



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 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 oversight 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.
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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

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 Academy 4020 -Raleigh Academy	Supt/Director Phone: 218-728-9556
Superintendent/Director Bonnie Jorgenson	Supt/Director Email: Bonnie.Jorgenson@duluthedison.com
District Address: 3301 Technology Dr.	District/Charter Fax: Enter fax number here

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

Name of Main Contact: Bonnie Jorgenson	Role in District/Charter: Head of Schools
Phone Number: 218-728-9556	E-mail Address: Bonnie.Jorgenson@duluthedison.com

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Raleigh Academy - 4020-07 - K-5th	Phone: 218-628-0697
School Address: 5905 Raleigh St, Duluth, MN	Fax: 218-628-9924
Principal: Steve Ondrus	Email: steve.ondrus@duluthedison.com

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

Name of Main Contact: Steve Ondrus	Role in School: Principal
Phone Number: 218-628-0697	E-mail Address: steve.ondrus@duluthedison.com

Stakeholder Engagement and Communications Plan

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

DPSA Board Meeting, PAC Meeting, Annual Report

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
November 21, 2019	Parent Information Night - learning about Targeted identification and staff involved in supporting teachers	Any parents interested in learning about intervention programming for their students	Teacher classroom communication, School weekly emails, School facebook page, Presentation by Admin and teaching staff
Oct. 2019	DPSA Board Meeting	School Board Members	Presented by Head of School/Raleigh Academy Director
March 2020	Survey	Staff & Caregivers	Online Survey sent out and available at Q3 conferences
Fall 2019	School email informing stakeholders of ESSA Targeted Support Label and plan to address	Families	Email

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 <input type="checkbox"/> x if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is...	Data informed instruction. Recommendation 4 - Provide supports that foster a data driven culture within the school from WWC Practice Guide (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf)
...to address this Root-Cause(s)	Gen Ed and Special ed students exposed to the core standards
Which will help us meet this student outcome Goal*	<p>Set goal - Raleigh SPED, Raleigh gr. 3-5 - MCA</p> <ul style="list-style-type: none"> - The three year average for Special Education in Reading at Raleigh Academy will increase from 26% proficient to 30% proficient on the MCA and MTAS within the 2018-2021 school year. <ul style="list-style-type: none"> - 1st grade & 2nd grade cohorts are big and low - The three year average for Special Education in Math at Raleigh Academy will increase from 21.3% proficient to 25% proficient on the MCA and MTAS within the 2018-2021 school year. - The three year average for all students in Reading at Raleigh Academy will increase from 60% proficient to 64% proficient on the MCA and MTAS within the 2018-2021 school year. - The three year average for all students in Math at Raleigh Academy will increase from 63.7% proficient to 67.7% proficient on the MCA and MTAS within the 2018-2021 school year.
#2	Click here <input type="checkbox"/> x if the strategy is an Evidence-Based Practice (EBP)

<p>The Strategy we are going to implement is</p>	<p>Data informed instruction. Recommendation 3 - Establish a clear vision for schoolwide data use - from WWC Practice Guide (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf)</p>
<p>to address the Root Cause</p>	<p>Gen Ed and Special ed students exposed to the core standards</p>
<p>Which will help us meet this student outcome Goal*</p>	<p>Set goal - Raleigh SPED, Raleigh gr. 3-5 - MCA</p> <ul style="list-style-type: none"> - The three year average for Special Education in Reading at Raleigh Academy will increase from 26% proficient to 30% proficient on the MCA and MTAS within the 2018-2021 school year. <ul style="list-style-type: none"> - 1st grade & 2nd grade cohorts are big and low - The three year average for Special Education in Math at Raleigh Academy will increase from 21.3% proficient to 25% proficient on the MCA and MTAS within the 2018-2021 school year. - The three year average for all students in Reading at Raleigh Academy will increase from 60% proficient to 64% proficient on the MCA and MTAS within the 2018-2021 school year. - The three year average for all students in Math at Raleigh Academy will increase from 63.7% proficient to 67.7% proficient on the MCA and MTAS within the 2018-2021 school year.

<p>#3</p>	<p>Click here <input type="checkbox"/>x if the strategy is an Evidence-Based Practice (EBP)</p>
<p>The Strategy we are going to implement is</p>	<p>Data informed instruction. Recommendation 1-Make data part of an ongoing cycle of instructional improvement - from WWC Practice Guide (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf)</p>
<p>to address the Root Cause</p>	<p>Gen Ed and Special ed students exposed to the core standards</p>
<p>Which will help us meet this student outcome Goal*</p>	<p>Set goal - Raleigh SPED, Raleigh gr. 3-5 - MCA</p> <ul style="list-style-type: none"> - The three year average for Special Education in Reading at Raleigh Academy will increase from 26% proficient to 30% proficient on the MCA and MTAS within the 2018-2021 school year. <ul style="list-style-type: none"> - 1st grade & 2nd grade cohorts are big and low

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*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: Recommendation 4 - Provide supports that foster a data driven culture within the school - from WWC Practice Guide

(https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf)

