



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.

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
Roseville Area Schools/District 623	Supt/Director Phone: 651-635-1600
Superintendent/Director Dr. Aldo Sicoli	Supt/Director Email: aldo.sicoli@isd623.org
District Address: 1251 County Rd B2, Roseville, MN 55113	District/Charter Fax: 651-635-1648

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

Name of Main Contact: Jacob Von De Linde	Role in District/Charter: Director of Teaching and Learning
Phone Number: 651-604-3743	E-mail Address: Jacob.vondelinde@isd623.org

School Information	School Phone, Fax, Email
Central Park Elementary - SI # 722- Pre K-6	Phone: 651-481-9951
School Address: 535 W. County Rd B2; Roseville, MN 55117	Fax: 651-481-7128
Principal: Becky Berkas	Email: rebecca.berkas@isd623.org

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

Name of Main Contact: Becky Berkas	Role in School: Principal
Phone Number: 651-481-9951	E-mail Address: Rebecca.berkas@isd623.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.

When will the communication take place	What is the message	Who is the audience	How will it be communicated
March 2019	SI plan 2019-2020	District Leadership Team	Weekly leadership team meeting
April 2019	SI plan 2019-2020	Central Park staff	Staff communication
April 2019	SI plan 2019-2020	Families	Link on school website
May 2019	SI plan 2019-2020	Families	Presentation to PTA
September 2019	SI plan 2019-2020	Families and community	Presentation to families and community

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 checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is...	Establishing Math goals to Focus Learning
...to address this Root-Cause(s)	<p>Addressing student achievement in math is a high priority. Each grade level has seen their data and has explored strategies to make an impact. This was incorporated into the current SI plan. Low growth has been examined using the Five Whys analysis with the building leadership team. It remains a challenge for our team to do the root cause analysis and to recognize our own impact on student learning. Very often outside factors (language, economics, cultural barriers) become the focus and framework of analysis. Our students at Central Park are predominantly Students of Color (SOC). It should be noted that low growth in math is not only a concern for some student groups, it is pervasively low across all student groups. The exception being results at sixth grade where 31.6% of the students improved (compared to 4.7% at grade 4 and 0% at grade 5). This indicates that low growth is likely also linked to instructional practices. A root cause identified that students entering the next grade level have not mastered the critical standards from the previous grade so review and reteaching can be intense.</p> <p>Developing a systematic approach to intervention and progress monitoring with common formative assessments in math shows promise as individualized and targeted intervention is the strongest difference between instruction at these grade levels. Intensifying the PLC focus on math standards and getting all students to mastery of critical/essential skills at each grade level will yield stronger growth for all students. Increasing and personalizing professional development with National Urban Alliance mentors will help address the issues of implicit bias and student growth.</p>
Which will help us meet this student outcome Goal*	The percentage of students enrolled for at least half a school year who demonstrate high growth on the MCA and MTAS math assessments will increase from 19.2% in 2018 to 23% in 2019.

#2	Click here <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
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The Strategy we are going to implement is	Culturally relevant pedagogy with a focus on writing. Teachers will provide opportunities where students can be academically successful while developing a critical consciousness and retaining and building their cultural identity through writing across a variety of genres. Students will receive feedback on their writing and will have opportunities to collaborate with peers on writing assignments. Teachers will have the opportunity for professional development with the framework from National Urban Alliance for continuous development and critical reflection.
to address the Root Cause	Addressing student achievement in reading is a high priority. Each grade level has seen their data and has explored strategies to make an impact. This was incorporated into the current SI plan. Low growth has been examined using the Five Whys analysis with the building leadership team. It remains a challenge for our team to do the root cause analysis. Very often outside factors (language, economics, cultural barriers) become the focus and framework of analysis. This year there has been a significant increase in office referrals for all students, but in particular for our black boys. Teachers indicate that it has been challenging to address the escalating negative physical behaviors between students which are also sometimes directed at staff. This lack of confidence from practitioners with strategies around culturally relevant pedagogy has impacted the time some students are spending in class. Students at Central Park are predominantly SOC. It should also be noted that low growth at reading grade level text, is not only a concern for some student groups, it is pervasively low across all student groups. The exception being results at fifth grade where 35.2% of the students improved (compared to 11.1% at grade 4 and 28.8% at grade 6). This indicates that low growth may also be connected to Tier One Core instruction. Linking reading and writing skills showed promise in our first year of implementation (2017-2018) for the younger (untested) grade levels and can help create a bridge between student's culture and literacy. Grade Five incorporated regular restorative practices in a morning advisory along with using these same technics during instruction in some content areas. This was the biggest difference between instruction at these grades.
Which will help us meet this student outcome Goal*	The percentage of black students enrolled for at least half a school year who demonstrate high growth will increase in reading from 22.0% in 2018 to 28.0% in 2019. The percentage of white students similarly enrolled who demonstrate high growth will increase from 33.3% in 2018 to 36.3% in 2019.

