School Improvement Plan Overview

Introduction and Purpose

The School Improvement (SI) Plan answers the question, "How are we going to get to where we want to be?" It is different from typical, annual plans that are written to close a gap or achieve a couple goals. The SI Plan is written to achieve the vision of the school and is about keeping the entire system together and moving forward.

The primary purpose of the plan is to identify the strategies, practices, or programs (referred to collectively as "strategies" in this document) based on the root-cause analysis, the system can implement with the highest likelihood of success. Schools should select strategies that are informed by research as having a desired impact in addressing root causes for the intended student population.

Under Every Student Succeeds Act (ESSA), the district or charter—in partnership with stakeholders (including principals and other school leaders, teachers and parents)—must locally develop and implement a school improvement plan for the school to improve student outcomes.

For schools identified under ESSA, the plan must:

a) Improve student outcomes.
b) Be informed by all indicators in the accountability system, including student performance in Minnesota's long-term goals.
c) Based on a school level comprehensive needs assessment.
d) Include at least one strategy or evidence-based intervention that:

● Is aligned to the accountability indicator(s) for which the school was identified
● Is supported by the strongest level of evidence available
● Is appropriate to the needs of the schools in the student populations
● May be selected from a state provided list

e) Include strategies to increase access to experienced, qualified and effective teachers for underserved students at the school and classroom levels.
f) Identifies resource inequities, which may include a review of district and school level budgeting, to be addressed through implementation of this plan.
g) Be resourced appropriately.

h) Describe how early stakeholder input was solicited and used plan development, and how stakeholders will participate in plan implementation.

i) Be approved by the school, the district or charter, and the state (comprehensive support and improvement schools only).

j) Are made publicly available, such as on a school or district website, with required materials under World's Best Workforce.

k) Upon approval and implementation, is monitored and periodically reviewed by the state. A school improvement (SI) plan is required for *each school* identified for

support and improvement.

- **Schools identified for *Comprehensive* Support and Improvement are required to submit a SI Plan to the Minnesota Department of Education (MDE)** [submit PDF to
MDE.schoolsupport@state.mn.us] Your Regional Center of Excellence team member should be copied on this submission. This plan should already have been reviewed and approved by the district or charter prior to submitting to the state. Note: if the district or charter has a school improvement plan template they would prefer to use, they may do so provided the local template meets all of the state plan requirements as determined by a Regional Center Director or the Director of School Support at MDE.
- **Schools identified for *Targeted* Support and Improvement (TSI) are not required to submit a CNA Summary Report to MDE.** The district or charter has the sole oversight role for school improvement activities under Minnesota's ESSA plan. The state may conduct periodic audits of district and charter TSI activities including the SI Plan. Use of this SI Plan is encouraged but not required.

Outcome

The SI Plan identifies what will be done, how it will be done, when it will be done, why it will be done, and who will do it is at the heart of an action plan. Aligned with the existing strengths and resources within a district/school, and their readiness, the action plan will have a high likelihood of success.

Preparation and Materials

In advance, a full review of the process, protocols, and supporting documents is important. This includes:

- "School Improvement Plan Template"
- "Hexagon Tool"
- Determining a stakeholder communication/engagement plan

Who Should Be Involved

A school level school improvement team should be established that includes voices of educators, staff and community. District or charter staff should be represented on this team or have clear communication links established between the school and its district or charter. The school improvement team is accountable for making the school improvement work happen, including the development and implementation of the SI plan.

Time

To do this process with fidelity

● Preparing: includes the time to review all documentation, and identification of stakeholders outside of the system to engage in the process. 1-2 hours
● Strategy, practice, program research: includes the time to research all possible options that can be used to remove the identified/hypothesized root-cause(s) and support the vision of the system. Depending on the time of year and availability of leadership/staff, the research should take from one to two weeks.
● Strategy, practice, program selection: Using the hexagon tool, find which option(s) the system is most ready to implement. 2-8 hours.
● Creating the SI Plan: 4-8 hours.
● It is important to note that there may be time needed (possibly multiple days) between steps to allow for any work or research needed to inform the next step.

