

School Improvement (SI) Plan 2022-2023

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
ISD 709 - Duluth Public Schools	Supt Phone: 218-336-8752
Superintendent John Magas	Supt Email: john.magas@isd709.org
District Address: 215 N. 1st Avenue East Duluth, MN 55802	District Fax: 218-336-8773

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

Name of Main Contact: Anthony Bonds	Role in District: Ass't Superintendent
Phone Number: 218-336-8739	E-mail Address: anthony.bonds@isd709.org

School Information	School Phone, Fax, Email
Myers-Wilkins Elementary School #0470 Serving PreK-5 students	Phone: 218-336-8860
School Address: 1027 N. 8th Avenue East Duluth MN 55805	Fax: 218-336-8864
Principal: Rachel Jackson	Email: rachel.jackson@isd709.org

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

Name of Main Contact: Rachel Jackson	Role in School: Principal
Phone Number: 218-336-8860 Ext 4113	Email: rachel.jackson@isd709.org

Stakeholder Engagement and Communications Plan

Describe your stakeholder engagement activities and how you will communicate with stakeholders.

We host family nights at least every other month at our school to inform and engage parents within our school community. Our parent advisory council meets monthly to discuss current topics and areas of strength and growth to support our diverse student needs.

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
Monthly	Staff and family engagement and feedback needed to improve school learning climate	Families and staff	Weekly updates to Staff via google sheet (running record)
Mar/Apr 2023	Invite parent group to comment on school structures, successes and struggles	Guardian/Parents/Community Members	Review current CIT data around reading/math achievement and engagement (attendance/SEL)
June, 2023	Invite parent group to comment on school structures, successes and struggles	Guardian/Parents/Community Members	Review current CIT data around reading/math achievement and engagement (attendance/SEL)
May 2023	School Improvement Plan	Parents and Community	Website, links from principal messaging
October, 2023	Invite parent group to comment on school structures, successes and struggles	Guardian/Parents/Community Members	Review current CIT data around achievement and attendance
May 2023	Parent Engagement Survey	Parents and Community	Website, links from principal messaging
Ongoing	School Improvement Plan	Parents and Community	Website, links from principal messaging

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 <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is...	Incorporate Essential Practices into Literacy Block focusing on protecting and enhancing core instruction for all students to ensure there is adequate time for small group instruction daily.
...to address this Root-Cause(s)	Core instruction needs improvement with protected instructional time and evidence-based practices.
Which will help us meet this student outcome Goal*	By Spring of 2023, the reading proficiency for all students will increase from 35.7% to 44.7% as measured by MCA and MTAS (All Accountability Tests). The reading proficiency for students receiving special education services will increase from 31.7% to 40.7% and the number of students receiving free and reduced price meals will increase from 28.2% to 37.2% as measured by MCA and MTAS (All Accountability Tests).
Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions	This strategy incorporates the essential practices of literacy instruction into our core instructional block. It provides guidance to classroom teachers to enhance core instruction to minimize the number of students requiring intervention services. This work will directly impact the outcomes for students as identified by the Minnesota Department of Education in the Northstar Excellence and Equity System.

#2	Click here <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	Incorporate Essential Practices into the Mathematical Block focusing on protecting and enhancing core instruction for all students to ensure there is adequate time for small group instruction daily.
to address the Root Cause	Lack of intentional opportunities for mathematical discourse in the core instructional block.

Which will help us meet this student outcome Goal*	By Spring of 2023, the math proficiency for all students will increase from 18.2% to 30.2% as measured by MCA and MTAS (All Accountability Tests). The math proficiency for students receiving special education services will increase from 17.9 % to 30.9% and the number of students receiving free and reduced price meals will increase from 12.9% to 27.9% as measured by MCA and MTAS (All Accountability Tests).
Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions	This strategy incorporates the two of the evidence-based practices of math instruction into our core instructional block. It provides guidance to classroom teachers to enhance core instruction to minimize the number of students requiring intervention services. This work will directly impact the outcomes for students as identified by the Minnesota Department of Education in the Northstar Excellence and Equity System.

