# School Improvement (SI) Plan
# Contact Information

| School Information | School Phone, Fax, Email |
|---|---|
| School Name, Number and Grade Span: Neill Elementary | Phone: 763-504-7400 |
| School Address: 6600 Medicine Lake Road | Fax: 763-504-7410 |
| Principal: Amy O'Hern | Email: amy_ohern@rdale.org |
| School Identification: ☐ N/A ☐ Targeted Support & Improvement (TSI) ☐ Comprehensive Support & Improvement (CSI) | |

| District Information | District Phone, Fax, Email |
|---|---|
| District Name and Number Robbinsdale 281 | Superintendent Phone: |
| Superintendent Dr. Carlton Jenkins | Superintendent Email: carlton_jenkins@rdale.org |
| District Address: 4148 Winnetka Ave North | District Fax: |

**Instructional Leadership Team**

| Name | Position (e.g., principal, lead teacher, community member) | Email/Contact Information |
|---|---|---|
| Amy O'Hern | Principal | amy_ohern@rdale.org |
| Alejandra Estrada | Assistant Principal | alejandra_estrada@rdale.org |
| Shelle Klink | kindergarten | shelle_klink@rdale.org |
| Heather Sandmann | 1st grade | heather_sandmann@rdale.org |
| Julie Cronin | 2nd grade | julie_cronin@rdale.org |
| Mara McCusker | 3rd grade | mara_mccusker@rdale.org |
| Angie Cizadlo | 4th grade | angie_cizadlo@rdale.org |
| Wendy Gutknecht | 5th grade | wendy_gutknecht@rdale.org |
| Lana Lindeman | MTSS | lana_lindeman@rdale.org |
| Nate Noble | media specialist | nate_noble@rdale.org |
| Colleen Mackey | equity specialist | colleen_mackey@rdale.org |
| Tammy Doherty | MTSS | tammy_doherty@rdale.org |
| Amy VanderMeeden | Title 1 | amy_vandermeeden@rdale.org |
| Stacy Caswell | SPED | stacy_caswell@rdale.org |
| Paul Kostman | EL | paula_kostman@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 | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Hispanic/Latino | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| American Indian/Alaska Native | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Asian | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Native Hawaiian/Pacific Islander | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Black/African American | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| White | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| Two or more races | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| FRP (Free/Reduced-Priced meal eligible) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| SpEd (Special Education) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| ELL (English language Learner) | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

**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% | 0 |
| Asian | 4.1% | 18.1 |
| Hawaiian/Pacific Islander | 0% | 0 |
| Hispanic | 9.9% | 44 |
| Black, not of Hispanic Origin | 42.8% | 190 |
| White, not of Hispanic Origin | 29.3% | 130 |
| Two or More Races | 14% | 62 |
| English Learner | 15.5% | 70 |
| SPED | 21.8 | 97 |
| Free/Reduced-Price Lunch | 64.2% | 285 |
| Homeless | 2% | 9 |
| Neglected | .015% | 7 |
| Delinquent | 0 | 0 |
| Foster Care | .009% | 4 |
| Military | 0 | 0 |
| High Mobility | .027% | 12 |

## 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<br>Teams are expected to review the following data. | Reflection<br>What did you learn from the data you reviewed? | Next Steps<br>If needed, what will you do next to advance the data review process? |
|---|---|---|
| Enrollment Data | <u>Enrollment 2018-2019</u> | |
| MCA/MTAS **Proficiency** and Achievement Level Data at the School Level, by Student Group and Grade | Data Profile 2019 Neill<br><br>**2019 MCA Reading Proficiency**<br><br>(table below)<br><br>**2019 MCA Math Proficiency**<br><br>(table below) | For the upcoming 19-20 school year. We will be doing a Quarterly Half Day Data Day meeting with all grade levels in alignment with our assessment calendar. We will continue to use our analysis to action.<br><br>Oct 1-3<br>Nov 12-14<br>Feb 4-6<br>May 19-21 |

**2019 MCA Reading Proficiency**

| Neill | % Proficient | % Not Proficient |
|---|---|---|
| **Overall** | 43.2 | 56.8 |
| **Grade 3** | 66.2 | 33.8 |
| **Grade 4** | 62.5 | 37.5 |
| **Grade 5** | 41.9 | 58.1 |

