale.org
Andrea Driscoll	K Teacher - learning leader	andrea_driscoll@rdale.org
Sara Quinn	5th gr Teacher - learning leader	sara_quinn@rdale.org
Mike Westby	5th gr Teacher - team lead	mike_westby@rdale.org
Lance Mayer	4th gr Teacher - team lead	lance_mayer@rdale.org
Colleen Mayer	3rd gr Teacher - team lead	colleen_mayer@rdale.org
Holly Moss	2nd gr. Teacher - team lead	holly_moss@rdale.org
Elizabeth Benson	1st gr Teacher - team lead	elizabeth_benson@rdale.org
Shari Levitt	K Teacher - team lead	Shari_levitt@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	0.4%	2
Asian	6.6%	35
Hawaiian/Pacific Islander	0%	0
Hispanic	5.5%	29
Black, not of Hispanic Origin	12.5%	66
White, not of Hispanic Origin	67.7%	359
Two or More Races	7.4%	39
English Learner	4.3%	23
Special Education	7.9%	42
Free/Reduced-Price Lunch	20.8%	110
Homeless	1.3%	7
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	Our demographics and enrollment all show variations within 1%, essentially unchanged from year to year, but becoming slightly more diverse over time.	
MCA/MTAS Proficiency and Achievement Level Data at the School Level, by Student Group and Grade	Math (55%), and Science (63%) have shown declines for the past 5 years. After falling for 3 years, reading in 2018 was essentially flat, with 3% growth in 2019 (69.6% preliminary)	
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		
MAP Data at a School Level, by Student Group and by Grade (through 2018)		
FAST Data at School Level, by Student Group and by Grade	FAST a Reading - proficient 72% Fall to 75% Winter. 1st and 2nd grade grew from 67% to 80% and 60% to 75% respectively, Fall to Winter. Grades 3-5 fell slightly from 81% to 78%, 79% to 77%, and 70% to 66%, respectively. Males grew from 68% to 72% and Females grew from 76% to 78%, Fall to	

	<p>Winter. Asian students grew from 82% to 93%, students of more than one race grew from 61% to 64%, and white students grew from 78% to 82%. African American and Latino students stayed flat at 47% and 52% respectively.</p> <p>Reading growth at the accelerated and above average growth was 22% and 15% respectively, with 20% of students showing average growth. 17% of students showed slightly below average growth, while 26% of students showed below average growth.</p> <p>FAST aMath showed fall proficiency at 63% and winter at 61%. 1st gr grew from 50% to 75%, and 2nd gr grew slightly from 70% to 71%. Grade 3 fell from 78% to 64%, grade 4 fell from 66% to 59%, and grade 5 fell from 47% to 40%. Females grew from 54% to 58%, but Males fell from 71% to 65%. White students stayed flat with 71% while students of two or more races grew from 47% to 53%. Asian students fell from 71% to 54%, Af. American students fell from 31% to 25%, and Latino students fell from 48% to 43%.</p> <p>Math growth at the accelerated or above average growth was 24% and 14% respectively, with 18% of students showing average growth. 15% of students were slightly below average growth, and 29% of students were below average growth.</p>	
Diagnostic Data by Student Group and by Grade		
Progress Monitoring (Intervention) Data by Student Group and by Grade		

No Credit (NC) Data by Student Group and by Grade		
Office Referral/Suspension Data by Student Group and by Grade		
Program Enrollment/Participation Data by Student Group and by Grade		
SIP Goal Implementation/Monitoring Data (Fidelity of Implementation checks)		
Perception data collected from staff, students, parents, or other stakeholders		
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

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	Reading proficiency on the MCA grew by 3% to 69.6% over last year for grades 3-5. All demographic groups and sub-groups grew in proficiency, except for our white students who declined by 3% from 77% to 74% . 82.4% of our 5th grade students were proficient or better on Reading MCA. Af. American students rose 13% to 43.6% after declining for 6 years. Grades K-2 show high levels 70-80% of students "on track" or low risk based on FAST.
Mathematics	aMath shows strong growth and 71-75% proficiency in our 1st and 2nd grade students.
Graduation (if secondary)	

English Language Proficiency	EL students increased in reading proficiency from 10% to 20% from 2018
Attendance	Attendance rates are steadily above 90% year over year.

Prioritized Concerns

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

Concern

Reading	African American students are still at less than 50% proficient, despite large gains.
Mathematics	Nearly all groups are showing declines in math growth and proficiency as a longer trend over time, 24% over 5 years.
Graduation (if secondary)	
English Language Proficiency	
Attendance	
Other	

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	Special emphasis on the Balanced Literacy elements of read-aloud, read to self, student choice, reading intervention during dedicated MTSS time, and comprehension strategies seem to be helping support our students.
Mathematics	Emphasis on reading has taken some focus and time away from Math instruction. Reduced use of physical manipulatives at some levels may not be providing enough support for struggling students. Walkthrough data indicates that most math instruction is happening as whole group, which may not reach all students.
Graduation (if secondary)	

English Language Proficiency	
Attendance	

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 x if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is...	Explicit phonics, phonemic awareness, and phonemic segmentation instruction, for grades K-1 and for intervention with students below grade level K-5.
...to address this Root-Cause(s)	Balanced literacy emphasis on reading for accuracy will help all students comprehend, better, what they are reading.
Which will help us meet this student outcome Goal*	Zachary Lane students in grades 3-5 will increase their level of proficiency across grade levels on the MCA Reading test from 69% in 2019 to 79% in 2020. In addition, African American students at Zachary Lane will increase reading proficiency from 43.6% on MCAs in 2019 to 58% by 2020 and 73% by 2021.

