



Roseville Area Schools

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

Harambee Environmental Science and Community Cultures 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.

Team Member Name	Role
Nathan Meyer	Principal
Blair Wenndt	ATPPS Lead Teacher
Kara Illetchko	PLC Lead (if applicable)
Melissa Hein	Teacher – Classroom
Chris Miller	Teacher – Academic Interventionist

Sara Stimple	Special Education Representative
	Multilingual (EL) Learning Representative
	Social Worker
Denise Dzik	Behavior Specialist/Interventionist
	Cultural Liaison
	Paraprofessional
	Parent/Family of student at risk of not meeting standards
	Member of Community being served
	Assessment/Data Coordinator
Spencer Pomeranz	OST
Lindsey VanConant	Teacher - Specialist

Commented [1]: Title I schools are required to involve parents in school improvement planning. These could be parents who provided input at the end of the school year or parents who will provide feedback during the Title I Annual Meeting.

2022-2023 District Areas of Focus

(Be sure to include at least 2 of these areas of focus within your SIP as appropriate)

- LETRS
- AVID
- PLC – Questions 3 and 4 and school culture
- Grading for Equity
- Social Emotional Learning

Comprehensive Needs Assessment

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

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

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

[Examples of Five Categories of Data](#) |

Demographic Data/ Nonacademic Data	Perception Data	Student Academic Data	Program, Process, Policy Data	Fidelity Data
<ul style="list-style-type: none"> Demographic Data 22-23 Attendance by Reason Attendance Area Behavior Data 	<ul style="list-style-type: none"> 3/10 Staff Reflection PLC Jamboard Reflection - March 17 	<ul style="list-style-type: none"> MCA data FastBridge Data ACCESS Data 		<ul style="list-style-type: none"> Harambee PLC Folder K CFA Data 1st CFA Data 2nd CFA Data 3rd CFA Data 4th CFA Data 5th CFA Data 6th CFA Data

Commented [2]: Your data is well organized and thoughtful.

Commented [3]:

Data Analysis Narrative Reflection

Write a summary of your data analysis for each category below.

Literacy:

- Students scored higher overall on reading MCAs than on math MCAs. The achievement gap for reading was much larger than that of math. Due to inconsistent reading data, growth data throughout the year is not able to be pulled.

Math:

- Students scored lower on math MCAs than reading. The achievement gap was lower for math.

Culture - Climate - Behavior:

- Office calls for behavior support decreased throughout the course of the school year.

What successes were identified?

1. Overall reduction in number of calls for support per day as year went on.

What Area(s) of Greatest Need were identified?

1. Reading achievement - more students need to make aggressive growth to help close reading achievement gap. To better track this we need consistent data collected from all students at multiple points throughout the year (FastBridge, PLC, MCA).
2. Math achievement - more students need to make aggressive growth to help close the math achievement gap. To better track this we need consistent data collected from all students at multiple points throughout the year (FastBridge, PLC, MCA).
3. SEL / Behavior support and interventions need to be better tracked. Data needs to be collected on interventions to better assess success or need for further intervention.

School Improvement Strategy #1

Name Area of Greatest Need : Reading Achievement

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? Current tier 1 instruction is not addressing the needs of our students.

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): We will use PLC framework to align our district identified power standards, “I can” statements, and use data collected from common formative assessments to provide rigorous targeted instruction.

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

80% of students who fall within the high-risk or some-risk category on their earlyReading or aReading fall 2022 assessment will make aggressive growth by the end of the year as evidenced by their spring 2023 earlyReading or aReading assessment.

