

24-25 SY' School Improvement Plan Summary: RSI

Strategic Priorities:

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

[RAS SIP Rubric](#)

Evidence Based Practice #1

X_Academic Achievement

_Student Engagement/Wellness

_Collaboration/Partnership

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

1. **Evidence Based Biliteracy Strategies from Biliteracy Instructional Framework: Oracy, TPR, Dictado, Contrastive Analysis, Bridging, Content Based Instruction, Language Objectives, Tambien se Dice**
2. **A K-5 Focus on Spanish and English Foundational Skills**
3. **Science is our BUF Focus**
4. **K-5 focus on Bridging**

Addressing this Root Cause: Our data indicates that we have a widest achievement group with our EL and SPED sub-groups. All students at RSI are multilingual learners-and we need to support language and literacy development K-5.

This will assist us with meeting this student outcome Literacy SMART Goal: RSI will increase from 53.4% reading proficiency to 62% reading proficiency as measured by the Spring Minnesota Comprehensive Assessment. (Early Grades will use Early Reading and aReading of Fastbridge) and **students who receive EL services will increase from 16% reading proficiency to 30% as measured by the Spring Minnesota Comprehensive Assessment.**

State Identified Native American Students: In Spring 2024- we had 2 of 6 students proficient
 EL Goal
 SPED Goal

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)
<p>Continued support and training of staff focused evidence based strategies for multilingual learners for language production across reading, writing, speaking, listening, and metalinguistic awareness</p> <p>For example:</p> <ul style="list-style-type: none"> Center for Biliteracy: Dictado and Bridging work Implement K-5 Biliteracy Units integrated in Literacy, Language, and Science Job-embedded professional development to align and develop MN Social Studies Standards to C-3 Framework and Biliteracy Unit Frameworks in Literacy, Language, and Social Studies Job-embedded work time to align and develop BUF development. K-5 Spanish language articulation of foundational skills 	<p>Biliteracy Teacher Leaders</p> <p>Grade Level Teams/MTSS Coordinator</p> <p>Grade Level Teams and EL</p> <p>Admin/C&I/Multi-lingual Coordinator</p>	<p>DLI Rubric: Focus on Curriculum and Instruction</p> <p>Data Days</p> <p>ELA/SLA Planning Time</p> <p>Biliteracy Walk-throughs</p>	<p>End of Qtr. 1</p> <p>Fall, Winter, and Spring</p> <p>ILT</p> <p>Bi-Monthly</p>	<p>ILT Teacher Self Assess with Grade Level Teams/Calibrate as ILT self assessment</p> <p>Fidelity-Monitoring Interventions-via grade level data sheets, progress monitoring data for WIN and Fidelity Checks on interventions.</p> <p>Evidence of Oracy in planning, Bridge to Read intentional planning for application practice in small groups during co-teaching with EL teacher.</p> <p>Classroom evidence of Biliteracy Look fors present/evident.</p>

<p>Provide job embedded PD to our GLAD Cadre to continue to explore and begin to implement EBS for Multilingual students.</p>	<p>Admin RSI BeGlad Cohort</p>	<p>Teacher Reflection Teacher Participation/Exit Tickets</p>	<p>October 24 February 6 May 8</p>	<p>BeGlad PD Participation Measure of use of BeGlad Strategies in classrooms of Cohort members. 7 Hip Strategies October, February, and May.</p>
<p>RSI Staff will continue to implement classwide intervention, K-5 in Spanish and English, based on the Press Decision Making Process.</p> <ul style="list-style-type: none"> Align WIN with targeted and aligned interventions based on classwide, grade level needs in Spanish and English. Align Tier 1 & 2 differentiated groups in SLA to targeted and aligned instruction. 	<p>Admin MTSS Coordinators Support Team Grade Level Teams PLC Leads</p>	<p>Fastbridge Fall, Winter, Spring Screening Data. Progress Monitoring Data PLC Meeting Notes Quarterly Fidelity Checks</p>	<p>Fall, Winter, and Spring Weekly, Biweekly Monthly Quarterly</p>	<p>Evidence of Targeted Skills small groups in ELA and SLA. Progress Monitoring Data for students at Monthly Review Meeting with Support Team. WIN Fidelity Checks PLC Leads Meeting providing an update on grade level work to this work.</p>
<p>Grades K-3 will implement Bridge to Read in their English Block</p>	<p>Admin MTSS Coordinator RSI Building Represent</p>	<p>Monthly Coaching Feedback Progress Monitoring Data Fastbridge Fall, Winter, Spring</p>	<p>Monthly</p>	<p>Coaching Observations w/coaching feedback.</p>

<p>Culturally and Linguistically Responsive Teaching and Learning Strategies. Begin to explore how to integrate the following CLR strategies: discussion, response and movement protocols, and rings of culture into our Biliteracy Unit Framework school wide.</p>	Admin	Modeling in Building PD and when providing Coaching Feedback	Quarterly	Admin Explicitly sharing information connected with the Rings of Culture with staff. Modeling CLR in Meeting Protocols
	ILT	Weaving into our BUF Process	Quarterly	Building wide-collaborating to make a decision of how CLR will be woven into our Biliteracy Framework.
	Equity Committee	Modeling in Building PD and meeting protocols	November, January, February, March, April, May	Meet five times-come up with a plan and action steps of how Equity Work will reach the classroom and how the Spirit of CLR approach will be embedded into everything we do.