*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: Explicit phonics, phonemic awareness, and phonemic segmentation instruction, for grades K-1 and for intervention with students below grade level K-5.

Root-Cause: Balanced literacy emphasis on reading for accuracy will help all students comprehend, better, what they are reading.

Goal: Zachary Lane students in grades 3-5 will increase their level of proficiency across grade levels on the MCA Reading test from 69% in 2019 to 79% in 2020. In addition, African American students at Zachary Lane will increase reading proficiency from 43.6% on MCAs in 2019 to 58% by 2020 and 73% by 2021.

(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	t	o	e	a	e	a	p	a	u	u	
				g	p	o	v	c	n	b	r	r	y			
				s	t	b	e	m	a	r	h	i				
				t	e	r	r	b	r	y						
Training and initial implementation for K-1 teachers in LETRS	Principal, Asst Principal, Learning Leaders and Inst leaders	Implementation fidelity will be monitored through walkthroughs	Professional Dev. calendar indicates at least 6 dates for PD. Planning for PD implementation is needed before each PD day.	x <input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Learning Leaders and Leadership team monitor phonic/phonemic need and understanding in gr 2-5	Learning Leaders and Instr. Leadership	PLC and MTSS process	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"/>	
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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)?

Comprehension on MCAs will not significantly increase unless students are able to decode text with fluency and accuracy (Balanced literacy)

- 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 x if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	Use and connect mathematical representations
to address the Root Cause	Many students are struggling with concrete understanding of math concepts. Use of physical manipulatives has decreased at some levels corresponding with decreases in achievement.
Which will help us meet this student outcome Goal*	Zachary Lane students in grades 3-5 will increase their level of proficiency across grade levels on the MCA Math test from 55% in 2019 to 65% in 2020. In addition, all Zachary Lane students who are showing slightly below average, or below average growth in math will decrease from 15% of students who were slightly below average growth, and 29% of students with below average growth in 2019, to 5% in slightly below, and 5% below average growth by 2020 using FAST aMath benchmarks.

*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: Use and connect mathematical representations

Root-Cause: Many students are struggling with concrete understanding of math concepts. Use of manipulatives has decreased at some levels corresponding with decreases in achievement.

Goal: Through the use of concrete mathematical manipulatives, Zachary Lane students who are showing slightly below average, or below average growth in math will **increase their level of proficiency across grade levels on the MCA Math test from 55% in 2019 to 65% in 2020**, and decrease from 15% of students were slightly below average growth, and 29% of students were below average growth in 2019 to 5% in slightly below, and 5% below average growth by 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	a	a	
				g	p	t	v	c	n	b	r	p	r	y	n	
				s	t	e	e	m	m	a	r	h	i	e	e	
				t	e	m	b	b	r	u	a					
				m	b	e	r	e	y	r						
				b	e	r										
				e	r											
Training review on the need for, and use of manipulatives, concrete-representational-abstract. Using and connecting mathematical representations	Consult with Dist Math Sp.	fidelity checklist for use during walkthrough	Classroom sets of manipulatives	x <input type="checkbox"/>	x <input type="checkbox"/>	x <input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	x <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Facilitate Meaningful Mathematical Discourse. Continue with Number Talks and Why Before How	Classroom teachers	fidelity checklist for use during walkthrough	“Why before how” and “Number Sense Intervention” books are available	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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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"/>	

*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)?

MTSS process alignment with leveled representation of math concepts for students at different development and mastery stages. Allows for differentiation and intervention.

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

Why before How and Number talks training is in initial implementation. Some teachers have embedded the talks into daily practice, but it is not school-wide.

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

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

Implementation for number talks and manipulative use will be monitored and adjusted monthly, with follow up training if needed.

Strategy #3	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	Click or tap here to enter text.
to address the Root Cause	Click or tap here to enter text.
Which will help us meet this student outcome Goal*	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 #3

Strategy #3: Copy from the summary above

Root-Cause: Copy from the summary above

Goal: Copy from the summary above

(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	c	n	b	r	p	r	n	n	
				s	t	e	e	e	b	r	h	i	y	e	l	
				t	e	m	b	m	a	u						
				e	r	b	e	b	r	a	r					
				r		e	r	e	y	r						
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*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)?
- 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.

When will the communication take place	What is the message	Who is the audience	How will it be communicated
Each staff meeting and at 6 PD days during the year	Our action steps center on enhancing instruction with new knowledge and practices for teachers. The new (or reviewed and better implemented) instruction will be monitored and adjusted throughout the year.	Teachers, primarily.	The info will be communicated in person, face-to-face, along with resources for reflection and practice.
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.
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