



Roseville Area Schools

Quality Teaching & Learning for All...Equity in All We Do

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Harambee Elementary School Improvement Plan 2021-2022

Stakeholder Engagement (Continuous Improvement Leadership Team) [\(Back to table of contents\)](#)

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
Nasreen Fynewever	Principal
Melissa Hein	ATPPS Lead Teacher
Blair Wenndt	PLC Lead
Mara Badilla	Teacher – Classroom
Chris Miller	Teacher – Interventionist
Sara Stimple	Special Education Representative
Brittany Franet	Multilingual (EL) Learning Representative
Lindsey VanConant	Arts Specialist

Sarah Drake and Reies Romero	OST and Student Support
Peggy Mclafferty-Yares	Social Worker/Counselor
Kaolee Vang	Tech Integrationist
Marlene Stillman	Cultural Liaison

2021-2022 District Areas of Focus [\(Back to table of contents\)](#)

(Be sure to include these strategies within your SIP as appropriate)

- PLC – Questions 3 and 4 and school culture (within an MTSS framework)
 - Interrupted instruction, accelerated learning practices
- [Educational Equity Curriculum and Instructional Compass](#) especially Collective Knowledge Co-creation and Absent Narratives
- SEL
- 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.]

- Several stakeholders involved in district SIP training/writing
- Principal connected stakeholders not present at the training
- We will reach out to some of our former 6th grade students for input, possibly some primary students as well
- Evaluation: Principal's/ Harambee advisory team (family members and students)
- Picnic with the Principal (with students)
- Implementation process: PLCs and House system
- Reach out to former students about how their House impacted them

Comprehensive Needs Assessment [\(Back to table of contents\)](#)

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
HAR SIP data for 21-22	HAR SIP data for 21-22	HAR SIP data for 21-22	HAR SIP data for 21-22	HAR SIP data for 21-22

What successes were identified?

1. _CFA and Brainspace data shows prior knowledge, skill acquisition, and investment in discovery of interventions and extensions needed
(Question 3 data) _____
2. Teachers and families are supportive of the work occurring at Harambee _____

What Area(s) of Greatest Need were identified?

1. Cultural and Larger Community **interactive** connection is low _____
2. Belonging and SEL data is limited can start to pull student work as data for SY22 -- engagement, participation, and arts integration data

School Improvement Focus Area #1 [\(Back to table of contents\)](#)

Linguistically Diverse Students

Area of Greatest Need

The percentage of EL students, in 2nd, 5th, and 6th grade who met their accountability target is below 70%. This need was not addressed during SY21 despite being identified as a need. It was also identified that the belonging aspect of linguistically diverse students is not intentionally pursued nor is their learner identity developed with intent beyond service providers.

Root Cause(s) of the need

Value of cultural and linguistic diversity is assumed to occur and often dispersed to be an individual teacher practice versus a collective response and visible intent of all. EL students pull out time is the last thing we have historically scheduled. This causes EL time for students to constantly change throughout the school year.

[2021-2022 SIP Research Landing Page](#)

Evidence-based Strategy

- Master schedule development will solicit EL team input at initial stages and flex to create a stagger in core reading and math blocks of Gen Ed teachers for advantage of EL service time.
- PD on Language development for all staff led by our EL teachers and ELM (English Learners in the Mainstream) Hamline University Coaching guidance [\(Drive documents\)](#)
- EE Compass: *Culturally Relevant Content and Knowledge Co-construction* with implementation cycle in PLC and Media Center lessons
- Gaufang, L. (2013). [Promoting Teachers of Culturally and Linguistically Diverse \(CLD\) Students as Change Agents: A Cultural Approach to Professional Learning](#). *Theory Into Practice*, 52, 136-143.

School Match

- Harambee continues to look for ways to support our most vulnerable students. We have begun to increase improvements in the academic proficiency of our students of color. To continue to see this improvement, we need to ensure that our EL and SPED students are getting what they need. (SY21)
- Harambe will specifically support bilingualism, biliteracy, and multi-discursive practices through these conditions of showing institutional value and envisioning of cultural membership, family stories, mainstream coaching, and scheduling priority. Harambee has 52 students of our 287 who are receiving EL services and additionally our ethnically diverse from identifying as white is over 80% of our students -- both of which contribute to the cultural diversity of our student population -- a glorious condition that will remain a focus to create connections within.

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

- The percentage of students receiving EL services who meet their accountability goal on the ACCESS assessment and increase MCA scores for SY22 will increase by 10% from our SY19 data.
- The number of institutional cultural connection lessons in the media center will increase from 0 in 2021 to 11 in 2022, with each lesson maintaining at least 75% of classrooms engaging with each lesson.
- There will be no more than 4 gen ed classrooms beginning core math or core literacy instruction at the same time to ensure EL pull out and station-learning instruction can be prioritized for consistency for students receiving EL services.

