



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:

- o 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.
- o 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: Rock Ridge Public Schools 2909	Supt/Director Phone: 218-742-3901
Superintendent/Director: Noel Schmidt	Supt/Director Email: noel.schmidt@rrps.org
District Address: 411 South 5th Avenue, Virginia, MN 55792	District/Charter Fax:

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

Name of Main Contact: Dr. Schmidt	Role in District/Charter: Superintendent
Phone Number: 218-742-3901	E-mail Address: noel.schmidt@rrps.org

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Franklin Elementary, K-4	Phone: 218-744-7710
School Address: 801 Jones Street, Eveleth, MN 55734	Fax:

Principal: Angie Williams	Email: angie.williams@rrps.org
---------------------------	---

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

Name of Main Contact: Angie Williams	Role in School: Principal
Phone Number: 218-744-7710	E-mail Address: angie.williams@rrps.org

Stakeholder Engagement and Communications Plan

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

Click or tap here to enter text.

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 26, 2018	Review of WBWF plan	Staff/parents/community	Phone system / Meeting.
January 2019	The former principal started the plan, but it was not documented.		
February 2019	Review of School Improvement Plan	District superintendent/staff	email/meeting
March 1, 2019	CNA and SIP posted on district website	All stakeholders in the District	Internet
January 21, 2020	WBWF plan public meeting	Staff and community members including parents.	Internet and Swiftreach
March 18, 2020	5-6 Student needs survey	All Students and Families	Internet Survey and Swiftreach
April 30, 2020	5-12 Distance Learning Survey	All Students and Families	Internet Survey and Swiftreach
August 30, 2020	K-12 District Survey	All Students and Families	Internet Survey and Bright Arrow

September 30, 2020	The urgency to improve SpEd best practices at Franklin.	Franklin SpEd teachers and 3rd and 4th Grade Teachers	Emails and Direct delivery of message by Dr. Schmidt
December 16, 2020	Explanation of Consistent Attendance	Franklin Elementary Staff	Staff Meeting
January 18, 2021	Roadmap Professional Development	K-12 Staff	Zoom Professional Development and hardcopy and electronic copy of Roadmap
January 6, 13, 20, 27, 2021	Focus Book Study	K-6 Staff	PLCs via Zooms
January 8, 15, 22, 2021	Planning for attendance messages to go out to all families weekly	Secretaries, Principals, Counselor and Dean	Secretaries will calculate attendance rates for the school and send out every Friday starting 2nd Semester to families via BrightArrow. A message about the importance of attendance will be sent as well. January 29th will be the first one sent.

Synopsis: Effective teaching of mathematics/reading establishes clear goals for the mathematics/reading that students are learning, situates goals within learning progressions, and uses the goals to guide instructional decisions.

Core Components with a brief description of specific adult actions (The teacher will...)

- **Articulate the Mathematics/Reading:** Establish clear goals that articulate the mathematics/reading that students are learning as a result of instruction in a lesson, over a series of lessons, or throughout a unit.
- **Learning Progressions:** Identify how the goals fit within a mathematics/reading learning progression.
- **Connections for Students:** Discuss and refer to the mathematical/reading purpose and goal of a lesson during instruction to ensure that students understand how the current work contributes to their learning.
- **Instructional Decisions:** Use the mathematics/reading goals to guide lesson planning and reflection and to make in-the-moment decisions during instruction.

Rock Ridge Public Schools will focus on implementing research based strategies that create a "Best in the World" learning culture by creating quarterly goals focused on instructional strategies, grouping options, and curriculum alignment.

School Improvement Strategy(ies)--Summary ~ Identify the strategies, practices, or programs the team has selected for implementation. This will be the focus of the school improvement effort and 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 type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is...	<p>Aligning our Curriculum with the Standards:</p> <p><i>Focus Book Study (Improve teacher classroom practices to that of world class standard) (Research based teaching practices) Minimize Pull out Minimize ability grouping</i></p> <p><i>Curriculum Maps</i></p> <p><i>Review Math Curriculum including alignment curriculum with math standards (vertical and horizontal alignment k-12)</i></p> <p>To ensure all students are receiving equitable instruction in core as well as focusing on our special education students and their needs.</p>

<p>...to address this Root-Cause(s)</p>	<p>to address perennial low MCA Math and Reading SpEd scores and to improve our teaching practices in the classroom.</p>
<p>Which will help us meet this student outcome Goal*</p>	<p>The Franklin Elementary will increase their MCA-II Math Achievement scores for Special Education students from 33.02% proficient to 49% proficient by the end of the 2021-2022 school year.</p> <p>The Franklin Elementary will increase their MCA-II Reading Achievement scores for Special Education students from 28.92% proficient to 46% proficient by the end of the 2021-2022 school year.</p> <p>*3 year average (2016, 2017, 2018)</p>

