Roseville Area Schools
Quality Teaching & Learning for All...Equity in All We Do

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Edgerton Elementary School Improvement Plan 2021-2022

Stakeholder Engagement (Continuous Improvement Leadership Team)

Identify family members, staff representation of all school groups, grade level representatives, curriculum specialists, and stakeholders such as community members, involved in guiding the process for the comprehensive needs assessment or annual evaluation, the development or revision of the plan, and its implementation.

Team Member Name	Role
Brian Koland (currently on medical leave)	Principal
Mike Schroeder	Interim Principal
Angela Froemming	PLC Lead/ATPPS
Sarah Johnston	PLC Lead
Sheila McCormick	Teacher – Classroom
Joan Froemming	Teacher – Interventionist
Barb Reckard	Special Education Representative
Alisha Peterson	Teacher - Classroom
Laura Berkas	Teacher - Classroom

Commented [1]: Good team. Lots of different perspectives.

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Mimi Black	Behavior Specialist
Lauryn Feske	Out of School Time Coordinator
Rachel Coleman	Parent
Brittany Two Bulls	Parent
Ehgay So	Parent

2021-2022 District Areas of Focus
(Be sure to include these strategies within your SIP as appropriate)

- o PLC – Questions 3 and 4 and school culture (within an MTSS framework)
  - ▪ Interrupted instruction, accelerated learning practices
- o Educational Equity Curriculum and Instructional Compass especially Collective Knowledge Co-creation and Absent Narratives
- o SEL
- o Grading 7-12

How are stakeholders (staff, admin, families, students) involved in the evaluation, planning and implementation process? [Limit response to 50 words or 300 characters.]

The Edgerton School Improvement Team includes a representative from school staff in disciplines across the school environment. Parents were included in the planning and the review of the implementation. Six families representing from the school community were included in this process through direct conversation.

Comprehensive Needs Assessment

Identify the data sources used for each of the five different types of data:

2021-22 SIP Data Landing Page

Examples of Five Categories of Data

Student Academic Data	Student Non-Academic Data	Perception Data	Program, Process, Policy Data	Fidelity Data
Math CFAs- Summary Math MCAs Reading MCA Literacy Screening (FAST)	Attendance Demographic Data	Distance Feedback Learning ATTPS Survey Tripod Family Survey End of Year Staff Survey End of Year PLC Lead survey -Winter	Attendance Intervention Student Discipline Referrals	Teacher Observations TDE data/coaching feedback

What successes were identified?

1. The staff noted successes with the implementation of the Minnesota state standards focused on Social and Emotional Learning. This was

delivered to staff in a thematic approach over the course of the year focused on each standard with lesson plans.

2. There was great growth of instructional delivery through distance learning this year. Some of the strategies will continue in use this year.

3. The functioning and focus of the collaborative teams were a strength noted in the staff survey (Tripod). The gathering of common

formative assessment data and related discussion continued to strengthen and foster conversations on practice.

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What Area(s) of Greatest Need were identified?

1. Current data about our students' performance in academic areas is unclear. A third of our students stayed in distance learning.

2. In the data we have, the race based achievement gap in FAST and MCA continues.

3. The CFA data shows some inconsistency and the process and data collection needs to be refined.

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School Improvement Focus Area #1

Area of Greatest Need –What problem identified by the Comprehensive Needs Assessment or Annual Evaluation is the school trying to solve? If focusing on an academic area, be specific, yet concise, about the specific aspect, skill or knowledge that most needs to be addressed.

The first area of focus for this school year is literacy growth, specifically the reading readiness skills identified in the FAST system through EarlyReading and Fluency. Our students have been out of school for a good portion of the last year and the amount of time spent in text at the instructional and independent level was not at the level that is expected for literacy outcome growth that eventually is measured by Read Well By Third Grade benchmark and MCA performance.

Root Cause(s) of the need – *A root cause is an early controllable factor in a chain of factors which impact student learning.*

The team identified the root cause of this as varied structures around the children given their learning mode (distance/in-person) during the school day with time allocation and just right fitting texts to students at both the independent and instructional level text.