#3	Click here <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	Create a tiered system of schoolwide support to improve attendance by proactively identifying and responding to attendance barriers
to address the Root Cause	Many families do not interact often with school. Efforts to improve attendance have been attached to punitive responses. Students and families require additional support and assistance to prioritize regular school attendance.
Which will help us meet this student outcome Goal*	By Spring of 2023, the percentage of all students meeting the consistent school attendance threshold as defined by the Minnesota Department of Education will increase from 81.06% to 92% as measured by Infinite Campus reporting data. <ul style="list-style-type: none"> Consistent attendance was negatively impacted by the pandemic.
Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions	This strategy incorporates evidence-based practices of student and family engagement into our multi-tiered systems of support. It provides guidance to all school staff to enhance school climate that implement supports and reduce barriers to minimize the number of students who are chronically absent from school. This work will directly impact the outcomes for students as identified by the Minnesota Department of Education in the Northstar Excellence and Equity System.

*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: Incorporate Essential Practices into Literacy Block focusing on protecting and enhancing core instruction for all students to ensure there is adequate time for small group instruction daily.

Root-Cause: Core instruction needs improvement with protected instructional time and evidence-based practices.

Goal: By Spring of 2023, the reading proficiency for all students will increase from 30.8% to 40.8% as measured by MCA and MTAS (All Accountability Tests). The reading proficiency for students receiving special education services will increase from 26.2% to 36.2% and the number of students receiving free and reduced price meals will increase from 25.2% to 35.2% as measured by MCA and MTAS (All Accountability Tests).

Alignment to WBWF, North Star, MDHR: This strategy incorporates the essential practices of literacy instruction into our core instructional block. It provides guidance to classroom teachers to enhance core instruction to minimize the number of students requiring intervention services. This work will directly impact the outcomes for students as identified by the Minnesota Department of Education in the Northstar Excellence and Equity System.

(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	A	S	O	N	D	J	F	M	A	M	J	J	Due Date
				u	e	t	o	v	a	e	a	p	a	u	u	
				g	p	o	v	a	e	a	p	a	u	u		
				s	t	b	e	b	n	b	r	i	y	n	l	
				t	e	e	r	e	r	r	h	l		e	y	
				e	r											
Gather evidence using Practice Profile - Whole Group Mini-Lesson	Principal	Google Form noting expected, developmental and needs improvement	Google Form													
Walkthrough Data	Principal	Time Analysis - Small group	Tracking Sheet													
Survey staff - Fidelity checklist to identify what strategies and practices are being implemented and barriers to daily implementation of small group instruction	Principal/ CIT	Collection of Fidelity checklist and open-ended responses from staff	Google document by grade level								2					March 31
											0					
											2					
											3					

Plan for Strategy #2

Strategy #2: Facilitating meaningful mathematical discourse and posing purposeful questions through the daily use of Number Talks in K-5 classrooms.

Root-Cause: Core instruction needs improvement with protected instructional time and evidence-based practices. Lack of intentional opportunities for mathematical discourse in the core instructional block.

Goal: By Spring of 2023, the math proficiency for all students will increase from 16.7% to 29.7% as measured by MCA and MTAS (All Accountability Tests). The math proficiency for students receiving special education services will increase from 19.1% to 32.1% and the number of students receiving free and reduced price meals will increase from 14.3% to 22.3% as measured by MCA and MTAS (All Accountability Tests).

Alignment to WBWF, North Star, MDHR: This strategy incorporates the two of the evidence-based practices of math instruction into our core instructional block. It provides guidance to classroom teachers to enhance core instruction to minimize the number of students requiring intervention services. This work will directly impact the outcomes for students as identified by the Minnesota Department of Education in the Northstar Excellence and Equity System.

(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	A	S	O	N	D	J	F	M	A	M	J	J	Due Date
				u	e	c	o	e	a	e	a	a	a	u	u	
				g	p	t	v	c	n	b	r	p	r	n	n	
				s	t	e	e	e	e	r	c	r	y	e	e	
				t	e	m	b	m	a	u	h	i				
				b	e	b	e	b	r	a						
				e	r	e	r	e	y	r						
Focus PLC agendas on: <ul style="list-style-type: none"> What evidence of student learning do we have from our recent assessment? Who requires re-teaching? What are critical features (rigor, academic vocabulary, common misconceptions, anchor charts) to consider for the next standard? What assessment will be used to measure next standard? 	Grade level leaders, content specialists, SPED teachers	Minutes from PLC meeting Standards recording document Team process to review PLC work and give feedback	Simplified agenda and minutes template Standards-based planning template Feedback document	2 0 2 3	<input type="checkbox"/>	<input type="checkbox"/>	June 2023									

Video Lessons - Number Talks - data collection and reflection	Grade Level Teams	Fidelity check - peers																2021	April and May 2021

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 Assistant Superintendent (The Assistant Superintendent will also submit this Regional Center of Excellence Director and MDE for CSI sites.)*

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
 - The strategy was implemented with fidelity. Math Interventionists modeled Number Talks and completed walkthroughs with a fidelity check.
- How has student achievement been impacted? What is the evidence?
 - We are unable to determine the impact on achievement as of now and have really encountered difficulties with student engagement and attendance due to the remote learning and full distance learning options.
- How will implementation be adjusted and/or supported moving into the next year?
 - We learned from the Practice Profile evidence that student discourse is not yet solidly embedded in 75% or more of classrooms. This strategy needs additional support and training.

