Minnesota Department of Education

Record of Continuous Improvement/ Schoolwide Plan 2017-2018 School Year

Regional Centers of EXCELLENCE

201703011

Use of the Record of Continuous Improvement and Schoolwide Plan

- This document is required for all Focus Schools, and Priority Schools.
  The School Action Plan uses the Active Implementation (AI) Frameworks to support sustainable change. Additional detail is located on the Active Implementation Hub (http://implementation.fpg.unc.edu/).
- This document may be used as the Schoolwide Plan if your LEA/School does not already use a LEA/School-created plan that fulfills all of the schoolwide plan requirements.
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Part I – District and School Information

(Required for all schools completing the Record of Continuous Improvement)

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DISTRICT INFORMATION	DISTRICT PHONE, FAX, EMAIL
District Name and Number Roseville Area Schools ISD#623	Phone: 651-635-1600
Superintendent (Director): Dr. Aldo Sicoli	Fax: 651-635-1659
District Address: 1251 County Road B2 West, Roseville MN 55133	Email: Aldo.Sicoli@isd623.org
Title Coordinator: Florence Odegard	Phone: 651-628-6451
Coordinator Address: 1251 County Road B2 West, Roseville MN 55133	Email:Florence.Odegard@isd623.org

SCHOOL INFORMATION	SCHOOL PHONE, FAX, EMAIL
School Name, Number and Grade Span: Edgerton Elementary School, K-6	Phone: 651-772-2565
School Address: 1929 Edgerton Street, Maplewood MN 55117	Fax: 651-772-1510
Principal: Melissa Sonnek	Email: Melissa.sonnek@isd623.org

Determine Your Category

- Schoolwide program
  ☐Priority (complete Parts I, II, III)

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☐Focus (complete Parts I, II, III)
☐Continuous Improvement (complete Parts I, II, III)
x No MMR designation (complete Parts I, II, III)

- Targeted assistance program
  ☐Priority (complete Parts I, II, III)
  ☐Focus (complete Parts I, II, III)
  ☐Continuous Improvement (complete Parts I, II, III)
  ☐No MMR designation (complete Parts I, II, III)
- Non-Title School (complete Parts I, II, III)

Multiple Measurement Rating (MMR) and Focus Rating (FR) Trends

Use the Minnesota Report Card or Secure Reports to complete the following information.

Year	Multiple Measurement Rating	Focus Rating
2012 - 2013	65.95%	82%
2013 - 2014	49.85%	62%
2014 - 2015	58.40%	48%
2015 - 2016	46.69%	12%

Demographic Information

Use the Minnesota Report Card or Secure Reports to complete the following information.

Student Group	Percent of Total Enrollment

American Indian/Alaskan Native	1.4%
Asian/Pacific Islander	43.5%
Hispanic	16.9%
Black, not of Hispanic Origin	15.7%
White, not of Hispanic Origin	22.6%
English Learner	33.9%
Special Education	12.2%
Free/Reduced Price Lunch	72.8%
Homeless	1.6%
Neglected	0
Delinquent	0
Foster Care	.61%
Military	.20%

Schoolwide Leadership Implementation Team

Implementation Team Members are selected for their capacity to be effective leaders and willingness and ability to be accountable for implementation. Additional information on Leadership Implementation Teams can be found at Module 3 – Implementation Teams on the AI Hub.

Leadership Implementation Team membership that represents identified needs: Principal, classroom teacher(s), special education, English language development, data coach, reading and math instructors/coaches, parents including parents of historically underserved students, and others.

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School Leadership supporting documentation must be maintained at the school/district. Documentation includes meeting agendas, minutes, sign-in sheets, etc.

Team Member Name	Role	Contact Information
Melissa Sonnek	Principal	Melissa.Sonnek@isd623.org
Laura Berkas	Teacher	Laura.Berkas@isd623.org
Joan Froemming	Teacher	Joan.Froemming@isd623.org
Karen Thompson	Teacher	Karen.Thompson@isd623.org
Florence Odegard	Program Administrator	Florence.Odegard@isd623.org
Erica Anderson	Parent	763-670-5755
Stacey Whitwood	Parent and Community Member	Stacey.whitwood@isd623.org
Jolene Moore	Pupil Service Personnel	Jolene.Moore@isd623.org
NA	Student (if secondary)	NA
Miles Lawson	Technical Assistance	Miles.Lawson@isd623.org

Describe how the Schoolwide written plan

a. will be made available to parents and other stakeholders, and

b. in a format and language that parents can understand. Supporting documentation must be maintained at the school/district. Documentation includes meeting agendas, minutes, sign-in sheets, sample letters, etc.

We are highly strategic at Edgerton when designing our schoolwide improvement plan. We begin by meeting as a team and reviewing multiple sources of data including but not limited to; EDG MCA Data, MCA Achievement and Achievement Gap Reduction, FAST & Balanced Literacy Data

Analysis, 5 Essentials staff and student survey, Parent Survey, Olweus Student Survey, Staff Morale Survey, Staff Math Implementation Survey, SIP Implementation Survey, SIP Implementation Analysis, SWIS End of Year Report SWIS End of Year Presentation and Staff feedback on reducing office discipline referrals. After analyzing the data we determine our celebration data and our opportunities for growth data.

It's from this data that we design our schoolwide plan. The plan details steps we will take as a school, a plan across the school year and professional development for the staff. We share a simplified version of this plan on our school website. I, the building principal, also present this to parents in September.

REQUIRED SIGNATURES:

Principal Signature

8-29-17

Date

Superintendent/Director Signature

8-29-17

Date

Part II – Comprehensive Needs Assessment

(Required for all Schoolwide Programs, Focus Schools, and Priority Schools; Recommended for All Schools)

All Focus and Priority schools and any school operating a Schoolwide Program (SWP) must conduct a comprehensive needs assessment (CNA) that is based at least in part on the academic achievement information of all students in the school.

1. DATA REVIEW

- Data review should include data from multiple sources: Academic, non-academic, program, perception, and fidelity data
- Information below represents possible data sources.
- Add or delete rows as needed.

Supporting data documentation for all data sources identified below must be maintained at the school/district.

