



School Improvement Plan

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 *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.

Identification

Stevenson Elementary has been identified for Targeted Support by the Minnesota Department of Education. The Improvement Leadership Team has attended technical guidance sessions conducted by the Regional Centers of Excellence while conducting the comprehensive needs assessment and developing the school improvement plan.

Stevenson Elementary was identified for Targeted Support under the North Start Accountability System.

	Stage 1 Indicators			Stage 2 Indicators		Stage 3 Indicator
	Math Rate	Reading Rate	ELL Progress Index	Math Progress	Reading Progress	Consistent Attendance
State	47.54	49.67	66.99	1.98	2.29	82.79
Stevenson	51.74	40.27	79.36	1.65	2.25	87.56
Special Ed	32.91	22.39		1.50	1.60	80.69
<i>Threshold</i>	<i>48.09</i>	<i>46.32</i>	<i>74.05</i>	<i>1.27</i>	<i>2.20</i>	<i>84.85</i>

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.

Contact Information

District or Charter Information	District Phone, Fax, Email
District/Charter Name and Number Fridley Public Schools #14	Supt/Director Phone: 763.502.5001
Superintendent/Director Dr. Kim Hiel	Supt/Director Email: kim.hiel@fridley.k12.mn.us
District Address: 6000 West Moore Lake Drive, Fridley, MN 55432	District/Charter Fax: 763.503.5040

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

Name of Main Contact: Imina Oftedahl	Role in District/Charter: Director of Educational Services
Phone Number: 763.502.5005	E-mail Address: imina.oftedahl@fridley.k12.mn.us

School Information	School Phone, Fax, Email
School Name and Grade Span: RL Stevenson Elementary, Grades K-4	Phone: 763.502.5300
School Address: East River Road, Fridley MN 55432	Fax: 763.502.5301
Principal: Daryl Vossler	Email: daryl.vossler@fridley.k12.mn.us

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

Name of Main Contact: Phil Boyd	Role in School: Instructional Leader
Phone Number: 763.502.5300	E-mail Address: Phillip.boyd@fridley.k12.mn.us

Stakeholder Engagement and Communications Plan

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

When	What is the message	Who is the audience	How will it be communicated
Spring 2019 October 2019 PTO meeting	School identified for targeted support for reading proficiency and the leadership team is developing a plan to improve proficiency. Link to plan is found on school website. Agenda Item for principal describe next steps in school improvement plan for 19-20 school year	Parents	Parent letter/newsletter PTO FLYER as an agenda item/ PTO minutes
Spring 2019 Staff Meeting/ Aug. 2019 BLT meeting Aug. Workshop Week	School identified for not meeting state targets for reading proficiency for all students and students with IEPs. Review Data and ESSA designated status. Discuss action plan. Creating Timeline of Action Plan implementation Discussion of Action Plan Timeline and overview of implementation monitoring cycle for the 2019-2020 school year.	Staff	Spring Staff Meeting 201
February 2019 June 2019	School identified for targeted support for reading proficiency. Support from MDE, and planning process. Improvement plan/strategies. Plan published on district website- March 2019	Community	School Board Meeting Presentation District Parent Advisory Meetings District and School 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 checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is...	Strengthen the implementation of MTSS Tier 1 for core literacy instruction
...to address this Root-Cause(s)	Gaps in literacy skills in ELA content standards
Which will help us meet this student outcome Goal*	The three-year average for the reading proficiency for all students at Stevenson Elementary will increase from 40.27% to 46.4% by 2021.

Plan for Strategy #1

Strategy #1: Strengthen core literacy instruction and content standards alignment

Root-Cause: Gaps in literacy skills in identified content standards

Goal: The three-year average for reading proficiency for all students at Stevenson Elementary will increase from 40.27 % to 46.4% by 2021.

(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	Timeline/Progress	Due Date
Create a scope and sequence for kindergarten phonemic and phonics skills that align with MN state standards.	literacy coach kindergarten team distKirsten Wickman	Document with Kindergarten phonics scope and sequence	Benchmark Literacy Phonics curriculum Summer Writing and Planning time.		June 2019
Professional Development focused on guided reading procedures and practices.	Building Leadership Team Principal literacy coach	Staff development calendar	Jan Richardson Next Steps in Guided Reading		June 2020
Monthly collaborative reading intervention team and special education data review meetings to determine and adjust reading intervention plans	SLD sped team Reading Team	8 sessions throughout the 2019-2020 school year	FAST Data Progress Monitor Data		June 2020

<p>Special education teachers will pilot a grade level push in model for the school year 2019-2020</p>	<p>Special Education Teachers General Education Teachers Principal Building Leadership Team</p>	<p>Pilot program in one grade level in the 2019-2020 school year</p>	<p>Time blocked off for special education teachers on master schedule for push in model into general education classrooms Planning time for special education teachers to collaborate with general education teachers</p>		
<p>Professional development examining and articulating locally determined reading benchmarks as grade levels and as a K-4 special education team</p>	<p>Building Leadership Team</p>				
<p>Classroom observation/evaluation for each classroom teacher will be focused on literacy core instruction. This will include formal and informal walkthroughs.</p>	<p>Principal Instructional Leader</p>	<p>~ 21 core literacy block observations</p>	<p>Core Literacy Block walk-thru checklist</p>		<p>April 2020</p>

<p>Classrooms will implement targeted small group and or classwide interventions based on student achievement data using PRESS and PALS resources.</p>	<p>Literacy Coach Classroom Teachers Reading Intervention Teachers</p>	<p>Observation Fidelity Checklists Class Schedules</p>	<p>PRESS training/materials PALS training/materials Master Schedule</p>		
<p>Training of special education teachers in reading interventions: Level Learning Intervention, Sonday, and Orton Gillingham</p>	<p>Special Education Teachers</p>	<p>Participation in Level Learning Intervention, Sonday, and Orton Gillingham</p>	<p>Professional Development Trainings</p>		

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.