

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 Perham Dent Public School District 0549	Supt/Director Phone: 218-346-6500
Superintendent/Director Mitch Anderson	Supt/Director Email: manderson@perham.k12.mn
District Address: 800 Coney Street West Perham, MN 56573	District/Charter Fax: 218-346-6504

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

Name of Main Contact: Jen Hendrickson	Role in District/Charter: Elementary School Principal
Phone Number: 218-346-5437	E-mail Address: jhendrickson@perham.k12.mn.us

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Heart of the Lakes Elementary, K-4	Phone: 218-346-5437
School Address: 810 2 nd Ave SW Perham, MN 56573	Fax: 218-346-4634
Principal: Jen Hendrickson	Email: jhendrickson@perham.k12.mn.us

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

Name of Main Contact: Jen Hendrickson	Role in School: Principal
Phone Number: 218-346-5437	E-mail Address: jhendrickson@perham.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
March 22 nd , 2019	Click or tap here to enter text.	Heart of the Lakes Elementary Staff	We will meet with all staff on our March staff development day. We will share with staff teacher and parent survey results, the highlights of our comprehensive needs assessment and our school improvement plan.
Click or tap here to enter text.	Click or tap here to enter text.	Parents, Community	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

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...	Effective Instruction for English Learners: Screen for reading problems and monitor progress, Provide intensive small-group reading interventions, Provide extensive and varied vocabulary instruction, Develop academic English, Schedule regular peer-assisted learning opportunities
...to address this Root-Cause(s)	Our core curriculum is not being implemented with fidelity to the rigor of the standards and teachers have not been adequately trained on practices to support English Language Learners in the classroom or developmentally appropriate practice, including scaffolding strategies
Which will help us meet this student outcome Goal*	The three year average for Hispanic reading is 37.71% at Heart of the Lakes Elementary School, our goal is to increase from 37.71% to 65% of Hispanic students meeting reading proficiency by the spring of 2022.

#2	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	We are hiring additional support staff to work with families and students that have barriers to their child attending on a consistent basis. This person will attend our County Collaborative meetings to ensure we are following the county truancy plan diligently.
to address the Root Cause	of absenteeism and students being chronically absent.
Which will help us meet this student outcome Goal*	The three year average for consistent attendance for Hispanic students at Heart of the Lakes Elementary School is 73.86%. It will increase from 73.86% to 90% by the end of the 2022 school year.

#4	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	Implementing new math curriculum with fidelity that is fully aligned to the common core standards.
to address the Root Cause	
Which will help us meet this student outcome Goal*	The three year average of math proficiency for our Hispanic students at Heart of the Lakes Elementary School is 42.71%. It will increase from 42.71% to 65%% by the end of the 2022 school year.

*SMART (strategic, measurable, ambitious, rigorous and time-sensitive) goal template example: The three year average for ACCOUNTABILITY INDICATOR at SCHOOL NAME will increase from BASELINE DATA to TARGET DATA within THIS TIME PERIOD.

Plan for Strategy #1

Strategy #1: Effective Instruction for English Learners: Screen for reading problems and monitor progress, Provide intensive small-group reading interventions, Provide extensive and varied vocabulary instruction, Develop academic English, Schedule regular peer-assisted learning opportunities

Root-Cause: Our core curriculum is not being implemented with fidelity to the rigor of the standards and teachers have not been adequately trained on practices to support English Language Learners in the classroom or developmentally appropriate practice, including scaffolding strategies

Goal: 100% of staff will implement with fidelity the Benchmark Literacy Reading, Writing, and Phonics/ Word Study curriculum as measured by Rubrics during walk throughs and observations. As a result of this, our goal is for 75% of English Learners will make one year's growth as measured by Fountas and Pinnell Benchmark Assessment from May 2019 to May 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
Create Rubrics and teacher checklist for Benchmark Reading, Writing, and Phonics/Word Study components. April 2019	ESSA Team/Literacy Coach	Click or tap here to enter text.	Time to complete this task.	<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"/>
Train staff in Reading, Writing, Phonics/Word Study Components and vocabulary instruction.	Principal to set schedule (Laura Lamb)	Click or tap here to enter text.	Staff Development time to train	<input checked="" type="checkbox"/>	<input type="checkbox"/>						
Identify core academic vocabulary, Add Tier 2 vocabulary to master Benchmark Correlation document March 2019	Chelsea and Lindsay	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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Identify Tier 3 vocabulary words, student friendly definitions, and plan for instruction	Grade Level Teams	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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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: Copy from the summary above

Root-Cause: Copy from the summary above

Goal: Copy from the summary above

(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
Click or tap here to enter text.	<input type="checkbox"/>										
Click or tap here to enter text.	<input type="checkbox"/>										
Click or tap here to enter text.	<input type="checkbox"/>										
Click or tap here to enter text.	<input type="checkbox"/>										

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: Copy from the summary above

Root-Cause: Copy from the summary above

Goal: Copy from the summary above

(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
Click or tap here to enter text.	<input type="checkbox"/>										
Click or tap here to enter text.	<input type="checkbox"/>										
Click or tap here to enter text.	<input type="checkbox"/>										
Click or tap here to enter text.	<input type="checkbox"/>										

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.