DATA What data sources will the team review? What activities will the team engage in to explore possible instructional strategies/practices?	REFLECTION What did you learn from the data you reviewed?	REVIEW DATE When will we study the data?	NEXT STEPS What will you do next to advance the data review process?
Viewpoint-Enrollment Data	20% of our students are new every year (most are in early grades, students of color, FRP, 1/3 EL). Half of our kids are new by the time they reach 3rd grade. By 6th grade, 60% are new. We only retain about 28% of our students K-6 (Why? Economic mobility?). *Regardless, we need to get to know our new students and their needs fast.*	August 1, 2017 August 9, 2017 Whole Staff- August 28, 2017	This data will be used to design our site improvement plan and instructional strategies.
Here is some of the data we used to analyze our work towards our	**Achievement Data**	August 1, 2017	This data will be used to design our site improvement plan and instructional

achievement goals: • Reading Fall to Spring FAST • Edgerton MCA Reading and Math Data • MCA Reading and Math Cohort Data In order to effectively reflect on Edgerton's student achievement for 2016-2017, we used multiple data sources: FAST, OLPA and MCA. Since we have reached the end of the school year we will use mainly MCA and end of year FAST data at this point to synthesize our performance in Reading and Math. We also included our Balanced Literacy Pilot Data. Our Reading achievement goal was to increase in the number of students who demonstrate high growth from 35.6% to 40.6%. We will not get our growth data from the state until August. Our Math achievement gap goal was to decrease	**Math MCA Data:** Long story short, our proficiency stayed the same at 45%. It might look like nothing wonderful happened but *it did* in the sense that we had to get more growth from our students in these cohorts to stay at 45%. We are doing right by our students in terms of growth especially when we look at cohort data. We also are on par short term, but are looking really good long term. The data indicates that each year we should continue to do better. • EDG is among the top performing schools in the district for low growth. Meaning. We get less "low growth" than most other schools. • As a building our cohorts went up and our strongest cohorts are coming through. • EDG also tends to outperform the state in terms of growth.	August 9, 2017 Whole Staff- August 28, 2017	strategies.

the achievement gap for black students and API students by increasing high growth on the MCA Math from 34.1% to 39.1%. We will get that data in August as well but predict it will increase from 34.1% to 36.26%. While we should see an increase, it's not the 5% we were hoping for.	● Grade Level Data: ○ The 6th grade cohort that exited was lower than previous 6th grade cohorts (2017- 41% proficient compared to 53% and 56% the two previous years). ○ Our bench (excuse the sports analogy) is also deep as the 3rd and 4th graders are coming in stronger then they have been better in the past. This is evidence of hard work and good teaching from the primary teachers. ○ 3rd grade increased in proficiency (comparing grade to grade) by 5% ○ We also see an increase in grade to		

	grade comparisons when looking at cohorts ○ Students in DNM went down and students Meets went up ○ Two grade levels, 4th grade and 5th grade, also saw an improvement or were already high in high growth **Reading FAST Data:** ● We saw double digit gains in many cohorts of students ● Black students went up 13% in 4th grade, 24% in 5th grade and 13% in 6th grade. ● Hispanic students-13% in 4th grade, 17% in the grade, 22% in 5th grade and 5% in 6th grade. ● Our proficiency is about		

	48.2% and last year was 47.3% ● The future is looking great because the grade levels remaining are making great gains ● The reduction in racial disparities is great, our dashboard is on fire with green (see links on data landing page)!!! ● A strong 6th grade group left last year and the group wasn't replaced in the same way ● We have a great system of kids coming in ● We are doing right by our kids, especially students of color **Balanced Literacy Pilot Data:** ● The pilot worked and was overall successful at Edgerton. We are seeing		

	growth rates for the students in the pilot that are very promising. A hill to die on for me personally, was did it work for SOC? Overall it did, especially for our black students who performed about 14% higher than black students not in the pilot. ● 35% improvement for students in the pilot compared to 30% for students not in the pilot (percentage of students in the fall who were at or above benchmark compared to percentage of students in the spring who were at or above benchmark). ● For SOC who started the year at benchmark, 94% (of students in the pilot) stayed at or above benchmark compared to 89% for students who were not in the pilot ● Nothing else in the district this		

	year that resembles this much improvement ● For all students in the pilot who started at/above benchmark, 96% were still above benchmark in the spring compared to 90%. ● Students of color in the pilot performed roughly 5% higher than those who were not. ● 96% of API students in the pilot who started the year at/above grade level were still there in the spring compared to 92% of students not in the pilot. ● 100% of black students in the pilot who started the year at/above grade level were still there in the spring compared to 86% of students not in the pilot. ● 100% of white students in the pilot who started the year at/above grade level were still there in the spring compared		

	to 94% of students not in the pilot ● Non pilot-ELs who started the year above benchmark 87% stayed there. In the Pilot-ELs who started the year above benchmark 88%. ● 81% of Hispanic students in the pilot who started the year at/above grade level were still there in the spring compared to 89% of students not in the pilot. This is a sub group where students not in the pilot performed better than those in the pilot. **MCA Reading Data** ● Long story short, our proficiency stayed the same 48% but similar to math, we had to get more growth from our students in these cohorts to stay at 48%. We are doing right by our students in terms of growth especially when we		

	look at cohort data. We are also doing well short term, but are looking better long term. The data indicate that each year we should continue to do better. ● When analyzing the MCA proficiency data we noted small increases and decreases but did not see anything that really stands out as a big change up or down. ● **Grade level Data** ○ When comparing grade to grade data, 4th grade saw the following increases for students of color- Hispanic 27%, Black, 24% and White 12% ○ When comparing grade to grade for 3rd grade, black student's proficiency increased by 13% ○ When looking at		

	cohort data for 5th grade black students increased by 24% and Hispanic students by 22% ○ We had positive gains overall for the following subgroups as a school; Hispanic, black and white ○ We also had positive gains for each subgroup in each cohort 4-6 except for 4th grade API students (-12%) and 4th grade white students (-8%) **Making Meaning of the Data** ● In both math and reading we are proud of our grade to grade data comparison, our cohort data and the growth for our students of color. Our area of growth is proficiency.		

