

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: Piedmont Elementary School ISD 709; PK-5	Phone: 218-336-8950
School Address: 2827 Chambersburg Ave, Duluth, MN 55811	Fax: 218-336-8954
Principal: Jennifer Bobbe	Email: jennifer.bobbe@isd709.org

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

Name of Main Contact: Jennifer Bobbe	Role in School: Principal
Phone Number: 218-336-8950	E-mail Address: jennifer.bobbe@isd709.org

Stakeholder Engagement and Communications Plan

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

Click or tap here to enter text.

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
CIT Meetings- 2 per month	Development of our SIP plan to address our identification and plans moving forward.	Grade level representatives and other school leaders	In person meetings and CIT Agenda/Notes
Staff Meetings- 2 per month	Our area of identification and how we are moving forward towards our goals -- including behavior data	All certified staff	In-person staff meetings
Weekly PLC Meetings	How are we making progress towards our student achievement goals?	All teachers	In-person weekly team meetings and PLC Google Notes forms
Monthly	Updates on student growth and progress	Piedmont families	Monthly Smores;PTA meetings

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 X if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is...	All students in grades K-5 will receive whole group core instruction in grade level ELA standards, class-wide reading interventions, and targeted small group instruction in reading. (MTSS Tier I intervention.)
...to address this Root-Cause(s)	Students receiving SPED services and students of color are underperforming in Reading compared to other sub-groups.
Which will help us meet this student outcome Goal*	By spring of 2025, the percentage of all tested 3rd-5th grade students who meet or exceed standards in reading will increase from 39.7% in 2022 to 51.5% as measured by the annual state accountability assessments (MCA + MTAS.) (This will bring us to our pre-pandemic level.)

Strategy #2	Click here XX if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	Positive Behavioral Interventions and Supports (Multi-Tiered System and Supports - SEB) Strengthen Positive Behavioral Interventions and Supports and ensure that expected academic and social behaviors are taught directly to all students in the classrooms and across other campus settings and locations.
to address the Root Cause	Piedmont Elementary School has many students who miss instructional time due to social emotional needs. (This could be off task-behavior, ISS, & OSS.) Analysis suggests that behavioral expectations are <i>not</i> clearly defined, modeled, and practiced, which can lead to student behavior being addressed inconsistently across school settings. When student behavior is acceptable in some settings and not in others, it can result in confusion and sometimes an escalation in behavior. This escalation in behavior sometimes leads to an Out-of-School Suspension.
Which will help us meet this student outcome Goal*	By Spring of 2025, we will reduce the number of OSS days from 104 days in 2021-2022 to 52 days. This reflects a 50% reduction in missed days.

Strategy #3	Click here <input type="checkbox"/> x if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	All students in grades K-5 will receive whole group core instruction in grade level math standards, class-wide math interventions, and targeted small group instruction in math. (MTSS Tier I intervention.)
to address the Root Cause	Students receiving SPED services and students of color are underperforming in Math compared to other sub-groups.
Which will help us meet this student outcome Goal*	By spring of 2025, the percentage of all tested 3rd-5th grade students who meet or exceed standards in math will increase from 52.3% in 2022 to 62.3% as measured by the annual state accountability assessments (MCA + MTAS.)

*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 students in grades K-5 will receive whole group core instruction in grade level ELA standards, class-wide reading interventions, and targeted small group instruction in reading. (MTSS Tier I intervention.)

Root-Cause: Students receiving SPED services as well as our students of color are underperforming in Reading compared to other sub-groups. Evidence suggests that they are not all consistently receiving Tier I MTSS interventions.

Goal: By spring of 2025, the percentage of all tested 3rd-5th grade students who meet or exceed standards in reading will increase from 39.7% in 2022 to 51.5% as measured by the annual state accountability assessments (MCA + MTAS.) (This will bring us to our pre-pandemic level.)

