



# Roseville Area Schools

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

## **Edgerton Elementary School Improvement Plan/Title I Schoolwide Plan 2022-2023**

### **Stakeholder Engagement**

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.

<b>Team Member Name</b>	<b>Role</b>
Maura Weyandt	Principal
Sheila McCormick	ATPPS Lead Teacher
Emily Mattson	PLC Lead
Ella Flower, Laura Berkas, Hanh Bergerson	Teachers – Classroom

Sheila McCormick	Teacher – Academic Interventionist
Barb Reckard	Special Education Representative
Emily Mattson	Multilingual (EL) Learning Representative
Mara Bischoff	Social Worker
Mimi Black	Behavior Specialist/Interventionist
	Cultural Liaison
Amy Woodward	Paraprofessional
	Parent/Family of student at risk of not meeting standards
	Member of Community being served
	Assessment/Data Coordinator
Crysta Christiansen	O.T.S. coordinator

- *SIP will be reviewed and revised with members of the community that are not filled in above during Teacher Workshop Week*

## 2022-2023 District Areas of Focus

- LETRS
- Social Emotional Learning

## Comprehensive Needs Assessment

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

Demographic Data/ Nonacademic Data	Perception Data	Student Academic Data	Program, Process, Policy Data	Fidelity Data
<a href="#">ORD Data</a>	ATTPS survey	<a href="#">MCA data</a> (math and reading)	LETRS	Walk throughs
Attendance	Tripod	<a href="#">FAST data</a>	CGI	Teacher observations
Demographic data	Family engagement events			TDE data/coaching feedback

### Data Analysis Narrative Reflection

#### Literacy:

- MCA and Fast scores do not correlate which we believe is due to strong collaboration between primary grade teachers and EL teachers
- Aggressive growth for multiple grade levels and racial groups in FAST aReading and CBMs
- Black students outperformed Hispanic students with CBMs aggressive growth (Black 53%, Hispanic 40%) but not MCAs (Black 15.6%, Hispanic 32.5%)
  - Hispanic students have the greatest opportunities for growth according to CBMs
  - Black students have the greatest opportunities for growth according to MCAs
- 16% of EL students are proficient in reading on the MCAs
- For aReading, aggressive growth decreases as the grade levels increases
- Over the last 5 years, the racial achievement gap in MCA reading proficiency for Asian students has decreased from 35% to 2%
- Wondering about the historical data for FAST CBMs and if it will correlate with increased MCA data in the future?

#### Math:

- 11% of Black, 17% of Hispanic, and 8% of EL students were proficient on MCA math data
- Significant decrease in math proficiency on MCA 2022 data for Black, Hispanic, and EL students which continues to increase the achievement gap
- Distance learning presented greater challenges in math than other core content areas. This caused students to miss learning and mastering concepts in all math strands. This also led to challenges as they progress through pacing guides and grade levels.

#### Culture - Climate - Behavior:

- 20-21 SIP goal was to decrease behavior referrals for black students (19-20 data was 3.0). This goal was achieved. Keep doing what is working!
- Staff shared an increase in behavior needs after the January 2022 return from Distance Learning
- Tripod survey and informal listening sessions report a need for consistent teaching, reteaching and application of expectations
- There is an inconsistent use of PBIS framework
  - Eagle Pride tickets to reinforce positive behaviors
  - Teaching and reteaching matrix expectations
- Edgerton staff is predominately white. There is a need for us to continue to examine our own racial identity, implicit biases, and use what has been learned about windows and mirrors to reach students of color. Staff will explore values, identity and community in an effort to go beyond surface culture to reach deep cultural understanding. (source: Culturally Relevant Teaching and the Brain by Zaretta Hammond)

What successes were identified?

1. Edgerton's CBM spring data out performed district's data in all categories (White, Black, Hispanic, Asian, Multi-Race).
2. Multiple grade-level teams were identified as having aggressive growth with the FAST CBM and aReading data.
3. Black students outperformed all other student groups of color on CBM growth.
4. Office discipline referrals risk ratio decreased for black students. (2.25 to 2.10)

What Area(s) of Greatest Need were identified?