	If we continue to get good growth we should eventually tip the proficiency scales. ● Are we making good growth? Yes (TBD in reading and 36.26 in Math, both will likely outperform the state and district) ● Are we doing well in terms of proficiency? Nope ● Are cohorts making positive gains? Yes ● While we are seeing some gains for SOC, we have to face the truth that we are not doing right by our students of color in terms of proficiency, especially our black students. ● In looking for positive three year trends we noticed our white students proficiency in math is increasing and our non FRP students are increasing in proficiency in reading. We also noted a negative three-year trend for		

	Black students in math and EL students in reading. In addition to focusing on our black students, we need to focus on our EL learners. ● There are some things we can do to support our students, specifically our students of color. It starts with quality core instruction and then branches out to intervention. We need to communicate learning targets, demonstrate teaching through think alouds, gradually release responsibility to our students, differentiate instruction, work with them strategically in small groups, ensure that students -especially our students of color- are receiving intervention, use formative assessments daily, and give students explicit feedback. ● We are also hoping to begin to see the fruits of our labor		

	from strong core and intervention in the primary grades. We are seeing high growth in our K-1 students and we are excited to see those cohorts as they reach the tested grade levels. Sometimes increasing the achievement of a school is like turning a cruise ship. It takes time to pivot and to see the change we wish to see. ● We also want to be sure we don't take on too much, too fast. We need to reflect on what will make the most impact. As Hattie says, "Know thy impact." ● In reading we continue to be a bit perplexed by the comparison of FAST to MCA data.		
MCA Growth Data	Will update when growth data is available.	TBD	TBD

Achievement Gap and Proficiency-MCA Our Achievement Gap goal focused on closing the gap by increasing math achievement for black and API students from 30.43% to 47.14%. We did not meet this goal and our black students proficiency stayed pretty stagnant at 30.77%.	**Math Achievement Gap Data** ● Our API cohort growth increased by 6%, our black students increased by 11% and our white students increased by 5%. It's important to note the growth of our white students because that does impact the achievement gap, making it wider. Our Hispanic students decreased by 1%. ● Our overall proficiency for our SOC is: API 40% (+ 4%), Hispanic 36% (- 7%), black 27% (same as last year), and white 75% (+1%) ● Students qualifying for FRP increased in proficiency by 10% ● EL students increased by roughly 5%	August 1, 2017 August 9, 2017 Whole Staff- August 28, 2017	This data will be used to design our site improvement plan and instructional strategies.

	Achievement Gap FAST Reading Data: ● Black students in 5th grade- 0% proficient as 4th and 5th (a significant way to improve things is to focus on our black 6th graders) ● API 24% in 6th but all grades prior 42% and that's 44% of our students ● Our lowest white group is leaving, 68% and the 3rd grade is at 86% **Achievement Gap Reduction Data** ● SOC-47% made a years growth or more ● 5th and 6th grade pulling things up for the school. Usually the gap gets wider at 5th and 6th grade but at EDG proficiency goes up for each grade. ● According to the Z-score		

	Growth-4th Grade SOC-33% met or exceeded a year of growth, 5th Grade SOC-42% met or exceeded a year of growth and 6th Grade SOC-68% met or exceeded a year of growth		
Perception data collected from stakeholders: students, parents and staff. ● *The Five Essentials* ● Parent Survey	5 Essentials The overall 5 Essentials rating placed Edgerton in the highest category which is "Well Organized Improvement". This is an increase in performance from last year when we were in the second highest category "organized for improvement". Click here for a copy of the 5 Essentials Survey Summary. Here is some additional information: ● In looking at the Overall Category, the following fell into the highest category: Supportive Environment, Ambitious Instruction, Collaborative Teachers and Involved Families. Effective leaders fell in the	August 1, 2017 August 9, 2017 Whole Staff- August 28, 2017	This data will be used to design our site improvement plan and instructional strategies.

	neutral category. ● We have noticed some positive three year trends in the following areas: ❖ Student Teacher Trust ❖ Quality Professional Development ❖ Collaborative Practices ❖ English Language Instruction ❖ Teacher Influence ❖ Program Coherence We also noticed a negative three year trend in the following categories “Supportive Environment” and “Teacher to Teacher Trust”. There are some other categories that have gone up and down but those two categories are the only ones that are trending downward. ● In looking at comparable data (EDG vs. Roseville) we outperformed		

	the district in the following categories: ❖ Effective Leadership (57% EDG, 45% Roseville). Instructional Leadership was the strongest component. It outperformed the Roseville average (47% EDG, 27% Roseville). ❖ Ambitious Instruction (72% EDG, 51% Roseville) ❖ Collaborative Teachers (64% EDG, 47% Roseville) ● In looking at comparable data (EDG vs. Roseville) the areas we were outperformed by the district were both by a percent or two including Involved Families (63% Roseville, EDG 61%) and Supportive Environment (73% EDG, 74% Roseville) ● One component that we scored high across the board was trust: Teacher Principal Trust was 70%, Parent Teacher Trust was 89%		

	and Student Teacher Trust was 99%. ● That said, the component we scored the lowest in was Teacher-Teacher Trust (43%) the statement that scored the lowest was “Teachers feel respected by other teachers”. This is evidence that we need to create more opportunities for teachers to build trust with each other. Parent Survey The school surveys came back very positive. It’s fair to infer that we are providing positive customer service to our families. Although we were one of the schools that got more responses, we were still disappointed with the number of families that responded. We got roughly 146 responses which is up about 50 responses from last year. Of the families that responded roughly 70% were families of color and roughly 30% were white. This is fairly representative of our school		

	demographics. Click here for a copy of the Edgerton School Survey Summary . On the survey there were 61 positive comments, 6 neutral comments or questions and 11 comments that were areas where we could improve. We noticed that preferred communication method is sending home a paper copy. Listserve/email was the second highest. Things we noticed on the parent survey • Categories that scored the highest: ❖ The school meets my students learning needs ❖ I feel welcome at my school ❖ My school is clean and inviting • Categories that scored the lowest ❖ I am informed about my		

	students progress through informal contacts ❖ My school provides opportunities for me to participate in my student's education. ● Here are some celebration comments families made on the school survey: ❖ We love the inclusive environment at Edgerton where it seems like all kids feel welcome and safe. ❖ Edgerton is a safe and welcoming school. The vibe at Edgerton is very positive and amazing. ❖ We absolutely LOVE this school. ❖ My kids have amazing teachers! ❖ I am happy to see that the principal is friendly and approachable. She also goes		

	out of her way for the kids. :) ❖ I love Edgerton Elementary School so much. The support I get is indescribable. My child is always eager to go to school. The school management all work together to teach positive behavior. I get to know what my child is doing via seesaw and regular update from his teacher. ❖ The principal is active in the kids activity and goes out of her way for the children. ❖ I highly recommend our wonderful neighborhood school to everyone! ❖ Edgerton Elementary is an awesome learning place for children. The school management are wonderful team. The make me feel like we are family. No discrimination. EES is home away from home.		