(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	A	S	O	N	D	J	F	M	A	M	J	J	Due Date
				u	e	c	o	e	a	e	a	p	a	u	u	
				g	p	t	v	c	n	b	r	r	y	n	l	
CIT &/or PLC’s Complete Standards Audit	CIT PLC Leads /Teams	# of teams completing the standards audit	Standards audit Scheduled time (CIT-12/13; PLC 12/15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
CIT review Standards Audit and action plan next steps based on data	CIT	Review and develop next steps	Data from standards audit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Grade level teams will work with their PLC to set growth goals in Fastbridge for Reading from Fall to Spring assessments.	All Grade level PLCs	Share goals with CIT lead and Principal	Fall data points; goals setting for Spring.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Review DPS Core ELA Framework Action steps will be based on the review of these documents.	CIT and all grade level PLCs	Review, discussion and meeting notes	DPS Core ELA Framework documents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Define critical components of the practice profile as a result of the standards audit and the core ELA framework.	CIT (1/23)	Completed practice profile.	Develop a practice profile; fidelity checklist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
PLC teams will take weekly notes to document their conversations about student progress, instructional practices, and assessment.	All Grade level teams; principal	Weekly Google docs	Google notes document with access for all team members and admin.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Weekly from September to May
Develop and deliver professional development with an emphasis on whole class interventions in Fastbridge.	CIT; interventionists	End of PD survey data	Create time in staff meeting schedule; Professional development and post survey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Data Retreat Team meetings; Winter 2023 staff meeting

Students will attend core instruction with rare exceptions.	All teachers, social workers, integration specialist, etc.	Daily attendance data	Attendance data; group schedules for support services	<input type="checkbox"/>	x	x	x	x	x	x	x	x	x	x	<input type="checkbox"/>	<input type="checkbox"/>	On-going practice
Support services including SPED will avoid removing students from core instruction.	Support services including SPED will avoid removing students from core instruction.	Meeting schedules	Alignment with homeroom teachers and other services	<input type="checkbox"/>	x	x	x	x	x	x	x	x	x	x	<input type="checkbox"/>	<input type="checkbox"/>	On-going practice

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?
 - 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 #2

Strategy #2: Strengthen Positive Behavioral Interventions and Supports and ensure that expected academic and social behaviors are taught directly to all students in the classrooms and across other campus settings and locations.

Root-Cause: We have many students who miss instruction due to dysregulation and unexpected behaviors. A root cause analysis suggests that behavioral expectations are not clearly defined which can lead to student behavior being addressed inconsistently across settings. When student behavior is acceptable in some settings and not in others, it can result in confusion and sometimes an escalation in behavior. This escalation in behavior sometimes leads to an Out-of-School Suspension.

Goal: By Spring of 2025, we will reduce the number of OSS days from 104 days in 2021-2022 to 52 days. This reflects a 50% reduction in missed days.

(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	S	O	N	D	J	F	M	A	M	J	J	Due Date
				u	e	c	o	e	a	e	a	p	a	u	u	
				g	p	t	v	c	n	b	r	r	y	n	l	
Identify and post 5 or fewer school-wide <i>positively</i> stated behavioral expectations and communicate with all students, staff, and families.	MTSS Coordinator, Principal, MTSS Team	School newsletter SMORE, posters, Piedmont Discipline Model	Set aside time at staff meetings to identify behavioral expectations; build into the weekly schedule; have teachers build this into their morning meeting daily; communicate with parents	<input type="checkbox"/>	x	x	x	x	x	x	x	x	x	<input type="checkbox"/>	<input type="checkbox"/>	Year long practice PBIS; embed into weekly schedule