Implementation Plan for Focus Area #1:

Action Step - name specific strategies	Position(s) Responsible	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
<u>Compass: Equity Pedagogy</u> Prioritize EL services in master schedule creation	Principal	EL teacher input, master schedule	master schedule review by Site SIP team quarterly (technical and applied schedule)	Aug 2021	July 2022	EL pull-out and station-learning time will be consistent throughout the year, ACCESS scores
<u>PLC Q4</u> Provide Language Development PD for staff	EL Teachers, Principal, Coaches Cabinet, ELM	ELM folder (Hamline), Prep time for EL teachers, Site PD time	PD calendar schedule, PLC share out of applied PD	Aug 2021	July 2022	Teachers/Staff will be more aware of ways to address linguistically diverse students in the mainstream, ACCESS scores, bilingualism honor, improved reading scores on weekly CFAs
<u>Compass: Culturally Relevant and Social Justice</u> Develop media center lessons connected to cultures and our community	Tech Integrationist,, SEL Lead, Specialists, EL Teachers, Cultural Liaisons	meeting calendar time, media center funding (carry over from SY21), student and family voice, examples from MN Humanities or Green Card projects	parental access during curriculum nights, cultural connections vault of 11 lessons, staff report out of engagement with	Sept 2021	July 2022	Belonging, visible and interactive institutional value, pride, ACCESS score

SEL Develop SEL lessons that honor and center cultural identity (schoolwide provided and teacher-created)	SEL lead/team, classroom teachers	CASEL resources, district guidance from district SEL leads, family input	SEL site lead qualitative record keeping, adaptive response to general curriculum	Sept 2021	July 2022	Belonging, visible and interactive institutional value, pride, ACCESS score
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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.

- master schedule creation - principal in conversation with EL team
- PD time allotted - principal with coaches cabinet
- media center lessons development - team of staff with families, students, and resources
- SEL lesson development - team of staff with each other, OEE, and Casel Resources

School Improvement Focus Area #2 [\(Back to table of contents\)](#)

Family Engagement

Area of Greatest Need

Families like what they see at Harambee, yet articulate and demonstrate that they do not understand everything that is happening at Harambee and their interest continues even with improvement during the SY21. Additionally **interactive** engagement remains low and consequently family voice and input, Title 1 awareness, and working knowledge of the day-to-day climate and curriculum of Harambe all have great space for improvement.

Root Cause(s)

In SY21 it had been identified that communication about “happenings” at Harambee and curriculum nights would be a focus area, while also increasing adequate communication with our families who do not speak English as their first language. COVID precautions and learning model communication took precedence for sought after information by families versus the engagement within designed events and communication. In this, zooms and announcements become avenues of connection for families and Harambee and therefore an expectation of this is to be addressed/continued in 2022, but this alone is not enough.

Evidence-based Strategy

- Engage in Equitable Family Engagement process: (1) Articulate vision,(2) establish standards for FE and hold staff accountable, (3) support staff in new mindset, skills and practices, (4)examining & modifying policies in place, (5)re-allocating resources, (6) monitor progress and evaluate success
- source: Nuri-Robbins, K., Lindsey, D.B., Terrell, R.D., and Lindsey, R.B. (2007). Cultural proficiency: Tools for secondary school administrators. Principal Leadership, 16–22.

School Match

Harambee families are an integral part of who we are and what we are able to do in partnership for our students. These strategies will lead to better informed families who can sense their belonging in our school community and can also support the efforts happening at Harambee.

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

- By the end of the 2021-2022 school year, 80% of Harambee families surveyed will state they are “well aware” of the SIP, academic standards at their child grade level, as measured by the end of the year Title 1 Program Family Survey.

Implementation Plan for Focus Area #2

Action Step - name specific strategies	Position(s) Responsible	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
Principal communication to families	Principal		digital communication, town halls, direct interaction	Aug 2021	July 2022	survey results positively indicating communication, engagement of families in bi-directional communication and input, vision casting and connection, growth in community belonging and awareness
PLC Q3 One pager of SIP Goals	Site SIP team		presented during Workshop Week, available at Open House, presented at each Community Connection Night,	Aug 2021	July 2022	clarity and accessibility

			student created survey for students and families to take in the Spring for fidelity check			
<u>Compass: Knowledge Co-construction and Social Justice</u> Build out community connection time	Principal and Community Connection Taskforce (ALT+), OST	survey/communication, time during workshop workshop week, meeting calendar time monthly, ALT feedback, TurnAround Arts and Parent Engagement funds, OST support	calendar dates set and communicated with SAVE the DATE postcards, emails, etc. content developed and agenda set one week prior increased interactive attendance from to 25% of families f	Aug 2021	Sept 2021 and ...	redesign of parent teacher conferences, student celebrations/performances, and curriculum nights to become integrated, attended, and interactive
<u>Compass: Equity Pedagogy and Social Justice</u> Center cultural identity of our community	PLC and Equity Coordinator, all staff	OEE, PD, meeting time to meet with cultural liaisons	Check-ins with DLT, family surveys, student response	Aug 2021	July 2022	embedment of cultural identity/SEL, cultural calendar overlaid on curriculum maps/pacing guides

