



School Improvement (SI) Plan
 Contact Information

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Northport Elementary, 019, K-5	Phone: 763-504-7800
School Address: 5421 Brooklyn Blvd, Brooklyn Center, MN 55427	Fax: 763-504-7809
Principal: Frederico Rowe	Email: frederico_rowe@rdale.org
School Identification: <input type="checkbox"/> N/A <input checked="" 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 Carlton Jenkins	Superintendent Email: carlton_jenkins@rdale.org
District Address: 4148 Winnetka Avenue North 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
Frederico Rowe	Principal	frederico_rowe@rdale.org
Shalinda Sherrod	Assistant Principal	shalinda_sherrod@rdale.org
Kim Henke	Instructional Support Specialist	kimberly_henke@rdale.org
Jamie Groth	Instructional Support Specialist	jamie_groth@rdale.org
Chrissy Mohr	Grade Level Teacher	christine_mohr@rdale.org
Kaitlyn Michaels	Grade Level Teacher	kaitlyn_michaels@rdale.org
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Maria Huerta	Hispanic Family Liaison	maria_huerta@rdale.org
TBD	Parent	
TBD	Parent	
Alina Campana	Community Member	alina.campana@pcae.k12.mn.us

Shelly Schwab

School Improvement Specialist

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Lacey Rotier

Technical Assistance

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Special Education

Mike Vestal

Grade Level Teacher

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Tamika Fuller

Implementation Specialist Consultant

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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"/>	X	X	<input type="checkbox"/>	X	X	<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	1
Asian	16.7	101
Hawaiian/Pacific Islander	0	0
Hispanic	28.4	172
Black, not of Hispanic Origin	32.7	198
White, not of Hispanic Origin	14.7	89
Two or More Races	7.4	45
English Learner	32.7	198
Special Education	9.4	57
Free/Reduced-Price Lunch	73.9	448
Homeless	2.8	17
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	2018-2019 Enrollment Data	
MCA/MTAS Proficiency and Achievement Level Data at the School Level, by Student Group and Grade	Data Profile	
MCA/MTAS Growth Data (focus on high growth , not just expected growth)	Data Profile	
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	Link to data - Math (grade level) Literacy Data (by grade level)	
Diagnostic Data by Student Group and by Grade	First Grade DRA Data Second Grade DRA Data Third Grade DRA Data Fourth Grade DRA Data Fifth Grade DRA Data	
Progress Monitoring (Intervention) Data by Student Group and by Grade	First Grade Literacy Progress Monitoring Data Second Grade Literacy Progress Monitoring	

	Data Third Grade Literacy Progress Monitoring Data Fourth Grade Literacy Progress Monitoring Data Data Fifth Grade Literacy Progress Monitoring Data	
No Credit (NC) Data by Student Group and by Grade		
Office Referral/Suspension Data by Student Group and by Grade	2018-2019 Major Referral/Suspension Data	
Program Enrollment/Participation Data by Student Group and by Grade		
SIP Goal Implementation/Monitoring Data (Fidelity of Implementation checks)	Was data collected?	(Shelley has sample from 2018-19 MLE and other districts)
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	Literacy data <ul style="list-style-type: none"> • Significant Growth in Kindergarten in all tested literacy areas, except DRA • Significant Growth on DRA for 1st and 2nd grade • Significant Growth or Growth in 2nd grade in all tested literacy areas, except ORF
Mathematics	Link to data <ul style="list-style-type: none"> • Growth in 2nd and 3rd grade on multiple FAST assessments • Significant Growth on 4th grade CBM- Automaticity • Significant growth in 3 classrooms in 3rd and 4th grade on MCAs
Positive School Culture & Climate (MTSS)	<p>We implemented the MTSS process/framework this year, with a greater level of fidelity in terms of interventions (and tracking those interventions) for both academics and behavior. We ensured that schoolwide data protocols included multiple assessment measures; both literacy and math included a minimum of three universal screeners per testing window in order to triangulate results and identify students who need to receive small group and individualized interventions from our intervention support specialists. Through a concerted effort, we were able to identify the root cause for the students who were showing discrepancies in achievement and or behavior concerns based on data. We also increased the level of student agency through our after school academic enrichment program which included various offerings such as, mathematics, literacy, art club and technology club. We also had monthly school wide PBIS celebrations for students who demonstrated expected behaviors around our BEAR expectations. Lastly, we decreased our number of major ODRs by 64%, going from 477 in 2018-2019 to 174 in 2018-2019.</p>
English Language Proficiency	<p>We drafted a comprehensive plan to implement a two-way Spanish Dual Language program to support the Spanish and English language development of our Spanish-speaking EL students. We were able to plan for the implementation of a two classrooms in kindergarten to support the native language literacy of 25+ spanish speaking students, growing capacity in subsequent years.</p> <p>We changed delivery of services delivered by EL staff to push-in small group facilitation and co-teaching to support language acquisition through content-based language instruction..</p>
Attendance	

