



School Improvement (SI) Plan
Contact Information

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Forest Elementary #004 Grades Pre-K - 5th Grade	Phone: 763-504-7900
School Address: 6800 47th Avenue North Crystal MN 55428	Fax: 763-504-7909
Principal: Melissa Jackson	Email: melissa_jackson@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 Dist #281	Superintendent Phone: 763-504-8000
Superintendent Dr. Carlton Jenkins	Superintendent Email: carlton_jenkins@rdale.org
District Address: 4148 Winnetka Avenue North New Hope 55428	District Fax: 763-504-8010

Instructional Leadership Team

Name	Position (e.g., principal, lead teacher, community member)	Email/Contact Information
Andrew Hunter	Kindergarten Teacher	andrew_hunter@rdale.org
Laurie Efron	1st Grade Teacher	laurie_efron@rdale.org
Nancy Thill	2nd Grade Teacher	nancy_thill@rdale.org
Jennifer Cavanaugh	3rd Grade Teacher	jennifer_cavanaugh@rdale.org
Laura Suckerman Shannon Lopez	4th Grade Teachers	laura_suckerman@rdale.org shannon_lopez@rdale.org
Dana Bjorgan	5th Grade Teachers	dana_bjorgan@rdale.org
Casey Young	Instructional Support Specialist	casey_young@rdale.org
Andrea Sahlin	Intervention Teacher	andrea_sahlin@rdale.org
Cheryl Ekberg	Educational Assistant	cheryl_ekberg@rdale.org
Kara Johnson	EL Teacher	kara_johnson@rdale.org
Cori Garner	School Climate & Culture Specialist	cori_garner@rdale.org
Chad Libby	RAS Curriculum and Instruction	chad_libby@rdale.org
Nicole Meyer-Johnson	Assistant Principal	nicole-meyer-johnson@rdale.org
Melissa Jackson	Principal	melissa_jackson@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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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	0.2%	1
Asian	6.2%	38
Hawaiian/Pacific Islander	0%	0
Hispanic	16.1%	99
Black, not of Hispanic Origin	30.0%	184
White, not of Hispanic Origin	32.7%	201
Two or More Races	14.8%	91
English Learner	17.4%	107
Special Education	15.0%	92
Free/Reduced-Price Lunch	57.8%	355
Homeless	1.8%	11
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	5 year enrollment trend data: <table border="1" data-bbox="745 548 1346 680"> <tbody> <tr> <td>667</td> <td>706</td> <td>628</td> <td>656</td> <td>683</td> </tr> <tr> <td>18-19</td> <td>17-18</td> <td>16-17</td> <td>15-16</td> <td>14-15</td> </tr> </tbody> </table> Attendance Data (19020): <table border="1" data-bbox="745 824 1222 1286"> <thead> <tr> <th>Grade</th> <th>Percent</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>94.7</td> </tr> <tr> <td>1st</td> <td>92.2</td> </tr> <tr> <td>2nd</td> <td>93.0</td> </tr> <tr> <td>3rd</td> <td>95.4</td> </tr> <tr> <td>4th</td> <td>94.5</td> </tr> <tr> <td>5th</td> <td>94.8</td> </tr> </tbody> </table>	667	706	628	656	683	18-19	17-18	16-17	15-16	14-15	Grade	Percent	K	94.7	1st	92.2	2nd	93.0	3rd	95.4	4th	94.5	5th	94.8	
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Mobility Data (18-19):

Grade	# of New Students Oct-Feb	# of Withdrawn Students (summer-Feb 2019)
K	16	21
1st	14	25
2nd	12	13
3rd	20	25
4th	8	16
5th	16	17

MCA/MTAS **Proficiency** and Achievement Level Data at the School Level, by Student Group and Grade

[Data Profile 2019 Forest](#)

