



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 Minnesota Transition Charter Schools 4017 | Supt/Director Phone: 912-722-9013 |
| Superintendent/Director Brian Erlandson | Supt/Director Email: berlandson@emailmtcs.org |
| District Address: 2872 26 Ave. S | District/Charter Fax: 612-722-0013 |

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

| | |
|--------------------------------------|--|
| Name of Main Contact: Tamara Schultz | Role in District/Charter: Director of Curriculum/Title 1 Coordinator |
| Phone Number: 612-235-5926 | E-mail Address: tschultz@emailmtcs.org |

| School Information | School Phone, Fax, Email |
|--|--------------------------------|
| School Name, Number and Grade Span: Banaadir Academy K-6 | Phone: 612-326-7200 |
| School Address: 1130 N 7 th St. | Fax: 612-521-4007 |
| Principal: Joe Hutchins | Email: jhutchins@emailmtcs.org |

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

| | |
|------------------------------------|--|
| Name of Main Contact: Joe Hutchins | Role in School: Director |
| Phone Number: 651-315-4081 | E-mail Address: jhutchins@emailmtcs.org |

Stakeholder Engagement and Communications Plan

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

Banaadir Academy will host a few different family activities. Specifically, the Title 1 team hosts two different Title 1 nights. These nights focus on Reading and Math. Our parent liaison also invites parents for parent education nights. These parent education nights will be the platform in which the next steps for increasing success will take place.

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 |
|---|--|--|---|
| Staff Meeting | The message will entail a discussion of how we've come to the decision of moving forward with RTI/Phonics | The school staff that is not part of our SIT | The SIT team will hold multiple trainings |
| PLC | The PLC meetings will be used to access questions/reflections of the work being pushed forward. | Classroom teachers and support staff | PLC leaders from the SIT team will lead discussion. |
| REMIND | Communication of events and school updates | Families | Text Messages |
| Parent Education Nights | Inform families of topics surrounding the school. Provide a picture of interventions moving forward in the building and the success of them. | Families | Phone calls, face to face discussions |

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 | <p>Click here <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)</p> <p>http://www.evidencebasedteaching.org.au/hatties-2017-updated-list/</p> <p>List of Evidence based practices focused around phonics</p> <p>Activities that build phonological awareness</p> <p>Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and instruction targeted to children's observed and assessed needs in aspects of literacy development</p> |
| The Strategy we are going to implement is... | School Wide Response to Intervention (RTI) with phonics based focus |
| ...to address this Root-Cause(s) | Stagnant reading scores , low phonic skills across grade levels |
| Which will help us meet this student outcome Goal* | The percentage of all students enrolled in grades 3-6 at Banaadir Academy for at least half a school year who are proficient on the Reading tests (MCA and MTAS) will increase from 11.5% in spring 2018 to 15% in spring 2019, to 20% in spring 2020, to 25% in 2021. |

| | |
|--|---|
| #2 | Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP) |
| The Strategy we are going to implement is | Click or tap here to enter text. |

| | |
|---|----------------------------------|
| to address the Root Cause | Click or tap here to enter text. |
| Which will help us meet this student outcome Goal* | Enter a SMART goal. |

| | |
|---|---|
| #3 | Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP) |
| The Strategy we are going to implement is | Click or tap here to enter text. |
| to address the Root Cause | Click or tap here to enter text. |
| Which will help us meet this student outcome Goal* | Enter a SMART goal. |

*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: Banaadir Academy will develop a 30 minute RTI phonics block that spans across grade levels k-6

Root-Cause: The SIT team has expressed concern over stagnant reading scores/growth. The overall percent meets as of 2018 was 14.19%. Following more research, the SIT team decided a large concern over phonics skills at multiple grade levels.

Goal:Goal: The percentage of all students enrolled in grades 3-6 at Banaadir Academy for at least half a school year who are proficient on the Reading tests (MCA and MTAS) will increase from 11.5% in spring 2018 to 15% in spring 2019, to 20% in spring 2020, to 25% in 2021.

(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 |
|---|-----------------------|---------------------------------|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|----------|
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| | | | | s | e | b | m | m | r | h | | | | | | |
| | | | | t | m | | | | | | | | | | | |
| | | | | e | r | | | | | | | | | | | |
| Create Practice Profile/Observation (check-in) Tool | SIT Team | Completion Tool/Monitoring Tool | Rubric/Curriculum/Expectations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Select Resource used across grade levels | Kirsten, Nimo, Josh | Lesson Plan/Assessments | Variety of curriculum | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Trainings for staff | Kate, Soham, Kathleen | Perception Data | PowerPoint, examples, videos | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | X <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |

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|----------------------------|--------------------------|---|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|-------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| Structure of RTI Block | Joe, Britta, Alisha | Execution of plan | Schedules, staff numbers, assessment data, groupings | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> X | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | |
| Observations/Walk Throughs | Joe, Christine, Shawn | Walk through rubric (grounded from the practice profile) | Practice profile, schedule of groups, lesson plans | | | | | | | | x | x | x | | | | |

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?
 - The SIT team has taken steps in having quality discussions about the advancement of this strategy. Discussions first surrounded the need and effectiveness of this strategy. The team moved on to the specifics and set up of implementing this strategy. We have now delegated certain jobs to different team members in order to report back and take steps forward mid February.
- 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: Copy from the summary above

Root-Cause: Copy from the summary above

Goal: Copy from the summary above

(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 u g u s t | S e p t e m b e r | O c t o b e r | N o v e m b e r | D e c e m b e r | J a n u a r y | F e b r u a r y | M a r c h | A p r i l | M a y | J u n e | J u l y | Due Date |
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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: Copy from the summary above

Root-Cause: Copy from the summary above

Goal: Copy from the summary above

(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 u g u s t | S e p t e m b e r | O c t o b e r | N o v e m b e r | D e c e m b e r | J a n u a r y | F e b r u a r y | M a r c h | A p r i l | M a y | J u n e | J u l y | Due Date |
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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.