



School Improvement (SI) Plan
Contact Information

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Sandburg Middle School, 6-8	Phone: 763-504-8200
School Address: 2400 Sandburg Lane Golden Valley, Minnesota 55427	Fax: 763-504-8231
Principal: John Groenke	Email: john_groenke@rdale.org
School Identification: <input checked="" type="checkbox"/> N/A <input type="checkbox"/> Targeted Support & Improvement (TSI) <input type="checkbox"/> Comprehensive Support & Improvement (CSI)	

District Information	District Phone, Fax, Email
District Name and Number Robbinsdale Area Schools 281	Superintendent Phone: 763-504-8011
Superintendent Dr. Carlton D. Jenkins	Superintendent Email: carlton_jenkins@rdale.org
District Address: Winnetka Avenue North Minneapolis, MN 55427	District Fax: Enter fax number here

Instructional Leadership Team

Name	Position (e.g., principal, lead teacher, community member)	Email/Contact Information
Katrina Johnson	Learning Leader	katrina_johnson@rdale.org
Dan McMullan	PLC Lead - Math	daniel_McMullan@rdale.org
Josh Aberle	PLC Lead - SS 7th Grade - Team Lead	josh_aberle@rdale.org
Caitlyn Schwarz	PLC Lead - Reading	caitlyn_schwartz@rdale.org
Sara Moe	Learning Leader PLC Lead - English	sara_moe@rdale.org
Mari Valentini	Special Ed	marie_valentini@rdale.org
Megan Parlanti	Learning Leader PLC Lead - Allies	megan_parlanti@rdale.org
Shannon Bruskiwicz	Learning Leader 6th Grade Team Lead	shannon_bruskiwicz@rdale.org
Terri King	Learning Leader AVID Coordinator	terri_king@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 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).

Student Group	Percent of Total Enrollment	Enrollment Count
American Indian/Alaskan Native	1%	6
Asian	6.2%	38
Hawaiian/Pacific Islander	0	0
Hispanic	11.1%	68
Black, not of Hispanic Origin	31.1%	190
White, not of Hispanic Origin	39.2%	239
Two or More Races	11.3%	69
English Learner	5.9%	36
Special Education	13.9%	85
Free/Reduced-Price Lunch	55.2%	337
Homeless	1.6%	10
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?
MCA/MTAS Proficiency and Achievement Level Data at the School Level, by Student Group and Grade	While we have students in Tiers II and III, are most prominent need is a strong Tier I	Need to dig deeper into benchmark data.
MCA/MTAS Growth Data (focus on high growth , not just expected growth)	Our students show growth, but we need accelerated growth	Learn more about 7th grade success
FAST Data at School Level, by Student Group and by Grade	The FAST Data is consistent with MCA's	Continue to expand understanding of how to use FAST data
No Credit (NC) Data by Student Group and by Grade	NCs are evidence of lack of engagement and attendance	Examine grading practices
Office Referral/Suspension Data by Student Group and by Grade	A decrease in referral and suspension data shows our systems are working	Track reflection room data

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

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

- Subjects and skills for which teaching and learning need to be improved.
- Specific academic and other classroom needs of students and groups of students who are not yet achieving the state's academic standards.
- Needs of the school relative to the three pillars (Balanced Literacy, Safe and Civil Schools and MTSS).

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

Successes

After reviewing the data in step 1, what successes have been identified by the team?

Successes should be connected to the data in your CNA table	
Reading	<p>Worked well together as a team</p> <p>Developed similar goals</p> <p>Similar vision for structure for the 2019 - 2020</p> <p>English students showed improvement in the writing skills, specifically in the area of argumentative</p> <p>English students were able to critically analyze various texts</p> <p>Team created a common assessment and were able to collaboratively grade</p>
Mathematics	<p>Made progress in identifying power standards</p> <p>7th grade students improved performance on the MCA in Dan McMullan's class</p>
Graduation (if secondary)	
English Language Proficiency	
Attendance	The number of tardiness and truancy was reduced

Prioritized Concerns

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

Concern

Reading	<p>Establishing a curriculum</p> <p>Alignment of instruction across the team</p>
Mathematics	<p>Alignment of instruction across the team vertically and horizontally</p> <p>Only 30% of our students meet grade level standards</p> <p>17% of our non-white students meet grade level standards</p>
Graduation (if secondary)	
English Language Proficiency	<p>Lack of consistent staffing</p> <p>Lack of well implemented co-teaching model</p> <p>Lack of training for co-teaching</p> <p>Lack of EA support for EL students in the classroom</p>

Attendance	Tardies Need for increased student engagement Need for positive engagement of parents and families
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	Sandburg Middle School does not have a well articulated, implemented and monitored guaranteed, viable curriculum in the area of reading.
Mathematics	Sandburg Middle School does not have a well articulated, implemented and monitored guaranteed, viable curriculum in the area of mathematics.
Graduation (if secondary)	
English Language Proficiency	Sandburg EL program is still underdeveloped, needs cohesive staffing and training in co-teaching model
Attendance	Student engagement needs to be prioritized

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...	Develop a well articulated, implemented and monitored guaranteed, viable curriculum in all curricular areas.
...to address this Root-Cause(s)	Sandburg lacks a well articulated, implemented and monitored guaranteed, viable curriculum in reading, math and science.