Directions Overview

Preparing

● Review all documents associated with the SI Plan and strategy selection. Determine how to communicate with and engage all stakeholders, within and outside of the school system.

Strategy, practice, program research

● Research all possible options that can be used to remove the identified/hypothesized root-cause(s) and support the vision of the system.
● Where possible, compare research of similar school systems with similar demographics and student groups.

Strategy, practice, program selection

● Using the Hexagon tool from NIRN (see citation below), select the strategy, practice, or program that is identified as being the best fit for the system.

Creating the SI Plan

● Ideally, the plan will be written to meet goals over a two to three year cycle, with the plan being updated or modified annually.
● The SI Plan consists of the baseline data, goals, objectives, selected strategy, activities to implement, person(s) responsible for each activity, how the success of each activity will be measured, what resources are needed, due dates, and when activities will take place on the timeline.

o   In the "Plan for Strategy" sections, be sure to consider and include all actions that will be associated with successful implementation of the strategy. To add rows in this section, place the curser on the right side of the bottom row and click the "return" or "enter" button on your keyboard.

● The plan must include the activities for implementing and monitoring fidelity of the strategy.

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● The plan must include stakeholder communication and engagement strategies and plans.

Leading the Conversation

● Using the SI Plan Template, leadership will ensure that all parts are completed, including all items under the "Plan for Strategy" section.
● Facilitating the process can be done in many ways. It is important to use protocols that allow for all stakeholder voices to be shared when determining all actions to implement a strategy.

Modifications or Variations

Describe options for use:

● Ideally, the plan will be written to meet goals over a two to three year cycle, with the plan being updated or modified annually. However, it may be written for an initial one year cycle if:

o There was not enough data to complete a root-cause process. In this case, a strategy may be used based on the best hypothesis and additional data collected to revisit the root-cause process.
o Due to other factors within the system, a one year goal is in the best interests of the system.

● Delegating strategy research to multiple people can save time on the research step of the process. ● A system may select only one strategy to implement, but may select up to three. It is recommended that a system not try to implement more than three strategies in a given year.

Citations

● Bernhardt, V. L. (2018). *Data analysis for continuous school improvement*. New York, NY: Routledge. ● NIRN - The National Implementation Research Network. (n.d.). Retrieved from
http://nirn.fpg.unc.edu/

School Improvement (SI) Plan

The purpose of the school improvement (SI) plan is to lay out the vision, including strategies and actions, person(s) responsible, measurement, costs/funding sources, timelines, and anything that must be considered. The SI Plan will move the system forward to the vision. The SI Plan is work done in the INSTALLATION stage. Using what is learned through the EXPLORATION stage, the leadership team can acquire or repurpose needed resources for implementation.

Contact Information

District or Charter Information District Phone, Fax, Email
District/Charter Name and Number: **Duluth Public Schools, ISD 709 Supt/Director Phone: 218.336.8752**
Superintendent/Director: **John Magas Supt/Director Email: john.magas@isd709.org**
District Address: **4316 Rice Lake Road, Suite 108 Duluth, MN 55811 District/Charter Fax: 218.336.8773**

Who is the main contact at the district or charter level for the ESSA school support and improvement work?

Name of Main Contact: **Brenda Spartz - Director of Elementary Teaching, Learning & Equity**
Phone Number: **218.336.8711 - E-mail Address: brenda.spartz@isd709.org**

School Information School Phone, Fax, Email
School Name, Number and Grade Span: **Piedmont Elementary School - Phone: 218-336-8950 - ISD 709; PK-5**
School Address: **2827 Chambersburg Ave, Duluth, MN 55811 Fax: 218-336-8950**

Principal: **Katie Britton - Email: katie.britton@isd709.org**

Who is the main contact at the school for the ESSA school support and improvement work?

Name of Main Contact: **Katie Britton**

Stakeholder Engagement and Communications Plan

Describe your stakeholder engagement activities and how you will communicate with stakeholders.

Use the following table to outline a communications plan for the ESSA support and improvement work.

