



## School Improvement (SI) Plan

The purpose of the school improvement (SI) plan is to lay out the vision, including strategies and actions, person(s) responsible, measurement, costs/funding sources, timelines, and anything that must be considered. The SI Plan will move the system forward to the vision. The SI Plan is work done in the [INSTALLATION](#) stage. Using what is learned through the [EXPLORATION](#) stage, the leadership team can acquire or repurpose needed resources for implementation.

### Contact Information

| District or Charter Information                              | District Phone, Fax, Email                     |
|--|--|
| District/Charter Name and Number Robbinsdale 281             | Supt/Director Phone: 763.504.8000              |
| Superintendent/Director Dr. Carlton Jenkins                  | Supt/Director Email: carlton_jenkins@rdale.org |
| District Address: 4148 Winnetka Avenue N, New Hope, MN 55428 | District/Charter Fax: 763.504.8010             |

### Who is the main contact at the district or charter level for the ESSA school support and improvement work?

|                                   |  |
|-----------------------------------|--|
| Name of Main Contact: Carla Reeck | Role in District/Charter: Director of Curriculum and Instruction |
| Phone Number: 763.504.8000        | E-mail Address: carla_reeck@rdale.org                            |

| School Information   | School Phone, Fax, Email    |
|--|-----------------------------|
| School Name, Number and Grade Span: Meadow Lake Elementary<br>School #: 110<br>Grades: Pre-K - Grade 5 | Phone: 763.504.7701         |
| School Address: 8525 62nd Avenue North<br>New Hope, MN 55428   | Fax: 763.504.7701           |
| Principal: Nancy Benz  | Email: nancy_benz@rdale.org |

### Who is the main contact at the school for the ESSA school support and improvement work?

|                                  |                                      |
|----------------------------------|--------------------------------------|
| Name of Main Contact: Nancy Benz | Role in School: Principal            |
| Phone Number: 763.504.7701       | E-mail Address: nancy_benz@rdale.org |

## Stakeholder Engagement and Communications Plan

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

The Meadow Lake Stakeholder Engagement includes a Leadership Team comprised of teachers and a parent representative, the Parent Teacher Organization, and our Meadow Lake community.

Meadow Lake Elementary communicates through:

- Weekly E-mails: The “News from the Office” is sent to all parents, staff, and district office members every Thursday. Constant Contact is a program that we use to correspond to our families. Currently, we have 6 families that do not have e-mails and therefore we send a paper copy home every week.
- Back to School Newsletter: Our Back to School Newsletter includes all of the information for the year, including Title I information. The newsletter is distributed during the Open House/Meet the Teacher Night. For the families that do not attend, the information is sent home with their child the first day of school.
- Thursday Folders: We use Thursday folders for our weekly communication. The folder contains important information from the district level. There is also information on various community events.
- Teacher E-Mails to Parents: Our teachers do weekly emails to the parents with important information on the academic rigor, outcomes, and upcoming events.

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             |
|---|--|--------------------------------------|--|
| October 2018, 2019, 2020                      | Targeted Schools Identification  | PTO and Staff members                | Presentation by Principal to stakeholder group |
| October 2018, 2019, 2020                      | Targeted Schools Identification  | MLE Licensed Teachers                | Staff Meeting                                  |
| October 2018, 2019, 2020                      | Targeted Schools Identification  | Website Audience of All Stakeholders | Website  |
| February 2018, 2019, 2020                     | Targeted Schools Identification and Progress Towards Achievement and Growth Goals                                | MLE Licensed Teachers                | Staff Meeting                                  |
| May 2018, 2019, 2020                          | Targeted Schools Identification and Progress Towards Achievement, Growth Goals, and Comprehensive Needs Analysis | MLE Licensed Teachers                | Staff Meeting                                  |