Add more rows if needed-for Artifacts

Reflective Questions to Answer: Progress Toward Goal #1:

- How is this EBP aligned to the Strategic Plan?
- To what extent has the Strategy of the EBP 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 #2

x_Academic Achievement

_Student Engagement/Wellness

_Collaboration/Partnership

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

Develop practices that establish mathematics goals to focus learning and develop practices and routines that increase engagement, support conceptual understanding of number sense, and promote procedural fluency.

1. Implement Jump Start routines focused on the first ten minutes of the math lesson.

Addressing this Root Cause: Overall, we have declining proficiency data trends in math over the past three years; we have regression and are not making an average year's growth in our growth data. We also continue to have double digit opportunity gaps between our white and our two most underserved student groups (EL and SPED).

This will assist us with meeting this student Math outcome SMART Goal: RSI will increase from 44% math proficiency to 52% math proficiency as measured by the Spring Minnesota Comprehensive Assessment. (Early Grades will use Early Math and aMath of Fastbridge).

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)
Grade Level Team: establish mathematics goals to focus learning around our Number Sense Standards K-5. <ul style="list-style-type: none"> • Learning Outcomes connected to Standards and learning progressions. • Pre, Post Assessments, and grade level data driven conversations to drive instructional decision making • Math Block Instructional Routines that support differentiated and conceptual understanding and promote procedural fluency. • 1 PLC a month dedicated to math 	SIP Committee ILT PLC Leads Grade Level Teams	CFAs, Fastbridge Fall, Winter, Spring MCA Math, CFAs, Fidelity Checks for Jumpstart Routines CFAs, Fidelity Checks for Jumpstart Routines	Fall, Winter, and Spring Monthly Monthly	Teachers will discuss math data and will embed data driven decisions into their Number Sense Standards PLC Leads will facilitate use of CFA data to unpack grade level standards and integrate engagement routines that build number sense into their daily practice at the start of their math block. PLC Leads will facilitate use of CFA data to unpack grade level standards and integrate engagement routines that build number sense into their daily

<ul style="list-style-type: none"> Concrete, Pictorial, Abstract 				<p>practice at the start of their math block.</p>
<p>Vertical Unpack Number Sense Standards and learning progressions. School wide focus on Common Formative Assessments for Number Sense-working toward mastery by grade progression.</p> <p>During Workshop Week and Building PD Time, Grade Level Teams will unpack their number sense standards. Teams will also focus on engagement strategies for the first ten minutes of Math. Grade level teams will focus on implementing Number Sense Jumpstart Routines and/or number talks during math block.</p> <p>1 PLC meeting in a 4 week cycle will be dedicated to Math-the focus of those math PLCs will be CFA and Summative Assessments for our Number Sense Standards.</p>	<p>Admin SIP Team MTSS Coordinator</p> <p>PLC Leads Grade Level Teams</p> <p>PLC Leads Grade Level Teams</p>	<p>Fastbridge Fall, Winter, Spring MCA Math, Automaticity</p> <p>Reveal and/or grade level agreed CFAs,</p> <p>Reveal and/or grade level agreed CFAs,</p>	<p>Fall, Winter, and Spring</p> <p>1 time per Month</p> <p>1 time per Month</p>	<p>Engage in math data analysis and data driven decision making to inform instructional decision making around K-5 Number Sense Standards and Engagement Strategies.</p> <p>Staff will engage in collaborative conversations and make data driven decisions to inform instructional decision making around Number Sense Standards.</p> <p>Staff will engage in collaborative conversations and make data driven decisions to inform instructional decision making around Number Sense Standards.</p>
<p>Provide job embedded Math Professional Develop that Supports increasing</p>	<p>Admin Grade 4 and 5</p>	<p>Fastbridge Fall, Winter, Spring</p>	<p>Second Semesters</p>	<p>Grade Level Teams receiving job embedded training to support</p>