When will the communication take place	**What** is the message? **Who** is the audience?	**How** will it be communicated
CIT Meetings: bi-weekly	● Development of our SIP plan to address our identification and plans to address student achievement, school attendance and disproportionately. ● Continued development and implementation of Practice Profiles for math and reading using the Teacher Clarity instructional framework. ● Site leadership team (building principal, grade level reps, intervention teacher, special education teachers/s, integration specialist, American indian home school liaison and district rep, as available.	In person meetings and CIT Agenda/Notes Google document - District & site based Teacher Clarity Practice Profile(s) and best practices
Staff Meetings: 1/2x per month	● Review of SIP, school wide data (attendance, behaviors, FAST, MCAs and areas of identification, specifically sub groups special education and students of color. ○ Data review and analysis, goals, implementation and target outcomes for the 24/25 school year. ● All certified staff and overview for non-certified staff (as applies) ○ Brief overview with PTA (and classroom teacher communication) - goals and targeted outcomes.	In-person staff meetings Data documentation at both the district and site level Brief overview and targeted outcomes and home support through home/school newsletters.

Weekly PLC Meetings	● Grade level data review and progress towards goals.
	  ○ Focus areas include: Teacher clarity: math and reading, behavior, attendance and student achievement data driven decision making process towards.
	  ○ Understanding and embedding the work behind teacher clarity in practice of how to identify learning intentions and success criteria comprehensively in a student centered learning space.
		In-person weekly team meetings and PLC using assessments: formative, summative, quick checks, progress monitoring communicated through a district/school documentation PLC process and in the teaching and learning experiences of the student and classroom.

Fall and Spring	● Academic progress and attendance, behavior and social-emotional review on student's growth and success in school.	Parent/Guardian Conferences - 2x per year *Ongoing communication between home and school (i.e. classroom teacher, special education teacher, itinerant staff and intervention team)

Monthly	● Updates for staff and family on student growth, areas of concern, and education/resources on targeted goals (i.e. attendance, behavior, student achievement).
	  ○ Ongoing review and work will continue under the MTSS process through team meetings.
	  ○ Ongoing review and work will continuously be monitored through CIT meetings.
		Delivery: Monthly home/school newsletters, weekly staff newsletters, PTA (monthly) and site data days.
		  *Ongoing communication between home and school (i.e. classroom teacher, special education teacher, itinerant staff and intervention team)

Weekly	● Continuous communication on social media and Piedmont messaging system. ○ Resources, community partnerships, wraparound services, school events, district information, site information, etc.	Facebook, and ParentSquare messaging system: email, text and all call.

School Improvement Strategy(ies)--Summary

Identify the strategies, practices, or programs the team has selected for implementation. This will be the focus of the school improvement effort, the identification cycle (three years). It is strongly recommended that schools focus their school improvement effort and seek deep, consistent implementation of one or two strategies.

Strategy #1	Click here X if the strategy is an Evidence-Based Practice (EBP)
The **Strategy** we are going to implement is…	**All** students in grades K-5 will receive whole group core instruction in grade level ELA standards, class-wide reading interventions, and targeted small group instruction in reading. (MTSS Tier I intervention.) This work will be supported through the ongoing development of the teacher clarity reading practice profile and *continued development and monitoring at a district and site level of grade level WIN (PAW at Piedmont) Time and district wide specialist schedule to support this goal.*
…to address this **Root-Cause(s)**	Focus will support core grade level teaching and learning, the ongoing development of the teacher clarity reading practice profile and class-wide reading interventions, and targeted small group instruction in reading through MTSS Tier I/2 interventions and WIN (PAW at Piedmont) Time. *Significant negative tardy and school attendance and pull-outs happening during grade level core instruction. *Students receiving SPED services and students of color are disproportionately underperforming in reading compared to other sub-groups.
Which will help us meet this student outcome **Goal***	By spring of 2025, the percentage of all tested 3rd-5th grade students who meet or exceed standards in reading will increase from ==39.7% in 2022 to 51.5% as measured by the annual state accountability assessments (MCA + MTAS.) (This will bring us to our pre-pandemic level.)==

