

School Improvement (SI) Plan

Contact Information

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District/Charter Name and Number ISD 32	Supt/Director Phone:218-835-3204
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Name of Main Contact: Susan Frank	Role in District/Charter: Elementary Principal
Phone Number: 218-835-5350	E-mail Address: sfrank@blackduck.k12.mn.us

School Information	School Phone, Fax, Email
School Name, Number and Grade Span: Blackduck Elementary, ISD 32, PreK-6	Phone: 218-835-5200
School Address:PO Box 550, Blackduck, MN 56630	Fax: 218-835-5351
Principal: Susan Frank	Email: sfrank@blackduck.k12.mn.us

Name of Main Contact:Susan Frank	Role in School: Elementary Principal
Phone Number: 218-835-5350	E-mail Address: sfrank@blackduck.k12.mn.us

Stakeholder Engagement and Communications Plan

Blackduck Elementary will hold informational meetings during events that draw parents into the school. We will have sessions during open house, parent-teacher conferences, and other events during the year such as family literacy night in conjunction with Title 1. We will include notices of meetings to stakeholder with school mailings. We will attach the completed plan to our website.

When will the communication take place	What is the message	Who is the audience	How will it be communicated
Elementary Open House 8/28/2019	We will share with those attending the changes we are making to our attendance incentives, record keeping, and curriculum, including new intervention components.	All parents will be invited.	Website, notifications, posters at the event.
Parent Teacher Conferences 10/14/2019	We will have current data on attendance and MAP testing results for grade level and individual students available.	All parents will be invited.	Website, notifications, weekly newsletters, posters at PTC.
Parent Teacher Conferences 2/24/2020	We will have current data on attendance and MAP testing results for grade level and individual students available.	All parents will be invited.	Website, notifications, weekly newsletters, posters at PTC.
Family Literacy Night TBD	We will have current data on attendance and MAP testing results for grade level and individual students available.	All parents will be invited.	Website, notifications, weekly newsletters, posters at PTC.

School Improvement Strategies--Summary

Strategy #1	Click here <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is...	iRead early intervention reading program for grades K-3, Houghton Mifflin Company. We are also continuing with and upgrading Read 180 and System 44 intervention reading programs, also Houghton Mifflin Company, for students in grades 3-6. Lastly, we are going to select a new reading curriculum in school year 2019-2020 as the one we currently have is partially no longer in print. This will include a staff training component.
...to address this Root-Cause(s)	Through MCA and MAP testing and through teacher assessment and observation we see that some of our students (not just Native American/Alaska Native) are struggling in the primary grades with reading and we did not have an intervention program in place for students in K-3 other than Title 1.
Which will help us meet this student outcome Goal*	The three year average for Native American/Alaska Native students at Blackduck Elementary will increase from 34% meeting standard in reading on the MCA in 2018 to 52% by 2021.

#2	Click here <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	We will continue to implement our attendance incentive program which increased our current attendance rate 2% overall during school year 2018-2019. We are changing the incentives to include rewards for more students weekly who have perfect attendance. We also have plans to do random, creative, and low-cost in time and effort to the teacher activities to entice the students to come as “today might be the day...”
to address the Root Cause	Students and/or parents don't find attendance to be a necessity and we, as a school, need to make it more welcoming and attractive to the students to be here.
Which will help us meet this student outcome Goal*	The three year average attendance for Native American/Alaska Native students at Blackduck Elementary will increase from 94.8% in 2018-2019 having regular attendance to 96% at

	end of 2021-2022 school year.
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#3	Click here <input checked="" type="checkbox"/> if the strategy is an Evidence-Based Practice (EBP)
The Strategy we are going to implement is	selection of new mathematics curriculum and an EBP math intervention program for grades K-3 for school year 2020-2021. This will include a staff training component.
to address the Root Cause	MAP and MCA testing data shows us our students are not achieving to standard and the teachers do not have current and electronically up to date curricula to use with the students.
Which will help us meet this student outcome Goal*	The three year average for Native American/Alaska Native students at Blackduck Elementary will increase from 52% meeting standard in math on the MCA in 2018 to 64% by 2021.

