

Teach students how to use reading comprehension strategies.



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 schoolsupport@state.mn.us] **no later than March 1, 2019**. 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.
 - 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 cursor 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.
- 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:
 - 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.
 - 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 Mesabi East School District	Supt/Director Phone: 218-229-3321 x301
Superintendent/Director Gregg Allen	Supt/Director Email: gallen@isd2711.org
District Address: 601 North 1 st Street West Aurora, MN 55705	District/Charter Fax: 218-229-2572

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

Name of Main Contact: Amy Maki	Role in District/Charter: Principal
Phone Number: 218-229-3321 x208	E-mail Address: amaki@isd2711.org

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Mesabi East Elementary/ #2711/PreK-6 th grade	Phone: 218-229-3321 x208/ 218-229-2572/amaki@isd2711.org

School Information	School Phone, Fax, Email
School Address: : 601 North 1 st Street West Aurora, MN 55705	Fax: 218-229-2572
Principal: Amy Maki	Email: amaki@isd2711.org

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

Name of Main Contact: Amy Maki	Role in School: Principal
Phone Number: 218-229-3321 x208	E-mail Address: amaki@isd2711.org

Stakeholder Engagement and Communications Plan

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

Staff and parents, and community members are represented on the Curriculum Review Committee and the Title I Advisory. Both groups have given feedback and input used in the development, implementation, and evaluation of the Schoolwide Plan, and goal setting for both the school and district. The plan was also reviewed and evaluated at the Title I Parent Advisory/Continuous Improvement team meeting in February 2019 and May 2019. Implementation of this plan involves and is the responsibility of the entire staff. Staff communications happen through monthly staff meetings, and monthly grade level meetings.

As we continue to plan for the instruction of the Mesabi East students, we realize a major component is the personal connection our staff fosters with the children. This relationship includes developing a working relationship with parents, and including them in the decision-making processes in the school. Parents are invited to participate on committees, particularly goal setting for both the school and district as a whole. Technology training is offered to parents throughout the year, and access to the available technology is encouraged. We continue to incorporate families and community members as a support to reading and math instruction utilizing their talents as volunteers to assist with oral reading activities and mathematics games. We also continue to put together a list of resources for parents to utilize with their child in support of continued learning at home. During the months of February and March we will host community involvement nights focused on reading and math and their relationship to the world we live in.

Communication with school, parents, and community include: monthly staff meetings, the monthly school calendar, Instant Alert/Communication phone messaging system, student notebooks, monthly PTO meetings, Parent-Teacher Conferences (two/year), and Mesabi East Early Childhood Coalition monthly meetings. District and School goals, including the district's Strategic Plan and the World's Best Work Force plan, will be posted on the School District's website. We also have a parent who sits on the Continuous School Improvement team, who has been actively involved in the selection of activities.

We continue to develop the parent surveys using items from the "Measure of School, Family, and Community Partnerships" to guide us with an assessment tool in evaluating our current needs. Our current goals were developed using this tool, and other data described in our Schoolwide plan. The identified areas of study are: Parent Involvement, Math Achievement, & Reading Achievement. The dominant question focuses on increasing achievement in the Math and Reading areas. In order to improve in the two curricular areas, Raz Kids and ixl.com have been implemented and updated as supplemental materials. To keep the community up to date on what is happening at school we use our Facebook page and district website as well as have the local newspaper compile pictures and articles on regular school happenings. The Mesabi East community is determined to increase achievement through parent involvement and professional development. A comprehensive needs assessment was created electronically, using google forms to survey parents regarding the first of the three areas of study, Parenting. The tool was emailed to parents for patron responses. Mesabi East Schools

developed a Strategic Plan, with the assistance of a consultant. Staff, parents, and community members were involved in the initial survey, and planning. The goals developed through the strategic plan strongly correlate to the results of previous surveys.

When will the communication take place	What is the message	Who is the audience	How will it be communicated
May 2018, August 20 th , 2018, February 20 th , 2019, and May 2019	Share the Title One program and school improvement plan, current status with MDE, and our long and mid cycle data.	Parents	Powerpoint presentation and the plan is on the website. The plan is also shared and discussed at three parent meetings (Spring, Winter, and Spring).
Sept. 25 th -27 th , 2018	Review long cycle data (MCA III) and mid cycle data (iReady). Discuss the current identification with the MDE.	Teachers and Principals	Share and review data with a data specialist.
November 13 th , 2018	Stakeholder engagement and continuous improvement plan	Leadership Team	PLC meetings and Leadership Team
2018-2019 SY	Discuss implementation of continuous improvement and plan for implementation	Teachers	Grade level Team meetings and PLC meetings

School Improvement Strategy(ies)--Summary

Identify the strategies, practices, or programs 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.

