



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: Willmar Public Schools 347	Supt/Director Phone: 320-231-8510
Superintendent/Director: Dr. Jeffrey Holm	Supt/Director Email: holmj@willmar.k12.mn.us
District Address: 611 5 th St. SW Willmar, MN 56201	District/Charter Fax: 320-231-8504

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

Name of Main Contact: Carrie Thomas	Role in District/Charter: Director of Teaching and Learning
Phone Number: 320—231-8477	E-mail Address: thomasc@willmar.k12.mn.us

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Kennedy Elementary 109 P-5	Phone: 320-214-6688
School Address: 824 7 th St. SW Willmar, MN 56201	Fax: 320-235-9536
Principal: Kristin Dresler	Email: dreslerk@willmar.k12.mn.us

Stakeholder Engagement and Communications Plan

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

We developed a leadership team that includes reps from all grade levels and departments. The team uses multiple data points to inform us of where we are and completed a CNA to help determine the necessary steps toward where we want to be. Perception data is collected from parents and staff. We invite and encourage parents to attend school events focused on our goals. Goals will be posted on our website as well as available in our school office for any stakeholder wanting access to them.

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
Fall	We have a leadership team that works to set, guide, and monitor building goals.	All Staff	Email, Meetings---staff and team
Winter	We value the input of our staff and parents and want to gather information regarding their experience at Kennedy.	Parents and Staff	Email, Newsletter, Survey Monkey at conferences, Parent Night
Winter and Ongoing	We have set a building goal to reflect our commitment to increase reading scores.	All Stakeholders	Email, Newsletter, Parent Nights, PTSA, Website
Winter and Ongoing	Transparency	All Stakeholders	Our SIP will be available online and in the office.

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.

Strategy #1	Click here <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is...	Provide abundant reading material and reading opportunities in the classroom along with activities that build reading fluency and stamina with increasingly complex text.
...to address this Root-Cause(s)	Our reading teachers have not had current and proper training in a structured method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual independence of the learner (gradual release of responsibility). Daily schedules did not reflect time dedicated to students reading independently. Our reading students do not spend enough time practicing learning targets independently. Teachers want to learn best practice strategies to provide appropriate instruction using the gradual release of responsibility.
Which will help us meet this student outcome Goal*	The percentage of all students enrolled October 1, 2019 in grades 3-5 at Kennedy Elementary School who are proficient on the MCAIII/MTAS reading accountability test in 2020 will increase from 41.6% (2018) to 47.6% in 2020.
#2	Click here <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	Address the social, emotional, behavioral and mental health of students.
...to address this Root-Cause(s)	Kennedy is serving increasing numbers of students with mental health and trauma needs. Last year we experienced a negative shift in the school climate. Student behaviors escalated, tapping all available resources. Many students were sent out of class for routine discipline. We know that students must feel connected with staff and feel safe, valued, and welcome in order to learn. Adult behaviors affect student behaviors. We also know that students must be in the classroom learning area if they are to learn. We do not have an alternative to suspension plan.
Which will help us meet this student outcome Goal*	The percentage of all students enrolled October 1, 2019 in grades 3-5 at Kennedy Elementary School who are proficient on the MCAIII/MTAS reading accountability test in 2020 will increase from 41.6% (2018) to 47.6% in 2020.

<p>#3</p>	<p>Click here <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)</p>
<p>The Strategy we are going to implement is</p>	<p>Collaboration with families in promoting literacy.</p>
<p>to address the Root Cause</p>	<p>Students do not spend enough time reading independently or in self-selected texts at appropriate reading levels. Our families of poverty do not have enough and/or appropriate books for reading at home over the summer. The achievement gap between FRP and non-FRP may be attributed to summer loss.</p>
<p>Which will help us meet this student outcome Goal*</p>	<p>The percentage of all students enrolled October 1, 2019 in grades 3-5 at Kennedy Elementary School who are proficient on the MCAIII/MTAS reading accountability test in 2020 will increase from 41.6% (2018) to 47.6% in 2020.</p>

*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: Provide abundant reading material and reading opportunities in the classroom along with activities that build reading fluency and stamina with increasingly complex text.

Root-Cause: Our reading teachers have not had current and proper training in a structured method of pedagogy framed around a process devolving responsibility within the learning process from the teacher to the eventual independence of the learner (gradual release of responsibility). Daily schedules did not reflect time dedicated to students reading independently. Our reading students do not spend enough time practicing learning targets independently. Teachers want to learn best practice strategies to provide appropriate instruction using the gradual release of responsibility.

Goal: The percentage of all students enrolled October 1, 2019 in grades 3-5 at Kennedy Elementary School who are proficient on the MCAIII/MTAS reading accountability test in 2020 will increase from 41.6% (2018) to 47.6% in 2020.