Evidence-based Strategy selected to address the root cause(s) – *A school improvement strategy is a plan of action designed to change school practice and improve student outcomes. The strategy should be based on evidence of improving outcomes when implemented with fidelity and cultural responsiveness to your community. [Note: The school could use more than one strategy to address an area of need. A school should not implement more than three strategies at one time.]*

The researched practice of English Learner in the Mainstream strategies of building background knowledge vocabulary instruction *will be specifically targeted in staff development and fidelity measures.*

Commented [2]: Excellent focus

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School Match – Briefly explain how the strategy is an appropriate, culturally responsive match for the school's needs, student population, capacity and other conditions.

Edgerton has a large number of EL students. This accounts for 29% of the school population. The EL team and school have been working on implementing practices of the research based practice of English Learner in the Mainstream. This year an intense focus will be placed on building background knowledge and vocabulary instruction.   Also threaded through this is the application of students seeing themselves in the curriculum. One targeted approach at Edgerton is known as Windows and Mirrors.

 SMART Goal – State a goal that is **specific, measurable, attainable**, **result oriented and time-bound.**

The percentage of all students in grades K-6 at Edgerton Elementary who are in the "low risk" category on the Fastbridge Literacy (EarlyReading and CBM-R) standardized assessment will increase from the baseline of 44.5% in fall 2021 to 54.5% in spring 2022.

Implementation Plan for Focus Area #1

> **Commented [3]:** Well done. Your implementation plan clearly supports your goal and the focus area.

Action Step - name specific strategies	Position(s) Responsible (teacher, principal, social worker, psych, etc…)	Resources Needed	Fidelity Checks - Identify the process and measures school will use to determine fidelity of implementation of strategies	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
PRESS Training for implementation in WIN time.	Intervention team	District Training followed up by training	Fidelity observations Monthly	8/31	6/1	Paraprofessionals will receive training on PRESS interventions in

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		and oversight for paraprofessionals implementing PRESS				literacy with fidelity observations each intervention cycle. Teacher teams will receive retraining on PRESS protocols.
FAST Retraining for all	PLC Lead	FAST Bridge Training Materials	Fidelity checks with each screener 3x per year	9/1	9/10	A training of the FAST process will be completed by all staff in literacy.
Progress Monitoring every other week for all students in literacy intervention	Paraprofessionals with classroom teachers	FAST Bridge		10/25	6/10	Each student in intervention will be monitored every other week on progress in intervention.
Staff Development on English Learner in the Mainstream specifically the elements of Building background knowledge and vocabulary.	EL Lead	English Learner in the Mainstream	Teachers will submit an example of the targeted vocabulary words for each unit through collaborative teams.	9/1	5/30	All teachers will use these two targeted strategies daily in their instruction.

Commented [4]: In addition to your EL team, Kristina Robertson might be a good resource to support this learning.

Annual Evaluation for Focus Area #1

Identify the **process** and **measures** (data, observation of developing skills or climate, other information as determined by the school improvement leadership team) that will be used to determine progress toward achieving the SMART goal.

The data used to evaluate this goal will include: FAST screening and progress monitoring of student achievement. Also, collection of the targeted vocabulary terms in the unit.

School Improvement Focus Area #2

Area of Greatest Need –What problem identified by the Comprehensive Needs Assessment or Annual Evaluation is the school trying to solve? If focusing on an academic area, be specific, yet concise, about the specific aspect, skill or knowledge that most needs to be addressed.

Increase performance on standards based assessments targeted at power standards in math.

Root Cause(s) of the need – *A root cause is an early controllable factor in a chain of factors which impact student learning.*

There were a number of causes that have led to this learning gap. Over the 2020/2021 school year learning was interrupted with distance and in-person shifts due to COVID. This led to decreased time with children having math manipulatives that are a necessary part of learning. In addition, these model shifts challenged the implementation of culturally responsive learning strategies along with growing a deeper understanding bias that is present in the curriculum.