**2019 MCA Math Proficiency**

| Neill | % Proficient | % Not Proficient |
|---|---|---|
| **Overall** | 37.8 | 62.2 |
| **Grade 3** | 26.5 | 73.5 |
| **Grade 4** | 38.8 | 61.3 |

| | | Grade 5 | 47.3 | 52.7 | | |
|---|---|---|---|---|---|---|

| | | |
|---|---|---|
| MCA/MTAS **Growth** Data (focus on **high growth**, not just expected growth) | Data Profile 2019 Neill | |
| ACT Proficiency and Achievement Level Data at the School Level, by Student Group and by Grade | N/A | |
| ACCESS for ELs Proficiency Data | ENE 2019 ACCESS Data | |
| MAP Data at a School Level, by Student Group and by Grade (through 2018) | N/A | |
| FAST Data at School Level, by Student Group and by Grade | 18-19 Spreadsheet<br>Grade K<br>Grade 1<br>Grade 2<br>Grade 3<br>Grade 4<br>Grade 5<br><br>19-20 Spreadsheet - Literacy<br>Grade K<br>Grade 1<br>Grade 2<br>Grade 3<br>Grade 4<br>Grade 5<br><br>19-20 Spreadsheet - Math<br>Grade K<br>Grade 1<br>Grade 2<br>Grade 3 | |

| Diagnostic Data by Student Group and by Grade | **2019 MCA Reading by Student Group** | |

| Student Group | % Proficient | % Not Proficient |
|---|---|---|
| Females | 51.4 | 48.6 |
| Males | 35.9 | 64.1 |
| Asian | 61.5 | 38.5 |
| Black/African | 27.8 | 72.2 |
| Hispanic | 30.4 | 69.6 |
| American Indian | 0 | 0 |
| Two or More Races | 43.8 | 56.3 |
| Pacific Islander | 0 | 0 |
| White | 66.7 | 33.3 |
| English Speaker | 46.6 | 53.4 |
| ELL | 20.7 | 79.3 |
| Reg Ed | 48.5 | 51.5 |

| | | |
|---|---|---|
| SPED | 26.4 | 73.6 |
| GT | 91.3 | 8.7 |
| Non GT | 37.7 | 62.3 |

**2019 MCA Math by Student Group**

| Student Group | % Proficient | % Not Proficient |
|---|---|---|
| Females | 36.2 | 63.8 |
| Males | 39.3 | 60.7 |
| Asian | 53.8 | 46.2 |
| Black/African | 24.4 | 75.6 |
| Hispanic | 21.7 | 78.3 |
| American Indian | 0 | 0 |
| Two or More Races | 37.5 | 62.5 |
| Pacific Islander | 0 | 0 |
| White | 60.3 | 39.7 |
| English Speaker | 40.9 | 59.1 |

|  |  |  |  |  |
|---|---|---|---|---|
|  | ELL | 17.2 | 82.8 |  |
|  | Reg Ed | 41.4 | 58.6 |  |
|  | SPED | 26.4 | 73.6 |  |
|  | GT | 100 | 0 |  |
|  | Non GT | 30.7 | 69.3 |  |

| | | |
|---|---|---|
| Progress Monitoring (Intervention) Data by Student Group and by Grade | Progress Monitoring<br>You will need to log into Fast to preview progress monitoring.  You will need to have a specialist account | |
| No Credit (NC) Data by Student Group and by Grade | N/A | |
| Office Referral/Suspension Data by Student Group and by Grade | Behavior Data | |
| Program Enrollment/Participation Data by Student Group and by Grade | N/A | |
| SIP Goal Implementation/Monitoring Data (Fidelity of Implementation checks) | Safe & Civil School Fidelity Check Oct 2018<br>Safe & Civil Schools Fidelity Check Apr 2019<br>Read-A-Loud<br>Fall 2018 Data Day<br>Class wide Intervention Fidelity Check 12.2.18<br>Winter 2019 Data Day<br>3.19 Classwide Fidelity Check | |
| Perception data collected from staff, students, parents, or other stakeholders | Staff - Principal<br>Staff - Assistant Principal<br>Families - Fall | |