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
LETRS Training	K-4, EL, SPED teachers, coaches, admin	LETRS Training (district provided); time in building for online modules and Bridge to Practice (building provided)	August 2022	July 2023	<ul style="list-style-type: none"> Staff will complete all assigned units with a goal of completion at mastery as evidenced by LETRS Training Completion Certificates Staff will show growth in literacy instruction as evidenced by pre and post tests for each unit

Introduce AVID strategies	All teachers, PLC/AVID Coordinator, Admin	PD at staff meetings on elements of WICOR	August 2022	July 2023	<ul style="list-style-type: none"> Staff will be exposed to AVID strategies and can begin to use them in their classrooms. A portfolio of staff deliverables will be collected over time to demonstrate their learning.
Continue and refine use of Thinking Maps building wide	All staff, ATPPS Lead, PLC/AVID Coordinator, Admin	PD at staff meetings , PLC/CT planning guides,	August 2022	July 2023	<ul style="list-style-type: none"> Teachers will use thinking maps across the literacy curriculum and will submit examples of student work encompassing all 8 Thinking Maps.
Family night helping caregivers understand how to support their students in using Thinking Maps	Staff, students, and families	Time, building space, teachers, meal	Sept. 2022	Nov. 2022	<ul style="list-style-type: none"> Families will learn how students use Thinking Maps as evidenced by creating one with their student at the event.
Building-wide structure for TIER 1 instruction	Admin	Clear and concise instruction around instructional expectations; time, PD, PLC time	August 2022	July 2023	<ul style="list-style-type: none"> Clear written expectations and a “look-for” checklist of what is expected for TIER 1 instruction will be shared with all staff at the beginning of the year Walk through observations will record staff successes
Continued use of PLC framework	All staff, PLC Coordinator, admin	CT time, PD, clear and concise direction for use of CT time, PLC planning days, six week planning cycles in CTs	August 2022	July 2023	<ul style="list-style-type: none"> CT deliverables Refined CFAs and data collection Brain Space planned for and used effectively as evidenced by growth on CFAs Develop CSAs
Pilot Amplify ELA curriculum at K and 1	Kleemeier, Dzik, Miller, admin	Copies of curriculum to be piloted, ELA committee meetings	August 2022	July 2023	<ul style="list-style-type: none"> Using rubrics to give feedback to the ELA Curriculum Committee.

Commented [4]: Smart to start with Tier I.

Annual Evaluation for Strategy #1

- Identify the process and measure(s) that will be used to determine **the fidelity of implementing the strategy as intended.**

The following evidence will be collected to determine the fidelity of implementing this strategy: staff LETRS growth scores, staff LETRS certificates of completion, portfolio of staff work demonstrating AVID strategies, examples of all 8 thinking maps from all grades, family

night sign in and feedback, tier 1 instruction expectations and “look-for” checklist, data collected from walk-throughs using “look-for” checklist, CT deliverables from CT time, CFA data, brain space data. These items will be used to determine if strategies are effective or if we need to realign our work.

- Identify the process and measure(s) that will be used to determine **progress toward achieving the SMART Goal**.

earlyReading and aReading will be given three times a year. The winter assessment will be used to determine growth towards our SMART Goal. CFA and CSA data and brain space data will also be used to determine if students are showing aggressive growth.

School Improvement Strategy #2

Name Area of Greatest Need: Math Achievement

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? Current Tier 1 instruction is not adequately meeting the needs of our students.

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): We will use PLC strategies to revise and align current power standards to those of the district while continuing to use CFAs to track student growth and provide tier 2 intervention.

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

The number of students who score in the “low risk” and “exceeds” categories on spring earlyMath and aMath will increase from 29.99% to 50%.

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
Modify and refine current CFAs to align with district power standards	All staff, PLC coordinator, admin	Time, PD, PLC planning days	August 2022	July 2023	<ul style="list-style-type: none"> Power standards document that lists “I Can” statements and aligns standards with CFAs
Modify and refine current pacing calendars to align with district power standards	All staff, PLC coordinator, admin	Time, PD, PLC planning days	August 2022	July 2023	<ul style="list-style-type: none"> Pacing guide document
Piloting CGI strategies in third grade	Melissa Hein, admin	District math leadership team meetings, district developed CGI resources	August 2022	July 2023	<ul style="list-style-type: none"> Student work samples and CFA data will be collected to the determine the effectiveness of CGI strategies

