



# Roseville Area Schools

*Quality Teaching & Learning for All...Equity in*

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# Harambee Title I Schoolwide Plan/School Improvement Plan- 2020-2021

A Schoolwide program is a comprehensive school improvement effort designed to elevate the entire educational program of a Title I school. The Schoolwide program option is based on the premise that comprehensive reform strategies — rather than separate, add-on services — are most effective in raising the achievement level of students most at risk of not meeting academic standards. Multiple resources including Title I funds are used to strengthen the academic program in the school for all students and accelerate the progress of students who would otherwise be eligible for Title I Targeted Assistance services.

This document identifies the requirements to operate as a Title I schoolwide program.

School Name: Harambee Community Cultures Environmental Science School \_\_\_\_\_

\_\_\_\_\_

Principal Name: Delon Smith

Principal Phone and Email Address: (651) 379-2501 delon.smith@isd623.org \_\_\_\_\_

\_\_\_\_\_

Plan Contact (if different from principal): \_\_\_\_\_

\_\_\_\_\_

Contact Phone and Email Address: \_\_\_\_\_

\_\_\_\_\_

District Name and Number: Roseville Area Schools \_\_\_\_\_

\_\_\_\_\_

Title I Coordinator Name: Florence Odegard \_\_\_\_\_  
\_\_\_\_\_

Title I Coordinator Phone and Email Address: 651-628-6451; florence.odegard@isd623.org \_\_\_\_\_  
\_\_\_\_\_

Superintendent/Director Name: Dr. Aldo Sicoli \_\_\_\_\_  
\_\_\_\_\_

**How will the strategies and staff action specifically strengthen the school’s academic program and address the learning needs of all students including but not limited to students at risk of not meeting standards?**  
[Limit response to 100 words or 600 characters.]

We will be addressing the needs of our most vulnerable students first. For years our EL and SPED students have come last in our planning. This year they will come first. This will help with consistency in their schedules, allowing them to receive the instruction they need. We will also be strengthening our relationships with our families. By holding monthly meetings with families and the principal, families will have several opportunities to learn about the happenings at Harambee and be able to give their input and feedback. Quarterly curriculum meetings will help our families understand what standards we cover, how we cover them, and how they can support those efforts.

**As a Schoolwide program, how will Title I funds be used in ways that are not possible with Targeted Assistance services?** [Limit response to 100 words or 600 characters.]

We will use our Title 1 dollars to staff 1.5 teaching positions. These teachers have an instructional facilitator role to ensure our PLC model is effective. We will also use our Title 1 funds to purchase the Discovery Education app. This will enhance the experience our students and families have with distance learning. It will also affect every student and family in our community.

## **Harambee Elementary School Improvement Plan 2020-2021**

## Stakeholder Engagement (Continuous Improvement Leadership Team) [\(Back to table of contents\)](#)

Identify family members, staff representation of all school groups, grade level representatives, curriculum specialists, and stakeholders such as community members, involved in guiding the process for the comprehensive needs assessment or annual evaluation, the development or revision of the plan, and its implementation.

Team Member Name	Role
Delon Smith	Principal
Melissa Hein	ATPPS Lead Teacher
Danielle Beck	PLC Lead (if applicable)
Mara Badilla	Teacher – Classroom
Christopher Miller	Teacher – Interventionist
Sara Stimple	Special Education Representative
N/A	Multilingual (EL) Learning Representative
Peggy McLafferty-Yares	Social Worker/Counselor
Reies Romero	Behavior Specialist
N/A	Cultural Liaison
Reies Romero	Paraprofessional
Tim Stepan	Parent/Family of student at risk of not meeting standards
	Parent
	Parent
	Community Member

## 2020-2021 District Areas of Focus [\(Back to table of contents\)](#)

- PLC – Questions 3 and 4 and school culture (within an MTSS framework)
- [Educational Equity Curriculum and Instructional Compass](#) especially Collective Knowledge Co-creation and Absent Narratives
- SEL

**How are stakeholders involved in the evaluation, planning and implementation process?** [Limit response to 50 words or 300 characters.]

- Our SIP will be shared with families using a Townhall style Zoom meeting in September for feedback. Our ALT will monitor the plan throughout the year including progress monitoring of plan elements. This information will be shared with families during monthly Townhall meetings to create a feedback loop.

