DEPARTMENT OF EDUCATION

Regional Centers of EXCELLENCE

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 MDE.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 oversite 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 curser 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 Hill City Elementary School #002	Supt/Director Phone: 218-256-5466
Superintendent/Director Pat Rendle	Supt/Director Email: prendle@isd002.org
District Address: 500 Ione Avenue-Hill City, MN 55748	District/Charter Fax: 218-697-2594

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

Name of Main Contact: Tara Mattson	Role in District: Title 1 Director
Phone Number: 218-259-5887	E-mail Address: tmattson@isd002.org

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Hill City Elementary School	School Phone: 218-697-2394
School Address: 500 Ione Avenue Hill City, MN 55748	Fax: 218-697-2594

School Information	School Phone, Fax, Email
Principal: Andrew Dokken	E-mail: adokken@isd002.org

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

Name of Main Contact: Tara Mattson	Role in School: Title 1 Director
Phone Number: 218-259-5887	E-mail Address: tmattson@isd002.org

Stakeholder Engagement and Communications Plan

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

See below

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
1st Day of School Conferences	Share Tier I –Research Based- Reading Intervention information with parents at 1st Day of School Elementary Conferences	All elementary parents	Handouts and verbally shared by classroom teacher
Fall	Classification of our school based on testing information	Hill City Community members	Website School Newsletter
Each Fall at Pre K-4 Parent Meeting	Classification of our school based on testing information as well as our School Improvement Plan Overview	Pre K – 4 Parents	Handouts and verbally shared by Title 1 Director
Each Fall at School Board Meeting	Classification of our school based on testing information as well as our School Improvement Plan Overview	School Board members and community members	Handouts, PowerPoint, and verbally shared by Title 1 Director
Each Fall at PLC staff meeting	Classification of our school based on testing information from the previous spring as well as our School Improvement Plan Overview	Elementary staff	Handouts, PowerPoint, and verbally shared by Title 1 Director
PLC Fall data information meeting	Fall District Assessment data	Elementary Staff	Handouts, PowerPoint, and verbally shared by Title 1 Director

PLC Winter data information meeting	Winter District Assessment data	Elementary Staff	Handouts, PowerPoint, and verbally shared by Title 1 Director
Each Spring at Pre K-4 Parent Meeting	Spring Assessment data	Pre K – 4 Parents	Handouts, and verbally shared by Title 1 Director
Spring One-on-One-meetings with elementary teachers	End of year testing data Incoming student testing data	Elementary Teachers	Handouts, and verbally shared by Title 1 Director

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 **Strategy** we are going to implement is…	"Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades" (What Works Clearinghouse-IES Practice Guide)
…to address this **Root-Cause(s)**	Lack of Consistent, Timely, and Appropriate Tier 1 Interventions in the classroom for skills that area not successfully mastered after classroom instruction
Which will help us meet this student outcome **Goal***	100% of students that are below grade level in reading, based on assessments of students' current reading levels, will receive additional small-group, daily reading instruction, by the classroom teacher on identified below-level skills.

#2	Click here ☐ if the strategy is an Evidence-Based Practice (EBP)
The **Strategy** we are going to implement is	Alignment of Wonders Reading Curriculum to the Minnesota State Standards
to address the **Root Cause**	Poor Reading scores Due to Lack of Reading Curriculum Alignment to Minnesota State Standards
Which will help us meet this student outcome **Goal***	The percentage of students at Hill City Elementary School that are proficient on the Minnesota Comprehensive Assessment in Reading will be equal to or above to the Minnesota State Average.

#3	Click here ☐ if the strategy is an Evidence-Based Practice (EBP)
The **Strategy** we are going to implement is	Providing students and families attendance education as stated in the ESSA requirements by the Minnesota Department of Education
to address the **Root Cause**	Below Target-Level Attendance Percentage due to lack of educating our students/families regarding Minnesota Department of Education ESSA Attendance Guidelines
Which will help us meet this student outcome **Goal***	90% or above of our students at Hill City Elementary School will achieve 90% or above consistent attendance.

*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: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades (What Works Clearinghouse-IES Practice Guide- Recommendations #1 and #2.)

Root-Cause: Lack of Consistent, Timely, and Appropriate Tier 1 Interventions for skills that area not successfully mastered after classroom instruction

Goal: 100% of students that are below grade level in reading, based on assessments of students' current reading levels, will receive additional small-group, daily reading instruction, by the classroom teacher on identified below-level skills.   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)

Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multli-Tier Intervention in the Primary Grades (What Works Clearinghouse – IES Practice Guide

Recommendation #1- Screen all students for potential reading problems at the beginning of the year and again in the middle of the year. Regularly monitor the progress of students who are at elevated risk for developing reading disabilities.

Recommendation #2- Provide differentiated reading instruction for all students based on assessments of students' current reading levels (Tier 1).

Recommendation #3- Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. Typically, these groups meet between three and five times a week for 20-40 minutes (Tier 2).

