

## 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.

## 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 (2022-2025)

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 Northland Community Schools, ISD 118	Supt/Director Phone: 218-566-2351 ext. 32014
Superintendent/Director Mary Yakibchuk	Supt/Director Email: myakibchuk@isd118.org
District Address: 316 East Main Street, Remer, MN 56672	District/Charter Fax: 218-566-2053

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

Name of Main Contact: Janessa Green	Role in District/Charter: Elementary Principal
Phone Number: 218-566-2351 ext. 32051	E-mail Address: jgreen@isd118.org

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Northland Elementary School, 0118-01-010	Phone: 218-566-2351
School Address: 316 East Main Street, Remer, MN 56672	Fax: 218-566-2053

School Information	School Phone, Fax, Email
Principal: Janessa Green	Email: jgreen@isd118.org

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

Name of Main Contact: Janessa Green	Role in District/Charter: Elementary Principal
Phone Number: 218-566-2351 ext. 32051	E-mail Address: jgreen@isd118.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.

<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
January	The reviewed the requirements under ESSA and goals for Northland Elementary	Elementary Leadership Team	In person conversation
1/17/23	Our data shows that we need to increase our student achievement on our MCAs and FastBridge data.	Elementary Staff	Staff meeting with slideshow
February	Update Superintendent on School Improvement plan and action steps that are moving elementary to meet goals.	Superintendent	Admin meeting with handout
February	Update Board on School Improvement plan and action steps that are moving elementary to meet goals.	School Board and public	Board meeting with handout
February/March	Update families on School Improvement plan and get feedback via survey	Families	Handout with QR code to be sent out it weekly Tuesday folder and at conferences

## 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.

<b>Strategy #1</b>	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The <b>Strategy</b> we are going to implement is...	Students will improve their grade-level phonics and word analysis skills in decoding words.
...to address this <b>Root-Cause(s)</b>	Tier I instruction needs improvement - rigor and standards based
Which will help us meet this student outcome <b>Goal*</b>	Overall proficiency for students K-1st grade will improve in reading as measured by FastBridge's earlyReading will increase from 35% in Fall 2022 to 50% in Spring 2025. Overall proficiency for students 2nd-6th grade will improve in reading as measured by FastBridge's aReading will increase from 37% in Fall 2022 to 50% in Spring 2025.

<b>#2</b>	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The <b>Strategy</b> we are going to implement is	
to address the <b>Root Cause</b>	
Which will help us meet this student outcome <b>Goal*</b>	



#3	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The <b>Strategy</b> we are going to implement is	
to address the <b>Root Cause</b>	
Which will help us meet this student outcome <b>Goal*</b>	

\*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:** Students will improve their grade-level phonics and word analysis skills in decoding words.

**Root-Cause:** Tier I instruction needs improvement - rigor and standards based

**Goal:** Overall proficiency for students K-1st grade will improve in reading as measured by FastBridge's earlyReading will increase from 35% in Fall 2022 to 50% in Spring 2025.

Overall proficiency for students 2nd-6th grade will improve in reading as measured by FastBridge's aReading will increase from 37% in Fall 2022 to 50% in Spring 2025.

*(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 u g u s t	S e p t e m b e r	O c t o b e r	N o v e m b e r	D e c e m b e r	J a n u a r y	F e b r u a r y	M a r c h	A p r i l	M a y	J u n e	J u l y	Due Date
Implemented Heggerty to support the Foundation Skills in our Into Reading Curriculum through explicit systematic instruction	Classroom, Sped Teachers	Fidelity Checklist FastBridge	Heggerty Manuals	<input type="checkbox"/>	<input type="checkbox"/>	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"/>	<input type="checkbox"/>	Ongoing
Creating curriculum maps to align our resources to standards, with a focus on foundational skills	Classroom Teacher	Shared curriculum maps	Curriculum Map Template	<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"/>	Winter '23-'24
Reviewing FastBridge data on foundational skills to inform instruction	Classroom, Sped, and Title teachers	100% of teachers attend data meetings FastBridge	FastBridge data	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	x	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	Ongoing
Professional development on “conducting direct instruction lessons” and “conducting practicing and deepening lessons” from the New Art and Science of Teaching framework	Administrator and teachers	100% of the teachers receive the professional development	The New Art and Science of Teaching: Reading book	<input type="checkbox"/>	<input type="checkbox"/>	x	<input type="checkbox"/>	x	x	x	<input type="checkbox"/>	x	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	'23-'24

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.

## Plan for Strategy #2

**Strategy #2:** Copy from the summary above

**Root-Cause:** Copy from the summary above

**Goal:** Copy from the summary above

*(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	n	
				u	t	e	e	e	u	e	h	i		e	e	
				s	e	m	b	b	a	r						
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*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?
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- 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 #3

**Strategy #3:** Copy from the summary above

**Root-Cause:** Copy from the summary above

**Goal:** Copy from the summary above

*(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	n	
				u	t	e	e	e	u	e	h	i		e	e	
				s	e	m	b	b	a	r						
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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?
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