



## 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](mailto: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/Charter Name and Number <b>Robbinsdale Area Schools, District 281</b>	Supt/Director Phone: <b>763-504-8011/763-504-8032</b>
Superintendent/Director <b>Dr. Carlton Jenkins/Dr. Stephanie Burrage</b>	Supt/Director Email: <a href="mailto:carlton_jenkins@rdale.org">carlton_jenkins@rdale.org</a> <a href="mailto:stephanie_burrage@rdale.org">stephanie_burrage@rdale.org</a>
District Address: <b>4148 Winnetka Ave. N, New Hope, MN 55427</b>	District/Charter Fax:

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

Name of Main Contact:	Role in District/Charter: Enter role here
Phone Number:	E-mail Address: Enter e-mail here

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: <b>Noble Elementary School</b>	Phone: <b>763-504-4000</b>
School Address: Enter school address here <b>2601 Noble Ave. N</b>	Fax: <b>763-504-4009</b>

<b>55422</b>	<b>Golden Valley, MN</b>	
Principal: <b>Michael Rieckenberg</b>		Email: <b>michael_rieckenberg@rdale.org</b>

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

Name of Main Contact: <b>Michael Rieckenberg</b>	Role in School: <b>Principal</b>
Phone Number: <b>763-504-4000</b>	E-mail Address: <b>michael_rieckenberg@rdale.org</b>

## Stakeholder Engagement and Communications Plan

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

At Noble we have several family engagement events throughout the year. In addition we have a weekly electronic school newsletter, and a Facebook page where we share news often. Both administrators have social media accounts (Facebook, Twitter, Instagram) and post frequently to them. We administer an optional family survey at our spring conferences to gather stakeholder information.

Use the following table to outline a communications plan for the ESSA support and improvement work.

<b>When</b> will the communication take place	<b>What</b> is the message	<b>Who</b> is the audience	<b>How</b> will it be communicated
Title 1 Family information night	Update families on our current facts and inform them of what steps we are taking to improve our data.	Families of Noble students	Presentation to families as well as hands on experiences.
Constant Contact	Information will be sent home on a weekly basis regarding different activities and updates regarding the SIP, instruction and data from the school.	Parents and families of Noble students	Constant Contact, a weekly electronic newsletter/email will be sent to parents.
Social Media updates	Information regarding upcoming events, as well as real time photos of students engaging in academic and relationship building events.	Families, Community Members, General Public	Via social media (Facebook, Twitter, Instagram)

## 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.

Strategy #1	Click here  if the strategy is an Evidence-Based Practice (EBP)
The <b>Strategy</b> we are going to implement is...	We will refine our MTSS process by implementing the PRESS data review protocol at all grade levels. Based on the data review results, we will implement targeted interventions at the Tier I and Tier II levels via PRESS and Benchmark Literacy.
...to address this <b>Root-Cause(s)</b>	PLC work has not consistently used the data cycle with fidelity. We need to have consistent focus on short-term goals with clear evidence-based interventions taking place at the Tier I level. We also need to better coordinate efforts between classroom teachers and Title I Intervention teachers. We need to increase small group, targeted intervention in the classrooms at Tier I.
Which will help us meet this student outcome <b>Goal*</b>	The percent of students in grades 3 - 5 scoring proficient or higher in reading will increase from 41% to 46% during the 2019 - 2020 school year as measured by the MCA test.

#2	Click here  if the strategy is an Evidence-Based Practice (EBP)
The <b>Strategy</b> we are going to implement is	Increase the amount of number talks in classrooms K - 5. Number talks will need to include student discussion that builds on and/or extends current student understanding, have multiple entry points, a variety of solution strategies, use of a variety of tools, have high cognitive demand, and promote student thinking, while using correct math vocabulary.
to address the <b>Root Cause</b>	Our current math curricular resource has been used for at least 5 years. Many of our Noble staff have not been in the district, or at the elementary level, for that long and have not received the high level of training on the use of the curricular resources as staff did who were here the implementation year. The primary focus at Noble over the last two years has been on improving our culture and climate and reading.

Which will help us meet this student outcome <b>Goal*</b>	The percent of students in grades 3 - 5 scoring proficient or higher in math will increase from 32% to 37% during the 2019 - 2020 school year as measured by the MCA test.
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<b>#3</b>	Click here <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The <b>Strategy</b> we are going to implement is	All classroom teachers will continue to be trained on Safe and Civil Schools, CHAMPS, and PBIS. The MTSS team will meet weekly to monitor data and implement proactive behavior interventions when needed.
to address the <b>Root Cause</b>	Behavior interventions have often come from the teacher perspective only, and when they request support. This has brought some students forth for unequitable reasons, while other students who have difficulty are not identified for proactive strategies. We need to ensure support for behavior comes from both the teacher perspective and data. Behavior data (our building support calls) has been looked at overall monthly at PBIS meetings, but not routinely analyzed by student. We need to analyze this data on a weekly basis and provide proactive support(s) at all TIERS at a quicker rate than previous school years.
Which will help us meet this student outcome <b>Goal*</b>	The number of support calls to the office for student behavior will decrease by 10% (from 1313 to 1182) during the 2019-2020 school year as measured by the Noble support call tracking sheet.

\*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>Train staff on PRESS and DRA as diagnostic assessment tools to help determine appropriate interventions for all students.</p>	<p>Jen Smith, Cindy LaVan Vanessa Orwick</p>	<p>Exit Ticket with level of understanding</p>	<p>Presentation; PRESS subscription per grade level; PRESS assessment binder for each teacher; DRA2 kit for each teacher</p>	<input type="checkbox"/>													
<p>All grade levels will learn and apply the data review protocol at fall and winter data review meetings.</p>	<p>Admin Teachers</p>	<p>Data review documents; student groups identified for intervention; intervention results.</p>	<p>Data Review materials (see PRESS manuals)  Fall Screening data  Identified student intervention lists/document  Intervention tracking method identified</p>		<input type="checkbox"/>												
<p>PLC data review meetings with Administration</p>	<p>Admin Teachers</p>	<p>Meeting minutes and action plans.</p>	<p>PLC Notes from teams; data samples</p>		<input type="checkbox"/>												

Classroom teachers will administer PRESS and/or DRA assessments after each screening window.	Teachers	Evidence of completed assessments (DRA, PRESS)		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>											
ILT Meetings which include a check - in on use and ease of strategies identified ( FASTBridge for Progress Monitoring, CBM's, etc. )	IL Team Admin	Meeting minutes	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
PLC data review meetings with Administration and Title I Team which includes intervention review and resource sharing.	Admin Teachers Title I Team	Meeting attendance and notes	Schedule of Data REview Meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

*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.



*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.



	Melissa Stalowski Roshonda White		MTSS note forms															
The PBIS Team will meet monthly to analyze overall school data, discuss school climate, and determine proactive measures to be used at the school level.	PBIS Team	meeting agenda and notes.  School behavior data.	Click or tap here to enter text.	<input type="checkbox"/>														
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.	<input type="checkbox"/>														

*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.