Based on the Comprehensive Needs Assessment which took into account the MCA III results, Children's Education Services-Oral Reading Fluency, i-Ready (Reading and Math), classroom assessments, and community feedback there is a noted need to continue to improve reading skills specifically within the five areas of reading: comprehension, phonics, phonemic awareness, fluency, and vocabulary. To improve on these areas we have been using the Zoophonics program in the Early Childhood programs such as the 4 year old School Readiness and Head Start program and Kindergarten. Zoophonics has improved students knowledge and awareness on phonics and phonemic awareness skills. In kindergarten through sixth grade we have been implementing Words Their Way and guided reading using the Center of the Collaborative Classroom (Making Meaning, Being a Reader, and Being a Writer) for core reading instruction with fidelity. Additionally, the Leveled Literacy Intervention curriculum is to provide support to students in Tier 2 and Tier 3.

Teachers are capable and comfortable using a variety of flexible instructional strategies for the diverse needs of our students. School staff are receiving on-going training in Standards Based Instruction in Reading and Math as well as the utilization of the district Reading Curriculum (Center of the Collaborative Classroom), Leveled Literacy Intervention (Tier 2 and 3 Instruction) and math curriculum (Envisions). Individual reading levels, both independent and instructional, are identified using i-Ready, diagnostic assessments and classroom formative assessments. Individual math levels, both independent and instructional, are identified using i-Ready, diagnostic assessments and classroom formative assessments. To address the reading and math needs of all of our students specifically our lower-income students, teachers will be trained in September and January as well as throughout the year by an instructional consultant on Scientifically Research Based Instructional strategies (Marzano), an instructional consultant to review data, implement and create formative assessments, and assist in design implementation.

Elementary students receive a minimum of 90 minutes of reading instruction and a minimum of 60 minutes of math instruction each

day, with special attention given to students' diverse learning styles.

All students, with special attention paid to low-income and Special Ed. sub-groups, are integrated into Reading and Math programs. Multiple measures of assessment are used: local teacher-generated assessments, district assessments (i-Ready), and diagnostic/remediation tool for the 2018-2019 SY. These assessments will be used to determine instructional interventions to be used for students scoring in Tier 2 and Tier 3 in accordance with Multi-Tiered Systems of Support (MTSS).

Vision: Mesabi East Elementary strategies will address the needs of our lower-income and special needs student population and be applied especially to those students who are most likely to be able to move their scores from a less proficient to higher level of academic proficiency. Our strategies are directly related to raising student achievement, continuous improvement of instruction, and increasing parent involvement, which most research indicates has a positive effect on students' performance in school. These include increasing participation in the Responsive Classroom/Morning Meetings, MTSS, Mental Health counselors, PTO, Curriculum Review Committee, Family Night activities with the PTO, daily communication between school and home, and subscribing to RAZ Kids and ixl.com as supplemental reinforcement tools in Reading and Math (internet memberships).

Staff: Staff will provide core instruction at the Tier 1 level based on the Minnesota Reading and Math standards and create individual learning plans with students to set goals and expectations for the school year. To make sure students are on track to proficiency and better on the MCA's, teachers will review data and create common formative assessments to assess student progress on the reading and math standards in their weekly PLCs, monthly grade level meetings and district staff development days. The staff will utilize the extra support programs for their students in Tiers 2 and 3 such as ADSIS-Giant Success, Reading Corps and Title One.

Mesabi East Elementary strategies will address the needs of our lower-income and special needs student population and be applied especially to those students who are most likely to be able to move their scores from a less proficient to higher level of academic proficiency. Our strategies are directly related to raising student achievement, continuous improvement of instruction, and increasing parent involvement, which most research indicates has a positive effect on students' performance in school. These include increasing participation in the Responsive Classroom/Morning Meetings, MTSS, Mental Health counselors, Curriculum Review Committee,

Family Night activities with the PTO, daily communication between school and home, and subscribing to RAZ Kids and ixl.com as supplemental reinforcement tools in Reading and Math (internet memberships). To address the reading and math needs of all our students specifically our lower-income students, teachers will be trained in September and January as well as throughout the year by an Instructional consultant on Scientifically

Research Based Instructional strategies (Marzano), an instructional consultant to review data, implement and create formative assessments, and assist in design implementation.