## Comprehensive Needs Assessment or Annual Evaluation

### Summary [\(Back to table of contents\)](#)

Identify the data sources used for each of the five different types of data:

1. Student Academic Data: FAST Data, MCA Data (2019) \_\_\_\_\_

\_\_\_\_\_

2. Student Non-Academic Data: Student survey data \_\_\_\_\_

\_\_\_\_\_

3. Perception Data: Student survey data, family survey data, teacher survey data

\_\_\_\_\_

4. Program, Process, Policy Data: We do not have this data source at this time. \_\_\_\_\_

\_\_\_\_\_

5. Fidelity Data: We do not have this data source at this time. \_\_\_\_\_

\_\_\_\_\_

What successes were identified?

1. The percentage of 2nd graders who were proficient on the Fall Early Reading FAST assessment increased by 4.27% from the fall to the winter. \_\_\_\_\_
2. The percentage of students, 1st through 6th grade, who were proficient on the Fall aReading FAST assessment increased by 5.54% from fall to winter. \_\_\_\_\_

What Area(s) of Greatest Need were identified?

1. The percentage of EL students, in 2nd, 5th and 6th grade, who met their accountability target is below 70%. \_\_\_\_\_
2. Families do not feel as though they understand everything that is happening at Harambee. They like what they see, but do not understand it all.

## School Improvement Focus Area #1 [\(Back to table of contents\)](#)

**Area of Greatest Need** –What problem identified by the Comprehensive Needs Assessment or Annual Evaluation is the school trying to solve? If focusing on an academic area, be specific, yet concise, about the specific aspect, skill or knowledge that most needs to be addressed.

The percentage of EL students, in 2nd, 5th and 6th grade, who met their accountability target is below 70%.\_\_\_

**Root Cause(s)** of the need – *A root cause is an early controllable factor in a chain of factors which impact student learning.*

*EL students pull-out time is the last thing we schedule. This causes EL time for students to constantly change throughout the school year.*

**Strategy** selected to address the root cause(s) – *A school improvement strategy is a plan of action designed to change school practice and improve student outcomes. The strategy should be based on evidence of improving outcomes when implemented with fidelity. [Note: The school could use more than one strategy to address an area of need. A school should not implement more than three strategies at one time.]*

*EL pull-out time will be scheduled before classroom teachers are allowed to schedule their math and reading times. This will dictate when classroom teachers teach their math and reading blocks.*

*PD on Language development for all staff led by our EL teachers*

**If using an *evidence-based* strategy**, identify the specific source indicating the strategy’s likely effect on improved outcomes:

The strategy is based on [Choose one of the options to indicate the level of evidence]:

- \_\_\_\_\_ strong evidence from an experimental study
- \_\_\_\_\_ moderate evidence from a quasi-experimental study
- \_\_\_\_\_ promising evidence from a correlational study
- \_\_\_\_\_ a rationale using high-quality research findings or a positive evaluation

**School Match** – Briefly explain how the strategy is an appropriate match for the school’s needs, student population, capacity and other conditions.

Harambee continues to look for ways to support our most vulnerable students. We have began to in improvements in the academic proficiency of our students of color. To continue to see this improvement, we need to ensure that our EL and SPED students are getting what they need.

**SMART Goal** – State a goal which is **specific** about the area for improvement, **measurable** as an indicator of progress, **assignable** to staff primarily responsible for implementing the strategy, **realistic** about the outcomes that can be achieved, and **time-bound** for when outcomes can be achieved.

The percentage of 6th graders, who meet their accountability target on the ACCESS assessment, will increase from 39% in 2020 to 50% in 2021.

The percentage of 5th graders, who meet their accountability target on the ACCESS assessment, will increase from 76.79% in 2020 to 80% in 2021.

The percentage of 2nd graders, who meet their accountability target on the ACCESS assessment, will increase from 66.68% in 2020 to % 80% in 2021.

# Implementation Plan for Focus Area #1

Action Step - name specific strategies	Position(s) Responsible (teacher, principal, social worker, psych, etc...)	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
Schedule EL pull-ou time first	Principal and EL Teachers	Harambee Master Schedule	9/7/20	7/29/21	EL pull-out time will be consist throughout the school year.
Language Development PD for staff	EL Teachers	-Prep Time for EL Teachers -Building PD Time	9/7/20	7/29/21	Teacher/Staff will be more aware of issues in language development and ways to address these issues with students.