Prioritized Concerns

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

Concern

Reading	Literacy data <ul style="list-style-type: none"> • Regression or stagnation in oral reading fluency in grades 1-5
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	<ul style="list-style-type: none"> Kindergarten shows significant growth, but only Onset Sounds are above 50% benchmark goal for EOY 2nd grade shows mostly growth, but nothing is above 50% benchmark goal for EOY 1st grade is mostly stagnant, and most scores are below 25% Grades 3-5 are showing regression or stagnation in aReading, ORF, and DRA aReading is showing the lowest progress as a school
Mathematics	<p>Link to data</p> <ul style="list-style-type: none"> Lack of growth in 5th grade on MCAs and FAST Still not seeing over 50% proficiency on any math assessment as a school K and 1 - students are not showing math fluency on any assessment (can demonstrate skills in isolation but not able to apply on comprehensive assessments or timed assessments) Lack of experience using online assessments in K-2 Not seeing growth on AMath as a school
Positive School Culture & Climate (MTSS)	<p>Being reactive instead of proactive to student academic and or behavior concerns. Ensure teachers are fully involved in the MTSS process for students who are being referred for academic and or behavior.</p> <p>Continue to refine the data collection process so data drives decision-making for academic and behavior interventions.</p> <p>In terms of academics, continue to utilize learning progressions, formative assessments, and differentiated groupings during the 2019-2020 school year.</p> <p>Continue with monthly school wide PBIS celebrations, however streamline the data collection process.</p>
English Language Proficiency	<ul style="list-style-type: none"> Stagnation in growth of English proficiency among students with Spanish as home language (28.9% of students) Continued need for early intervention among Level 1 / 2 Spanish-Speaking EL students Reduced FTE to support Spanish-speaking EL students
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	<ul style="list-style-type: none"> Lack of time management to implement the entire literacy framework to fidelity Lack of planning for instructional and independent reading practice opportunities
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	<ul style="list-style-type: none"> ● Ineffective small group instructional time ● Ineffective independent reading instructional time ● Students not reading “good-fit” books ● Not embedding or utilizing phonics skills practice opportunities ● Lack of student centered reading, writing, sharing opportunities ● Lack of informal assessing to know and understand the student's reading abilities ● Continue to build student's listening comprehension through shared read alouds ● Missing the connection from daily practice to standardized testing
Mathematics	<ul style="list-style-type: none"> ● Needing high expectations K-5 and pushing students to exceed standards ● Math mindset ● Need more grade level unit planning and assessments created before unit begins (learning progressions) ● lack of procedural fluency and number sense fluency ● lack of conceptual understanding in 3-5 ● Increase productive struggle and investigative learning- problem solving skills ● Continue to building number sense skills K-3 ● Need accelerated growth ● More 1-1 coaching ● Need to increase student accountability ● Need more practice on how to take an assessment - decrease stress and increase motivation
Positive School Culture & Climate (MTSS)	<p>Growth mindset All stakeholders at the table for students needing more intensive interventions Implementation of math and literacy and Safe and Civil Schools frameworks with fidelity Use CHAMPS approach schoolwide in partnership with PBIS student recognition</p>
English Language Proficiency	<ul style="list-style-type: none"> ● No systems for delivery of native language literacy in Spanish to develop language skills in students' first language to facilitate transfer of skills to English.
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 <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is...	The strategy we are going to implement is creation of a Two-Way Spanish Dual Language Program in K for 19-20
...to address this Root-Cause(s)	to address the root-causes of: <ul style="list-style-type: none"> No systems for delivery of native language literacy in Spanish to develop language skills in students' first language to facilitate transfer of skills to English.
Which will help us meet this student outcome Goal *	The percent of students in grades 3-5 scoring proficient or higher in reading will increase from 34% to 44% by May 2020 as measured by the MCA test.