	❖ I love walking through the halls during the school day & hearing the chatter in the classrooms and seeing the varied classroom configurations, small groups, large groups, kids sitting on the floor, teachers working w/kids one on one & w/the different groups. Principal seems to be a great leader- positive & encouraging but firm expectations. ● Here are some comments families made on the school survey that will help us with growth: ❖ Some teachers & workers are not friendly. If they're going to have attitudes, they shouldn't work there. They need to treat every parent equally. School rules should apply to everyone & be enforced. ❖ I would like the teachers to contact me at least every semester to discuss my		

	child's concern and progress. ❖ I'm concerned that there are no pictures of the current president in the classrooms but there are pictures of the former president. Staff Morale Survey This year the 623 Teachers Union did a staff morale survey in the spring. Here are some of the results for EDG compared to the rest of the district ❖ Overall, we outperformed the district. EDG high morale was 42% compared to the district at 17% high morale. EDG was 55% medium morale compared to the district at 57%. ❖ Below is more comparison data in regards to the following questions and responses:		

	➢ Current staff development training is relevant and useful for what I teach. EDG-91% District-65% ➢ My administrator is approachable when I have an issue or concern EDG-97% District-87% ➢ I receive helpful feedback from my administrator EDG-97% District-66% ➢ I have opportunities to air my grievances or complaints without fear of retaliation EDG-77% District-71% ➢ I feel valued by my administrator		

	EDG-94% District-80% ➢ I have a positive relationship with my principal EDG-100% District-91% ➢ Student discipline practices at my site are adequate EDG-91% District-51%		
Behavior Data ● *SWIS data system* Our goal at Edgerton was to reduce the number of office referrals for our black students from 2.24 over representation to 2.02 as recorded in the SWIS data system. We did not reach that goal and ended the year at	Our goal at Edgerton was to reduce the number of office referrals for our black students from 2.24 over representation to 2.02 as recorded in the SWIS data system. We did not reach that goal and saw an increase as we ended with 2.31. That said, if you take one black student (who was rather complex) out of the data it would shift to 2.02. The three-year trend of this data has gone in the	August 1, 2017 August 9, 2017 Whole Staff- August 28, 2017	This data will be used to design our site improvement plan and instructional strategies.

2.31.	right direction; 2015-2.6 to 2.37, 2016-2.37 to 2.24 and 2017-2.24 to 2.02 (if we take out one outlier student). We are confident that if we stay the course we will continue to trend downward and ultimately reach our goal. Being patient is hard but we do have evidence that we are doing the right work. We collected data across the year. Please see the following links: ● We have compiled monthly reports of our ODRs as well as the following end of year reports: End of Year Power Point and end of year report. ● We also collected individual teacher data related to the overrepresentation of black students referred and shared it with each staff member (see example here). ● We also collected data in SWIS regarding individual students, locations, suspensions, etc.		

	It's also important to note that during the 14-15 school year we had 515 referrals. This year we had 220, which means we reduced our overall ODR by almost 50% from two years ago and are down another 40 ODRs from last year. During the 2014-2015 school year we averaged 2-4 referrals per day. This year we averaged 1-2 referrals per day. We are increasing the time students are spending in classrooms. Trends we noted about the ODR data: ● 34 students have 2 or more ODRs. An additional 49 students have 1 ODR. There are 8 students with 5 or more ODRs. Of the 8 students, 4 have an IEP with social/behavior goals and one may soon be evaluated. Of those not on IEP's, all are well known to Eagle Squad and have proactive plans in place. 6 of 8 are students of		

	color (3 Black, 3 Hispanic, 2 White). These 8 students have 43% of all the ODRs. When looking at gender 80 of the students with ODRs are boys, and 81% of the total ODR's are for boys. ● The location we have the most ODRs is in the classroom and the category that's referred the most is for physical aggression ● The most disproportionate category is defiance, disrespect, disruption ● Each year we have reduced the number of students in the "red" according to the PBIS triangle: ● <u>Red Zone=6 or more ODR, Yellow Zone=2-5 ODR, Green Zone=0-1 ODR</u> ● 16-17: Red Percentage=1.22, Yellow Percentage=5.68, Green Percentage=93.1		

	● 15-16: Red Percentage=2.04, Yellow Percentage=9.59, Green Percentage=88.33 ● 14-15: Red Percentage=5.43, Yellow Percentage=9.86, Green Percentage=84.71 ● Risk Index data shows that compared to Asian students: Black students are 3.15 times more likely to be referred Some strategies that had a positive impact on reducing the overrepresentation of our ODRs include: ● All Licensed Staff PD on Implicit Biases ● Training for Non Licensed Staff on Implicit Biases ● Layered in a menu of questions staff have to use before sending a student to the office for disrespect, defiance or insubordination		

	● Positive Office Referrals ● Mentoring ● Overrepresentation of office referrals shared with the staff three times across the year as a whole staff and in PLCs throughout the year for grade level teams ● Individual Staff ODR data is shared with each licensed staff member ● Monthly analysis of ODR data ● Staff completed end of year survey on suggestions for continuing to reduce the overrepresentation of ODRs link ● Professional Development from Welcoming Schools and “A Better Way” ● Four positive phone calls home each month ● Implementing Yoga Calm and		

	the Compass Room It's also important to note that we had three students who had out of school suspensions this year. There was no overrepresentation of students of color regarding suspensions. If anything, white students were overrepresented compared to 23% of our students being white but due to such a small sample size it's tough to make that conclusion. The race of the students suspended included: ● Two white students ● One black student (note-this is the first black student who has had an out of school suspension in two years) The suspensions were for: ● Physically assaulting a staff member (hit, kicked, struck with objects)		

	● Weapon (pocket knife) and threatening to decapitate another student ● Threatening a staff member the student had previously been physical with causing injury that required a medical brace.		
ACCESS data for ELs	A very high number of 5th graders will be exiting EL which is great! This tells us that they are getting quality instruction in the earlier grades and 5th grade would be about the time that we would expect students to exit if they have good support. They also represent a variety of languages so that means it is less likely to be a cultural strength group.	August 1, 2017 August 9, 2017 Whole Staff- August 28, 2017	This data will be used to design our site improvement plan and instructional strategies.

