



School Improvement Plan Summary

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 SI Plan should be support and align to the World’s Best Workforce Plan, the North Star Excellence and Equity System, and/or the Minnesota Department of Human Rights Agreement and Plan to reduce suspensions and expulsions.

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), Duluth Public Schools—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.

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.

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Piedmont Elementary School - 550 - PreK-K	Phone: 218-336-8950
School Address: 2827 Chambersburg Ave - Duluth, MN 55811	Fax: 218-336-8954
Principal: Beth Shermoen	Email: beth.shermoen@isd709.org

School Improvement Strategy(ies)--Summary

Strategy #1	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is...	Reading Focus: Develop Tier 1 practice profiles (current focus - guided reading), under the district balanced literacy framework.
...to address this Root-Cause(s)	<p>Identify underperforming subgroups, including significant attendance barriers, to core instruction and learning.</p> <ul style="list-style-type: none"> • Differentiate instruction and learning to meet the needs of individual students under the MTSS and balanced literacy frameworks. • Work with families on the importance and impact of attendance on a child's learning.
Which will help us meet this student outcome Goal*	Intentional core instruction, utilizing practice profiles, along with identifying of small groups and interventions to differentiate and progress monitor students through common formative assessments. Measurable outcomes will include multiple forms of assessment (i.e. FAST, MCAs, CFAs, progress monitoring, and attendance tracking data).
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	The development of balanced literacy practice profiles and closing monitoring our tiers of instruction (MTSS) directly aligns to this work by creating a system of accountability that directly provides data on student growth, success and targeted intervention(s) needs.

reduce suspensions and expulsions	
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#2	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	Attendance Focus: Phase 2 of newly developed Attendance Committee utilizing the Attendance Works Research Model
to address the Root Cause	Identify chronic Attendance and Tardies of all students and identified subgroups.
Which will help us meet this student outcome Goal*	Increasing the attendance of our targeted underperforming subgroups, in addition to education of all students and families on attendance and the impact it has on a child's education.
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	<p>This practice would identify and address action steps and early intervention to chronic causes of absenteeism directly impacting a child's loss of grade level time to instruction and learning. .</p> <ul style="list-style-type: none"> • Attendance Works Research

#3	Click here <input type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	PBIS - Positive Behavior Intervention Supports
to address the Root Cause	Community, culture and climate identifying the barrier(s) of identified home and school family engagement partnerships (i.e. conference attendance, communication, meetings, etc).

<p>Which will help us meet this student outcome Goal*</p>	<p>To increase overall, and specifically identified families/guardians, who are not engaged in their child's home/school partnership</p>
<p>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</p>	<p>The collaboration of home and school has a direct impact on a child's perception of school and growth both academically and social-emotional. Providing engaging opportunities through family/guardian partnerships will support a student's success, provide feedback to our school and staff, and create a community culture of educational equity</p>