engagement, number sense, and mathematical reasoning three times in 24-25 school year.	Math Trainer Cassie Turner	MCA Math, Automaticity	Thursday, Feb. 13th Wednesday, Feb. 19th Wednesday, Mar. 13th	differentiation and coaching support. Teachers recording math instruction of lessons. Teachers implement coaching feedback into their instruction.
Math Language allocation plan K-4-language is in Spanish-implementation of the Bridge at the end of math units-academic language is transferred to English. Grade 5 Bridge from English to Spanish.	Admin Admin/ML Coordinator/C&I Coordinator SIP Team PLC Leads	Biliteracy Look fors data tracking form Walkthroughs PLC Notes	Review Quarterly with building leads and SIP Committee Fall, Winter, Spring Monthly	Teachers spending a minimum of one day bridging Academic Language in the grade level power standards. Evidence of bridging and explicit academic language in both program languages. Engaging in collaborative conversations around insights and connections are making after direct instruction in both target languages.
Protect instructional core math time	Grade Level Teams, Building Leads, and PLC Leads	Fidelity Checks	Fall, Winter, Spring	Grade Levels are getting 60 minutes of math daily-and work to protect this time.
Begin to explore-district resources to differentiate instruction and ensure parity of district instructional resources in Spanish-and identify any gaps.	Building Leads	Building Leads Admin	Twice a year	After engaging in three Data Days-identifying continued needs, barriers, and areas for support to inform the 25-26 School Improvement Plan.
Implement K-3 Math Corp Tutors (1)	Coordinator and	Monthly	Monthly	Tutors collaborating with teachers

Implement 4-5 Math Corp Tutors (2) Explore Math Corp Kinder Number Sense Protocol	Admin	Walk-throughs Fidelity Checks		Full Caseloads of students to target and service. Fidelity to intervention support.
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Add more rows if needed-for Artifacts

Reflective Questions to Answer: Progress Toward Goal #2:

- How is this EBP aligned to the Strategic Plan?
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- 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

Academic Achievement

Student Engagement/Wellness

Collaboration/Partnership

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

- We will implement the 12 Foundational Catalyst Strategies as well as Low and Slow, and Correct Privately, program school-wide and develop a school wide discipline beliefs RSI behavior plan.

Addressing this Root Cause: Disproportionality in our discipline data between our white students and students of *color and white students and students with disabilities.* (Reword for students with or without disabilities)

This will assist us with meeting this student outcome SMART Goal: To deepen our understanding of Social-Emotional needs within RSI. We will prioritize proactive response rather than reactive response. This will be done with 60% of staff utilizing Catalyst's core 12 Foundational Skills, as well as low and slow, and correcting privately, and Second Step Curriculum to prioritize student relationships.

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)

<p>All staff at Robbinsdale Spanish Immersion School will implement the 12 Catalyst Foundational Skills found in the Whole Group Classroom Leadership Workbook. The Foundational Skills foster independence and maximize engagement while maintaining connections between adults and students.</p>	<p>SIP Team Catalyst Team</p>	<p>Catalyst Data Collection ODR Calls for Support Student Survey</p>	<p>Quarterly Coaching Cycles</p>	<p>Teachers receiving job embedded Catalyst Coaching and feedback to support in implementing the 12 Foundational Strategies for Tier 1.</p> <p>Teachers working to implement and work toward 12 Foundational Strategies around the following: Get Attention, Engage, Set up for Success.</p>
<p>New staff are required to participate in Catalyst Foundations training during their first year at Robbinsdale Spanish Immersion School.</p>	<p>Admin</p>	<p>Number of Teachers participating in coaching</p>	<p>Monthly Walkthroughs</p>	<p>Classroom Teachers engage in a minimum of 1 coaching cycle during their year.</p> <p>Teachers receiving coaching/consult feedback around implementation.</p> <p>All new Teachers will complete Catalyst Foundations training.</p> <p>Support staff and Amity Interns will receive training to support the learning environment and a second touch point for the second year.</p>
<p>Coaching support will be offered to all staff to help implement the 12 Catalyst Foundational Skills. All licensed staff will engage in a minimum of one support session of classroom coaching or data collection & goal setting each year.</p>	<p>Catalyst Coaches RSI Catalyst Coaches</p>	<p>Fidelity Checks Implementation Survey</p>	<p>Monthly Fidelity Checks</p>	<p>Classroom Teachers engage in a minimum of 1 coaching cycle during their year.</p> <p>Teachers receiving coaching/consult feedback around implementation.</p>

RSI will begin to train and develop a catalyst coaching cadre. Two coaches will be trained.	Catalyst Coaches RSI Catalyst Coaches	Educators receiving training	December/January	Ken and Georgeanna will participate in Catalyst Coaches week.
RSI will begin to explore restorative justice practices in order to move toward becoming a trauma-informed school.	Admin SIP Team Catalyst Committee	Explore and participate in restorative practice PDs	1-2 times during the 24-25 school year	Members of Admin, SIP Team, and Catalyst Team attending PDs around implementing Restorative Practices.
All students will receive a weekly 30 minutes of social emotional learning of Second Step in class. Some students will receive additional social emotional learning in small groups or individually.	Counselor Catalyst Team Admin	Fidelity Checks	Monthly Fidelity Checks Quarterly District Progress Report	Students engage in weekly SEL Lessons. Teachers following the scope and sequence of Second Steps.

Add more rows if needed-for Artifacts

Reflective Questions to Answer: Progress Toward Goal #3:

- How is this EBP aligned to the Strategic Plan?
- To what extent has the Strategy of the EBP 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?