**CSI or TSI School Identification Information. Check boxes of identification**

Select the reason(s) for identification by clicking on the selection boxes below. **WAITING FOR AUGUST RESULTS**

| 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> | 1.7%                               | 10                      |
| <b>Asian</b>                          | 6.1%                               | 37                      |
| <b>Hawaiian/Pacific Islander</b>      | 0.2%                               | 1                       |
| <b>Hispanic</b>                       | 19.6%                              | 119                     |
| <b>Black, not of Hispanic Origin</b>  | 45.7%                              | 277                     |
| <b>White, not of Hispanic Origin</b>  | 20.1%                              | 122                     |
| <b>Two or More Races</b>              | 6.6%                               | 40                      |
| <b>English Learner</b>                | 20.8%                              | 126                     |
| <b>Special Education</b>              | 11.1%                              | 67                      |
| <b>Free/Reduced-Price Lunch</b>       | 75.4%                              | 457                     |
| <b>Homeless</b>                       | 0.5%                               | 3                       |
| <b>Neglected</b>                      | NA                                 | NA                      |
| <b>Delinquent</b>                     | NA                                 | NA                      |
| <b>Foster Care</b>                    | NA                                 | NA                      |
| <b>Military</b>                       | NA                                 | NA                      |
| <b>High Mobility</b>                  | NA                                 | NA                      |

## 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

All Data is linked to the following Spreadsheet:

[MLE 2018 - 2019 Data Review - May 2019](#)

| <b>Data</b><br>Teams are expected to review the following data.  | <b>Reflection</b><br>What did you learn from the data you reviewed?   | <b>Next Steps</b><br>If needed, what will you do next to advance the data review process?   |
|--|---|---|
| Enrollment Data  | <a href="https://docs.google.com/document/d/1oCVY-Y-LbfKB1soVWrBzCYiME3GSgSnojE7ELBpU2e-Y/edit?usp=sharing">https://docs.google.com/document/d/1oCVY-Y-LbfKB1soVWrBzCYiME3GSgSnojE7ELBpU2e-Y/edit?usp=sharing</a> | <a href="https://docs.google.com/document/d/1oCVY-Y-LbfKB1soVWrBzCYiME3GSgSnojE7ELBpU2e-Y/edit?usp=sharing">https://docs.google.com/document/d/1oCVY-Y-LbfKB1soVWrBzCYiME3GSgSnojE7ELBpU2e-Y/edit?usp=sharing</a> |
| MCA/MTAS <b>Proficiency</b> and Achievement Level Data at the School Level, by Student Group and Grade | <a href="#">MCA Math 5 Why's</a><br><a href="#">MCA's Reading 5 Why's</a>   | <a href="#">MCA Math 5 Why's</a><br><a href="#">MCA's Reading 5 Why's</a>   |
| MCA/MTAS <b>Growth</b> Data (focus on <b>high growth</b> , not just expected growth)                   | <a href="#">MCA Math 5 Why's</a><br><a href="#">MCA's Reading 5 Why's</a>   | <a href="#">MCA Math 5 Why's</a><br><a href="#">MCA's Reading 5 Why's</a>   |
| ACCESS for ELs Proficiency Data  | <a href="#">Access EL 5 Why's</a>   | <a href="#">Access EL 5 Why's</a>   |
| FAST Data at School Level, by Student Group and by Grade   | <a href="#">aMath 5 Why's</a><br><a href="#">aReading 5 Why's</a><br><a href="#">Early Math 5 Why's</a><br><a href="#">Early Reading 5 Why's</a>  | <a href="#">aMath 5 Why's</a><br><a href="#">aReading 5 Why's</a><br><a href="#">Early Math 5 Why's</a><br><a href="#">Early Reading 5 Why's</a>  |
| Diagnostic Data by Student Group and by Grade  | <a href="#">K-5 Education Math</a><br><a href="#">K-5 Education Reading</a>   | <a href="#">K-5 Education Math</a><br><a href="#">K-5 Education Reading</a>   |
| Progress Monitoring (Intervention) Data by   | 96% of all progress monitoring for students   | 96% of all progress monitoring for students   |

|  |   |   |
|--|---|---|
| Student Group and by Grade   | at risk level were monitored bi-monthly   | at risk level were monitored bi-monthly   |
| Office Referral/Suspension Data by Student Group and by Grade                  | 2 Suspensions for the 2018 - 2019 school year (Black)   | 2 Suspensions for the 2018 - 2019 school year (Black)   |
| 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   | <a href="https://drive.google.com/drive/folders/1gjaGg8qiTtBOSiuXuRxDK9sWByg25xVx?usp=sharing">https://drive.google.com/drive/folders/1gjaGg8qiTtBOSiuXuRxDK9sWByg25xVx?usp=sharing</a> | <a href="https://drive.google.com/drive/folders/1gjaGg8qiTtBOSiuXuRxDK9sWByg25xVx?usp=sharing">https://drive.google.com/drive/folders/1gjaGg8qiTtBOSiuXuRxDK9sWByg25xVx?usp=sharing</a> |

