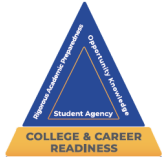




BHM SCHOOLS
Buffalo Hanover Montrose

**Tatanka Elementary STEM School
Site Improvement Plan
2021-2022**

BHM Strategic Plan		District Academic Goals
1. Life Skills – Purposefully integrate life skills to prepare our students to become contributing members of the community.	2. Whole Child – Invest in the whole child to fully develop their social, emotional, mental and physical health.	1. Improve reading performance so that 69.6% of students attain proficiency on the MCA by the spring of 2022 (up from 65.6% in 2019)
3. Pathways – Provide a variety of educational pathways for all students to succeed in a college or career setting.	4. Engagement – We engage our community by fostering a positive relationship between key stakeholders and our schools.	2. Improve math performance so that 70.5% of students attain proficiency on the MCA by the spring of 2022 (up from 65.5% in 2019)
Vision: Engineering Our Future! Mission: The mission of Tatanka Elementary School is to support each student's educational journey through Collaboration, Communication, Critical and Creative Thinking, to become lifelong learners and productive citizens in our ever-changing society.		
PPD goal: The percentage of students enrolled at Tatanka for at least half of the 2021-2022 school year, who are proficient on the MCA Reading Assessment will increase from 51.8% to 53.8% by 2022.		
Site Team Members: Mrs. Fobbe, Mrs. Luc, Mr. Turner, Ms. Iden, Mrs. Wykle, Mrs. Tagg, Mrs. Ramsey, Mrs. Volk, Mrs. Rehnstrand, Mrs. Kulberg		
<u>AVID Smart Goal #1</u> By May 1, 2022, the average score of student perception of the connection between their learning and the grade assigned will improve by at least ½ point on the Likert scale as measured by a student survey.	<u>AVID SMART Goal #2</u> By May 31, 2022 teachers will increase their average confidence level with teaching about culturally diverse topics by 1 point on a likert scale.	<u>AVID SMART Goal #3</u>

AVID SMART Goal #1: (district goal) By May 1, 2022, the average score of student perception of the connection between their learning and the grade assigned will improve by at least ½ point on the Likert scale as measured by a student survey. <i>specific, measurable, action-oriented, realistic, timely</i>		
Baseline data: <i>What data do we have to validate this goal?</i> <i>What is our established baseline?</i>	CCI domains/indicators aligned with the goal: Domain: Instruction Indicator(s): Domain: Systems Indicator(s): 2, 5, 6	Domain: Leadership Indicator(s): 7 Domain: Culture Indicator(s): 2
	This goal supports: <input checked="" type="checkbox"/> Rigorous Academic Preparedness <input type="checkbox"/> Student Agency <input type="checkbox"/> Opportunity Knowledge	In what way?

Action steps <i>What action steps will generate improvement?</i>	Evidence <i>What evidence will we use to measure progress?</i>	Timeline <i>What is an appropriate timeline for the action steps?</i>	Individual commitments <i>Who will be involved, and what will they do?</i>
Cohort teacher group	All TESS cohort teachers	School year 2021-2022	Mrs. Pepin Mrs. Ramsey Mrs. Johnson Mrs. Murphy

Principal & TOSA book study	Completion of reading Grading for Equity	Small group discussions either face to face or virtually Ch 1-3: Week of Sep 28 Ch 4-6: Oct 12 Ch 7-9: Week of Oct 26 Ch 10-11: Nov 9 Ch 12-14: Dec 7	Ms. Iden and Mrs. Wykle
One Grading for Learning Strategy each month	All licensed staff discussing grading practice each month and trying at least 1 new strategy by January.	Monthly strategies October 2021 to May 2022	All classroom teachers who provide students grades Ms. Iden & Mrs. Wykle
<p>Resources (include links, if applicable) <i>What resources will we use to advance this goal? (consider resources available through MyAVID, including, but not limited to: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules)</i></p> <p>Grading for Equity Texts One Thing to Try Support Documents</p>			

Goal 1 Review and Reflect:	
January 2022	<p>Progress update or status:</p> <p>Adjustments or next steps:</p>
May 2022	Actual Results:

	Future Steps:
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AVID SMART Goal #2: By May 31, 2022 teachers will increase their average confidence level with teaching about culturally diverse topics by 1 point on a likert scale.		
Baseline data: Teachers will use a 10 point likert scale to assess their confidence level with teaching about 9 Culturally Diverse topics. Classroom teachers will take the survey September 2021 and May 2022.	CCI domains/indicators aligned with the goal: Domain: Instruction Indicator(s): 7, 8, 12 Domain: Systems Indicator(s): 1, 2, 5, 9	Domain: Leadership Indicator(s): 1, 3, 7 Domain: Culture Indicator(s): 1, 2



This goal supports:

- ☒ Rigorous Academic Preparedness
- ☒ Student Agency
- ☐ Opportunity Knowledge

In what way?