(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
Organization of 300+ books per classroom in a variety of ways for student self-selection.	Classroom teachers	LCVs	Multiple copies of high-interest books.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ongoing through 2020
Create a system for student checkout to have reading materials at school and at home.	All staff	LCVs and Media Center data	Multiple copies of high-interest books.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Spring 2020
Provide comfortable place where students can read which are frequently visited by the teacher and other adults.	Teachers and administrators	LCVs	Soft seating options in various places around the building	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Fall 2019 for classrooms/ Spring 2020 building wide
Provide daily opportunity for independent reading of self-selected material that includes conferring with the teacher on book selection, productive use of reading strategies during reading, and feedback on reading.	Classroom teachers	LCVs	Multiple copies of high-interest books.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Ongoing through 2020

Training in a balanced approach to literacy instruction using the gradual release of responsibility through whole group, small group, and independent reading.	Admin, coaches, teacher leaders	LCVs and feedback survey	Sandi Novak, consultant PD days	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Spring 2020
Ongoing staff development in best practice.	Admin, coaches, teacher leaders	LCV FAST or other screener data	Sandi Novak, consultant FASTbridge or other screener data	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Ongoing through Spring 2020
Provide intentional interventions based on formative and summative reading assessments.	General/Title teachers	PRESS progress monitoring FAST or other screener data	Teachers to provide additional service PRESS and PRESS training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Ongoing
All students read with a purpose independently for a minimum of 30 minutes per day in school.	Teachers, coaches, admin	LCV data FAST/screener	Multiple classroom books. Books for home/summer reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Initial implementation 9/2018, then ongoing
Student reading logs	Teachers	logs	Notebooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Implement 2/2019,

																				then ongoing
Teacher conferring with individual students about the learning target	Teachers, coaches, admin	Logs	Books and PD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Initial implementation 2/2019, then ongoing

*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?
 - 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 #2

Strategy #2: Address the social, emotional, behavioral and mental health of students.

Root-Cause: Kennedy is serving increasing numbers of students with mental health and trauma needs. Last year we experienced a negative shift in the school climate. Student behaviors escalated, tapping all available resources. Many students were sent out of class for routine discipline. We know that students must feel connected with staff and feel safe, valued, and welcome in order to learn. Adult behaviors affect student behaviors. We also know that students must be in the classroom learning area if they are to learn. We do not have an alternative to suspension plan.

Goal: The percentage of all students enrolled October 1, 2019 in grades 3-5 at Kennedy Elementary School who are proficient on the MCAIII/MTAS reading accountability test in 2020 will increase from 41.6% (2018) to 47.6 in 2020%.

(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
Development of Character Corner to promote positive character traits.	School social workers.		Human resources (SW) and classroom time	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ongoing through Spring 2020
Initial implementation of Responsive Classroom	Classroom teachers	Classroom visits Possible use of Kaleidoscope from RC	Continuing professional development so that all staff have appropriate training.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Ongoing through Spring 2020
SEL strategies: PK-K Second Step 1-5 Zones of Regulation	All Staff	Classroom visits. Referrals to SW.	Curriculum/materials for students.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Ongoing through Spring 2020
Exploration of strategies/programs to address social, emotional, behavior needs.	Leadership	Referrals to office. Data tracker	people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Ongoing through Spring 2020

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?
 - 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: Collaboration with families in promoting literacy.

Root-Cause: Students do not spend enough time reading independently or in self-selected texts at appropriate reading levels. Students do not spend enough time reading independently or in self-selected texts at appropriate reading levels. Our families of poverty do not have enough and/or appropriate books for reading at home over the summer. The achievement gap between FRP and non-FRP may be attributed to summer loss.

Goal: The percentage of all students enrolled October 1, 2019 in grades 3-5 at Kennedy Elementary School who are proficient on the MCAIII/MTAS reading accountability test in 2020 will increase from 41.6% (2018) to 47.6 in 2020%.

(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
Family Literacy Event	Whole staff	Attendance and feedback survey	People, food, books	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Initial implementation 3/2019, then ongoing
Summer Reading Program	Admin, coaches, teachers	Reading logs, feedback surveys	Books, staff for summer check-in, family events to promote and sustain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Initial implementation 3/2019, then ongoing
Family communication plan	Admin, teachers	Documentation and feedback survey	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Initial implementation 3/2019, then ongoing
Purchase/obtain sponsorships to provide 10 books per child.	Admin, coaches, teacher leaders	Click or tap here to enter text.	@\$50 per student—grades K-4.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

Progress Toward Goal #3: *(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?
 - 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.