					<ul style="list-style-type: none"> • Reporting back to District Math Leadership Team about the effectiveness of strategies
Building-wide structure for TIER 1 instruction	Admin	Clear and concise instruction around instructional expectations; time, PD, PLC time	August 2022	July 2023	<ul style="list-style-type: none"> • Clear written expectations and a “look-for” checklist of what is expected for TIER 1 instruction will be shared with all staff at the beginning of the year • Walk through observations will record staff successes

Annual Evaluation for Strategy #2

<ul style="list-style-type: none"> • Identify the process and measure(s) that will be used to determine the fidelity of implementing the strategy as intended. <p>The following evidence will be collected to determine the fidelity of implementing this strategy: Power standards document, pacing calendars, CFAs and their data, tier 1 instruction expectations, “look-for” checklist, data collected from walk-throughs using “look-for” checklist, and continuous staff feedback on PD offered in staff meetings and what other opportunities staff want for further learning . These items will be used to determine if strategies are effective or if we need to realign our work.</p>
<ul style="list-style-type: none"> • Identify the process and measure(s) that will be used to determine progress toward achieving the SMART Goal. <p>earlyMath and aMath will be given three times a year. The winter assessment will be used to determine growth towards our SMART Goal. CFA data will also be used to determine if students are showing growth towards the goal.</p>

School Improvement Strategy #3

Name Area of Greatest Need : Student engagement in academic tasks

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? We are upholding systems that are best for white adult educators, not for our students, most of whom come from different cultural and racial backgrounds than the educators who serve them.

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): PLC data showing academic engagement.

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

Calls to the office for support will be reduced by at least 50% from 1085 in the 2021-2022 school year to 542 or less calls in the 2022-2023 school year.

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
Use student assistance team	SAT Team, admin, all staff	Time in schedule, SAT expectations	Sept. 2022	July 2023	<ul style="list-style-type: none"> Wednesday morning SAT rotation (each team will meet once every six weeks) SAT Process will be followed, including data collection
House System	House Team, admin, all staff	House time in schedule, ready-to-go house activities and lessons	Sept. 2022	July 2023	<ul style="list-style-type: none"> All students will be assigned to a house “House Fridays” - students will meet in their houses to reinforce SEL lessons taught in classes

					<ul style="list-style-type: none"> House points will reinforce positive behaviors
Analyza (and celebrate) quarterly data	Staff, students, families, admin	SWIS	Sept. 2022	July 2023	<ul style="list-style-type: none"> SWIS data will be reviewed at each Leadership Team meeting - data analysis protocol will be followed Once a quarter, data will be presented at an all staff meeting
Direct SEL instruction	Classroom teachers, SEL/Leadership Team, admin	PD on CASEL and MN SEL standards	Sept. 2022	July 2023	<ul style="list-style-type: none"> PD during staff meetings will be offered on CASEL/MN SEL standards Feedback from staff will be collected on Monthly
Morning meeting and closing circle	All staff, SEL Team, admin, students	Time provided in schedule, ready-to-teach SEL lessons provided by SEL Team, MM and CC expectations	August 2022	July 2023	<ul style="list-style-type: none"> Observations of classrooms during MM and CC Ready-to-teach SEL lessons
Mighty Monarch Student Recognition	All staff, admin, students	True Monarch shirts, nomination process, time	Sept. 2022	July 2023	<ul style="list-style-type: none"> Students recognized and celebrated for going above and beyond what is expected Reduction in referrals and office calls for support
Attendance intervention	Attendance team (social worker, nurse, classroom teacher as needed, admin)	Time	Sept. 2022	July 2023	<ul style="list-style-type: none"> Student attendance will be correctly tracked and reported in Synergy Attendance interventions will be implemented and tracked
Building-wide structure for TIER 1 instruction	Admin	Clear and concise instruction around instructional expectations; time, PD, PLC time	August 2022	July 2023	<ul style="list-style-type: none"> Clear written expectations and a “look-for” checklist of what is expected for TIER 1 instruction will be shared with all staff at the beginning of the year Walk through observations will record staff successes

Annual Evaluation for Strategy #3

Identify the process and measure(s) that will be used to determine:

- Identify the process and measure(s) that will be used to determine **the fidelity of implementing the strategy as intended.**

The following evidence will be collected to determine the fidelity of implementing this strategy: data from Student Assistance Team, student referral data from SWIS, attendance data, classroom observations,

- Identify the process and measure(s) that will be used to determine **progress toward achieving the SMART Goal.**

Data collected by recording all office calls for behavior assistance on a Google Form and behavior referrals in SWIS will be used to determine progress toward achieving our SMART Goal. Data will be analyzed monthly by the building leadership team to help track progress towards meeting our goal.

