



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:
 - 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](#) 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 Kaleidoscope Charter School #4118	Supt/Director Phone: 763-428-1890
Superintendent/Director Dr. Brett Wedlund	Supt/Director Email: bwedlund@kcsmn.org
District Address: 7525 Kalland Ave NE Otsego, MN 55301	District/Charter Fax: 763-428-1691

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

Name of Main Contact: Dr. Brett Wedlund	Role in District/Charter: Superintendent
Phone Number: 763-428-1890	E-mail Address: bwedlund@kcsmn.org

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Kaleidoscope Elementary School, K-5	Phone: 763-428-1890

School Information	School Phone, Fax, Email
School Address: 7525 Kalland Ave NE Otsego, MN 55301	Fax: 763-428-1691
Principal: Chris Nordmann	Email: cnordmann@kcsmn.org

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

Name of Main Contact: Dr. Brett Wedlund	Role in School: Superintendent
Phone Number: 763-428-1890	E-mail Address: bwedlund@kcsmn.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
March 2019	Board approval of improvement plan	Staff & Families	Staff meeting (staff) Email/Social Media (Families)
March 2019	Posting of plan on KCS website	All stakeholders, community members	Email, social media to publicize posting
March/April 2019	Communicating changes in protocols for individual teams as they are affected by the improvement plan.	K-5 teacher teams	Team meetings with teachers and administrators
March 2019	Kindergarten Preparation – Making sure students are prepared before entering K.	Incoming/potential kindergarten families	In person at kindergarten roundup event
August 2019	Celebrate any spring MCA/MTAS successes internally	Staff	Staff meeting
August 2019	Celebrate any spring MCA/MTAS successes	Staff, families, community	Email, social media
August 2019	Administrators will be performing instructional rounds and will share what they are looking for (curriculum map adherence)	Teachers	August Back to School Workshops

August/September 2019	Grading policies changing/handbook updated	Families	Email, social media, K-5 curriculum nights
November 2019	Reminder about new grading policies	Families	Email, social media

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...	: Maximize instructional time to improve reading performance at the kindergarten level.
...to address this Root-Cause(s)	Students are not leaving their primary years with adequate foundational skills. There is a significant gap between expected and actual kindergarten reading performance. 29.2% of the KES Kindergarten day is spent on core instruction compared to 49% in neighboring schools. STMA Kindergarten has the same length school day but provides about 23.1 more days of instruction in reading. Actual schedules followed in classroom do not align with building master schedule provided. We hypothesize this is due to what stakeholders view as developmentally appropriate for kindergarten.
Which will help us meet this student outcome Goal*	The percent of kindergarten students performing at the core intervention level at the end of the year on the DIBELS nonsense words-correct letter sounds assessment will increase from 25% in 2018 to 75% by the 2021-2022 school year.

#2	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	In 2019-2020, implement a tool that more accurately correlates student classroom performance with student proficiency based on MN state standards.
to address the Root Cause	Despite double digit drops in proficiency between 3 rd and 4 th and 4 th and 5 th every year for the past five years, stakeholders show satisfaction with the academic program of the school. Discrepancies exist between 4 th and 5 th grade report card grades and MCA proficiency levels. Stakeholders do not believe in the validity of the MCA tests due to the discrepancies. Grades are measuring things other than academic mastery. No common expectations or system for grading practices and skills mastered.
Which will help us meet this student outcome Goal*	Kaleidoscope Elementary School math proficiency scores will increase by 2% each year.

#3	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	All K-5 math teachers will be teaching lessons aligned to the curriculum map at least 90% of the time during the 19-20 school year as measured by the instructional rounds checklist.
to address the Root Cause	There are benchmarks and strands which are periodically lower than expectations. There may be issues with fidelity of teaching standards. Have not yet created curriculum alignment documents for math. Math curriculum is new and hasn't been supplemented consistently within and across grade levels. Teachers may have different comfort levels and preferences for instructional strategies.
Which will help us meet this student outcome Goal*	S Kaleidoscope Elementary School math proficiency scores will increase by 2% each year.

Updated 8/27/2018

*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: Maximize instructional time to improve reading performance at the kindergarten level.

Root-Cause: Students are not leaving their primary years with adequate foundational skills. There is a significant gap between expected and actual kindergarten reading performance. 29.2% of the KES Kindergarten day is spent on core instruction compared to 49% in neighboring schools. STMA Kindergarten has the same length school day but provides about 23.1 more days of instruction in reading. Actual schedules followed in classroom do not align with building master schedule provided. We hypothesize this is due to what stakeholders view as developmentally appropriate for kindergarten.

Goal: The percent of kindergarten students performing at the core intervention level at the end of the year on the DIBELS nonsense words-correct letter sounds assessment will increase from 25% in 2018 to 75% by the 2021-2022 school year.

(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
<p>Need: Time for read aloud strategy, small group instruction and independent practice</p> <p>Plan: All kindergarten classes will follow a master schedule that provides 90 minutes of daily reading instruction.</p>	Principal	Reading Block Schedule Observation	none	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	August 2019						
<p>Need: Staff training utilizing developmentally appropriate teaching strategies for extended class periods.</p> <p>Plan: K teachers will participate in site visits with schools using longer periods for reading instruction. K teachers will participate in trainings focused on kindergarten-appropriate reading instruction.</p>	K Teachers Director of Curriculum & Instruction	PD Planning calendar Teacher PD reflection Reading class observations	Money for substitutes (\$200/day) Money for training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		August 2019					

<p>Need: Intervention strategies for reading</p> <p>Plan: K teachers will receive training using various strategies such as MN Reading Corps.</p>	<p>K Teachers</p> <p>Director of Curriculum & Instruction</p>	<p>WIN Time classroom observations</p>	<p>Time/Money for training and substitutes</p>	<input type="checkbox"/>	<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 type="checkbox"/>	<input type="checkbox"/>	<p>August 2019</p>
<p>Need: Regular benchmarking and progress monitoring using DIBELS strategies</p> <p>Plan: K teachers will benchmark students using DIBELS materials three times per year (fall, winter, spring). They will progress monitor students on grade level assessments at least four times between benchmark assessments.</p>	<p>K Teachers</p>	<p>DIBELS data system entries</p>	<p>DIBELS materials</p> <p>Refresher training for teachers</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>Completed by May each year</p>								
<p>Need: K teachers using a consistent research-based leveled reading program.</p> <p>Plan: Research and buy a curriculum. Train staff to use the new resources to be used beginning with the K class of 2033.</p>	<p>K teachers</p>	<p>Curriculum purchased</p>	<p>\$50,000 (curriculum/resources)</p>		x	x										<p>July 2020</p>

To add additional action steps, Place cursor to the right of the last row and press **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: In 2019-2020, implement a tool that more accurately correlates student classroom performance with student proficiency based on MN state standards.

Root-Cause: Despite double digit drops in proficiency between 3rd and 4th and 4th and 5th every year for the past five years, stakeholders show satisfaction with the academic program of the school. Discrepancies exist between 4th and 5th grade report card grades and MCA proficiency levels. Stakeholders do not believe in the validity of the MCA tests due to the discrepancies. Grades are measuring things other than academic mastery. No common expectations or system for grading practices and skills mastered.

Goal: Kaleidoscope Elementary School math proficiency scores will increase by 2% each year.

(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
<p>Need: Create a list of desired outcomes for each grade level in math</p> <p>Plan: Grade level teams meet to identify power standards to be measured and reported on in math.</p>	<p>K-5 Math teachers</p> <p>Director of Curriculum & Instruction</p>	<p>Lists completed for each grade level</p>	<p>Work time for teams (snow makeup PD day)</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>June 2019</p>						
<p>Need: Common expectations for what goes into a grade</p> <p>Plan: Form a committee to develop common grading practices.</p>	<p>Director of Curriculum & Instruction</p> <p>Committee members</p> <p>Superintendent</p>	<p>List of common expectations</p>	<p>Meeting time</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>June 2019</p>						
<p>Need: Grading scale that communicates deficiencies without the stigma of traditional letter grades.</p> <p>Plan: School administration will solicit feedback from staff on various potential grading scales and will make a decision about the grading scale used for 19-20.</p>	<p>Superintendent (with staff feedback)</p>	<p>New grading scale</p>	<p>Communication with Synergy</p> <p>Communication with families (summer/fall 2019)</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>May 2019</p>						

To add additional action steps, Place cursor to the right of the last row and press **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: All K-5 math teachers will be teaching lessons aligned to the curriculum map at least 90% of the time during the 19-20 school year as measured by the instructional rounds checklist.

Root-Cause: There are benchmarks and strands which are periodically lower than expectations. There may be issues with fidelity of teaching standards. Have not yet created curriculum alignment documents for math. Math curriculum is new and hasn't been supplemented consistently within and across grade levels. Teachers may have different comfort levels and preferences for instructional strategies.

Goal: Kaleidoscope Elementary School math proficiency scores will increase by 2% each year..

(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
<p>Need: Create curriculum maps for math that are aligned for content and level of rigor</p> <p>Plan: Follow the curriculum mapping process already followed with other content areas.</p>	<p>K-5 Teachers</p> <p>Director of Curriculum & Instruction</p>	<p>Curriculum maps created for each grade level</p>	<p>Training time</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	August 2019						
<p>Need: Ensure instructional fidelity to curriculum maps</p> <p>Plan: Administrative observations ensure instruction is aligning with the curriculum map</p>	<p>Principal</p> <p>Director of Curriculum & Instruction</p>	<p>Instructional rounds data</p>	<p>Updated instructional rounds checklist</p> <p>Completed curriculum maps</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	August 2019										

*To add additional action steps, Place cursor to the right of the last row and press **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.](#)