



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 ext 5000
Superintendent/Director Tammy Rackliffe	Supt/Director Email: Tammy.Rackliffe@duluthedison.com
District Address: 3301 Technology Drive	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: Tammy Rackliffe	Role in District/Charter: Head of Schools
Phone Number: 218-728-9556 ext 5000	E-mail Address: tammy.rackliffe@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 - How to update stakeholders about continuing with ESSA for another year?

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

DPSA Board Meeting, PAC Meeting, Annual Report, Parent open house night? How will communicate?

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
Fall 2021?			
Block Party - Sept. 2022			75-80% of families (rough count) attend our school block party which is a welcome back to
October 27, 2022	Parent Engagement Info Session	Any parents	

SLC Conferences			Goal of 95% attendance - ENTER percentage of attendees here Of those who did not attend..... ENTER more info here
PAC Meetings - ILT members present.			ILT Team members share work that is being done related to
Parent Survey- Nov. 22 - Survey on how parents would like to engage with school			

2020-22 (This has been updated to reflect work done in 2020-22) Pandemic 2020-21 No MCAs 2020 and Limited 2021

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...	Small Group Instruction: GELN Document #3 Small Group
...to address this Root-Cause(s)	Gen Ed and Special ed students exposed to the core standards Increase reading outcomes for all students.
Which will help u s meet this student outcome Goal*	Set goal - Raleigh SPED, Raleigh gr. 3-5 - MCA - NEW DATA from school year 21-22 with SPED population as well as new Student Achievement goal for all students Data from https://docs.google.com/spreadsheets/d/1QF3KwUs8ju5cE5Sa4CuErA6mpKnliYAOt4NBORg5R3s/edit#gid=0 - Math = 29 to 40% Reading = 25.86% to 40% Math progress = 0.9 to 1.13 Reading progress = 1.99 to Attendance

(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)

NEEDS to be updated Or you can document in the Record ?

Action Steps	Person(s) Responsible	Measurement	Resources Needed	A	S	O	N	D	J	F	M	A	M	J	J	Due Date
☐ Read and discuss the article, "Guided Reading- the Romance and the Reality" by Irene Fountas and Gay Su Pinnell	Raleigh Instructional Lead Team	ILT meeting notes	Electronic Copy of Article	☐	☐	X				X				X	X	Nov. 30, 2020
☐ Conduct a self assessment survey about Guided Reading from the Practice Profile to determine needs and next steps	Raleigh ILT Leads/House teams	survey results	Time, EBP Strategy List, google survey				X									End of Nov. & Ongoing
☐ Analyze self assessment survey to determine needs/next steps	Raleigh ILT	results	survey responses					X								
☐ Schoolwide training on the what/how of anecdotal note taking during guided reading	Raleigh ILT Literacy Coach	Powerpoint and attached checklists etc.	Time, Anecdotal Resources,						X							By January 11, 2021 at Staff

	Focused house team work on implementing anecdotal note taking strategies from training into guided reading groups	Lead Teachers Raleigh ILT Literacy Coach	of specific tools Lead teacher's meeting notes Raleigh ILT meeting notes Results from Guided Reading self assessment rubric	Powerpoint created Anecdotal Note Taking Plan with focused questions/discussions							X	X	X			Meeting g March-May 21, 2021
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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?
 - The 1st strategy was implemented throughout the pandemic with teachers using a great deal of online learning to make this happen. We collected perception data throughout the course of the past 6 months to determine needs and make adjustments to our work in this area. At one point we discovered that anecdotal notes and using the notes to inform our next steps was a challenge. We focused our efforts through our PLC 's and ILT team. We will continue to strengthen our efforts by focusing on Next Steps in Guided Reading by Jan Richardson during the summer and into the next school year. We will determine the expectations at each grade level once the book has been read by the ILT team.
 - How has student achievement been impacted? What is the evidence? Our local data shows improvement and we will continue to focus on the standards to ensure that MCA data is more positive for all students including our student groups identified by ESSA.
 - Click or tap here to enter text.
- How will implementation be adjusted and/or supported moving into the next year?
 - How will implementation be adjusted and/or supported moving into the next year? We have made the adjustment and will continue to work in this area to provide Best Practices identified in the GELN Evidence Based Practice Documents. What are our next steps after this in place?
 - Click or tap here to enter text.

April 15, 2019

#2	Click here ☐ x if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	Data informed instruction. Restorative Justice? - Monitor and how has it changed behavior, attendance, potentially part of a grant Create a WIN (What I Need Time) time into schoolwide schedule COLLECT adult fidelity data
to address the Root Cause	To continue to build positive relationships with the Raleigh Community for better overall success with our Gen Ed and Special ed students. The positive results will support our students in academic achievement. to provide intervention/enrichment for students in the area of literacy to close achievement gap, reduce COVID learning loss and improve our core instruction
Which will help us meet this student outcome 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.

