



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 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.

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	Supt/Director Phone: 218-336-8700
Superintendent/Director: William Gronseth	Supt/Director Email: william.gronseth@isd709.org
District Address: 215 N 1st Avenue E, Duluth, MN	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: Jeff Horton	Role in District/Charter: Assistant Superintendent
Phone Number: 218-336-8700	E-mail Address: jeffrey.horton@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 Avenue W Duluth MN 55806	Fax: 218-336-8844
Principal: Tonya M. Sconiers	Email: tonya.sconiers@isd709.org

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

Name of Main Contact: Tonya M. Sconiers	Role in School: Principal
Phone Number: 218-336-8830	E-mail Address: tonya.sconiers@isd709.org

Stakeholder Engagement and Communications Plan

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

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
October 8-December 5, 2018	Stakeholder Focus Groups	Focus groups met with during this time <ul style="list-style-type: none"> ● Parents/Guardians ● Students ● Community Partners ● Certified/Non-Certified Staff ● Administrators 	Shared out with the following groups: Denfeld Administrative Team on December 20, 2019 CIT on January 4, 2019 Full Service Community School on January 9, 2019 Denfeld Staff at Staff Meeting on January 15, 2019
October 8, 2019	Summary of Denfeld's SIP Goals	Education Committee	In-person and summary
Bi-weekly	MEIRS data reporting of connection between data, policy, and implementation	Continuous Improvement Team	In-person and summary
February 4, 2019	CNA/SIP Share out for District Administration on progress to date	Superintendent, Assistant Superintendent, RCE Coaches, Principal	In-person at meeting and summary
February 12, 2019	The components of our SIP which were derived from our CNA were shared, including the goals, strategies and action steps. Staff were invited to ask clarifying questions and provide feedback before	Denfeld Staff including teachers and program staff.	Two page summary of SIP was shared with staff

	finalizing the SIP.		
March 6, 2019	Share finalized SIP.	Full Service Community School Committee (parents, community partners, staff)	Share SIP document.
March 10, 2019	Share finalized SIP	Denfeld Parents and Guardians	All Call Messenger email to parents
April 16, 2019	Share finalized SIP	District SSIP Team	SSIP Monthly meeting. Review written SIP plan

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.

GOAL: Increase the three year average percentage of graduating students as measured by the Minnesota North Star Accountability System FROM:

- **46% Special Education in 2017 to 85% in 2020,**
- **64% Free and Reduced Lunch in 2017 to 85% in 2020,**
- **75.9% Overall Student Population in 2017 to 90% in 2020.**

Strategy #1	<p>Click here x if the strategy is an Evidence-Based Practice (EBP)</p> <p>Strategy 1 will address all of the 4 identified Core Components of Building Assets Reducing Risks. A School Reform Additional research citations available at Minnesota Department of Education - Evidence Based Practices, Programs and Policies</p>
The Strategy we are going to implement is...	BARR is an early warning system designed to help schools identify and provide relevant and just-in-time responses to meet individual student needs to stay on track for graduation.

<p>...to address this Root-Cause(s)</p>	<p>Lack of early identification and early intervention for students at risk. (attendance, behavior, course completion, graduation, engagement)</p>
<p>Which will help us meet this student outcome Goal*</p>	<p>GOAL: Increase the three year average percentage of graduating students as measured by the Minnesota North Star Accountability System FROM:</p> <ul style="list-style-type: none"> ● 46% Special Education in 2017 to 85% in 2020, ● 64% Free and Reduced Lunch in 2017 to 85% in 2020, ● 75.9% Overall Student Population in 2017 to 90% in 2020.

Plan for Strategy #1

(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
Implementation Stage				t	e	c	o	v	e	a	e	a	p	a	u	

Select a Coordinator	BARR Coordinator (Jennifer Wellnitz)	Hire	FTE		x													
Establish a Block/Team Structure	BARR Coordinator, BARR team, School Counselors, Administration	Record of team meeting and notes	FTE, planned hour for teachers, coordination of PLC/prep time		x													September 1, 2019
Monitor Student Data	BARR Coordinator and BARR Teams	Block Meeting Form	Sub FTE, Coordination of facilitator, space		x	x	x	x	x	x	x	x	x	x	x			On going
Implement I-Time	BARR Coordinator and BARR team members	Record and notes from meeting, schedule, attendance log	Schedule, communication and meeting log, coordination, curriculum			x												start by December 2019
Conduct Classroom Visits	BARR Coordinator and BARR team members	Student Questionnaire , Support Group Survey	Visit log, coordinator/ teacher meeting log			x	x	x	x	x	x	x	x	x				On going
Meet with Students Individually	BARR Coordinator and BARR team members	Student Questionnaire	FTE, BARR Coordinator time			x	x	x	x	x	x	x	x	x				On going
Facilitate Weekly Risk Review Meetings	BARR Coordinator, School Social Workers, School Counselors,	Risk Review Meeting and Tracking Log	FTE, Coordination of time, time allocated for		x	x	x	x	x	x	x	x	x	x				ongoing

