

## 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 East Grand Forks Public ISD 595	Supt/Director Phone: 218-773-3494
Superintendent/Director Mr. Mike Kolness	Supt/Director Email: mkolness@egf.k12.mn.us
District Address: 1420 4 <sup>th</sup> Avenue NW, East Grand Forks, MN 56721	District/Charter Fax: 218-773-7408

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

Name of Main Contact: Dr. Jim Torkelson	Role in District/Charter: Principal
Phone Number: 218-773-1149	E-mail Address: jtorkelson@egf.k12.mn.us

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: South Point 0595-01 3-5	Phone: 218-773-1149
School Address: 1900 13 <sup>th</sup> Street SE, East Grand Forks, MN 56721	Fax: 218-773-4392

## 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.

<b>When will the communication take place</b>	<b>What is the message</b>	<b>Who is the audience</b>	<b>How will it be communicated</b>
2018-2019 Scheduled RCE/MDE training dates (5)	The South Point Principal/team attends all TSI/MDE State trainings.	South Point School Leadership Team and South Point School and community.	TSI Team meets bi-monthly with the South Point Building Advisory Team.
Planning 2018-2019	South Point Building Advisory Team presents to South Point staff.	South Point staff and grade level teams.	Meetings/presentations and staff discussions.
Spring 2019	South Point Principal sharing with District Leadership and other building Principals.	Principals and District Administration meet/discuss.	Meetings/presentations and developing the plan.
Spring 2019, Ongoing 2019-2020 school year	Principal presents to school Board/community.	School board and community.	Discussions with the School Board and communication with local press.

## 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 <b>Strategy</b> we are going to implement is...	<p>The strategy that South Point Elementary School is implementing is “<b>Instructional Conversations and Literature Logs</b>”. This strategy incorporates both reading and writing and is supported by research reported in the Institute of Educational Sciences on the US Department of Education’s website, “What Works Clearinghouse”. The goal of Instructional Conversations is to help English language learners develop reading comprehension ability along with English language proficiency. <b>Instructional Conversations</b> are small group discussions. Acting as facilitators, teachers engage English language learners and non-English language learners in discussions about stories key concepts and related personal experiences that allow them to appreciate and build on each others experiences, knowledge, and understanding. <b>Literature Logs</b> require English language learners and non-English language learners to write in a log in response to writing prompts for questions related to their reading. These responses are then shared in small groups, with a partner and the teacher. The purpose of this strategy is to improve key components including reading comprehension and process writing skills in both reading and writing achievement levels and increase skill levels for both non-English Language Learners and English Language Learners. This instructional strategy was chosen because it addresses concerns that were identified in the root-cause analysis. During implementation the staff will adhere to replicable protocols provided in the evidence review of the research studies.</p>
...to address this <b>Root-Cause(s)</b>	<p>A root-cause analysis was conducted by the Building Advisory Team. When using this evaluation tool various systemic data sources were examined. It was determined that the strategy that South Point School will Implement will be based on information gathered during the root-cause analysis process. The strategy will address needs identified by all South Point subgroups in the areas of reading and writing literacy. Using these school-wide comprehensive literacy strategies, all classrooms will implement standardized protocols for implementation and record and report required progress monitoring data points.</p>

Which will help us meet this student outcome **Goal\***

The percentage of students enrolled on October 1, for Reading, in grades 3-5 at South Point Elementary who are proficient in all Reading Accountability Tests (MCA-III, MTAS) will increase proficiency from 45.8% in 2019 to 59.9% in 2020.

(59.9% reflects the 2019 State Average)

## Plan for Strategy #1

**Strategy #1:** The strategy that South Point Elementary School is implementing is "Instructional Conversations and Literature Logs". This strategy incorporates both reading and writing and is supported by research reported in the Institute of Educational Sciences on the US Department of Education's website, "What Works Clearinghouse". The goal of Instructional Conversations is to help English language learners develop reading comprehension ability along with English language proficiency. **Instructional Conversations** are small group discussions. Acting as facilitators, teachers engage English language learners and non-English language learners in discussions about stories key concepts and related personal experiences that allow them to appreciate and build on each others experiences, knowledge, and understanding. **Literature Logs** require English language learners and non-English language learners to write in a log in response to writing prompts for questions related to their reading. These responses are then shared in small groups, with a partner and the teacher. The purpose of this strategy is to improve key components including reading comprehension and process writing skills and increase skill levels in both reading and writing achievement levels for both non-English Language Learners and English Language Learners. This instructional strategy was chosen because it addresses concerns that were identified in the root-cause analysis. During implementation the staff will adhere to replicable protocols provided in the evidence review of the research studies.

**Root-Cause:** A root-cause analysis was conducted by the Building Advisory Team. When using this evaluation tool various systemic data sources were examined. It was determined that the strategy that South Point School will implement will be based on information gathered during the root-cause analysis process. The strategy will address needs identified by all South Point subgroups in the areas of reading and writing literacy. Using these school-wide comprehensive literacy strategies all classrooms will implement standardized protocols for implementation and record and report required progress monitoring data points.

**Goal:** Copy from the summary above

The percentage of students enrolled on October 1, for Reading, in grades 3-5 at South Point Elementary who are proficient in all Reading Accountability Tests (MCA-III, MTAS) will increase proficiency from 45.8% in 2019 to 59.9% in 2020.

(59.9% reflects the 2019 State Average)

*(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)*

[illegible]

Establish regular staff meetings to share information and provide feedback on the status of the implementation.	Building Advisory Team/ Principal	Staff meeting agendas	Meeting time	X	X	X	X	X	X	X	X	X	X			
Develop procedure to provide South Point stakeholders with progress information concerning the Implementation and its progress.	Building advisory team/ principal	Meeting agendas	Multi-media and newsletters	X	X	X	X	X	X	X	X	X	X			
Develop procedures to provide the School Board with the progress information concerning the implementation and its progress.	Principal	Meeting agendas	School Board presentation preparation	X	X	X										
Continue to attend all State level meetings provided by the Regional Centers of Excellence and the Minnesota Department of Education.	Building advisory team/ Principal	Meeting attendance and agendas	Costs associated with conference attendance	X	X	X	X	X	X	X	X	X	X	X	X	

*To add additional action steps, Place cursor to the right of the last row and click "enter."*