Action Steps	Person(s) Responsible	Measurement	Resources Needed	A	S	O	N	D	J	F	M	A	M	J	J	Due Date
			via Piedmont Panther Press.													
Teach and re-teach all students the expected academic and social behaviors in the classroom, hallways, cafeteria, and playground.	MTSS Coordinator, Principal, MTSS Team, Classroom Teachers, and building wide staff.	WIN Schedule, lesson plans, informal walk-throughs	Time set aside during the school day to teach students the expectations (Daily in morning meeting and at an assembly.)	<input type="checkbox"/>	x	x	x	x	x	x	x	x	x	x	<input type="checkbox"/>	1-16-23
Teach (and reteach) all students the specific skills needed to meet the expected academic and social behaviors.	MTSS Coordinator, Principal, MTSS Team, Classroom Teachers, and building wide staff.	Teaching schedule of lessons in Second Step; document student interventions through MTSS.	Time set aside during the school day to teach students	<input type="checkbox"/>	x	x	x	x	x	x	x	x	x	<input type="checkbox"/>	<input type="checkbox"/>	Year long practice
Define behaviors that interfere with academic and social success and develop a procedure for how they will be managed (office-managed vs staff managed).	Principal, Dean, PLC teams, PBIS team, and MTSS Coordinator	Discipline Pyramid, and Piedmont Documentation Google Form.	Time set aside for the individuals and teams to work on definitions and procedures. Time set aside at a staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	x	x	x	x	x	x	<input type="checkbox"/>	<input type="checkbox"/>	12-2-22; embed into practice rest of the year

Action Steps	Person(s) Responsible	Measurement	Resources Needed	A	S	O	N	D	J	F	M	A	M	J	J	Due Date
			meeting to obtain feedback.													
Begin using the new procedures to address behaviors that interfere with academic and social success. Review effectiveness each month.	All Staff	Office discipline referrals through Google Form.	Time at MTSS Team meetings Time at CIT meetings to review office discipline referral data.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	x	x	x	x	<input type="checkbox"/>	<input type="checkbox"/>	1-3-23; embed into practice the rest of the year
Conduct class walk-throughs across the building to model expected and unexpected behaviors.	All teachers in collaboration with specialists, recess and cafeteria monitors.	Teacher survey	Survey to confirm fidelity; support for recess and cafeteria monitors as well as paras.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	x	x	x	<input type="checkbox"/>	<input type="checkbox"/>	

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.)

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

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- How will implementation be adjusted and/or supported moving into the next year?
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Plan for Strategy #3

Strategy #3: All students in grades K-5 will receive whole group core instruction in grade level math standards, class-wide math interventions, and targeted small group instruction in math. (MTSS Tier I intervention.)

Root-Cause: Students receiving SPED services and students of color are underperforming in Math compared to other sub-groups. Evidence suggests that they are not all consistently receiving Tier I MTSS interventions.

Goal: By spring of 2025, the percentage of all tested 3rd-5th grade students who meet or exceed standards in math will increase from 52.3% in 2022 to 62.3% as measured by the annual state accountability assessments (MCA + MTAS.)

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				g	p	t	v	c	n	b	r	r	y	n	l	
CIT &/or PLC's Complete Standards Audit	CIT PLC Leads /Teams	# of teams completing the standards audit	Standards audit Scheduled time (CIT-12/13; PLC 12/15)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Winter 2023
CIT review Standards Audit and action plan next steps based on data.	CIT	Review and develop next steps	Data from standards audit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Winter 2023

Grade level teams will work with their PLC to set growth goals in Fastbridge for Math from Fall to Spring assessments.	All Grade level PLCs	Share goals with CIT lead and Principal	Share goals with CIT lead and Principal	<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"/>	
Review DPS Core instruction. Action steps will be based on the review of these documents.	CIT and all grade level PLCs	Review, discussion and meeting notes	DPS Core Math Framework documents	<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"/>	
Define critical components of the practice profile as a result of the standards audit and the core Math framework.	CIT (1/23)	Completed practice profile.	Develop a practice profile; fidelity checklist	<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 teams will take weekly notes to document their conversations about student progress, instructional practices, and assessment.	All Grade level teams; principal	Weekly Google docs	Google notes document with access for all team members and admin.	x	x	x	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Weekly from September to May
Develop and deliver professional development with an emphasis on whole class interventions in Fastbridge.	CIT; interventionists	End of PD survey data	Create time in staff meeting schedule; Professional development and post survey	<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"/>	Must take place in January 2023 staff meeting

Students will attend core instruction with rare exceptions.	All teachers, social workers, integration specialist, etc	Daily attendance data	Attendance data; group schedules for support services	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Support services including SPED will avoid removing students from core instruction.	Support services including SPED will avoid removing students from core instruction.	Meeting schedules	Alignment with homeroom teachers and other services	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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