 

# 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:

1. Improve student outcomes.
2. Be informed by all indicators in the accountability system, including student performance in Minnesota’s long-term goals.
3. Based on a school level comprehensive needs assessment.
4. 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
1. Include strategies to increase access to experienced, qualified and effective teachers for underserved students at the school and classroom levels.
2. Identifies resource inequities, which may include a review of district and school level budgeting, to be addressed through implementation of this plan.
3. Be resourced appropriately.
4. Describe how early stakeholder input was solicited and used plan development, and how stakeholders will participate in plan implementation.
5. Be approved by the school, the district or charter, and the state (comprehensive support and improvement schools only).
6. Are made publicly available, such as on a school or district website, with required materials under World’s Best Workforce.
7. 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 oversite 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 curser 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](http://nirn.fpg.unc.edu/learn-implementation/implementation-stages/installation) stage. Using what is learned through the [EXPLORATION](http://nirn.fpg.unc.edu/learn-implementation/implementation-stages/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: **Tesfa International School #4239-07**  | Supt/Director Phone: **651-717-4844** |
| Superintendent/Director: **Jonas Beugen**  | Supt/Director Email: jonas.beugen@tesfainternationalschool.org |
| District Address: **1555 40th Ave NE, Columbia Heights, MN 55421** | District/Charter Fax: **651-641-4052** |

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

| Name of Main Contact: **Jonas Beugen** | Role in District/Charter: **Executive Director** |
| --- | --- |
| Phone Number: **651-717-4844** | E-mail Address: **jonas.beugen@tesfainternationalschool.org** |

| **School Information** | **School Phone, Fax, Email** |
| --- | --- |
| School Name, Number and Grade Span: **Tesfa International School #4239-07, Grades K-6** | Phone: **651-717-4844** |
| School Address: **1555 40th Ave NE, Columbia Heights, MN 55421** | Fax: **651-641-4052** |
| Principal: **Jonas Beugen, Executive Director** | Email: **jonas.beugen@tesfainternationalschool.org** |

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

| Name of Main Contact: **Jonas Beugen** | Role in School: **Executive Director** |
| --- | --- |
| Phone Number: **651-717-4844** | E-mail Address: **jonas.beugen@tesfainternationalschool.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 |
| --- | --- | --- | --- |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Website |
| Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. | Letter, family nights/ conferences, survey,  |
| 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. |
| 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. |

### 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 [ ]  if the strategy is an Evidence-Based Practice (EBP) **X** |
| --- | --- |
| The **Strategy** we are going to implement is… | Math Progress: Productive Struggle in the Teaching of Mathematics |
|  …to address this **Root-Cause(s)** | Math Progress and Achievement Level for Tesfa students is well below state average due to teacher needs for instructional strategies that teach persistence in performing difficult math tasks. |
| Which will help us meet this student outcome **Goal\*** | The average for Math Progress at Tesfa International School will increase from .61 in 2016-2018 to 1.06 based on the Spring 2020 MCA.  |

| **#2** | Click here [ ]  if the strategy is an Evidence-Based Practice (EBP) **X** |
| --- | --- |
| The **Strategy** we are going to implement is | English Language Progress: Explicit Teaching of Academic Vocabulary |
| to address the **Root Cause** | EL students have performed below state average in language targets partially due to a need for more development for teachers and staff in supporting EL students in the classroom. |
| Which will help us meet this student outcome **Goal\*** | The average for Progress Toward English Language Proficiency (ELP) at Tesfa International School will increase from 61.49% in 2016-2018 to 70.74% based on the Spring 2020 MCA. |

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

\*SMART (strategic, measurable, ambitious, rigorous and time-sensitive) goal template example: The three year average for ACCOUNTABILITY INDICATOR at SCHOOL NAME will increase from BASELINE DATA to TARGET DATA within THIS TIME PERIOD.

### Plan for Strategy #1

**Strategy #1:** Math Progress: Productive Struggle in the Teaching of Mathematics

**Root-Cause:** Math Progress and Achievement Level for Tesfa students is well below state average due to teacher needs for instructional strategies that teach persistence in performing difficult math tasks.

