

Denfeld 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: Denfeld High School, 215, 9-12	Phone: 218-336-8830
School Address: 401 N. 44th Ave. W. Duluth, MN 55807	Fax: 218-336-8844
Principal: Tom Tusken	Email: thomas.tusken@isd709.org

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

Name of Main Contact: Tom Tusken	Role in School: Principal
Phone Number: 218-336-8830	E-mail Address: thomas.tusken@isd709.org

Stakeholder Engagement and Communications Plan

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

When will the communication take place	What is the message	Who is the audience	How will it be communicated
January 10, 2023	Sharing draft of SIP for final revision and approval before submission.	Continuous Improvement Team	SIP will be shared before meeting so members of CIT have an opportunity to review it before meeting to discuss it where final revisions will be made.
January 13, 2023	Submit the SIP to shared folder	District Leadership	Digital Copy as well as conversation during Principal and Principal + Meetings
January 15, 2023	Share Goals from SIP so staff can complete initial goals in Frontline	Staff	Using Principals' Biweekly on Sunday in preparation for staff meeting on Tuesday, January 17
February 13, 2023	Share goals os SIP as well as strategies and action steps and timelines	Families	Family Feedback Night during first night of Spring Conferences as well as in the Smore Newsletter and link it to our website and social media.
February 13-17, 2023	Share goals os SIP as well as strategies and action steps and timelines	GOLDS Group of student representatives	Regularly scheduled weekly meeting during WIN

February 28, 2023	Share SIP	School Board	Presentation during meeting to the board
Spring '23	Share goals os SIP as well as strategies and action steps and timeline	Community? Groups like West Duluth Business Association or Equilibrium 3 in Lincoln Park and Education Committee of NAACP, AICHO, LGBTQ Community representatives	Make requests to present to these groups in their spaces or invite representatives from these groups in for an event like a lunch.

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 <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is...	Positive Behavioral Interventions and Supports
...to address this Root-Cause(s)	Lack of consistently applied school-wide and classroom systems results in low attendance which negatively impacts student achievement and graduation rate.
Which will help us meet this student outcome Goal*	Enter SMART Goal here: The consistent attendance rate at Denfeld will increase from a four year low of 41.75 in 2021-22 to 75% by the end of the 2024-25 school year. *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.

Strategy #2	Click here <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	Positive Behavioral Interventions and Supports
to address the Root Cause	Students feeling triggered, offensive and defensive and because they lack effective coping skills their behavior manifests in a variety of ways that contribute to our school climate feeling unsafe.
Which will help us meet this student outcome Goal*	<p>Enter SMART Goal here:</p> <p>The percentage of students who report feeling unsafe at Denfeld will decrease from 43% at the end of the 2021-22 to 10% or less by the end of the 2024-25 school year.</p> <p>*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>

Plan for Strategy #1

Strategy #1: Finish Implementing PBIS

Root-Cause: Lack of consistently applied school-wide and classroom systems impacts low attendance which negatively impacts student achievement and graduation.

Goal: The consistent attendance rate at Denfeld will increase from a four year low of 41.75% in 2021-22 to 75% by the end of the 2024-25 school year.

(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 u g	S e p	O c t	N o v	D e c	J a n	F e b	M a r	A p r	M a y	J u n	J u l	Due Date
Consistently maintain, review and use accurate student attendance data for decision-making.	A Team, Building Clerical, Attendance Team, Classroom teachers	Enrollment card information updated annually, Classroom attendance taken and entered daily	Time set aside to update enrollment card contact information in Infinite Campus annually, Established routine communicated and time set aside for classroom teachers to take and enter attendance, Time set aside to monitor daily attendance	<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"/>	Annual & Ongoing weekly & monthly,

