

24-25 SY' School Improvement Plan Summary:

FAIR Pilgrim Lane Elementary

Strategic Priorities:

- Academic Achievement: *THEME A*
- Student Engagement and Wellness: *THEME B*
- Collaboration and Partnership: *THEME C*
-  Strategic Plan

[RAS SIP Rubric
MONITORING PLAN](#)

Evidence Based Practice #1

x Academic Achievement

_Student Engagement/Wellness

_Collaboration/Partnership

The strategies (components of the EBP) to be implemented:

Recommendation 6: Build children's knowledge of letters and sounds
Recommendation 1: Multisyllabic word reading
Recommendation 3: Comprehension Building

Addressing this Root Cause:

Students have limited knowledge of letters and sounds which link to multisyllabic word reading which then impedes comprehension building.

This will assist us with meeting this student outcome SMART Goal:

From Spring 2024 to Spring 2025, FAIR Pilgrim Lane students will increase by 10% proficiency as measured by FASTBRIDGE Comprehensive Score (K-1 - early reading) and FASTBRIDGE (Gr 2 CBM) and MCA's Reading (Gr 3 - 5).
Grade K early Reading: 69% to 79%
Grade 1 early Reading: 60% to 79%
Grade 2 CBM: 59% to 69%
Grade 3 MCA Reading: 50% to 56%
Grade 4 MCA Reading: 61.8% to 60%
Grade 5 MCA Reading: 70.8% to 71.8%

Strategy Implementation (Complete a chart for each component of the EBP):

Action Steps Component # _____	Team Responsible	How will we measure expected adult actions?	Timeline	Fidelity Results of Adult Actions Data Review (Take from Monitoring Plan)
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		(Fidelity - Take from Monitoring Plan)		
Develop Teachers knowledge in the phonemic and phonological awareness areas that align to beginning reading skills..	Leadership Team Licensed Staff MTSS Team PLC Teams	Number of Licensed Staff Attaining Units 1 - 8	Fall 2024 Winter 2025 Spring 2025	80% Completion as measured by the Robbinsdale LETRS Spreadsheet Leadership Team Quarterly Review
Systematic and consistent processes for blending, segmenting, and syllabication strategies which links to fluency in reading.	Leadership Team Licensed Staff MTSS Team PLC Teams	Bridge2Read Coaches Walkthrough	Monthly Coaches Walkthroughs Fastbridge Progress Monitoring - Educlimber Fastbridge early Reading and aReading Assessment Proficiency	Leadership Team Monthly Review Progress Monitoring Monthly Review Leadership Team Trimester Review
Include print throughout the classroom and home to increase vocabulary, fluency, and comprehension	Leadership Team Licensed Staff MTSS Team PLC Teams	Reports in Destiny, including classroom, genre, and number of books	Monthly report pulls	Leadership Team Monthly Review: Average Books Checkout Genre Distribution Online Book checkout

Add more rows if needed-for Artifacts

Reflective Questions to Answer: Progress Toward Goal #1:

- How is this EBP aligned with the Strategic Plan?
 - b. Implementation of phases of Science of Reading (SOR) PreK-12 grades
- To what extent has the EBP strategy been implemented? What about the process went well or not? What is the adult fidelity evidence of this?

FAIR PLE is in the beginning stages as Bridge2Read is a new approach to the phonemic/phonics area.

- To what extent has the Strategy been implemented? What about the process went well or not? What is the adult fidelity evidence of this?
- How has student achievement been impacted? What is the evidence?
- How will implementation be adjusted and/or supported moving into the next year?

Evidence Based Practice #2

x Academic Achievement

_Student Engagement/Wellness

_Collaboration/Partnership

The strategies (components of the EBP) to be implemented:

To align the Principles of Mathematics Instruction and the Six Guiding Principles of Mathematics into daily instruction.

Addressing this Root Cause:

The obstacles in learning and belief/understanding of student learning in the five strands of mathematics.

This will assist us with meeting this student outcome SMART Goal:

From Spring 2024 to Spring 2025, FAIR Pilgrim Lane students will increase by 10% proficiency as measured by FASTBRIDGE Comprehensive Score (K-1 - earlyMath) and FASTBRIDGE (Gr 2 aMath) and MCA's Math (Gr 3 - 5).