Recommendation #4- Monitor the progress of Tier 2 students at least once a month. Use the data to determine whether students still require intervention. For those students still making insufficient progress, school-wide teams should design a Tier 3 intervention plan.

Recommendation #5- Provide intensive instruction on a daily basis that promotes the development of the various components of reading proficiency to students who show minimal progress after reasonable time in Tier 2 small group instruction (Tier 3).

Action Steps	Person(s) Responsible	Measurement	Resources Needed	August	September	October	November	December	January	February	March	April	May	June	July	Due Date
#1-Screening-Create a building level team to facilitate the implementation of universal screening and progress monitoring.	Superinten-dent	Assembly of Group	Time	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐	1-15-19
#1-Screening-Select a set of efficient screening measures that identify children at risk for poor reading outcomes with reasonable degrees of accuracy.	Title 1 Director and classroom teachers	Align with research based, grade level suggestions	Screening option materials and time	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☒	☐	6-15-19
#1-Screening-Use Benchmarks or growth rates (or a combination of the two) to identify children at low, moderate, or high risk for developing reading difficulties.	Title 1 Director and classroom teachers	Results of benchmark data	Benchmark data and time	☐	☒	☐	☐	☐	☒	☐	☐	☐	☒	☐	☐	September, January, and May of each year
#2-Tier 1-Provide training for teachers on how to collect and interpret student data on reading efficiently and reliably.	Title 1 Director and Technology Integrationist	Understand-ing of the pro-cess by classroom teachers	Individual technology device, curriculum software, trainer, and time	☐	☐	☐	☐	☐	☐	☐	☐	☒	☒	☐	☐	April and May of 2019, then yearly updates at PLC's

Action	Responsible	Evidence	Resources	Timeline (monthly checks)										End Date
#2- Tier 1-Develop data-driven decision rules for providing differentiated instruction to students at varied reading proficiency levels for part of the day.	Building level team	Agreement of measurement guidelines	Materials including cut-scores, schedules, and time	x										8-15-19
#2-Tier 1-Differentiate instruction-including varying time, content, and degree of support and scaffolding- based on students' assessed skills.	Building level team	Understanding of options for small group instruction	PD, Data, Schedules, Tier 1 and 2 intervention options and time	x	X	x	x	x	x	x	x	x	x	Monthly starting after 8-19 PD
#3-Tier 2-Use a curriculum that addresses the components of reading instruction (comprehension, fluency, phonemic awareness, phonics and vocabulary) and relates to students' needs and developmental levels.	Building level team	Understanding of curriculum	Curriculum, materials, staff, schedule, and time		x	x	x	x	x	x	x	x	x	Ongoing monthly starting 9-20
#3-Tier 2-Implement the curriculum three to five times a week, for approximately 20-40 minutes.	Title 1 Staff	Understanding of curriculum and student needs	Curriculum, materials, staff, schedule, and time		x	x	x	x	x	x	x	x	x	Ongoing monthly starting 9-20
#3-Tier 2-Build skills gradually and provide a high level of teacher-student interaction with opportunities for practice and feedback	Title 1 staff	Skills instruction based on data	Curriculum, materials, staff, schedule, and time		x	x	x	x	x	x	x	x	x	Ongoing monthly starting 9-20

Action	Who	Monitoring	Resources																Timeline
#4-Monitor-Monitor progress of Tier 2 students on a regular basis using grade appropriate measures. Progress monitoring should occur at least eight times during the school year.	Title 1 staff	Data from progress monitoring	Assessments for progress monitoring	x	x	x	x	x	x	x	x	x							Ongoing monthly starting 9-20
#4- Monitor-While providing Tier 2 instruction, use progress monitoring data to identify students needing additional instruction.	Title 1 staff and classroom teacher	Study data to determine additional student needs	Assessments for progress monitoring, schedule, and time	x	x	x	x	x	x	x	x	x							Ongoing monthly starting 9-20
#4- Monitor-Consider using progress monitoring data to regroup Tier 2 students approximately every six week.	Title 1 staff and classroom teacher	Adjustment of students serviced	Schedule			x		x		x									Nov., Jan., and March of each year starting 11-20
#5- Tier 3-Implement concentrated instruction that is focused on a small but targeted set of reading skills.	Title 1 staff and classroom teacher	As needed	Curriculum, materials, data, schedule, and time																As needed, starting 9-21
#5- Tier 3-Adjust the overall lesson pace.	Title 1 staff	As needed	Curriculum, materials, data, schedule, and time																As needed, starting 9-21

#5- Tier 3-Schedule multiple and extended instructional sessions daily.	Title 1 staff and classroom teacher	As needed	Curriculum, materials, data, schedule, and time																				As needed, starting 9-21
#5- Tier 3-Included opportunities for extensive practice and high-quality feedback with one-on-one instruction.	Title 1 staff	As needed	Curriculum, materials, data, schedule, and time																				As needed, starting 9-21
#5- Tier 3-Plan and individualize Tier 3 instruction using input from a school-based RtI team.	Title 1 staff and classroom teacher	As needed	Curriculum, materials, data, schedule, and time																				As needed, starting 9-21
#5- Tier 3-Ensure that Tier 3 students master a reading skill or strategy before moving on.	Title 1 staff	As needed	Curriculum, materials, data, schedule, and time																				As needed, starting 9-21

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 Click here to enter text.
- How has student achievement been impacted? What is the evidence?
  - o Click or tap here to enter text.
- How will implementation be adjusted and/or supported moving into the next year?
  - o Click or tap here to enter text.