2. COMPREHENSIVE NEEDS ASSESSMENT SUMMARY

The Comprehensive Needs Assessment (CNA) results are used to determine the following:

- Subjects and skills for which teaching and learning need to be improved.

- Specific academic and other classroom needs of students and groups of students who are not yet achieving the state's academic standards.
- Needs of the school relative to each of the components required in a Schoolwide Program.

After reviewing the data above, please list the team's identified successes, prioritized concerns, and hypothesized root causes for identified concerns below:

Comprehensive needs assessment supporting documentation should be maintained at the school/district. Documentation includes leadership team and professional learning team meeting agendas and minutes, summary sheets, etc.

Successes

After reviewing the data in step 1, what successes have been identified by the team?

Reading: We slightly increased in proficiency and expect to have increased the number of students who made high growth.

Mathematics: We remained the same in proficiency with a lower cohort. Even though our proficiency stayed the same our students had more growth.

Prioritized Concerns:
After reviewing the data in step 1, what concerns were noted?

For Schoolwide Plans: Our area of growth is to increase proficiency in both reading and math. Specifically for EL learners and black students. We did see positive gains for our black students in reading but overall the proficiency is still low.

Hypothesized Root Causes:
A Root Cause is an early controllable factor in a chain of factors which impacts student learning. Use the action plan to implement a usable intervention to address hypothesized root cause.

Reading and Mathematics: We need to teach more culturally competent and responsive to the diverse needs of our learners. We also need to use more best practice instructional strategies for EL learners (for example language objectives and academic language)

SUMMARY OF SCHOOLWIDE PROGRAM FOR SCHOOL YEAR 2017-2018

1. MATHEMATICES

1) Increased Instruction of Academic Vocabulary

2) Increasing absent narratives to increase student engagement

A. Mathematics *(School improvement goal aligned with WBWF)* **SMART Goal:** Enter SMART Goal(s) here

Edgerton will increase the number of students who demonstrate high growth on MCA Math from 45.1% to 50.1%.

B. Mathematics Usable Intervention(s):
Identify intervention (evidence -based strategies or practices) the team has selected for implementation (at least one intervention for each priotized need).

List of usable interventions selected to address hypothesized root cause. Identify the intervention for implementation below.
1. Increasing instruction of academic vocabulary and student discourse.
2. Increasing student engagement by incorporating absent narratives.

C. Describe how the selected interventions...

a) All staff will create, add, refine, and implement culturally relevant curriculum and supports to increase the achievement for all students, with a focus on improving the achievement for students of color.
   - o Students are culturally aware and sensitive to the humanity of all.
   - o Students see their place in building future socially just societies.

b) provide opportunities that address the learning needs of all students in the school, particularly students not meeting academic standards,

c) strengthen the academic program by increasing the amount and quality of learning time and providing an enriched and accelerated curriculum including programs and activities necessary to provide a well-rounded education, and

d) allow the school to better meet the needs of low-achieving students through a school wide title program than it could as a targeted assistance program.
   - By increasing students' academic vocabularies we can help ALL students access the curriculum.
   - This will especially support our EL learners and FRP students who statistically speaking tend to have lower academic vocabularies.

D. For each selected strategy or intervention, state detail implementation steps including each action step and the anticipated timeframe for completion

Strategy/Intervention	**Action Step and Detailed Implementation Steps** *(Identify persons responsible for completing each identified the action step)*	**Anticipated timeframe**

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		for completion
Professional Development	Four times across the school year regarding Academic Language	Sept-May
Professional Development	Fives times across the school year regarding Absent Narratives	Sept-May
PLCs	Teachers using student assessments to determine the quality of their instruction	Sept-May
Teacher Observations	Done by principal, lead teachers and peer observers	Sept-May

2. READING

A. Reading *(School improvement goal aligned with WBWF)* **SMART Goal:** Enter SMART Goal(s) here

Edgerton will increase the number of students who demonstrate high growth on MCA Math from 48.2% to 53.2%.

B. Reading Usable Intervention(s):
Identify intervention (evidence-based strategies or practices) the team has selected for implementation (at least one intervention for each prioritized need).

1) All staff will create, add, refine, and implement culturally relevant curriculum and supports to increase the achievement for all students, with a focus on improving the achievement for students of color.

2) Increased Instruction of Academic Vocabulary

3) Increasing absent narratives to increase student engagement

List of usable interventions selected to address hypothesized root cause. Identify the intervention for implementation below.
1. Increasing instruction of academic vocabulary in Math by 2 words per week.
2. Increasing student engagement by incorporating absent narratives. Students will be culturally aware and sensitive to the humanity of all. Students see their place in building future socially just societies.

C. Describe how the selected interventions...

a) provide opportunities that address the learning needs of all students in the school, particularly students not meeting academic standards,
b) strengthen the academic program by increasing the amount and quality of learning time and providing an enriched and accelerated curriculum including programs and activities necessary to provide a well-rounded education, and
c) allow the school to better meet the needs of low-achieving students through a school wide title program than it could as a targeted assistance program.

- By increasing students academic vocabularies we can help ALL students access the curriculum.
- This will especially support our EL learners and FRP students who statistically speaking tend to have lower academic vocabularies.
- By allowing students to see themselves and their stories reflected in the curriculum student engagement and achievement will increase.

D. For each selected strategy or intervention, state in detail the implementation steps including each action step and the anticipated timeframe for completion.