Evidence-based Strategy selected to address the root cause(s) – *A school improvement strategy is a plan of action designed to change school practice and improve student outcomes. The strategy should be based on evidence of improving outcomes when implemented with fidelity and cultural responsiveness to your community. [Note: The school could use more than one strategy to address an area of need. A school should not implement more than three strategies at one time.]*

The collaborative team will focus on teacher clarity-learning targets, demonstration, guided practice, success criteria and assessment of the learning. In addition, the specific implementation of CGI learning strategies will be incorporated.

School Match – Briefly explain how the strategy is an appropriate, culturally responsive match for the school's needs, student population, capacity and other conditions.

Edgerton has a large number of EL students. This accounts for 29% of the school population. The EL team and school have been working on implementing practices of the research based practice of English Learner in the Mainstream. This year an intense focus will be placed on building background knowledge and vocabulary instruction.

SMART Goal – State a goal that is **specific, measurable, attainable, result oriented and time-bound.**

The proficiency gap between students identified as white and students identified as black enrolled in grades 3-6 at Edgerton for at least half a school year on the math MCA will decrease from 40% in 2019 to 35% in 2022 by increasing the proficiency rate of the groups as follows:

        A.   **Students identified as white will increase proficiency from 58% in 2019 to 60% in 2022 and**

        B.   **Students identified as black will increase proficiency from 18% in 2019 to 25% in 2022.**

Implementation Plan for Focus Area #2

Action Step - name specific strategies	Position(s) Responsible (teacher, principal, social worker, psych, etc…)	Resources Needed	Fidelity Checks - Identify the process and measures school will use to determine fidelity of implementation of strategies	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
Common Formative Assessment Training Review and Analysis	PLC Lead	Training and review of CFAs for teacher teams..	CFA collection and reviewed for connection to power standard each week.	10/25 /21	6/10/ 22	All of the teacher teams will be using standards based CFAs in their daily work.

> **Commented [5]:** The raced based Data Analysis Protocol could also help with this.

Teachers will receive CGI training and implement strategies and concepts into daily lessons with students.	PLC Lead -Math	Define Specific strategies to be used at each grade level. Teacher development time.	Classroom teachers will use the CGI Assessments 3 times per year to document implementation of CGI methodologies.	9/1	6/10	Specific identification of CGI strategies for focus this year. Each teacher will receive CGI training at least once a month this year. Each teacher of math will report on the use of their CGI strategies each semester.
Collaborative Team - 2 weeks literacy, 2 weeks math	PLC Leads	Time and Data Analysis Protocol that targets race.	PLC Lead review with the Instructional Leadership Team	10/25	6/10	Weekly Collaborative Team use of DAP 80% of students will master all power standards as measured by CFA's by the end of school year. Team data will be reviewed by the instructional leadership team 2x/month. Regional Center for Excellence support through observation.
Staff Development on English Learner in the Mainstream elements of Building background knowledge and vocabulary.	EL Lead	English Learner in the Mainstream	Teachers will discuss their evidence of ELM strategy implementation at CT meetings and PD sessions.	9/1	5/30	All teachers will use these two targeted strategies daily in their instruction.

Annual Evaluation for Focus Area #2

Identify the **process** and **measures** (data, observation of developing skills or climate, other information as determined by the school improvement leadership team) that will be used to determine progress toward achieving the SMART goal.

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School Improvement Focus Area #3

Area of Greatest Need –What problem identified by the Comprehensive Needs Assessment or Annual Evaluation is the school trying to solve? If focusing on an academic area, be specific, yet concise, about the specific aspect, skill or knowledge that most needs to be addressed.

Root Cause(s) of the need – *A root cause is an early controllable factor in a chain of factors which impact student learning.*

Evidence-based Strategy selected to address the root cause(s) – *A school improvement strategy is a plan of action designed to change school practice and improve student outcomes. The strategy should be based on evidence of improving outcomes when implemented with fidelity and cultural responsiveness to your community. [Note: The school could use more than one strategy to address an area of need. A school should not implement more than three strategies at one time.]*

Hattie's research on classroom behavioral instruction and support shows a .8 effect size.

