



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
District/Charter Name and Number Minnesota Transitions Charter School 4017	Supt/Director Phone: 612-722-9013
Superintendent/Director Brian Erlandson	Supt/Director Email: berlandson@emailmcs.org
District Address: 2872 26th Avenue South Minneapolis, MN 55406	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: Kelsey Bennett	Role in District/Charter: Academics & Compliance/Director Banaadir Elementary K-4
Phone Number: 612-770-8744	E-mail Address kbennett@emailmcs.org

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: MTS Elementary 4017 K-6	Phone: 612-729-9140
School Address: 2526 27th Avenue South Minneapolis, MN 55406	Fax: 952-843-9090
Principal: Suzette L. Dornfeld	Email: sdornfeld@emailmtcs.org

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

Name of Main Contact: Suzette L. Dornfeld	Role in School: Principal
Phone Number: 612-729-9140	E-mail Address: sdornfeld@emailmtcs.org

Stakeholder Engagement and Communications Plan

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

When will the communication take place	What is the message	Who is the audience	How will it be communicated
8/2020 district 8/2020 site TBD	Google Forms - Surveys Receiving input from families to help guide decisions that impact school	Parents Guardians Family Members	Created surveys will be sent to families via email and Remind
10/2/20 11/6/20 12/4/20 1/8/21 2/5/ 21 3/5/21 4/2/21 5/7/21 6/4/21	Newsletter A monthly school newsletter will go home to families to keep them informed on school data, assessments, activities, programs, instruction, curriculum, and opportunities Classroom and Resource Teachers will also send monthly newsletters to their students	Students Parents Guardians Family Members	newsletter sent home in backpacks virtually through email and Remind posted to school website posted on bulletin board available in main office available at Student Recognition programs
TBD <i>*events dependent on guidelines and recommendations regarding COVID-19</i>	Title 1/Family Night Events Evenings planned to engage families in activities and to inform about student data, school data, curriculum, status and plans <ul style="list-style-type: none"> ● Open House/Back to School ● Minnesota History Fair ● Science Fair ● Social Studies Fair 	Students Parents Guardians Family Members	flyers sent home in backpacks virtually through email and Remind dates posted on website calendar flyer posted in main hallway phone calls

<p>TBD *events dependent on guidelines and recommendations regarding COVID-19</p>	<p>Dinner with the Principal Lunch with the Principal informal gatherings for parents and family members to talk with the principal about any school related issues, school data, ideas or concerns. Information regarding school data, plans and events will also be available</p>	<p>Parents Guardians Family Members</p>	<p>flyers sent home in backpacks virtually through email and Remind dates posted on website calendar flyer posted in main hallway phone calls</p>
<p>TBD *events dependent on guidelines and recommendations regarding COVID-19</p>	<p>School Community Events/Activities planned events to build community</p> <ul style="list-style-type: none"> ● movie nights ● NAAPID 2/16 ● talent show 4/8 ● Pinata Day 4/18 ● field day 5/20 ● end of year picnic 6/4 ● k & 6th celebrations 6/9 	<p>Students Parents Guardians Family Members</p>	<p>flyers sent home in backpacks virtually through email and Remind dates posted on website calendar flyer posted in main hallway phone calls</p>

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.

<p>Strategy #1</p>	<p>Click here X if the strategy is an Evidence-Based Practice (EBP)</p>
<p>The Strategy we are going to implement is...</p>	<p>Facilitate Meaningful Mathematical Discourse</p>
<p>...to address this Root-Cause(s)</p>	<p>student inability to problem solve and verbalize their thinking lack of number sense foundation</p>

Which will help us meet this student outcome Goal*	The percentage of all students enrolled in grades 3-6 at MTS Elementary for at least half a school year who are proficient on the Math tests (MCA and MTAS) will increase from 15.1% in spring 2019 to 24.1% in spring 2021.

