



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: Willmar ISD #347	Supt/Director Phone: Dr. Jeff Holm 320-231-8510
Superintendent/Director: Dr. Jeff Holm 320-231-8510	Supt/Director Email: holmj@willmar.k12.mn.us
District Address: 611 5 th St SW Willmar, MN 56201	District/Charter Fax: 320-231-8504

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

Name of Main Contact: Carrie Thomas	Role in District/Charter: Dir. of Teaching and Learning
Phone Number: 320-231-8477	E-mail Address: thomasc@willmar.k12.mn.us

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: PreK-5	Phone: 320-231-8300
School Address: 1800 19 th Ave SW Willmar, MN 56201	Fax: 320-231-1170

School Information	School Phone, Fax, Email
Principal: Lori Lockhart	Email: lockhartl@willmar.k12.mn.us

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

Name of Main Contact: Lori Lockhart	Role in School: Principal
Phone Number: 320-231-8474	E-mail Address: lockhartl@willmar.k12.mn.us

Stakeholder Engagement and Communications Plan

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

- 1) The parent survey, focused on student management and discipline, in October was not successful as very few attended the event.
- 2) The parent survey in February was successful. <https://docs.google.com/spreadsheets/d/1-K1aNZYf7uM0mZSoWAv96f58rw7hDpJnYX7MhpN1VqQ/edit?usp=sharing>
Takeaway's: 1) The majority responding, 75% of our parents and students are satisfied with Roosevelt as a school (safe, belonging, communication and welcoming), 2) 86% had access to children's books at home, 3) 63% knew how to pick 'just right' books at home.
- 3) Our staff survey's around Literacy was a good measure to drive our needs and wants as they pertain to independent reading.
https://docs.google.com/document/d/1O5v_vACh40XljxZqzxXcq9-j4WDPckcSe3xFM4_hZG8/edit
https://docs.google.com/document/d/1pc5R95K3MYZMCFm7_XLzJNhul1SFE1Bvi6TkB-G3IE/edit
<https://docs.google.com/document/d/1iCjnL3whqxIjITXQm1ObtuYYIG55ZryWMuyjmBclW18/edit>

All surveys have been shared with ILT, staff and the newsletter.

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
October 2018	Survey needs and wants in Literacy: Independent Practice and Classroom Environment	Licensed Teachers	Shared with the ILT Team and all staff
November 2018, December 2018 and February 2019 November 2018	Survey needs and wants in Literacy: Independent Practice and Classroom Environment Needs in Student Engagement, specifically in Math	Licensed Teachers Licensed Teachers	Shared with the ILT and all staff Shared with ILT and all staff (PD offered Feb 6th)
October 2018	Parent Survey to gauge satisfaction in schools response to student management	Parents	Shared with ILT
February 2019	Parent Survey to gauge 1) evidence of literacy at home and 2) satisfaction with school	Parents and Students	Shared with ILT, staff and newsletter)

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 <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is...	<p>Adequate, high-quality instructional resources; classroom libraries, are well maintained and utilized. By providing abundant reading materials and reading opportunities students will build reading fluency and stamina with increasing complex text.</p> <p>https://ccsso.org/sites/default/files/2017-11/InTASC_Model_Core_Teaching_Standards_2011.pdf</p> <p>http://www.scholastic.com/bookfairs/readerleader/schoolwide-102716</p>
...to address this Root-Cause(s)	<p>In October 2017 less than 10% of classroom had classroom libraries of at least 300 books representing a variety in genre, literature and informational text. As of September 2018 all classrooms had a minimum of 300 books.</p> <p>In October 2017 building wide K-5 Independent Reading was not practiced or expected. As of spring 2019 all classrooms, K-5, scheduled, implemented and sustained Independent Reading for more than 30 minutes.</p>
Which will help us meet this student outcome Goal*	Roosevelt School will increase overall proficiency in Grades 3 rd -5 th on the Reading MCA from 51% proficiency in 2018 to 61% proficiency in 2020.