Strategy #1	Check here if this is an evidence based practice X
The Strategy we are going to implement is...	Implement the formative assessment process with fidelity while specifically focusing on learning targets which are based on the Minnesota Math Standards, in student friendly language and use daily formative assessments.
...to address this Root-Cause(s)	General Ed and Special Ed teachers will work in their PLC's to analyze data: standards tracker (short cycle data), iReady (mid cycle data) & MCA-III scores (long cycle data) and determine what students are or aren't making growth and adjust their instructional strategy accordingly. The goal is to work on increasing the level of rigor at Tier 1 (core instruction), to teach General Ed and Special Ed teachers on how to scaffold grade-level standards.
Which will help us meet this student outcome Goal*	<p>The three year average for Special Education students in math at Mesabi East Elementary will increase from 30.4% proficient to 38.4% proficient on the MCA and MTAS assessments within the 2018-2021 school years.</p> <p>The three year average for Free and Reduced students in math at Mesabi East Elementary will increase from 43.8% proficient to 51.8% proficient on the MCA assessments within the 2018-2021 school years.</p>

#2	Click here <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	Implement the formative assessment process with fidelity while specifically focusing on learning targets which are based on the Minnesota Language Arts Standards, in student friendly language and use daily formative assessments.
to address the Root Cause	General Ed and Special Ed teachers will work in their PLC's to analyze data: standards tracker (short cycle data), iReady (mid cycle data) & MCA-III scores (long cycle data) and determine what students are or aren't making growth and adjust their instructional strategy accordingly. The goal is to work on increasing the level of rigor at Tier 1 (core instruction), to teach General Ed and Special Ed teachers on how to scaffold grade-level standards.
Which will help us meet this student outcome Goal*	The three year average for Special Education students in reading at Mesabi East Elementary will increase from 36.4% proficient to 42.4% proficient on the MCA and MTAS assessments within the 2018-2021 school years.

*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: Implement the formative assessment process with fidelity while specifically focusing on learning targets which are based on the Minnesota Math Standards, in student friendly language and use daily formative assessments.

Root-Cause: General Ed and Special Ed teachers will work in their PLC's to analyze data: standards tracker (short cycle data), iReady (mid cycle data) & MCA-III scores (long cycle data) and determine what students are or aren't making growth and adjust their instructional strategy accordingly. The goal is to work on increasing the level of rigor at Tier 1 (core instruction), to teach General Ed and Special Ed teachers on how to scaffold grade-level standards.

Goal: The three year average for Special Education students in math at Mesabi East Elementary will increase from 30.4% proficient to 38.4% proficient on the MCA and MTAS assessments within the 2018-2021 school years.

The three year average for Free and Reduced students in math at Mesabi East Elementary will increase from 43.8% proficient to 51.8% proficient on the MCA assessments within the 2018-2021 school years.

(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	Person(s) Responsible	Measurement	Resources Needed	August	September	October	November	December	January	February	March	April	May	June
<p>Mesabi East Elementary goals are directly related to raising student achievement and continuous improvement of instruction; therefore, we will work to provide math instruction based on the MN State Standards and benchmarks using a model of moving from concrete to representational to abstract and explicitly teach the math vocabulary in accordance with the MN State Math Standards, using our math curriculum, Envisions, as a resource.</p>	<p>Principal PLC Facilitators Grade level teams Grade level teams</p>	<p>PLCs Observation Grade level meetings</p>	<p>Title One and QComp funds for professional development and PLC planning time. Principal and PLC Facilitators Grade level teams</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
										<p>Principal</p>	<p>PLC Facilitators</p>	<p>Grade level teams</p>	<p>PLC Observation Grade level teams</p>	

<p>Mesabi East Elementary goals are directly related to raising student achievement and continuous improvement of instruction; therefore, we will expand the use of a tiered system for remediation (RTI/MTSS).</p>	<p>Principal PLC Facilitators Grade level Teams Grade level teams</p>	<p>PLCs Observation Grade level team meetings Grade level meetings</p>	<p>PLCs Observation Grade level team meetings Grade level meetings</p>	<p>Title One and QComp funds for professional development and PLC planning time.</p>	<p>Principal PLC Facilitators Grade level teams</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
<p>Provide core instruction at the Tier 1 level.</p>	<p>Principal PLC Facilitators Grade level Teams Grade level teams</p>	<p>PLCs Observation Grade level team meetings Grade level meetings</p>	<p>PLCs Observation Grade level team meetings Grade level meetings</p>	<p>Title One and QComp funds for professional development and PLC planning time.</p>	<p>Principal PLC Facilitators Grade level teams</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				

Implement the formative assessment process with fidelity while specifically focusing on learning targets in student friendly language and use daily formative assessments.	Principal PLC Facilitators Grade level Teams Leadership Team	PLCs Observation Grade level team meetings	EIP funds for the tracker	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
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To add additional action steps, Place cursor to the right of the last row and press **Enter**.