2019 MCA Reading Proficiency

Grade	% Proficient
Overall	40.9%
Grade 3	39.8%
Grade 4	43.8%
Grade 5	39.8%

2019 MCA Math Proficiency

Grade	% Proficient
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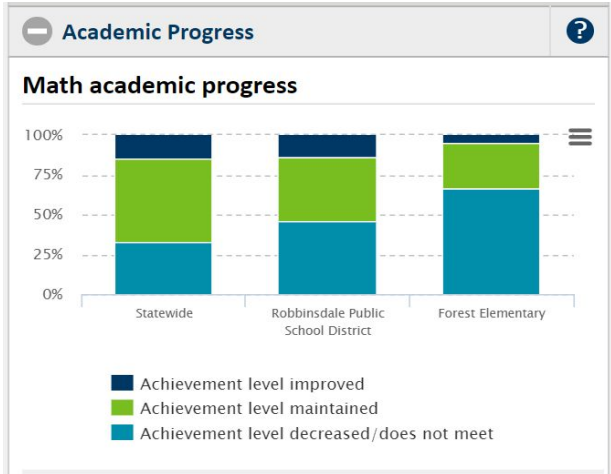
Overall	35.1%
Grade 3	49.5%
Grade 4	48.1%
Grade 5	11.8%

2019 MCA Science Proficiency

Grade	% Proficient
Grade 5	23.5%

MCA/MTAS **Growth** Data (focus on **high growth**, not just expected growth)

Data Profile 2019 Forest



	<p>Reading academic progress</p> <table border="1"> <caption>Reading Academic Progress Data</caption> <thead> <tr> <th>Entity</th> <th>Achievement level improved</th> <th>Achievement level maintained</th> <th>Achievement level decreased/does not meet</th> </tr> </thead> <tbody> <tr> <td>Statewide</td> <td>~20%</td> <td>~45%</td> <td>~35%</td> </tr> <tr> <td>Robbinsdale Public School District</td> <td>~20%</td> <td>~40%</td> <td>~40%</td> </tr> <tr> <td>Forest Elementary</td> <td>~20%</td> <td>~40%</td> <td>~40%</td> </tr> </tbody> </table>	Entity	Achievement level improved	Achievement level maintained	Achievement level decreased/does not meet	Statewide	~20%	~45%	~35%	Robbinsdale Public School District	~20%	~40%	~40%	Forest Elementary	~20%	~40%	~40%										
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ACT Proficiency and Achievement Level Data at the School Level, by Student Group and by Grade	NA	NA																									
ACCESS for ELs Proficiency Data																											
MAP Data at a School Level, by Student Group and by Grade (through 2018)	NA	NA																									
FAST Data at School Level, by Student Group and by Grade	School FAST Data																										
Diagnostic Data by Student Group and by Grade																											
Progress Monitoring (Intervention) Data by Student Group and by Grade	<table border="1"> <tr> <td>School Summary</td> <td>280 Students</td> <td>118 42%</td> <td>73 26%</td> <td>89 32%</td> </tr> <tr> <td>3rd Grade CBM- 39 Students</td> <td></td> <td>19</td> <td>8</td> <td>12</td> </tr> <tr> <td>3rd Grade DW- 2 Students</td> <td></td> <td>0</td> <td>0</td> <td>2</td> </tr> <tr> <td>4th Grade CBM- 56 Students</td> <td></td> <td>27</td> <td>10</td> <td>19</td> </tr> <tr> <td>5th Grade CBM-45 Students</td> <td></td> <td>17</td> <td>12</td> <td>16</td> </tr> </table>	School Summary	280 Students	118 42%	73 26%	89 32%	3rd Grade CBM- 39 Students		19	8	12	3rd Grade DW- 2 Students		0	0	2	4th Grade CBM- 56 Students		27	10	19	5th Grade CBM-45 Students		17	12	16	
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Grade Level	Skill Progress Monitored	At Trend Line	Above Trend Line	Below Trend Line
K	LS- 14 students	1	9	4
K	LN- 36 students	10	12	14
1st Grade	Letter Sounds-5 Students	1	4	0
1st Grade	DW- 18 students	6	4	8
1st Grade	Sight Words- 6 students	4	1	1
1st Grade	CBM-5 Students	1	4	0
2nd Grade	DW-14 Students (All EL)	7	4	3
2nd Grade	SW-3 Students	3	0	0
2nd Grade	CBM-37 Students	22	5	10