## 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>  |  |
|--|--|
| <p>After reviewing the data in step 1, what successes have been identified by the team?</p> <p>Successes should be connected to the data in your CNA table</p> |  |
| Reading  | <p>When looking at the "Fall to Winter Growth by ALL Percentile aReading," Accelerated growth was the highest percentile category with 28% of MLE students having accelerated growth.</p> <p>First and second grade decreased their High Risk students from Fall to Winter by 3-5%.</p> <p>Fourth grade increased their accelerated growth.</p> <p>LLI, PRESS, the way MTSS groups were set up, Reading Plus, fluency interventions</p> <p>Progress monitoring</p> |

|                              |   |
|------------------------------|---|
|                              | <p>Focus on attendance/ instructional systems this year</p> <p>Leveled reading group</p> <p>Structure for CHAMPS to implement school wide expectations</p> <p>Implementing CHAMPS in classroom.</p> <p>Implementing progress monitoring to help in grouping students for interventions.</p> <p>Consistency of the interventions. PRESS, LLI, Guided Reading, PALS</p> <p>MTSS - small group interventions</p> <p>Targeted Instruction for ELL/SPED students</p>   |
| Mathematics                  | <p>CHAMPS/ Safe and Civil Schools structure in classrooms</p> <p>Consistent use of language (show 5) kids in room more, expectations were reviewed periodically throughout the year.</p> <p>Kids that were here continuously for 6 years have a higher proficiency rate.</p> <p>Family Nights</p> <p>Relationship focus</p> <p>Safe and Civil Schools--CHAMPS</p> <p>School wide CHAMPS expectations</p> <p>EL EA (Mercedes) has been working small groups in Math in 5th grade.</p> <p>Strong teamwork in each grade level team. Consistent work and expectations across classrooms.</p> |
| Graduation (if secondary)    |   |
| English Language Proficiency | <p>CHAMPS is schoolwide, so it was effective to have the students know what to expect in all domains, including the EL classroom and time.</p> <p>Safe &amp; Civil Schools has created a staff culture of consistency within the building.</p> <p>The trend is that the ELs are going up as they age, which shows a consistent EL program.</p> <p>High performance in the listening category</p> <p>More students showed growth than did not show growth (overwhelmingly)</p> <p>Nearly 90% of students showed gains from last year to this year</p>                                      |
| Attendance                   | <p>Teachers are more consistently taking attendance</p> <p>Building leadership has been collaborating with stakeholders to create interventions</p> <p>Parent contact information has been updated</p> <p>A system for communicating with parents has been improved</p> <p>Greeting students in the AM</p> <p>Safe and Civil Schools</p> <p>Walking the students to the bus and sending off on a positive note</p>  |

## Prioritized Concerns

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

Concern

|                           |   |
|---------------------------|---|
| Reading                   | <p>We have a hard time meeting the needs of all of the students because of scheduling, ie not all kids could get 2nd dip (MTSS, etc) because of time constraints<br/>         We need to have structured and ongoing meeting with students for tier 2 interventions<br/>         Only one intervention was allowed for MTSS and EI, which was LLI<br/>         Not enough time to work with and challenge students above grade level<br/>         Struggles instilling in students the intrinsic desire to achieve</p> <p>Daily pullouts during core instruction Caused issues<br/>         Strengthen tier 1 instruction<br/>         Possible growing pains in continuity in implementation of CHAMPS<br/>         Students moving in and out of the classroom during core instruction.<br/>         Progress Monitoring with fidelity.<br/>         Fidelity of implementing an intervention.<br/>         Review data weekly.<br/>         Using the data to create new or different intervention groups.<br/>         Working with teams to support in and out to support students with needed services<br/>         No consistent time for Tier 1 (kids are missing instruction)<br/>         Lack of consistent curriculum for core instruction<br/>         Core instruction not taught in the morning<br/>         Lack of teacher training on how to prepare students for taking the test</p> |
| Mathematics               | <p>pulling out of students fragment our schedule<br/>         scheduling issues leads to students not consistently getting their needs met in math<br/>         lack of differentiated instruction<br/>         We need more up/down meetings so we can make sure that we are meeting the needs for each grade level.<br/>         We need to be more consistent in the teaching strategies that we are using to teach the standards.<br/>         We need to teach the curriculum.</p> <p>Math in Focus being used consistently...maybe a “reboot” in training.<br/>         Lacking vertical alignment with grade level standards.<br/>         Math language, consistent terms and vocabulary used across grade levels.<br/>         Lack of math facts knowledge.</p>   |
| Graduation (if secondary) |   |
| English Language          | Students in and out of the classroom.   |