Progress Toward Goal #1: (To be completed at 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?
 - During the 2018-2019 SY Mesabi East Elementary will work towards full implementation of the formative assessment process with fidelity while specifically focusing on learning targets which are based on the Minnesota Math Standards, in student friendly language and use daily formative assessments. To monitor progress towards full implementation teachers will be observed during evaluations and rigor walks to make sure students can state the learning target of a lesson with 95% accuracy and grade levels will begin development of common assessments.
- How has student achievement been impacted? What is the evidence?
 - We need to increase the number of students meeting their growth targets in math. Instead of our gap getting smaller it is increasing for our subgroups: special education and free and reduced. Our strategies will address the needs of our low- income student population and will be applied especially to those students who are most likely able to move their scores closer to the “Proficiency” level of the MCA- III scores.
- How will implementation be adjusted and/or supported moving into the next year?
 - General Ed and Special Ed teachers will work in their PLC’s to analyze data: standards tracker (short cycle data), iReady (mid cycle data) & MCA-III scores (long cycle data) and determine what students are or aren’t making growth and adjust their instructional strategy accordingly. The goal is to work on increasing the level of rigor at Tier 1 (core instruction), to teach General Ed and Special Ed teachers on how to scaffold grade-level standards. The teachers will continue to use data to adjust their instruction.

Plan for Strategy #2

Strategy #2: Implement the formative assessment process with fidelity while specifically focusing on learning targets which are based on the Minnesota Language Arts Standards, in student friendly language and use daily formative assessments.

Root-Cause: General Ed and Special Ed teachers will work in their PLC's to analyze data: standards tracker (short cycle data), iReady (mid cycle data) & MCA-III scores (long cycle data) and determine what students are or aren't making growth and adjust their instructional strategy accordingly. The goal is to work on increasing the level of rigor at Tier 1 (core instruction), to teach General Ed and Special Ed teachers on how to scaffold grade-level standards.

Goal: The three year average for Special Education students in reading at Mesabi East Elementary will increase from 36.4% proficient to 42.4% proficient on the MCA and MTAS assessments within the 2018-2021 school years.

(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	Person(s) Responsible	Measurement	Resources Needed	August	September	October	November	December	January	February	March	April	May	June	July	Due Date
<p>Mesabi East Elementary goals are directly related to raising student achievement and continuous improvement of instruction; therefore, we will provide instruction based on the MN State Language Arts Standards while using a balanced literacy approach through guided reading, Daily 5, and Center of the Collaborative Classroom resource.</p>	<p>Principal PLC Facilitators Grade level teams</p>	<p>PLCs Observation Grade level team meetings</p>	<p>Title One and QComp funds for professional development and PLC planning</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>May 30th, 2019</p>								
<p>Mesabi East Elementary goals are directly related to raising student achievement and continuous improvement of instruction; therefore, we will expand the use of a tiered system for remediation (RTI/MTSS).</p>	<p>Principal PLC Facilitators Grade level teams</p>	<p>PLCs Observation Grade level team meetings</p>	<p>None</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>May 30th, 2019</p>								

Provide core instruction at the Tier 1 level.	Principal PLC Facilitators Grade level teams	PLCs Observation Grade level team meetings	None	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	May 30 th , 2019									
Implement the formative assessment process with fidelity while specifically focusing on learning targets in student friendly language and use daily formative assessments.	Principal PLC Facilitators Grade level teams Leadership Team	PLCs Observation Grade level team meetings	EIP funds for the tracker	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	May 30 th , 2019									

To add additional action steps, Place cursor to the right of the last row and press **Enter**.

Progress Toward Goal #2: (To be completed at 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?

During the 2018-2019 SY Mesabi East Elementary will work towards full implementation of the formative assessment process with fidelity while specifically focusing on learning targets which are based on the Minnesota Language Arts Standards, in student friendly language and use daily formative assessments. To monitor progress towards full implementation teachers will be observed during evaluations and rigor walks to make sure students can state the learning target of a lesson with 95% accuracy and grade levels will begin development of common assessments.

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

- We need to increase the number of students meeting their growth targets in math. Instead of our gap getting smaller it is increasing for our subgroups: special education and free and reduced. Our strategies will address the needs of our low- income student population and will be applied especially to those students who are most likely able to move their scores closer to the “Proficiency” level of the MCA- III scores.

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

General Ed and Special Ed teachers will work in their PLC’s to analyze data: standards tracker (short cycle data), iReady (mid cycle data) & MCA-III scores (long cycle data) and determine what students are or aren’t making growth and adjust their instructional strategy accordingly. The goal is to work on increasing the level of rigor at Tier 1 (core instruction), to teach General Ed and Special Ed teachers on how to scaffold grade-level standards. The teachers will continue to use data to adjust their instruction.