<p>#2</p>	<p>Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)</p>
<p>The Strategy we are going to implement is</p>	<p>Address and improve the culture around attendance</p> <ul style="list-style-type: none"> ● Attendance incentive. ● Use the Search Institute for data and research. <p>Stakeholder involvement with various groups:</p> <ul style="list-style-type: none"> ● Increase volume and quality of attendance messages going home. Send out notices of the attendance in the building. “Fantastic we had 90% attendance here! That is great” (Dean of Students/Building Secretaries/Administration/Counselors) ● Child study team will work to improve student attendance on individuals (send letters via Child Study) ● Family Communication on the importance of attendance: Friendly reminder. Bobby has been to school compared to our average daily rate. (Dean of Students/Building Secretaries/Administration/Counselors) ● Nurse will assist with communications. ● Have students track attendance

to address the Root Cause	overall culture around attendance
Which will help us meet this student outcome Goal*	The Franklin Elementary will improve their consistent attendance for Special Education students from 78% to 90% by the end of the 2021-2022 school year. *3 year average attendance for 2016, 2017, 2018 = 78.28% and in 2019 86.48%

#3	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	<i>AVID Training (Advancement Via Individual Determination)</i> <ul style="list-style-type: none"> ● Improve teacher classroom practices to that of world class standard ● Research based teaching practices
to address the Root Cause	students are not engaging in our instruction, especially our special education students.
Which will help us meet this student outcome Goal*	The Franklin Elementary will increase their MCA-II Math Achievement scores for Special Education students from 33.02% proficient to 49% proficient by the end of the 2021-2022 school year. The Franklin Elementary will increase their MCA-II Reading Achievement scores for Special Education students from 28.92% proficient to 46% proficient by the end of the 2021-2022 school year. *3 year average (2016, 2017, 2018)

*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: Aligning our Curriculum with the Standards:

*Focus Book Study (Improve teacher classroom practices to that of world class standard) (Research based teaching practices) Minimize Pull out
Minimize ability grouping*

Curriculum Maps

Review Math Curriculum including alignment curriculum with math standards (vertical and horizontal alignment k-12)

Root-Cause: to address perennial low MCA Math and Reading SpEd scores and to improve our teaching practices in the classroom.

Goal: The Franklin Elementary will increase their MCA-II Math Achievement scores for Special Education students from 33.02% proficient to 49% proficient by the end of the 2021-2022 school year.

The Franklin Elementary will increase their MCA-II Reading Achievement scores for Special Education students from 28.92% proficient to 46% proficient by the end of the 2021-2022 school year.

*3 year average (2016, 2017, 2018)

(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
				u	e	c	o	e	a	e	a	p	a	u	u	
				g	p	t	v	c	n	b	r	r	y	n	n	
				s	t	e	e	e	a	r	h	i		e	e	
				t	e	n	n	n	r	a						
					b	b	b	b	y	a						
					e	e	e	e		r						
					r	r	r	r								
Focus Book Study (Mike Schmoker)	All staff	Completion of study guide with in Grade level teams	Book Time Study Guides	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	January 18, 2020

Begin Standards Audit (RCE)	Site Team	Site Team Agenda and Audit Notes	Audit Time	<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 type="checkbox"/>	<input type="checkbox"/>	June of 2021
Review Math Curriculum and begin looking at alignment both Vertically and Horizontally, concurrently	Troy Caddy, Site team with Math teachers and administration	Template for documentation of work	Curriculum leadership Site team input Time for collaboration	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	January 2022
Reviewing core instructional practices at tier 1, evaluating or analyzing special education and title one service delivery.	Special Education teachers and coordinator	Due process forms and calendar	Time to meet (2x month)	<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"/>	June 2021
Train teachers on best practices for SPED and Title Students in the mainstream using modifications, accommodations, and support.	All Staff with SPED and SPED Coop	Lesson Plans	Resources and time													Sept. 2021

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

Progress Toward Goal #1: *(To be completed at end of year, and the 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.

will be able to articulate consistent attendance Common Definition and Expectations	Administratio n and Site team, Dean, Nurse, Counselor	Meeting Agenda and notes	Time	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Dec 1 2020
Family Communication of attendance expectations through Bright Arrow and Social Media blasts	Administratio n and Site team, Dean, Nurse, Counselor	Record of completion	Common message Time	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	April 2020
Data collection of classroom attendance (Student Driven)	Administratio n and Site team, teachers	Student Tracking System/Charts	Time System	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	May 2020
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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

Progress Toward Goal #2: *(To be completed at end of year, and the 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 #1: AVID Training (Advancement Via Individual Determination)

- Improve teacher classroom practices to that of world class standard
- Research based teaching practices

Root-Cause: students are not engaging in our instruction, especially our special education students.

Goal: The Franklin Elementary will increase their MCA-II Math Achievement scores for Special Education students from 33.02% proficient to 49% proficient by the end of the 2021-2022 school year.

The Franklin Elementary will increase their MCA-II Reading Achievement scores for Special Education students from 28.92% proficient to 46% proficient by the end of the 2021-2022 school year.

*3 year average (2016, 2017, 2018)

(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	C	N	D	J	F	M	A	M	J	J	Due Date
				u	e	t	o	e	a	e	a	p	a	u	u	
				g	p	o	v	c	n	b	r	r	r	n	n	
				s	t	b	e	n	b	a	c	i	y	e	e	
				t	e	e	r	r	r	r	h	l				
Introduction to AVID to all K-6 teachers	Alicia Schroeder			<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	X	<input type="checkbox"/>	<input type="checkbox"/>	
Training for all staff on AVID in PLC time. WICOR Strategies Organizational Binders	Alicia Schroeder			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X	X	X	<input type="checkbox"/>	<input type="checkbox"/>	

Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Progress Toward Goal #3: *(To be completed at end of year, and the 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.