ROBBINSDALE Area Schools

School Improvement (SI) Plan
Contact Information

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: **Plymouth Middle School**	Phone: 763-504-7100
School Address: 10011 36th Ave. N., Plymouth MN 55441	Fax: 763-504-7131
Principal: **Cheri Kulland**	Email: cheri_kulland@rdale.org
School Identification: **x** N/A ☐ Targeted Support & Improvement (TSI) ☐ Comprehensive Support & Improvement (CSI)	

District Information	District Phone, Fax, Email
District Name and Number Robbinsdale School District, #281	Superintendent Phone: 763-504-8000
Superintendent Dr. Carlton Jenkins	Superintendent Email: carlton_jenkins@rdale.org
District Address: 4148 Winnetka Ave. N, New Hope, MN 55427	

School Improvement Strategies (All Schools)

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

Strategy #1	Click here X☐ if the strategy is an Evidence-Based Practice (EBP)
The **Strategy** we are going to implement is…	Implementation of CHAMPS and Visual Cues
…to address this **Root-Cause(s)**	We noticed an increase of behavior referrals for level 1 infractions in last year's ODR data. Behavior has taken the front seat in the work being done. There is a deep need to shift the focus back to instruction and creating an environment for learning.
Which will help us meet this student outcome **Goal***	**The number of office discipline referrals (resolutions listed in Infinite Campus system) will reduce by 5% from 894 to 849.**

*SMART (strategic, measurable, ambitious, rigorous and time-sensitive) goal template example: The three year average for ACCOUNTABILITY INDICATOR at SCHOOL NAME will increase from BASELINE DATA to TARGET DATA within THIS TIME PERIOD.

Plan for Strategy #1

Strategy #1: Implementation of CHAMPS and Visual Cues

Root-Cause: Middle School students need constant reminders of expectations and procedures. .

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 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
CHAMPS and classroom expectations explicitly taught for the first two weeks of the year and re-taught each quarter.	All staff	Walk-through data and fidelity checks	Professional development	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	

Action Step	Person(s) Responsible	Measurement	Resources Needed												
Visuals are used in all instruction	All staff	Walk-through data and fidelity checks	Professional development	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
CHAMPS expectations posted and taught in halls and common spaces.	All staff	Walk-through data and fidelity checks	Professional development	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Teachers will create and implement a plan to greet students and promote a team mentality within each classroom.	All teachers	Student surveys	Professional development	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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

Strategy #2	Click here X ☐ if the strategy is an Evidence-Based Practice (EBP)
The **Strategy** we are going to implement is	Focus on Active Teaching and Culturally Responsive Teaching Practices including stations
to address the **Root Cause**	Students are not engaged in their learning and lecturing is overused.
Which will help us meet this student outcome **Goal***	**On the MCA Reading Exam, reading scores for all students will raise 5% from the current level of 58.8% to 61.7%.** **On the MCA Math Exam, math scores for all students will raise 5% from the current level of 44.3% to 46.5%.**

*SMART (strategic, measurable, ambitious, rigorous and time-sensitive) goal template example: The three year average for ACCOUNTABILITY INDICATOR at SCHOOL NAME will increase from BASELINE DATA to TARGET DATA within THIS TIME PERIOD.

Plan for Strategy #2

Strategy #2: Focus on Active Teaching and Culturally Responsive Teaching Practices
Root-Cause: Students are not engaged in their learning and lecturing is overused.
Goal:
(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	August	September	October	November	December	January	February	March	April	May	June	July	Due Date

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Implement the use of stations in all content areas on a consistent basis.	All staff	Walk-through data and fidelity checks	Professional development	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Implement Number talks in math classrooms.	Math teachers	Artifacts and observation data	Math teacher professional development	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Implement brain breaks every ten minutes to allow processing of new learning.	All Staff	Walk-through data and fidelity checks	Professional development	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Implement Six Elements of Balanced Literacy across all content areas with fidelity.	All staff	Collect artifacts	Professional development											
Use data to differentiate, intervene and accelerate (MTSS)	All staff	Formative assessment artifacts	Professional development	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Model and teach culturally responsive teaching strategies in professional learning settings.	Instructional Leadership Team	Teacher surveys	Professional development											
Incorporate pre-assessments at the beginning of units to inform teaching decisions and potentially reduce time to master topics.	All staff	Pre-assessment artifacts	Professional development											

