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 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 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.

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: Lakewood Elementary, 500, K-5	Phone: 218-336-8870
School Address: 5207 N Tischer Road, Duluth, MN 55804	Fax: 218-336-8874
Principal: Darren Sheldon	Email: darren.sheldon@isd709.org

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

Name of Main Contact: Same as above	Role in School: Enter role here
Phone Number: Enter number here	E-mail Address: Enter e-mail here

Stakeholder Engagement and Communications Plan

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

We communicate through weekly and monthly newsletters. We also communicate through our Parent-Teacher Association meetings each month.

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
MTSS Day Information	What happens and a little about our data.	All families	PTA Meeting
School Data and School Goals	We tell families about our school goals and why these are the goals.	All families	Usuaully three times a year after MTSS -Days but sometimes as-needed.
Parental Input	Regarding surveys or parent meetings	All parents	as needed or as it happens
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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…	MTSS-Behavior 1) Develop a Tier System; 2) Address attendance for some students.
…to address this **Root-Cause(s)**	We have not had a Tiered system and our attendance for some families/students is poor.
Which will help us meet this student outcome **Goal***	Develop (December) a Tiered System and review it by February with CIT. Spend time communicating in February/March with some families to reduce the chronic absenteeism.

Strategy #2	Click here ☐ if the strategy is an Evidence-Based Practice (EBP)
The **Strategy** we are going to implement is	WIN (What I need)
to address the **Root Cause**	We have not incorporated WIN into our schedule and needed to do this. It was difficult with Splits and not having Interventionists to reduce group sizes. This is still a slight problem but we are incorporating none-the-less.
Which will help us meet this student outcome **Goal***	All classroom teachers will incorporate WIN into their schedule by October.

Strategy #3	Click here ☐ if the strategy is an Evidence-Based Practice (EBP)
The **Strategy** we are going to implement is	Classroom Interventions.
to address the **Root Cause**	Meet the needs of those not in formal intervention and to aid with the WIN Process
Which will help us meet this student outcome **Goal***	All teachers will incorporate small groups into their daily reading (and possibly math lessons)

*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: Implement PBIS

Root-Cause: A) We do not have a Tiered Behavior System. B) We have some students with chronic absenteeism.

Goal: Develop (December) a Tiered System and review it by February with CIT. Spend time communicating in February/March with some families to reduce the chronic absenteeism.

(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). Tip: Use the results of the TFI to identify action steps. Items listed as "Features"in the TFI can be reworked into action steps. Addressing the features/implementing the action steps will improve your TFI score (implying that PBIS is implemented to fidelity). We will see an improvement in student outcomes when an EBP is implemented with fidelity.

Action Steps	Person(s) Responsible	Measurement	Resources Needed	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Due Date
By December develop a draft Tiered system for behaviors (also being done at district level)	Kelly Dupre and CIT	CIT Notes/Meetings	Time	☐	☐	☐	☐	☑	☑	☑	☑	☐	☐	☐	☐	Although a working document, finalize in April.
Work with families showing chronic absenteeism.	Darren and PBIS Team	Show communications.	Time and attendance data	☐	☐	☐	☐	☐	☐	☑	☑	☐	☐	☐	☐	
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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?

    o   Kelly has developed a draft and presented it to Principal Sheldon.

    o   Jerrie has shared current attendance data with Principal Sheldon.

- How has student achievement been impacted? What is the evidence?

    o   Ever since students have come back after COVID, our scores have improved.

- How will implementation be adjusted and/or supported moving into the next year?

    o   This will always be on-going in accordance with new data, new improvements in research, and with the addition of new families each year.

Plan for Strategy #2

Strategy #2: WIN

Root-Cause: We have not formally incorporated WIN into the schedule.

Goal: All classroom teachers will incorporate WIN into their schedule by October.

(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
WIN Schedule developed.	Darren and CIT	Schedules incorporates WIN	Time	☑	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	
Teachers incorporate WIN into schedules	Classroom Teachers	PLC notes	PLC google doc	☐	☐	☑	☐	☐	☐	☐	☐	☐	☐	☐	☐	
CIT Monitors progress through PLC data.	CIT	PLC google doc data	CIT meeting agenda	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	
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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 Teachers have been discussing groups, switching students, and using unit assessments to determine what students need.

- How has student achievement been impacted? What is the evidence?

    o Data in FAST shows some nice improvements from fall to winter.

- How will implementation be adjusted and/or supported moving into the next year?

    o We will continue with WIN. It would be nice to develop a WIN handbook district-wide. Maybe that will be our goal next year?

Plan for Strategy #3

Strategy #3: Classroom Interventions.

Root-Cause: Meet the needs of those not in formal intervention and to aid with the WIN Process

Goal: All teachers will incorporate small groups into their daily reading (and possibly math lessons)

(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
Teachers use large group (if applicable) interventions from the screening to intervention reports from FAST.	Classroom Teachers	Fast Data and individual teacher data	Time	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	
Work small groups within WIN and outside of WIN during reading (and math)	Classroom teachers	anecdotal teacher data	Reading wtihin	☐	☐	☐	☑	☑	☑	☑	☑	☑	☑	☑	☑	
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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?
    - This is a third goal that teachers have been doing in accordance within their own classroom and PLC group. Each small group can vary: PA, Phonics, Math concepts, Haggerty, Interventions book put together
- How has student achievement been impacted? What is the evidence?
    - Students get individual attention from the teacher. FAST data shows some nice improvements.
- How will implementation be adjusted and/or supported moving into the next year?
    - This process will constantly be revised…maybe even more so when we look at implementing structured literacy.