1. Hispanic (14.5% of the population) students have the greatest opportunities for growth in math and reading.
2. 3 of 5 grades were below 31% aggressive growth on FAST assessments (earlyReading/CBM)
3. 8% of EL students were proficient on MCA Math 2021-2022.
4. Students of color continue to be referred at higher rates than their white classmates. Black students have the highest risk ratio of 2.10.

5. Students that receive special education services did not meet growth goals or proficiency scores at rates comparable to their general education peers

# School Improvement Strategy #1

## Name Area of Greatest Need : Math

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

*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.*

**What is the Root Cause(s)** of the need? The pandemic of 2020-2021 school year learning was interrupted with distance and in-person shifts due to COVID, this interruption continued into 2021-2022 school year. This led to decreased time for students learning concrete foundational math skills having a negative impact on students' higher math concepts in older graders.

*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):

- Teachers will focus on building by implementing Cognitive Guided Instruction (CGI) strategies and techniques
- Continue to implement ELM strategies to explicitly teach mathematical academic language

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

1. Increase the percentage of Edgerton SOC, who meet **proficiency** on MCA Math from 20.38% to at least 26.38% by May 2023.

## Implementation Plan for Strategy #1

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
Building Number Sense PD	Sheila McCormick and Maura Weyandt	Every other staff meeting dedicated to building number sense via CGI	8/29/22	5/26	-Increased teacher knowledge of CGI strategies differentiated by grade level PD (K-2, 3-4, 5-6) -Teacher attendance at staff meetings and implementation
Bimonthly math PLCs	Sheila McCormick, Emily Mattson	Time protected for authentic use of PLC process	8/29/22	5/26	-CT notes that support teacher's use of data to drive instruction

		<b>dedicated to the 4 questions and data analysis</b>			
<b>Use of Common Formative Assessments</b>	<b>K-6 teachers</b>	<b>CFAs</b>	<b>9/2022</b>	<b>5/26</b>	<b>-CFA data will be used to determine need for reteaching</b>
<b>Implement EL strategies in math instruction</b>	<b>EL lead and classroom teachers</b>	<b>-Continue to apply ELM strategies</b>	<b>9/2022</b>	<b>5/26</b>	<b>-Increased students' math vocabulary and skills</b>
<b>Partner with RCE</b>	<b>Maura Weyandt</b>	<b>-time to plan with RCE staff</b>	<b>10/2022</b>	<b>5/26</b>	<b>-Intentional focus on students that receive special education services -Professional development partnership that leverage sped strategies for the general education classroom</b>

### Annual Evaluation for Strategy #1

<ul style="list-style-type: none"> <li>● Identify the process and measure(s) that will be used to determine <b>the fidelity of implementing the strategy as intended.</b> <ul style="list-style-type: none"> <li>○ CFAs collection and reviewed for connection to power standard each week</li> <li>○ Teachers will discuss their evidence of CGI strategy implementation at CT meetings and PD sessions</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Identify the process and measure(s) that will be used to determine <b>progress toward achieving the SMART Goal.</b> <ul style="list-style-type: none"> <li>○ All teacher teams will be using standards-based CFAs in their daily work</li> <li>○ Each teacher will receive CGI training at least once a month this year during staff meeting PD</li> <li>○ Each teacher of math will report on the use of their CGI strategies each semester</li> <li>○ 80% of students will master all power standards as measured by CFAs by the end of the the school year</li> <li>○ Mathematical academic language and vocabulary is explicitly taught in math lessons</li> </ul> </li> </ul>

## School Improvement Strategy #2

**Name Area of Greatest Need:** Literacy

*Increase the percentage of aggressive growth as measured by the FAST earlyReading and CBM assessments for all students.*