#2	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	Intentionally implement NCTMS's eight research-based Essential Mathematical Teaching Practices that are embedded in Eureka Math. We will especially focus on the lead actors (MP1, MP2, MP7 and MP8).
to address the Root Cause	Mathematics has 'shifted' to a more conceptual model verses the procedural one once taught and believed to be best. As we invest in our students and the skills they will need to compete, succeed and make an impact mathematics will be instrumental to their ability to reason and problem solve. We've note great growth this year and evidence would support our shift in 17-18 to a more conceptual model. Our hope is to sustain our grown and again meet in all student groups as we did on the 2018 Math MCA's. https://www.nctm.org/principlestoactions/
Which will help us meet this student outcome Goal*	Roosevelt School will increase overall proficiency in Grades 3 rd -5 th on the Math MCA from 66% proficiency in 2018 to 76% proficiency in 2020.

*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: Adequate, high-quality instructional resources, classroom libraries, are well maintained and utilized. By providing abundant reading materials and reading opportunities students will build reading fluency and stamina with increasing complex text.

Root-Cause: Data from Literacy Classroom Visit (Oct. 2017), staff survey (Jan.-Feb. 2019) and ongoing Literacy Scores (Targeted status by ESSA 2018-19) below the state average.

Goal: Roosevelt School will increase overall proficiency in Grades 3rd-5th on the Reading MCA from 51% proficiency in 2018 to 61% proficiency in 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)

Action Steps	Person(s) Responsible	Measurement	Resources Needed	August	September	October	November	December	January	February	March	April	May	June	July	Due Date
Ongoing PD with Sandi Novak 2018-2019 school year with a focus on Independent Reading, Classroom Environment and Learning Targets	Lori Lockhart	Staff surveys	2018 Budget	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<p>With an intentional focus on Classroom Environment we need to ensure student engagement and routines, expectations and procedures for student learning are imbedded and sustained. Additional support and or resources needs to be given to teachers so they can ensure and enhance desired classroom behavior.</p> <p>Our Tier II and Tier III (mental health, special ed., trauma and hyper activity) behaviors are challenging and get in the way of teaching and learning.</p>	<p>Administration</p> <p>SST Team Members</p> <p>Coaches</p> <p>Trista Linn</p> <p>Social Workers</p>	<p>Campus and PBIS data</p> <p>Teacher referrals to SST</p> <p>Students qualifying demonstrate obstacles to learning (nature/nurture)</p>	<p>Behavioral Support and coaching</p> <p>Tier II and III options for beh. supports</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
On-going 'chunks or sprinkles' of PD (Independent Reading, Classroom Environment and Learning Targets) on the Literacy Unleashed framework via administration and coaches.	<p>Administration</p> <p>Coaches</p> <p>Lead Teachers</p>	PD Feedback, PLC discussions and common planning time	2018 Budget	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<p>Staff Book Study March 2018-May 2018 on <u>Reading Conferences</u> by Jennifer Serravallo.</p>	<p>Joan Negen</p>	<p>Staff survey</p>	<p>2018 Budget</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>Working with Karen Wendlandt from American Reading Company and Greta Schetnan from Mackin to share needs and discuss prices for classroom libraries. Per teachers there is a need for lower leveled text in most grade levels.</p>	<p>Joan Negen and Lori Lockhart</p>	<p>Phone Call and ZOOM meetings. ILT Feedback and input PO March 2019</p>	<p>2018 Budget</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" 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 #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?
 - Solid implementation (IR and classroom libraries) with evidence cited in the classrooms. Several Literacy Walks provide us with several positive summary statements and at least 1-2 areas to continue to work. We noted a need to 'reset' in February so teams brainstormed the following and with those responses we've noted more accuracy, conferring and engagement.
 1. Book boxes: how accurate are they?
 2. How are teachers managing to confer every day?
 3. Engagement during IR

PD (3-7-19) has been provided to staff on how to enhance student engagement and with those being intentional teachers are checking and prompting to be sure we have 1) eyes, 2) ears and 3) bodies ready for learning and on the teacher.

Trista Linn has been at Roosevelt throughout the 18-19 school year working with several students. She's documented and validated the need for more beh. support in our school(s).

Our referrals to SST are appropriate and those going ahead to a special ed assessment are proving to be good, solid referrals and are qualifying.