Which will help us meet this student outcome Goal*	<ul style="list-style-type: none"> • The reading proficiency level at Sandburg Middle School will increase from 46% to 56% as measured by 2019 and 2020 Minnesota Comprehensive Assessment in Reading. • The math proficiency level at Sandburg Middle School will increase from 30% to 40% as measured by 2019 and 2020 Minnesota Comprehensive Assessment in Reading. • The science proficiency level at Sandburg Middle School will increase from 24% to 34% as measured by 2019 and 2020 Minnesota Comprehensive Assessment in Reading.
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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 #1

Strategy #1: Develop a well articulated, implemented and monitored guaranteed, viable curriculum in all curricular areas.

Root-Cause: Sandburg lacks a well articulated, implemented and monitored guaranteed, viable curriculum in reading, math and science.

Goal:

- The reading proficiency level at Sandburg Middle School will increase from 46% to 56% as measured by 2019 and 2020 Minnesota Comprehensive Assessment in Reading.
- The math proficiency level at Sandburg Middle School will increase from 30% to 40% as measured by 2019 and 2020 Minnesota Comprehensive Assessment in Reading.
- The science proficiency level at Sandburg Middle School will increase from 24% to 34% as measured by 2019 and 2020 Minnesota Comprehensive Assessment in Reading.

(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	r	r	n	n	
				s	t	e	e	m	e	h	i	i	i	e	e	
				t	e	b	m	b	a	a	l	l	l			
					m	e	b	e	r	r						
					b	r	e	r	y	y						
					e	r	r									
Engage teacher leaders in summer work to begin the process. SIP Overview Planning Meeting Agenda	John Groenke Mary Jane Adams	Meeting Agenda and completed work	Template YAG Standards Ten Steps Funding	<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"/>	x	x	August
Teacher leaders lead content teams in identifying power standards/benchmarks and follow Dufours framework develop a fully articulated plan for	Dan McMullan	Completed Work	Template YAG Standards	x	x	x	x	x	x	x	x	x	x	x	x	

those standards, using district YAGS and LT to guide. Ten Steps to Sandburg Academic Success Content Power Standards template	Caitlyn Schwarz Sarah Moe Terri King Billie Pace Graczyk Kristin Hoffman		Ten Steps Funding															
All teaching staff will work with content teams to fully work through one full cycle during the first quarter. Bringing their data and evidence to a staff meeting to share and analyze.	All Staff in content based teams Admin team	Fully completed template Common Assessment Student Work and Data	Template YAG Standards Ten Steps Time	<input type="checkbox"/>	X	X	<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"/>	<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 #1:

- How is this strategy aligned to the Three Pillars (Balanced Literacy, Safe & Civil Schools, Multi-Tiered System of Supports)?
The strategy fully encompasses MTSS as it is essential to all tiers, Balanced Literacy instructional strategy choices and Safe and Civil Schools through student engagement.
- 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)
The Strategy we are going to implement is	Within our MTSS system, will develop a consistent system of delivery of interventions, progress monitoring and documentation.
to address the Root Cause	Sandburg lacks a well articulated, implemented and monitored guaranteed, viable curriculum in reading, math and science.
Which will help us meet this student outcome Goal*	<ul style="list-style-type: none"> The reading proficiency level at Sandburg Middle School will increase from 46% to 56% as measured by 2019 and 2020 Minnesota Comprehensive Assessment in Reading. The math proficiency level at Sandburg Middle School will increase from 30% to 40% as measured by 2019 and 2020 Minnesota Comprehensive Assessment in Reading. The science proficiency level at Sandburg Middle School will increase from 24% to 34% as measured by 2019 and 2020 Minnesota Comprehensive Assessment in Reading.

*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: Within our MTSS system, will develop a consistent system of delivery of interventions, progress monitoring and documentation.

Root-Cause: Sandburg lacks a well articulated, implemented and monitored guaranteed, viable curriculum in reading, math and science.