## Annual Evaluation for Focus Area #1

Identify the **process** and **measures** (data, observation of developing skills or climate, other information as determined by the school improvement leadership team) that will be used to determine:

- The fidelity of implementing the strategy as intended
  - At least 2 PD sessions, on Language Development, with staff by January 2021.
  
- Progress toward achieving the SMART goal of improved outcomes
  - Consistent EL time for students

- Improved reading scores on weekly CFAs
- 80% proficiency, for all EL students, on the 2021 ACCESS assessment.

## School Improvement Focus Area #2 [\(Back to table of contents\)](#)

**Area of Greatest Need** –What problem identified by the Comprehensive Needs Assessment or Annual Evaluation is the school trying to solve? If focusing on an academic area, be specific, yet concise, about the specific aspect, skill or knowledge that most needs to be addressed.

Families do not feel as though they understand everything that is happening at Harambee. They like what they see, but do not understand it all.

**Root Cause(s)** of the need – *A root cause is an early controllable factor in a chain of factors which impact student learning.*

*Not enough communication with families about the “happening” at Harambee.  
No adequate communication with our families who do not speak English as their first language.  
We have not had a curriculum night in my 2 years as Harambee principal.*

**Strategy** selected to address the root cause(s) – *A school improvement strategy is a plan of action designed to change school practice and improve student outcomes. The strategy should be based on evidence of improving outcomes when implemented with fidelity. [Note: The school could use more than one strategy to address an area of need. A school should not implement more than three strategies at one time.]*

- *The principal will hold monthly Zoom meetings with Harambee families to give updates on initiatives, the progress in implementation, and to answer questions.*
- *Harambee teachers will hold quarterly curriculum meetings with families focused on math, reading, and tableau.*
- *Harambee will identify the top 3 languages in our school, other than English, and use cultural liaisons to hold Zoom meetings with these families monthly.*

**If using an *evidence-based* strategy**, identify the specific source indicating the strategy’s likely effect on improved outcomes:

The strategy is based on [Choose one of the options to indicate the level of evidence]:

- \_\_\_\_\_strong evidence from an experimental study
- \_\_\_\_\_moderate evidence from a quasi-experimental study
- \_\_\_\_\_promising evidence from a correlational study
- \_\_\_\_\_a rationale using high-quality research findings or a positive evaluation

**School Match** – Briefly explain how the strategy is an appropriate match for the school’s needs, student population, capacity and other conditions.

Harambee families are an integral part of what we are able to do. These strategies will lead to better informed families who can support the efforts happening at Harambee.

**SMART Goal** – State a goal which is **specific** about the area for improvement, **measurable** as an indicator of progress, **assignable** to staff primarily responsible for implementing the strategy, **realistic** about the outcomes that can be achieved, and **time-bound** for when outcomes can be achieved.

By the end of the 2020-2021 school year, 80% of Harambee families surveyed will state they are “well aware” of the SIP and academic standards at their child grade level, as measured by the end of year Title 1 Program Family Survey.

## Implementation Plan for Focus Area #2

Action Step - name specific strategies	Position(s) Responsible (teacher, principal, social worker, psych, etc...)	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
Schedule monthly Zoom meetings with the principal	Principal	Zoom, computers, phones	9/7/20	7/29/21	Families will be more informed about what is happening at Harambee and know how to give their input and support.
Schedule quarterly curriculum nights with parents and grade level teachers	Principal, teachers	Consumables for families	9/7/20	7/29/21	Families will be more informed about the standards and how their student(s) are being assessed for those standards.
Identify the top 3 home languages (other than English) spoken at Harambee	Leadership Team(ALT), Cultural Liaisons	Cultural Liaisons, Timecarding for Cultural Liaisons	9/7/20	7/29/21	Families will be more informed about what is happening at Harambee and know how to give their input and support.

## Annual Evaluation for Focus Area #2

Identify the **process** and **measures** (data, observation of developing skills or climate, other information as determined by the school improvement leadership team) that will be used to determine:

- The fidelity of implementing the strategy as intended
  - Consistent monthly meetings with Harambee families
  - Consistent quarterly curriculum nights with Harambee families
  
- Progress toward achieving the SMART goal of improved outcomes
  - By the end of quarter 2, 50% of Harambee families surveyed will state they are “well aware” of the SIP and academic standards at their child grade level, as measured by the Title 1 Program Family Survey.
  - By the end of quarter 2, 50% of Harambee families who speak one of the top 3 languages (other than English) will state they are “well aware” of the SIP and academic standards at their child grade level, as measured by the Title 1 Program Family Survey.