| | Families - Spring Students | |
|---|---|---|
| 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? <br><br> Successes should be connected to the data in your CNA table | |
| Reading | Kinder- <br> 1st- We started with 23.8% of our students at or above grade level on the ereading composite FAST test.  We increased that to 65% this spring. <br><br> We started with 52% of our students at or above grade level on the areading word segmenting FAST test.  We increased that to 88% this spring.  We feel like the concentration on using and implementing the PRESS intervention helped move our students. <br><br> 2nd-Our second grade students showed significant growth in CBM reading fluency. CBM scores moved from 45.8% in the Fall to 53.7% which resulted in the median increasing from 64 to 120 fall to spring. AR Fall went from 33.9% to 40.0% in the Spring which resulted in insignificant growth but it is moving in the right direction. <br> Also, we had significant growth with Boys in both CBM (42.31 % to 52.17%) and AReading (39.39% to 43.75%) from Fall to Spring. <br><br> 3rd-Our EL students showed significant growth in CBM reading fluency. CBM scores moved from 22.22% in the fall to 44.44% in the spring meeting or exceeding proficiency. <br><br> Our students who identify as black showed significant growth in CBM reading fluency. Their CBM scores moved from 24.1% in the fall to 32.1% in the spring meeting or exceeding proficiency. |

| | |
|---|---|
| | Our SPED students also showed significant growth in CBM reading fluency. Their CBM scores moved from 20% in the fall to 26.67% in the spring meeting or exceeding proficiency.<br><br>We observe most of our growth in all subpopulations to be in CBM reading fluency. This data supports our reading intervention through the PRESS, which was focused on improving student's reading fluency. Across grade level, third grade teachers implemented the PRESS reading interventions for fluency with fidelity supporting our student's growth in this area.<br><br>4th- White and Black student demonstrated growth in CBM. Only white students demonstrated growth in Areading.  Overall, individual students demonstrated growth but fell short of meeting benchmark.<br><br>5th-5th grade CBMs improved throughout the school year.  PRESS reading with partners was a success and helped with the improvement.  5th grade will continue with that strategy next year. |
| Mathematics | 5th grade A-math improved throughout the school year as well.  PLCs and collaborative planning as well as common formative assessments helped focus our instruction on state standards. |
| Graduation (if secondary) | |
| English Language Proficiency | EL Teacher targeted intervention during ELA block using Press Intervention Tier 2. |
| Attendance | Teachers calling/emailing families with attendance concerns.<br>Management of monitoring attendance and truancy has been timely and a management system has been implemented successfully |

| Prioritized Concerns |
|---|
| After reviewing the data in step 1, what concerns were noted? |
| Concern |

| | |
|---|---|
| Reading | Analysis to action<br>CFA alignment<br>FAST PD |

| | |
|---|---|
| | Student choice<br>Standards differentiated<br>Literacy Framework<br>DOK rigor<br>Mindset |
| Mathematics | Analysis to action<br>CFA alignment<br>FAST PD<br>Student voice<br>Standards differentiated<br>Numeracy Framework<br>DOK rigor<br>Mindset |
| Graduation (if secondary) | |
| English Language Proficiency | Based on our comprehensive needs assessment we have determined that we need to ensure a solid core instruction for all students as a first step by implementing a numeracy and literacy framework. However, we experimented during the 18-19 having the EL teachers implement Tier 2 targeted intervention with EL kids and clustering groups based on district recommended guidelines.  However, for the upcoming school year we will continue to explore this deeper as our current system may not be possible as we were reduced a .5 teacher for the 19-20 school year.  We saw some success with this system as we could ensure consistency and an evidenced based high yielding strategy. We are continuing to explore if we need to continue with a revised Press intervention integrated with evidence based language acquisition or if we want to move to LLI.  We will use our new learning LETRS training to help inform our decision come August 2019.. |
| Attendance | Develop Tier 2 and Tier 3 interventions<br>Connecting with families through phone calls |
| Other | Inclusion - PD: Based on our comprehensive needs assessment we determined that one of our largest demographic groups is our students with IEPs and our 7 next year 6  specialized center based classrooms.  As a leadership group, we discovered that there has not been a school wide training or a good system in place at Neill to support their academic and social emotional year.  This school year was the first time staff received PD with our foundations of Trauma Based Classroom training in February.  Consequently, in collaboration with the RAS SPED Leadership Team and our school Resource Team, we are working on a series of PD for all staff.  How does the classroom teacher and SPED Teacher collaborate to meet the individual needs of the students? Also, providing more support on how those accommodations should look like in the mainstream classroom environment. |

