School Improvement (SI) Plan
Contact Information

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Sonnesyn Elementary, 022, Prek-5	Phone: 763-504-7600
School Address: 3421 Boone Avenue North New Hope, MN 55427	Fax: 763-504-7600
Principal: Leia Ward	Email: leia_ward@rdale.org
School Identification: ☐ N/A X Targeted Support & Improvement (TSI) ☐ Comprehensive Support & Improvement (CSI)	

District Information	District Phone, Fax, Email
District Name and Number Robbinsdale Area Schools - 281	Superintendent Phone: 763-504-8000
Superintendent Dr. Carlton Jenkins	Superintendent Email: Carlton_jenkins@rdale.org
District Address:4148 Winnetka Avenue N. New Hope 55427	District Fax: 763-504-XXXX

Instructional Leadership Team

Name	Position (e.g., principal, lead teacher, community member)	Email/Contact Information
Leia Ward	Principal	leia_ward@rdale.org
Wilbur Winkelman	Assistant Principal	wilbur_winkelman@rdale.org
Nickola Hayes		
Amanda Dalquist		
Mary Ericson		
Latisha Eaddy	MTSS Specialist	latisha_eaddy@rdale.org
Kiarra Zackery		
Laurie Cross		
Lisa Dawson		
Greta Spellman		

CSI or TSI School Identification Information. Check boxes of identification

Select the reason(s) for identification by clicking on the selection boxes below.

Student Group	4 Year Graduation Rate	Math Academic Achievement	Reading Academic Achievement	English Learner Progress Toward English Proficiency	Math Academic Progress	Reading Academic Progress	Graduation Rate (4 and 7 year rate)	Attendance
All Students	☐	☐	☐	☐	☐	☐	☐	☐
Hispanic/Latino	☐	☐	☐	☐	☐	☐	☐	☐
American Indian/Alaska Native	☐	☐	☐	☐	☐	☐	☐	☐
Asian	☐	☐	☐	☐	☐	☐	☐	☐
Native Hawaiian/Pacific Islander	☐	☐	☐	☐	☐	☐	☐	☐
Black/African American	☐	☐	☐	☐	☐	☐	☐	☐
White	☐	☐	☐	☐	☐	☐	☐	☐
Two or more races	☐	☐	☐	☐	☐	☐	☐	☐
FRP (Free/Reduced-Priced meal eligible)	☐	☐	☐	☐	☐	☐	☐	☐
SpEd (Special Education)	☐	X	X	☐	☐	X	☐	X
ELL (English language Learner)	☐	☐	☐	☐	☐	☐	☐	☐

School Demographic Information (All Schools)
Use the Minnesota Report Card or Secure Reports to complete the following information using the demographic data from the current year (most recent testing year). INFORMATION AS OF OCTOBER 1, 2018

Student Group	Percent of Total Enrollment	Enrollment Count
American Indian/Alaskan Native	0.6%	3
Asian	5.2%	25
Hawaiian/Pacific Islander	0	0
Hispanic	13.8%	66
Black, not of Hispanic Origin	29.1%	139
White, not of Hispanic Origin	40.9%	195
Two or More Races	10.3%	49
English Learner	10.7%	51
Special Education	21.4%	102
Free/Reduced-Price Lunch	53.2%	254
Homeless	2	0.4%
Neglected	Enter enrollment percent here	Enter enrollment count here
Delinquent	Enter enrollment percent here	Enter enrollment count here
Foster Care	Enter enrollment percent here	Enter enrollment count here
Military	Enter enrollment percent here	Enter enrollment count here
High Mobility	Enter enrollment percent here	Enter enrollment count here

1. Data Review (All Schools)

As teams complete the following table, keep in mind that:
- Data review should include data from multiple sources: academic, non-academic, program, perception, and fidelity data.
- Rows can be added or deleted as needed