### **School Improvement Focus Area #3** [\(Back to table of contents\)](#)

**Area of Greatest Need** –What problem identified by the Comprehensive Needs Assessment or Annual Evaluation is the school trying to solve? If focusing on an academic area, be specific, yet concise, about the specific aspect, skill or knowledge that most needs to be addressed.

**Root Cause(s)** of the need – *A root cause is an early controllable factor in a chain of factors which impact student learning.*

**Strategy** selected to address the root cause(s) – *A school improvement strategy is a plan of action designed to change school practice and improve student outcomes. The strategy should be based on*

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evidence of improving outcomes when implemented with fidelity. [Note: The school could use more than one strategy to address an area of need. A school should not implement more than three strategies at one time.]

If using an **evidence-based strategy**, identify the specific source indicating the strategy’s likely effect on improved outcomes:

The strategy is based on [Choose one of the options to indicate the level of evidence]:

- \_\_\_\_\_strong evidence from an experimental study
- \_\_\_\_\_moderate evidence from a quasi-experimental study
- \_\_\_\_\_promising evidence from a correlational study
- \_\_\_\_\_a rationale using high-quality research findings or a positive evaluation

**School Match** – Briefly explain how the strategy is an appropriate match for the school’s needs, student population, capacity and other conditions.

**SMART Goal** – State a goal which is **specific** about the area for improvement, **measurable** as an indicator of progress, **assignable** to staff primarily responsible for implementing the strategy, **realistic** about the outcomes that can be achieved, and **time-bound** for when outcomes can be achieved.

### Implementation Plan for Focus Area #3

Action Step - name specific strategies	Position(s) Responsible (teacher, principal, social worker, psych, etc...)	Resources Needed	Start Date	End Date	Expected Outcome of the action and measure of whether it was achieved
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### Annual Evaluation for Focus Area #3

Identify the **process** and **measures** (data, observation of developing skills or climate, other information as determined by the school improvement leadership team) that will be used to determine:

- The fidelity of implementing the strategy as intended
  
  
  
  
  
  
  
  
  
  
- Progress toward achieving the SMART goal of improved outcome

## Budget – How is the school using Title I funds and any other funds to improve the school program and student outcomes?

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Focus Area #	Expense Item and Justification (How is this expense related to the strategy?) If a staff position, include the FTE.	Title I, Part A proposed FTE	Other funding source(s) proposed FTE
1 and 2	<b>Instructional Facilitator</b> - This position supports all learning through the lens of PLC. This position will work with EL and SPED teachers to ensure that language instruction is a part of all PLCs. They will also be the point person for our curriculum nights with families.	1.0 FTE	
1 and 2	<b>Lead Teacher</b> - This position supports all learning through the lens of PLC. This position will work with EL and SPED teachers to ensure that language instruction is a part of all PLCs.	0.5 FTE	
1 and 2	<b>Discovery Education</b> - This App has a plethora of resources to enhance distance learning. It comes with resources for EL and SPED students as well.		

## Communication Plan [\(Back to table of contents\)](#)

Complete the chart below to list how the plan will be communicated to staff, families of students, school board, and community members in a format and language that families can understand?

When will the communication take place	What is the message	Who is the audience	How will it be communicated
Monthly	Here is how we are doing with the elements of our SIP	Harambee Families	Zoom Meetings and Newsletters

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Quarterly	Here are the standards you child will be assessed on this quarter and here are some ways you can help at home.	Harambee Families	Curriculum Nights
Monthly	Here is the progress on the different elements of our SIP	Staff	ALT notes and staff meetings

## School Professional Development Calendar - See 2020-2021

*district PD calendar link below for district dates.* ([Back to table of contents](#))

DATE (district PD SIP dates and other scheduled PD in the building)	Planned Activity	Persons Responsible	With which Focus Area does this activity align? (Ex. Focus Area 1, 2, 3)	Notes/outcome
Sept 25, 2020	Language Development PD	EL Teachers - Barnes and Franet	Focus Area 1	
December 4, 2020	Language Development PD	EL Teachers - Barnes and Franet	Focus Area 1	
<i>add more rows as needed....</i>				

## 2020-2021 SIP Calendar/Deadlines

Important dates for SIP Process

Important dates for PLC and SIP data.