Plan for Strategy #1

Strategy #1: The strategy we are going to implement is iRead early intervention reading program for grades K-3, Houghton Mifflin Company. We are also continuing with and upgrading Read 180 and System 44 intervention reading programs, also Houghton Mifflin Company, for students in grades 3-6. Lastly, we are going to select a new reading curriculum in school year 2019-2020 as the one we currently have is partially no longer in print. This will include a staff training component.

Root-Cause: Through MCA and MAP testing and through teacher assessment and observation we see that some of our students (not just Native American/Alaska Native) are struggling in the primary grades with reading and we did not have an intervention program in place for students in K-3 other than Title 1.

Goal: The three year average for Native American/Alaska Native students at Blackduck Elementary will increase from 34% meeting standard in reading on the MCA in 2018 to 52% by 2021.

Action Steps	Person(s) Responsible	Measurement	Resources Needed	A	S	O	N	D	J	F	M	A	M	J	J	Due Date
Purchase iRead and train staff.	S.Frank	Staff ability to utilize program successfully.	Houghton Mifflin trainer	✓	<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"/>	
Develop selection committee, order sample curricula, and do a thoughtful process for PreK-6 selection. Teacher training will take place in August 2020.	S. Frank		Sample curricula and team.	✓	✓	✓	✓	✓	✓	✓	✓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
MAP test students three times per year to monitor progress and make any changes necessary. Third administration is later in the spring.	S. Frank	Test results	MAP test, chromebooks	<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"/>	

Administer MCA in April and analyze scores for improvement.	S. Frank	MCA test data	MCA test, chromebooks	<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				

Progress Toward Goal #1:

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
 - iRead selected, ordered and training with company set up for Fall.
- How has student achievement been impacted? What is the evidence?
 - Not yet.
- How will implementation be adjusted and/or supported moving into the next year?
 - New implementation.

Plan for Strategy #2

Strategy #2: The strategy we are going to implement is: We will continue to implement our attendance incentive program which increased our current attendance rate 2% overall during school year 2018-2019. We are changing the incentives to include rewards for more students weekly who have perfect attendance. We also have plans to do random, creative, and low-cost in time and effort to the teacher activities to entice the students to come as “today might be the day...”

Root-Cause: Students and/or parents don’t find attendance to be a necessity and we, as a school, need to make it more welcoming and attractive to the students to be here.

Goal: The three year average attendance for Native American/Alaska Native students at Blackduck Elementary will increase from 94.8% in 2018-2019 having regular attendance to 96% at end of 2021-2022 school year.

Action Steps	Person(s) Responsible	Measurement	Resources Needed	A	S	O	N	D	J	F	M	A	M	J	J	Due Date
School year an attendance incentive plan was implemented with assistance from a grant to reward random students weekly for perfect attendance. They received a gift certificate from the local bowling alley.	J. Loehlein	Overall attendance improved 2% in our elementary school.	Grant funds to purchase certificates from local establishment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Monthly random classes who had perfect attendance for each month were selected to have a class pizza party.	J. Loehlein	Overall attendance improved 2% in our elementary school.	Grant funds to purchase pizza from local establishment.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	

Meet to revamp attendance incentives to include rewarding more students. This happened in May.	J. Loehlein			<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Reapply for grant to fund program from Beltrami Area Service Collaborative. This was done in May as well.	J. Loehlein	Grant approval.		<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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Progress Toward Goal #2:

- To what extent has the Strategy been implemented? What about the process went well, or not? What is the adult fidelity evidence of this?
 - We implemented the weekly attendance reward at the end of September. All students who achieved perfect attendance were put into a drawing. One student was randomly chosen and received a bowling certificate. Monthly, beginning in October, classes with perfect attendance were put into a random drawing to win a class pizza party. There was some grumbling from the students because there were close to 300 students per week eligible and only one could win. Overall, the elementary attendance we up 2% from school year 2017-2018.
- How has student achievement been impacted? What is the evidence?
 - We are not sure if better attendance impacted achievement, but we would really like to think it has an impact.
- How will implementation be adjusted and/or supported moving into the next year?
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Plan for Strategy #3

Strategy #3: Because we are not starting the math selection until late in school year 2019-2020 we have no date yet.

Root-Cause: Copy from the summary above

Goal: Copy from the summary above

(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
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<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"/>	
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<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"/>	
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<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"/>	
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	<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"/>	

Progress Toward Goal #3:

- 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.