Strategy/Intervention	**Action Step and Detailed Implementation Steps** *(Identify persons responsible for completing each identified the action step)*	**Anticipated timeframe for completion**
Professional Development	Three times across the school year regarding Academic Language	Sept-May
Professional Development	Fives times across the school year regarding Absent Narratives	Sept-May
PLCs	Teachers using student assessments to determine the quality of their instruction	Sept-May
Teacher Observations	Done by principal, lead teachers and peer observers	Sept-May

3. BUDGET

List the costs required to implement the reform effort(s) and other activities listed above. Identify what staff and services are supported using Title I funds.

1) Intervention Teachers

2)Teachers supervising MRC/MMC

3) Parent Engagement Night (food and supplies)

4) Conference Transportation

5) Interpreter Contracts

6) Transportation for families to help remove barriers of them getting to the school for different events

4. STAKEHOLDER INVOLVEMENT

Describe how parents, teachers and school administrators, community members, and others were involved in the development of the schoolwide plan (supporting documentation including meeting agendas, minutes, sign-in sheets must be maintained).

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- The Title I Planning Team that includes teachers, the principal, and parents met in June and will meet again on August 9. This will be shared with all families on September 18, 2017.

5. PROGRAM EVALUATION *(include evaluation dates, data used for program evaluation, results, and proposed changes as a result of program evaluation)*

Specify benchmarks for evaluation and describe how the Title I Program will be evaluated to determine...

i. the status of implementing the selected strategies or interventions as intended?

ii. whether the prioritized needs have been addressed and desired outcomes met including increased student achievement?

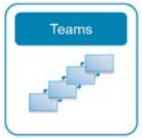
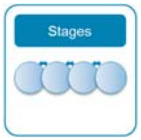
- We will do a staff implementation survey at the end of the year to determine how effective we have been implementing our plan.
- We will also look for results that translate to student achievement as evidences on both FAST and MCA.
- We will get feedback from the planning team and the PTA.

PART III – School Action Plan

(Required for all Focus and Priority Schools; Recommended for all schools)

Use and Importance of Implementation Science

Icon Link to AI Hub	Description
	Drivers are the key components of capacity that enable the success of innovations in practice. They are integrated and work as levers to compensate for weaker drivers. There are 3 categories of Implementation Drivers: • Competency Drivers are mechanisms to develop, improve and sustain one's ability to implement an intervention as intended in order to benefit students. These are Selection, Training, Coaching, and Fidelity. • Organization Drivers are mechanisms to create and sustain hospitable organizational and system environments for effective educational services. These are Systems Intervention, Facilitative Administration, and Decision Support Data Systems. • Leadership Driver focuses attention on providing the right leadership strategies for different types of leadership challenges. These leadership challenges often emerge as part of the change management process needed to make decisions, provide guidance, and support organization functioning. These strategies are Technical and Adaptive. The work done through each Driver depends on the Stage of implementation.

	**Linked Teams** review multiple sources of data (including student data) to select a usable intervention during the exploration stage. Once the intervention is selected, teams develop action steps determined by the Drivers and the Stage of implementation. Teams are linked to share data, communication, support, and accountability.
	**Stages** are not linear and may overlap. Activities may be occurring or reoccurring in one stage while activities in another stage begin. Start in Exploration. • Exploration: Leadership forms teams, identifies data sources, reviews all identified data, engages staff, hypothesizes root cause for instructional improvement, and identifies a usable intervention. This stage requires inquiry, research, learning, and patience, and the team measures *adult effort*. • Installation: The team makes necessary changes to infrastructure and puts organization supports into place including training procedures, coaching plans, reporting frameworks, and outcome expectations. The team measures *adult effort*. • Initial Implementation: The team measures the fidelity of teachers using the practice, adjusts drivers such as training and coaching, initiates improvement cycles, and manages change. The team measures *adult fidelity* (doing what was intended). • Full Implementation: Over 50 percent of the teachers are implementing the usable intervention with fidelity and the new practice becomes standard. Maintain success and change policies to support work.
	Improvement Cycles allow teams to track progress of strategic implementation using both short-term and long-term Plan, Do, Study, Act (PDSA) cycles, which provide feedback to the leadership implementation team, building administrators, and teachers.

	Usable Interventions address the needs identified by the data review and will increase student performance over time. A usable intervention is teachable, learnable, doable, and readily assessed in the classroom. It could be an instructional strategy or practice and may be part of a larger instructional framework.

The content on this page is based on the work of the National Implementation Research Network (NIRN).
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Action Plan Instructions

ACTION PLAN (Reading, Mathematics, Graduation if required, or Other)

The Action Plan tool is intended for use by the Leadership Implementation Team to document ongoing work when implementing a usable intervention. This tool is intended to be updated regularly as a part of Leadership Implementation Team meetings.

Header Information:

In the **School** field, enter the School Name.

In the **Plan Contact** field, enter the contact person leading the action plan implementation.

In the **Submission Date** field, enter the most recent date the Record of Continuous Improvement was submitted to Title, uploaded to SERVS Financial, or submitted for MDE review.

1. SMART Goal: Write the SMART Goal Statement.

NOTE: The All Student Goal reflects increases in student proficiency. The Student Group goals reflect the increased proficiencies, increased achievement, and reduction of the achievement gap.

Example: All Student SMART Goals

The percentage of all students enrolled October 1 in grades enter grade levels at school name who are proficient on all reading/mathematics state accountability tests (MCA-III, MTAS) will increase from current percentage in current year to goal percentage in next year.

Examples: Student Group SMART Goals

The percentage of specific student group enrolled October 1 in grades enter grade levels at school name who are proficient on all reading/mathematics state accountability tests (MCA-III, MTAS) will increase from current percentage in current year to goal percentage in next year.

The average growth of specific student group enrolled October 1 in grades enter grade levels at school name will increase from current growth average in current year to growth average goal in next year.

The achievement gap between specific student group and the respective non-student comparison group enrolled October 1 in grades enter grade levels at school name will decrease from current gap in current year to gap goal in next year.

2. Usable Intervention: Identify the usable intervention(s) selected for monitoring by the leadership implementation team. If usable interventions are a part of a framework, identify the applicable framework. See Usable Interventions for more detail.