Deadline	Activity	Positions responsible	Notes
June/July	Each principal meets with Assistant Superintendents to plan goals and agenda for building leadership team SIP meetings	Assistant Superintendents and Principals	Centers of Excellence: <ul style="list-style-type: none"> <li>● Preparation questions for SIP team work. What do you need for support?</li> <li>● Rubric of SIP planning/implementation stages</li> <li>● Week of July 15</li> </ul>
August 10	Submit SIP to Dr. Favor	Principal	
August 21	Principal/Building Leadership Team receive Feedback on SIP	Assistant Superintendents	
August 28	SIP revisions completed	Principal	
August - workshop week/early September	Share SIP overview with staff	Principal	
Mid September	ATPPS Site goal (aligned to SIP building SIP goal) due to Florence Odegard	Principal	
September/October	Learning walkthroughs to collect evidence of fidelity of implementation data (as defined in SIP)	Principal, ATPPS Lead Teacher, other key teacher leaders aligned to the focus area	
Mid to late October	Collect perception data from two groups: <ul style="list-style-type: none"> <li>● staff regarding working towards Focus Area goals and strategies.</li> <li>● Family and community members regarding their experiences and perceptions of the progress toward</li> </ul>	Principal and teacher leaders	

	<p>goals.</p> <p>Create a fidelity <b>of implementation report</b> on focus area status to be shared with staff, school community and other district leaders.</p>		
Early November	Report progress toward SIP goal attainment to Assistant Superintendents	Principal	
Early December	SIP review by building leadership team - report on process and outcome to Assistant Superintendents and receive feedback from Assistant Superintendents within two weeks.	School Leadership Team	
Mid-December	Learning walkthroughs to collect evidence of fidelity of implementation data (as defined in SIP)	Principal, ATPPS Lead Teacher, other key teacher leaders aligned to the focus area	
Late December/ Early January	<p>Collect perception data from two groups:</p> <ul style="list-style-type: none"> <li>● staff regarding working towards Focus Area goals and strategies.</li> <li>● Family and community members regarding their experiences and perceptions of the progress toward goals.</li> </ul> <p>Create a fidelity <b>of implementation report</b> on focus area status to be shared with staff, school community and other district leaders.</p>	Principal and teacher leaders	
Mid- January	Report progress toward SIP goal attainment to Assistant Superintendents	Principal	
February	Learning walkthroughs to collect evidence of fidelity of implementation data (as defined in SIP)	Principal, ATPPS Lead Teacher, other key teacher leaders aligned to the focus area	

Late February/Early March	<p>Collect perception data from two groups:</p> <ul style="list-style-type: none"> <li>● staff regarding working towards Focus Area goals and strategies.</li> <li>● Family and community members regarding their experiences and perceptions of the progress toward goals.</li> </ul> <p>Create a fidelity <b>of implementation report</b> on focus area status to be shared with staff, school community and other district leaders.</p>	Principal and teacher leaders	
Mid-March	SIP review by building leadership team - report on process and outcome to Assistant Superintendents and receive feedback from Assistant Superintendents within two weeks.	School Leadership Team	
Mid/Late March	Report progress toward SIP goal attainment to Assistant Superintendents	Principal	
Early April	Learning walkthroughs to collect evidence of fidelity of implementation data (as defined in SIP)	Principal, ATPPS Lead Teacher, other key teacher leaders aligned to the focus area	
Mid April/Early May	<p>Collect perception data from two groups:</p> <ul style="list-style-type: none"> <li>● staff regarding working towards Focus Area goals and strategies.</li> <li>● Family and community members regarding their experiences and perceptions of the progress toward goals.</li> </ul> <p>Create a fidelity <b>of implementation report</b> on focus area status to be shared with staff, school community and other district leaders.</p>	Principal and teacher leaders	
Mid to late May	SIP review by building leadership team -	School Leadership Team	

	report on process and outcome to Assistant Superintendents and receive feedback from Assistant Superintendents within two weeks.		
May	Report progress toward SIP goal attainment to Assistant Superintendents	Principal	
Early June	CNA data identified/collected for planning 2021-2022 SIP	Principal and School Leadership Team	

**SIP Resources:**

[20-21 SIP Data Landing Page](#)

[Implementation Science Tools](#)

[2020-2021 PD Calendar](#)