



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 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 Name and Number Richfield Public Schools -0280	Phone: 612-798-6000
Superintendent (Director): Mr. Steven Unowsky	Fax: 612-798-6057
District Address: 7001 Harriet Avenue South, Richfield, MN 55423	Email: Steven.Unowsky@rpsmn.org

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

Name of Main Contact: Mary Clarkson	Role in District/Charter: Title Coordinator/Executive Director of Special Programs
Phone Number: 612-798-6041	E-mail Address: mary.clarkson@rpsmn.org

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Richfield Middle School, 887, 6th-8th	Phone: 612-798-6400
School Address: 7461 Oliver Avenue South, Richfield, MN 55423	Fax: 612-798-6427
Principal: Dr. Carlondrea Hines	Email: Carlondrea.Hines@rpsmn.org

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

Name of Main Contact: Dr. Carlondrea Hines	Role in School: Principal
Phone Number: 612-798-6401	E-mail Address: Carlondrea.Hines@rpsmn.org

Stakeholder Engagement and Communications Plan

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

Stakeholders are engaged in a variety of activities including data review sessions, school progress reporting with staff/families and opportunities for stakeholder voice in decision making throughout the course of the year.

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
Parent Advisory Group (PAG) Meetings-once a month	*Admin presents information/programs taking place in the school *Feedback is received from group regarding needs/wants/programming/etc.	Parents/guardians of students at the middle school	*List of meetings is located on school calendar provided at fall open house. *PAG sends reminders to families through email and social media
Latino Family Learning Nights	*Admin and school outreach host school and community information sessions and provide opportunities for family feedback.	*Latino families (who make up approximately 46% of our student population).	*List of meetings is located on school calendar provided at fall open house. *PAG sends reminders to families through email and social media
Students Engaging Students (SES)	*RMS Student group who provide student voice in programming, positive incentive programs, school policies, etc.	*RMS Students	*Initial information will be provided at our fall open house. *Information and application process will be included in morning announcements the first week of school. *Information will continue to be shared both by students and staff via morning announcements, grade level assemblies, etc.

<p>Building Instruction and Operations Team (BILT/BOLT)</p>	<p>*Team composed of RMS Staff who provide input and decision making around operations and instructional decision making within the building</p>	<p>*Richfield Middle School Staff</p>	<p>*Interviews were conducted spring of 2019 and positions were shared with all staff via email spring of 2019.</p> <p>*Leadership retreat for BOLT/BILT members conducted on August 22.</p> <p>BOLT/BILT to present at opening staff meeting on Monday, August 26th</p>
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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 efforts 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...	the creation of common writing rubrics and implementation throughout English Language Arts courses year one and building-wide year two.
...to address this Root-Cause(s)	Root Cause: The lack of consistent grading practices, writing instruction and increase of rigor across grade levels and disciplines. Teaching students about writing process, text structures, paragraph or sentence construction, and other writing skills improves reading comprehension; teaching spelling and sentence construction skills improve fluency; and teaching spelling skills improves word reading skills .
Which will help us meet this student outcome Goal*	The percentage of all students in grades 6-8 at Richfield Middle School who are proficient on the Reading MCA will increase from (44.2% in 2019 to 47.2% in 2020) as measured by the 2019-20 MCA .

#2	Click here x if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	The creation and implementation of practice profiles around grading practices and assessment retakes.
to address the Root Cause	Root Cause: Inconsistent grading policies/practices have resulted in using grades as punishment, placing too much weight on large tests, papers, labs, etc. and/or using averages that do not reflect actual student learning. Effective grading practices provide accurate, specific, timely feedback designed to improve student performance and accurately reflect a student's learning progress and achievement.
Which will help us meet this student outcome Goal*	The percentage of all students in grades 6-8 at Richfield Middle School who are proficient on the Math MCA will increase from (32.4% in 2019 to 35.4% in 2019) as measured by the 2019-2020 MCA .

#3	Click here x if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	The continued implementation of a “push-in” behavior intervention system instead of “push-out” system focused on consequences.
to address the Root Cause	<p>Root Cause: Shift from reacting to behaviors to providing intensive/timely interventions.</p> <p>Instead of waiting for problem behaviors to occur, proactive techniques implemented successfully decrease the likelihood of problem behaviors and promote positive behavioral choices in the classroom. As a result, lesser behaviors are intervened immediately and therefore decrease the likelihood of escalating to larger behaviors which result in suspension.</p>
Which will help us meet this student outcome Goal*	The overall percentage of out of school suspensions for <i>black, not hispanic</i> students will drop 2% (from 40.4% of total suspensions to 38.4%) as compared to the 2018-19 school year, thereby impacting the disparity between black and white students.

*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.

<p>ELA teachers will use common writing rubrics as the basis for developing inter-rater reliability among the department. PLCs will use rubrics and student work to hone grading practices.</p>	<p>Ryan Finke (Assistant Principal) Katie Stephens (Instructional coach)</p>	<p>PLC notes, documentation & scored writing samples</p>	<p>Common writing rubrics & student writing samples</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	x	x	x	x	x	x	x	x	<p>2019-20 School Year</p>
<p>ELA department will collaborate with building instructional team to roll out building-wide common writing rubrics for the 2020-21 school year</p>	<p>Ryan Finke (Assistant Principal) Katie Stephens (Instructional coach) Brenton Parsons (ELA Lead)</p>	<p>Successful implementation of dept. and building wide roll out</p>	<p>Completed common writing rubrics based on evidence based best practices</p>	<input type="checkbox"/>	x	x		<p>2020-21 School Year</p>									

To add additional action steps, Place cursor to the right of the last row and press **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.

Practice profiles will be implemented building-wide and used to identify areas of strength and areas of growth for individuals and our staff as a whole	Dr. Hines (principal) Katie Stephens (Instructional coach)	Data on grading practices, staff surveys, classroom walkthroughs	Completed practice profiles, review during professional development, etc.	<input type="checkbox"/>	<input type="checkbox"/>	x	x	x	x	x	x	x	x	x	x	Ongoing through out school year
Data around grading practices, student grades and correlations with standardized assessments will guide future discussions around standards based grading and other best practices	Dr. Hines (principal) Katie Stephens (Instructional coach)	Data on grading practices, staff surveys, classroom walkthroughs	Completed practice profiles, review during professional development, etc.	<input type="checkbox"/>	x	x	x	x	x	x	x	June 2020				

*To add additional action steps, Place cursor to the right of the last row and press **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.](#)

Student behavior data analysis to determine staff in need of additional training/classroom support and to identify students in need of additional interventions	Steven Flucas (assistant principal) Ryan Finke (assistant principal) Kelly Holdgrafer (student engagement specialist)	Increase of intervention forms being documented and decrease in administrative referrals being written	Student behavior data, meetings with individual staff members, ongoing training throughout the school year	<input type="checkbox"/>	<input type="checkbox"/>	x	x	x	x	x	x	x	x	x	x	x	June 2020
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To add additional action steps, Place cursor to the right of the last row and press **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.](#)