| 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 | ILT has identified focused standards are not aligned to the essential skills and rigor to meet the state standards. Utilizing learning targets to establish a clear purpose for learning is not readily understood by staff, as a collective body. The target is posted but not referred to as an instructional tool. Instructional lessons and assessments are often not aligned to the standards, especially higher levels of cognitive demand and student independence. There is little or no transfer/gradual release of the targets to students. Instead, students articulate activity completion instead of the skills required to achieve standards. Targeted self-evaluation is missing altogether and students are unaware of the next steps to promote their own growth, making student agency almost impossible. |
| Mathematics | ILT have identified focused standards are not aligned to the essential skills and rigor to meet the state standards. Utilizing learning targets to establish a clear purpose for learning is not readily understood by staff, as a collective body. The target is posted but not referred to as an instructional tool. Instructional lessons and assessments are often not aligned to the standards, especially higher levels of cognitive demand and student independence. There is little or no transfer/gradual release of the targets to students. Instead, students articulate activity completion instead of the skills required to achieve standards. Targeted self-evaluation is missing altogether and students are unaware of the next steps to promote their own growth, making agency almost impossible |
| Graduation (if secondary) | |
| English Language Proficiency | |
| Attendance | Not accessing the transportation that is available
School-wide incentive for 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 ☐ if the strategy is an Evidence-Based Practice (EBP) |
|---|---|
| The **Strategy** we are going to implement is… | Create a uniformed literacy framework that embeds all the components of Balanced Literacy. |

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| | |
|---|---|
| …to address this **Root-Cause(s)** | Engagement, rigor, mindful planning |
| Which will help us meet this student outcome **Goal\*** | The percentage of all students enrolled October 1 in grades 3-5 at Neill who are proficient on all reading state accountability tests (MCA, MTAS) will increase from 43.2% in 2019 to 48.2% in 2020. |

\*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

# Literacy

**Strategy #1:** Create a uniformed literacy framework that embeds all the components of Balanced Literacy.

**Root-Cause:** Engagement, rigor, mindful planning

**Goal:** The percentage of all students enrolled October 1 in grades 3-5 at Neill who are proficient on all reading state accountability tests (MCA, MTAS) will increase from 43.2% in 2019 to 48.2% in 2020.

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Develop and implement an ENE literacy framework that imbeds the six components of balanced literacy informed by our LETRS training, and via our curricular resource implementation of Benchmark.* | District C and I in partnership with the Neill ILT | walkthroughs, CFAs, summative assessments, adaptive assessments, MCA, growth | | □ | □x | □ | □x | □ | □ | □ | □ | □ | □ | □ | □ | |
| *Begin year two implementation of PRESS, focusing on tier 2, tier 3 and EL interventions.* | Tammy Doherty, Amy VanderMeeden and Lana Lindeman in collaboration with | progress monitoring, FAST, ACCESS | | □ | □x | □ | □x | □ | □ | □ | □ | □ | □ | □ | □ | |

| | | | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | classroom teachers | | | | | | | | | | | | | | | | |
| *Deepen our MTSS framework implementation to drive and align our pre-K - 5 instructional goals informed by our data analysis to action plan which will be measured quarterly.* | Classroom Teachers | walkthroughs, CFAs, summative assessments, adaptive assessments, MCA, growth | | ☐ | ☐ x | ☐ | ☐ x | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | |
| *Build capacity of our educational assistants to support core instruction.* | Amy VanderMeeden and Lana Lindeman | walkthroughs, CFAs, summative assessments, adaptive assessments, MCA, growth | | | x | | x | | | | | | | | | | |
| *Intentional backwards mapping to design differentiated instruction to meet all learners.* | Classroom Teachers | walkthroughs, CFAs, summative assessments, adaptive assessments, MCA, growth | | | | | | | | | | | | | | | |
| *We will align grade level formative assessments.* | Classroom Teachers | walkthroughs, CFAs, summative assessments, adaptive assessments, MCA, growth | | | x | | x | | | | | | | | | | |

*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 three pillars because it is one of the three RAS pillars: balanced literacy. We are in year two of this implementation, however, through our comprehensive needs assessment we identified there was first a need to identify a consistent systematic approach for differentiated instruction at Neill. By explicitly laying out for teachers what are the evidenced based components of a balanced literacy lesson that students should be experiencing during core instruction daily. In 18-19 we started our implementation by weaving our Press intervention into our MTSS Framework and our assessments.  However, we quickly realized that we had a core instructional issue.