*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: Implementation of Two-Way Spanish Dual Language Program

Root-Cause:

- Ineffective systems and instructional support to develop native language literacy skills for students for whom spanish is their home language.

Goal:The percent of students in grades 3-5 scoring proficient or higher in reading will increase from 34% in 2019 to 44% in 2020 as measured by the MCA test.

(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	r	a	u	u	
				g	p	t	v	c	n	b	r	p	y	n	l	
				s	t	e	e	m	e	r	h	i	e	e		
				t	e	b	b	e	r	a						
					m	e	e	r	r	r						
					b	r	r									
					e											
				r												
Creation of 2 two-way Spanish Dual Language classrooms in K	Coordinator for DLI Programs, K DLI teachers	Fidelity checks using Guiding Principles of Dual Language Education (Center for Applied Linguistics)	Instructional resources in Spanish to support literacy instruction (Benchmark Taller)	<input checked="" 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"/>	September 2019

Utilize assessment to find and set goals for readers and monitor progress in English and Spanish.	Literacy instructional coach, Coordinator for DLI Programs, K grade level teams	Conferring fidelity check	Conferring binders or notebooks.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>	June 2020
Notice, name, and, teach strategies to students to support language transfer from Spanish to English and English to Spanish	Coordinator for DLI Programs, K DLI teachers	Conferring fidelity check	Resources from the books. Biliteracy unit frameworks created by K DLI teachers and DLI Coordinator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>	June 2020
Send EL and DLI teachers to La Cosecha Dual Language Conference in Albuquerque NM to learn strategies and systems to support implementation of Dual Language Program	K DLI teacher, EL teacher, Gr 1 teacher	Implementation of evidence-based strategies to support Spanish literacy instruction and language transfer	Funding to support attendance of conference				<input checked="" type="checkbox"/>									November 2019

*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 is aligned to all three pillars in that it
 - a) provides native language literacy support through a structured workshop model supporting literacy acquisition in Spanish and English while facilitating transfer of skills between languages
 - b) provides systems of support for EL students helping to identify academic strengths and areas of growth for support, eliminating language as a barrier to academic success
 - c) honors and enhances student voice and culture through culturally responsive and inclusive pedagogical practices..

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

2 classrooms of Kindergarten Spanish Dual language were implemented in Fall 2019. The program successfully enrolled 45 students across both classrooms. Since there was no track record of success for the program there was a lot of salesmanship and trust of parents to enroll their children in the program. Fidelity of enrollment is being tracked in IC through application of a DLI flag to all enrolled students.

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

Spanish-speaking students have been affected in that we are able to monitor their development in their first language and build upon the assets they already bring to school. We are projecting Spanish-speaking students will be reading at grade level in Spanish by the end of the year. We are projecting English speaking students reading proficiency will approximate that of their Spanish-speaking peers but would need additional support in vocabulary acquisition.

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

Revisions and modifications to DLI literacy curriculum will be adjusted after initial implementation of the current model using Benchmark Workshop / Taller resources. Additional modifications may be made to interventionist and EL teacher schedules to enhance their ability to work with students in small groups and support teachers in implementation of sheltered instructional strategies to support language learning.