<p>Establish and consistently use decision rules and multiple sources of data to identify students who require additional intervention and support.</p>	<p>A Team, Building Clerical, Attendance Team</p>	<p>A-Team and Attendance Team minutes, Infinite Campus student data attendance reports, Infinite Campus attendance letter log</p>	<p>Time for A-Team & Attendance Team to meet to establish decision rules, time set aside weekly to pull attendance data reports, time for weekly Attendance Team meetings to screen students for interventions, Instruction and support for consistent enforcement of the 24-hour policy for excused absences, Messaging to families and students</p>	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Ongoing weekly</p>
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<p>Consistent implementation of multiple ongoing behavior support interventions matched to student need (behavioral function) and adapted to improve contextual fit.</p>	<p>Attendance Team, MTSS Coordinator, Classroom Teachers</p>	<p>Document of available attendance interventions, Attendance Team meetings Attendance contracts completed, Attendance Recovery sessions, Behavior Support Continuum interventions Tier 2 MTSS Interventions (ie skills groups, check-in/check-out, progress report cards, etc.)</p>	<p>Time set aside for weekly attendance team meetings, time set aside for attendance contract meetings and attendance recovery, time set aside weekly to send out 3 & 7 day letters and attendance recovery invites, time and staff available to deliver tier 2 and behavior support continuum interventions, time set aside for classroom teachers to collect and monitor intervention data</p>	<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 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"/>	<p>Ongoing weekly, monthly</p>
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<p>Establish and consistently use a process for progress monitoring and modification of student Tier 2 attendance interventions.</p>	<p>Attendance Team, Classroom Teachers</p>	<p>Intervention data collected from Infinite Campus, Classroom Teachers, and other sources, Student intervention tracking spreadsheet, Attendance Team meeting minutes</p>	<p>Time set aside to develop and teach classroom teachers to record and report intervention data, Time set aside to create and regularly update tracking spreadsheet, Time set aside for weekly Attendance Team meetings</p>	<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 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"/>		<p>Ongoing weekly, monthly</p>
<p>System is in place and used consistently for specific behavioral feedback for expected behaviors that is linked to school-wide expectations and used across settings and within classrooms.</p>	<p>MTSS Coordinator, PBIS Team, Classroom Teachers</p>	<p>Student recognition data, record of recognition events dates</p>	<p>Time set aside to collect and analyze student data, schedule of recognition events</p>	<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 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"/>		<p>Ongoing weekly, monthly, quarterly</p>

<p>Classroom practice profile describes and emphasizes trauma-informed and culturally responsive practices that create predictability, transparency, and safety to promote student engagement within the classroom environment and across the school learning environment.</p>	<p>MTSS Coordinator, PBIS Team, Classroom Teachers</p>	<p>Walkthrough visits, classroom informal teacher self-report, informal student interviews</p>	<p>Time set aside for PBIS team to create practice profile, time set aside in staff meeting to train staff, time set aside for walkthrough visits to observe implementation of profile, time set aside for coaching classroom teachers on profile implementation</p>	<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 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"/>	<p>Begin implementation by Quarter 3 of 22-23 School</p>
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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?
 - Overall PBIS has not achieved full implementation as measured by the TFI (Include most recent score?)
 - The root cause that we identified was that a lack of consistently applied school-wide and classroom systems impacts low attendance which negatively impacts student achievement and graduation.
 - Action Item: Consistently maintain, review and use accurate student attendance data for decision-making.
 - New Attendance Office Clerical is now in place and working very hard to maintain accurate student attendance data.

- We implemented and are refining our online attendance form to provide another option for families to report student attendance and will be adding an additional layer of accountability later this fall with the implementation of Parent Square.
 - We successfully lobbied the school district to raise the expectation for what counts as a tardy from 10 minutes to 5.
 - We are implementing a new pass system which is visible to staff in the hallway and set the expectation that only one student is out of the room at a time.
- What has not gone well?
- How has student achievement been impacted? What is the evidence?
 - Unknown. Do we have any data to suggest any changes we have made with attendance have impacted achievement?
 - How will implementation be adjusted and/or supported moving into the next year?
 - Need to gather more qualitative and quantitative data to refine the root cause and determine next steps to be led by the Attendance Action Team.
 - Complete and implement the classroom practice profile which describes and emphasizes trauma-informed and culturally responsive practices that create predictability, transparency, and safety to promote student engagement within the classroom environment and across the school learning environment.

