



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.

- o 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: Community of Peace Academy	Supt/Director Phone: 651-280-4588
Superintendent/Director: Cara Quinn	Supt/Director Email: caraq@cpapk12.org
District Address: 471 Magnolia Ave East, St. Paul, MN 55130	District/Charter Fax: 651-771-4841

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

Name of Main Contact: Cara Quinn	Role in District/Charter: Executive Director
Phone Number: 651-280-4588	E-mail Address: caraq@cpapk12.org

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Community of Peace Elementary, 4015-10, PreK-6	Phone: 651-776-5151, 651-771-4841
School Address: 471 Magnolia Ave E, St. Paul, MN 55130	Fax: 651-771-4841
Principal: Bao Vang	Email: baov@cpapk12.org

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

Name of Main Contact: Bao Vang	Role in School: Elementary Principal
Phone Number: 651-280-4504	E-mail Address: baov@cpapk12.org

Stakeholder Engagement and Communications Plan

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

CPA updates our Authorizer, the University of St. Thomas, on all aspects of our school program including accountability results and our school improvement plan, through quarterly written reports (one of which also serves as CPA's Annual Report and World's Best Workforce Report).

CPA's performance on the North Star system was included in the Annual Report/World's Best Workforce Report, which was uploaded to the CPA website on September 28, 2018. A link to that report was emailed to our Authorizer liaison on September 28, 2018, and to CPA Staff, CPA Students and CPA Parents on September 30, 2018.

CPA's Board of Directors is comprised as follows: three teacher members, three parents of enrolled students, and three community members. This representative stakeholder group is briefed on the school's achievement data and accountability results, and reviews and provides feedback on the school improvement plan.

The School Improvement Team (SIT) consists of one member from each grade-level (PreK-6), an ELD representative, a Special Education representative and the elementary leadership team, which includes our Principal, Math Coach, Literacy Coach, and ELD Coordinator. The team meets regularly and communicates back to the staff about progress of the school improvement plan.

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
9/12/18	<p>CPA Elementary was identified for targeted support due to sub-group Special Education not meeting the threshold in Stages 1-3 on the North Star Report.</p> <p>CPA Elementary was identified for support due to not meeting the proficiency threshold in Stage 1.</p> <p>The SIT completed CNA – Comprehensive Needs Assessment data review and will conduct a root cause analysis.</p>	School Improvement Team (SIT)	The team met to learn more about the North Star Report and completed a Comprehensive Needs Assessment data review.
9/28/18	CPA Elementary was identified for targeted support due to sub-group Special Education not meeting	School Authorizer – University of Saint Thomas	The authorizer was updated through the quarterly report.

	<p>the threshold in Stages 1-3 on the North Star Report.</p> <p>CPA Elementary was identified for support due to not meeting the proficiency threshold in Stage 1.</p>		
10/8/18	<p>CPA Elementary was identified for targeted support due to sub-group Special Education not meeting the threshold in Stages 1-3 on the North Star Report.</p> <p>CPA Elementary was identified for support due to not meeting the proficiency threshold in Stage 1.</p> <p>The school improvement team has and will continue to meet regularly to create the school improvement plan.</p>	Board of Directors	The elementary principal's report was shared at the board meeting, which included the progress of the school improvement plan.
1/16/19	<p>CPA Elementary was identified for targeted support due to sub-group Special Education not meeting the threshold in Stages 1-3 on the North Star Report.</p> <p>CPA Elementary was identified for support due to not meeting the proficiency threshold in Stage 1.</p> <p>Share General Ed/Special Ed Collaboration practice profile.</p>	Elementary Teachers	The information was shared by SIT members at a PLC – Professional Learning Community.
3/1/19	<p>CPA Elementary was identified for targeted support due to sub-group Special Education not meeting the threshold in Stages 1-3 on the North Star Report.</p> <p>CPA Elementary was identified for support due to not meeting the proficiency threshold in Stage 1.</p> <p>The School Improvement Plan will be shared.</p>	Parents	The School Improvement Plan will be made public on the school's website.

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 type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is...	We are clarifying the expectation that General Education teachers and Special Education teachers working with shared students within a given grade-level will meet regularly and will use a meeting template to support efficiency and effectiveness when meeting. The purpose of these meetings is to resolve barriers to learning success for students receiving Special Education services across instructional settings and to improve the professional collaboration amongst General Education and Special Education teachers.
...to address this Root-Cause(s)	In conducting a root-cause analysis, our SIT determined that General Education and Special Education teachers needed to improve collaboration in order to build connections across settings for students receiving Special Education services. We posit this will allow us to connect IEP goals to grade-level standards and to plan and implement more effective accommodations and modifications for students.
...which will help us meet this student outcome Goal*	The three-year average for Special Education students in Community of Peace Elementary will increase from 22.2% proficient to 27.2% proficient on the MCA and MTAS assessments within the 2018-2021 school years.

*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: General Education and Special Education teachers will collaborate intentionally and routinely to identify and resolve barriers for students across instructional settings.

Root-Cause: General Education and Special Education teachers need more collaboration in order to connect classroom and special education instruction, connect IEP goals to grade level standards and provide accommodations and modifications for students.

Goal: The three-year average for Special Education students in Community of Peace Elementary will increase from 22.2% proficient to 27.2% proficient on the MCA and MTAS assessments within the 2018-2021 school years.

(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
<p>Need: Routine meeting times and structured collaborative conversations between grade-level General Education teaching teams and Special Education colleagues who share instructional responsibilities for students</p> <p>Plan: Each team will schedule regular meetings (at least twice each month) and will use a meeting template to help guide topics discussed and maintain records of meeting notes (including timelines, action items, and parties responsible)</p>	Leadership Team Teachers	Practice Profile Rubric	None	<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"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2/28/19
<p>Need: Introduce the practice profile and collaboration agenda template with all teaching staff.</p> <p>Plan: Introduce the practice profile and collaboration agenda template with all teaching</p>	Leadership Team	Practice Profile Rubric	None	<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"/>	<input type="checkbox"/>	1/16/19

staff. This information will be presented by SIT members to all staff at a PLC.																	
<p>Need: Create a process by which we can reflect on the effects of the gen ed/sped collaboration meetings.</p> <p>Plan: Create a survey to collect evidence and feedback. Determine date.</p>	Principal Literacy Coach	Survey	None	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		3/20/19						
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"/>									

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?
 - Click or tap 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.