|               |   |
|---------------|---|
| Proficiency   | Need longer literacy block.<br>Inconsistency in the administering of curriculum across the classroom and the school.  |
| Attendance    | Data is incomplete; we need to gather data not just on tardies but also on absences (excused and unexcused). We also need to compare year-over-year trends.<br>We need to find a way to motivate students to be here on time  |
| Parent Survey | Lack of Positive Phone Call log - easy to drop and may have contributed - implementing positive feelings<br>Parents seeing more structures, especially in attendance and systems<br>The systems for behavior and systems for the consistent students<br>CHAMPS verbiage and finding better ways to redirect, especially for high fliers |

### **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                      | Improve communication between classroom and service teachers about core instruction.<br>Pullout increased because we have data to support student needs<br>To increase student proficiency, provide responsive interventions through the use of reflective data information.<br>To improve reading proficiency create consistent protected Tier 1 time. |
| Mathematics                  | Improved student learning requires consistent collaboration between instruction and interventions.<br>Consistent teaching within and across grade levels leads to proficiency.<br>To increase proficiency in MCA mathematics, we need vertical alignment.   |
| Graduation (if secondary)    |   |
| English Language Proficiency | ELs will benefit from consistent curriculum across the grade levels.  |
| Attendance                   | Staff encourages students to be at school on time, daily.   |
| Parent Survey                | More positive parent phone calls going home. We used to do 5 per week. Easy for parents to hear only negative and as a parent it can become a negative track - schools are going to become more successful as parents believe it and hear the positives   |



## School Improvement Strategy(ies)--Summary

Identify the strategies, practices, or programs team has selected for implementation. This will be the focus of the school improvement effort the identification cycle (three years). It is strongly recommended that schools focus their school improvement effort and seek deep, consistent implementation of one or two strategies.

|   |  |
|---|--|
| <b>Strategy #1</b>  | x Strategy is Evidence-Based<br><b>READING</b>   |
| The <b>Strategy</b> we are going to implement is...       | MLE will create a Balanced Literacy Framework that is uniform across the entire school. The Framework will include: <ol style="list-style-type: none"> <li>1. Every child listens to a fluent reader read aloud</li> <li>2. Every child reads something that he or she chooses</li> <li>3. Every child talks with peers about reading and writing</li> <li>4. Every child writes about something personally</li> <li>5. Every child reads accurately</li> <li>6. Every child reads something he or she understands</li> </ol> <p><i>Meadow Lake Elementary will review student engagement and reading across the curriculum.</i><br/> <i>*In addition, we will review the fidelity and structure of our programs in the Balanced Literacy Model. We need to look at a Framework for teaching reading and keep it consistent in vertical alignment across all grade levels.</i></p> |
| ...to address this <b>Root-Cause(s)</b>                   | <b>Reading:</b><br><i>Meadow Lake Elementary will review student engagement and reading across the curriculum. In addition, we will review the fidelity and structure of our programs in the Balanced Literacy Model. We need to look at a Framework for teaching reading and keep it consistent in vertical alignment across all grade levels.</i>  |
| Which will help us meet this student outcome <b>Goal*</b> | <b>Goal:</b><br><i>Meadow Lake will increase from 47% reading proficiency to 57% reading proficiency as measured by the Spring 2019 Minnesota Comprehensive Assessment. (Early Grades will use Early Reading and aReading of Fastbridge)</i>   |

|   |  |
|---|--|
| <b>#2</b>   | x Strategy is Evidence-Based<br><b>MATH</b>  |
| The <b>Strategy</b> we are going to implement is          | Meadow Lake Elementary School will utilize the strategy of Math Talks in all classrooms, which is aligned to the Math in Focus Program.  |
| to address the <b>Root Cause</b>                          | <b>Math:</b><br><i>Math in Focus needs to be taught consistently across all grade levels. All teachers are not staying consistent to the teaching structure of the program. In addition, Number sense is lacking when we do not take the time of teaching the deeper levels of Math in Focus</i> |
| Which will help us meet this student outcome <b>Goal*</b> | <b>Goal:</b> Meadow Lake will increase from 49.5% math proficiency to 59.5% math proficiency as measured by the Spring 2019 Minnesota Comprehensive Assessment. (Early Grades will use Early Math and aMath of Fastbridge)   |