Strategy #2	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is...	The strategy we are going to implement is conferring
...to address this Root-Cause(s)	to address the root-causes of: <ul style="list-style-type: none"> ● Ineffective independent reading instructional time ● Students not reading “good-fit” books ● Not embedding or utilizing phonics skills practice opportunities ● Lack of student centered reading, writing, sharing opportunities ● Lack of informal assessing to know and understand the student's reading abilities
Which will help us meet this student outcome Goal*	The percent of students in grades 3-5 scoring proficient or higher in reading will increase from 34% to 44% by May 2020 as measured by the MCA test.

*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: Utilize conferring/student conferences during independent reading time to maximize student reading growth

Root-Cause:

- Ineffective independent reading instructional time
- Students not reading “good-fit” books
- Not embedding or utilizing phonics skills practice opportunities
- Lack of student centered reading, writing, sharing opportunities
- Lack of informal assessing to know and understand the student's reading abilities

Goal:The percent of students in grades 3-5 scoring proficient or higher in reading will increase from 34% in 2019 to 44% in 2020 as measured by the MCA test.

(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- Updated 1/31/2020	Person(s) Responsible	Measurement	Resources Needed	A u g u s t	S e p t e m b e r	O c t o b e r	N o v e m b e r	D e c e m b e r	J a n u a r y	F e b r u a r y	M a r c h	A p r i l	M a y	J u n e	J u l y	Due Date
Teachers will utilize classroom environment expectations developed with instructional coach that sets guidelines for independent reading/practices (conferring) aligned to Danielson Framework. PRACTICE PROFILE Needed v/s The classroom environment for 15- 20 minutes of daily independent reading opportunities.	Classroom Teacher, Literacy instructional coach, grade level teams, literacy team	Environmental fidelity check, daily schedule, anchor chart expectations,	Benchmark conferring resources <u>Reading Conferences</u> by Jennifer Serravallo	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	June 2020
The classroom environment will During conferencing teacher will utilize current data (anecdotal, formal, informal, observation, and FAST) to set goals for readers and monitor progress.	Literacy instructional coach, grade level teams, literacy team	Conferring fidelity check	Conferring binders or notebooks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	X <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	June 2020

feedback by...Notice, name, and, teach strategies to students.	Literacy instructional coach, grade level teams, literacy team	Conferring fidelity check	Resources from the books.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	June 2020
Provide feedback and allow students opportunities to share reading and writing with peers. -How often, to what extent, increased measurability and clarity	Literacy instructional coach, grade level teams, literacy team	Share and reflect fidelity check		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	June 2020

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)?
- 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 x if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	Build procedural fluency to promote conceptual understanding (updated 1/21/2020)
to address the Root Cause	<ul style="list-style-type: none"> • Needing high expectations K-5 and pushing students to exceed standards • Math mindset • Need more grade level unit planning and assessments created before unit begins (learning progressions) • lack of procedural fluency and number sense fluency • lack of conceptual understanding in 3-5 • Increase productive struggle and investigative learning- problem solving skills • Continue to building number sense skills K-3 • Need accelerated growth

	<ul style="list-style-type: none"> • More 1-1 coaching • Need to increase student accountability • Need more practice on how to take an assessment - decrease stress and increase motivation
Which will help us meet this student outcome Goal*	The percent of students in grades 3-5 scoring proficient or higher in math will increase from 32.3% to 42.3% by May 2020 as measured by the MCA test.

*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 #2: Implementation of math framework with fidelity

(updated 1/21/2020) Build procedural fluency to promote conceptual understanding

Root-Cause: Needing high expectations K-5 and pushing students to exceed standards

- Math mindset
- Need more grade level unit planning and assessments created before unit begins (learning progressions)
- lack of procedural fluency and number sense fluency
- lack of conceptual understanding in 3-5
- Increase productive struggle and investigative learning- problem solving skills
- Continue to building number sense skills K-3
- Need accelerated growth
- More 1-1 coaching
- Need to increase student accountability
- Need more practice on how to take an assessment - decrease stress and increase motivation

Goal: The percent of students in grades 3-5 scoring proficient or higher in math will increase from 32.3% to 42.3% by May 2020 as measured by the MCA test.