Annual Evaluation for Focus Area #2

- Google Drive/Folder of all outgoing newsletters and videos
- One page viewable and data of where and when shared throughout the year by ALL staff
- cultural connection in storytelling and community connection events placed on calendar and actualized
- cultural liaison partnership developed and family engagement in survey from all demographic groups increases 10%

School Improvement Focus Area #3 [\(Back to table of contents\)](#)

Students will express their learning in a variety of ways to help create the 10% reduction in MCA math and reading achievement data goals.

Area of Greatest Need

Student's overall academic performance at Harambee continues to show a racialized and grade level achievement gap for Black students, EL students and SPED students. (CFA DATA, FAST DATA, MCA DATA). This detracts from our elevation of excellence and equity in all things.

Root Cause(s) Students who feel accepted and a sense of empowerment within their classrooms tend to demonstrate a greater level of engagement, which in turn results in better academic performance. Students in the above named groups are currently not feeling that acceptance and a sense of belonging that leads to engagement and better academic performance. (Jackson, Y., Hammond, Z., Hattie, J., Khalifa, M., Shalaby, C.)

Evidence-based Strategy

- Harambee staff will continue to increase their knowledge of Culturally Relevant teaching strategies through the use of the book by Zaretta Hammond
- Teachers will actively implement strategies from the book, TurnAround Arts conference, as well as other evidence-based resources, in their classrooms to increase student engagement, achievement and a feeling of belonging/empowerment among all students with a focus on the above named student groups.
- Teachers and staff will use the Responsive Classroom and Circle process daily, as a way to strengthen relationships, solve problems, decision making, celebration of student voice, problem solving and communication.
- Teachers will develop relationships with students in their classrooms, and will provide a variety of ways for students to demonstrate knowledge on formative and summative assessments. Examples will EXPAND to include use of the arts as a vehicle to demonstrate knowledge of content. (ie creating a song/Rap/Spoken word/Poem/Picture, etc)

School Match

Harambee is a school that has made inroads into the racialized achievement gap with a strong PLC, CFA, and Brainspace process. Allowing this successful model to expand to include the expectation that staff are culturally responsive in their CFA creation to allow for the unique genius of each child to come forth is appropriate and needed for formative assessments and learner identity. It allows Harambee to re-lean into a cultural community school and strength based with student demonstration of knowledge/learning.

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

- Students will engage in demonstration of learning in at least 2 ways beyond the traditional paper and pencil CFAs and testing methods **per core area** in SY22
- Of the 4 demonstrations of learning, student reflection on at least 2 of them of how integrating the arts helps them or our community will be solicited for belonging and excellence data.
- Such work will help create the 10% reduction in MCA math and reading achievement data goals.

Implementation Plan for Focus Area #3

Action Step - name specific strategies	Position(s) Responsible	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
PLC Q3 Rotating 3-4 PLC topics of self-reflection and feedback on teacher practice of assessment and student belonging	Principal and PLC/Equity Coordinator	guiding questions, collegial coaching/observation tie in, prompts for student/family feedback,	staff expectation for journals/documentation of rotation (non-evaluative unless stated in TDE goals), Staff Meeting Book Cohorts, PLC report outs	Aug 2021	July 2022	practice change for increase of relationship priority, student voice, and application of culturally responsive staff expectations, academic and attendance data that mirrors back that engagement has increased
SEL Data collection re: student engagement, belonging	PLCs, Site SIP/ALT team, Coaches/Leads	time and guidance	SIP/ALT monthly meetings to develop and deploy into staff data collection, family interactive engagement in Community Connection Events,	Aug 2021	July 2022	data to drive SIP SY23, Family Survey participation increase, climate and culture dividends
PLC Q3	PLC and Equity Coordinator,		one per quarter, PLC checks	Sept 2021	July 2022	grade level standards learning being demonstrated through non-

4 artifacts per student per core area	classroom teachers and Team BET					paper pencil methods, student presentation increase
<u>Compass: Equity Pedagogy and Social Justice</u> Responsive Classroom, Circles, and Inclusive Practices implementation	Principal, all staff					

Annual Evaluation for Focus Area #3

- PLC self-interrogation/investigation journals by each staff maintained
- SEL and MTTs present throughout
- Circle and RJ data share developed
- Student voice amplified
- 4 learning viewables and 2 reflections per student

Title I Schoolwide Programs

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?