Gr K early Math: 73% to 83%

Gr 1 early Math: 71% to 83%

Gr 2 aMath: 47% to 81%

Gr 3 MCA: 50% to 57%

Gr 4 MCA: 62.3% - 60%

Gr 5 MCA: 35.2% to 72.3%

Strategy Implementation: (Complete a chart for each component of the EBP)

Action Steps Component # _____	Team Responsible	How will we measure expected adult actions? (Fidelity - Take from Monitoring Plan)	Timeline	Fidelity Results of Adult Actions Data Review (Take from Monitoring Plan)
Understand the Framework for Mathematics and implement into mathematics instruction	Leadership Team Licensed Staff MTSS Team	Data Sheets on Assessment	Trimester Assessments from staff	All Licensed staff identify the researched-based framework for teaching mathematics

To implement IXL and/or Redbird for the grade levels and use the Data Cycles	Leadership Team Licensed Staff MTSS Team PLC Teams	IXL Data Sheets	Monthly report pulls	Leadership Team Monthly Review
To implement Exit Tickets daily to determine level of learning towards the mastery of the standard. The exit ticket could be created, used in Reveal or use of IXL. <i>On Your Own</i> in Reveal is also an exit ticket	Leadership Team Licensed Staff MTSS Team PLC Teams	PLC Lead Measurements	PLC Notes and Record Review	Leadership Team Monthly Review

Add more rows if needed-for Artifacts

Reflective Questions to Answer: Progress Toward Goal #2:

- **How is this EBP aligned to the Strategic Plan?**
12a. Implement a blended learning instructional framework throughout RAS
- To what extent has the EBP strategy been implemented? What about the process went well or not? What is the adult fidelity evidence of this?
- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- How has student achievement been impacted? What is the evidence?
- How will implementation be adjusted and/or supported moving into the next year?

Evidence Based Practice #3

xAcademic Achievement

xStudent Engagement/Wellness

_Collaboration/Partnership

The strategies (components of the EBP) to be implemented:

Recommendation 1: Regularly provide intentional, engaging instruction and practice focused on social-emotional skills

Addressing this Root Cause:

Student regulation to enhance the learning in the classroom and missed learning opportunities.

This will assist us with meeting this student outcome SMART Goal:

During the 2024-2025 school year, the students in each grade level will decrease ODR's from the previous year by 20% in Tier II and III levels.

During the 2023 - 2024 school year, truancy rates from Spring 2024 to Spring 2025, Truancy rates will increase by 2% in each grade level:
45 Students Habitual Truant

2023 - 2024 (2022 - 2023 School Year)

K - 92.33% to 94.33%

1 - 94.43% to 94.33%

2 - 93.05% to 96.43%

3 - 94.69% to 95.05%

4 - 94.36% to 96.69%

5 - 93.75% to 96.36%

Strategy Implementation:

Action Steps Component # _____	Team Responsible	How will we measure expected adult actions? (Fidelity - Take from Monitoring Plan)	Timeline	Fidelity Results of Adult Actions Data Review (Take from Monitoring Plan)
Follow a curriculum that promotes incremental social-emotional learning systematically	Leadership Team Licensed Staff MTSS Team PLC Teams Support Staff	Percentage of Staff that taught all components of the monthly Second Step	Monthly report pulls	Leadership Team Monthly Review
Structure Focus with Classroom Management Plans and Schoolwide Behavior Plan	Leadership Team Licensed Staff	Classroom Management Plan Submission CHAMPS in the Classroom Number of Office Discipline Referrals (ODRs)	Trimester Monitoring	Leadership Team Monthly Review
Establish an Attendance Committee that reviews Attendance and Barriers	Leadership Team Support Staff Licensed Staff	Identify percentage of students over the 90% ADM	Weekly	Leadership Team Monthly Review PLC Lead Review

Incorporate CLR Strategies and Supports throughout the school and academic day.	Leadership Team Licensed Staff MTSS Team PLC Teams Support Staff	Call and Response Walkthrough Culturally Inclusive Reading Leadership Groups What I Need - WIN - Groupings Restorative Circle Data Art Integration through Academics	Trimester Data	Leadership Team Monthly Review
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Add more rows if needed-for Artifacts

Reflective Questions to Answer: Progress Toward Goal #3:

- How is this EBP aligned to the Strategic Plan?
 - 1a. Implement culturally responsive teaching and culturally relevant instructional resources,
 - 2a. Build staff and student skills and develop resources to provide support and strategies that are responsive to individual needs
 - 3a. Build staff and student skills and develop resources to provide support and strategies that are responsive to individual needs
- To what extent has the EBP strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
- How has student achievement been impacted? What is the evidence?
- How will implementation be adjusted and/or supported moving into the next year?