3a. Usable Intervention Selected for Monitoring: Identify the intervention from Step 2 selected to monitor with the Action Plan (Step 4).

3b. Instructional Change Manager: Identify the individual selected to oversee implementation of the usable intervention.

4. Action Plan:

Plan-Do-Study-Act Cycles: Plan well, but get started with doing the intervention selected. Collect data on effort and fidelity and study it. Act on lessons learned by celebrating successes and making decisions about improvements. Begin the cycle again. Plan the changes. Do the changes. Study the progress. Act on new insights. Plan…

Stage: This column heading is linked to a brief description of each stage of implementation. The stage determines the work done through each **implementation driver** which leads to determining the appropriate expectation.

Action Steps: One action step entered per row. Use the **implementation drivers** to guide what will be done and record those actions.

Expectation: The stage and the appropriate implementation driver inform the expected result and the type of evidence to gather, the process by which data is analyzed, and the guiding questions leadership implementation teams ask about data to inform next steps:

- During *Exploration* and *Installation* stages the team measures *adult effort*.
  - Effort data can inform planning and development of Competency Drivers and monitor readiness to engage with enough resources, supports and data systems.
- During *Initial Implementation* the team adds measurements of *adult fidelity*.
  - Fidelity data can inform changes to the Competency Drivers and determine how to use the Organizational Drivers to remove barriers and add resources.
- During *Full Implementation* the team adds measurements of *student outcomes*.
  - Use fidelity data to make connections between adult efforts and student outcomes to sustain success.

Review Date: Enter the date when the leadership implementation team expects to review the status of the action step.

Evidence Summary to Inform Next Steps: State the outcome(s) of the review and the specific next step(s) to be entered on the next row within the action plan for progress monitoring.

Adding Rows to the Action Plan:

1. Outside of the table border, use the mouse on the right-hand side of the last row in the table.
2. Press Enter to create a new row within the action plan.
3. Repeat steps 1 and 2 to add multiple blank rows rather than one new row each time one is needed.

Note: If the last row was used before rows are added, use the template below to incorporate the drop-down options into the Stages column and to incorporate the data entry prompts into the remaining columns.

4. Place the cursor into the right-hand column anywhere along the data entry prompt “Enter summary and next steps here.”
5. Press the left mouse button; keep the mouse button pressed, and drag to the left to highlight the entire row then let go of the mouse button.
6. Hold down the Ctrl+C (Copy) keys then release the keys.
7. Place your cursor into the first column of the new row.
8. Press the left mouse button; keep the mouse button pressed, and drag the mouse to the bottom-right-hand cell of the new rows to highlight all the cells in each new row then let go of the mouse button.
9. Hold down the Ctrl+V (Paste) keys to paste the template onto the new row(s).

The new row will look and function just like the following template row:

Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here

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READING ACTION PLAN

SCHOOL: Enter school name here **PLAN CONTACT:** Enter plan contact here **SUBMISSION DATE**: Enter date here

1. Reading SMART Goal: Enter SMART Goal(s) here

2. Reading Usable Intervention(s):
Identify the usable interventions (strategies or practices) the team has selected for implementation.
The interventions must

a) provide opportunities that address the learning needs of all students in the school, particularly students not meeting academic standards,
b) strengthen the academic program by increasing the amount and quality of learning time and providing an enriched and accelerated curriculum including programs and activities necessary to provide a well-rounded education, and
c) allow the school to better meet the needs of low-achieving students through a school wide title program than it could as a targeted assistance program.

Supporting documentation for the selected interventions must be maintained at the school/district. Examples should include research and resources used during exploration.

If applicable, identify the instructional framework that includes the usable intervention: Enter framework if applicable

List of usable interventions selected to address hypothesized root cause. Identify the intervention for implementation below.	Fully Implemented ?
1. Enter usable intervention here	☐
2. Enter usable intervention here	☐

3. Enter usable intervention here	☐
4. Enter usable intervention here	☐

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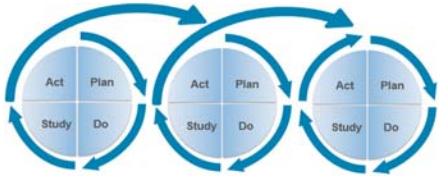
READING ACTION PLAN

3a. Usable Intervention Selected for Monitoring: Enter selected intervention here

3b. **Instructional Change Manager:** Enter change manager's name here

4. Action Plan:



Use Plan-Do-Study-Act Cycles to implement and sustain the selected usable intervention.

Supporting documentation that informs next steps decision-making must be maintained at the school/district. Example include practice profiles, PLC notes, fidelity measures, professional development plan, and coaching, etc.

STAGE In what stage of implementation is the current intervention and how does it inform actions?	ACTION STEPS How do the drivers inform what the team will do? Identify action steps and persons responsible for completing the action step.	EXPECTATION What is the expected result of this activity? How will the team study adult effort and fidelity of implementation?	REVIEW DATE What date will the team study the expectation results?	EVIDENCE SUMMARY TO INFORM NEXT STEPS Analyze results and record what was learned. Celebrate successes. Identify barriers. Begin the cycle again with planning and identified action steps.
Select a Stage	Enter action steps here	Enter expectation here	Enter date	Enter summary and next steps here

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MATHEMATICS ACTION PLAN

SCHOOL: Enter school name here **PLAN CONTACT:** Enter plan contact here **SUBMISSION DATE**: Enter date here

1. Mathematics SMART Goal: Enter SMART Goal(s) here

2. Mathematics Usable Intervention(s):
Identify the usable interventions (strategies or practices) the team has selected for implementation.
The interventions must

- provide opportunities that address the learning needs of all students in the school, particularly students not meeting academic standards,
- strengthen the academic program by increasing the amount and quality of learning time and providing an enriched and accelerated curriculum including programs and activities necessary to provide a well-rounded education, and
- allow the school to better meet the needs of low-achieving students through a school wide title program than it could as a targeted assistance program.

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Supporting documentation for the selected interventions must be maintained at the school/district. Examples should include research and resources used during exploration.