Instructional Leadership Team

Name	Position (e.g., principal, lead teacher, community member)	Email/Contact Information
Renata Bonanno	English Teacher	Renata_Bonanno@rdale.org
Ruth Dubuque	Reading Teacher	Ruth_Dubuque@rdale.org
Jamie Wood	Special Education Teacher	Jamie_Wood@rdale.org
Sue Lightfoot	AVID teacher	Susan_Lightfoot@rdale.org
Chantell Belling	MTSS Coordinator/Social Studies Teacher	Chantell_Belling@rdale.org
Trent Thompson	Counselor	Trent_Thompson@rdale.org
Freedom Trotter	Equity Specialist	Freedom_Trotter@rdale.org
Colleen Kennedy	Assistant Principal	Colleen_Kennedy@rdale.org
Kim Royston	Assistant Principal	Kim_Royston@rdale.org
Cheri Kulland	Principal	Cheri_Kulland@rdale.org
Katie Bacon	Art Teacher	Katie_Bacon@rdale.org

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	0.7%	7
Asian	4.0%	39
Hawaiian/Pacific Islander	0.0%	0
Hispanic	14.5%	143
Black, not of Hispanic Origin	24.8%	244
White, not of Hispanic Origin	48.5%	477
Two or More Races	7.4%	73
English Learner	5.8%	57
Special Education	8.9%	87
Free/Reduced-Price Lunch	39.7%	390
Homeless	0.5%	5
Neglected	Do not have access to the data	
Delinquent	Do not have access to the data	
Foster Care	Do not have access to the data	
Military	Do not have access to the data	
High Mobility	Do not have access to the data	

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	970 - Our two largest groups are caucasian and African American	The ILT will meet monthly to review the data.
MCA/MTAS **Proficiency** and Achievement Level Data at the School Level, by Student Group and Grade	Reading proficiency remained relatively the same. Math data reflects we dropped by 6.4% across the building.	
MCA/MTAS **Growth** Data (focus on **high growth**, not just expected growth)		
ACT Proficiency and Achievement Level Data at the School Level, by Student Group and by Grade	N/A	
ACCESS for ELs Proficiency Data	???	
MAP Data at a School Level, by Student Group and by Grade (through 2018)		
FAST Data at School Level, by Student Group and by Grade	We have not completed FAST testing at PMS.	
Diagnostic Data by Student Group and by Grade		Reading Next Steps: Reading teachers will use Dr. Cash's book to differentiate up. Math Next Steps: Work with the database and create math groups based on student needs. We also have hired a math interventionist to

		work with our students every other day. Math and Reading departments will be meeting 3 hours at the end of every quarter to discuss assessment data.
Progress Monitoring (Intervention) Data by Student Group and by Grade	Math needs to create progress monitoring assessments.	
No Credit (NC) Data by Student Group and by Grade	Grade level Racial data N/Cs based on Attendance All classes	We will create a google doc that indicates if a student has 2 or more N/Cs at each mid quarter and quarter. Grade level counselors will review the data every 3 to 4 weeks and meet individually with the students to develop goal setting. Every two weeks on a Monday, Advisory teachers will check their students' progress in Schoology.
Office Referral/Suspension Data by Student Group and by Grade	DIRS data	
Program Enrollment/Participation Data by Student Group and by Grade	WEB Leaders (8th grade) Yearbook PMS Student Leadership Girls and Boys Groups	Check Clubs that children are involved in (TS, after school, extra curricular ex; yearbook) WEB Leaders - counselors will build a calendar to track the amount of time WL purposefully interact with new students, 6th grade students assigned to WLs\
SIP Goal Implementation/Monitoring Data (Fidelity of Implementation checks)	SIP should be referred to in monthly leadership meetings to ensure all PD/building work is aligned to SIP.	We will begin the year by meeting every Monday at 7:15 a.m. We will build the staff meeting agenda based on data and directed at 3 Pillars and walkthroughs.
Perception data collected from staff, students, parents, or other stakeholders		
Other building specific data	Targeted services	We are recreating how Targeted Services work

	at PMS.