All students will be held to grade level standards goals with multiple routes to demonstrate learning and knowledge. The strategies and staff action will strengthen the academic program by becoming more culturally responsive and shift compliance skill acquisition into demonstrative learning/knowledge and retention.

As a Schoolwide program, how will Title I funds be used in ways that are not possible with Targeted Assistance services?

The focused work of PLC Coordinator, Instructional Coach, and Lead teacher will develop teacher efficacy in tier one instruction and classwide interventions and extensions that allow all students to develop skills necessary to meet grade level standards. The dedicated data review and responsive instructional revision needs to elicit high academic achievement will be in continual cycle and expectation for linguistically diverse, communication of academic progress and learning with parents, and new and common assessment development for varied student demonstration of learning.

Budget – How is the school using Title I funds and any other funds to improve the school program and student outcomes?

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, and 3	PLC and Equity Coordinator - This position supports all academic and SEL learning through the lens of PLC and Student Support. This position will work with the EL and SPED teachers to ensure that language instruction is a part of all PLCs for all students. This position will work with PLC cycles to ensure focus areas are consistent and accountable. This position will also be the point person for our Community Connection nights with families.	1.0 FTE	
1, 2, and 3	Instructional Coach- This position supports all the academic learning through the lens of PLC, individual coaching of teachers for all student achievement. This position will review data and create plans for classwide interventions needed to meet grade level standards.	.15 FTE	
1, 2, and 3	Instructional Lead Teacher - This position supports all the academic learning through the lens of PLC and teacher goal-setting for student achievement. This position will work with the Gen Ed, EL, and SPED teachers to ensure that language instruction and demonstration of learning for all students is a part of all PLCs.	.25 FTE	

Communication Plan [\(Back to table of contents\)](#)

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
Workshop Week	Here is our SIP, built by and for, because...	STAFF	PD time on August 30, September 2, and 7
Open House	One page SIP of here is what we are doing with the elements of our SIP	Harambee Families	Zoom and Outdoor event, flyer, meet & greet, video recap
Monthly	Focus areas updates, rationale, and showcase	Harambee Families	newsletters, zooms, PTO visits, youtube videos
Community Connection Events (Quarterly)	Belonging and Excellence are focused on through our engagement with our linguistically diverse, our families, and our PLC/Instructional model that will expect varied and art integrated student demonstration of learning and pride, and showcase events.	All of Harambee	save the date cards, digital special announcements, newsletters, and by HOSTING EVENTS (in-person and/or zoom)
Staff Meetings	What is happening, what is working, what needs refocus, who is helped, who is harmed dialogue	STAFF	book study prompts and compass self-critique through PLC rotation cycle
Check-Ins	updates	Board liaison, Assistant Superintendent, Mentor, Coaches	conversation and emails

School Professional Development Calendar - See 2021-2022 district PD calendar link below for district dates. ([Back to table of contents](#))

DATE (district PD SIP dates and other scheduled PD in the building)	Planned Activity	Persons Responsible	With which Focus Area does this activity align? (Ex. Focus Area 1, 2, 3)	Notes/outcome
Aug 30, 2021	SIP introduction	Principal	1, 2, 3	
Aug 31, 2021	Workshop Sessions	District	1 and 2	
September 2, 2021	SIP application (EL PD) and Open House feedback share	Principal and session leaders	1, 2, 3	
September 7, 2021	SIP and CRCT	district	1 and 2	
October 4, 2021	SIP EL in the Mainstream and Community Connection event planning	EL team, PLCs, and OST	1,2,3	
November 2, 2021	SIP Arts Integration	Arts LT (SIP Team)	3	
January 24, 2021	SIP Family Engagement	Principal and PLC/Equity Coordinator	2	
May 13, 2021	SIP Student Awareness, Engagement and Feedback plus Title One Survey creation	Coaches Cabinet (Principal, PLC/Equity Coordinator, Lead Teacher, Site SEL Lead/MTSS, and Instructional Coach)	1, 2, 3	
June 10, 2021	SIP and CRCT		1 and 2	
Monthly Staff Meetings	SIP data collecting for belonging and excellence summarized back to staff	Principal	1,2, 3	

2021-2022 SIP Calendar/Deadlines

Important dates for SIP Process	1:1 Principal & Asst. Supt. SIP Review
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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 implementation data as defined in SIP Action Plan and Reflection form	Principal & Assistant 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](#)