Goal:

- The reading proficiency level at Sandburg Middle School will increase from 46% to 56% as measured by 2019 and 2020 Minnesota Comprehensive Assessment in Reading.
- The math proficiency level at Sandburg Middle School will increase from 30% to 40% as measured by 2019 and 2020 Minnesota Comprehensive Assessment in Reading.
- The science proficiency level at Sandburg Middle School will increase from 24% to 34% as measured by 2019 and 2020 Minnesota Comprehensive Assessment in Reading.

(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	e	n	b	r	c	r	y	u	u	
				s	t	o	e	m	m	a	h	i		e	l	
				t	m	b	e	b	r	a						
				b	e	r	r	e	y	r						
				e	r											
Summer team of both MTSS team members and classroom teachers met to address needed refinements in MTSS system.	Mary Jane Adams Jeff Stovall	MTSS Proposal	MTSS District Handbook	X	<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"/>	

	Paul Peterson Deb Dragseth Amy Feole Dan McMullan	brought to ILT	SMS current MTSS Process Funding																
Learning Leaders meet to determine MTSS site goals for 2019 - 2020	Katrina Johnson Megan Parlanti Terri King Sarah Moe Shannon Bruskwicz	Complete Site Goals	Time Funding	X	<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"/>
Workshop Week and early Sept, professional development provided including site goals, current system and goals for refinement.	All Staff	Information delivered Teacher engagement Signed agreement	Time	X	X	<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"/>
ILT Team meets and receives Summer MTSS team proposal and discusses	ILT Team Summer MTSS Team	Approved proposal and directive to MTSS Team	Proposal Meeting Time	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Oct., professional development provided on the updated flow chart and diagnostic assessments	All Staff	Exit Ticket	PD Time Flow Chart Diagnostic Assessments identified	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hire academic EA and Math interventionist	John Groenke	Hired	Compensatory dollars and district funds	X															
Select reading and math interventions for each tier	MTSS Team Reading Team Math Team Dan McMullan Laurie Ganser Angela College	Interventions selected and staff accessible	Intervention resources Materials aligned with each intervention Platform for staff access		X	X													

	Terri King		Progress Monitoring tools aligned with each intervention Data tracking for each progress monitoring tool															
Develop systems for identifying students in need of interventions	Grade Level Teams PLCs MTSS Team	System developed and used by staff	Data from FAST Diagnostics Common Assessment Data			X	X											
Students actively engaged in interventions at Tier I, II, III	Stephanie Ekhardt Kristin Elhert MTSS team PLCs Grade level team	Intervention data	All steps above Intervention space				X	X	X	X	X	X	X	X	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)?
Fully aligned with all, but specifically MTSS
- 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	Develop systems that support increased student engagement and sense of belonging.
to address the Root Cause	Lack of prioritized student engagement and sense of belonging.
Which will help us meet this student outcome Goal *	The consistent attendance rate at Sandburg Middle School will increase from 83.1 to 93.1. The student responding strongly agree/agree to question #1 on the Robbinsdale Student Survey, I feel like I “belong” at this school. will increase 89% to 94%.

*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: Develop systems that support increased student engagement and sense of belonging.

Root-Cause: Lack of prioritized student engagement and sense of belonging.

Goal: The consistent attendance rate at Sandburg Middle School will increase from 83.1 to 93.1.

The student responding strongly agree/agree to question #1, I feel like I “belong” at this school. will increase 89% to 94%.

(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	n	b	r	p	r	y	n	l	
				s	t	e	e	m	u	c	i			e		
				t	e	m	b	b	r	h						
					b	e	e	r	a							
					e	r	r	r	r							
					r				y							
Implementation of Social Emotional Learning Interventions at all Tiers	Mary Jane Adams	MTSS Data and Plan	Intervention Staff Training Rewards Intervention materials and progress monitoring	<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"/>	

Student Recognition/Celebration Strategies	Celebration Committee/Sunshine	Student engagement and participation data	SPA Funds	<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"/>	
Lunch and Learn - Admin/Student Meetings	John Groenke	Sessions held and data collected	Student Participants	<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"/>	
Activating Student Voice <ul style="list-style-type: none"> • WEB • Student Led Assemblies • Student Council • Staff Shout outs by students monthly 	Beth Manson Katie Kaminski Todd Norholm Billie PGM Corey Anderson Alyssa Implutti Sonja Muus Megan Parlanti Mari Valentini	Student participation data and results on survey	SPA Staff leadership Comp Ed	<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"/>	
Attendance Review and Intervention Committee Creation	John Groenke	Agendas	Participants Truancy procedures Attendance data														

*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)?

Student attendance and belonging is directly connected to the UDV and successful engagement in all three pillars.

- 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.

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
June 2019	School Improvement Team	Team Members	Meeting/In person
August 2019	Share draft and get input	All staff	In person
December	Strategy One Share out	Staff and Cabinet members	Presentation

December	SIP	Community	Posted on Website
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