If applicable, identify the instructional framework that includes the usable intervention: Enter framework if applicable

List of usable interventions selected to address hypothesized root cause. Identify the intervention for implementation below.	Fully Implemented ?
1. Enter usable intervention here	☐
2. Enter usable intervention here	☐
3. Enter usable intervention here	☐
4. Enter usable intervention here	☐

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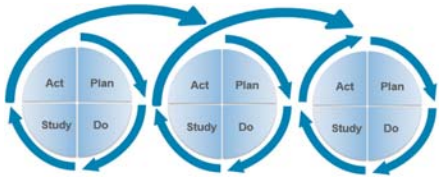
MATHEMATICS ACTION PLAN

3a. Usable Intervention Selected for Monitoring: Enter selected intervention here

3b. **Instructional Change Manager:** Enter change manager's name here

4. Action Plan:



Use Plan-Do-Study-Act Cycles to implement and sustain the selected usable intervention.

Supporting documentation that informs next steps decision-making must be maintained at the school/district. Example include practice profiles, PLC notes, fidelity measures, professional development plan, and coaching, etc.

STAGE	ACTION STEPS	EXPECTATION	REVIEW DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS
In what stage of implementation is the current intervention and how does it inform actions?	How do the drivers inform what the team will do? Identify action steps and persons responsible for completing the action step.	What is the expected result of this activity? How will the team study adult effort and fidelity of implementation?	What date will the team study the expectation results?	Analyze results and record what was learned. Celebrate successes. Identify barriers. Begin the cycle again with planning and identified action steps.
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GRADUATION ACTION PLAN

SCHOOL: Enter school name here **PLAN CONTACT:** Enter plan contact here **SUBMISSION DATE**: Enter date here

1. Graduation SMART Goal: Enter SMART Goal(s) here

2. Graduation Usable Intervention(s):
Identify the usable interventions (strategies or practices) the team has selected for implementation.
The interventions must

a) provide opportunities that address the learning needs of all students in the school, particularly students not meeting academic standards,
b) strengthen the academic program by increasing the amount and quality of learning time and providing an enriched and accelerated curriculum including programs and activities necessary to provide a well-rounded education, and
c) allow the school to better meet the needs of low-achieving students through a school wide title program than it could as a targeted assistance program.

Supporting documentation for the selected interventions must be maintained at the school/district. Examples should include research and resources used during exploration.

If applicable, identify the instructional framework that includes the usable intervention: Enter framework if applicable

List of usable interventions selected to address hypothesized root cause. Identify the intervention for implementation below.	Fully Implemented ?
1. Enter usable intervention here	☐
2. Enter usable intervention here	☐

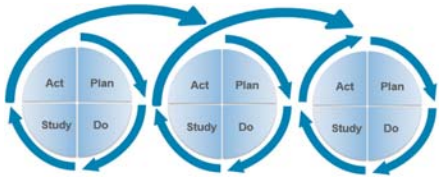
3. Enter usable intervention here	☐
4. Enter usable intervention here	☐

GRADUATION ACTION PLAN

3a. Usable Intervention Selected for Monitoring: Enter selected intervention here

3b. **Instructional Change Manager:** Enter change manager's name here

4. Action Plan:



Use Plan-Do-Study-Act Cycles to implement and sustain the selected usable intervention.

Supporting documentation that informs next steps decision-making must be maintained at the school/district. Example include practice profiles, PLC notes, fidelity measures, professional development plan, and coaching, etc.

STAGE In what stage of implementation is the current intervention and how does it inform actions?	**ACTION STEPS** How do the drivers inform what the team will do? Identify action steps and persons responsible for completing the action step.	**EXPECTATION** What is the expected result of this activity? How will the team study adult effort and fidelity of implementation?	**REVIEW DATE** What date will the team study the expectation results?	**EVIDENCE SUMMARY TO INFORM NEXT STEPS** Analyze results and record what was learned. Celebrate successes. Identify barriers. Begin the cycle again with planning and identified action steps.
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[OTHER] ACTION PLAN

SCHOOL: Enter school name here **PLAN CONTACT:** Enter plan contact here **SUBMISSION DATE**: Enter date here

1. [Other] SMART Goal: Enter SMART Goal(s) here

2. [Other] Usable Intervention(s):
Identify the usable interventions (strategies or practices) the team has selected for implementation.
The interventions must

a) provide opportunities that address the learning needs of all students in the school, particularly students not meeting academic standards,
b) strengthen the academic program by increasing the amount and quality of learning time and providing an enriched and accelerated curriculum including programs and activities necessary to provide a well-rounded education, and
c) allow the school to better meet the needs of low-achieving students through a school wide title program than it could as a targeted assistance program.

Supporting documentation for the selected interventions must be maintained at the school/district. Examples should include research and resources used during exploration.

If applicable, identify the instructional framework that includes the usable intervention: Enter framework if applicable

List of usable interventions selected to address hypothesized root cause. Identify the intervention for implementation below.	Fully Implemented ?
1. Enter usable intervention here	☐
2. Enter usable intervention here	☐

3. Enter usable intervention here	☐
4. Enter usable intervention here	☐

[

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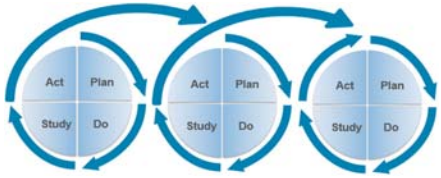
OTHER] ACTION PLAN

3a. Usable Intervention Selected for Monitoring: Enter selected intervention here

3b. **Instructional Change Manager:** Enter change manager's name here

4. Action Plan:



Use Plan-Do-Study-Act Cycles to implement and sustain the selected usable intervention.

Supporting documentation that informs next steps decision-making must be maintained at the school/district. Example include practice profiles, PLC notes, fidelity measures, professional development plan, and coaching, etc.

STAGE In what stage of implementation is the current intervention and how does it inform actions?	**ACTION STEPS** How do the drivers inform what the team will do? Identify action steps and persons responsible for completing the action step.	**EXPECTATION** What is the expected result of this activity? How will the team study adult effort and fidelity of implementation?	**REVIEW DATE** What date will the team study the expectation results?	**EVIDENCE SUMMARY TO INFORM NEXT STEPS** Analyze results and record what was learned. Celebrate successes. Identify barriers. Begin the cycle again with planning and identified action steps.
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