**What is the Root Cause(s)** of the need?

- *Within our current literacy curriculum and instruction, there has been a lack of phonemic awareness instruction and focus on oral language skills. Phonemic awareness and oral language proficiency are predictors of early reading success, including phonics and fluency. LBD does not include daily phonics instruction for all primary grades.*

**Evidence-based Strategy** selected to address the root cause(s):

- LETRS training, leading to future implementation of LETRS PA strategies
- Press Interventions
- Fluency Interventions
- All staff PD on science of reading

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

1. *Increase the percentage of all students who achieve aggressive growth on FAST **early Reading** from 27% to at least 30% or FAST **CBM** from 45% to at least 48% by the end of May 2023.*

### Implementation Plan for Strategy #2

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
LETRS Training for K-4	K-4 Teachers EL Teachers Intervention Teacher Sped Teachers	Access to LETRS log-in Unit textbooks	8/30	5/26	Teachers will have a greater understanding of the Science of Reading, including content specific terms and ideas for implementing new learning.



Bi-Monthly Focus on Bridge to Practice and Fluency Intervention Groups	CT team leads	Bridge to Practice case study folders and materials	8/29	5/26	<p>Teachers will focus on three students and follow the Bridge to Practice activities within the LETRS training.</p> <p>Teachers will apply new learning and strategies with their three case study students.</p> <p>Case study students will increase their phonemic awareness and/or phonics skills as measured by the assessments given in the LETRS training.</p> <p>Teachers will meet and discuss targeted intervention groups, review data, and collaboratively plan fluency strategies.</p>
Staff Meeting time allocated to LETRS and reading intervention PD	Maura Weyandt	Every other staff meeting dedicated to LETRS	8/29	5/26	Teachers will have time to focus on the new learning and meet with colleagues.
Fluency Interventions	5/6 Teachers	The Mega Book of Fluency	8/29	5/26	<p>Teachers will continue to fine tune their fluency instruction and plan collaboratively.</p> <p>Targeted fluency intervention groups will increase their fluency scores as measured by the FAST CBMs.</p>

## Annual Evaluation for Strategy #2

<ul style="list-style-type: none"> <li>● Identify the process and measure(s) that will be used to determine <b>the fidelity of implementing the strategy as intended.</b> <ul style="list-style-type: none"> <li>○ Fidelity checks could include a review of end of session Check for Understanding quizzes, end of unit assessments, and review of Bridge to Practice materials.</li> <li>○ Team meetings, ongoing PD, and continued conversations with colleagues about new learning and strategies</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Identify the process and measure(s) that will be used to determine <b>progress toward achieving the SMART Goal.</b> <ul style="list-style-type: none"> <li>○ Progress monitoring at Leadership Team meetings</li> <li>○ School-wide screening with FAST earlyReading and CBMs</li> </ul> </li> </ul>



## School Improvement Strategy #3

**Name Area of Greatest Need :** Culture - Climate - Behavior

*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.*

Black students are twice as likely to be referred out of class for behavior

**What is the 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):

SEL- Restorative Practices PD for staff and developing practices to use with students.

Revisiting a focus on PBIS matrix expectations.

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

Edgerton will continue the downward trend of risk ratio in SWIS for office discipline referrals for black students to 1.77 by the end of SY22-23.

### Implementation Plan for Strategy #3

Action Step	Position(s) Responsible	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
Restorative Practices PD	Maura Weyandt and Mimi Black	PD time MDE funded grant (books purchased for all staff)	8/30	5/26	Address the need for healing and rebuilding community for all staff members.
Behavior Expectations	Eagle Squad	Matrix revision PD time	8/29	5/26	All students will understand and practice school wide expectations. ODRs in common areas (cafeteria and playground) when common expectations are practiced and reinforced.
Eagle Pride tickets	PBIS team	Tickets, prizes	8/29	5/26	