Strategy #2	Click here X if the strategy is an Evidence-Based Practice (EBP)
The **Strategy** we are going to implement is…	Positive Behavioral Interventions and Supports (Multi-Tiered System and Supports - SEB) & Second Step
…to address this **Root-Cause(s)**	Continued work to strengthen schoolwide Positive Behavioral Interventions and Supports (PBIS) and ensure that expected academic and social-emotional behaviors are taught directly to all students (MTSS - Tier 1) in the classrooms and across other campus settings (i.e. special education, social worker/s, MTSS SEB, American Indian Home School LIaison, Integration Specialist and other identified locations.) Piedmont Elementary School has many students who miss instructional time due to significant social emotional needs. (This could be off task-behavior, ISS, & OSS.) Though growth has happened over the past year, analysis suggests that behavioral expectations and interventions or solutions should continue to be taught under the PIedmont PBIS teach/reteach model, clearly defined, modeled, and practiced throughout the school setting. When this does not occur, with fidelity, within the school and by all staff, it can lead to student behavior being addressed inconsistently across school settings. When student behavior is acceptable in some settings and not in others, it can result in confusion and sometimes an escalation in behavior. This <u>escalation in behavior sometimes leads to inconsistencies in identifying major and minor behaviors/discipline.</u>
Which will help us meet this student outcome **Goal***	***This goal was met during the 23/24 school year with only 7 out of school suspensions.*** - By Spring of 2025, we will reduce the number of OSS days from 104 days in 2021-2022 to 52 days. This reflects a 50% reduction in missed days. **<u>*The extension of this goal for the 24/25 school year will include minor and major discipline identification and referral training for all staff and how to appropriately write up these referrals, when needed, through a clearly defined referral framework and appropriate PBIS teach/reteach and Tier II intervention</u>**

	model through the PBIS team and SEB leadership team.

Strategy #3	Click here X if the strategy is an Evidence-Based Practice (EBP)

The **Strategy** we are going to implement is…	***All*** students in grades K-5 will receive whole group core instruction in grade level math standards, class-wide math interventions, and targeted small group instruction in math. (MTSS Tier I intervention.) This work will be supported through the ongoing development of the teacher clarity math practice profile and *continued development and monitoring at a district and site level of grade level WIN (PAW at Piedmont) Time and district wide specialist schedule to support this goal.*
…to address this **Root-Cause(s)**	Focus will support core grade level teaching and learning, the ongoing development of the teacher clarity math practice profile and class-wide math interventions, and targeted small group instruction in math through MTSS Tier I/2 interventions and WIN (PAW at Piedmont) Time. *Significant negative tardy and school attendance and pull-outs happening during grade level core instruction. *Students receiving SPED services and students of color are disproportionately underperforming in math compared to other sub-groups.
Which will help us meet this student outcome **Goal***	By spring of 2025, the percentage of all tested 3rd-5th grade students who meet or exceed standards in math will increase ==from 52.3% in 2022 to 62.3% as measured by the annual state accountability assessments (MCA + MTAS.)==

*SMART (strategic, measurable, ambitious, rigorous and time-sensitive) goal template example: The three year average for ACCOUNTABILITY

INDICATOR at SCHOOL NAME will increase from BASELINE DATA to TARGET DATA within THIS TIME PERIOD.

Plan for Strategy #1

Strategy #1: *All* students in grades K-5 will receive whole group core instruction in grade level ELA standards, class-wide reading interventions, and targeted small group instruction in reading. (MTSS Tier I intervention.) This work will be supported through the ongoing development of the teacher clarity math practice profile and *continued development and monitoring at a district and site level of grade level WIN (PAW at Piedmont) Time and district wide specialist schedule to support this goal.*

Root-Cause: *Significant negative tardy and school attendance and pull-outs happening during grade level core instruction. *Students receiving SPED services and students of color are disproportionately underperforming in reading compared to other sub-groups.

Goal: By spring of 2025, the percentage of all tested 3rd-5th grade students who meet or exceed standards in reading will increase from 39.7% in 2022 to 51.5% as measured by the annual state accountability assessments (MCA + MTAS.) (This will bring us to our pre-pandemic level.)