**Goal:** The average for Math Progress at Tesfa International School will increase from .61 in 2016-2018 to 1.06 based on the Spring 2020 MCA.

*(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** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Anticipate Approaches* Look at each strand per grade level and identify 3-5 misconceptions and areas of difficulty for students.
* Staff are expected to preview appropriate grade level standards, the corresponding SciMath Frameworks, and the assigned reading Principles to Actions: Ensuring Mathematical Success for All. (Pages 59-68)
* Investigations/state standard alignment to ensure vertical alignment K-6
 | Facilitation:Megan, Maren, Natalie, Jenny, AbbyImplementation: All teachers and staff | Fidelity ChecklistMatrix that outline strand, grade level, and struggle | Grade Level Standards, SciMath FrameworksInvestigations and Other Curriculum:Principles to Actions: Ensuring Mathematical Success for All  |[ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]  April 18, 2019 |
| Processing Time with Scaffolding* Create universal dialogue prompts, question starters, visuals, and hands on resources to facilitate problem solving
 | Facilitation:Megan, Maren, Natalie, Jenny, AbbyImplementation: All teachers and staff | Classroom Display of created prompts appropriate for grade level (posters, anchor charts, etc.)Fidelity Checklist | Professional Development in Scaffolding Math Instruction:edweek.org “Language of Math: The Common Core and English Learners”Investigations and Other Curriculum Principles to Actions: Ensuring Mathematical Success for All |[ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]  Summer 2019 PD/ongoing |
| Persistence/ Struggles are a part of learning* Create universal language focused on growth mindset.
* Grade level pre- and post-tests to focus on goal setting/conferencing.
* Creating visuals regarding problem solving

  | Facilitation:Megan, Maren, Natalie, Jenny, AbbyImplementation: All teachers and staff | Student WorkWalk-Through observations (peer-to-peer/admin to staff)Fidelity Checklist | PD related to growth mindsetPD for intrinsic motivationPrinciples to Actions: Ensuring Mathematical Success for All PD: edweek.org “Teaching and Measuring the Common Core’s Mathematical Practices” |[ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ] [ ]  Summer 2019 PD/ongoing |

*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 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 #2

**Strategy #2:** English Language Progress: Explicit Academic Vocabulary Instruction

**Root-Cause:** EL students have performed below state average in language targets partially due to a need for more development for teachers and staff in supporting EL students in the classroom.

**Goal:** The average for Progress Toward English Language Proficiency (ELP) at Tesfa International School will increase from 61.49% in 2016-2018 to 70.74% on the Spring 2020 MCA.