### Annual Evaluation for Strategy #3

Identify the process and measure(s) that will be used to determine:
<ul style="list-style-type: none"> <li>● Identify the process and measure(s) that will be used to determine <b>the fidelity of implementing the strategy as intended.</b> <ul style="list-style-type: none"> <li>○ First observation for all staff will take place between 9/19/22 and 10/7/22. Specific look fors will be determined by Leadership Team on 9/8/22. (Evidence of expectations being taught and positively reinforced)</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>● Identify the process and measure(s) that will be used to determine <b>progress toward achieving the SMART Goal.</b></li> </ul>

**How will the identified strategies and staff actions 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.]

A priority of school year 2022-23 is adult learning. This includes community building through a Restorative Practice approach. It is also about maintaining high expectations for all staff and students through the use of common expectations. Staff will continue to engage in PD on CGI and ELM strategies. Data suggests that

instructional practices are effective in many ways and student groups are demonstrating academic growth. There is a need for continued learning to improve how we teach reading and behavior expectations. The new knowledge gained by staff will lead to changes in practice and increased outcomes for students.

**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 characters.]

There are four staff members that have dedicated time in their schedules connected to each of our school wide goals. This creates a culture of collaboration and high teacher efficacy. Strong Tier 1 systems lead to a calm and productive learning environment, which lends to less out of time class for Tier 2 and 3 students. Increased knowledge for staff leads to changes in professional practices in order to increase learning and outcomes for all students. Without the allocated and dedicated staff to lead and monitor goals, other staff would be stretched and less likely to meet goals.

## Budget

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

Strategy #	Expense Item and Justification (How is this expense related to the strategy?) If a staff position, include the FTE.	Title I, Part A proposed budget amount	Other funding source(s) proposed FTE or budget amount
3	0.25 FTE - Student Support	\$30,167.87	ADSIS Grant
3	0.50 Social Worker- Will co-teach Matrix expectations with classroom teachers throughout the year. Will facilitate PD for Raider Support staff that focuses on expectations in common areas	\$51,093.98	
1	0.50 PLC Lead Teacher- Will lead math PLCs with all grade levels and facilitate "Building Number Sense through CGI" PD at staff meetings	\$54,881.71	
2	0.50 PLC Lead Teacher- Will attend literacy focused CTs and facilitate LETRS PD at staff meetings	\$61,474.85	
2	.5 FTE Interventionist	\$58,804.55	

## Communication Plan

Complete the chart below to list how this plan and the Parent and Family Engagement (PFE) Plan will be communicated to key stakeholders (staff, families of students, 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
8/29/22	Sharing celebrations and areas of growth based on data. Sharing SIP goals	staff		SIP team presents on 8/29/22 and engages team in a themed challenge and quiz
9/19/22	What is a SIP, how goals are selected and that families are a part of our team	families		Through a scavenger hunt activity at 9/19/21 annual Title 1 meeting
September 2022	Communicate goals with students	students		In morning meetings, when content is introduced that connects to SIP goal, highlight when a student performs action that meets a goal.

**School Improvement Action Plan and Reflection Form** - Click [here](#) to complete your School Improvement Action Plan and Reflection Form

**School Professional Development Calendar** - See 2022-2023 district PD calendar link below for district dates.

### PROFESSIONAL DEVELOPMENT PLAN

The PD Plan below is a calendar that should include your professional development across the year. Including half day PD dates, a monthly staff meeting, release days using subs (if they relate to your SIP), etc.

Date	Time	Activity	Persons Responsible
8/30/2022 AM	TBD	<a href="#">District PD Calendar</a>	District
8/30/22 PM	TBD	<a href="#">District PD Calendar</a>	District
Workshop Week	8/29/22	Community, Values, Expectations, SIP	SIP team
Workshop Week	9/1/22	Review Expectations, Behavior plans, Restorative Practices	Eagle Squad
Thursday, September 15		Staff Meeting: LETRS	Principal
Thursday, September 29	8:30	Staff Meeting: Building Number Sense through CGI	Lead teachers and principal
Monday, October 3	8:00-11:00	<a href="#">District PD Calendar</a>	District
	12:00-3:00	<a href="#">District PD Calendar</a>	District
Thursday, October 27	8:30	Staff Meeting: LETRS	Leadership Team
Thursday, November 10	8:30	Staff Meeting: Building Number Sense through CGI	Lead teachers and principal
Tuesday, November 8	8:00-11:00	<a href="#">District PD Calendar</a>	District
	12:00-3:00	<a href="#">District PD Calendar</a>	District
Thursday, December 1		Staff Meeting: LETRS	
Thursday, December 15	8:30	Staff Meeting: Building Number Sense through CGI	Lead teachers and principal

