

Mahnomen Elementary School Improvement Plan Overview

Introduction and Purpose

The School Improvement (CI) 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 CI 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.

Contact Information

District or Charter Information	District Phone, Fax, Email
District/Charter Name and Number Mahnomen Public ISD #432	Supt/Director Phone: 218-935-2211
Superintendent/Director Jeff Bisek	Supt/Director Email: jeff.bisek@mahnomen.k12.mn.us
District Address: PO Box 319 Mahnomen, MN 56657	District/Charter Fax: 218-935-5827

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

Name of Main Contact: Supt. Jeff Bisek	Role in District/Charter: Superintendent
Phone Number: 218-935-2211	E-mail Address: jeff.bisek@mahnomen.k12.mn.us

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Mahnomen Elementary #432 K-6th	Phone: 218-935-2581
School Address: PO Box 319 Mahnomen, MN 56657	Fax: 218-935-5827
Principal: Jacob Melby	Email: jmelby@mahnomen.k12.mn.us

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

Name of Main Contact: Jacob Melby	Role in School: Elementary Principal
Phone Number: 218-935-2581	E-mail Address: jmelby@mahnomen.k12.mn.us

Stakeholder Engagement and Communications Plan

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

Mahnomen Elementary School Improvement Plan is shared with staff through Google docs, school board meeting principal reports, and on school website.

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
After Leadership monthly meeting	Google doc leadership notes will be shared	All elementary staff	Shared through Google docs
Weekly newsletter	Upcoming events, parent strategies for working their child, school celebrations	Parents/Guardians/Community members	Sent home with students & posted to school website
Throughout school year	Initial school improvement plan and updates	Parents and community members	School website
Open House	Parent Advisory meeting, sharing of Parent Compact	Parents/Guardians	Printed copies & posted to school website
Annual Tribal Consultation	To review services & needs of the district	Tribal Council Members	School board meetings, Indian Ed. advisory committee, leadership/PLCs
May Non-public consultation	To review services & plan for upcoming school year	Non-public Representative	By Title I coordinator to Public school staff who will be serving Non-Public

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 type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is...	Align MN Standards & Benchmarks for Language Arts with Benchmark Literacy reading curriculum to ensure those skills are covered at each grade level and uniformly benchmark students in all grade levels.
...to address this Root-Cause(s)	The number of students performing at a proficient level on MCAs and on grade-level assessments is below the state average.
Which will help us meet this student outcome Goal*	To increase the number of students scoring proficient on MCAs from 42.5% to 48%, closing the state-wide gap, and to increase the number of students reading at grade level from 58% to 60%.

#2	Click here <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	Provide staff development with Saxon Math representative and Guided Math training.
to address the Root Cause	To increase uniformity and fidelity within and between grade levels, which helps staff and students.
Which will help us meet this student outcome Goal*	Continue to close the statewide achievement gap and increase MCA math scores by 6% for “all group.”

#3	Click here <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	Review current Science curriculum and methods of instruction.

			& Standards for Language Arts, all grades															
Continue to benchmark students in September, January and May,	K-6 Classroom teachers	Benchmark Oral Reading Running Records	Benchmark Oral Reading Running Record Kit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

To add additional action steps, Place cursor to the right of the last row and click "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: Provide staff development with Saxon Math representative and Guided Math training.

Root-Cause: To increase uniformity and fidelity within and between grade levels, which helps staff and students.

Goal: Continue to close the statewide achievement gap and increase MCA math scores by 6% for ‘all groups’.

(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	S	O	N	D	J	F	M	A	M	J	J	Due Date
				u	e	t	o	v	a	e	a	p	a	u	u	
				g	p	o	v	a	e	a	a	a	a	a	a	
				u	t	b	e	r	r	r	r	r	r	r	r	
				s	e	e	r	r	y	y	h	l				
				t	m	r										
					b											
					e											
					r											
Provide staff development in Saxon Math at back to school in-service and follow-up with PLC discussions	Jacob Melby & staff development team	Attendance sheets & PLC notes	Saxon representative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provide Guided Math training	Trained teachers on staff	Classroom observation	Trained classroom teachers/ specialist	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Post target goal for new daily math concept in the classroom	Classroom teachers	STAR Math scores, Saxon Math assessments	Classroom Saxon Curriculum	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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 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.

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.](#)