Plan for Strategy #1

Strategy #1: Establish mathematics goals to focus learning

Discuss and refer to the purpose and goal of a lesson during instruction the ensure that students understand how the current work contributes to their learning.	Teachers	Observations by Academic Coach, ATPPS lead, principal	Teacher planning	<input type="checkbox"/>	June 10, 2020												
Use the mathematics goals to guide lesson planning, and reflection and to make in-the-moment decisions during instruction.	Teachers	Observations by Academic Coach, ATPPS lead, principal	Teacher planning and preparation	<input type="checkbox"/>	June 2020												
Use small, flexible groups (based on pre/post tests along with common formative assessments) to provide intervention and enrichment opportunities.	Teachers	Observations by Academic Coach, ATPPS lead, principal	Click or tap here to enter text.	<input type="checkbox"/>	June 2020												
Train teachers in the implementation checklist . Academic coach, ATPPS lead will provide feedback and support throughout the school year.	Academic coach, ATPPS, lead, principal	Observation feedback	Click or tap here to enter text.	<input type="checkbox"/>	June 2020												

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: Culturally relevant pedagogy with a focus on writing. Teachers will provide opportunities where students can be academically successful while developing a critical consciousness and retaining and building their cultural identity through writing across a variety of genres. Students will receive feedback on their writing and will have opportunities to collaborate with peers on writing assignments. Teachers will have the opportunity for professional development with the framework from National Urban Alliance for continuous development and critical reflection.

Root-Cause: Addressing student achievement in reading is a high priority. Each grade level has seen their data and has explored strategies to make an impact. This was incorporated into the current SI plan. Low growth has been examined using the Five Whys analysis with the building leadership team. It remains a challenge for our team to do the root cause analysis. Very often outside factors (language, economics, cultural barriers) become the focus and framework of analysis. This year there has been a significant increase in office referrals for all students, but in particular for our black boys. Teachers indicate that it has been challenging to address the escalating negative physical behaviors between students which are also sometimes directed at staff. This lack of confidence from practitioners with strategies around culturally relevant pedagogy has impacted the time some students are spending in class. Students at Central Park are predominantly SOC. It should also be noted that low growth at reading grade level text, is not only a concern for some student groups, it is pervasively low across all student groups. The exception being results at fifth grade where 35.2% of the students improved (compared to 11.1% at grade 4 and 28.8% at grade 6). This indicates that low growth may also be connected to Tier One Core instruction. Linking reading and writing skills showed promise in our first year of implementation (2017-2018) for the younger (untested) grade levels and can help create a bridge between student's culture and literacy. Grade 5 incorporated regular restorative practices in a morning advisory along with using these same technics during instruction in some content areas. This was the biggest difference between instruction at these grades.

Goal: The percentage of black students enrolled for at least half a school year who demonstrate high growth in MCA and MTAS reading assessments will increase from 22.0% in 2018 to 28.0% in 2019. The percentage of white students similarly enrolled who demonstrate high growth in reading will increase from 33.3% in 2018 to 36.3% in 2019.

(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)

		ATPPS lead, principal	instructional time.														
Teachers identify ways that students' culture can be used to promote learning creating a bridge between students' culture and the content.	Teachers	Teacher artifacts	Student writing and families connections	<input type="checkbox"/>													
Teachers regularly provide opportunities and practice for students to examine and critique cultural norms, institutions and social systems with the context of learning in reading and writing.	Teachers	Teacher artifacts	NUA training; continual questions what is missing? What are the other perspectives?	<input type="checkbox"/>													
Train all teachers in Units of Study - Writing. Using the implementation checklist, the writing specialist will provide feedback and support throughout the school year.	Writing Specialist, ATPPS lead	Training materials; Observations by Academic Coach, ATPPS lead, principal	Writing specialist leadership	<input type="checkbox"/>													

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.