Plan for Strategy #1

Strategy #1: Facilitate Meaningful Mathematical Discourse

Root-Cause:

student inability to problem solve and verbalize their thinking
 lack of number sense foundation

Goal: The percentage of all students enrolled in grades 3-6 at MTS Elementary for at least half a school year who are proficient on the Math tests (MCA and MTAS) will increase from 15.1% in spring 2019 to 24.1% in spring 2020.

(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)

18 - 19 Action Steps	Person(s) Responsible	Measurement	Resources Needed	A	S	O	N	D	J	F	M	A	M	J	J	Due Date
				u	e	c	v	e	a	e	a	p	a	J	J	
				g	p	t	o	e	n	b	r	r	y	u	u	
				u	t	o	e	e	a	r	c	i		n	l	
				s	e	b	m	m	a	h				e	y	
				e	m	e	b	b	r	a						
				r	b	r	e	r	y	r						

<p>Student Sharing: Teachers will engage students in purposeful sharing of mathematical ideas, reasoning, and approaches, using varied representations.</p> <p>Student Approaches: Teachers will select and sequence student approaches and solution strategies for whole-class analysis and discussion.</p> <p>Student Explanations and Justifications: Teachers will facilitate discourse among students by positioning them as authors of ideas, who explain and defend their approaches</p> <p>Explicit Connections to Student Thinking: Teachers will ensure progress toward mathematical goals by making explicit connections to student approaches and reasoning.</p>																	
<p>CGI Professional Development</p>	<p>District Teaching and Learning Team</p> <p>Jim Brickwedde</p>	<p>PD sign-in observation</p> <p>teacher feedback</p>	<p>book:<i>Children's Mathematics Cognitive Guided Instruction</i></p> <p>MDE: Facilitate Meaningful Mathematics Discourse-Implementation Fidelity Checklist</p>	<p>x</p>	<p>x</p>	<p><input type="checkbox"/></p>	<p>x</p>	<p><input type="checkbox"/></p>	<p>x</p>	<p>x</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	
<p>PD-Mathematical Vocabulary</p>	<p>District Teaching and Learning Team</p>	<p>PD sign-in</p>	<p>none</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p>x</p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	<p><input type="checkbox"/></p>	

Daily 3	District Teaching and Learning Team Teachers Principal	PD sign-in observation						X										
Site PLC - Data Dive	PLC Lead	PLC sign-in Lesson Plans	NWEA data	<input type="checkbox"/>	X	X	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Teacher Survey - Levels of classroom discourse - from Hufford-Ackles, Fuson, and Sherin (2014), table 1- <i>Principles to Actions Ensuring Mathematical Success for All</i>	Principal Teacher	survey completion observation	survey								X							
19-20 Action Steps	Person(s) Responsible	Measurement	Resources Needed	A	S	O	N	D	J	F	M	A	M	J	J	Due Date		
				u	e	c	o	e	a	e	a	p	a	J	J			
				g	p	t	v	c	n	b	r	r	h	l	u	u		
				s	t	e	e	e	u	r	c	i			n	n		
				t	m	b	m	b	a	a					e	e		
				e	b	e	b	e	r	r								
				r	e	r	e	r	y	y								
Facilitate a professional development on the introduction of mathematical discourse	LIT	Sign in on staff sign in sheet	Powerpoint, videos, handouts,	X														8/23/19
classroom observations	LIT	mathematical discourse rubric	figure 11 levels of classroom discourse			X							X					

20-21 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
Facilitate on going professional development of mathematical discourse.	PLC Leads	PLC sign-in Lesson Plans				X	X	X	X	X	X	X	X			ongoing
PD-Mathematical Vocabulary	Leadership Team PLC Leads	PD sign-in	essential grade level vocabulary													
classroom observations	Leadership Team	mathematical discourse rubric	figure 11 levels of classroom discourse													
Number Talks	TOSA PLC Leads	Lesson Plans	Grade level number talk activities													

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.