Plan for Strategy #2

Strategy #2: Alignment of Wonders Reading Curriculum to the Minnesota State Standards

Root-Cause: Lack of Reading Curriculum Alignment to Minnesota State Standards

Goal: The percentage of students at Hill City Elementary School that are proficient on the Minnesota Comprehensive Assessment in Reading will be equal to or above to the Minnesota State Average.

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	August	September	October	November	December	January	February	March	April	May	June	July	Due Date
Obtain current copies of Reading/Language Arts Standards for each grade	Classroom teachers	In hand standards	standards	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐	1-15-19
Gather grade level Reading Wonders Curriculum for each grade	Classroom teachers	In hand curriculum	Grade level curriculum	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐	☐	☐	1-15-19
Obtain Curriculum Mapping Tool	Instructional Leadership Team	In hand mapping tool	Mapping tool	☐	☐	☐	☐	☐	☐	☒	☐	☐	☐	☐	☐	2-1-19
Provide time at PLC's for mapping work	Administra-tors	Continuous work accomplished regarding mapping of reading standards within Wonders Reading Curriculum	Mapping tool, curriculum, and standards	☐	☒	☒	☒	☒	☒	☒	☒	☒	☒	☐	☐	Ongoing starting 1-15-19

Provide time this summer for mapping work	Administra-tors	Continuous work accomplished regarding mapping of reading standards within Wonders Reading Curriculum	Mapping tool, curriculum, and standards													x		6-15-19
Identify the power standards in reading/language arts	Elementary Teachers	Completion of locating power standards for each grade level	Power standards for each grade level, time													x		6-15-19
Provide time for formative assessment formulation to correlate with aligned standards	Elementary Teachers	Completion of initial formative assessments for standards mastery	Standards and curriculum													x		6-15-20

Action Step	Who	Evidence	Resources												Timeline
Identify standards that don't have sufficient instruction within Wonders Curriculum	Elementary Teachers	Identification of standards not appropriately taught in curriculum	Standards and curriculum								x		x		6-15-20
Design lessons that cover the standards that don't have sufficient instruction within Wonders Curriculum	Elementary Teachers	Completion of lessons that were missing in curriculum	Standards and curriculum										x		6-15-20

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 Click here to enter text.

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

    o Click or tap here to enter text.

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

    o Click or tap here to enter text.

Plan for Strategy #3

Strategy #3: Providing students and families attendance education as stated in the ESSA requirements by the Minnesota Department of Education

Root-Cause: Lack of educating our students/families regarding Minnesota Department of Education ESSA Attendance Guidelines

Goal: 90% or above of our students at Hill City Elementary School will achieve 90% or above consistent attendance.

(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	August	September	October	November	December	January	February	March	April	May	June	July	Due Date
Send letter from Attendance Works site to all elementary families stating the importance of consistent education and suggested guidelines to follow.	Title 1 Director	Completion of sending letters home to families	Attendance letter from Attendance Works site.	☐	⊠	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	September of each year
Quarterly monitoring of attendance for each elementary student	Title 1 Director	Quarterly data on student attendance	Attendance data from office	☐	☐	☐	⊠	☐	⊠	☐	⊠	☐	⊠	☐	☐	End of each quarter
Individual attendance meetings with all elementary students at the same time as winter district assessments	Title 1 Director	Completion of meetings	Updated attendance for 1st semester	☐	☐	☐	☐	☐	☐	⊠	☐	☐	☐	☐	☐	Each year in February
2nd time sending Attendance Works letter with individual student number of absences listed and which category the student is in at winter conferences	Title 1 Director	Completion of sending letter home during winter conferences	Letter and 1st semester attendance data from office	☐	☐	☐	☐	☐	☐	⊠	☐	☐	☐	☐	☐	Each year in February
3rd time sending Attendance Works letter with individual student number of absences listed and which category the student is in at end of year	Title 1 Director	Completion of sending letter home at end of school year	Letter and end of school year attendance data from office										x			Each year in May

A copy of the Attendance Works letter will be put in the Hill City School Newsletter in August of 2019.	Title 1 Director and office secretary	Addition of the Attendance Works letter in the August Community Newsletter	Letter and office secretary time	x																		Each year in August
A copy of the Attendance works letter will be placed on the Hill City School Website.	Title 1 Director and Technology Integrationist	Addition of the Attendance Works letter on the Hill City School website	Letter and Technology Integrationist time	x																		Each year in August

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?
  - 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.