Root-Cause: Gen Ed and Special ed students exposed to the core standards

Goal: Set goal - Raleigh SPED, Raleigh gr. 3-5 - MCA

- The three year average for Special Education in Reading at Raleigh Academy will increase from 26% proficient to 30% proficient on the MCA and MTAS within the 2018-2021 school year.
 - 1st grade & 2nd grade cohorts are big and low
- The three year average for Special Education in Math at Raleigh Academy will increase from 21.3% proficient to 25% proficient on the MCA and MTAS within the 2018-2021 school year.
- The three year average for all students in Reading at Raleigh Academy will increase from 60% proficient to 64% proficient on the MCA and MTAS within the 2018-2021 school year.
- The three year average for all students in Math at Raleigh Academy will increase from 63.7% proficient to 67.7% proficient on the MCA and MTAS within the 2018-2021 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	a	a	a	a	
				g	p	t	v	c	n	b	r	p	r	y		
				s	e	o	e	e	u	r	h	i				
				t	m	b	e	b	a	a						
					b	e	r	e	r	r						
					e	r			y	y						
<input type="checkbox"/> Designate a school based facilitator who meets with teacher teams to discuss data <input type="checkbox"/> Dedicate structured time for teacher collaboration <input type="checkbox"/> House teams meet monthly to:	Academy Director Math/Rdg Lead Teachers	Spreadsheet Action/Embedding Plan Raleigh Schoolwide	Time, EBP Strategy List,	<input type="checkbox"/>	<input type="checkbox"/>	X	X	X	X	X	X	X	X	X	X	End of Nov. & Ongoing

<ul style="list-style-type: none"> <input type="checkbox"/> analyze data <input type="checkbox"/> develop hypotheses <input type="checkbox"/> plan to test hypotheses <input type="checkbox"/> House teams meet monthly with AD to discuss data and ensure school-wide consistent practices <input type="checkbox"/> Provide targeted professional development regularly 	<p>Sped specialists</p> <p>Regional Center consultant</p> <p>Literacy Coach</p>	<p>Data Spreadsheet</p>																
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*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: Recommendation 3 - Establish a clear vision for schoolwide data use - from WWC Practice Guide

(https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf)

Root-Cause: Gen Ed and Special ed students exposed to the core standards

Goal: Set goal - Raleigh SPED, Raleigh gr. 3-5 - MCA

- The three year average for Special Education in Reading at Raleigh Academy will increase from 26% proficient to 30% proficient on the MCA and MTAS within the 2018-2021 school year.
 - 1st grade & 2nd grade cohorts are big and low
- The three year average for Special Education in Math at Raleigh Academy will increase from 21.3% proficient to 25% proficient on the MCA and MTAS within the 2018-2021 school year.
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- The three year average for all students in Math at Raleigh Academy will increase from 63.7% proficient to 67.7% proficient on the MCA and MTAS within the 2018-2021 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)

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				u	e	c	o	e	a	e	a	a	a	a	a	
				g	p	t	v	c	n	b	r	p	r	y		
				u	t	e	e	e	u	r	c	i				
				s	e	b	m	m	a	a	h	l				
				t	m	e	b	b	r	r						
					e	r	e	e	y	y						
					r		r	r								
<input type="checkbox"/> Establish a schoolwide data team that sets the tone for ongoing data use. (Instructional Lead Team) <input type="checkbox"/> Define critical teaching and learning concepts.	Raleigh Academy Director	Spreadsheet Action/Embedding Plan	Common template,	<input type="checkbox"/>	X	X	X	X	X	X	X	X	X	X	X	End of Nov. & Ongoing

<ul style="list-style-type: none"> <input type="checkbox"/> Develop a written plan that articulates activities, roles, and responsibilities. <ul style="list-style-type: none"> <input type="checkbox"/> Raleigh School Improvement Record <input type="checkbox"/> Provide ongoing data leadership. 	<p>Literacy Coach</p> <p>Regional Center for Excellence consultant</p> <p>Sped specialists</p> <p>Lead Teachers</p> <p>Curriculum Coordinators</p>																		
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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?
 - 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 #3

Strategy #2: Recommendation 1- Make data part of an ongoing cycle of instructional improvement - from WWC Practice Guide (https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/dddm_pg_092909.pdf)

Root-Cause: Gen Ed and Special ed students exposed to the core standards

Goal: Set goal - Raleigh SPED, Raleigh gr. 3-5 - MCA

- The three year average for Special Education in Reading at Raleigh Academy will increase from 26% proficient to 30% proficient on the MCA and MTAS within the 2018-2021 school year.
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				u	e	c	o	e	a	e	a	p	a	u	u	
				g	p	t	v	c	n	b	r	r	y	n	l	
				s	t	e	e	e	a	u	h	i		e		
				t	m	b	e	r	r	a						
					e	r	r		y	r						
<input type="checkbox"/> Collect and prepare a variety of data about student learning. <ul style="list-style-type: none"> <input type="checkbox"/> MCA <input type="checkbox"/> MAP <input type="checkbox"/> DIBELS <input type="checkbox"/> Misc. (Attendance, Behavior, SPED, Tier 2,) <input type="checkbox"/> Interpret data and develop hypotheses about how to improve student learning.	Raleigh Academy Director Regional Center for Excellence Consultant	Spreadsheet Action/Embedding Plan Raleigh Schoolwide Data Spreadsheet	Common template,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	End of Nov. & Ongoing								

<input type="checkbox"/> Modify instruction to test hypotheses and increase student learning.	Literacy Coach Lead Teachers Sped specialists																	
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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.](#)