*(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** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Explicit Teaching of Academic Vocabulary in research and practice- Teachers will be introduced to the steps in Explicit Teaching of Vocabulary by examining prior research, rationale, and suggested best practices.* What does effective explicit teaching of academic vocabulary look like in the classroom?
* What does current research say about the impact on students? Why is it effective? What are some reasons that it is a great fit for our students, in addition to the teachers?
* What are some of the critical attributes of each step in the process?
 | Facilitation: Lizzie, Malaney, Andy, Jennifer, Michelle, JasonImplementation: All teachers and staff | 85% of teachers indicate they feel comfortable with what the strategy is, and what each step in it means. | Marzano’s The Art and Science of Teaching / Six Steps to Better Vocabulary InstructionWebb’s DOK ChartResearch on critical attributes in explicit vocab instructionExample/ Experience of Explicit Teaching of Academic Vocabulary. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | May 2019 |
| Selection of Texts- Teachers will collaborate to examine practices on selecting texts for their classes, and select texts for implementation of the strategy.* What are best practices regarding text selection for classrooms?
* How do teachers analyze a text for the critical vocabulary within it?
* What are some texts out there that may be challenging and engaging for our students?
* What texts will be used in classroom instruction?
 | Facilitation: Lizzie, Malaney, Andy, Jennifer, Michelle, JasonImplementation: All teachers and staff | Teachers identify multiple texts for explicitly teaching academic vocabulary routinely over time. | Resources/ Research on selecting engaging and relevant texts for students.Curriculum/ StandardsClassroom text resourcesCommon Core ELA/ Literacy Text Exemplars | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | September 2019 |
| Selection of Vocabulary- Teachers will examine methods for selecting vocabulary from a text for explicit instruction, and begin to select vocabulary for in-depth instruction.* What are some ways to effectively select critical vocabulary for explicit teaching?
 | Facilitation: Lizzie, Malaney, Andy, Jennifer, Michelle, JasonImplementation: All teachers and staff | Teachers will have developed a routine for identifying 5-8 vocabulary terms for explicit instruction in the classroom with fidelity. | Classroom Text ResourcesCommon Core ELA/ Literacy Text ExemplarsWebb’s DOK | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | October 2019 |
| Teaching Terms Across Modalities- Teachers will collaborate to examine a variety of methods and tools for teaching vocabulary using all 4 modalities, and develop and implement a plan to teach vocabulary using these methods.* What are some effective ways to develop routines for teaching and learning vocabulary using reading, writing, speaking, and listening?
* How can teachers best co-create student friendly definitions?
* What best practices can be used to help students identify examples and non-examples, as well as concrete representations of terms?
 | Facilitation: Lizzie, Malaney, Andy, Jennifer, Michelle, JasonImplementation: All teachers and staff | Teachers will implement plans to explicitly teach at least one term from a text, and bring student work/ reflections to SDT for analysis.Student work posted in rooms and on walls. | Vocabulary instruction methodsFrayer Models and other graphic organizers.Strategies or structures to practice using the terms in a variety of ways. | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | November 2019 |
| Teaching Word Learning Strategies- Teachers will identify and share strategies for helping students infer meaning of terms using context, word clues, cognates, and word parts in context.* What are some effective means of teaching new word strategies to our students?
 | Facilitation: Lizzie, Malaney, Andy, Jennifer, Michelle, JasonImplementation: All teachers and staff | Teachers will bring back observations and/ or student work of implementation of word learning strategies | Student WorkPD on strategies for learning new words in context. |  |  |  |  |  |  |  |  |  |  |  |  | December 2019 |
| Implementation and Study of Explicit Teaching of Academic Vocabulary | Facilitation: Lizzie, Malaney, Andy, Jennifer, Michelle, JasonImplementation: All teachers and staff | Teachers will fully implement all 4 components of Explicit Teaching of Academic Vocabulary with fidelity, and bringing observations, student work, other data, and resources to SDT for analysis, evaluation, and further action. | All resources from above.New resources, as determined by study. |  |  |  |  |  |  |  |  |  |  |  |  | December 2019 |

*To add additional action steps, Place cursor to the right of the last row and click “enter.”*

**Progress Toward Goal #2:** *(To be completed at end of year, and document resubmitted to the Regional Center of Excellence Director and MDE.)*

* To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
	+ Click here to enter text.
* How has student achievement been impacted? What is the evidence?
	+ Click or tap here to enter text.
* How will implementation be adjusted and/or supported moving into the next year?
	+ Click or tap here to enter text.

## Plan for Strategy #3

**Strategy #3:** Copy from the summary above

**Root-Cause:** Copy from the summary above

**Goal:** Copy from the summary above

*(Use the following table to identify actions that need to take place in order to implement this strategy. The months are intended to display a timeline for when each action step needs to begin and culminate in order to move the work forward. Use as many rows as needed)*

| **Action Steps** | **Person(s) Responsible** | **Measurement** | **Resources Needed** | **August** | **September** | **October** | **November** | **December** | **January** | **February** | **March** | **April** | **May** | **June** | **July** | **Due Date** |
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*To add additional action steps, Place cursor to the right of the last row and click “enter.”*

**Progress Toward Goal #3:** *(To be completed at end of year, and document resubmitted to the Regional Center of Excellence Director and MDE.)*

* To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
	+ Click here to enter text.
* How has student achievement been impacted? What is the evidence?
	+ Click or tap here to enter text.
* How will implementation be adjusted and/or supported moving into the next year?
	+ Click or tap here to enter text.