



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] **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, 0347	Supt/Director Phone: 320-231-8510
Superintendent/Director Dr. Jeff 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 (additional 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: Willmar Senior High School, Grades 9-12	Phone: 320-231-8310
School Address: 2701 30 th St. NE, Willmar, MN 56201	Fax: 320-231-8460

School Information	School Phone, Fax, Email
Principal: Paul Schmitz	Email: schmitzp@willmar.k12.mn.us

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

Name of Main Contact: Paul Schmitz	Role in School: Principal
Phone Number: 320-231-8310	E-mail Address: schmitzp@willmar.k12.mn.us

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
Fall Workshop 2019-2020 School Year	Professional development will focus on providing staff with 1-2 EL strategies that they can use in their classrooms. Some work in PLC's will also be dedicated to continuing these EL strategies.	Willmar Senior High Staff	Staff Professional Development in Fall During a staff meeting. Instructional coaches will follow-up with PLC support by checking PLC agendas.
2018-19 School Year Fall Workshop of 2019-2020 School Year	Minnesota Early Indicator Response System is being implemented in our school to identify at-risk students and to try provide them with successful academic and attendance interventions.	Willmar Senior High Staff	Staff Meetings
Spring and Summer of 2018- 2019 School Year	WSH will be working to improve its EL placement and sequencing system by creating formative assessments, screener tools, graduation pathways, and by working with more staff to place EL students.	Core Teachers, Elective Teachers, Guidance Counselors, Administration	Most of the communication will take place in meetings and work done in small groups to develop the improved placement system, pathways, and to place EL students.

<p>Beginning Fall 2019-2020 and Ongoing</p>	<p>Willmar Senior High is working to improve its graduation rates and increase student success through the following measures:</p> <ul style="list-style-type: none"> • MEIRS • Improved Instructional Strategies • A more intentional approach in guiding students to graduation. <p>Here is how parents can help us:</p> <ul style="list-style-type: none"> • Make sure your child is attending school regularly. • Check your student’s academic progress by attending conferences. • Check your student’s academic progress using Infinite Campus Parent Portal. • Have your student get help from teachers before and after school. • Talk to your students about their schooling and goals for after high school. 	<p>Parents and Community</p>	<p>School Newsletters and the School Website</p> <p>Open Houses and Parent-Teacher Conferences</p>
<p>Beginning Fall 2020-2021 and ongoing</p>	<p>Communicate with EL students and families that there are different pathways to graduation. We will work with families to make sure the pathway the student on helps the student be supported, successful, and graduate. Pathways are always tentative and can change based on a student’s academic progress.</p>	<p>EL Students and Parents</p>	<p>Registration and meetings with guidance counselors. Ramp-Up with EI Teachers.</p>

Beginning 2018-19 School Year and Ongoing	Parents of students determined at-risk under MEIRS will be communicated with to let parents know why their student has been identified and what they can do to be involved.	MEIRS Students and Parents	Phone Calls Home and Parent Meetings
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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...	The school will implement a MEIRS team for 9 th grade students.
...to address this Root-Cause(s)	While several interventions are in place, many are ineffective or underused.
Which will help us meet this student outcome Goal*	By the end of the 2018-2019 school year, course failures will decrease for students discussed in MEIRS meetings an average of 3% and attendance will increase an average of 3%.

#2	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	The school will implement school-wide English Learner support strategies through sustainable professional development and extended learning in weekly PLCs.
to address the Root Cause	<ol style="list-style-type: none"> 1. Lack of growth in English Language Proficiency. 2. Lack of support for all staff in best practices and strategies for teaching EL students. 3. Priority standards are not yet fully embedded for EL 1.0 and 2.0 students to gain the skills and knowledge necessary for success in mainstream core classes.

<p>Which will help us meet this student outcome Goal*</p>	<p>By the end of the 2019-2020 school year, at least 25% of the staff at Willmar Senior High School will have implemented the English Learner support strategies as evidenced by quarterly fidelity checks.</p>
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<p>#3</p>	<p>Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)</p>
<p>The Strategy we are going to implement is</p>	<p>The school will improve its core sequencing and EL placement system.</p>
<p>to address the Root Cause</p>	<p>Improvements and refinements are needed to identify and screen EL students for better course placement, including a graduation pathway that facilitates (encourages) access to graduation required courses sooner.</p>
<p>Which will help us meet this student outcome Goal*</p>	<p>The percentage of EL students with ACCESS scores less than 3.0 enrolled in 9th grade level graduation required courses will increase from 30% in the 2018-2019 school year to 35% in the 2020-2021 school year.</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: The school will implement a MEIRS team for 9th grade students.

Root-Cause: While several interventions are in place, many are ineffective or underused.

Goal: By the end of the 2018-2019 school year, course failures will decrease for students discussed in MEIRS meetings an average of 3% and attendance will increase an average of 3%.