Students will have the necessary academic skills and experiences to complete a rigorous college and career pathway.


Students will have a deeper understanding of their own identity and how that impacts their learning.

Action steps <i>What action steps will generate improvement?</i>	Evidence <i>What evidence will we use to measure progress?</i>	Timeline <i>What is an appropriate timeline for the action steps?</i>	Individual commitments <i>Who will be involved, and what will they do?</i>
A master schedule that ensures 120 minutes of literacy with a dedicated writer's workshop and small group reading instruction.	A master schedule that is agreed upon by TLC to ensure fewer students having fragmented schedules for pull out services.	Summer 2021-September 2021	TLC will inform their teams SPED and Title 1 will plan support services to reduce pull out during literacy and small group instruction.
A 35 minute intervention and enrichment block to tailor instruction to students' specific academic needs.	A dedicated block of time (W.I.N.) for every grade level. Flexible, fluid groups of students served across a grade level.	Initial implementation October 2021 with full implementation by January 2021.	TLC will explore best practices for an effective WIN block and share learning with their teams. All licensed and non-licensed instructional staff will provide services to students during the WIN block.
By May 31, all licensed Tatanka staff will implement at least 9 culturally and historically	Monthly planning and reflection time built into staff meetings.	Monthly themes throughout the 2021-2022 school year.	All licensed staff will implement lessons with the support of instructional ESP staff.

responsive lessons depicting diverse identities to develop a sense of value and belonging in our school community.			
Teachers will receive monthly professional development that focuses on developing engaging academic content that is culturally and historically responsive and embeds WICOR strategies.	All licensed staff will participate in monthly PD about culturally diverse topics. PD will model expected classroom practices inclusive of WICOR strategies with a focus on "C" collaboration.	Monthly throughout the school year 2021-2022. August: Identity September -October: Latinx November: Indigenous Peoples December: Children Across the World January: Minnesota Me (Creativity Month) February: Black History March: Women's History April: Different Abilities May: Asian American & Pacific Islander	Ms. Iden and Mrs. Wykle will co-plan lessons representative of the monthly PD focus. Resources will be highlighted to staff and modeled for integration within the curriculum.
ESPs will receive training on Tier 2 literacy interventions. There will be a fidelity check at least 1 time during the school year.	Participation in the two literacy intervention trainings. Implementation of the interventions during WIN block.	All ESPs working with students in an instructional capacity will receive at least 1 literacy training during October 2021. A 2nd literacy intervention training by December 2021. A fidelity check of the literacy intervention implementation by the end of January 2021.	Jenina Rothstein will provide ESP training. Ms. Iden will schedule and support fidelity checks. ESPs attend PD.
Teachers will reflect and respond	Evidence of culturally responsive	All classroom teachers complete	All classroom teachers

through future plans about integrating technology and literacy to support mastery of the standards.	practices (e.g. student identity, WICOR, 4 Cs) embedded in lesson plans.	at least one reflection and response before April 1, 2022.	Ms. Iden and Mrs. Wykle
Resources (include links, if applicable) <i>What resources will we use to advance this goal? (consider resources available through MyAVID, including, but not limited to: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules)</i> MyAVID WICOR “C” Collaboration Strategies to engage students in the learning Schlecty’s 5 Levels of Engagement Gholdy Muhammed’s HRL Lesson Template Variety of Children’s Literature reflective of diverse identities			

Goal 2 Review and Reflect:	
January 2022	Progress update or status: Adjustments or next steps:
May 2022	Actual Results: Future Steps:

AVID SMART Goal #3: _____ <i>specific, measurable, action-oriented, realistic, timely</i>		
Baseline data: <i>What data do we have to validate this goal?</i> <i>What is our established baseline?</i>	CCI domains/indicators aligned with the goal: <div>Domain: Instruction</div> Indicator(s): <div>Domain: Systems</div> Indicator(s):	<div>Domain: Leadership</div> Indicator(s): <div>Domain: Culture</div> Indicator(s):
	This goal supports: <input type="checkbox"/> Rigorous Academic Preparedness <input type="checkbox"/> Student Agency <input type="checkbox"/> Opportunity Knowledge	In what way?

Action steps <i>What action steps will generate improvement?</i>	Evidence <i>What evidence will we use to measure progress?</i>	Timeline <i>What is an appropriate timeline for the action steps?</i>	Individual commitments <i>Who will be involved, and what will they do?</i>

Resources (include links, if applicable)

What resources will we use to advance this goal? (consider resources available through MyAVID, including, but not limited to: Curriculum Resources, Professional Learning Opportunities, Core Strategies Webpages, and On Demand Modules)

Goal 3 Review and Reflect:

January 2022

Progress update or status:

Adjustments or next steps:

May 2022

Actual Results:

Future Steps: