





School Improvement (SI) Plan 2022-2023

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
ISD 709 - Duluth Public Schools	Supt Phone: 218-336-8752
Superintendent John Magas	Supt Email: john.magas@isd709.org
District Address: 215 N. 1st Avenue East Duluth, MN 55802	District Fax: 218-336-8773

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

Name of Main Contact: Anthony Bonds	Role in District: Ass't Superintendent
Phone Number: 218-336-8739	E-mail Address: anthony.bonds@isd709.org

School Information	School Phone, Fax, Email
Myers-Wilkins Elementary School #0470 Serving PreK-5 students	Phone: 218-336-8860
School Address: 1027 N. 8th Avenue East Duluth MN 55805	Fax: 218-336-8864
Principal: Rachel Jackson	Email: rachel.jackson@isd709.org

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

Name of Main Contact: Rachel Jackson	Role in School: Principal
Phone Number: 218-336-8860 Ext 4113	Email: rachel.jackson@isd709.org

Stakeholder Engagement and Communications Plan

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

We host family nights at least every other month at our school to inform and engage parents within our school community. Our parent advisory council meets monthly to discuss current topics and areas of strength and growth to support our diverse student needs.

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
Monthly	Staff and family engagement and feedback needed to improve school learning climate	Families and staff	Weekly updates to Staff via google sheet (running record)
Mar/Apr 2023	Invite parent group to comment on school structures, successes and struggles	Guardian/Parents/Community Members	Review current CIT data around reading/math achievement and engagement (attendance/SEL)
June, 2023	Invite parent group to comment on school structures, successes and struggles	Guardian/Parents/Community Members	Review current CIT data around reading/math achievement and engagement (attendance/SEL)
May 2023	School Improvement Plan	Parents and Community	Website, links from principal messaging
October, 2023	Invite parent group to comment on school structures, successes and struggles	Guardian/Parents/Community Members	Review current CIT data around achievement and attendance
May 2023	Parent Engagement Survey	Parents and Community	Website, links from principal messaging
Ongoing	School Improvement Plan	Parents and Community	Website, links from principal messaging

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, 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)
The Strategy we are going to implement is	Incorporate Essential Practices into Literacy Block focusing on protecting and enhancing core instruction for all students to ensure there is adequate time for small group instruction daily.
to address this	
Root-Cause(s)	Core instruction needs improvement with protected instructional time and evidence-based practices.
Which will help us meet this student outcome Goal*	By Spring of 2023, the reading proficiency for all students will increase from 35.7% to 44.7% as measured by MCA and MTAS (All Accountability Tests). The reading proficiency for students receiving special education services will increase from 31.7% to 40.7% and the number of students receiving free and reduced price meals will increase from 28.2% to 37.2% as measured by MCA and MTAS (All Accountability Tests).
Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions	This strategy incorporates the essential practices of literacy instruction into our core instructional block. It provides guidance to classroom teachers to enhance core instruction to minimize the number of students requiring intervention services. This work will directly impact the outcomes for students as identified by the Minnesota Department of Education in the Northstar Excellence and Equity System.

#2	Click here ✓ if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is Incorporate Essential Practices into the Mathematical Block focusing on protecting and enhancing core instruct students to ensure there is adequate time for small group instruction daily.	
to address the Root Cause	Lack of intentional opportunities for mathematical discourse in the core instructional block.

Which will help us meet this student outcome Goal*	By Spring of 2023, the math proficiency for all students will increase from 18.2% to 30.2% as measured by MCA and MTAS (All Accountability Tests). The math proficiency for students receiving special education services will increase from 17.9% to 30.9% and the number of students receiving free and reduced price meals will increase from 12.9% to 27.9% as measured by MCA and MTAS (All Accountability Tests).
Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions	This strategy incorporates the two of the evidence-based practices of math instruction into our core instructional block. It provides guidance to classroom teachers to enhance core instruction to minimize the number of students requiring intervention services. This work will directly impact the outcomes for students as identified by the Minnesota Department of Education in the Northstar Excellence and Equity System.

#3	Click here ✓ if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	Create a tiered system of schoolwide support to improve attendance by proactively identifying and responding to attendance barriers
to address the Root Cause	Many families do not interact often with school. Efforts to improve attendance have been attached to punitive responses. Students and families require additional support and assistance to prioritize regular school attendance.
Which will help us meet this student outcome Goal*	By Spring of 2023, the percentage of all students meeting the consistent school attendance threshold as defined by the Minnesota Department of Education will increase from 81.06% to 92% as measured by Infinite Campus reporting data. • Consistent attendance was negatively impacted by the pandemic.
Explain how this strategy aligns to the World's Best Workforce Plan, North Star Excellence and Equity System, and/or the MDHR Agreement and Plan to reduce suspensions and expulsions	This strategy incorporates evidence-based practices of student and family engagement into our multi-tiered systems of support. It provides guidance to all school staff to enhance school climate that implement supports and reduce barriers to minimize the number of students who are chronically absent from school. This work will directly impact the outcomes for students as identified by the Minnesota Department of Education in the Northstar Excellence and Equity System.

^{*}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: Incorporate Essential Practices into Literacy Block focusing on protecting and enhancing core instruction for all students to ensure there is adequate time for small group instruction daily.

Root-Cause: Core instruction needs improvement with protected instructional time and evidence-based practices.

Goal: By Spring of 2023, the reading proficiency for all students will increase from 30.8% to 40.8% as measured by MCA and MTAS (All Accountability Tests). The reading proficiency for students receiving special education services will increase from 26.2% to 36.2% and the number of students receiving free and reduced price meals will increase from 25.2% to 35.2% as measured by MCA and MTAS (All Accountability Tests).

Alignment to WBWF, North Star, MDHR: This strategy incorporates the essential practices of literacy instruction into our core instructional block. It provides guidance to classroom teachers to enhance core instruction to minimize the number of students requiring intervention services. This work will directly impact the outcomes for students as identified by the Minnesota Department of Education in the Northstar Excellence and Equity System.

(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	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	F e b r u a r	M a r c h	A p r i l	M a y	J u n e	J u l y	Due Date
Gather evidence using Practice Profile - Whole Group Mini-Lesson	Principal	Google Form noting expected, developmental and needs improvement	Google Form													
Walkthrough Data	Principal	Time Analysis - Small group	Tracking Sheet													
Survey staff - Fidelity checklist to identify what strategies and practices are being implemented and barriers to daily implementation of small group instruction	Principal/ CIT	Collection of Fidelity checklist and open-ended responses from staff	Google document by grade level								2 0 2 3					March 31

Prioritize input - Meet with RCE consultant to explore Evidence Based Practices for K-3, 4-5 and Schoolwide	Principal/ CIT		Literacy EBP Data Review Research	2 0 2 3	Ongoin g											
 What evidence of student learning do we have from our recent assessment? Who requires re-teaching? What are critical features (rigor, academic vocabulary, common misconceptions, anchor charts) to consider for the next standard? What assessment will be used to measure the next standard? 	Grade level leaders, content specialists, SPED teachers	Minutes from PLC meeting Standards recording document Team process to review PLC work and give feedback	Simplified agenda and minutes template Standards-base d planning template Feedback document	2 0 2 3	2 0 2 3	2 0 2 3	2 0 2 3	2 0 2 3	2 0 2 3	2 0 2 3	2 0 2 3	2 0 2 3	2 0 2 3	2 0 2 3	2 0 2 3	Ongoin g
Provide PD to all instructors to improve fidelity of assessments given using the FAST measurement system Staff PD on core instruction elements to fit in 30-45 minute daily block	Principal Grade level leaders, content specialists, SPED teachers	PD session during workshop week - exit ticket from staff and fidelity checks for each staff member	PD presentation on FAST Fidelity checklist for implementation checks	2 0 2 3	May 2023											
Evaluate fall benchmark data and determine needs for classwide intervention. Staff PD on classwide interventions in September Establish intervention hub online (ongoing through December)	Principal CIT, SPED Reading Specialists	aReading and Early Reading Scores	PD presentation on classwide interventions Fidelity checklist Data collection tools		2 0 1 9	2 0 1 9	2 0 1 9	2 0 1 9								Jan 2023
Develop school wide leveled assessments for high frequency words, utilize individual or class-wide	Content Specialists	Proficiency levels on high frequency assessment; follow up	This effort was not supported by staff													

interventions to improve automaticity of high-frequency words		progress monitoring data	previous to 2022											
Collective Efficacy Presentation via Fast For Success training	Principal/CI T	Assembly of Collective Commitments	PD Presentation	2 0 2 0		2 0 2 3								Dec 2023
Identification of Guaranteed Benchmarks	WIN, Intervention	Assembly of Grade Level and School Benchmarks	PD Presentation	2 0 2 0	2 0 2 0	2 0 2 0								Sept 2020
Installation of PLC Collaborators	Intervention	PLC structure, rotation, data based discussion	Reading PLC meetings, class-wide interventions	2 0 2 0	2 0 2 0	2 0 2 0	2 0 2 0	2 0 2 0	2 0 2 0					
Installation of PLC Collaborators	Intervention	PLC structure, rotation, data based discussion	Reading PLC meetings, class-wide interventions	2 0 2 1	2 0 2 1	2 0 2 1	2 0 2 1	2 0 2 1	2 0 2 1					
Provide PD to all instructors to improve fidelity of assessments and progress monitoring tools Staff PD on core instruction elements to fit in 30-45 minute daily block Include SPED PLC to focus on small group instruction and monitoring	Principal Grade level leaders, content specialists, SPED teachers	PD session during workshop week	PD presentation on FAST Fidelity checklist for implementation checks		2 0 2 2	2 0 2 2	2 0 2 2							
Walkthrough Data - small group work, literacy block general data collection. Grade level collaboration on expected practices in small groups. Number Talks recorded and discussed at PLC	Principal, RCE		Tracking Sheet						2 0 2 2	2 0 2 2	2 0 2 2			

Form Literacy Leadership Team made						2	2	2	2	
up of LETRS trained staff and those						0	0	0	0	
with reading license to lead literacy						2	2	2	2	
improvement efforts in support of CIT						2	2	2	2	

Progress Toward Goal #1: To be completed at end of year, and document resubmitted to the Assistant Superintendent (The Assistant Superintendent will also submit this Regional Center of Excellence Director and MDE for CSI sites.)

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
 - o Our school has collected data about core instruction. We found that engagement and high expectations were in need of further refinement.
- How has student achievement been impacted? What is the evidence?
 - We are unable to determine the impact on achievement as of now and have really encountered difficulties with student engagement and attendance due to the remote learning and full distance learning options.
- How will implementation be adjusted and/or supported moving into the next year?
 - We utilized the text, YES! We Can up until we moved into pandemic recovery mode. This text provides a step by step framework for PLC teams to identify guaranteed benchmarks, raise expectations, and employ more consistent progress monitoring of each of our tiered levels of support.
 - o Our CIT has a plan to implement learning from LETRS, as guided by the newly formed Literacy Leadership Team.

Plan for Strategy #2

Strategy #2: Facilitating meaningful mathematical discourse and posing purposeful questions through the daily use of Number Talks in K-5 classrooms.

Root-Cause: Core instruction needs improvement with protected instructional time and evidence-based practices. Lack of intentional opportunities for mathematical discourse in the core instructional block.

Goal: By Spring of 2023, the math proficiency for all students will increase from 16.7% to 29.7% as measured by MCA and MTAS (All Accountability Tests). The math proficiency for students receiving special education services will increase from 19.1% to 32.1% and the number of students receiving free and reduced price meals will increase from 14.3% to 22.3% as measured by MCA and MTAS (All Accountability Tests).

Alignment to WBWF, North Star, MDHR: This strategy incorporates the two of the evidence-based practices of math instruction into our core instructional block. It provides guidance to classroom teachers to enhance core instruction to minimize the number of students requiring intervention services. This work will directly impact the outcomes for students as identified by the Minnesota Department of Education in the Northstar Excellence and Equity System.

(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	p t e n b e	r	v e m b e r	D e c e m b e	r y	r u a r y	r c h	A p r i	у	u n e	l	Due Date
 What evidence of student learning do we have from our recent assessment? Who requires re-teaching? What are critical features (rigor, academic vocabulary, common misconceptions, anchor charts) to consider for the next standard? What assessment will be used to measure next standard? 	Grade level leaders, content specialists, SPED teachers	Minutes from PLC meeting Standards recording document Team process to review PLC work and give feedback	Simplified agenda and minutes template Standards-bas ed planning template Feedback document	2 0 2 3	2 0 2 3	2 0 2 3	2 0 2 3	2 0 2 3	2 0 2 3	2 0 2 3	2 0 2 3	2 0 2 3	2 0 2 3			June 2023

Provide PD to all instructors to improve fidelity of assessments given using the FAST measurement system Staff PD on Number Talks provided by content area specialists	Principal Grade level leaders, content specialists, SPED teachers	PD session during workshop week - exit ticket from staff and fidelity checks for each staff member	PD presentation on FAST Fidelity checklist for implementation checks	2 0 1 9	2 0 1 9	2 0 1 9	2 0 1 9	2 0 1 9							Decem ber 2019 or longer
Evaluate fall benchmark data and determine areas of focus for Number Talks Model Number Talk weekly in every grade level classroom for the first four to six weeks.	Principal CIT, SPED MathSpecialists	aMath Scores and local assessment data	Fidelity checklist Data collection tools		2 0 1 9	2 0 1 9	2 0 1 9	2 0 1 9							Decem ber 2019
Update and delegate Number Talks from district Number Talks folder	Principal CIT, SPED Math Specialists	Grade Level Maps	Number Talks folder Grade Level Maps	2 0 1 9	2 0 1 9	2 0 1 9	2 0 1 9	2 0 1 9	2 0 2 0	2 0 2 0	2 0 2 0	2 0 2 0	2 0 2 0		June 2020
Review of Guaranteed Benchmarks at each grade level	WIN, Intervention	Assembly of Grade Level and School Benchmarks	PD Presentation	2 0 2 0	2 0 2 0	2 0 2 0									Sept 2020
Mathematical Discourse - Pam Harris "Math Is Figure-out-able!" webinar	Math Interventionists	PLC minutes and Practice Profile	Webinar information and followup		2 0 2 0										Sept 2020
Walkthroughs - Number Talks - data collected	Math Interventionists	fidelity check				2 0 2 0									Oct 2020

Video Lessons - Number Talks - data collection and reflection	Grade Level Teams	Fidelity check - peers						2 0 2 1		April and May 2021

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 Assistant Superintendent (The Assistant Superintendent will also submit this Regional Center of Excellence Director and MDE for CSI sites.)

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
 - o The strategy was implemented with fidelity. Math Interventionists modeled Number Talks and completed walkthroughs with a fidelity check.
- How has student achievement been impacted? What is the evidence?
 - We are unable to determine the impact on achievement as of now and have really encountered difficulties with student engagement and attendance due to the remote learning and full distance learning options.
- How will implementation be adjusted and/or supported moving into the next year?
 - We learned from the Practice Profile evidence that student discourse is not yet solidly embedded in 75% or more of classrooms. This strategy needs additional support and training.

Plan for Strategy #3

Strategy #3: Create a tiered system of schoolwide support to improve attendance by proactively identifying and responding to attendance barriers

Root-Cause: Many families do not interact often with school. Efforts to improve attendance have been attached to punitive responses. Students and families require additional support and assistance to prioritize regular school attendance.

Goal: By Spring of 2023, the percentage of all students meeting the consistent school attendance threshold as defined by the Minnesota Department of Education will increase from 81.06% to 92% as measured by Infinite Campus reporting data.

Alignment to WBWF, North Star, MDHR: This strategy incorporates evidence-based practices of student and family engagement into our multi-tiered systems of support. It provides guidance to all school staff to enhance school climate that implement supports and reduce barriers to minimize the number of students who are chronically absent from school. This work will directly impact the outcomes for students as identified by the Minnesota Department of Education in the Northstar Excellence and Equity System.

(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	O c t o b e r	_	c e	J a n u a r y	r	r c	r i	M a y	J u n e	٠.	Due Date
Create partnership with LSS to create an Attendance Partner to support families	Principal, social work team	Track improvements for Tier 2 and 3 from prior year	LSS MOU, Tracking Tool, office space	2 0 1 9	2 0 1 9	2 0 1 9	2 0 1 9	2 0 1 9	2 0 2 0	2 0 2 0	2 0 2 0	2 0 2 0	2 0 2 0	2 0 2 0		Dec 2019 and June 2020
Hold bi-weekly attendance meetings to identify concerns - include classroom teachers	Principal, social work team	Track improvements for Tier 2 and 3 from prior year	Previous year's data, current reports	2 0 1 9	2 0 1 9	2 0 1 9	2 0 1 9	2 0 1 9	2 0 2 0	2 0 2 0	2 0 2 0	2 0 2 0	2 0 2 0	2 0 2 0		Dec 2019 and June 2020
Work from CNA completed specific to attendance and work to formalize structures to support attendance	Principal, social work team, LSS	Articulated structure of tiered support	Time and planning	2 0 1 9	2 0 1 9	2 0 1 9	2 0 1 9	2 0 1 9	2 0 2 0	2 0 2 0	2 0 2 0	2 0 2 0				

		presented to staff														
Hold bi-weekly attendance meetings to identify concerns - include classroom teachers	Attendance Team	Track improvements for Tier 2 and 3 from prior year	Previous year's data, current reports		2 0 2 3	Ongoin g										
Meet with families who are considered chronically truant to write up an attendance plan that provides supports both in and out of school	Attendance Team										2 0 2 3	2 0 2 3	2 0 2 3	2 0 2 3	2 0 2 3	Ongoin g
Installation of teacher based data collection system to review attendance, Seesaw, Google Meet, and parent contact measures biweekly for review and support							2 0 2 0	2 0 2 0	2 0 2 0							
Continuation of formal attendance monitoring, specific family messaging, and installation of home visits to families working to recover from impacts of pandemic and home-based learning.				2 0 2 1												

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 Assistant Superintendent (The Assistant Superintendent will also submit this Regional Center of Excellence Director and MDE for CSI sites.)

To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?

- The attendance team met regularly. LSS partnership did not continue after November due to staffing and budget at LSS. We need to work to build the tiered infrastructure utilizing our internal supports instead of relying on agency involvement.
- How has student achievement been impacted? What is the evidence?
 - We are unclear about attendance levels, and acknowledge the impacts of overwhelm for families during the Distance Learning period from March-June 2020.
- How will implementation be adjusted and/or supported moving into the next year?
 - We need to continue work to build the tiered infrastructure utilizing our internal supports instead of relying on agency involvement.