(Use the following table to identify actions that need to take place in order to implement this strategy. The months are intended to display a timeline for when each action step needs to begin and culminate in order to move the work forward. Use as many rows as needed). Tip: Use the results of the TFI to identify action steps. Items listed as "Features" in the TFI can be reworked into action steps. Addressing the features/implementing the action steps will improve your TFI score

Action Steps	Persons Responsible	Measurement	Resources Needed	A u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l	Due Date
CIT &/or PLC's - School year opening (and ongoing) review	Lead - Site Administrator CIT PLC Leads & Teams Certified Staff Bi-Weekly & Weekly Reviews per the team identification.	Formative & Summative Assessment Benchmark Assessments Positive School Attendance and Tardy Data - Biweekly Pullout schedule reviews.	● Teacher Clarity: Practice Profile - ,https://docs.google.com/document/d/1Rxup6DZuYMcI0MPTo0QKdLPwOOlsDU1S4UWSrymPQCA/edit?usp=sharing, District and site - Processes and Resources ● District Schedule/Specialists ● MDE - ELA Standards ● Weekly Assessment Data ● FAST Data ● School Attendance Data	☐ ☐												Ongoing

					Ongoing
Grade level teams will work with their PLC to set growth goals in Fastbridge for Reading from Fall to Spring assessments.	Administration and all grade level PLCs with CIT lead and our reading interventionists	Fall data review points, SIP goals and Spring benchmark goal setting and review. Monitor pullouts and school attendance through the process.	• District Schedule/S pecialists • MDE - ELA Standards • Weekly Assessment Data & PLC work • FAST Data and Winter/ Spring Goals • School Attendance Data	□ □	Ongoing
Review DPS Core ELA Framework Action steps will be based on the review of these documents.	Admin, CIT and all grade level PLCs. *Itinerant staff, as identified	DPS Core ELA Framework Monitor pullouts through teacher review Biweekly attendance and tardy review	Review, discussion and meeting notes documents Teacher pullout narratives Attendance and tardy data		Ongoing
Define critical components of the Teacher Clarity practice profile as a result of the standards audit and the	Admin, CIT and Practice Profile sample team	Develop a practice profile; fidelity checklist Practice profile data	Practice profile resources Sample walk-throughs Feedback from team and teacher group.		Ongoing

core ELA framework.																				
PLC teams will take weekly notes to document their conversations about student progress, instructional practices, and assessment.	Admin, PLC groups	PLC notes, admin review Focus on: standards, teacher clarity, and assessment outcomes - teach/reteach/extension model	Ongoing center hub for documentation, data tracking and feedback loop for team and admin. Look at data outcomes against tardy and student attendance data and pull out data.																	Ongoing
Develop and deliver professional development with an emphasis on whole class interventions in Fastbridge & Teacher Clarity	Admin, CIT, and Interventionists (district, as available)	PD survey data Self lead PD modules PD Days and Staff meetings	PD time built into schedules through meetings, etc. Current resources aligned to FAST, Teacher Clarity and interventions.																	Ongoing

Updated 8/11/2022 - TLake
Added DPS branding and page numbers

Progress Toward Goal #1: *(To be completed at the end of year, and document resubmitted to the Regional Center of Excellence Director and MDE.)*

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

o   Click or tap here to enter text.

Plan for Strategy #2

Strategy #2: Positive Behavioral Interventions and Supports (Multi-Tiered System and Supports - SEB) & Second Step

Root-Cause: Continued work to strengthen schoolwide Positive Behavioral Interventions and Supports (PBIS) and ensure that expected academic and social-emotional behaviors are taught directly to all students (MTSS - Tier 1) in the classrooms and across other campus settings (i.e. special education, social worker/s, MTSS SEB, American Indian Home School LIaison, Integration Specialist and other identified locations.)

Piedmont Elementary School has many students who miss instructional time due to significant social emotional needs. (This could be off task-behavior, ISS, & OSS.) Though growth has happened over the past year, analysis suggests that behavioral expectations and interventions or solutions should continue to be taught under the PIedmont PBIS teach/reteach model, clearly defined, modeled, and practiced throughout the school setting.

