**mn DEPARTMENT OF EDUCATION**

Regional Centers of **EXCELLENCE**

# 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:
  - 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 East Central School District 2580 | Supt/Director Phone: 320-245-2931 |
| Superintendent/Director  Andrew Almos | Supt/Director Email: aalmos@eastcentral.k12.mn.us |
| District Address: 61085 State Highway 23, Finlayson, MN 55735 | District/Charter Fax: 320-245-2289 |

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

| Name of Main Contact: Kristen Chryst | Role in District/Charter: Elementary Principal |
|---|---|
| Phone Number: 320-245-2931 | E-mail Address: kchryst@eastcentral.k12.mn.us |

| School Information | School Phone, Fax, Email |
|---|---|
| School Name, Number and Grade Span: East Central Elementary | Phone: 320-245-2931 |
| School Address: 61085 State Highway 23, Finlayson, MN 55735 | Fax: 32-245-2289 |

| School Information | School Phone, Fax, Email |
|---|---|
| Principal: Kristen Chryst | Email: kchryst@eastcentral.k12.mn.us |

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

| | |
|---|---|
| Name of Main Contact: Kristen Chryst | Role in School: Principal |
| Phone Number: 320-245-2931 | E-mail Address: kchryst@eastcentral.k12.mn.us |

## Stakeholder Engagement and Communications Plan

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

The focus team (Leadership Team) will share with staff the student data, goals, PLC plan and implementation of schoolwide intervention. Principal will share with school board and administration team, families and community. Classroom teachers will communicate with stuents and families in classrooms.

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 |
|---|---|---|---|
| August 29. 2018 | School improvement plans – district wide and school wide goals, student data, school wide intervention. | Teachers and paraprofessionals | Through presentation to all staff with superintendent. Staff meeting with principal and Focus Team. |
| August 2018 | School improvement plans – district wide and school wide goals, student data, school wide intervention. | School Board | Principal will share presentation with school board on school goals, student data and school wide intervention. |
| Open House – August 2018 | School improvement plans – district wide and school wide goals, student data, school wide intervention | Students, families and guardians | Information sheet and family letter – shared with classroom teachers. |
| September 2018 | School improvement plans – district wide and school wide goals, student data, school wide intervention. | Community | Information on school website |

## 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. [Writing To Learn - team drive](#)

| | |
|---|---|
| **Strategy #1** | Click here ☐ if the strategy is an Evidence-Based Practice (EBP)<br><br>[https://docs.google.com/document/d/1vg8bjjUmMJ_Qeew_KPAUDfbbcbyjikirSbo5zHvXP1s/edit](https://docs.google.com/document/d/1vg8bjjUmMJ_Qeew_KPAUDfbbcbyjikirSbo5zHvXP1s/edit)<br><br>https://docs.google.com/document/d/1vg8bjjUmMJ_Qeew_KPAUDfbbcbyjikirSbo5zHvXP1s/edit |
| The **Strategy** we are going to implement is... | Writing to Learn – writing to making thinking visible. Writing-to-learn fosters critical thinking, requiring analysis, application and and other higher level thinking skills. Attention is focused on ideas rather than correctness of style, grammar, or spelling. |
| ...to address this **Root-Cause(s)** | **Reading:  Data supports that we are on the right track to increasing rigor and proficiency with Accountable talk.  Students work collaboratively, but need to show learning independently.  Writing will to increase the rigor and enhance individual accountability so every students will show growth.  Writing is a literacy intervention that will span across the content areas.**<br><br>**Mathematics:  Growth scores where not as strong in math, made progress but need to continue to support vertical alignment and rigor.  Writing will to increase the rigor and enhance individual accountability so every students will show growth.  Writing is a literacy intervention that will span across the content areas.** |
| Which will help us meet this student outcome **Goal\*** | The percentage of each student enrolled Oct. 1 in grades 3-6 at East Central Elementary who are proficient in reading state accountability test will increase from 59.9% to 64.9% 2019.<br><br>The percentage of each student enrolled Oct. 1 in grades 3-6 at East Central Elementary who are proficient in math state accountability test will increase from 63.7% to 68.7% 2019. |

| #2 | Click here ☐ if the strategy is an Evidence-Based Practice (EBP) |
|---|---|
| The **Strategy** we are going to implement is | Accountable Talk |
| to address the **Root Cause** | Student engagement – alignment to standards |
| Which will help us meet this student outcome **Goal*** | The percentage of each student enrolled Oct. 1 in grades 3-6 at East Central Elementary who are proficient in reading state accountability test will increase from 59.9% to 64.9% 2019.<br><br>The percentage of each student enrolled Oct. 1 in grades 3-6 at East Central Elementary who are proficient in math state accountability test will increase from 63.7% to 68.7% 2019. |

| #3 | Click here ☐ if the strategy is an Evidence-Based Practice (EBP) |
|---|---|
| The **Strategy** we are going to implement is | Click or tap here to enter text. |
| to address the **Root Cause** | Click or tap here to enter text. |
| Which will help us meet this student outcome **Goal*** | Enter a SMART goal. |

*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:** Learning To Write – writing to making thinking visible. Writing-to-learn fosters critical thinking, requiring analysis, application and and other higher level thinking skills. Attention is focused on ideas rather than correctness of style, grammar, or spelling.

**Root-Cause:** Higher level thinking – rigor in our instruction

**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 | April | May | June | July | Due Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Introduce new WTL strategy – Concept maps & higher DOK level. | Focus Team | Sharing student work | Concept Maps - Writing to Learn presentation on Concept maps | ☐ | ☐ | ☐ | ☐ | ☐ | X | | ☐ | ☐ | ☐ | ☐ | ☐ | DONE |
| Planning for Feb 15 workshop day – Tech, Priority Standards, Common assessments. *Create schedule for PLC schedule for February | Focus Team | Presentation | Google - doc | ☐ | ☐ | ☐ | ☐ | ☐ | X | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | In process |
| Review sharing student work – on concept map and DOK levels. What do we need to do for next steps. | Focus Team | Feedback from PLC groups | Review team drive materials – sharing student work templates | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | X | ☐ | ☐ | ☐ | ☐ | ☐ | Cont. to work on concept maps |

| | | | | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | X | ☐ | ☐ | ☐ | ☐ | ☐ | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Present on Priority standards – grade levels work on reading/math. | Focus team | Flipgrid – on progress | Priority standards ppt. | | | | | | | | | | | | | 3/6/19 |
| Prepare for Vertical alignment discussions, plan for PLC groups – April & May | Focus Team | Feedback from PLC | Standards align. questions | | | | | | | | X | | | | | On going |
| | | | | | | | | | | | | | | | | |

*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?
  - This strategy was introduced in January 2018. We have implemented and practice with staff for a year, working now to bring in DOK levels and sharing student work. Learning walks will begin to check for systems implementation.
- How has student achievement been impacted? What is the evidence?
  - Student achievement is increasing across both reading and math and we continue to improve around 5% each year.
- How will implementation be adjusted and/or supported moving into the next year?
  - We will look to have Writing to learn strategies implemented in our classrooms 50% of the day. Teachers using strategies 3 -4 times per wekk.

## Plan for Strategy #2

**Strategy #2:** Sustaining Accountable talk and connecting with Writing to Learn strategies.

**Root-Cause:** Student engagement – alignment to standards

**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 | April | May | June | July | Due Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | |
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*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?

  o 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 | April | May | June | July | Due Date |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 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. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | |
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*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.