Data Teams are expected to review the following data.	Reflection What did you learn from the data you reviewed?	Next Steps If needed, what will you do next to advance the data review process?
Enrollment Data	Roughly 20% of our students are new to Sonnesyn. Demographics in terms of ethnicity remain within 2-3% of previous years.	Keep track of student move-ins/withdrawals monthly to: ● Invite families to events personally ● Student "onboarding" ● Support teacher meeting with family
MCA/MTAS **Proficiency** and Achievement Level Data at the School Level, by Student Group and Grade	We have been identified as a TSI school for achievement and growth with our Special Education students. We continue to have a large gap between our white students and other student groups. Our proficiency overall is stagnant or decreasing in all content areas.	Begin to gather data regarding the implementation of high-yield strategies to support learning for all students, specifically for our students receiving special education and/or EL services.
MCA/MTAS **Growth** Data (focus on **high growth**, not just expected growth)	??	
ACT Proficiency and Achievement Level Data at the School Level, by Student Group and by Grade	???	
ACCESS for ELs Proficiency Data	Speaking and Writing are target areas for growth.	Use ACCESS Scores and can-do indicators for planning
MAP Data at a School Level, by Student Group and by Grade (through 2018)	NA	
FAST Data at School Level, by Student Group	40% of our 2nd graders achieved accelerated	Look at spring growth for 2nd grade.

and by Grade	growth on aReading from fall to winter. FAST screeners confirmed the decrease of proficiency of our white students. FAST screeners were fairly predictive of MCA proficiency (when looking at ½ of low risk and 100% of "on track")	
Diagnostic Data by Student Group and by Grade	We have very little diagnostic data for math. We are in transition from using the BAS to DRA-2.	Add more data days this year (start in late september). Training needed in DRA-2
Progress Monitoring (Intervention) Data by Student Group and by Grade	Data for some grade levels is on Form I while others are on their Tier 1 document.	Progress monitoring data should be in a consistent space to monitor progress regularly.
No Credit (NC) Data by Student Group and by Grade	NA	NA
Office Referral/Suspension Data by Student Group and by Grade	Latinx students were disproportionately represented in behavior data. Reflection Room was more disproportionate (students of color vs. white students) than the year prior.	Have further conversations as to how SAEBERS on a larger scale would help us to make decisions.
Program Enrollment/Participation Data by Student Group and by Grade	Need more data	
SIP Goal Implementation/Monitoring Data (Fidelity of Implementation checks)	Number talk data	
Perception data collected from staff, students, parents, or other stakeholders		
Other building specific data		

2. Comprehensive Needs Assessment Summary (Part 2) (All Schools)

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 the three pillars (Balanced Literacy, Safe and Civil Schools and MTSS).

Use the section below to list the team's identified successes, prioritized concerns, and hypothesized root causes for identified concerns

Successes	
After reviewing the data in step 1, what successes have been identified by the team? Successes should be connected to the data in your CNA table	
Reading	Implementation of interactive read alouds; Implementation of close readings; Content area integration and co-teaching with our EL teachers
Mathematics	Number talks; peer observations; tutor support, and access to staff to provide small group instruction.
Science	Increase in academic vocabulary and accountable talk sentence frames.
English Language Proficiency	Content area integration and co-teaching with our EL teachers
Attendance	Initial development of systems for tracking low attendance rates (both excused and unexcused) and supporting families
Climate/Behavior	Decreased discrepancy regarding ODR's for black students; Initial implementation of Culturally Responsive Teaching & the Brain

Prioritized Concerns	
After reviewing the data in step 1, what concerns were noted? Concern	
Reading	Over 60% of students are not reaching proficiency in reading as measured by the MCAs. Although our racial discrepancy in MCA data decreased slightly (still an 18% gap), this was due to a decrease in reading proficiency of our white students.
Mathematics	Almost 70% of students are not reaching proficiency in math as measured by the MCAs. There is a racial discrepancy between our students of color and our white students (30% difference).
Science	Continued training in science notebooks and finding appropriate material to put into the notebooks.
English Language Proficiency	Rate that students are increasing towards language proficiency in speaking and writing as measured by ACCESS.

Attendance	Only 66% of students attended school 95% of school days in the 2018-2019 school year.
Climate/Behavior	Continued racial disproportionality between students of color and white students in behavior data. When students are out of the classroom for behavior, they are missing instructions.

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 strategy to address hypothesized root cause.	
Reading	Staff need to develop a deep understanding of how to utilize screeners and diagnostic tools to inform core instruction, as well as to differentiate based on student needs. When interventions are needed, staff need to understand how to use the data cycle process with fidelity.
Mathematics	Staff need to develop a deep understanding of how to utilize screeners and diagnostic tools to inform core instruction, as well as to differentiate based on student needs. When interventions are needed, staff need to understand how to use the data cycle process with fidelity.
English Language Proficiency	Staff need to provide more opportunities and support for students to process and produce the English language in academic contexts, with a special focus on writing.
Attendance	Staff need to develop a system of support and accountability for regular school attendance.
Climate/Behavior	Staff need to become confident and proficient in the use of behavior strategies outlined in our MTSS handbook, as well as ensure high levels of academic engagement for all students. Staff need to explore how implicit bias impacts perception of and response to student behavior.

