



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.

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School Improvement Strategy(ies)--Summary

Strategy #1 Reading	Click here X if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is...	<p>Reading: (CORE)</p> <p>Small group and individual instruction, using a variety of grouping strategies, most often with flexible groups forms and instruction targeted to children’s observed and assessed needs.</p> <p>Whole Group Instruction using the Wonders Curriculum</p>
...to address this Root-Cause(s)	All students not having access to all grade level standards materials.
Which will help us meet this student outcome Goal*	<p>By Spring 2020, all students will increase reading proficiency by the target rate increase necessary to be on track to meet the state’s goal of 90% proficiency by 2025. This goal will be measured using all accountability tests (MCA & MTAS) Targets will be calculated by the Congdon Park CIT team (This information will be embedded and used for teacher evaluation).</p> <p>By Spring 2020, Special Education and Free and Reduced students will increase reading proficiency by the target rate increase necessary to be on track to meet the state’s goal of 85% proficiency by 2025. This goal will be measured using all accountability tests (MCA% MTAS). Targets will be calculated by Congdon Park CIT.</p>
Explain how this strategy aligns to the World’s Best	Use of MTSS strategies, LLI/Guided REading material. These are all apart of our plan in WWBF, NSEE and Read Well by 3rd Grade.

<p>Workforce Plan, North Star Excellence and Equity System, and or the MDHR Agreement and Plan to increase all students' reading proficiency.</p>	
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<p>Strategy #2 Math</p>	<p>Chick here X if the strategy is an Evidence Based Practice (EBP)</p>
<p>The Strategy we are going to implement is...</p>	<p>The Strategy will implement newly identified math intervention materials Use of Bridges material for Tier II Intervention</p>
<p>...to address this Root-Cause(s)</p>	<p>Math proficiency rates for the 2018-2019 school year slowed minimal growth. This minimal growth is directly correlated to lack of systematic intervention in place for math. Bridges Intervention Curriculum grades K-5 V-Math Curriculum for Special Education Students</p>
<p>Which will help us meet this student outcome Goal*</p>	<p>By Spring 2020 , all Congdon Park students will increase math proficiency by the target rate increase necessary to be on track to meet the state’s goal of 90% proficiency by 205. This goal will be measured using all accountability tests (MCA % MTAS). Targets will be calculated by the Congdon Park CIT team. By Spring, 2020, all Special Education will increase math proficiency by the target rate increase necessary to be on track to meet the state’s goal of 85% proficiency by 2025.1 This goal will be measured using all accountability tests (MCA & MTAS). Targets to be reviewed by CIT team.</p>

	By Spring 2020, all students who qualify for Free and Reduced will increase math proficiency by the target rate increase necessary to be on track to meet the state’s goal of 85% proficiency by 2025. This goal will be measured using all accountability tests (MCA & MTAS) Targets to be reviewed by the Congdon Park CIT.
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.	Use of MTSS strategies, intervention materials directly aligned with students' individual needs.

Strategy #3	Click here X is the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is...	Congdon Park will implement a Social Emotional Strategy for the 2019-2020 school year focused on implementation Tier I (all students)
...to address this Root-Cause(s)	to address the ongoing concern of Social Emotional for all student and a systematic approach for students who need more intensive learning. to focus on building a strong relationship through the use of the Good Behavior Game “Pax” and intentionally connecting and communicating with family lacking consistent attendance
Which will help us meet this student outcome Goal*	To increase all students skills in the area of social emotional learning by implementing instruction for all students from zero in the 2018-2019 school year to help increase student academic performance. To increase the high number of students not attending school however we need to collect more information to identify the Root Cause.
Explain how this strategy aligns to the World’s Best Workforce Plan, Northstar Excellence and Equity	This strategy aligns with the WBWF through delivery in an MTSS model for Tiered instruction in the area of SEL. Ensuring all students have the skills they need to navigate peers and school experiences that are positive and do not limit their ability to access their education.

System, and to the MDHR Agreement and Plan to reduce suspensions and expulsions.	
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