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: Duluth Public Schools, ISD 709	Supt/Director Phone: 218.336.8752
Superintendent/Director: John Magas	Supt/Director Email: john.magas@isd709.org
District Address: 4316 Rice Lake Road, Suite 108 Duluth, MN 55811	District/Charter Fax: 218.336.8773

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

Name of Main Contact: Dr. Tawnyea Lake	Role in District/Charter: Director of Assessment and Evaluation
Phone Number: 218.336.8713	E-mail Address: tawnyea.lake@isd709.org

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Lester Park Elementary, K-5	Phone: 218.336.8875
School Address: 5300 Glenwood Street, Duluth, MN 55804	Fax:
Principal: Anna Cawcutt	Email: anna.cawcutt@isd709.org

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

Name of Main Contact: Anna Cawcutt	Role in School: Principal
Phone Number: 218.336.8875	E-mail Address: anna.cawcutt@isd709.org

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
Winter 2023	Present SIP goals/timelines/rationale	Staff	Staff meeting
Spring 2023	School-wide behavior expectations	Lester Park students/community/families	Classroom lessons Family newsletter
Fall 2023	Behavior expectations matrices	Lester Park students/community/families	Classroom lessons Family newsletter

School Improvement Strategy(ies)--Summary

Identify the strategies, practices, or programs the 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 x if the strategy is an Evidence-Based Practice (EBP)
The **Strategy** we are going to implement is…	Develop and implement system of PBIS.
…to address this **Root-Cause(s)**	We have an increasing number of chronic disruptive behaviors/mental health concerns which are negatively impacting student instruction and learning time. The root cause of this is that we don't have an appropriate learning environment for all the needs (SEB and academic) of all students.
Which will help us meet this student outcome **Goal***	By Spring of 2025, we will reduce the average number of weekly behavior referrals/reports (per the Lester Park Behavior Documentation/Referral Form) from 30 per week to 28 per week. This is an approx. 5% reduction over 2 years.

Strategy #2	Click here **x** if the strategy is an Evidence-Based Practice (EBP)
The **Strategy** we are going to implement is	Implement SEL with fidelity and embed it in daily practice.
to address the **Root Cause**	We don't have an appropriate learning environment for all the needs of all students.
Which will help us meet this student outcome **Goal***	By Spring of 2025, we will increase our overall Reading MCA-III score from 79.7% proficiency to 85% proficiency. 85% was our highest overall Reading proficiency level pre-Covid.

Plan for Strategy #1

Strategy #1: Develop and implement system of PBIS.

Root-Cause: We don't have an appropriate learning environment for all the needs (SEB/academic) of all students.

Goal: By Spring of 2025, we will reduce the average number of weekly behavior referrals/reports (per the Lester Park Behavior Documentation/Referral Form) from 30 per week to 28 per week. This is an approx. 5% reduction over 2 years.

(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). Tip: Use the results of the TFI to identify action steps. Items listed as "Features" in the TFI can be reworked into action steps. Addressing the features/implementing the action steps will improve your TFI score (implying that PBIS is implemented to fidelity). We will see an improvement in student outcomes when an EBP is implemented with fidelity.

Action Steps	Person(s) Responsible	Measurement	Resources Needed	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Due Date

Task	Who	Resources	Resources	1	2	3	4	5	6	7	8	9	10	11	12	Timeline
Select school mascot.	Grade 5 teachers/students, all staff	Voting (Google Form/paper)	Video, voting forms	☐	☐	☐	☐	x	☐	☐	☐	☐	☐	☐	☐	12/2022
Identify and post 5 or fewer school-wide positively stated behavior expectations.	MTSS Coordinator, SEB Team, Principal	Posters, family handbook, communications	Time (staff meetings, teaching time), posters	☐	☐	☐	☐	x	☐	☐	☐	☐	☐	☐	☐	12/2022
Teach students expected behaviors and skills needed to meet them.	SEB Team, classrooms teachers	Lesson plans, scope and sequence, informal classroom visits/fidelity checks	Time to teach behaviors, staff meeting time to go over with staff	☐	☐	☐	☐	x	x	x	x	x	x	☐	☐	6/2023
Implement monthly ticket challenge around general behavior expectation of the month.	All staff	Behavior tickets	Behavior tickets	☐	☐	☐	☐	☐	x	x	x	x	x	☐	☐	Spring 2023
Develop behavior response flow chart.	SEB Team, Principal, MTSS Coordinator	Flow chart	SEB Team time, staff meeting time	☐	☐	☐	☐	x	x	☐	☐	☐	☐	☐	☐	1/2023
Develop bank of behavior support strategies for classroom teachers to address behaviors in-room.	Staff	LP PBIS Strategy Bank (digital)	PBIS World website, Google Docs, staff meeting time	☐	☐	☐	☐	☐	x	x	☐	☐	☐	☐	☐	3/2023