	Raleigh ILT Classroom Teachers		Coordinated Specialist times														teachers arrive
	Lead Teachers Curriculum Coordinators	Spreadsheet Action/Embedding Plan	Common template,														End of Nov. & Ongoing

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?
 - Creating a time in the schedule for all classroom teachers to implement 40 min of WIN time has been fully implemented. The Raleigh ILT met before school started in the fall to ensure this time was allocated and that all specialists times were included. This time can be evidenced by the schoolwide schedule and the classroom teacher's daily schedules. All teachers used this focused time this year to meet individually and in small groups to provide specific interventions, progress monitor or provide enrichment to support students in the area of literacy and math based on classroom observations, anecdotal notes, Standards-based assessments, Dibels and classroom assessments.
- How has student achievement been impacted? What is the evidence?
 - Initial achievement data looks favorable considering COVID related disruptions. For example, Raleigh Kindergartener's BOY scores on Dibels 8th Edition LNF were 0% at/above benchmark and EOY scores show 71% at/above benchmark. Also, in first grade at the BOY on Dibels 76% were in need of intensive support and at the EOY this number was reduced to 42%. This data is encouraging that the identified WIN time was beneficial for students in supporting them in improving their academic performance.
- How will implementation be adjusted and/or supported moving into the next year?
 - Now that we have secured the time in the schedule, our plan is to prioritize literacy as our WIN focus and to create a more systematic structure to ensure each student becomes a successful reader. We want to leverage this WIN time to build additional literacy instruction/practice into our students' day. Our plan includes a focus on creating WIN teams for each grade level utilizing many

teachers and their teacher strengths, collaborative data analysis, utilizing systematic planning tools, gradual release and using the literacy coach and reading coordinator to provide coaching to staff on using/implementing and progress monitoring researched-based reading interventions.

#3	Click here ☐ x if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	For the 2021-2022 school year, we are planning on building off our previous work in the area of guided reading and elaborating on our current WIN implementation. In an effort to build schoolwide capacity to deliver proficient, differentiated guided reading instruction to all students and accelerate their reading skills, we will be using the book “The Next Step Forward in Guided Reading” by Jan Richardson and utilize her accompanying professional study guide to elevate all our teacher’s guided reading skills through reflection, discussion and practice as a school.
to address the Root Cause	Gen Ed and Special ed students exposed to the core standards
Which will help us meet this student outcome 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.

*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 #3

Strategy #3: Schoolwide PLC “The Next Step Forward in Guided Reading” and create more systematic WIN structure

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
☐ Purchase a copy of the book “The Next Step Forward in Guided Reading” for all members of the Raleigh ILT and classroom teachers	Raleigh Academy Director	Books received	School to purchase	☐	☐	☐	X	X	X	X	X	X	X	X	X	Before school is out in June 2021

☐ Pre-Book Study- staff want to read/discuss the book prior to participating in the formal book study with the professional study guide in the fall.	Lisa Harold/Ann Schuldt	Discussion notes	time, meeting place														June 23-August 2
☐ Schoolwide PLC with the book "The Next Step Forward in Guided Reading"	Raleigh Academy Director, Raleigh ILT, Lead Teachers, Reading Coordinator and Literacy Coach	House team meeting notes Guided Reading Rubric ratings	The Next Step Forward book and copy of professional study guide time Book Study Guide with dates/timelines etc														Ongoing all school year beginning in September 2021
☐ Create a systematic WIN structure that includes: WIN teams for each grade level utilizing variety of staff focus on literacy collaborative data analysis systematic planning tools gradual release	Raleigh Academy Director, Raleigh ILT, Lead teachers, Reading Coordinator and Literacy Coach	WIN schedule and WIN cycle document Common planning documents WIN team notes/discussions/data analysis	WIN schedule/cycle WIN teams time to collaborate Systematic Planning tool Access to If/Then Researched														Beginning of 2021-2022 school year

coaching/training on using/implementing/progress monitoring researched-based reading interventions.	Sped specialists		based intervention list Training on selecting and using interventions Common template,														End of Nov. & Ongoing
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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?
 - Since creating and participating in the PLC is an intended goal for next school year (2021-2022) we started to lay the groundwork for the PLC by placing the book order for the “The Next Step Forward in Guided Reading”, creating a summer book club for general discussion and have located the professional study guide to be used.
- How has student achievement been impacted? What is the evidence?
 - We will use beginning of year running records and compare them to end of the year assessments to assess student progress. We will also use Dibels, MAP, anecdotal records, standard based assessments and other classroom data to evidence student growth.
- How will implementation be adjusted and/or supported moving into the next year?
 - The professional study guide will help us to build our understanding on the assess, decide and guide framework that Jan Richardson’s book is based. However, adjustments to the schedule may need to be made for various reasons and we will continue to rely on current data and staff feedback as to which changes need to be made.

*To add additional action steps, Place cursor to the right of the last row and press **Enter**.*

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2021-2022 - (Copy box on top and add here - write a comment about pandemic and continuing to work on school improvement plan and continue to work on small group instruction in reading and math. The strategies that we will be focusing on in 21-22 will be:
(add here)

Strategies 1-3 are fully implemented and we monitor to ensure they are fully implemented

We have developed a usable data system that ensures our work is aligned with student and adult data.

April 15, 2019