(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	J	J	
				g	p	t	v	c	n	b	r	r	y	n	u	
				s	e	o	e	m	e	u	r	i		e	l	
				t	m	e	b	m	a	r	h					
				e	b	r	e	b	r	a						
				r	e	r	r	e	y	r						
The classroom has defined fluency as being flexible, accurate and efficient The classroom can identify and connect efficient strategies for their standards Students will become fluent in using procedures flexibly as they solve problems	Northport staff, Math instructional coach, grade level teams,	fidelity check								x		x				June 2020

	Leadership team																
The classroom has will create learning progression for each math standard and clearly defined strategies that will be explicitly taught	Northport staff, Math instructional coach, grade level teams, leadership team	Grade level standards planning documents	Grade level planning time, Training with Tamika Fuller	<input type="checkbox"/>	x	<input type="checkbox"/>	x	<input type="checkbox"/>	x	<input type="checkbox"/>	x	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>		June 2020
The classroom will implement number sense routines into daily math block	Northport staff, Math instructional coach, classroom teachers, math team	fidelity checks	Book: Mathematical Discourse by Barbra Blanke	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		June 2020
Anchor tasks	Math instructional coach, classroom teachers, math team	Anchor Tasks Fidelity Checks	TBD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		June 2020
1-1 confiring during small group instruction	Math instructional coach, classroom teachers, math team	Small group Fidelity checks	Book: In the Moment by Jen Munson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		June 2020
Using concrete, pictorial, representational and abstract model during instruction	Math instructional coach, classroom teachers, math team	PLCs	math manipulative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>		June 2020

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)?

The math framework is aligned to MTSS in all 5 components listed above. They support all learners through the use of learning progression in planning and assessment. These progressions guide teachers on where students are at in mastering standards and they skills and strategies they are missing. Students are taught is their ZPD during the lesson and in small group work time and instruction.

- 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 X if the strategy is an Evidence-Based Practice (EBP)					
The Strategy we are going to implement is	MDE Early Literacy K-5 Strategy #3: Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children’s observed and assessed needs in specific aspects of literacy development.					
to address the Root Cause	<p>As noted earlier:</p> <ul style="list-style-type: none"> • Need for highly structured small group and individualized instruction (<i>Ineffective small group instructional time</i>) • Need for modeling effective reading strategies for independent reading (<i>Ineffective independent reading instructional time</i>) • Consistent modeling and gradual release in phonemes and phonics (<i>Not embedding or utilizing phonics skills practice opportunities</i>) • Progress monitoring of 2-4 skill deficits over 6-9 weeks (<i>Lack of informal assessing to know and understand the student's reading abilities</i>) • Show connection from daily practice to higher level performance tasks and/or standardized testing (<i>Missing the connection from daily practice to standardized testing</i>) 					
Which will help us meet this student outcome Goal*	The percentage of students in grade(s) K-5, participating in Tier 2 Reading interventions and earning a passing score on the grade level spring assessment, will increase from ____% 2018-19 to ____% 2019-20. (Each grade will show a 15% increase)					
	Grade and Assessment	Spring 2019 (May) # of students in Tier 2 % meet FAST benchmark	Grade Level % students meet Spring	Winter 2020 (Feb) # of students in Tier 2 % meet FAST benchmark	Spring 2020 (May) # of students in Tier 2 % meet FAST benchmark	Grade Level % students meet EOY

