

Meadow Lake SIP 2025-26



Mission Statements

District Mission:

The mission of Robbinsdale Area Schools is to inspire and educate all learners to develop their unique potential and positively contribute to their community.

School Information

School Name	Meadow Lake
School Year	25-26
Principal Name	Shannon Lacy
Instructional Leadership Team members and roles (SIP Planning Team)	Michelle Azure, Lorna Weis, Vonyee Dahnkuan, Sherri O'boyle, Erika Marsh, Jeri Joy, Steve Schaupp, Kim Hall, Brittney Keating, Heather Veglahn,

Comprehensive Needs Assessment Summary

Data Sources Reviewed	
Key Findings	*Students need explicit, systematic instruction in phonemic awareness and phonics in order to develop their skills as a reader. * Meadow Lake needs to build instructional practices that encourage students to explain their thinking and be co-creators in their math learning.

	*The Meadow Lake school community needs to consistently implement its systemic approach to engage staff and students in a regulated culture of learning.
Identified Strengths	• Literacy - 3rd grade FAST / MCAs • Math • Science • School Climate • Achievement Gap
Identified Areas for Improvement	• Literacy • Math • Science • School Climate • Achievement Gap

Priority Goals

Comprehensive Achievement and Civic Readiness (CACR) <i>Formerly World's Best Workforce</i>	
MN Dept of Ed	Robbinsdale Area Schools
• All children are ready for school.	• All students enrolled on the first day of kindergarten have completed screening before the 31st day of kindergarten.
• All racial and economic achievement gaps between students are closed.	• Rdale is working toward a goal of closing the achievement gap by increasing the percentage of students of color scoring proficient on MN standards based accountability assessment.
• All students are ready for career and college.	• The number of CTE and college credit bearing courses students are enrolled in will increase by 10 percentage points from 2023-2025.
• All students graduate from high school.	• Rdale is working toward a goal of all district students graduating. The percentage of Rdale seniors who graduate in four years will increase from 80.2% in 2020 to 90% in 2030.

● Prepare students to be lifelong learners.	● Rdale will ensure that all students develop the knowledge, skills, and mindset needed to adapt, grow, and thrive in an ever changing world.		
Read Act Goal: Every child can read at or above grade level every year.			
Robbinsdale Area Schools MCA Goals			
Reading: Five percent growth Mathematics: Five percent growth Science: Five percent growth			
<u>Strategic Priorities:</u> ● THEME A: Academic Achievement ○ Enhance cultural relevance of curriculum for students ○ Enhance an equitable learning system from early childhood to adults ○ Deepen preparation for life, college, and career ● THEME B: Student Engagement and Wellness ○ Improve student-staff connection ● THEME C: Collaboration and Partnership ○ Strengthen mutual communication and responsiveness with all stakeholders ○ Expand equitable inclusion and influence of student, family, staff, and community voice ● THEME D: Staff Investment and Impact ○ Cultivate the district culture to be inclusive, supportive, and welcoming ○ Increase consistency and accountability for common district practices			
Goal Area	Goal Statement	Strategic Priority Alignment	CACR Alignment
Literacy	Meadow Lake will focus on Bridge 2 Read and Functional Phonics. We will monitor this strategy with monthly coaching and observations. Our evidence		

	of success will be an increase in Kindergarten - 5th grade on track or low risk by 5% as <u>measured by</u> FAST earlyReading composite and FAST CBM scores from 35% to 40% from Fall to Spring 2026.		
Math	Meadow Lake will focus on facilitating meaningful mathematical discourse as defined by NCTMs 8 Mathematical Principles to Action and follow district pacing calendar. We will monitor this strategy by deepening the implementation of math talks. Our evidence of success will be an increase in math proficiency by 5% as measured by MCAs from 15%to 20% from Fall to Spring.		
Science	Meadow Lake will focus on an increased understanding and building capacity with their knowledge of science standards and follow the pacing calendar. We will monitor this strategy by creating a grade specific		

	science checklist that will be reviewed monthly by grade level PLCs. Our evidence of success will be an increase in Science MCA proficiency from ____ to ____ an increase of 5% from Fall to Spring.		
School Climate	Meadow Lake will focus on implementing the 12 Foundational Strategies and 5 Essential Co-Regulation Skills as identified by the Catalyst Approach, integrated with CLRT strategies by monitoring staff sign-ups for Catalyst Coaching and completing staff CLRT strategy training. • Our evidence of success will be the implementation of staff coaching at 100% of licensed staff completing two coaching sessions. • Our evidence of success will be a 5% decrease in classroom behavior calls from the 25-26 school year compared to the 24-25 school year.		

	Our evidence of success will be the training of CLRT strategies at monthly staff meetings.		
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Action Plan Details – Goal: Literacy	
<u>Evidence-Based Practice #1</u>	Teachers will Strengthen Literacy Instruction Through the Implementation of Evidence-Based Practices Grounded in the Science of Reading
<u>Strategy</u>	- Bridge2Read in K - 3 - Functional Phonics and Morphology - Data review of universal phonics and spelling screeners 3 x a year - An articulated structure literacy block
Progress Monitoring Plan	- Spelling Screener 3x year, - Mastery Checks B2R K-3, - FAST Assessments, - WIN Cycle Progress Monitoring, - CBM.
Evidence of success	Adult and Student Data
Resources Needed	See Above
Professional Development Needs	Continued professional development and implementation with Wit and Wisdom, Functional Phonics, and Bridge 2 Read.
Timeline	
Person/Team Responsible	- ILT - Licensed Staff
<u>Evidence-Based Practice #2</u>	
<u>Strategy</u>	
Progress Monitoring Plan	

Evidence of success	
Resources Needed	
Professional Development Needs	
Timeline	
Person/Team Responsible	
How are you using these strategies to meet the unique needs of American Indian Students? Or what new strategy are you using to meet their needs?	Within the strategies listed, teachers will identify and plan for instruction that meets the unique needs of each of the American Indian students in their class.