(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
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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"/>	
Convene initial meeting of MEIRS team members, discuss MEIRS goals, member roles and responsibilities, etc.	MEIRS leader, graduation support specialist	Agenda	MEIRS 2.0 guide	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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"/>	December, 2019
Create intervention follow-up forms, intervention meeting logs	MEIRS leader	Click or tap here to enter text.	Example intervention logs and forms from MEIRS 2.0 guide and Chicago On-Track Toolkit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input 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"/>	December, 2019
Hold MEIRS team meeting	MEIRS leader, MEIRS team members	Click or tap here to enter text.	Click or tap here to enter text.	<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"/>	<input type="checkbox"/>	Ongoing

Review student intervention data	MEIRS leader, MEIRS team member	Course failures, attendance, teacher, mentor, and team member reports	Course grades, attendance records, mentor follow-up forms, teacher reports	<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"/>	<input type="checkbox"/>	Bi-Monthly
Receive training on Infinite Campus Early Warning Tool	MEIRS leader, administrators, MEIRS team members, guidance counselors		Infinite Campus trainers, Early Warning Tool	<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"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	August, 2019
Implement use of Infinite Campus Early Warning Tool as data indicator for MEIRS team	MEIRS leader, MEIRS team members			<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"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Implement by the beginning of the school year 2019-2020

To add additional action steps, Place cursor to the right of the last row and click "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: The school will implement school-wide English Learner support strategies through sustainable professional development and extended learning in weekly PLCs.

Root-Cause: 1. Lack of growth in English Language Proficiency. 2. Lack of support for all staff in best practices and strategies for teaching EL students. 3. Priority standards are not yet fully embedded for EL 1.0 and 2.0 students to gain the skills and knowledge necessary for success in mainstream core classes.

Goal: By the end of the 2019-2020 school year, at least 25% of the staff at Willmar Senior High School will have implemented the English Learner support strategies as evidenced by quarterly fidelity checks.

(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
				<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"/>	
EL teachers and some members of the leadership team attend initial EL training	Administrator s, leadership team	Click or tap here to enter text.	MDE specialist	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	March 12, 2019
Create training plan for all staff	ESSA leadership team	Click or tap here to enter text.	Training plan, EL strategy resources	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	May, 2019
Write practice profile.	ESSA leadership team, RCE advocate, EL specialist		Strategy resources, EL specialist, core components	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	June, 2019

Create walkthrough forms.	ESSA leadership team, RCE advocate, EL specialist		Practice Profile	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	June, 2019	
Begin standards alignment.	EL teachers, Department heads	Click or tap here to enter text.	Content standards, WIDA standards	<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"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Summer, 2019	
Begin initial training of key (or those who will initially pilot?)	RCE advocate, EL specialist	Click or tap here to enter text.	Training Plan, Practice Profiles, Walkthrough forms	<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"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Summer, 2019	
Create sustainable PLC plan for all staff.	ESSA leadership team		Training plans, practice profiles, PLC data and agendas	<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"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Summer, 2019	
PLC work focusing on EL learning strategies	All staff	Fidelity Checks	Walkthrough data, PLC data and agendas, practice profiles	<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"/>	<input type="checkbox"/>	2019-2020 School Year

To add additional action steps, Place cursor to the right of the last row and click "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: The school will improve its core sequencing and EL placement system.

Root-Cause: Improvements and refinements are needed to identify and screen EL students for better course placement, including a graduation pathway that facilitates (encourages) access to graduation required courses sooner.

Goal: The percentage of EL students with ACCESS scores less than 3.0 enrolled in 9th grade level graduation required courses will increase from 30% in the 2018-2019 school year to 35% in the 2020-2021 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	August	September	October	November	December	January	February	March	April	May	June	July	Due Date
Create graduation pathway documents for all different levels of EL students	Guidance counselors, principal, EL teachers	Finished product	Curriculum guide, course schedule, guidance counselors EL cheat sheet	<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"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Mid-August
Improved Senior High EL placements and screeners that include formative assessments, etc. for new students to the district (literacy testing, EL servicing plans)	EL teachers, guidance counselors, administrators	Click or tap here to enter text.	EL screeners, student interview questions, formative assessments	<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 checked="" type="checkbox"/>	Ready for implementation in 2020-2021 school year

<p>Create formative assessments to assist in placing EL students, including assessments in their native languages.</p>	<p>EL teachers, guidance counselors, administrators, department heads</p>	<p>Click or tap here to enter text.</p>	<p>Content standards, course scope and sequence, language interpreters</p>	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Ready for implementation in 2020-2021 school year</p>
<p>Placement meetings for all EL students</p>	<p>Guidance counselors, EL teachers, core area teachers, instructional coaches.</p>	<p>Click or tap here to enter text.</p>	<p>Placement criteria, course requirements, student profiles and background, ACCESS scores, formative assessments</p>	<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"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<p>August, 2019</p>

To add additional action steps, Place cursor to the right of the last row and click "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.