		Benchmark			Benchmark
Gr K Letter Sound Fluency & Sight Words (50)	0 students in Tier 2 of total students in K = 0% <i>(Tier 2 instruction took place in FAST in 2019-20)</i>				
	0 students in Tier 2 passed grade level Spr Benchmark = 0%	25 of 93 (27%) of all K students passed 2 of 4 required EOY targets	5 students in Tier 2 passed grade level Winter Benchmark = 0% (52 total students possible - 2 classes) 14 students in Tier 2, 1 met Winter Benchmark (Woodruff) 14 students in Tier 2, 4 met Winter Benchmark (Mohr)		0% of all K students
Gr 1 Nonsense Words and Sight Words (150)	35 students in Tier 2 of total 65 students in Gr 1 = 54%		XX students in Tier 2 of total XX students in Gr 1 = 0%		
	1 of 35 students in Tier 2 passed grade level Spr Benchmark = 3%	8 of 65 (12%) of all Gr 1 students passed 2 of 4 required EOY targets	15 of XX students in Tier 2 passed grade level Spr Benchmark = XX%		0% of all Gr 1 students
Gr 2 ORF	25 students in Tier 2 of total 77 students in Gr 2 = 32%		44 students in Tier 2 of a total of __ students in Gr 2 = __ %		
	0 of 25 students in Tier 2 passed grade level Spr Benchmark = 0%	14 of 77 (18%) of all Gr 2 students passed FAST	3 out of 44 in Tier 2 passed the Winter benchmark = 7 %		0% of all Gr 2 students
Gr 3 ORF	25 students in Tier 2 of total 87 students in Gr 3 = 29%				
	0 of 25 students in Tier 2 passed grade level Spr Benchmark = 0%	19 of 87 (21%) of all Gr 3 students passed FAST	1 of 34 students in Tier 2 passed grade level Winter Benchmark = 0% FLuency - all students Decoding - Tier 2		0% of all Gr 3 students
	0 of 25 students in Tier 2	21 of 85			

		passed MCA Reading	(25%) of all Gr 3 students passed MCA			
Gr 4 ORF		25 students in Tier 2 of total 85 students in Gr 4 = 29%				
		0 of 25 students in Tier 2 passed grade level Spr Benchmark = 0% 0 of 25 students in Tier 2 passed MCAs = 0%	26 of 85 (31%) of all Gr 4 students passed FAST 25 of 89 (28%) of all Gr 4 students passed the MCA	0 of 14 students in Tier 2 passed grade level Winter Benchmark		% of all Gr 4 students
Gr 5 ORF		7 students in Tier 2 of total 105 students in Gr 5 = 7%				
		0 of 7 students in Tier 2 passed grade level Spr Benchmark = 0% 0 of 7 students in Tier 2 passed MCA = 0%	27 of 105 (26%) of all Gr 5 students passed FAST 49 of 104 (47%) of all Gr 5 students passed MCA	36 of 87 students are in Tier 2 interventions for Reading. 19 of 36 students in Tier 2 passed the Winter Benchmark in Fast		% of all Gr 5 students
<i>*Students will be considered if they completed a minimum of one round of reading interventions (8 weeks) and took EOY FAST assessment.</i>						

*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 #3: MTSS - Academic Interventions for Literacy

Root-Cause:

- Need for highly structured small group and individualized instruction (*Ineffective small group instructional time*)
- Need for modeling effective reading strategies for independent reading (*Ineffective independent reading instructional time*)
- Consistent modeling and gradual release in phonemes and phonics (*Not embedding or utilizing phonics skills practice opportunities*)
- Progress monitoring of 2-4 skill deficits over 6-9 weeks (*Lack of informal assessing to know and understand the student's reading abilities*)
- Show connection from daily practice to higher level performance tasks and/or standardized testing (*Missing the connection from daily practice to standardized testing*)

Goal: The percentage of students in grade(s) K-5, participating in Tier 2 Reading interventions and earning a passing score on the grade level spring FAST assessment, will increase from ____% 2018-19 to ____% 2019-20. (Each grade will show a 15% increase)