## School Improvement Strategy(ies)--Summary - PAGE 2

|   |  |
|---|--|
| #3  | x Strategy is Evidence-Based   |
| The <b>Strategy</b> we are going to implement is          | <p>Meadow Lake Elementary has identified the program of Safe and Civil Schools to put a consistent behavior management system in place. This results in:</p> <ul style="list-style-type: none"> <li>● Schoolwide Responsibility and Discipline</li> <li>● Classroom Management</li> <li>● Positive Behavior Support</li> <li>● Motivation</li> <li>● School Culture and Climate</li> <li>● Increased Attendance</li> </ul>   |
| to address the <b>Root Cause</b>                          | <p><b>Climate/Behavior:</b><br/> <i>Meadow Lake needs a consistent plan on behavior management across the school. The students are getting mixed messages by the staff and allowable behaviors are causing “unaccepted” behaviors to occur. This is then escalating due to our own structure.</i></p> <p><i>Truancy is an issue with our students. Students are missing school and then this is causing academic gaps and parallels with the behavior issues that occur.</i></p> |
| Which will help us meet this student outcome <b>Goal*</b> | <p><b>Goal:</b><br/>           To incorporate Safe and Civil Schools in order to decrease the Office Discipline Referrals and suspensions schoolwide</p>   |

\*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.





|  |                                   |                  |                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|--|-----------------------------------|------------------|----------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| <i>Staff learns and understands the components of Balanced Literacy:</i><br>6. Every child reads something he or she understands | Principal                         | FAST Proficiency | Training Powerpoints |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | Literacy Leaders                  | FAST Growth      | PD Time              |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | All Pre-K - Grade 5 Staff members | MCA Proficiency  |                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |                                   | WalkThroughs     |                      |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

To add additional action steps, Place cursor to the right of the last row and click "enter."

## Plan for Strategy #2 - MATH

### Strategy #2:

Meadow Lake Elementary School will utilize the strategy of Number Talks in the classroom using the following framework:

- 1) Making Landmark/Friendly Numbers
- 2) Doubles or Near Doubles
- 3) Breaking into Place Value
- 4) Chunking Numbers
- 5) Removal/Counting Up
- 6) Adjusting one Number to create an easier problem
- 7) Keeping a Constant Distance
- 8) Use of Partial Products
- 9) Break factors into smaller factors
- 10) Partial Quotients

### Root-Cause:

*Math in Focus needs to be taught consistently across all grade levels. All teachers are not staying consistent to the teaching structure of the program. In addition, Number sense is lacking when we do not take the time of teaching the deeper levels of Math in Focus*

### Goal:

Meadow Lake will increase from 49.5% math proficiency to 59.5% math proficiency as measured by the Spring 2019 Minnesota Comprehensive Assessment. (Early Grades will use Early Math and aMath of Fastbridge)

*(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 |   |   |          |
|  |                       |             |                  | u | t | o | e | e | u | r | c | i |   |   |   |          |
|  |                       |             |                  | s | e | b | m | m | a | u | h |   |   |   |   |          |
|  |                       |             |                  | t | m | e | b | b | r | a |   |   |   |   |   |          |
|  |                       |             |                  |   | b | r | e | r | y | r | y |   |   |   |   |          |
|  |                       |             |                  |   | e |   |   |   |   |   |   |   |   |   |   |          |
|  |                       |             |                  |   | r |   |   |   |   |   |   |   |   |   |   |          |
| To incorporate Number Talks in the classroom |                       |             |                  |   | x |   | x |   |   |   | x |   |   |   |   |          |

|   |  |  |  |   |   |   |   |   |   |   |   |   |   |   |   |   |  |
|---|--|--|--|---|---|---|---|---|---|---|---|---|---|---|---|---|--|
| To use the Inquiry Model of Thinking                          |  |  |  | x | x | x | x |   |   |   | x |   |   | x |   |   |  |
| To use See Saw/Explain Everything to capture student thinking |  |  |  | x | x | x | x | x | x | x | x | x | x | x | x | x |  |

To add additional action steps, Place cursor to the right of the last row and click "enter."