School Match – Briefly explain how the strategy is an appropriate, culturally responsive match for the school's needs, student population, capacity and other conditions.

SMART Goal – State a goal that is **specific, measurable, attainable**, **result oriented and time-bound.**

Edgerton will decrease the disproportionate representation of children identified as black in discipline referrals from a level 1.93 to no more than 1.5 (as measured by Risk Ratio in SWIS)

Implementation Plan for Focus Area #3

Action Step - name specific strategies	Position(s) Responsible (teacher, principal, social worker, psych, etc…)	Resources Needed	Fidelity Checks - Identify the process and measures school will use to determine fidelity of implementation of strategies	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
First 6 weeks of school direct focus that can replace content areas of health, social studies and science curriculum. Then continued social emotional learning through PBIS and CASEL standards.	Eagle Squad	BeGoodPeople Curriculum	Grades 3, 4, 5,6 3times Student survey September 15, January 15, May 15			Student Survey 3 x per year. Monthly staff development on SEL standards and strategies.
Affinity group meeting weekly for black students with liaison	Liaisons (African American and Karen)	Space and time to meet	Report from Liaisons monthly on themes from students to staff	9/13	5/26	Feedback from James to staff monthly on affinity group student feedback on their experience.
Windows and Mirrors	CRCT Lead	Books	Teacher completed checklist of books read with dates.	9/8	5/30	Each teacher will read at least 6 of the Windows and Mirrors books from 6 different of focus
First Conference - Relationship based	Teachers	None	Teacher record of conference attendance.	9/30	10/8	Teachers will focus on building relationships with families and not share academic data.

Commented [6]: Smart use of Student Voice.

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CASEL standards	Eagle Squad	BeGoodPeople Curriculum		9/1	6/10	Staff development and lessons for staff.
Piloting of Second Steps	Classroom teachers in the pilot	Pilot curriculum	Pilot reflection with teachers who explored the curriculum			Kindergarten – 3 classrooms 1st Grade – 2 classrooms 3rd Grade – 1 classroom 4th Grade – 2 classrooms 4/5th Grade – 1 classroom 5th Grade – 2 classrooms
Monthly updates to the staff on discipline referral ratio for black students	Principal/Eagle Squad	SWIS Data	SWIS	Sept. 2021	June 2022	Monthly emails to staff from the principal/Eagle Squad.
Restorative Practices	Eagle Squad	Space and time Additional training: behavior team	Behavior logs	Sept 2021	June 2022	Students and staff will recognize their choices impact the community, listen to those affected, and will seek ways to make amends.
Utilize Check-in Check-out process as a supportive tool for students with three or more referrals out of the classroom.	Eagle Squad with paraprofessional implementation	Retraining for the classroom teachers and paras who will support the CICO daily	SWIS	Sept 2021	June 2022	CICO Plan in place for students, with monitoring data reviewed weekly. Referrals will decrease when SEL needs are met.

Annual Evaluation for Focus Area #3

Identify the **process** and **measures** (data, observation of developing skills or climate, other information as determined by the school improvement leadership team) that will be used to determine progress toward achieving the SMART goal.

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Title I Schoolwide Programs *(To be completed by Title I Schoolwide Programs - CP, EGN, LC. and HAR)*

How will the strategies and staff action specifically strengthen the school's academic program and address the learning needs of all students including but not limited to students at risk of not meeting standards? [Limit response to 100 words or 600 characters.]
 The chosen strategies focus our staff on the proven instructional practices that specifically support English Language students (building background knowledge and focused vocabulary instruction). The practices are found to be research based and effective not only for English Learners but also for all students in raising access to and achievement of state standards.

As a Schoolwide program, how will Title I funds be used in ways that are not possible with Targeted Assistance services? [Limit response to 100 words or 600
The flexibility of a school-wide program allows the staff who are funded from Title I to flex services based on student developing need. As we return to a 'typical' school year of programming and instruction, the needs of support for our children based on where they enter school in the fall will start to become clearer. Over the course of this year, it is important to be adaptive to the shifting needs. The way Title I funded positions are structured will support flexible and fluid support to students over a Targeted Assistance Program.

