



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 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 Isle Public Schools	Supt/Director Phone: 320-676-3146
Superintendent/Director Dean Kapsner	Supt/Director Email: dkapsner@isle.k12.mn.us
District Address: 730 5th Ave. South Isle, MN 56342	District/Charter Fax: 320-676-3966

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

Name of Main Contact: Melisa Maxwell	Role in District/Charter: Dean of Students
Phone Number: 320-676-3494	E-mail Address: mmaxwell@isle.k12.mn.us

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Nyquist Elementary Grades Pre-K through 6th	Phone: 320-676-3494
School Address:	Fax: 320-676-8604

730 5th Ave. S. Isle, MN 56342	
Principal: Melisa Maxwell	Email: mmaxwell@isle.k12.mn.us

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

Name of Main Contact: Melisa Maxwell	Role in School: Dean of Students
Phone Number: 320-676-3494	E-mail Address: mmaxwell@isle.k12.mn.us

Stakeholder Engagement and Communications Plan

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

We will communicate with our stakeholders through a variety of methods.

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
Spring Title I Family Fun Night	Provide overview of school improvement through increasing our reading comprehension scores as we work on comprehension strategies.	Parents	Title I parent meeting
School Website	Describes what our school improvement plan is and how we are going to improve reading comprehension K-6.	Parents, community members, business owners.	On school website
School Board Meetings	Updates on the process of creating the plan, the plan and then the evaluation of the plan.	School board, local paper, community members and teachers.	Minutes from the school board meetings that go to the local newspaper and to all staff over Google Docs.
Fall of 2019	Provide a handout to all the families explaining the Ask-Read-Tell comprehension reading strategy (used in our school improvement plan).	Parents/ Guardians	Newsletter

School Improvement Strategy(ies)--Summary

This strategy was implemented during the 2018-19 school year.

We have changed how we teach reading and math to Special Ed Student. All students receive core instruction from the classroom teacher and then receive extra help from the special ed teacher during small group time. We will increase in our Special Ed. threshold score for students this spring.

Strategy #1	Click here ☒ if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is...	Ask-Read-Tell
...to address this Root-Cause(s)	Reading Comprehension
Which will help us meet this student outcome Goal*	By the end of the 2019-20 school year, 80% of our students will increase MCA reading scores, so our school threshold score will be over 47.

#2	Click here ☒ if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	Gradual Release
to address the Root Cause	Poor Reading Comprehension
Which will help us meet this student outcome Goal*	By the end of the 2019-20 school year, all of our teacher will be using the teaching strategy of Gradual Release to increase MCA school threshold Reading scores to over 47 and Math scores to over 50..

#3	Click here ☒ if the strategy is an Evidence-Based Practice (EBP)
----	--

The Strategy we are going to implement is	Promote Mastery of Math Facts Through Incremental Rehearsal
to address the Root Cause	Students did not have the same core lessons and are not learning basic facts to mastery.
Which will help us meet this student outcome Goal*	By the end of the 2020-21 school year, 80% of our students will increase MCA math scores, so our school threshold score will be over 50.

*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: Ask-Read-Tell

Root-Cause: Reading Comprehension

Goal: By the end of the 2019-20 school year, 80% of our students will increase MCA reading scores..

(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/Evidence	Resources Needed	A	S	O	N	D	J	F	M	A	M	J	J	Due Date
Need: Time for researching this strategy. Plan: Set dates for LIT to meet and research	LIT and Admin	Research notes and findings.	Time Internet Books Videos	☐	☐	☐	☐	☐	☐	x	x	x	☐	☐	☐	May 2019
Need: Professional Development time for teacher training. Plan: Training all staff at the end of year (2018-19) to use chosen strategy	LIT and Admin	Professional Development Training Sign In.	Time Slide Show Handouts	x	x	☐	☐	☐	☐	☐	☐	☐	☐	x	☐	June 2019
Need: Teacher Resources-Videos, Anchor Charts, Handouts, iPad Template Plan: Provide teachers with time to create resources needed for grade level	LIT and Admin Teachers	Completed Anchor Charts, Documents etc.	Time Tag Board Markers Laminating Technology	x	☐	☐	☐	☐	☐	☐	☐	☐	☐	x	x	August 2019 On going
Need: Student Resources-Passages, Handouts, Template/Documents	LIT and Admin Teachers	Completed Documents etc.	Time Tag Board Markers	x	☐	☐	☐	☐	☐	☐	☐	☐	☐	x	x	August 2019

Plan: Provide teachers with time to create resources needed for grade level			Laminating Technology														On going
Need: Continuous coaching throughout the school year as well as teacher accountability check points. Plan: Setting up peer coaching schedule and including a check during evaluations by administration.	LIT and Admin	Peer coaching forms that are completed for each session.	Time Peer Coaching Schedule Peer Coaching Form	☐	x	x	x	x	x	x	x	x	x	x	☐	☐	2019-2020 School Year

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: Gradual Release

Root-Cause: Poor Reading Comprehension

Goal: By the end of the 2019-20 school year, all of our teacher will be using the teaching strategy of Gradual Release to increase MCA reading scores.

(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
Need: Time for researching this strategy. Plan: Set dates for LIT to meet and research	LIT and Admin	Research notes and findings.	Time Internet Books Videos	☐	☐	☐	☐	☐	☐	☐	x	x	x	☐	☐	
Need: Professional Development time for teacher training. Plan: Training all staff at the end of year (2018-19) to use Gradual Release Method	LIT and Admin	Professional Development Training Sign In.	Time Slide Show Handouts..	x	☐	☐	☐	☐	☐	☐	☐	☐	☐	x	☐	
Need: Continuous coaching throughout the school year as well as teacher accountability check points. Plan: Setting up peer coaching schedule and including a check during evaluations by administration.	LIT, Admin and Teachers	Peer coaching forms that are completed for each session.	Time Peer Coaching Schedule Peer Coaching Form	☐	x	x	x	x	x	x	x	x	x	☐	☐	

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: Promote Mastery of Math Facts Through Incremental Rehearsal

Root-Cause: Students did not have the same core lessons and are not learning basic facts to mastery

Goal: By the end of the 2020-21 school year, 80% of our students will increase MCA math scores, so our school threshold score will be over 50.

(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
Need: Time for researching this strategy. Plan: Set dates for LIT to meet and research	LIT and Admin	Research notes and findings.	Time Internet Books Videos	☐	☐	☐	☐	☐	☐	x	x	☐	☐	☐	☐	
Need: Professional Development time for teacher and para training. Plan: Training all staff at the end of year (2018-19) to use Incremental Rehearsal	LIT and Admin	Professional Development Training Sign In.	Time Slide Show Handouts..	x	x	☐	☐	☐	☐	☐	☐	☐	☐	x	☐	
Need: Continuous coaching throughout the school year as well as teacher accountability check points. Plan: Setting up peer coaching schedule and including a check during evaluations by administration.	LIT, Admin and Teachers	Peer coaching forms that are completed for each session.	Time Peer Coaching Schedule Peer Coaching Form	☐	x	x	x	x	x	x	x	x	x	☐	☐	

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.