- **To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?** We had professional development aligned with the district implementation plan.  We started with interactive read alouds and student choice as our school wide strategies. Teachers had an interactive read aloud modeled by district support staff. Each classroom teacher was required one interactive read aloud a week. Second, all classroom teachers were required to implement a classwide literacy intervention based on literacy data.  We also embedded the Press analyses to action protocol via our grade level data meetings as a way to identify our classwide interventions. This protocol had a fidelity check protocol as well as alignment with our district assessments and progress monitoring.

- **How has student achievement been impacted? What is the evidence?**  Our scores during the last three years have dropped from 45.6 to 43.2  There is also a persistent achievement gap between how are white students and our students of color are performing. Overall, after conducting a 5 year data analyses trend, we see declining scores or stagnation of overall achievement which includes most student sub groups as well as overall grade level bands.  During our data analyses this led us to arrive to the conclusion we have a core instructional issue.

- **How will implementation be adjusted and/or supported moving into the next year?**  After reviewing our data from the 2018-2019 school year we have developed strategies to implement that align with specific action plan and next steps.  This action plan will be monitored on a monthly basis during our instructional leadership meetings.  If we see from our data analysis there is a specific grade level struggling or succeeding with their action plan we will have them share their success or support them with the action plan. We have hired an additional instructional coach to support the work on the new Benchmark curricular resources and LETRS.  We have worked with our instructional leadership team to provide a literacy framework and pacing calendar.

| Strategy #2 | Click here ☐ if the strategy is an Evidence-Based Practice (EBP) |
|---|---|

| The **Strategy** we are going to implement is | Create a uniformed numeracy framework with <u>Principals to Action.</u> |
|---|---|
| to address the **Root Cause** | Standard alignment, MIF implementation |
| Which will help us meet this student outcome **Goal*** | The percentage of all students enrolled October 1 in grades 3-5 at Neill who are proficient on all math state accountability tests (MCA, MTAS) will increase from 37.8% in 2019 to 42.8% in 2020. |

*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

# Math

**Strategy #2:** Create a uniformed numeracy framework with <u>Principals to Action.</u>
**Root-Cause:** Standard alignment, MIF implementation
**Goal:** The percentage of all students enrolled October 1 in grades 3-5 at Neill who are proficient on all math state accountability tests (MCA, MTAS) will increase from 37.8% in 2019 to 42.8 % in 2020.

| 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 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *Develop and implement an ENE numeracy framework (using Math in Focus as a curricular resource) that imbeds number talks, whole group mini lesson, student work-time, and closing.*<br><br>*Gradual Release and additional support in how to build independence and management strategies to move toward more small groups.*<br><br>*Gr 2-5 PD Singapore Math Fall and Spring* | District C and I in partnership with the ILT | walkthroughs, CFAs, summative assessments, adaptive assessments, MCA, growth | | ☐ | x ☐ | ☐ X | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | |
| *Deepen our MTSS framework implementation to drive and align our pre-K - 5 instructional goals informed by our data analysis to action* | Classroom teachers | walkthroughs, CFAs, summative | | ☐ | x ☐ | ☐ | X ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | |

| Action Step | Person(s) Responsible | Measures of Success | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| *plan which will be measured quarterly with a focus on Tier 1.*<br><br>*Still a need...in math….*<br>*Exploring use of FastBridge Math -Progress Monitoring*<br><br>*Exploring: Learning Leaders: Book Study...Math Workshop by Jennifer Lemp* | | assessments, adaptive assessments, MCA, growth | | | | | | | | | | | | | |
| *Build capacity of our educational assistants to support core instruction and academic instruction.*<br><br>*Still a need in math….* | Amy VanderMeeden and Lana Lindeman | walkthroughs, CFAs, summative assessments, adaptive assessments, MCA, growth | | ☐ | X | ☐ ☐ | X | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |
| *Intentional backwards mapping to design differentiated instruction to meet all learners.* *Not Yet* | Classroom teacher | walkthroughs, CFAs, summative assessments, adaptive assessments, MCA, growth | | | X | | | | | | | | | | |
| *We will align grade level formative assessments.*<br><br>*Need to collect more data on this …..* | Classroom teacher | walkthroughs, CFAs, summative assessments, adaptive assessments, MCA, growth | | | X | | | | | | | | | | |