Plan for Strategy #2

Strategy #2: Positive Behavioral Interventions and Supports (PBIS)

Root-Cause: We have many students who feel triggered, offensive and defensive and because they lack effective coping skills their behavior manifests in a variety of ways that contribute to our school climate feeling unsafe.

Goal: The percentage of students who report feeling unsafe at Denfeld will decrease from 43 at the end of the 2021-22 to 10% or less by the end of the 2024-25 school year.

(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	
Define behaviors that interfere with academic and social success and develop a procedure for how they will be managed (office-managed vs. staff managed).	MTSS Coordinator, PBIS Team	Behavior Response Plan/ Discipline Flow Chart	Time set aside for the PBIS Team to work on definitions and procedures. Time set aside at a staff meeting to teach staff and obtain staff feedback.	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	Due May 2023
Teach all students the expected academic and social behaviors.	MTSS Coordinator, PBIS Team, Classroom Teachers	First Week Lesson Schedule, WIN Lesson Schedule, lesson plans, informal walk-throughs, student exit tickets responses	Time set aside during the school day to teach students the expectations	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Ongoing annually, weely, quarterly , each semester

<p>Teach all students the specific skills needed to meet the expected academic and social behaviors.</p>	<p>MTSS Coordinator, BARR Coordinator, PBIS Team, Classroom Teachers</p>	<p>Teaching schedule of I-Time Lessons and student exit ticket responses</p>	<p>Time set aside during the school day to teach students social emotional learning skills</p>	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Ongoing weekly</p>
<p>School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.</p>	<p>A-Team, PBIS Team, Behavior Support Team, Classroom Teachers</p>	<p>Behavior Response Plan, Informal administrator interviews, Office Discipline Referrals, Informal student interviews</p>	<p>Time set aside during PBIS team meetings, MN Model Team meetings, A-Team meetings, and Behavior Support Continuum meetings to define and discuss behavioral response approaches</p>	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Ongoing weekly, monthly</p>	

<p>Tier 1 classroom procedures (school-wide expectations, routines, acknowledgments, in-class continuum of consequences) are consistently implemented within classrooms and consistent with school-wide systems in order to promote predictability, transparency, and safety.</p>	<p>MTSS Coordinator, BARR Coordinator, PBIS Team, Classroom Teachers</p>	<p>Classroom walkthrough data, BARR Peer Observation data, Student recognition data, Office Discipline Referrals</p>	<p>Time set aside for PBIS Team to complete walkthrough visits, time set aside for classroom teachers to collect and report recognition and discipline data</p>	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Ongoing weekly, monthly, quarterly</p>
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<p>Classroom practice profile describes and emphasizes trauma-informed and culturally responsive practices that create predictability, transparency, and safety to promote student engagement within the classroom environment and across the school learning environment.</p>	<p>MTSS Coordinator, PBIS Team, Classroom Teachers</p>	<p>Walkthrough visits, classroom informal teacher self-report, informal student interviews</p>	<p>Time set aside for PBIS team to create practice profile, time set aside in staff meeting to train staff, time set aside for walkthrough visits to observe implementation of profile, time set aside for coaching classroom teachers on profile implementation</p>	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<p>Begin Quarter 3 SY 22-23</p>
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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?
 - Beginning of the year lessons delivered to teach building wide expectations.
 - SEL lessons being implemented 9-12 starting in October to provide the skills kids need to meet the expected behaviors.
 - What is not going well? Right now, we are not doing anything new to address safety. We are still locking/unlocking, supervising and surveilling bathrooms and in fact due to Away of the Day we can no longer offer the Anonymous Building Safety Reporting Form.
- How has student achievement been impacted? What is the evidence?

- Unknown if there has been any impact on achievement.
- How will implementation be adjusted and/or supported moving into the next year?
 - How do we tap into student government and other student groups to begin problem solving and messaging the perception and reality that creates a feeling of being unsafe?
 - Complete and implement the classroom practice profile which describes and emphasizes trauma-informed and culturally responsive practices that create predictability, transparency, and safety to promote student engagement within the classroom environment and across the school learning environment.