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

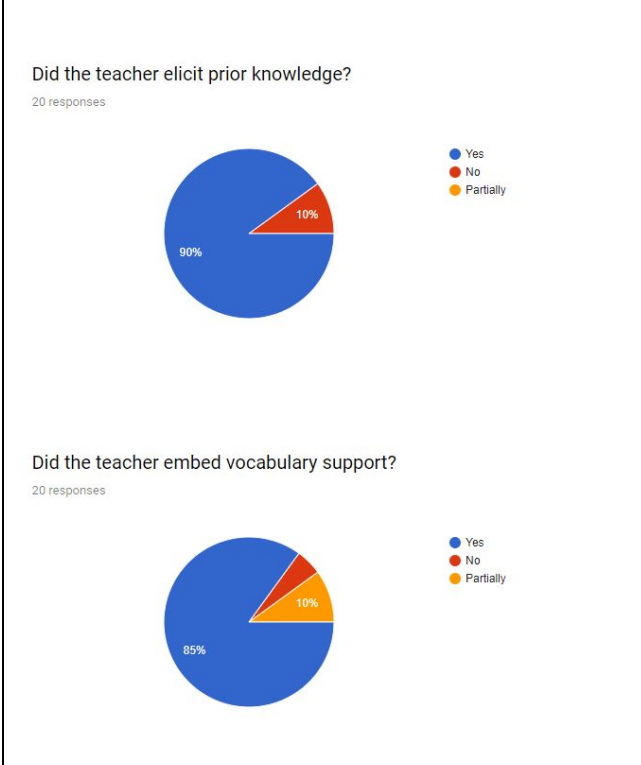
NA

NA

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)



	<p>Grade Level Observed</p> <p>20 responses</p> <table border="1"> <caption>Grade Level Observed Data</caption> <thead> <tr> <th>Grade Level</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>Pre-K</td><td>10%</td></tr> <tr><td>Kindergarten</td><td>10%</td></tr> <tr><td>1st Grade</td><td>15%</td></tr> <tr><td>2nd Grade</td><td>20%</td></tr> <tr><td>3rd Grade</td><td>20%</td></tr> <tr><td>4th Grade</td><td>15%</td></tr> <tr><td>5th Grade</td><td>10%</td></tr> <tr><td>Specialists/EL/MTSS</td><td>10%</td></tr> <tr><td>SPED</td><td>10%</td></tr> </tbody> </table>	Grade Level	Percentage	Pre-K	10%	Kindergarten	10%	1st Grade	15%	2nd Grade	20%	3rd Grade	20%	4th Grade	15%	5th Grade	10%	Specialists/EL/MTSS	10%	SPED	10%	
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5th Grade	10%																					
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Perception data collected from staff, students, parents, or other stakeholders	<p>Survey Link</p> <p>Student Survey Data</p>																					
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

<u>Successes</u>	
<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>Implementation of interactive read alouds,</p> <p>Reading MCA growth: achievement level improved at a rate higher than the state.</p> <p>Fall to Winter CMBs: high risk decreased by 20% or more.</p>
Mathematics	<p>2nd grade students have high percentage of students on track.</p>

Graduation (if secondary)	NA
English Language Proficiency	
Attendance	

Prioritized Concerns

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

Concern

Reading	
Mathematics	Low growth from fall to winter. Proficiency rates are decreasing.
Graduation (if secondary)	NA
English Language Proficiency	
Attendance	Working with families early and proactively to decrease the number of habitually truant students while increasing the percent of students that attend 95% or higher.
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	The Forest Elementary Instructional Leadership Team used the Fishbone method and identified that in reading our key challenge is that our reading proficiency rates have remained steady between 43%-46% over the last 5 years and identified the following causes: <u>Curriculum Causes:</u>
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	<ul style="list-style-type: none"> ● Lack of deeper understanding of standards and which ones to focus on. ● Lack consistent vocabulary instruction across grades. ● Rigor isn't matching the level of the standard. <p><u>Instruction Causes:</u></p> <ul style="list-style-type: none"> ● Core instruction isn't getting enough students to level of proficiency. ● Lack effective research and evidence based practices. ● Too many students are not reading by 3rd grade. ● Lack collaborative planning time. ● Lack of student motivation. ● Lost instructional time throughout daily schedules. <p><u>Assessment Causes:</u></p> <ul style="list-style-type: none"> ● Lack consistent types of assessments. ● Need to develop teacher's skills in data driven decisions. <p><u>Equity Causes:</u></p> <ul style="list-style-type: none"> ● Many students aren't represented in learning, reading or testing materials. ● Not all students attend PK program.
Mathematics	<p>The Forest Elementary Instructional Leadership Team used the Fishbone method and identified that in math our key challenge is that our math proficiency rates are stagnant or decreasing and identified the following causes:</p> <p><u>Curriculum Causes:</u></p> <ul style="list-style-type: none"> ● Fidelity of implementation of curriculum is inconsistent or lacks understanding of how to teach it. ● Lack a deeper understanding of standards in and across grade levels. ● Need to deconstruct standards so we identify what students need to know and be able to do. ● Curriculum lacks alignment to standards in some areas. <p><u>Instruction Causes:</u></p> <ul style="list-style-type: none"> ● Lack understanding of how to differentiate in math. ● Not all teachers have an understanding of evidence-based math strategies. ● Lack a framework for teaching math (time, small group, whole group, #Talks, use of manipulatives) <p><u>Assessment Causes:</u></p> <ul style="list-style-type: none"> ● Lack of diagnostic assessment & interventions with progress monitoring. <p><u>Professional Development:</u></p> <ul style="list-style-type: none"> ● Teachers need professional learning on how to use Math in Focus. ● Professional learning is needed around using manipulatives within math instruction. ● Continued professional learning of math strategies from year to year or onboarding new staff of previous year's work. <p><u>Equity Causes</u></p> <ul style="list-style-type: none"> ● Students don't see themselves in assessments or learning.
Graduation (if secondary)	NA
English Language Proficiency	