*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)?**

This strategy is aligned to the three pillars under the MTSS pillar which begins with defining high quality universal instruction for all core subject areas. Under the MTSS framework core instruction is expected to be viable, with content sequenced, and paced appropriately in the time available for instruction to meet ALL learners. Our challenge as a school is to develop instruction that is articulated and taught in the way that it was intended to be taught. However, in order to continue to move this work forward, our staff and our ILT Team needs to first explore and provide steps to deep meaningful improvements for all Tiers, implement strategies, and evaluate those for impact. Last year, we focused on the three pillars, MTSS Framework, Safe and Civil, and Balanced Literacy heavily. We did not begin to address math until the second half of the year. Like literacy, we quickly realized that we have a core instructional issue in our math instruction. We are beginning by articulating what is an evidenced based numeracy framework that our students should be receiving daily.

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

During the 18-19 school year we were in the exploration stage and systematizing our data analysis protocol to look at our school wide data. Our learning leaders attended the NCTM conference in April to get some ideas of what are the evidenced based high yielding strategies are working to move proficiency and cultivating deep mathematical thinking. From this learning and completing our comprehensive needs assessment we concluded we needed a numeracy framework based on Principles to Action. We are moving to implementation this numeracy framework August 2019.

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

Our scores during the past three three years have dropped from 50.8 to 37.8 and with the exception of our white students, most sub groups we have more than 60 percent of students not proficient based on MCA 2019 Data. What we have done is determined our why as a school team, why we need to do something different because what is currently happening or not happening is not meeting the instructional needs of our students. To successfully face this challenge, we spent much time last year laying the foundation work of building a culture of collaboration and now we are beginning to create action steps to identify the effective practices that are growing student achievement and to not continue to repeat the usage of strategies that are not resulting in student growth. Strategies to keep this conversation going are to begin to incorporate them into our ENE Staff Resource book, schedule of support staff, as well as professional development planning, and to show our staff what steps we will take, and how we will collectively moved forward to implement our numeracy framework this school year.

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

After reviewing our data from the 2018-2019 school year we have developed strategies to implement that align with specific action plan and next steps. This action plan will be monitored on a monthly basis during our instructional leadership meetings. If we see from our data analysis there is a specific grade level struggling or succeeding with their action plan we will have them share their success or support them with the action plan. We have hired an additional instructional coach to support the work school wide. We are reviewing our

current school wide staffing to ensure we are maximizing instructional support to students. We have worked with our instructional leadership team to provide a numeracy framework and pacing calendar.

| Strategy #3 | Click here X☐ if the strategy is an Evidence-Based Practice (EBP) |
|---|---|
| The **Strategy** we are going to implement is | <ul><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><li>Chapter 2: Organization: Modeling and practicing organized classroom behavior and routines</li></ul> |
| to address the **Root Cause** | There is not a clear understanding of social emotional learning standards and we do not have an explicit tier 1.  During the 2018-2019 school year we have begun to implement Safe and Civil Schools and the *MTSS framework as part of the RAS District three pillars. This year we have laid the foundation and understanding that the  problem solving process must illuminate the reciprocal relationship between social emotional and academic achievement.  We need to continue to support teachers in determining root causes and corresponding next steps in academics and social emotional learning to support the whole child.* |
| Which will help us meet this student outcome **Goal\*** | **Neill will reduce the number of classroom support calls by 10% from 1066 in 2018-2019 to less than 959 during the 2019-2020 school year.** |

## Plan for Strategy #3

# Safe and Civil

**Strategy #3:**

      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

**Root-Cause:** There is not a clear understanding of social emotional learning standards and we do not have an explicit tier 1.  During the 2018-2019 school year we have begun to implement Safe and Civil Schools and the *MTSS framework as part of the RAS District three pillars. This year we have laid the foundation and understanding that the  problem solving process must illuminate the reciprocal relationship between social emotional and academic achievement.  We need to continue to support teachers in determining root causes and corresponding next steps in academics and social emotional learning to support the whole child.*