When this does not occur, with fidelity, within the school and by all staff, it can lead to student behavior being addressed inconsistently across school settings. When student behavior is acceptable in some settings and not in others, it can result in confusion and sometimes an escalation in behavior. This <u>escalation in behavior sometimes leads to inconsistencies in identifying major and minor behaviors/discipline.</u>

Goal: *This goal was met during the 23/24 school year with only 7 out of school suspensions.* - By Spring of 2025, we will reduce the number of OSS days from 104 days in 2021-2022 to 52 days. This reflects a 50% reduction in missed days. **<u>*The extension of this goal for the 24/25 school year will include minor and major discipline identification and referral training for all staff and how to appropriately write up these referrals, when needed, through a clearly defined referral framework and appropriate PBIS teach/reteach and Tier II interventio</u>**

*U*se the following table to identify actions that need to take place in order to implement this strategy. The months are intended to display a timeline *for when each action step needs to begin and culminate in order to move the work forward. Use as many rows as needed)*

Action Steps	Persons Responsible	Measurement	Resources Needed	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Due Date

Identify, teach, reteach and post 5 or fewer school-wide *positively* stated behavioral expectations and communicate with all students, staff, and families. Continued use of schoolwide PBIS Panther Pride Piedmont Language (i.e. Show 0, Panther Proud, Walking Feet, etc.) - https://docs.google.com/document/d/1ASlh2ITmL--MmG-ZigBjjkjG2dN7P2pJ_f6pqDpcEro/edit?usp=sharing	Principal, CIT, Classroom Teachers and Programming/Service Spaces. School Community	Data from views in home/school newsletter, PBIS posters and positive behavior referrals. Share the one page school wide language document with staff and families. Set aside time at staff meetings to identify behavioral expectations; build into the weekly schedule; have teachers build this into their morning meeting daily; communicate	● Schoolwide shared resources and recommendations from the PBIS committee and administration in their weekly newsletters and/or through their PBIS meetings																Ongoing
Teach, model and re-teach all students the expected core values, academic and social behaviors and language in the classroom, hallways, cafeteria, Playground, etc.	PBIS Team, Admin, Certified Staff, and MTSS Coordinator	Visuals for PBIS, lesson plans, Panther Paws data. Fall - Winter - Spring expectations teach/reteach model day for all students and staff	● Staff scheduled ● Panther Pride - PBIS student/home handout ● Panther Paws ● Pawsitive Principal Office Referrals																Ongoing

				Ongoing
Teach (and reteach) all students the specific skills needed to meet the expected academic and social behaviors.	MTSS Coordinator, Principal, MTSS Team, Classroom Teachers, and building wide staff.	Teaching schedule of lessons in Second Step; document Student PBIS interventions through the MTSS process.	• Time set aside for data review. • Teaching resources specifically targeted for negative behavior. • Appropriate staff for intervention (i.e. classroom teacher, social worker, etc.)	Ongoing
Define behaviors that interfere with academic and social success and develop a procedure for how they will be managed major vs. minors.	Principal, CIT, Dean, MTSS SEB, PLC teams, PBIS team, Social-Emotional Behavior Lead Team and MTSS Coordinator	Major and minor behavior data points in IC. Individual behaviors, setting behaviors and documentation narratives by certified staff. Trends and patterns identified.	• Teach major vs. minor behaviors to staff and students. • Restorative practices for reteaching major behavior interventions. Trained staff. • Collaboration for teams to discuss class or grade level interventions.	Ongoing

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Progress Toward Goal #2: *(To be completed at the end of year, and document resubmitted to the Regional Center of Excellence Director and MDE.)*

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?

      ○ Click here to enter text.

  ● How has student achievement been impacted? What is the evidence?

      ○ Click or tap here to enter text.

  ● How will implementation be adjusted and/or supported moving into the next year?

      ○ Click or tap here to enter text.