3. School Improvement Strategies (All Schools)

Identify the strategies, practices, or programs the team has selected for implementation. This will be the focus of the school improvement effort, set goals aligned to the Three Pillars (Balanced Literacy, Safe & Civil Schools and MTSS) rather than separating Reading, Math, Science, Climate and Graduation)

Strategy #1	Click here ☐ if the strategy is an Evidence-Based Practice (EBP)
The **Strategy** we are going to implement is…	Read, reflect, and implement key learnings of Culturally Responsive Teaching and Brain.

…to address this **Root-Cause(s)**	Over 60% of students are not reaching proficiency in reading as measured by the MCAs. Although our racial discrepancy in MCA data decreased slightly (still an 18% gap), this was due to a decrease in reading proficiency of our white students. Almost 70% of students are not reaching proficiency in math as measured by the MCAs. There is a racial discrepancy between our students of color and our white students (30% difference). Staff need to provide more opportunities and support for students to process and produce the English language in academic contexts, with a special focus on writing. Staff need to develop a system of support and accountability for regular school attendance. Staff need to become confident and proficient in the use of behavior strategies outlined in our MTSS handbook, as well as ensure high levels of academic engagement for all students. Staff need to explore how implicit bias impacts perception of and response to student behavior.
Which will help us meet this student outcome **Goal***	The three year average for proficiency on the Math MCA at Sonnesyn Elementary will increase from 31.2% to 55% by May 2022. (roughly 8% per academic year) The three year average for proficiency on the Reading MCA at Sonnesyn Elementary will increase from 39.6% to 55% by May 2022. (roughly 5% per academic year)

*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: Read, reflect, and implement key learnings of Culturally Responsive Teaching and Brain.
Root-Cause: Over 60% of students are not reaching proficiency in reading as measured by the MCAs. Although our racial discrepancy in MCA data decreased slightly (still an 18% gap), this was due to a decrease in reading proficiency of our white students.

Almost 70% of students are not reaching proficiency in math as measured by the MCAs. There is a racial discrepancy between our students of color and our white students (30% difference).

Staff need to provide more opportunities and support for students to process and produce the English language in academic contexts, with a special focus on writing.

Staff need to develop a system of support and accountability for regular school attendance.

Staff need to become confident and proficient in the use of behavior strategies outlined in our MTSS handbook, as well as ensure high levels of academic engagement for all students. Staff need to explore how implicit bias impacts perception of and response to student behavior.
Goal: The three year average for proficiency on the Math MCA at Sonnesyn Elementary will increase from 31.2% to 55% by May 2022.

The three year average for proficiency on the Reading MCA at Sonnesyn Elementary will increase from 39.6% to 55% by May 2022.

(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	A u g u s t	S e p t e m b e r	O c t o b e r	N o v e m b e r	D e c e m b e r	J a n u a r y	F e b r u a r y	M a r c h	A p r i l	M a y	J u n e	J u l y	Due Date
Staff will read chapters 1-4 of Culturally Responsive Teaching & the Brain, and discuss by end of October.	All licensed staff	Reflection questions	Book and google form of reflection questions	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Staff will read chapters 5-7 of Culturally Responsive Teaching & the Brain, and discuss by end of January.	All licensed staff	Reflection questions	Book and google form of reflection questions	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Staff will read chapters 8-9 of Culturally Responsive Teaching & the Brain, and discuss by end of March.	All licensed staff	Reflection questions	Book and google form of reflection questions	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Staff will be given a reflection tool to guide their discussion as a team around Culturally Responsive Teaching & the Brain.	All licensed staff	Reflection questions	Click or tap here to enter text.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Principals will engage in Downey Walkthroughs weekly to look for trends regarding the practices and mindsets learned through the book study translating into classroom practice. (steps 1,3,4,5 of Downey)																
Staff will determine the actionable steps to implement following each section of the book and develop look-fors to support fidelity of implementation.																

Staff will engage in peer observations and instructional rounds with the look-fors developed.																	