	Administration, Support Staff, Teachers, School Psychologist		support staff to attend																
Conduct Student Support Groups	Teachers, Support Staff, Community Partners, Qualified Staff	Group calendar, Student Questionnaire	Student focus groups, facilitator FTE, space						X										
Hold Separate Meetings with High-Need Students	Teachers, Support Staff, Community Partners, Qualified Staff	Meeting calendar, Student Questionnaire	FTE, calendar, data, staff		x	x	x	x	x	x	x	x	x	x	x				On going
Hold Monthly Staff Meetings	Teachers, Support Staff, Community Partners, Qualified Staff	Calendar and meeting minutes				x	x	x	x	x	x	x	x	x	x				
Establish a Parent/Guardian Advisory Council	BARR Coordinator, BARR Team, CIT Team	Stakeholder feedback form, process identified	Stakeholder engagement plan, FTE to coordinate, postage for mail, resources for meetings such as day care, food, beverage etc.						x										

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 re-submitted 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 or tap 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.

Strategy #2	<p>Click here x if the strategy is an Evidence-Based Practice (EBP)</p> <p>Strategy 2 will address all identified Core Components of the <i>Minnesota Positive Behavioral Interventions and Support Abstract</i> with an intentional focus on increasing capacity with the following components: classroom behavior management, PBIS implementation fidelity, PBIS team development and sustainability. Additional research citations are available at Minnesota Department of Education - Evidence Based Practices, Programs and Policies</p>
The Strategy we are going to implement is	PBIS is an implementation framework for maximizing the selection and use of evidence-based prevention and intervention practices along a multi-tiered continuum that supports the academic, social, emotional, and behavioral competence of all students.
to address the Root Cause	Ineffective classroom strategies for engaging students and establishing, fostering and maintaining positive relationships.
Which will help us meet this student outcome Goal*	<p>GOAL: Increase the three year average percentage of graduating students as measured by the Minnesota North Star Accountability System FROM:</p> <ul style="list-style-type: none"> ● 46% Special Education in 2017 to 85% in 2020, ● 64% Free and Reduced Lunch in 2017 to 85% in 2020, ● 75.9% Overall Student Population in 2017 to 90% in 2020.

Plan for Strategy #2`

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	c	e	a	e	a	a	a	u	u	
				g	p	t	v	e	n	b	r	p	y	n	l	
				u	t	o	e	e	u	r	c	r		e	y	
				s	e	b	r	m	a	u	h	i				
				t	m		b	b		a						

			3) Data systems for classroom interventions and supports															
Gathering Community Feedback and Input on SIP	CIT Team	Gather verbal feedback from parent groups like BARR PAC (Parent Advisory Council)			x													

*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 re-submitted 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?
- How has student achievement been impacted? What is the evidence?
- How will implementation be adjusted and/or supported moving into the next year?

	Coordinator, Check & Connect Coordinator	Monitoring Form																
Share specific communications with families regarding students' progress in learning and engagement.	Mentors, Full Service Community Coordinator, Check & Connect Coordinator	Check and Connect High School Monitoring Form	District/ Site/ MDE Support		X	X	X	X	X	X	X	X	X					
Provide parents information to support their children's learning.	Mentors, Full Service Community Coordinator, Check & Connect Coordinator	Check and Connect High School Monitoring Form	District/ Site/ MDE Support		X	X	X	X	X	X	X	X	X					
Provide mentors with staff development specific to establishing and maintaining trusting relationships.	Mentors, Full Service Community School Coordinator, Check & Connect Coordinator	Check and Connect High School Monitoring Form	District/ Site/ MDE Support															May, 2019 and ongoing during 2019-20

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 re-submitted 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?
- How has student achievement been impacted? What is the evidence?
- How will implementation be adjusted and/or supported moving into the next year?