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.]

Strategies 1 & 2 directly address data that shows a large number of students performing below grade level. The strategies and their action steps work to improve student achievement in literacy and numeracy by ensuring tier one instruction based in best practices and time to plan for and implement quality tier two instruction that will address questions three and four of the PLC process.

Strategy 3 is working to address issues that remove students from the classroom, specifically behavior. Ensuring that students are in class and engaged in the learning will allow the action steps from strategies 1 and 2 to have the greatest positive impact.

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.]

Title 1 funds will allow us to provide programming and support during the school day that Targeted Assistance services would not be able to provide in the same way. We will be able to provide cohesive professional development to all staff that works to create culturally relevant, engaging, and meaningful tier one instruction.

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
1	.5 FTE interventionist	.25	.3 general funds, .45 ADSIS
1 & 2	.8 FTE PLC/AVID Coordinator	.8	

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?

Commented [5]: Add student communication

When will the communication take place	What is the message	Who is the audience	How will it be communicated
August / September	SIP Overview	HAR Staff	Back-to-school week staff meeting September staff meeting
September 2022	SIP Goal overview	HAR Families	Harambee Life Newsletter
Fall Conferences (October)	Student baseline data and targeted growth	HAR Families	Fall Conferences
Monthly	SIP Data Review	HAR Leadership Team	HAR Leadership Team Meeting

February	Mid-Year Data Review	HAR Staff	February HAR staff meeting
February	Mid-Year Data Review	HAR Families	Harambee Life Newsletter
July	End-of-Year Data Review	HAR Staff	July HAR staff meeting
July	End-of-Year Data Review	HAR Families	Harambee Life Newsletter

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	District PD Calendar	District
8/30/22 PM	TBD	District PD Calendar	
Workshop Week 8/29 and 9/1	TBD	Harambee Workshop Week Calendar	
TBD September	TBD	Staff Meeting: Harambee PD Calendar	
TBD September	TBD	Staff Meeting: Harambee PD Calendar	
Monday, October 3	8:00-11:00	District PD Calendar	

	12:00-3:00	District PD Calendar	
TBD October	TBD	Staff Meeting: Harambee PD Calendar	
TBD November	TBD	Staff Meeting: Harambee PD Calendar	
Tuesday, November 8	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
TBD December	TBD	Staff Meeting: Harambee PD Calendar	
Thursday, Dec. 22	8:00-11:00	District PD Calendar Staff Meeting:	
	12:00-3:00	District PD Calendar	
Monday, January 30 K-8 AM	8:00-11:00	District PD Calendar	
Monday, January 30 K-8 PM	12:00-3:00	District PD Calendar	
TBD January	TBD	Staff Meeting: Harambee PD Calendar	
Friday, February 10	8:00-11:00		
	12:00-3:00	District PD Calendar	
TBD February	TBD	Staff Meeting: Harambee PD Calendar	
TBD March	TBD	Staff Meeting: Harambee PD Calendar	
Friday, March 10	8:00-11:00	District PD Calendar	

	12:00-3:00	District PD Calendar	
TBD April	TBD	Staff Meeting: Harambee PD Calendar	
Friday, April 21	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
TBD May	TBD	Staff Meeting: Harambee PD Calendar	
Friday, May 26	8:00-11:00	District PD Calendar	
	12:00-3:00	District PD Calendar	
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"> • 22-23 SIP • SIP One Pager • SIP Action Plan • Title I Parent and Family Engagement Plan 	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 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, district leaders and at an Instructional Leaders meeting.	School Leadership Team	
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)	
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 SIP Action Plan and Reflection form	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](#)

[HAR SIP One Pager](#)

[SIP Research Landing Page](#)