

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: Columbia Heights Ind. School District #13	Supt/Director Phone: 763-528-4500
Superintendent/Director: Superintendent Kathy Kelly	Supt/Director Email: kellyk@colheights.k12.mn.us
District Address: 1440 49th Ave NE, Columbia Heights, MN 55421	District/Charter Fax: 763-571-9202

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

Name of Main Contact: Zena Stenvik	Role in District/Charter: Executive Director of Educational Services
Phone Number: 763-528-4438	E-mail Address: stenvikz@colheights.k12.mn.us

School Information

School Name, Number and Grade Span: Valley View Elementary, #520, K-5	Phone: 763-528-4200
School Address: 800 49th Ave NE, Columbia Heights, MN 55421	Fax: 763-572-8144
Principal: Edward Fellows	Email: fellowse@colheights.k12.mn.us

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

Name of Main Contact: Edward Fellows	Role in School: Principal
Phone Number: 763-528-4505	E-mail Address: fellowse@colheights.k12.mn.us

Stakeholder Engagement and Communications Plan

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

Parents, students, and staff were part of the process for the Comprehensive Needs Assessment and the School Improvement Plan. The data and strategies were presented at World's Best Workforce for ideas, changes, and suggestions.

The Comprehensive Needs Assessment and School Improvement Plan will be presented to families on February 14, 2019 (PTO) and to staff on January 29, 2019.

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
August 21, 2018	Share data and strategies for improvement	Staff, Parents, Students attending meeting	Team will look at current data and go through the CNA process. Then they will discuss possible strategies and goals.
January 15th, 2019	Review CNA strategies and goals	Licensed Staff	Staff Meeting and PLC
By March 30, 2019	Mr. Fellows will present the North Star Accountability Requirements, CNA and School-wide improvement Plan	Staff - Staff Meeting.	Powerpoint presentation from the District Leadership Team. Staff will discuss strategies and goals.
By March 30, 2019	Mr. Fellows will follow-up discussion of the North Star Accountability Requirements, CNA and School-wide Improvement Plan with VV Leadership Team.	Valley View Leadership Team - Grade Level Representatives and admin team.	Discussion with team through guided questions and goal setting. and Social Worker

By March 30, 2019.	Mr. Fellows will present data and North Star Accountability Requirements and School-wide Improvement Plan process.	PTO and VV Administrative Team.	Powerpoint presentation about the process and discussion to allow time for feedback
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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 X if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is...	School-wide use of Costa's Level of Thinking to increase engagement and comprehension of complex texts. (Literacy EBP: Intentional, research-informed instruction using increasingly complex texts and tasks that build comprehension, knowledge, and strategic reading activity; Math EBP: Posing Purposeful Questions)
...to address this Root-Cause(s)	Differentiation, Vertical Alignment, Accountability/Ownership
Which will help us meet this student outcome Goal*	By the end of 2018-2019 school year, 75% or more of students will be able to demonstrate higher order thinking through articulation of level 1, 2, and 3 questions as measured by individual teacher/grade level assessment. By the end of the 2020-2021 school year, 40% or more of grades 3-5 students will be proficient as measured by the Reading MCA III.

#2	Click here X if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	Math PLCS--(EBP #6) = Building Procedural Fluency through Conceptual Understanding.
to address the Root Cause	After analyzing the data, we have determined our students struggle with fluency of procedures and a foundation of conceptual knowledge.
Which will help us meet this student outcome Goal*	By the end of 2019-2020, 80% or more of student will maintain or grow in achievement level on classroom pre to post test.

	By the end of the 2020-2201 school year, 50% or more of grades 3-5 students will be proficient as measured by the Math MCA III.
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#3	Click here X if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	Check and Connect for those students with chronic absenteeism.
to address the Root Cause	Many of our students with chronic unexcused absences can benefit from a caring adult to connect and check-in with on a consistent basis. Students with 10 or more unexcused absences will be assigned a Check and Connect staff member to meet with on a consistent basis.
Which will help us meet this student outcome Goal*	By the end of 2019-2020, 50% of students with 10 or more unexcused absences will reduce their unexcused absences from semester 1 to semester 2. By the end of the 2021 school year, 91% or more of students will be attending school regularly.

*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.

	team	presents to Staff																					Q2
Communication with families about levels of questioning	All teachers	Conference Agendas from all teachers indicating they discussed with all parents.	Handouts, Conference time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	By end of Q2
SWBAT identify and formulate all levels of questions	All teachers, admin	Quarterly class or grade level assessments	PD on Costa's Levels, Time to create assessments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	By end of Q4

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?
 - 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: .Math PLCS--Building Procedural Fluency through Conceptual Understanding. Fluency Evidence Based Practices - #6 - Dr. Coddling? Closing the gap between VV and CA

Root-Cause: After analyzing the data, we have determined our students struggle with fluency of procedures and a foundation of conceptual knowledge.

Goal: 80% of student will maintain or grow in achievement level on pre to post test

(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	Timeline												Due Date		
				A	S	O	N	D	J	F	M	A	M	J	J			
Staff Meeting to discuss PLCs	Admin	Staff Sign-in sheet	-PLC templates -Norms	■														Sept emb er
PLCs	Teachers & Admin	PLC templates by grade level	Template for PLCs	■	■	■	■	■	■	■	■	■	■	■	■	■	■	Weekly September -June
Vertical Discussions	Teachers & Admin	Staff Meeting sign-in to work on academic teams for	Curriculum & Standards	■														August, Decem ber, June

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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?
 - 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 #3: Check and Connect for those students with chronic unexcused absenteeism

Root-Cause: Many of our students with chronic unexcused absences can benefit from a caring adult to connect and check-in with on a consistent basis. Students with 10 or more unexcused absences will be assigned a Check and Connect staff member to meet with on a consistent basis.

Goal: During the 2019-2020 school year, 50% of students with 10 or more unexcused absences will reduce their unexcused absences from semester 1 to semester 2.

(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
				August	September	October	November	December	January	February	March	April	May	June	July	
Admin and Leadership Team discuss and identify students with 10+ absences after first semester	Social Worker and Admin team	Attendance Data	Attendance Data from Synergy	■	■	■	■	■	■	■	■	■	■	■	■	August - January (First Semester)
Students are assigned a Check and Connect Staff Member (2019-2020)	Social Worker, Admin team and Staff	Check and Connect Documents and Records; Documents submitted to Social Worker	Check and Connect Data/Documents, staff, Social Worker, Admin team	■	■	■	■	■	■	■	■	■	■	■	■	Ongoing (after 10+ absences)

Review Check and Connect Data to determine progress toward goal	Social Worker, Admin Team	Check and Connect Data, Attendance Data	Check and Connect Data, Attendance Data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	June 2020
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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.