Oct. 2018 and Jan. 2019 teachers received PD and information about student trauma and how to respond at the school and in the classroom .

- How has student achievement been impacted? What is the evidence?
 - We've not been able to correlate the components in Independent Reading, Classroom Environment and Learning Targets to have impacted achievement.
 - Teacher have reported in Feb. and March that being more intentional around engagement is allowing them to 'really see' their students and prompt or redirect more often.
- How will implementation be adjusted and/or supported moving into the next year?
 - PD that utilized the Jim Knight coaching model of The Impact Cycle (identify, learn and improve).
 - We've purchased two swivels and we hope teachers will be more open to videoing taping themselves.
 - We will add 60 books to each classroom library via American Reading Company for the 19-20 school year.
 - Continue to utilize SST and Trista Linn to support our beh. needs
 - Continue to coach (admin and coaches) teachers on management procedures and how to react and respond to challenging beh.
 - Continue to gather teachers feedback and 'lay footprints' of clarity, communication, support and reassurance as they continue the journey.

Plan for Strategy #2

Strategy #2: Intentionally implement NCTMS's eight research-based Essential Mathematical Teaching Practices that are embedded in Eureka Math. We will especially focus on the lead actors (MP1, MP2, MP7 and MP8).

Root-Cause:

Mathematics has 'shifted' to a more conceptual model verses the procedural one once taught and believed to be best. As we invest in our students and the skills they will need to compete, succeed and make an impact mathematics will be instrumental to their ability to reason and problem solve. We've note great growth this year and evidence would support our shift in 17-18 to a more conceptual model. Our hope is to sustain our grown and again meet in all student groups as we did on the 2018 Math MCA's.

<https://www.nctm.org/principlestoactions/>

Goal: Roosevelt School will increase overall proficiency in Grades 3rd-5th on the Math MCA from 66% proficiency in 2018 to 76% proficiency in 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)

Action Steps	Person(s) Responsible	Measurement	Resources Needed	August	September	October	November	December	January	February	March	April	May	June	July	Due Date
Summer Eureka Training for Administration and the Math Coach	Admin and coaches	Build capacity	Staff Dev. Budget 2019	<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 checked="" type="checkbox"/>	
Building and District PD (Nov 7 th , Feb, 6 th , May 3 rd). Roosevelt PD on Aug 22., Sept. 17 th and weekly on-going common planning and PLC work	Jeannie Heitzman, Jim Mitteness, Lori Lockhart and Elem. Math Coaches	Build capacity	Late Start, Early out and Sept. PD	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
District Math Curriculum Team meeting regularly to determine priorities and staff needs as it pertains to Eureka.	Carrie Thomas, and Math Committee Reps	Build capacity and meet staff needs.	Dist. Staff Dev. Budget 2018	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
May 3 rd , 2019 Late State	Jeannie Heitzman and Admin.	Plan Math needs for 19-2020	Staff, Coaches and Admin	<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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Summer 2019 Eureka Sustaining Training	Jeannie Heitzman and Admin.	Cont. training	Building Staff Dev. Budget											<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

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?
 - We've responded as coaches and admin. Based upon evidence in the classroom that teams needed a Eureka lesson planning document which we created in Aug. upon returning from New York and Eureka Training. That template has been reworked with more clarity for teams aiding in how they unpack and deliver content.
 - We responded based upon evidence in classroom that student engagement was lacking. PD was provided for staff on how to check in, reset and hold students accountable for their learning and products.
 - We provided PD reminders on concepts (math talk, math moves, TPS, number talks....etc) modeled and taught last year that proved to be successful but have gone by the wayside as we've worked to implement Eureka with fidelity.
- How has student achievement been impacted? What is the evidence?

We've not been able to correlate the components of Eureka to have impacted achievement. In 2018 as we began our focus on conceptual math we did meet in all student groups on our overall 2018 MCA's.
- How will implementation be adjusted and/or supported moving into the next year?
 - Gather teacher feedback, cite evidence in needs in the classroom. Work with admin and coaches to prioritize needs and offer relevant, attainable replicable PD for staff.