Action Plan Details – Goal: Math	
Evidence-Based Practice #1	Facilitate meaningful mathematical discourse as defined by NCTMs 8 Mathematical Principles to Action and follow the district pacing calendar.
Strategy	Math Talk Math Talks - SIP
Action Steps	1. Onboard new teachers 2. Deepen implementation of math talks - 80-100% of classroom teachers devote 5-10 minutes a day to using math talks to facilitate meaningful mathematical discourse. 3. Classroom teachers will practice a CLRT modeled strategy to facilitate mathematical discourse. 4. Review and determine use of Number Talks Quick Check Form
Progress Monitoring Plan	• Walkthrough Data • Number Talks Quick Check Form
Evidence of success	• Implementation of Number Talks, • Student fastbridge • MCA data
Resources Needed	Principles to Actions Number Fidelity Checklist
Professional Development Needs	Differentiated PD
Timeline	• Explore Number Talks implementation through ILT and PLC Leads

	• Create Walkthrough Timeline with ILT • Determine Professional Learning during a Staff Meeting • Full Implementation during December •
Person/Team Responsible	• ILT • Teachers • PLC
Evidence-Based Practice #2	
Strategy	
Progress Monitoring Plan	
Evidence of success	
Resources Needed	
Professional Development Needs	
Timeline	
Person/Team Responsible	ILT
How are you using these strategies to meet the unique needs of American Indian Students? Or what new strategy are you using to meet their needs?	Number Talks are naturally oral and interactive, allowing students to share their thought processes and reasoning verbally, listen to, and learn from peers' thinking and engage in math through discussion rather than rote memorization. They also encourage respectful listening and validate multiple methods and perspectives. Lastly, we will include culturally relevant math problems, such as those involving patterns, nature, or traditional American Indian practices (e.g., beadwork, tracking, community planning).

Action Plan Details – Goal: Science

Evidence-Based Practice #1	Teachers will demonstrate an increased understanding and build capacity with their knowledge of science standards, and follow the pacing calendar.
Strategy	Teachers will break down complex standards into teachable, measurable learning targets that build toward mastery
Progress Monitoring Plan	Create a checklist of standards that were taught or exposed to Provide PD to staff members on Science Standards and how to deconstruct the standards
Evidence of success	Improve teacher clarity Promote student ownership Increase alignment Enhance formative assessment
Resources Needed	Science standards
Professional Development Needs	Deconstructing science standards
Timeline	PD provided 2x during the year
Person/Team Responsible	ILT
Evidence-Based Practice #2	
Strategy	
Progress Monitoring Plan	
Evidence of success	
Resources Needed	
Professional Development Needs	
Timeline	
Person/Team Responsible	ILT

How are you using these strategies to meet the unique needs of American Indian Students? Or what new strategy are you using to meet their needs?	Standards are written in complex or abstract language. When teachers break down learning objectives into clear, student-friendly goals, students will have a better understanding of what they are learning and why it matters. It also provides teachers with an opportunity to focus on student strengths, promote critical thinking, and foster collaboration in the classroom.
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Action Plan Details – Goal: School Climate	
Evidence-Based Practice #1	Implement CLRT Strategies Monthly
Strategy	
Progress Monitoring Plan	Support staff will provide PD on CLRT monthly at staff meetings
Evidence of success	CLRT strategies will be implemented in classrooms monitored by monthly ILT reports
Resources Needed	
Professional Development Needs	
Timeline	CLRT reports out monthly
Person/Team Responsible	ILT
Evidence-Based Practice #2	Implement the 12 Foundational and 5 Essential Co-regulation Skills as identified by the Catalyst Approach.
Strategy	12 Foundational Skills
Progress Monitoring Plan	Coaching Data from Catalyst Support Call Log
Evidence of success	Each staff member will complete 2 coaching sessions Increase student success Decreased support calls Catalyst Certification
Resources Needed	Catalyst Coaching
Professional Development Needs	12 Foundational skills and Co-Regulation skills
Timeline	1. Onboard new teachers 2. Coaching sessions are scheduled quarterly

	3. Pocket professional learning
Person/Team Responsible	ILT, Teachers, PLC
How are you using these strategies to meet the unique needs of American Indian Students? Or what new strategy are you using to meet their needs?	The 12 foundational skills from Catalyst emphasize relationships, connection, and equity. Many Catalyst foundational skills focus on making classroom expectations, directions, and norms clearer and more predictable. Its strategy includes helping teachers to manage themselves and their communication (not just students' behavior), making expectations clearer, predictable, and being flexible to meet the varied needs of learners.
Family Engagement Plan (Describe how families engage in school improvement efforts and student achievement. Include timeline/calendar)	
Link your Family Engagement Plan here. (Sample Template)	
Specific Engagement Plan for <i>American Indian Families & Communities</i>	