Plan for Strategy #3

Strategy #3: *All* students in grades K-5 will receive whole group core instruction in grade level math standards, class-wide math interventions, and targeted small group instruction in math. (MTSS Tier I intervention.) This work will be supported through the ongoing development of the teacher clarity math practice profile and *continued development and monitoring at a district and site level of grade level WIN (PAW at Piedmont) Time and district wide specialist schedule to support this goal.*

Root-Cause: Focus will support core grade level teaching and learning, the ongoing development of the teacher clarity math practice profile and class-wide math interventions, and targeted small group instruction in math through MTSS Tier I/2 interventions and WIN (PAW at Piedmont) Time.

*Significant negative tardy and school attendance and pull-outs happening during grade level core instruction.

*Students receiving SPED services and students of color are disproportionately underperforming in math compared to other sub-groups

Goal: By spring of 2025, the percentage of all tested 3rd-5th grade students who meet or exceed standards in math will increase from 52.3% in 2022 to 62.3% as measured by the annual state accountability assessments (MCA + MTAS.)

(Use the following table to identify actions that need to take place in order to implement this strategy. The months are intended to display a timeline for when each action step needs to begin and culminate in order to move the work forward. Use as many rows as needed)

Action Steps	Persons Responsible	Measurement	Resources Needed	Aug	Sep	Oct	Nov	Dec	Jan	Feb

CIT &/or PLC's	Administration CIT, American Indian-Home School Liaison, Integration Specialist, Intervention Team, PLC Leads & Teams, Certified Staff *Identified itinerant staff Bi-Weekly & Weekly Reviews per the team identification.	Formative & Summative Assessment Benchmark Assessments Positive School Attendance and Tardy Data - Biweekly Pullout schedule reviews.	- Teacher Clarity Process and Resources - District Schedule/Specialists - MDE - Math Standards - Weekly Assessment Data - FAST Data - School Attendance Data		☐ ☐					
Grade level teams will work with their PLC to set growth goals in Fastbridge for Math from Fall to Spring assessments.	Administration and all grade level PLCs with CIT lead. *All identified support and itinerant staff	Fall data review points, SIP goals and Spring benchmark goal setting and review. Monitor pullouts and school attendance through the process.	- District Schedule/Specialists - MDE - Math Standards - Weekly Assessment Data & PLC work - FAST Data and Winter/ Spring Goals - School Attendance Data		☐ ☐					
Review DPS Math Framework Action steps will be based on the review of these documents.	Admin, CIT and all grade level PLCs.	DPS Math Framework Monitor pullouts through teacher review Biweekly attendance and tardy review	Review, discussion and meeting notes documents Teacher pullout narratives Attendance and tardy data							

Ongoing development and implementatio n for the math practice profile through a site CIT Math committee.	Admin, CIT and Practice Profile Math team	Develop a practice profile research hub

Practice profile data | Practice profile resources

Sample walk-throughs

Data collocation and resource review from team and teacher group. | | | | | | | | |
| PLCs will take weekly notes to document their conversations about student progress, instructional practices, and assessment. | Admin, PLC groups and itinerant staff, as identified. | PLC notes, admin review

Focus on: standards, teacher clarity, and assessment outcomes - teach/reteach/ext ension model | Ongoing center hub for documentation, data tracking and feedback loop for team and admin.

Look at data outcomes against tardy and student attendance data and pull out data. | | | | | | | | |
| Develop and deliver professional development with an emphasis on whole class interventions in Fastbridge & Teacher Clarity | Admin, CIT, and Interventionists (district, as available) | PD survey data

Self lead PD modules

PD Days and Staff meetings | PD time built into schedules through meetings, etc.

Current resources aligned to FAST, Teacher Clarity and interventions. | | | | | | | | |

Progress Toward Goal #3: *(To be completed at the end of year, and document resubmitted to the Regional Center of Excellence Director and MDE.)*

● To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of

this?

- o   Click here to enter text.

- How has student achievement been impacted? What is the evidence?

    - o   Click or tap here to enter text.

- How will implementation be adjusted and/or supported moving into the next year?

    - o   Click or tap here to enter text.