Attendance	Need to create a system for monitoring and celebrating success within attendance.
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3. School Improvement Strategies (All Schools)

Identify the strategies, practices, or programs the team has selected for implementation. This will be the focus of the school improvement effort, set goals aligned to the Three Pillars (Balanced Literacy, Safe & Civil Schools and MTSS) rather than separating Reading, Math, Science, Climate and Graduation)

Strategy #1	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is...	Incorporate <u>Essential Practices in Literacy</u> within our Literacy Block, focusing on protecting and enhancing core instruction for all students to ensure <i>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</i> occur daily.
...to address this Root-Cause(s)	Core instruction isn’t getting enough students to a level of proficiency across all grade levels.
Which will help us meet this student outcome Goal*	By the Spring 2020, students in grades 3-5 at Forest Elementary will increase from <u>40.9%</u> reading proficiency to <u>50.9%</u> reading proficiency as measured by the Minnesota Comprehensive Assessment. By the Spring 2020, students in grades K/1 at Forest Elementary will increase from <u>31%</u> of composite scores at low risk or above to <u>41%</u> of composite scores at low risk or above as measured by the Early Reading FastBridge assessment. By the Spring 2020, students in 2nd grade at Forest Elementary will increase from <u>38%</u> of composite scores at low risk or above to <u>48%</u> of composite scores at low risk or above as measured the aReading FastBridge assessment.

*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: 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.

Root-Cause: Core instruction isn’t getting enough students to a level of proficiency at all grade levels.

Goal:

By the Spring 2020, students in grades 3-5 at Forest Elementary will increase from 40.9% reading proficiency to 50.9% reading proficiency as measured by the Minnesota Comprehensive Assessment.

By the Spring 2020, students in grades K/1 at Forest Elementary will increase from 31% of composite scores at low risk or above to 41% of composite scores at low risk or above as measured by the Early Reading FastBridge assessment.

By the Spring 2020, students in 2nd grade at Forest Elementary will increase from 38% of composite scores at low risk or above to 48% of composite scores at low risk or above as measured the aReading FastBridge assessment.

(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	r	n	n	
				s												
				t												
				r												
Schedule consistent literacy blocks across each grade level for a minimum of 90 minutes and protect the time so all students receive core literacy instruction.	Admin	Google form noting that the content being taught is the content on the schedule.	Google Form Schedule time to monitor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	June 2020
Grade Level Data Meetings Twice/year for grades 3-5 Three/year for grades K-2	Admin, Instructional Support Specialist, Teachers	Agendas that include power points, data sheets and other information	Time to develop agenda,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Benchmark Literacy Training	Benchmark, C&I, Teachers	Exit Slip	Benchmark trainers and materials.	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Workshop Model Professional Learning Training	Regional Centers of Excellence	Exit Slip	Develop PD slides	<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"/>	
Workshop Model Classroom Observations	Teachers, Instructional Support Specialist	Observation notes and debriefing after observation.	Workshop look-for's, classrooms within Osseo schools to observe	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>	
Create Literacy Work Group in addition to ILT to focus on developing our Literacy action steps.	ILT Admin	Agendas														
Create a Practice Profile for Literacy Block	Literacy Work Group	Completed Practice Profile	Literacy Work Group members, practice						<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>					

			profile examples, RCE																
Identify building wide beliefs about reading.	All staff, RCE	Google document and beliefs grid.	Google document and beliefs grid.																
Review 5 categories of data:																			

