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: **Stowe Elementary School**, (525) grades pre-KG-5	Phone:218-336-8965
School Address: 715 101st Ave. West, Duluth MN, 55808	Fax: 218-336-8969
Principal: Nathan Glockle	Email: nathan.glockle@isd709.org

School Improvement Strategy(ies)--Summary

Strategy #1	Click here ☐ X if the strategy is an Evidence-Based Practice (EBP)
The **Strategy** we are going to implement is…	Common formative assessments
…to address this **Root-Cause(s)**	The lack of data collection of formative assessments to determine the greatest area of student need
Which will help us meet this student outcome **Goal***	1. Kindergarten Readiness (Elementary Only): By Spring 2020, the percentage of students who are on-track for beginning reading skills will decrease from 17% high risk to 10% high risk as measured by EarlyReading. 2. Third Grade Reading Proficiency (Elementary Only): By Spring 2020, the percentage of students who meet or exceeds standards in reading will decrease from 16% high risk to 10% high risk as measured by the CBMR aFast Reading assessment.
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	Formative assessment data collection is the first step in making sound educational decisions.

reduce suspensions and expulsions	

#2	Click here ☐ X if the strategy is an Evidence-Based Practice (EBP)
The **Strategy** we are going to implement is	The Good Behavior Game
to address the **Root Cause**	Off-task behavior significantly impacts teaching and learning in the classroom and outside of the classroom
Which will help us meet this student outcome **Goal***	By spring of 2020, students will be able to demonstrate appropriate behaviors as outlined in the Good Behavior Game, as measured by classroom teachers through observation and data collection in partnership through the Department of Education at the University of Minnesota.
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	On-task behavior and student engagement is critical to student success. The Good Behavior Game has been scientifically proven to increase student engagement and decrease unwanted behaviors. Without appropriate student behaviors, staff can not teacher them what they need to know and be able to do.

#3	Click here ☐ X if the strategy is an Evidence-Based Practice (EBP)
The **Strategy** we are going to implement is	Data collection and analysis with fidelity
to address the **Root Cause**	The lack of data collection of formative assessments to determine the greatest area of student need
Which will help us meet this student outcome **Goal***	1. Kindergarten Readiness (Elementary Only): By Spring of 2020, the percentage of students who are on-track for beginning math skills will decrease from 28% high risk to 15% high risk as measured by the aFast Early Math Assessment. 2. Third Grade Math Proficiency (Elementary Only): By Spring 2020, the percentage of students who are at high risk will decrease from 13% high risk to 6% high risk as measured by the aMath Assessment.
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	Formative assessment data collection is the first step in making sound educational decisions.