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

Progress Toward Strategy #1:

- How is this strategy aligned to the Three Pillars (Balanced Literacy, Safe & Civil Schools, Multi-Tiered System of Supports)?

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

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

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

Strategy #2	Click here ☐ if the strategy is an Evidence-Based Practice (EBP)
The **Strategy** we are going to implement is	Develop a MTSS plan for supporting high attendance rates.
to address the **Root Cause**	Staff need to develop a system of support and accountability for regular school attendance.

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Which will help us meet this student outcome **Goal***	The percentage of students who are attending 95% of school days will increase from 66% of students to 96% of students in the 2021-2022 school year.

*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 #2

Strategy #2: Develop a MTSS plan for supporting high attendance rates.

Root-Cause: Staff need to develop a system of support and accountability for regular school attendance.

Goal: The percentage of students who are attending 95% of school days will increase from 66% of students to 96% of students in the 2021-2022 school year.

(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	A u g u s t	S e p t e m b e r	O c t o b e r	N o v e m b e r	D e c e m b e r	J a n u a r y	F e b r u a r y	M a r c h	A p r i l	M a y	J u n e	J u l y	Due Date
When students are absent, teachers attempt to connect with the family and acknowledge they were missed.	Classroom Teachers	Click or tap here to enter text.	Click or tap here to enter text.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Educate families around impact of low attendance on academic progress.	Kelly Betzold	Click or tap here to enter text.	Click or tap here to enter text.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
When students (meet a certain absence threshold), staff will implement a contract with the student and/or the family.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	

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

Progress Toward Strategy #2:
- How is this strategy aligned to the Three Pillars (Balanced Literacy, Safe & Civil Schools, Multi-Tiered System of Supports)?

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

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

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

Strategy #3	Click here ☐ if the strategy is an Evidence-Based Practice (EBP)
The **Strategy** we are going to implement is	Deepen understanding of data cycles, understanding our diagnostic measures, and linking data to core instruction and interventions.
to address the **Root Cause**	Staff need to develop a deep understanding of how to utilize screeners and diagnostic tools to inform core instruction, as well as to differentiate based on student needs. When interventions are needed, staff need to understand how to use the data cycle process with fidelity.
Which will help us meet this student outcome **Goal***	The three year average for proficiency on the Math MCA at Sonnesyn Elementary will increase from 31.2% to 55% by May 2022. The three year average for proficiency on the Reading MCA at Sonnesyn Elementary will increase from 39.6% to 55% by May 2022.

*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 #3

Strategy #3: Copy from the summary above
Root-Cause: Staff need to develop a deep understanding of how to utilize screeners and diagnostic tools to inform core instruction, as well as to differentiate based on student needs. When interventions are needed, staff need to understand how to use the data cycle process with fidelity.

Staff need to develop a deep understanding of how to utilize screeners and diagnostic tools to inform core instruction, as well as to differentiate based on student needs. When interventions are needed, staff need to understand how to use the data cycle process with fidelity.
Goal: The three year average for proficiency on the Math MCA at Sonnesyn Elementary will increase from 31.2% to 55% by May 2022.

The three year average for proficiency on the Reading MCA at Sonnesyn Elementary will increase from 39.6% to 55% by May 2022.
(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

				er											
Focus initial PLC lead meetings on the data cycle so that PLC leads can guide their teams using the data cycle during PLC meetings.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Ensure that teams are implementing at least 4 data cycles.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Develop fidelity checks for PLC Data cycles	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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

Progress Toward Progress #3:

- How is this strategy aligned to the Three Pillars (Balanced Literacy, Safe & Civil Schools, Multi-Tiered System of Supports)?

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

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

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

Strategy #4	Click here ☐ if the strategy is an Evidence-Based Practice (EBP)
The **Strategy** we are going to implement is	Utilize Culturally Responsive Teaching strategies
to address the **Root Cause**	Staff need to develop a deep understanding of how to utilize culturally responsive teaching to inform core instruction, as well as to differentiate based on students being a dependent learner, independent learner, collectivism, or individualism.
Which will help us meet this student outcome **Goal***	The three year average for disproportionality on reflection room non-ODR visits at Sonnesyn Elementary will decrease by 100% by May 2022. The three year average for proficiency on the Reading MCA at Sonnesyn Elementary will increase from 39.6% to 55% by May 2022.

*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.

Stakeholder Engagement and Communications Plan

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

Click or tap here to enter text.

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
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.