**Goal: Neill will reduce the number of classroom support calls by 10% from 1082  in 2018-2019 to less than 959 during the 2019-2020 school year.**

| Action Steps | Person(s) Responsible | Measurement | Resources Needed | August | September | October | November | December | January | February | March | April | May | June | July | Due Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Our students will enhance their social/emotional competencies through strong and meaningful relationships with all staff.** | All Licensed Staff | | quarterly positive phone log | | X | | | | | | | | | | | |
| **Implement classroom management plans which were revised based on CHAMPS rubric.** | All Licensed Staff | | Management plan Rubric | ☐ | x ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | |
| **Use the common attention signal "Show 5"** | School-Wide | | Demonstration | ☐ | x ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | |
| **Defining a level of structure and CHAMPS expectations for all instructional and non-instructional activities: Use Champs expectations during all transitions: classroom, hallway, small group, large group, cafeteria, playground, bussing.** | All Licensed Staff | | Transition worksheet for the instructional and non-instructional activities | ☐ | x ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | |
| **Second Step curricular resources for Tier 1** | | | | | | | | | | | | | | | | |

*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)?**
  This strategy is aligned to the three pillars because it is one of the three pillars: Safe & Civil Schools (S&CS).  The focus on S&CS is to empower all staff with structures and techniques to help all students achieve academically and behavioral success.  CHAMPS is a proactive positive approach that is evidenced based and aligned with our MTSS pillar, which helps the teacher make effective decisions about managing behavior in the learning environment.

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

  During the 18-19 school year we followed the RAS three pillar professional development roll out.  We focused as a staff on learning about the learning environment school wide and at the classroom level.  We created school wide CHAMPs expectations and teachers learned and began developing their classroom management plans. We decided on a school wide signal: Show 5. We focused on building a positive school climate. To successfully face this challenge, we spent much time last year laying the foundation work of building a culture of collaboration and now we are beginning to create action steps to identify the effective practices that will improve student achievement and cultivat a proactive and positive school environment. Strategies to keep this conversation going are to begin to incorporate them into our ENE Staff Resource book, Respond to Behavior Protocols, and use of the Road Runner Room, as well as professional development planning, and to show our staff what steps we will take together as a school community.  We completed a comprehensive needs assessment were we realized that more work school wide needs to be done to address our high demographic of students with an IEP.  We have 6 WAVE and RISE center based programming that pose unique opportunities and challenges. Our comprehensive needs assessment determined that we need to do more work as a staff to create a common understanding on what it means to have a school wide aligned inclusive environment so that every student has access to the resources and education rigor to meet their individual needs. After one school of initial implementation of CHAMPS, we determined that we did not have a comprehensive and viable Tier 1 curriculum to explicitly teach CASEL's SEL Standards.  As a result, we purchased Second Step Curriculum that will be implemented PK-5. Teachers at the Tier 1 will teach daily SEL lessons during morning meeting.

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

  Our academic and behavioral data reviewed during our comprehensive needs assessment indicated that more learning and school wide staff time needs to be allocated to calibrate school wide what are the structures needed school wide at Neill.  We conducted two fidelity checks during the 18-19 school year, which indicated we have conceptual and procedural knowledge by staff in using CHAMPS-however we need to continue to deepen our implementation to ensure that we are consistently operating from a positive and proactive lens. As indicated by our strategies and action steps above we will continue to move forward to implementation.

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

  The plan is every 5 week rotation grade level team will check their grade level tier 1 as well as the implementation plan.  We are systematizing a data analysis protocol to review and identify grade level and school wide MTSS process with behavioral interventions and determining additional school wide supports.

## Stakeholder Engagement and Communications Plan

**Describe your stakeholder engagement activities and how you will communicate with stakeholders:**

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 2019 | Share Plan with staff | Neill staff | During a presentation |
| August 2019 | Share Plan with families and community members | Families and community | Email, constant contact, website |
| Monthly updates to plan | What is working and what do we need to adjust. | Staff, family and community members | staff meeting, instructional learning meeting, Email, constant contact, website |
| June 2019 | Summative Assessment | Staff, family and community members | staff meeting, instructional learning meeting, Email, constant contact, website |