Budget – How is the school using Title I funds and any other funds to improve the school program and student outcomes?
(To be completed by Title I Schoolwide Programs - CP, EGN, LC. and HAR)

Focus Area #	Expense Item and Justification (How is this expense related to the strategy?) If a staff position, include the FTE.	Title I, Part A proposed FTE	Other funding source(s) proposed FTE
1, 2	**Professional Learning Community Lead Teacher**	1.0	
1,2	**Academic Intervention Teachers**	.5	**.8 ESSER Funds**
3	**Social Worker - behavioral support focused on reducing disproportionate representation through proactive support and family engagement.**	.50	
3	**School psychologist - behavioral support focused on reducing disproportionate representation through proactive support**		**.50 FTE from Compensatory Education Funds**

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Family Engagement	Karen Liaison supporting our Karen families and students.	.1	.05 Compensatory Ed funding

Communication Plan

Complete the chart below to list how the plan will be communicated to staff, families of students, school board, and community members in a format and language that families can understand?

When will the communication take place	**What** is the message	**Who** is the audience	**How** will it be communicated
August 19th	**Overview of the Title I plan for the year**	**School community**	**Electronic message**
August 30th	**School Improvement Plan focus areas and action steps for the year**	**School staff**	**Staff Meeting**
September 27th	**Overview of the Title I plan and action steps**	**School families**	**At an annual meeting virtually**
Fall Conferences	**Title I plan hand out on SIP**	**School families**	**Information table at conferences, virtually to families who complete conferences online.**
Winter	**Review of the Title I plan for the year.**	**School community**	**Electronic message**

School Professional Development Calendar - *See 2021-2022 district PD calendar link below for district dates.*

SIP Action Plan for Edgerton with Staff Development Calendar dates.

Commented [7]: What's your timeline for adding PD after February?

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2021-2022 SIP Calendar/Deadlines

Important dates for SIP Process	1:1 Principal & Asst. Supt. SIP Review

Deadline	Activity	Positions Responsible	Notes
August 20	Submit SIP and SIP PD meeting dates to Assistant Superintendent Title I Schools also submit SIP to Title I Administrator	Principal	
August 24	Review Site Improvement Plans & give principals feedback	Assistant Superintendent	
August 28	SIP revisions completed	Principal	
August - workshop week/early September	Share SIP overview with staff	Principal	
Mid September	ATPPS Site goal (aligned to building SIP goal) due to Florence Odegard	Principal	
September/October	Collect evidence of fidelity of implementation data as defined in **SIP Action Plan and Reflection form**	Principal & Assistant Superintendent 1:1 (6 week check in)	
November/December	Collect evidence of fidelity of implementation data as defined in **SIP Action Plan and Reflection form**	Principal & Assistant Superintendent 1:1 (6 week check in)	
Early December	SIP review by building leadership team - report on process to be shared with staff, school community and district leaders.	School Leadership Team	
December/January	Collect evidence of fidelity of	Principal & Assistant	

	implementation data as defined in **SIP Action Plan and Reflection form**	Superintendent 1:1 (6 week check in)	
February/March	Collect evidence of fidelity of implementation data as defined in **SIP Action Plan and Reflection form**	Principal & Assistant Superintendent 1:1 (6 week check in)	
Mid-March	SIP review by building leadership team - report on process to be shared with staff, school community and district leaders.	School Leadership Team	
March/April	Collect evidence of fidelity of implementation data as defined in **SIP Action Plan and Reflection form**	Principal & Assistant Superintendent 1:1 (6 week check in)	
May/June	Collect evidence of fidelity of implementation data as defined in **SIP Action Plan and Reflection form**	Principal & Assistant Superintendent 1:1 (6 week check in)	
Early June	CNA data identified/collected for planning 2022-2023 SIP	Principal and School Leadership Team	

SIP Resources:

2021-2022 SIP Data Landing Page

Implementation Science Tool

2021-2022 PD Calendar

SIP Action Plan & Reflection Form

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