### Plan for Strategy #3

#### Strategy #3:

Meadow Lake Elementary has identified the program of Safe and Civil Schools to put a consistent behavior management system in place. This results in:

- Chapter 5: Launch - Teaching Expectations across the school
- Chapter 4: Expectations - Defining Clear Classroom Expectations
- Chapter 3: Classroom Management Plan - Preparing a in-depth Classroom Management Plan that summarizes policies, procedures and classroom protocols
- Chapter 2: Organization: Modeling and practicing organized classroom behavior and routines
- Chapter 1: Vision - Guiding students towards their own self-success and self-regulation
- Chapter 7: Motivation - Implementing effective instruction and positive feedback increases motivation
- Chapter 8: Classroom Motivation - Implementing systems for a well-structured and engaged classroom
- Chapter 9: Correcting - Developing systems to immediate correct behavior and reteach

#### Root-Cause:

Meadow Lake needs a consistent plan on behavior management across the school. The students are getting mixed messages by the staff and allowable behaviors are causing "unaccepted" behaviors to occur. This is then escalating due to our own structure. Social-Emotional regulation is an issue for students and understanding expectations.

Truancy is an issue with our students. Students are missing school and then this is causing academic gaps and parallels with the behavior issues that occur.

#### Goal:

To incorporate Safe and Civil Schools in order to decrease the Office Discipline Referrals and suspensions schoolwide. To increase attendance to the 90% threshold.

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

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



|  |   |  |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|--|---|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| <p>YEAR 1</p> <p>Meadow Lake Elementary has identified the program of Safe and Civil Schools to put a consistent behavior management system in place. This results in:</p> <ul style="list-style-type: none"> <li>● Chapter 5: Launch - Teaching Expectations across the school</li> <li>● Chapter 4: Expectations - Defining Clear Classroom Expectations</li> <li>● Chapter 3: Classroom Management Plan - Preparing a in-depth Classroom Management Plan that summarizes policies, procedures and classroom protocols</li> </ul>  | <p>Principal</p> <p>Literacy Leaders</p> <p>All Pre-K - Grade 5 Staff members</p> | <p>Office Discipline Referrals</p> <p>Classroom Call Log</p> <p>Daily Attendance</p> | <p>Infinite Campus</p> <p>Google Drive</p> <p>Safe and Civil Schools Curriculum</p> <p>PD Day</p> | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | □ |
| <p>YEAR 2:</p> <p>Meadow Lake Elementary has identified the program of Safe and Civil Schools to put a consistent behavior management system in place. This results in:</p> <ul style="list-style-type: none"> <li>● Chapter 3: Classroom Management Plan - Preparing a in-depth Classroom Management Plan that summarizes policies, procedures and classroom protocols</li> <li>● Chapter 2: Organization: Modeling and practicing organized classroom behavior and routines</li> <li>● Chapter 1: Vision - Guiding students towards their own self-success and self-regulation</li> <li>● Chapter 7: Motivation - Implementing effective instruction and positive feedback increases motivation</li> <li>● Chapter 8: Classroom Motivation - Implementing systems for a well-structured and engaged classroom</li> </ul> <p>Chapter 9: Correcting - Developing systems to immediate correct behavior and reteach .</p> | <p>Principal</p> <p>Literacy Leaders</p> <p>All Pre-K - Grade 5 Staff members</p> | <p>Office Discipline Referrals</p> <p>Classroom Call Log</p> <p>Daily Attendance</p> | <p>Infinite Campus</p> <p>Google Drive</p> <p>Safe and Civil Schools Curriculum</p> <p>PD Day</p> | □ | □ | X | □ | □ | □ | □ | □ | □ | □ | □ | □ | □ | □ | □ | □ |

|  |  |  |                                  |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |                          |  |
|--|--|--|----------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| <p>Attendance Meetings with Hennepin County to discuss Truancy, Be at School Programming and Wrap Around Services</p>  | <p>Superintendent<br/>A&amp;I Coordinator<br/>Principal<br/>Hennepin County Staff<br/>Student Services Personnel</p> | <p>BASIL Program Referrals<br/>Attendance Log from Infinite Campus</p> | <p>Infinite Campus<br/>BASIL</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |
| <p>Weekly Attendance Meeting with Social Worker, Equity Specialist, Indian Advocate to identify students that are not meeting attendance requirements and identify “in school” support for these students.</p> | <p>Principal<br/>Social Worker<br/>Equity Specialist<br/>Family Educator<br/>Indian Education Advocate</p>           | <p>Decrease in attendance gaps as measured through Infinite Campus</p> | <p>Infinite Campus<br/>BASIL</p> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |  |

*To add additional action steps, Place cursor to the right of the last row and click “enter.”*

o