Thursday, Dec. 22	8:00-11:00	<a href="#">District PD Calendar</a>	District
	12:00-3:00	<a href="#">District PD Calendar</a>	District
Thursday, January 5		Staff Meeting: LETRS	
Monday, January 30 K-8 AM	8:00-11:00	<a href="#">District PD Calendar</a>	District
Monday, January 30 K-8 PM	12:00-3:00	<a href="#">District PD Calendar</a>	District
Thursday, January 19	8:30	Staff Meeting: Building Number Sense through CGI	Lead teachers and principal
Thursday, February 2	8:30	Staff Meeting: LETRS	
Friday, February 10	8:00-11:00		
	12:00-3:00	<a href="#">District PD Calendar</a>	District
Thursday, March 9	8:30	Staff Meeting: Building Number Sense through CGI	Lead teachers and principal
Friday, March 10	8:00-11:00	<a href="#">District PD Calendar</a>	District
	12:00-3:00	<a href="#">District PD Calendar</a>	District
Thursday, April 6	8:30	Staff Meeting: LETRS	
Friday, April 21	8:00-11:00	<a href="#">District PD Calendar</a>	District
	12:00-3:00	<a href="#">District PD Calendar</a>	District
Thursday, April 27		Staff Meeting: Building Number Sense through CGI	Lead teachers and principal



Thursday, May 11	8:30	Staff Meeting: LETRS	
Thursday, May 25	8:30	Staff Meeting: Building Number Sense through CGI	Lead teachers and principal
Friday, May 26	8:00-11:00	<a href="#">District PD Calendar</a>	District
	12:00-3:00	<a href="#">District PD Calendar</a>	District
Friday, June 9	8:00-11:00	Year End Wrap Up	

## 2022-2023 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 19	Have the following documents completed in your Google Folder: <ul style="list-style-type: none"> <li>● 22-23 SIP</li> <li>● SIP One Pager</li> <li>● SIP Action Plan</li> <li>● Title I Parent and Family Engagement Plan</li> </ul>	Principal	
August 24	Review Site Improvement Plans & give principals feedback	Assistant Superintendent	
August 26	SIP revisions completed	Principal	
August - workshop week/early September	Share SIP One Pager with staff	Principal	

Mid September	ATPPS Site goal (aligned to building SIP goal) due to ATPPS Coordinator	Principal	
November/December	Collect evidence of fidelity of implementation data as defined in <b>SIP Action Plan and Reflection form</b>	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, district leaders and at an Instructional Leaders meeting.	School Leadership Team	
February/March	Collect evidence of fidelity of implementation data as defined in <b>SIP Action Plan and Reflection form</b>	Principal & Assistant Superintendent 1:1 (6 week check in)	
March	SIP review by building leadership team - report on process to be shared with staff, school community, district leaders and at an Instructional Leaders meeting.	School Leadership Team	
May/June	Collect evidence of fidelity of implementation data as defined in <b>SIP Action Plan and Reflection form</b>	Principal & Assistant Superintendent 1:1 (6 week check in)	
Early June	CNA data identified/collected for planning 2023-2024 SIP	Principal and School Leadership Team	

## SIP Resources:

[2022-23 SIP Data Landing Page](#)

[Implementation Science Tool](#)

[2022-2023 PD Calendar](#)

[SIP Action Plan & Reflection Form](#)

[EDG SIP One Pager](#)

[SIP Research Landing Page](#)