Action/Strategy	Who	Evidence	Resources													Timeline
Create LP PBIS ticket and reward "menu"/procedures	SEB Team, Principal, MTSS Coordinator	LP PBIS ticket, reward menu & procedure	SEB Team time, staff meeting time	□	□	□	□	□	□	x	x	x	□	□	□	8/2023
Develop specific behavior matrices for: classroom, hallway, bathroom, playground, field trip, bus, cafeteria, home, community	MTSS Coordinator, SEB Team, Principal	Posters, communications	Time (staff meetings, teaching time), posters	□	□	□	□	□	x	x	x	x	x	x	x	8/2023
Teach behaviors specific to areas (above)	Teachers	Scope and sequence, informal classroom visits	Time to teach behaviors, staff meeting time to go over monthly area	□	x	x	x	x	x	x	x	x	x	□	□	FY 2023-2024
Utilize PBIS tickets and reward system	All staff, Principal, MTSS Coordinator	PBIS tickets	PBIS tickets, rewards	□	x	x	x	x	x	x	x	x	x	x	□	FY 2023-2024

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?

- o Click or tap here to enter text.
- How will implementation be adjusted and/or supported moving into the next year?
  - o Click or tap here to enter text.

Plan for Strategy #2

Strategy #2: Implement SEL with fidelity and embed it in daily practice.

Root-Cause: We don't have an appropriate learning environment for all the needs (SEB/academic) of all students.

Goal: By Spring of 2025, we will increase our overall Reading MCA-III score from 79.7% proficiency to 85% proficiency. 85% was our highest overall Reading proficiency level pre-Covid.

(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	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Due Date
Develop a pacing guide for Second Step lesson completion.	SEB Team	Second Step pacing guide	Second Step materials, SEB Team meeting time, staff meeting	☐	☐	☐	☐	☐	☐	☐	☐	x	x	☐	☐	8/2023
Develop scope/sequence of Second Step skills and common vocabulary.	SEB Team	Second Step pacing guide	Second Step materials, SEB Team meeting time, staff meeting	☐	☐	☐	☐	☐	☐	☐	☐	x	x	x	x	8/2023
Professional development on embedded SEL	Todd McGowan (?)	Informal classroom visits, lesson plans	Time at staff meeting	☐	☐	☐	☐	☐	☐	☐	☐	x	☐	☐	☐	Spring 2023

Action Step	Who	Evidence of Implementation	Resources	1	2	3	4	5	6	7	8	9	10	11	12	Timeline
Professional development on TSS Model relationship-building strategies		Informal classroom visits, Google Form	Time at staff meeting	□	□	□	□	□	□	x	□	□	□	□	□	Spring 2023
Professional development in Restorative Chats/other classroom practices	Jake Laurent/Callie DeVriendt	Informal classroom visits	Staff meeting time	□	□	□	□	□	□	□	x	□	□	□	□	Spring 2023
Provide optional coaching to support embedded SEL instruction	Building and District SEB/MTSS Coordinators	Informal observation	SEB/MTSS Coordinators, time with teachers	□	x	x	x	x	x	x	x	x	x	x	□	FY 2023-2024
Reteach "Zones of Regulation"	TBD	Informal classroom visits, observation	Staff meeting time, class time, Z of R posters	□	□	□	□	□	□	□	□	□	□	□	□	FY 2023-2024

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?

    o   Click here to enter text.

- How has student achievement been impacted? What is the evidence?

    o   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.