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 oversite 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 curser 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:
  o   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.
  o   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: 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: Laura MacArthur Elementary School - 525 - PK-5	Phone: 218.336.8900
School Address:720 North Central Ave, Duluth, MN 55807	Fax: 218.336.8904
Principal: James Erickson	Email: James.Erickson@isd709.org

Who is the main contact at the school 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

Stakeholder Engagement and Communications Plan

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

Laura MacArthur Staff and Students

- Morning Meetings
- Staff Meetings
- Staff Newsletters
- Continuous Improvement Team meetings

Laura MacArthur Families

- Family Nights
- Peacemaker Assemblies
- Family Newsletters

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
October 16, 2022	ESSA Identified School Family Letter	Laura MacArthur Families	Letter mailed home.
August 29, 2022	ESSA Identified School	Staff of Laura MacArthur Elementary School	Staff Meeting

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 ☐ if the strategy is an Evidence-Based Practice (EBP)
The **Strategy** we are going to implement is…	All elementary teachers will utilize the 4 identified questions to provide standards aligned core instruction by clearly defining what all students need to know, understand, and be able to do, ● What do we want our students to know and be able to do? ● How will we know when they have learned it? ● How will we respond when they don't learn? ● How will we respond when they already know it?
…to address this **Root-Cause(s)**	Our Comprehensive Needs Assessment suggests the root cause of student achievement levels is based on declining Core Instruction, understanding standards & benchmarks, Understanding and defining the level of rigor, scaffolding, and developing assessment for our students.

	By spring 2023, Laura MacArthur Elementary will increase reading proficiency for all elementary students from 21.8% percentage points to 44.5 % as measured by the MCA-III statewide assessment.
	CBMR English ● **5th Grade -** ○ 10/19%-High Risk, GOAL- Reduce by 2 Students ○ 18/34%-Some Risk, GOAL - Reduce by 4 students ○ 16/30%-Low Risk, GOAL - Reduce by 4 Students ○ 9/17%-College Pathways - ● **4th Grade -** ○ 16/34%-High Risk, GOAL- Reduce by 4 Students ○ 10/20%-Some Risk, GOAL- Reduce by 2 Students ○ 12/24%-Low Risk, GOAL- Reduce by 3 Students ○ 11/22%-College Pathways, ● **3rd Grade -** ○ 20/48%-High Risk, GOAL- Reduce by 5 Students ○ 11/27%-Some Risk, GOAL- Reduce by 3 Students ○ 8/20%-Low Risk, GOAL- Reduce by 2 Students ○ ⅖%-College Pathways, ● **2nd Grade -** ○ 20/45%-High Risk, GOAL- Reduce by 5 Students ○ 11/24%-Some Risk, GOAL- Reduce by 3 Students ○ 6/13%-Low Risk, GOAL- Reduce by 1 Students ○ 8/18%-College Pathways, **Early Reading English** ● **1st Grade -** ○ 28/57%-High Risk, GOAL- Reduce by 6 Students ○ 15/31%-Some Risk, GOAL- Reduce by 3 Students ○ 6/12%-Low Risk, GOAL- Reduce by 1 Students ○ 0/0%-College Pathways,
Which will help us meet this student outcome **Goal***	

- **KG Grade -**
  - 6/15%-High Risk, Reduce by 1 Students
  - 20/48%-Some Risk, Reduce by 5 Students
  - 15/37%-Low Risk,Reduce by 3 Students
  - 0/0%-College Pathways,

Strategy #2	Click here ☐ if the strategy is an Evidence-Based Practice (EBP)
The **Strategy** we are going to implement is	Attendance interventions for chronically absent students.
to address the **Root Cause**	Attendance interventions for chronically absent students to provide support and resources to address (1) individual factors that contribute to absences such as low self-esteem, school anxiety, social skills, or medical conditions, (2) familial factors such as discipline, parental support, or poverty, and (3) school factors such as attendance policies, teacher/student relationships, and bullying.
Which will help us meet this student outcome **Goal***	By June 2023, Laura MacArthur Elementary will improve consistent attendance as reported by the Northstar report from 63.7% to 72.7%

*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: All elementary teachers will utilize the 4 identified questions to provide standards aligned core instruction by clearly defining what all students need to know, understand, and be able to do,

- What do we want our students to know and be able to do?
- How will we know when they have learned it?
- How will we respond when they don't learn?
- How will we respond when they already know it?

Root-Cause: Our Comprehensive Needs Assessment suggests the root cause of student achievement levels is based on declining Core Instruction, understanding standards & benchmarks, Understanding and defining the level of rigor, scaffolding, and developing assessment for our students

Goal: By spring 2023, Laura MacArthur Elementary will increase reading proficiency for all elementary students from 21.8% percentage points to 44.5 % as measured by the MCA-III statewide assessment.

(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
Installation																
CIT &/or PLC's Complete Standards Audit 11/28 - Review with CIT 11/30, 12/7, 12/14 12/19 - CIT review 12/22 - Review Next steps at Staff mtg	CIT PLC Leads/Teams	# of teams completing the standards audit.	Standards Audit Scheduled time	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	

Task	Who	Completion Measure	Resources												
CiT Review Standards Audit and action plan next steps based on data	CIT	Review and next step identified	Data from standard audit CIT meeting time	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Define the critical elements of the practice (practice profile)	CIT	Completion of practice profile		☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Identify and develop training / professional learning plan(s)	CIT			☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Develop coaching plans (just in time support)	CIT			☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Develop data systems: (fidelity and outcome). What data, how data will be collected, used and shared.	CIT			☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Develop decision making criteria for success.	CIT			☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Secure and develop infrastructure resources and supports needed for practice.	CIT Admin			☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Provide initial training for implementers	TBD			☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