2. Comprehensive Needs Assessment Summary (Part 2) (All Schools)

The Comprehensive Needs Assessment (CNA) results are used to determine the following:

· Subjects and skills for which teaching and learning need to be improved.

· Specific academic and other classroom needs of students and groups of students who are not yet achieving the state's academic standards.

· Needs of the school relative to the three pillars (Balanced Literacy, Safe and Civil Schools and MTSS).

Use the section below to list the team's identified successes, prioritized concerns, and hypothesized root causes for identified concerns

Successes	
After reviewing the data in step 1, what successes have been identified by the team? Successes should be connected to the data in your CNA table	
Reading	We only decreased our reading proficiency by .2%
Mathematics	More students asking questions in class. Co-taught with SpEd was helpful in terms of getting more 1:1 time with students.
Graduation (if secondary)	N/A
English Language Proficiency	
Attendance	

Prioritized Concerns	
After reviewing the data in step 1, what concerns were noted? Concern	
Reading	Technology as a "babysitter". Unplugging students so they can spend time READING A BOOK! Lack of growth for Sped and EL students, even with co-taught classes, but especially in pull-out Sped classes Lack of best practice vocabulary instruction across content areas Lack of chunking and scaffolding to support reading comprehension across content areas

	Need additional and varied opportunities for students to hear a fluent adult reader--LL need to support this. Co-teaching works when it happens as real co-teaching. We need to provide effective co-teaching training. It's much more than just putting two teachers together.
Mathematics	We decreased the overall math MCA scores by 8. All grades decreased.
Graduation (if secondary)	
English Language Proficiency	Co-teaching works when it happens as real co-teaching. We need to provide effective co-teaching training. It's much more than just putting two teachers together.
Attendance	
Other	Students with poor behaviors are often not dealt with in a timely manner, and this brings down morale of staff and students. Staff is either hot or cold in regards to how they feel things are going in the building. Looking to bring staff along to create a more positive working environment. Help teachers find their joy in teaching, reminder of why we are here. Children involved in school groups look forward to attending the meetings and activities. Several students are leaders in our building. Some students have struggled to build connections/relationships with other students and our staff. Students feel connected and a place of belonging in after school programs like Source, sports teams and student clubs. Our after school programs show that students value being together in social settings at school.

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	Students are below level in reading comprehension and application skills in each grade. Specific reading intervention needs to happen. Continue to improve interventions. Not enough follow through from Learning Leaders (due to no time allocated for either) to support content area teachers in implementation of reading interventions and balanced literacy as well as AVID critical reading strategies.
Mathematics	Students are far below level in math comprehension and application skills in each grade. Specific math intervention needs to happen, per individual student needs. Students don't know their own learning data to help them know where to go in terms of what they need to master.

Graduation (if secondary)	
English Language Proficiency	
Attendance	

3. School Improvement Strategies (All Schools)

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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 X ☐ if the strategy is an Evidence-Based Practice (EBP)
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Plan for Strategy #2

Strategy #2: Focus on Active Teaching and Culturally Responsive Teaching Practices
Root-Cause: Students are not engaged in their learning and lecturing is overused.
Goal:
(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)

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Strategy	Who	Evidence	Support													
Implement Number talks in math classrooms.	Math teachers	Artifacts and observation data	Math teacher professional development	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Implement brain breaks 1-2 times per class period to allow processing of new learning.	All Staff	Walk-through data and fidelity checks	Professional development	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Implement Six Elements of Balanced Literacy across all content areas with fidelity.	All staff	Collect artifacts	Professional development													
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- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?

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

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

Stakeholder Engagement and Communications Plan

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

We will share out our goals and strategies with all stakeholders. Our Goals will be communicated with students, staff, families and community. We will promote student voice by seeking feedback from the Student Leadership Committee.

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
Sept. 2019	Share out goals and strategies.	Teachers	Email
Sept. 2019	Share out goals for learning	Students	Advisory Lesson
Sept. 2019	Goals posted on PMS Website	PMS Families and Community	Link posted on Website
Ongoing	Coordination with Achievement and Integration Specialist and Family Engagement Specialist	Robbinsdale District Stakeholders	Variety of ways (Schoology, Website, emails, newsletters, etc)