Plan for Strategy #3

Strategy #3: Create a tiered system of schoolwide support to improve attendance by proactively identifying and responding to attendance barriers

Root-Cause: Many families do not interact often with school. Efforts to improve attendance have been attached to punitive responses. Students and families require additional support and assistance to prioritize regular school attendance.

Goal: By Spring of 2023, the percentage of all students meeting the consistent school attendance threshold as defined by the Minnesota Department of Education will increase from 81.06% to 92% as measured by Infinite Campus reporting data.

Alignment to WBWF, North Star, MDHR: This strategy incorporates evidence-based practices of student and family engagement into our multi-tiered systems of support. It provides guidance to all school staff to enhance school climate that implement supports and reduce barriers to minimize the number of students who are chronically absent from school. This work will directly impact the outcomes for students as identified by the Minnesota Department of Education in the Northstar Excellence and Equity System.

(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	A	S	O	N	D	J	F	M	A	M	J	J	Due Date
				u	e	t	o	e	a	e	a	p	a	J	J	
				g	p	o	v	c	n	b	r	r	y	u	u	
				s	t	b	e	m	e	u	h	i		n	l	
				t	e											
					m	e	r	r	r	r						
					b	r	e	r	y	a						
					e	r										
Create partnership with LSS to create an Attendance Partner to support families	Principal, social work team	Track improvements for Tier 2 and 3 from prior year	LSS MOU, Tracking Tool, office space	2 0 1 9	2 0 1 9	2 0 1 9	2 0 1 9	2 0 1 9	2 0 2 0	2 0 2 0	2 0 2 0	2 0 2 0	2 0 2 0	2 0 2 0		Dec 2019 and June 2020
Hold bi-weekly attendance meetings to identify concerns - include classroom teachers	Principal, social work team	Track improvements for Tier 2 and 3 from prior year	Previous year's data, current reports	2 0 1 9	2 0 1 9	2 0 1 9	2 0 1 9	2 0 2 0		Dec 2019 and June 2020						
Work from CNA completed specific to attendance and work to formalize structures to support attendance	Principal, social work team, LSS	Articulated structure of tiered support	Time and planning	2 0 1 9	2 0 1 9	2 0 1 9	2 0 1 9	2 0 2 0	2 0 2 0	2 0 2 0	2 0 2 0	2 0 2 0		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		presented to staff															
Hold bi-weekly attendance meetings to identify concerns - include classroom teachers	Attendance Team	Track improvements for Tier 2 and 3 from prior year	Previous year's data, current reports	<input type="checkbox"/>	2023	2023	2023	2023	2023	2023	2023	2023	2023	2023	2023	2023	Ongoing
Meet with families who are considered chronically truant to write up an attendance plan that provides supports both in and out of school	Attendance Team										2023	2023	2023	2023	2023	2023	Ongoing
Installation of teacher based data collection system to review attendance, Seesaw, Google Meet, and parent contact measures biweekly for review and support							2023	2023	2023								
Continuation of formal attendance monitoring, specific family messaging, and installation of home visits to families working to recover from impacts of pandemic and home-based learning.					2021	2021	2021	2021	2021	2021	2021	2021	2021	2021	2021	2021	

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 Assistant Superintendent (The Assistant Superintendent will also submit this Regional Center of Excellence Director and MDE for CSI sites.)*

To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?

- The attendance team met regularly. LSS partnership did not continue after November due to staffing and budget at LSS. We need to work to build the tiered infrastructure utilizing our internal supports instead of relying on agency involvement.
- How has student achievement been impacted? What is the evidence?
 - We are unclear about attendance levels, and acknowledge the impacts of overwhelm for families during the Distance Learning period from March-June 2020.
- How will implementation be adjusted and/or supported moving into the next year?
 - We need to continue work to build the tiered infrastructure utilizing our internal supports instead of relying on agency involvement.