(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
				August	September	October	November	December	January	February	March	April	May	June	July	
MTSS Acad: There are clear grade level benchmarks for Fall (Sept-Oct), Winter (Dec-Jan), Spring/ End of the Year (Apr-May) in Literacy	Nick and Shelley	K-1: Four non-negotiables Gr 2-5: ORF	2 PLC dates	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sept 30 Jan 30 Apr 20
MTSS Acad: Universal screeners and progress monitoring measures have been defined, and there is scheduled time for Tier 2, with teams meeting quarterly to review student progress (Data Days)	Shelley, Kim and Jamie	K-1: Four non-negotiables Gr 2-5: ORF	Prep and Meeting for 3 Data Days	<input type="checkbox"/>	X	X	X	<input type="checkbox"/>	X	X	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Sept 30 Oct Nov Jan 30 Feb Mar Apr 20
MTSS Acad: Each grade level PLC monitors 2-3 measures they will use for academic referral and graduation for Tier 2-3 intensive instruction (pull out or push in)	PLCs	K-1: Four non-negotiables Gr 2-5: ORF	3 PLC dates	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Oct 1 Dec 1 Mar 1
MTSS Behavior: There is a PBIS schoolwide effort for positive incentives through BEAR Scholar of the Month	Ashley	Click or tap here to enter text.	Click or tap here to enter text.		X	X	X	X	X	X	X	X	X	<input type="checkbox"/>	<input type="checkbox"/>	1 x mo

MTSS Behavior: Classrooms support the schoolwide PBIS strategies by modeling Take a Break area for student self regulation and reference CHAMPS expectations within lessons	Ashley and Shelley	Aug-Intro Dec-Check Jan-Revisit April-Feedback	Poster laminated per room	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Aug Dec Jan April
MTSS School Climate:	??				<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 #4:

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

DRAFT: According to MDE, MTSS is defined as addressing Literacy, Math, English Language Development, Attendance/Climate, and Graduation. For the 2019-20 school year, Northport Elementary will focus on the fidelity of our literacy and math framework to address the K-5 core instructional block. We wish to reduce the number of students referred for Rtl interventions while simultaneously increasing the number of students performing on grade level after effective small group instruction with research based curriculum over 6-12 weeks. We believe our focus on core instruction, through modeling/mentoring, will result in fewer students being referred for interventions. We also aspire to clearly articulate when students qualify and graduate from interventions, how instruction will be highly structured using district provided resources, and for what specific standard students are receiving remediation to address a temporary deficit. Our greatest efforts will be to create greater efficacy and automaticity in data analysis. It is predicted that our MTSS academic goal will address literacy about 80% of the time and therefore meet our district's goal for Balanced Literacy programming. Our MTSS behavior and school climate goal will address the district's Safe & Civil School initiative by implementing CHAMPS schoolwide.

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

Our MTSS academic action steps: Two academic coaches are providing feedback to classroom teachers on Tier 1 instruction, and one _____ coach is providing feedback on classroom environment. All coaches are using the Danielson Framework and CHAMPS to anchor the expectations for learning environments at NPE. In our monthly data checks, we monitor which teachers are seeing progress, which are not, and where data is missing. We have weekly professional development on Tuesdays to review data, refocus on key math and literacy teaching strategies, and ensure staff are clear about grade level student outcomes.

Our MTSS behavior action steps:

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

Our MTSS academic action steps: Teachers are more aware of the student's progress this year due to the progress monitoring we are requiring on grade level outcome measures in FAST. We are requiring teachers to be more actively involved in the assessment and data analysis process by:

- 1) assessing all students and recording their scores on a grade level MTSS spreadsheet to make grade level PLC decisions about Tier 2
- 2) progress monitoring every week or every other week in FAST for students with (!!) or (!) to make grade level PLC decisions about Tier 3
- 3) reflecting on "Growth" data Fall to Winter and Winter to Spring, to self reflect on their professional impact and why we see or don't see evidence of student academic growth...this goes beyond past practice of looking at achievement data.

FALL TO WINTER (data here)

WINTER TO SPRING (data here)

Our MTSS behavior goal:

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

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.