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

Progress Toward Goal #1:

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

Strategy #2	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	Incorporate Principles to Action mathematics teaching practices within our Math Block, by facilitating meaningful mathematical discourse and posing purposeful questions to build procedural fluency through conceptual understanding.
to address the Root Cause	<ul style="list-style-type: none"> • Lack understanding of how to differentiate in math. • Not all teachers have an understanding of evidence-based math strategies. • Lack a framework for teaching math (time, small group, whole group, #Talks, use of manipulatives)
Which will help us meet this student outcome Goal*	<p>By the Spring 2020, students in grades 3-5 at Forest Elementary will increase from 35.1% math proficiency to 45.1% math proficiency as measured by the Minnesota Comprehensive Assessment.</p> <p>By the Spring 2020, students in grades K/1 at Forest Elementary will increase from 33% of composite scores at low risk or above to 44% of composite scores at low risk or above as measured by the Early Math FastBridge assessment.</p>

	By the Spring 2020, students in 2nd grade at Forest Elementary will increase from <u>55%</u> of composite scores at low risk or above to <u>65%</u> of composite scores at low risk or above as measured the aMath FastBridge assessment.
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*SMART (strategic, measurable, ambitious, rigorous and time-sensitive) goal template example: The three year average for ACCOUNTABILITY INDICATOR at SCHOOL NAME will increase from BASELINE DATA to TARGET DATA within THIS TIME PERIOD.

Plan for Strategy #2

Strategy #1: Incorporate Principles to Action mathematics teaching practices within our Math Block, by facilitating meaningful mathematical discourse and posing purposeful questions to build procedural fluency through conceptual understanding.

Root-Cause:

- Lack understanding of how to differentiate in math.
- Not all teachers have an understanding of evidence-based math strategies.
- Lack a framework for teaching math (time, small group, whole group, #Talks, use of manipulatives)

Goal:

By the Spring 2020, students in grades 3-5 at Forest Elementary will increase from 35.1% math proficiency to 45.1% math proficiency as measured by the Minnesota Comprehensive Assessment.

By the Spring 2020, students in grades K/1 at Forest Elementary will increase from 33% of composite scores at low risk or above to 44% of composite scores at low risk or above as measured by the Early Math FastBridge assessment.

By the Spring 2020, students in 2nd grade at Forest Elementary will increase from 55% of composite scores at low risk or above to 65% of composite scores at low risk or above as measured the aMath FastBridge assessment.

(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 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
Create Math Work Group in addition to ILT to focus on developing our Math action steps.	Admin, RCE	Agendas	Click or tap here to enter text.	<input type="checkbox"/>	<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"/>	
Identify building wide beliefs about math beliefs.	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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Review Forest Building Procedural Fluency Through Conceptual Understanding	Math Work Group	Final Practice Profile		<input type="checkbox"/>	<input type="checkbox"/>	<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"/>	<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)?
- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- How has student achievement been impacted? What is the evidence?
- How will implementation be adjusted and/or supported moving into the next year?

Strategy #3	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	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	u	h	i	y	e	e	
				t	e	m	b	m	a	r						
				e	r	b	e	b	r	a						
				r		e	r	e	y	r						
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"/>	
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"/>	
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"/>	

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
August 202	Welcome Back to School! We will communicate our open house date as well as the first day of school to families at students that visit us on our park tour.	Students and family members	Welcome Back Wolfpack postcard was mailed to all current families.
January 2020	Monthly communication connecting to goals, school events, literacy and math.	Current Forest Families	Electronic communication will come out through Constant Contact we we can monitor families connected to us.
Parent Teacher Conferences	Updates on progress towards school improvement plan goals.	Families and community members	Admin will offer information and feedback sessions during conferences.
Every Sunday afternoon during the school year	Updates about school events and other information	Current Forest Families	Families can choose the voicemail sent by Principal or email message through options in IC.
Weekly Bulletin	Updates regarding Curriculum, Instruction, Assessment, weekly events, building systems and procedures.	Forest Staff Members	Communication will go out weekly through Constant Contact.
May 2020	Family's opportunity to provide feedback, successes and challenges.	Forest Families	Families will have the opportunity to complete the survey during the Family Picnic.
May 2020	Student's opportunity to provide feedback, successes and challenges.	Forest Students	Students will complete a survey at the end of the school year.