Task	Responsible	Notes		Checkboxes
Review and refine any needed procedures or policies.	CIT Admin			☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
Develop and use feedback loops between implementers, school leadership (administrator and CIT), district leadership, stakeholders, community partners to ensure effective communication.	CIT Admin ?	Consistent communion loop from- to/ to-from CIT to Stakeholders		☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
Initial Implementation				
Begin implementation of practice				☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
Implement the coaching support (identified above)				☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
Continue training/professional learning as needed				☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
Convene CIT regularly to use data (outcome, fidelity, process) to examine and improve instruction				☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
Use the Plan Do Study Adjust process to monitor implementation.				☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
Refine implementation infrastructure based on the PDSA data and feedback				☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

Continue to use feedback loops				☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Full Implementation																
				☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
				☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
				☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	

• Dufour Question ○ Alignment to academic standards ■ Defining the practice: Critical components of each question • What do we want our students to know and be able to do? ○ Standards, benchmarks, learning targets, DOK ■ Staff know where to access Mn Academic Standards ■ Staff know where to access DPS curriculum Documents ■ Staff engage in conversations around ensuring a guaranteed and viable curriculum. ■ Staff engage in ongoing use of the curriculum documents for planning during PLC's or other planning time	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	

■ Staff support students in knowing the lesson's focus and provides student feedback on their progress on that learning target ■ Staff is familiar with the DOK scale ■ Staff use DOK in instructional and assessment planning ● How will we know when they have learned it? ○ Formative assessment, scoring criteria ■ Teachers use formative assessments strategically ■ Formative assessment is directly aligned to a priority standard ■ Example of formative assessment are shared and discussed at PLC's ■ DPS scoring criteria are used ● How will we respond when they don't learn? ○ Scaffolding, Accommodations																		

■ Staff understand the importance of providing scaffolds within the core ■ Staff understand that the vertical alignment of the academic standards and benchmarks can provide support for determining how to scaffold to meet students' needs. ■ Staff are familiar with the accommodation manual for students with IEP's and the impact on core instruction ■ General Educ. and SpEd staff meet regularly to plan scaffolding and accommodations to meet student needs. ● How will we respond when they already know it? ○ Scaffolding, Extending ■ Staff understand the importance of providing scaffolds within the core																

	■ Staff understand that the vertical alignment of the academic standards and benchmarks can provide support for determining how to scaffold to meet students' needs. ■ Staff are familiar with the accommodation manual for students with IEP's and the impact on core instruction ■ General Educ. and SpEd staff meet regularly to plan scaffolding and accommodations to meet student needs.													

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?

    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: *Attendance interventions for chronically absent students*

Root-Cause: *Attendance interventions for chronically absent students to provide support and resources to address (1) individual factors that contribute to absences such as low self-esteem, school anxiety, social skills, or medical conditions, (2) familial factors such as discipline, parental support, or poverty, and (3) school factors such as attendance policies, teacher/student relationships, and bullying.*

Goal: *By June 2023, Laura MacArthur Elementary will improve consistent attendance as reported by the Northstar report from 63.7% to 72.7%*

(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
Weekly celebration by grade level. Reward by grade Assembly recognition - Include in Peacemaker	Attendance Team/All.	Log Data.	● Bulletin board ● IC reports ● Music in the cafeteria ● Assembly kick off	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Most Improved attendance weekly for those students below 90%. Goal is 10% or more.	Attendance Team/Office	IC Data Report	Snack/Pencil/	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Attendance contracts	Attendance Team	Attendance Log.	Click or tap here to enter text.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	

Resource Night Mental Health, Dentist, Taxes, Snow Pants and gloves, Kids Closet, Second Harvest, hiring/jobs, County services, HDC, Polinsky, Northwood,	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Peers on PA - Student Council	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Positive Attendance/Behavior Communication Postcards, Dojo, Phone, Text, Email, Conference Monthly-During Staff Meeting	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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: *June 2023, Laura Mac* Staff knowledge of PBIS tools and systems used with fidelity.

Root-Cause: We are in our 5th year of PBIS and have had staff change on the team as well as new staff to the building.

Goal: *By June 2023, Laura MacArthur Elementary will improve our school wide fidelity of PBIS based on our Fall 2022 TFI staff survey.*

(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 u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l	Due Date
Create a Professional Development Calendar	PBIS TEAM	Click or tap here to enter text.	Click or tap here to enter text.	☐	☐	☐	☐	☐	☑	☐	☐	☐	☐	☐	☐	
Review our school wide and classroom matrices, update.	PBIS TEAM.	Click or tap here to enter text.	Click or tap here to enter text.	☐	☐	☐	☐	☐	☑	☑	☐	☐	☐	☐	☐	
Written Process for orienting staff of tier 1 PBIS practices.	PBIS TEAM	Click or tap here to enter text.	Click or tap here to enter text.	☐	☐	☐	☐	☐	☑	☑	☑	☑	☑	☐	☐	
Review reward system and implement in place for 90% of sample staff on our TFI	PBIS TEAM	Click or tap here to enter text.	Click or tap here to enter text.	☐	☐	☐	☐	☐	☑	☑	☐	☐	☐	☐	☐	
Faculty Involvement where data is shared and reviewed monthly	PBIS TEAM			☐	☐	☐	☐	☐	☑	☑	☑	☑	☑	☐	☐	
Data Decisions - PBIS Team uses data monthly for decision making.	PBIS TEAM			☐	☐	☐	☐	☐	☑	☑	☑	☑	☑	☐	☐	

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?

    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?

    o   Click or tap here to enter text.